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COACHING DISABLED FOOTBALLERS



English Federation
of Disability Sport








LEICESTERSHIRE & RUTLAND COUNTY FA

COACHING DISABLED FOOTBALLERS

Marion Hayton ~ Football Development Officer



WORKSHOP OUTCOMES

-  Plan a coaching session for disabled footballers
-  Use appropriate terminology
-  Identify appropriate safety considerations
-  Identify basic communication needs
-  Identify appropriate pathways



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COACHING DISABLED FOOTBALLERS

SPORT & COACHING



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WHY DO NON-DISABLED PEOPLE PLAY AND WHAT ARE THE BENEFITS?

WHY THEY PLAY

- To improve fitness
- To develop new skills
- To achieve in competition and perhaps gain recognition
- To make friends
- To experience a personal challenge
- To experience the thrill of competition
- For enjoyment

BENEFITS

- Apart from participation, friendship, enjoyment and success (skills to enhance many areas of daily life) . . .
- Improve self confidence
- Self esteem
- Learning to take responsibility
- Handling pressure and stress
- Coping with disappointments/setbacks as well as success



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WHY DO DISABLED PEOPLE PLAY AND WHAT ARE THE BENEFITS?

WHY THEY PLAY

 As non-disabled

BENEFITS

 As non-disabled



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QUALITIES OF A GOOD COACH



- Good communication skills
- Planning/organisational skills
- Evaluation – ability to evaluate
- Awareness of safety – creating an enjoyable & safe environment
- Flexibility
- Enthusiasm
- Patience and understanding
- Open-mindedness
- Fairness
- Knowledge of the game
- Desire to learn
- Willingness to help others improve
- Humour
- Motivation
- Integrity
- Reliability

QUALITIES OF A GOOD COACH



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QUALITIES OF A GOOD COACH



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ADDITIONAL SKILLS FOR COACHING DISABLED PLAYERS



Broad knowledge of the player's impairment



In depth knowledge of the individual player



Knowledge of competition classification



Knowledge of particular rules/equipment



Knowledge of particular safety issues



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THE INCLUSION SPECTRUM



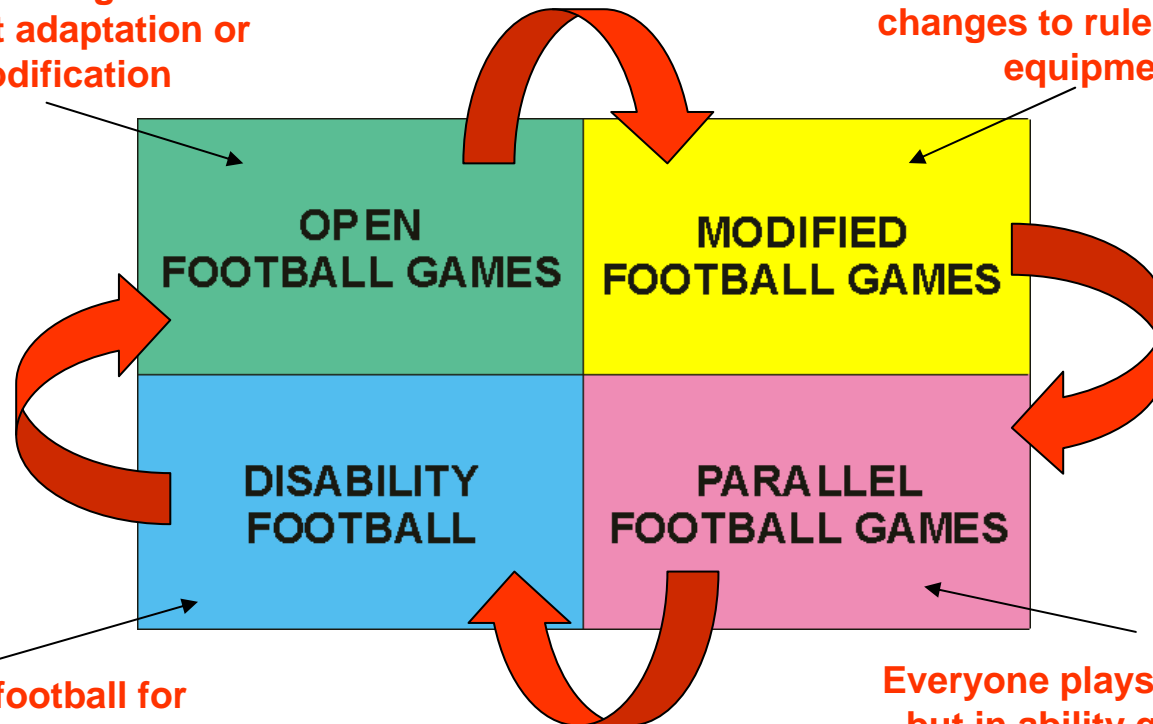
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The inclusion spectrum consists of four approaches for the delivery of football arranged in a continuum of participation allowing coaches to encourage fuller involvement of disabled and non-disabled players.

