

Attention Deficit Hyperactivity Disorder (ADHD)

The following information has been written by those with a great deal of experience in this area. The information is provided as **guidance** only, allowing you to be more informed in your approach to being a more **inclusive** coach. No two people are the same; as such, please ensure your first step is always to speak to the person – understand their **abilities** and goals, and never assume.

What is ADHD?

ADHD is an impairment of either activity or attention control, or both.

General Characteristics of People with ADHD

- Inattentiveness – short attention span; extreme distractibility; over-frequent changes of activity; do not appear to be listening when being spoken to directly; and may have poor ability to organise tasks.
- Hyperactivity – may have excessive movements, especially in situations where quiet and calm are expected; may fidget; and often have difficulty in playing or engaging in leisure activities quietly or competitively.
- Impulsiveness – may act without thinking and appear thoughtless or rule breaking; has difficulty in waiting their turn; and interrupts/intrudes on others.

- Provide immediate and consistent feedback regarding positive behaviour.
- Try to develop a private signal system with the participant to notify them when they are off task or acting inappropriately.
- When speaking to a group and giving instructions, use the individual's name to attract attention. (When asking everyone to 'come here', some individuals may need you to tell them specifically by name that you mean them too.)

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Including People with ADHD in Your Coaching Sessions

- Be firm with rules, but calm and always have a positive approach.
- Match your coaching style to your participant's learning style; understand this by speaking to them/their parent/carer prior to the session.
- Know when to 'back off' if the participant's level of frustration or anxiety begins to peak.
- Look at the participant when communicating.
- Strive to have a predictable and organised coaching environment.



For further information and support, visit:

www.livingwithadhd.co.uk

www.adhd.org.uk

For a two-hour workshop aimed at increasing awareness and confidence of coaching disabled people in sport, visit www.sportscoachuk.org/coach-disabled-sport

Also, visit www.sportscoachuk.org/inclusion-coaches for further useful information.

Asperger Syndrome

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What is Asperger Syndrome?

Asperger syndrome affects people in three specific areas:

- social interaction
- social communication
- social imagination.

There are similarities with autism, but, on the whole, people with Asperger syndrome have fewer problems speaking and average, or above average, intelligence

In General, People with Asperger Syndrome:

- have difficulty understanding gestures, facial expressions or tone of voice
- have difficulty knowing when to start or end a conversation, and choosing topics to talk about
- use complex words and phrases, but may not fully understand what they mean
- are very literal in what they say and can have difficulty understanding jokes, metaphors and sarcasm; for example, a person with Asperger syndrome may be confused by the phrase 'that's cool'
- struggle to make and maintain friendships
- do not understand the unwritten 'social rules' that most of us pick up without thinking; for example, they may stand too close to another person, or start an inappropriate topic of conversation
- find other people unpredictable and confusing
- become withdrawn and seem uninterested in other people, appearing almost aloof
- behave in what may seem an inappropriate/antisocial manner
- may imagine alternative outcomes to situations and find it hard to predict what will happen next
- may misunderstand or interpret other people's thoughts, feelings or actions; the subtle messages put across by facial expression and body language are often missed
- may have a limited range of imaginative activities, which can be pursued rigidly and repetitively; for example, lining up toys or collecting and organising things related to their interest
- may have rules and rituals that must be followed
- have a love of routine
- possess special interests
- may have sensory difficulties.

Asperger Syndrome

Including People with Asperger Syndrome in Your Coaching Sessions

- Be very literal in your explanations. Try not to use slang phrases, sarcasm or metaphors.
 - Keep your explanations simple and concise.
 - Use their name at the beginning of an instruction or question.
 - Tell the participant what to do rather than what not to do.
 - Use face-to-face interaction when possible.
 - Use visual communication when possible.
 - Help your participant to anticipate what will happen next (eg 'When the ball is passed to Bill, who will Bill pass to?').
 - Give warning of any changes that are about to happen (eg 'John, in a few minutes, we will be moving on to a game').
 - Control the environment and don't overstimulate (eg face them away from any distractions).
 - Teach them the rules and use prompts/reminders to reinforce them.
 - Provide a definite beginning and end to activities.
 - Reduce anxiety by adopting a confident and positive approach. The participant will feel safer knowing that if they lose control, you won't.
 - Provide a safe place and/or person the participant can go to when a situation becomes too much for them to cope with.
 - Manage situations with other people you are coaching. Ensure they understand that this participant is not being rude if they don't respond to conversation.
- Allow the participant 'time out' as and when they need it.
 - Try to accommodate the need for structure and routine. Show the person your session plan and try to keep the structure the same for each session.
 - Support their interest in the sport. Provide useful website addresses and books that might be interesting. Your encouragement may help develop the interest and skill of that person.

