ParaCoach EU eLearning Course

Study Guide

Name:

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Acknowledgements

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Chapter 1

Introduction

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1.1 Course Overview

The ParaCoach eLearning course has been designed by researchers at Liverpool John Moores University and international partners. The aim of the course is to help coaches deliver inclusive and empowering sporting experiences for athletes and to promote learning and lifelong participation.

This study guide is designed to support your engagement with the eLearning course and assist you with your learning. The guide is divided into nine chapters, each corresponding to a chapter on the eLearning course.

The course is designed to promote **reflexivity.** We recognise that each of you will bring a wide range of backgrounds, experiences, skill levels and expectations to this course, and we encourage you to consider and reflect on these experiences as you engage with the course materials.

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1.2 Origins of the Paralympic Movement

The Paralympic Movement originated in the Stoke Mandeville Spinal Unit as a means of using sport to rehabilitate people with impairments and promote their integration back into society. Dr Ludwig Guttmann believed that sport was a powerful vehicle for challenging negative perceptions of disability.

The following paper charts the development of the Paralympic Games.

Suggested Reading

- Gold, J.R and Gold, M.M. (2007). Access for all: the rise of the Paralympic Games. *Perspectives in Public Health,* 127(3).

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1.3 Evolution of the Paralympic Movement

From its humble origins as a rehabilitative enterprise the Paralympic movement has undergone considerable growth. In what ways does the Paralympic movement continue to challenge negative societal perceptions of disability? How does your role as a coach facilitate this?

The following textbook provides a comprehensive overview and background to the evolution of disability sport.

Suggested Reading

- Thomas, N. & Smith, A. (2009) Disability, Sport and Society: An Introduction. London:Routledge.

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1.4 Course Objectives

Upon completion of the course, you will:

- Develop an ability to reflect critically on your values, beliefs and practices and how this may impact on athletes with disability;
- Create inclusive and empowering environments and practices to facilitate person centred learning;
- Understand how societal norms about disability may influence coaching practice by engaging with models of disability;
- Obtain tips on how to conduct successful practices.

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Reflexive Task

Consider what you hope to achieve in this course by answering the following questions:



- Why have you joined this course?
- What specifically do you want to learn more about?
- How do you want to apply your knowledge when you complete this course?

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Chapter 2

Becoming a Reflexive Coach

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2.1 Chapter Overview

In this chapter, you will:

- Understand how coaches learn and the importance of reflexivity in becoming more aware of the unquestioned influences on coaching practice.
- Demonstrate practices that are associated with becoming a reflexive coach

Notes from previous chapter

Use this space to jot down key questions, ideas or reflections from the previous chapter.

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2.2 Learning



How, what and why coaches learn is an important area to explore if we want to deliver more inclusive and empowering opportunities for people with a disability.

Biography

> “I come from a sporty family and as far as I can remember I have always played sport. I wasn’t the best in my class, but I was good and made the football, athletics and swimming teams. To be honest I am still friends with a number of my old teammates. My teachers and parents were always encouraging, and they helped me find a really good sports club and co Trevor. He was quite strict and didn’t like us messing around but he did a good job at teaching me how to run properly. So, I guess I am a bit like him. That’s where is began all those years ago….I didn’t meet a disabled athlete until much later in my coaching career.”

Key Ideas

- Much of what we learn about coaching is mediated through our early experiences as athletes.
- We develop an approximation of what coaching looks like and who takes part in sport. If our early sporting experiences have been in non-disabled sport, then able

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bodied social norms tend to shape our understanding of sport and coaching.

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Transitioning into coaching

> “I never intended to coach, I just started helping out my coach as our group got bigger. To be honest I really enjoyed it and I think I did a good job. I then figured out; I’d better get a qualification. In the beginning, I thought the course helped me with organising the kids and providing examples of games etc, but I just used what I learnt from my coach. Then when Mel came into our group that changed everything. She had a disability and wanted to be a wheelchair racer and we didn’t know anything about the event or about her disability. That was challenging but we wanted to learn.”

Key Ideas

- Entry into coaching is often serendipitous and unplanned.
- Most coaches require some form of formal coach education qualificaton or certification.
- Formal coach education rarely includes reference to coaching athletes with impairments.

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Question

How did you get into coaching? What qualifications have you taken? What have you learned from your journey through coach education?



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The paper below illustrates some of the common preconceptions associated with coaching in disability sport.