The four strategies, although different, overlap with each other in the way they can be used practically

Everyone doing the same
without adaptation or
modification

Same task, but with
changes to rules, area or
equipment



Competitive football for
specific impairment
groups

Everyone plays the game
but in ability groups in
different ways and levels



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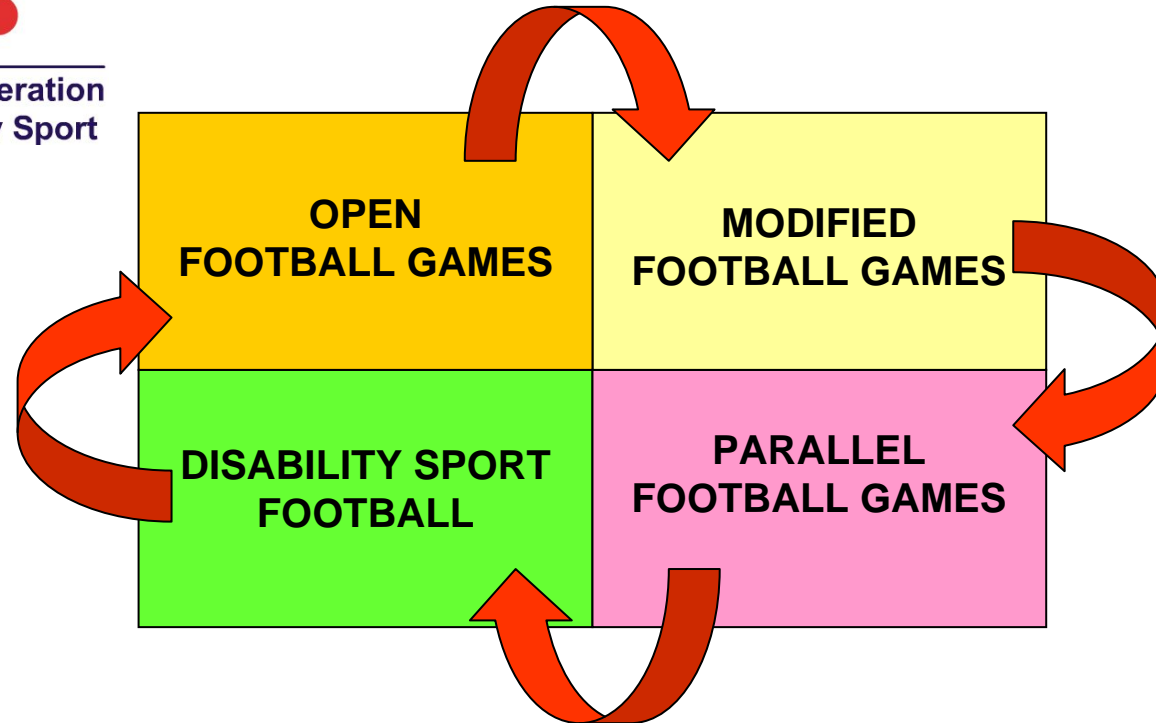


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OPEN FOOTBALL GAMES



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Open football games are where everyone in the group is able to participate with minimal or no adaptation or modification.