Adapted from *What is Asperger Syndrome?* by The National Autistic Society, 2012.

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For further information and support, visit:

www.autism.org.uk

Email: nas@nas.org.uk

Tel: 020-7833 2299

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Autism Spectrum Disorder (ASD)



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What is ASD?

ASD is a lifelong developmental disability that can affect the way a person communicates and relates to others. It is called a spectrum as it shows itself in such a wide variety of ways, ranging from individuals who are pedantic about certain things to those with Asperger syndrome.

Points to be Aware of When Coaching People with ASD

The following points summarise many of the characteristics of people with ASD. It is important to understand that not everyone on the autism spectrum will have all of these characteristics; they may present only one or two of the following. By understanding what ASD is, you will feel supported to make your sessions a more positive experience for all your participants.

General Characteristics of People with ASD

- Difficulty with social interaction/relationships.
- May appear aloof and indifferent to others.
- Avoid eye contact.
- Difficulty in interacting with others.
- Unaware of others' feelings towards them and the impact of their behaviour on others.
- Apparent insensitivity to peers.
- No concept of their role within a group.
- Little or no perception of danger.
- Resistant to change.



Common Characteristics of People with ASD

- Poor physical/motor skills.
- Obsessions, usually with toys or objects.
- High levels of anxiety.
- Lack of motivation.
- Depression and low self-esteem.
- Inability to transfer skills from one situation to another.
- Vulnerable and susceptible to exploitation.
- Challenging behaviour.
- Self-injury/self-harm.

Social Communication

- May repeat/echo words or phrases.
- Inappropriate laughing or giggling.
- No or inappropriate response to sounds.
- Difficulty with expression, and so may need to use gestures.
- One-sided interaction.
- Associate communication/behaviour with people.
- Failure to respond to their name (unless looking at them).
- Failure to comply with general instructions when given to a whole group.
- Difficulty in understanding verbal communication.
- Difficulty in understanding non-verbal communication such as gestures, tone of voice and expressions.

Imagination

- Limited imagination; some individuals can be over-imaginative and will 'know **everything**'.
- Limited development of play (concepts of sharing and taking turns).
- Unusual or inappropriate play.
- Inappropriate attachments to objects.
- May spin objects or themselves.

Including People with ASD in Your Coaching Sessions

- Use their name at the beginning of an instruction or question.
- Tell the participant what to do rather than what not to do.
- Use face-to-face interaction when possible.
- Use visual communication when possible.
- Help your participant to anticipate what will happen next (eg 'When the ball is passed to Bill, who will Bill pass to?').
- Give warnings of any changes that are about to happen (eg 'John, in a few minutes, we will be moving on to a game').
- Control the environment and don't overstimulate (eg face them away from any distractions).
- Teach them the rules and use prompts/reminders to reinforce them.
- Provide a definite beginning and end to activities.
- Reduce anxiety with a confident and positive approach; the participant will feel safer knowing that if they lose control, you won't.
- Provide a safe place and/or person the participant can go to when a situation becomes too much for them to cope with.

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General Information on Dwarf Conditions



The following information has been written by those with a great deal of experience in this area. The information is provided as **guidance** only, allowing you to be more informed in your approach to being a more **inclusive** coach. No two people are the same; as such, please ensure your first step is always to speak to the person – understand their **abilities** and goals, and never assume.

What are the Dwarf Conditions?

There are over 200 types of restricted growth that can be grouped together as dwarf conditions – the most common being achondroplasia.

An individual participating in sport can be involved in most activities, and the Dwarf Sports Association UK (DSAuk) is the leading organisation for sport for people with dwarf conditions. DSAuk believes sport is important for participants' development and integration with their peers. Many dwarf athletes enjoy a spectrum of different sports.

