

Inclusive Coaching for Judo Clubs





Inclusive Coaching - Definition and Types of Disabilities

Definition of Disability

Equality Act 2010

'If you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities'

Types of Disabilities

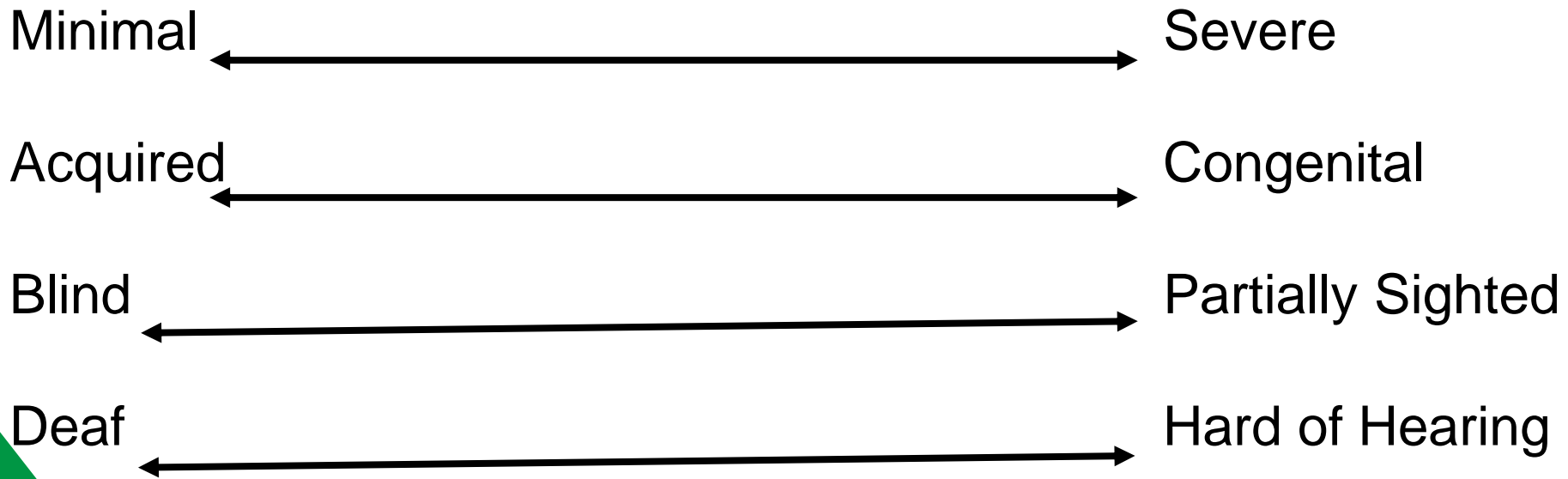
1. Physical Disability – eg; Cerebral Palsy, Amputee, Restricted Growth, Spinal Injury
2. Learning Disability – IQ <75 eg: Downs Syndrome
3. Sensory Disability – Sight Loss / Blind, Hearing Loss / Deaf



Inclusive Coaching - Spectrum

Inclusive Coaching

Spectrum





How to integrate someone with a disability into your club

How to integrate someone with a disability into your club

1. Educate Coaching Staff
2. Adapt a Buddy System
3. Health and Safety
4. Communication



1. Educate Coaching Staff

- a) Workshops – Disability Inclusive Training (DSNI)
Sports Coaching & Autism (DSNI)
Visual Awareness Training (NIJF)
- b) Adaptations (if required) – equipment, session plans
- c) Terminology - Appropriate language (**Task 1**)



2. Adapt a Buddy System

- a) Pair up players of similar ability
- b) Pair up players with someone who can support the player with a disability this may be a coach or another player with experience with players with a disability
- c) Peer support – no one left alone



3. Health & Safety

- a) Ensure an appropriate and robust player induction process for the club is in place
- b) Ensure the club has sufficient coaches to player ratios
- c) Ensure coaches are qualified and insured and have attended an inclusive training workshop and Judo specific workshops on working with players with a disability



4. Communication

- a) Communication is vital for safety of the player with a disability and other players.
- b) Appropriate communication eg: Visual aids, Kinaesthetic,
- c) Coaches aware of players disability and any limitations it causes for training. Clear concise information required from player or parent/guardian/carer eg; triggers, settling information...
- d) Prompts / Cues which player will respond to.