For example:

- Warm ups
- Integrated games
- Individual skill development
- Cool downs



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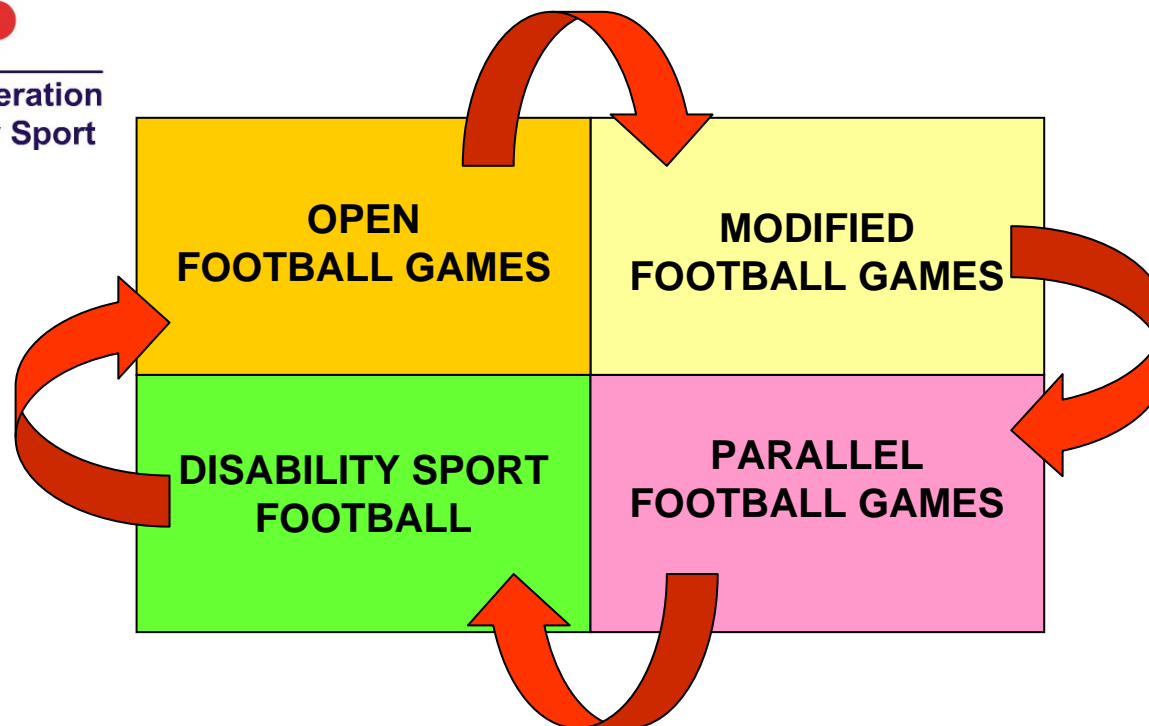


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MODIFIED FOOTBALL GAMES



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Modified football games occur when changes are made to the game or activity in order to promote inclusion. For example, alter space, adapt rules or vary equipment.



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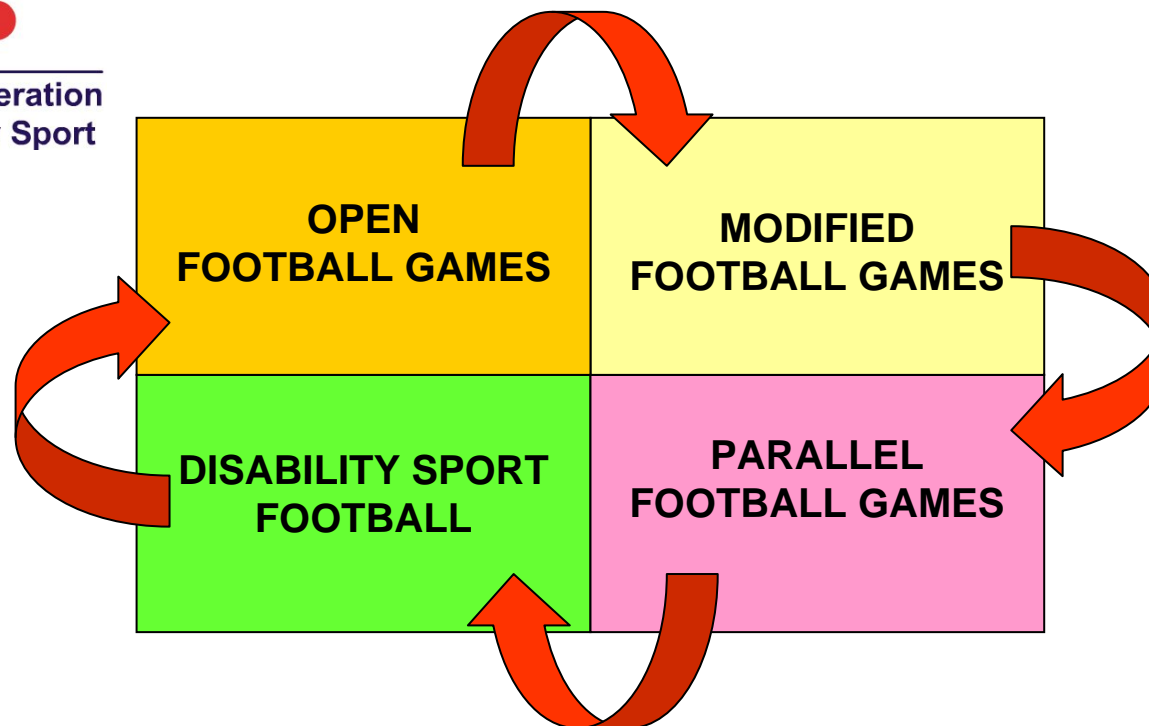