General Characteristics of People with Dwarf Conditions

Regular exercise can make a big difference to the lifestyle and well-being of a person with a dwarf condition. There are a few skeletal and potential joint-stability problems sports coaches should bear in mind when working with participants with a dwarf condition:

- Many people with achondroplasia have a kyphosis or scoliosis of their spine. Constant shock to the back can cause damage to this area.



General Information on Dwarf Conditions



- Participants may have a spinal stenosis, which is a pinching of the spinal column caused by having restricted room within the vertebrae for the spinal column to pass through.
- People with restricted growth can have quite lax joints, and their elbows, hips and knees, especially, can be unstable. This is usually seen in the joints being extremely flexible. Many dwarf athletes can have a bowing of the legs, which may result in problems with their ankles.
- The more involved in regular exercise individuals are, the better the muscle tone around problem areas is maintained, and, therefore, the more stable these joints become.
- Weight can be an issue for some people with restricted growth. Keeping weight off and regular exercise can prevent and delay the need for invasive surgery to stabilise back and joint problems.

Warning

DSAuk discourages its members from certain sports that may repeatedly apply a shock to the spinal area. In general, DSAuk is of the opinion that trampolining, high jump, long jump and gymnastics have potential to cause long-term damage to people with restricted growth conditions. In athletics, the use of hurdles for training should be carefully considered on an individual participant basis.

Popular Sports DSAuk Athletes Compete in at National and Paralympic Level or for a Means of Exercise

Athletics: Dwarf athletes compete in sprint events up to 200m. They are also particularly good throwers, enjoying javelin, shot and discus events. There is a Paralympic pathway for some throwing events; Class F40 is the dwarf class for field events at Paralympic level.

Badminton: Dwarf players in Class 2 play a standard game of badminton to standard rules. Class 1 players play in a half court. This sport is particularly popular with dwarf athletes. There are European and World events to strive for. At international level, there is one class, which is SS6; this requires players to play on a standard court with standard height nets.

Basketball: Basketball is played to standard rules with standard height nets for 16+ year olds. The under-16s team uses nets at 8' 6" height. Basketball is played in leagues at the National Dwarf Games and World Dwarf Games.

Boccia: This is a sport enjoyed by many dwarf athletes. There is a pan-disability league that dwarf players are welcome to join. DSAuk also runs a national championships every year.

Cycling: Cycling is fast becoming a more popular sport for dwarfs. There are custom-built bikes and standard models that can be ridden and raced, and a cycling time trial event at the DSAuk National Games.

Football: Football is played to seven-a-side rules using five-a-side goals. There is a successful Great Britain team that competes at the World Dwarf Games, and there are junior and senior leagues played at the DSAuk National Games.

Hockey: Unihockey is a popular team sport played by both junior and senior players. It is generally only played at the DSAuk National Games.

Powerlifting: The powerlift takes the form of a bench press. Dwarf lifters are gifted in this event and can lift many times their own body weight. This is a sport that requires expert coaching and tuition. There is a Paralympic pathway in this event. In general, lifters will need a Velcro strap to safely secure them to the bench.

Swimming: Swimming is a particularly good sport as it is non-load-bearing on the joints. There are the S6 and S7 classes for dwarf swimmers, and also Paralympic events.

Table tennis: Dwarf players play to standard rules on a standard table. There is a Paralympic route in Class 7, though this is a mixed class with average height players. Table tennis is popular at the National Dwarf Games and World Dwarf Games.

Other sports: Other sports enjoyed and organised by DSAuk regions include archery, canoeing, climbing, fencing, outward-bound weekends, sailing, shooting, skiing, snowboarding and tenpin bowling. Other sports have also been trialled at taster days.

The National Dwarf Games are generally held on May Day bank holiday over three days, when all the aforementioned sports are played at a competitive level.

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For further information and support, visit:

www.dsauk.org

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People with Hearing Impairments



The following information has been written by those with a great deal of experience in this area. The information is provided as **guidance** only, allowing you to be more informed in your approach to being a more **inclusive** coach. No two people are the same; as such, please ensure your first step is always to speak to the person – understand their **abilities** and goals, and never assume.