Considerations for Players with a Disability

Main Considerations

1. No two people are the same, speak to the player/guardian about their personal abilities eg: mobility, affected limbs, behaviour
2. Ensure clear access on to mats
3. Buddy up participants if required
4. Coaches to be aware of the players limitations
5. Other players in club to become knowledgeable on various disabilities
6. Work with the players on what works for them and does not.



Considerations for a Player with a Physical Disability

1. Ensuring clear access to club facility
2. Ensure clear access on to mats
3. Buddy up participants if required
4. Coaches to be aware of the players limitations
5. If Cerebral Palsy – you may consider additional stretching and flexibility and shorter drills to improve circulation and improve mobility.



Considerations for a Player with a Physical Disability

6. Less impaired players may be able to adapt activities to suit themselves. Show them what the final skill is – they can tell you what feels right and what will work
7. Make sure the activity space allows players to move around easily



Considerations for a Player with a Learning Disability

1. Ensure there is a consistent and organised coaching environment
2. Use a range of coaching styles, including lots of visual demonstrations
3. Consider non-verbal communication techniques
4. Buddy up participants if required
5. Give simple clear instructions and repeat them frequently



Considerations for a Player with a Learning Disability

6. Break more complex tasks into simple tasks
7. Limit any background noise and other distractions especially during instructions
8. Plan the session to ensure you meet the needs of the group
9. Focus attention before you begin instructions
10. Always ensure you have a safe and consistent environment



Considerations for a Player on the Autism Spectrum

1. Do not worry if a player is not looking at you during instructions – they may still be listening
2. Repetitive actions/language should be respected as coping mechanisms
3. Where possible get them to buddy up with someone they like
4. Use clear idiom free language



Considerations for a Player on the Autism Spectrum

5. Give safety rules clearly and carefully to avoid injury
6. Have a definitive start and end to activities
7. Give warning of any changes coming up to help anticipate what comes next
8. Use names when instructing and indicate what to do rather than not do



Considerations for a Player with a Sensory Disability – Sight Loss

1. Buddy up participants if required (not all will require a guide)
2. Ensure no obstructions in activity areas, changing rooms etc..
3. Familiarise the player with the activity area eg: good description, moving around the area
4. Use tactile demonstration where appropriate to help build spatial awareness



Considerations for a Player with a Sensory Disability – Sight Loss

5. Ensure the activity area is well lit
6. Describe actions and use audible equipment where possible – repeat demonstrations and technical descriptions as often as needed
7. Bright and bold for equipment colours
8. Make sure the player begins facing the right direction and knows where they are in relation to the activity area



Considerations for a Player with a Sensory Disability – Hearing Loss

1. Coaches planning sessions to include visual cues
2. Buddy up participants if required
3. Face the player, speak clearly, but not too fast and don't exaggerate lip movement. Chewing or covering your mouth can make lip reading difficult.
4. Make sure the player is in a position at all times to see the coach perform any demonstrations (interpreters should stand next to the coach - if required)



Considerations for a Player with a Sensory Disability – Hearing Loss

5. Make sure all other players are quiet when giving instructions as all noise is amplified by hearing aids
6. Make sure the player is paying attention before giving instructions
7. Don't talk and demonstrate /write at the same time as the player won't be able to read your lips and watch the example
8. A small whiteboard or visual prompts can help



Considerations for a Player with a Sensory Disability – Hearing Loss

9. Learn some simple signs from the player and ask the whole class to use them
10. Use flags, cones, arms or other visual aids to stop and start the activity
11. Use different coloured objects / signals to indicate changes during an activity eg: speeding up, moving direction
12. Some players may have problems with their balance that may not be noticeable due to learned coping mechanisms





Useful Contacts

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