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PARALLEL FOOTBALL GAMES



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Parallel football games happen when everyone plays the same game or game theme, but they are organised in ability groups and the activity is set at a level suitable to each group. For example, three groups:

- ⚽ One group passing a football in a circle
- ⚽ Passing a football in a circle with an interceptor in the middle
- ⚽ Passing a football whilst moving, with an interceptor



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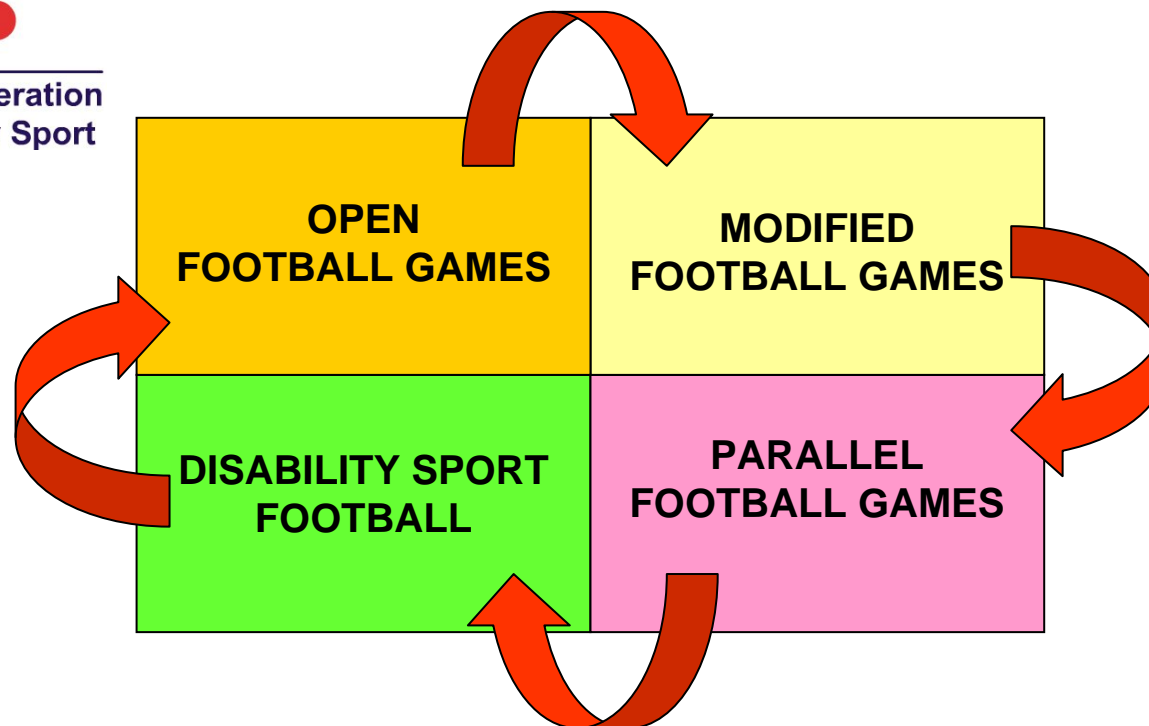


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DISABILITY SPORT FOOTBALL



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This is where disabled people play competitive football in impairment specific groups, eg amputee football, or people who are visually impaired. Or where they play in mixed groups with disabled peers, eg Ability Counts Programme.