People with hearing impairments may not necessarily have any other physical impairment. Those who are deaf or hard of hearing will have varying levels of hearing and may or may not choose to wear their hearing aid during your coaching session. Please remember that wearing a hearing aid neither corrects language nor restores perfect hearing.

Coaching people with a hearing impairment is essentially down to your communication skills as a coach. As with all new participants, speak to them before the start of their first session to establish a mutually acceptable method of communication. There are a variety of ways to communicate, and the person will tell you what works best for them. To get things started, try communicating through basic gestures or use a pen and notepad.

Including People with Hearing Impairments in Your Coaching Sessions

- Suggest the individual be at the front of the group when discussing plans or instructions, or, as the coach in the activity, move to a position where the participant is in front of you. Convey this message at the beginning of the session rather than bringing the participant to the front at the beginning of each demonstration.
- Try to reduce the noise level. Hearing aids are not selective in the sounds they amplify and, therefore, any background noises will be amplified as much as your voice.



People with Hearing Impairments



- Speak clearly and don't exaggerate lip movements. If you are a fast speaker, you might find that slowing down your rate of speech a little could help.
- Avoid standing in front of a window or with the sun at your back as other light sources make lip-reading difficult.
- Try to face the participant when speaking and do not cover your mouth with your hand, paper or a pen; do not chew gum or eat. Be aware that a beard or moustache may make lip-reading difficult.
- Ensure the participant is paying attention before you begin to deliver instructions or coaching points. Attract the deaf participant's attention before speaking to them or else they may not realise you are talking to them. A tap on the shoulder or a wave is acceptable.
- Present one format of visual information at a time. The participant cannot 'read' two things at the same time; for example, the board and your lips. Therefore, try to avoid talking while writing on the board or demonstrating.
- Write down keywords and new vocabulary if needed. This helps because new words are almost impossible to lip-read.
- Where possible, demonstrate techniques or corrections rather than rely on verbal explanations.
- If a deaf participant does not reply or seems to have difficulty understanding, rephrase what you just said/demonstrated before moving on. A deaf participant will usually confirm they understand by a nod of the head and you should do the same.
- Inform the participant of any changes in daily routine. They may be the only one in the session unprepared for such things as room changes, finishing times or changes in activity.
- Repeat other people's contributions to the session.
- Ask the participant to teach you sport-specific signs; there is a number of these that a deaf participant can teach members of your sporting club to assist with communication during matches and training.
- Make sure the deaf participant can identify essential signals in your sport (eg visual equivalents to whistles or a starting pistol). A simple example could include a referee/starter putting an arm up, then down at the same time as the whistle/starting pistol.

Involve the Team

It will be useful to discuss the guidance described above with squad members, parents/carers and/or assistants prior to, or shortly after, the deaf participant joining the team. The coach can also educate umpires about what can be done to assist the participant.

Combine clapping with a double-handed wave to congratulate or praise. When we see something good, the natural reaction is to clap. The deaf community will use a raised double-handed wave to show the same appreciation, so use both methods for a mixed group.

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For further information and support, contact:

UK Deaf Sport

www.ukdeafsport.org.uk

Email: office@ukds.org.uk

Tel: 07850 796 241 (Lee Dolby, National Inclusive Sport Advisor)



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What is Learning Disability?

Mencap defines learning disability as a reduced intellectual ability and difficulty with everyday activities, which affects an individual for their whole life; for example, in carrying out household tasks, socialising or managing money.

General Characteristics of Learning Disability

People with a learning disability tend to take longer to learn and may need support to develop new skills, understand complex information, and interact with other people.

The level of support an individual needs depends on specific factors, including the severity of their learning disability. For example, a person with a mild learning disability may only need support with simple tasks such as joining a sports club. However, someone with a severe or profound learning disability may need full-time care and support with every aspect of their life – they may also have physical disabilities.



Learning Disability or Learning Difficulty?

Learning disability is often confused with specific learning difficulties such as dyslexia, attention deficit hyperactivity disorder (ADHD) and some forms of autism. Mencap describes dyslexia as a learning difficulty because, unlike learning disability, it does not affect intellect.

It is important to remember that, with the right support, most people with a learning disability in the UK can lead independent lives. Sport provides invaluable life skills and social contact, as long as a positive and informed environment is available to people.

Including People with Learning Disability in Your Coaching Sessions

- Use a range of coaching styles, including lots of visual demonstrations.
- Stay away from writing down complex terms or drawing tactical approaches on a board.
- Strive to have a predictable, consistent and organised coaching environment.
- Where relevant, provide accessible and easy-to-read information, and consider other non-verbal communication techniques.
- Demonstrate specific coaching drills one element at a time, and build up slowly.
- Give simple, clear instructions, and repeat them frequently, breaking more complex tasks into simple steps.
- If possible, pair up your participant with a supportive fellow participant who has the ability to explain concepts clearly, concisely and patiently.
- Do not single out the participant in view of the group to explain more difficult concepts. Try to include further coaching while other participants are otherwise engaged.

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For further information and support relating to sport for people with learning disability, contact:

Mencap Sport

www.mencap.org.uk/sport

Email: sport@mencap.org.uk

Tel: 0121-722 5900

For a two-hour workshop aimed at increasing awareness and confidence of coaching disabled people in sport, visit www.sportscoachuk.org/coach-disabled-sport

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Coaching Manual Wheelchair Users

The following information has been written by those with a great deal of experience in this area. The information is provided as **guidance** only, allowing you to be more informed in your approach to being a more **inclusive** coach. No two people are the same; as such, please ensure your first step is always to speak to the person – understand their **abilities** and goals, and never assume.

Coaching Considerations

These coaching considerations may not apply to all wheelchair users, but are common characteristics for this impairment. For greater clarity, it is recommended you ask the participant.

- Be aware and minimise risk of common injuries from propelling the wheelchair such as blisters, abrasions and lacerations.
- Check participants' range of movement; they may, for example, find it difficult to raise their arms above their head.
- There is a common assumption that if a participant is in a wheelchair, they cannot bear weight on their legs. Participants may be able to bear weight, depending on their impairment.
- Participants may tire easily during a session due to their lack of motor skill efficiency.
- Participants may struggle with temperature regulation – both hot and cold. For example, a tetraplegic may not be able to perspire and will, therefore, require water to be sprayed on them to avoid overheating.
- Make sure participants take in plenty of fluid during sessions.
- There may be a decrease in a participant's range of movement due to, for example, a rod in the spine.
- Be aware of hot and cold surfaces, as participants may have lack of sensation in their touch.
- There is the potential for damage such as cuts and bruises below their lesion due to lack of sensation.
- Be aware that some participants may require equipment for bowel and bladder control.
- Participants may have a decreased breathing efficiency due to only their diaphragm supporting their breathing (tetraplegic).
- If transferring to a different wheelchair, participants should do this independently or with the help of a parent/guardian/personal assistant, or with a trained individual. With higher levels of impairment, a hoist may be required for transfer:



Coaching Manual Wheelchair Users

Including Manual Wheelchair Users in Your Coaching Sessions

- Every manual wheelchair user is different; it is recommended you ask the participants before the session. For example, check their range of movement.
- If participants are not using a sports wheelchair, they may not have an anti-tip system fitted to their chair. If this is an option on their chair, ensure it is fitted. If no anti-tip is fitted, reduce the risk of the chair tipping back during an activity (eg by reducing speed and quick turns) as this may cause head injuries.
- Apply the STEPS principle (see below).

Adapting Coaching Sessions for Manual Wheelchair Users

The STEPS principle (Space, Task, Equipment, People and Safety) provides guidance on how to adapt sessions to integrate disabled people. Using this principle, specific considerations/adaptations for manual wheelchair users are given below.

Space

- What is the effect of the size of the play area chosen?
- Can you change the surface so it is suitable for a wheelchair?
- Is the facility accessible, including access to toilets and changing rooms?
- Decrease targets and distances to make things easier.
- Working in zones enables people of similar ability to be matched.
- Is there room to move around?
- Can you use a tackle-free zone?

Task

- Ensure the demonstrations/communication methods used will enable understanding.
- Adapt rules for the whole group or for individuals.
- Adapt the task for some participants so they can use adapted equipment.
- Adapt a game to use zones, so everyone can play.