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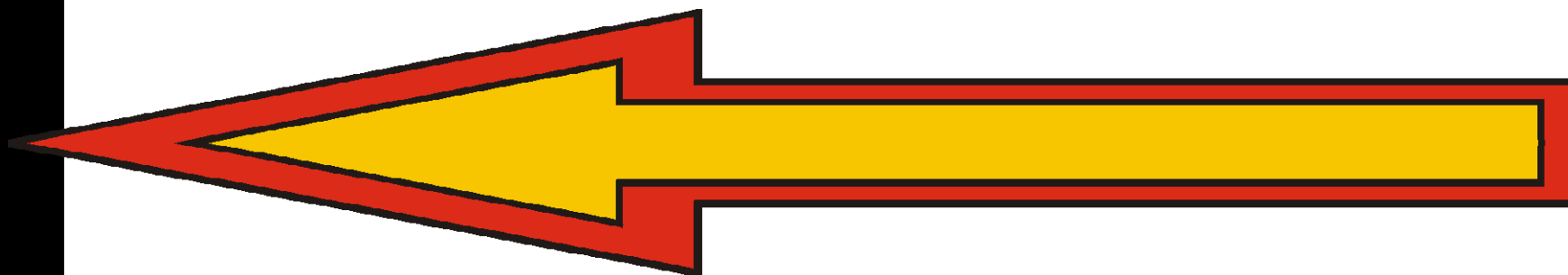


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THE WINNICK MODEL



1

REGULAR
SPORT

2

REGULAR SPORT
WITH
ACCOMMODATION

3

PARALLEL
SPORT

4

ADAPTED SPORT
INTEGRATION

5

ADAPTED SPORT
SEGREGATION



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COACHING DISABLED FOOTBALLERS

SESSION PLANNING



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What would you need to consider in order to plan a session?

Skill progression	Warm up/Cool downs
Length/frequency of training (Long/short term goal of players)	Competition/Challenge opportunities
Levels of ability/fitness	Rules
Communication issues	Equipment
Access	Medical conditions
Individual needs	Safety (including emergency procedures)
Transport	



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COACHING DISABLED FOOTBALLERS

SPECIAL CONSIDERATIONS



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AMPUTEES

ABOVE/BELOW KNEE SINGLE LEG



Use aluminium wrist crutches NOT prosthesis



Appropriate footwear to suit playing surface



Goalkeeper – single arm amputee



Have difficulty regulating body temperature



Care for “stump” – sock changed regularly



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SPECIAL CONSIDERATIONS



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CEREBRAL PALSY



Not a disease or illness



Impairs co-ordination, tone and strength of muscle action



Prone to accidents/injuries



Frequent dehydration, muscle cramps, exhaustion



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SPECIAL CONSIDERATIONS



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LEARNING DISABILITY



Poor self-care skills



Sometimes oblivious to dangers



Appropriate clothing (outfit too hot/cold)



Exhaustion/Dehydration



Convulsive Disorders (Epilepsy)



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SPECIAL CONSIDERATIONS



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VISUAL IMPAIRMENT



Do not leave equipment about



Allow time for orientation



Changes to environment (Doors opened/people/kit)



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SPECIAL CONSIDERATIONS



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DEAF/HARD OF HEARING



Allow sufficient time to understand all instructions including:

Safety Regulations/Procedures



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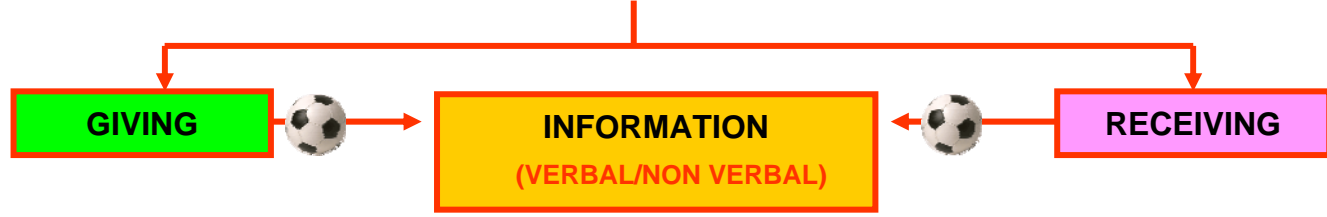