- Choose a sport/task that is accessible to all; for example, avoid high jump or run parallel with another accessible activity.
- Recognise rule changes; for example in:
 - tennis, allow two bounces of the ball
 - basketball, allow two touches of wheels before having to bounce the ball
 - table tennis, ensure the other player plays seated.

Equipment

- Size – a larger ball is easier to hit and receive.
- Size – can you make the length of a handle shorter/longer on a racket/ bat?
- Size – can you reduce the height of targets (eg a lower badminton net)?
- Is sport-specific specialist equipment available (eg wheelchair football attachment)?
- Does the wheelchair have an anti-tip fitted?

People

- Ensure group dynamics – working in pairs and small groups.
- Vary groups – use mixed-ability groups and similar pairings, and ensure these are not the same for every session.
- Select team roles carefully – to challenge but not to frustrate.
- Let them try – never assume they can't do it, and work with them on adaptations; what works and what doesn't?
- As a coach, your position is important for people to hear and see.

Safety

- Know your individual/group, their ability and potential.
- Know what precautionary action to take (eg medical, behavioural).
- Be aware of further potential heat loss and dehydration with some groups.

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For further information and support, contact:

WheelPower – British Wheelchair Sport

www.wheelpower.org.uk

Email: info@wheelpower.org.uk

Tel: 01296-395 995

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People with Visual Impairments

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Coaching people with visual impairments can provide varying levels of challenge as every person will have varying levels of sight. Some people may see nothing; some may see outlines; some may see a small area in detail but nothing around that area; some may see best in good light; some in poor light; some may have seen in the past and have a memory of how people move; and some may never have seen and have to learn everything by description.

Communication is key when coaching visually impaired people. Talk to the participant prior to the session, to understand their personal support needs.

People with Visual Impairments May Have Associated Difficulties, Such as:

- gross motor skills not being as well developed
- a lack of motivation to explore the environment
- being unaware of unacceptable body movements and mannerisms
- difficulties with orientation.

Coaching Considerations

- People with a severe visual impairment cannot learn by imitation. As this is the usual way in which most people will learn movement from an early age, be aware of using different methods of communication.
- Be aware that some visually impaired people's sight may vary from day to day or at different times of day. It is therefore important to check with your participant prior to each session.
- To fully understand the outcomes, some participants may need to experience practices, events and routines repeatedly.
- It is very important that trust is developed quickly between the coach and participant.
- The coach should make links and connections between sessions.



Including People with Visual Impairments in Your Coaching Sessions

- Use the individual's name to get their attention.
- Allow time for touch instead of continued verbal description.
- If possible, you, as the coach, should picture the skill and describe it as accurately as possible; communication and patience are key.
- Ensure a quiet learning environment so the participant is able to interpret, locate and identify different sounds.
- Try to use tactile markers on the floor and walls, where appropriate.
- In swimming, people with visual impairments may find backstroke difficult, and may feel very uncomfortable when starting to do backstroke. Ensure the participant has complete water confidence before backstroke is attempted.
- As the coach, you should wear a different coloured top, in a colour the participant can see.
- Avoid low-hanging objects in the coaching environment and keep the floor space as free from equipment as possible.
- Prior to the session, allow time for the visually impaired participant to walk around the coaching environment, or explain to them the layout, using the clock method (ie bench at 1 o'clock).
- If guiding a visually impaired participant, hold your arm out for the person to hold, and keep your guiding arm relaxed and still. Do not grab hold of the participant yourself, unless you have their permission to do so.
- Advise the visually impaired participant that you are going to put them into a correct position/correct their stance, and how you are going to do this, prior to touching them.



- If moving alongside the participant, ensure you keep to their pace and don't try to bring them up to your pace.
- It can sometimes be difficult for a participant to recognise their success in a coaching session so provide ongoing feedback and praise, where appropriate.

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For further information and support, visit:

British Blind Sport

www.britishblindsport.org.uk

Email: info@britishblindsport.org.uk

Tel: 01926-424 247

Goalball UK

Goalball is a disability sport developed for people with visual impairments.

www.goalballuk.com

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