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TERMINOLOGY & COMMUNICATION



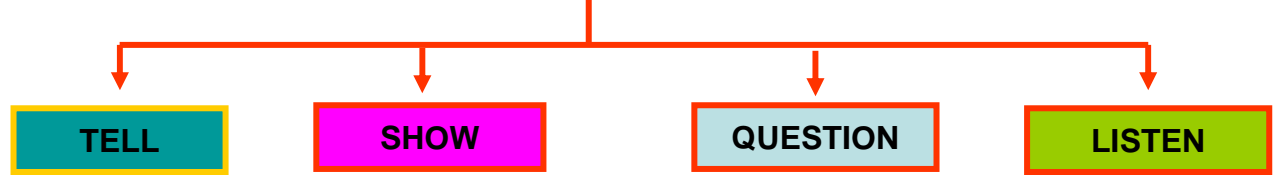
EFFECTIVE COMMUNICATION



YOUR COACHING STYLE WILL BE DETERMINED



GOOD COACHES



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USE OF TERMINOLOGY



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Try to avoid . . .

	Wheelchair bound
	Confined to a wheelchair
	Invalid
	Cripple
	The Disabled
	Handicapped
	Afflicted by, victim of, suffers from
	Brave, courageous



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USE OF TERMINOLOGY



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What do I say?

	Disabled people/people with disabilities
	Wheelchair user
	Blind/deaf people
	People with a visual/hearing impairment
	People with a learning disability
	People who have . . .
	Non-disabled people



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USE OF TERMINOLOGY



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DIFFERENCES IN TERMINOLOGY ARE BASED ON

MEDICAL

MODEL OF DISABILITY

SOCIAL

	Owned by the individual
	Not preventable
	Solution is to find a medical cure

	Owned by society
	Preventable
	Solution is to eliminate discrimination



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COMMUNICATION



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PLAYERS WITH A PHYSICAL IMPAIRMENT

1

Treat each player as an individual

2

Respect personal space

3

Address the player not the person accompanying them

4

Do not assume the player has a learning disability



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COMMUNICATION



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1

Determine what can be seen

2

Orientation

3

Address the player by name

4

Tell players when you are leaving

5

Appropriate resources, tapes, large print etc

6

Be aware of environment, noise etc

7

Use touch but ask first



PLAYERS WITH A VISUAL IMPAIRMENT

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COMMUNICATION



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1

Assess level of understanding

2

Treat people by their age

3

Avoid jargon

4

Use demonstrations

5

Repeat if necessary

6

Be patient

7

Do not patronise



PLAYERS WITH A LEARNING DISABILITY



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COMMUNICATION



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1

Assess level of understanding

2

Face the person

3

Do not shout

4

Ensure your face is lit

5

Speak to the person not the interpreter

6

Use gestures, signals or basic signing

7

Write instructions down

DEAF PLAYERS



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COMMON COURTESIES



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Treat adults in a manner befitting adults



Offer assistance – do not impose it



Talk directly to the player



Ask – do not assume



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WHAT TO AVOID



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	Treating all disable players as deaf, learning disabled or incapable of thought or speech
	Making assumptions about the existence or absence of impairments
	Treating everyone with the same impairment in the same way
	Being embarrassed
	Being patronising



COACHING DISABLED FOOTBALLERS

COMPETITION STRUCTURES/RULES

AMPUTEES

OUTFIELD PLAYERS ARE EITHER ABOVE OR BELOW KNEE
SINGLE LEG AMPUTEES WHO PLAY WITHOUT PROSTHESES ON
ALUMINIUM CRUTCHES

GOAL KEEPERS ARE SINGLE ARM AMPUTEES



GAME – 2 HALVES OF 25 MINUTES EACH

NO OFFSIDES / 7 PLAYERS A SIDE PLUS UNLIMITED SUBSTITUTION

PITCH & GOAL SIZE DIFFER – PITCH USUALLY 60M X 40M

GOAL KEEPERS NOT ALLOWED OUTSIDE PENALTY AREA

PLAYERS NOT ALLOWED TO STRIKE BALL/OTHER PLAYERS WITH
CRUTCHES. RESULT 'HAND BALL', DIRECT FREE KICK

BALL KICKED INTO PLAY – NOT THROWN

PLAYERS NOT ALLOWED TO TOUCH THE BALL WITH THEIR STUMP

SLIDE TACKLES ARE NOT PERMITTED

GK'S CANNOT USE THEIR STUMP TO SAVE THE BALL - PENALTY

DEAF/HEARING IMPAIRMENT

PLAYERS MUST HAVE A HEARING LOSS OF 65-70 DECIBELS

PLAYERS ADHERE TO THE LAWS OF THE GAME AS LAID DOWN BY FIFA
(MAINSTREAM)

NO PLAYER CAN WEAR HEARING AIDS DURING THE GAME



CEREBRAL PALSY

2 HALVES – 30 MINUTES EACH

PITCH/GOAL SIZE DIFFERENT

7 PLAYERS A SIDE



PLAYERS ALLOWED TO ROLL THE BALL INTO PLAY AS WELL AS THROW IN (HELPS THOSE WITH HEMIPLEGIA (PARALYSIS OF OPNE SIDE OF THE BODY))

BLIND OR VISUALLY IMPAIRED

B1 CLASSED PLAYERS ARE BLIND

GAMES PLAYED ON SOLID SURFACE

5 PLAYERS IN EACH TEAM

OUTFIELD PLAYERS BLIND – GOAL KEEPER SIGHTED



NO OFFSIDE

FOOTBALL CONTAINS BALL BEARINGS - NOISE

BLIND OR VISUALLY IMPAIRED

B2/B3 PLAYERS HAVE VISUAL IMPAIRMENTS

PLAY TO 5-A-SIDE RULES

CONTRAST COLOUR OF FLOOR AND FOOTBALL

REFEREES ADAPT ACCORDINGLY



LEARNING DISABILITIES

CONDITION WHERE BRAIN DOES NOT DEVELOP AS FAST OR FULLY AS IT SHOULD

DEGREE OF LEARNING CAN VARY ENORMOUSLY
CAUSED BY SEVERAL FACTORS - MOST COMMON:~



1 GENERIC (INHERITED) CHARACTERISTIC – DOWN'S SYNDROME

2 INFECTION - MENINGITIS

3 TRAUMA – ACCIDENT AT BIRTH, RTA, HEAD INJURY

4 SOCIAL EFFECTS – DRUGS, ALCOHOL, SMOKING, MALNUTRITION, POLLUTION

LEARNING DISABILITIES

DAMAGE TO BRAIN CAN CAUSE DELAY IN:~
PHYSICAL, SOCIAL, INTELLECTUAL AND EMOTIONAL DEVELOPMENT

PLAYER WILL FUNCTION AT A LEVEL WHICH IS LESS THAN HIS/HER
CHRONOLOGICAL AGE



LEARNING DISABILITY CANNOT BE CURED BUT SPORTING
ACTIVITIES/STRUCTURED EDUCATION PROGRAMME CAN HELP REACH
POTENTIAL. MAY NEED HELP/SUPPORT THROUGH LIVES

IN MAIN, NORMAL LIFE EXPECTANCY, BUT MORE LIKELY TO HAVE
EPILEPSY ETC WHICH CAN AFFECT LIFE EXPECTANCY

LEARNING DISABILITIES

ELIGIBILITY CRITERIA

PLAYERS INTELLECTUAL DISABILITY AS DEFINED BY W.H.O.
(WORLD HEALTH ORGANISATION)

IQ MUST BE WITHIN OR BELOW RANGE 70-75

INTELLECTUAL DISABILITY MUST BE EVIDENT – DEVELOPMENTAL
PERIOD CONCEPTION TO 18 YEARS

MUST BE IN RECEIPT OF AT LEAST 2:~

- SPECIAL EDUCATION
- SPECIAL ACCOMMODATION
- SPECIAL EMPLOYMENT
- SPECIAL PROTECTION
- RESPITE CARE
- FINANCIAL SUPPORT

NO ADAPTATIONS TO LAWS OF GAME (11 V 11)



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THE FOOTBALL ASSOCIATION ~ "THE VISION"

SHORT TERM PRIORITIES

- To develop, write and implement a disability football strategy
- To secure appropriate funding to continue current delivery of programmes and national squad support
- To undertake research into the most appropriate form of competitive football for disabled groups and numbers of current and possible participants

LONG TERM

- To provide local, county and regional playing opportunities for boys and girls
- To establish and implement a disability player pathway
- To establish the Football Association as the world's leading governing body in the development of disability football
- Secure world class funding for national disability squads



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