Suggested Reading

- Wareham, Y., Burkett, B., Innes, P. & Lovell, G.P. (2017) Coaching athletes with disability: preconceptions and reality. *Sport in Society*, 20(9), 1185-1202.

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Effective Coaching

> “How did I learn to coach in para sport? Massive experimentation. I didn’t really have any guidance, so I had to work with my athletes to figure out the puzzle. Coach education doesn’t prepare you for this challenge. So, we experiment to find out what works. I guess the starting point is, what you know in able bodied sport and then adapt to the athlete. Athletes are athletes whatever sport you are in so it’s just a matter of fine tuning. Plus, over the years of attending competitions I got to chat other coaches, so we get to share our challenges and that practices that work”

Key Ideas

- Formal learning opportunities specific to para sport are not always available.
- Coaches often rely on ‘trial and error’ in para sport.
- It is common for coaches to seek out ideas from more experienced peers.

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The paper below describes how, due to a lack of disability-specific coach education, coaches often turn to informal methods for learning to coach in a disability context.

Suggested Reading

- Fairhurst, K.E., Bloom, G.A. and Harvey, W.J. (2017). The learning and mentoring experiences of Paralympic coaches". *Disability and Health Journal.* 10(2), 240-246.

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2.3 Reflexivity



Reflexivity is a process of **self-examination**.

It requires you to ‘bend back upon oneself’ and consider how your social backgrounds, assumptions, positioning and behaviour impacts the coaching process, athletes and others.

Reflecting on the norms and values that influence coaching is key to developing self-awareness and challenging habitual ways of thinking.

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Question

Consider the example of reflexive practice in a disability coaching context below. It showcases a particular type of reflexivity informed by critical theory. Some parts of the paper may be quite dense, but consider how the coach's view of empowering coaching changed.

Suggested Reading



- Townsend, R.C. and Cushion, C.J. (2020). 'Put that in your f*cking research': reflexivity, ethnography and disability sport coaching. Qualitative Research. 21(2).

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Reflexive Questions

The reflexive questions are designed to help you question your experiences. Some may be easier than others to answer. Use this space to support your answers.



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Chapter 3

Knowing Disability

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3.1 Chapter Overview

In this chapter, you will:

- Understand how disability is understood within society and sport
- Understand the barriers athletes with disability face to sport and physical activity
- Demonstrate an ability to recognise how social norms about disability influence our coaching practice

Notes from previous chapter

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Reflexive Task

Disability is a complex and contested term.



- What is your understanding of disability?
- What is your understanding of the term “impairment”?
- How does it make you feel about coaching disability sport?
- In what ways may your view and feelings of disability impact your coaching practice?

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3.2 Barriers to sport and physical activity

Compared to able-bodied people, people with a disability face additional barriers to sports participation.

As coaches we need to recognise these barriers as a means of removing them.

These barriers include:

- Lack of accessible sport facilities.
- Lack of accessible transportation.
- Lack of suitable / adapted programmes of sport.
- Lack of communication around sporting opportunities.
- Lack of educated and knowledgeable coaches.
- Stigma.

The paper below illustrates some of the everyday barriers associated with participation in sport and physical activity.

Suggested Reading

- Ives, B. *et al.,* (2019). “I’ll always find a perfectly justified reason for not doing it”: challenges for disability sport and physical activity in the United Kingdom. *Sport in Society.* 24(4), 588-606.

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3.3 Models of Disability

Models of disability capture the values and beliefs that are associated with the term “disability”. The following are of particular relevance for coaches:

- Medical model
- Social model
- Social relational model.

How coaches understand disability is influenced, knowingly or uknowingly by models of disability.

The paper below provides an overview of the models of disability applied to sports coaching.

Suggested Reading

- Townsend, R.C., Smith, B. and Cushion, C.J. (2016). Disability sport coaching: towards a critical understanding. *Sports Coaching Review.* 4(2), 80-98.

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3.4 Medical Model

The medical model is the dominant perspective on disability in sport.

This view highlights impairment – loss of function - as the problem, that is, the source of disability.

In sport, a medical model view primarily focuses on minimising how impairment impacts on sporting performance.



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3.5 Medical Model and Practice

Opportunities of the medical model:

- Coaches develop deep knowledge of how impairment may affect participants' physical and intellectual function in training, performance and recovery.
- Understanding the features of impairment may improve coaches' confidence to work with participants in disability sport.

Limitations of the medical model:

- Overcoming a participant's impairment becomes the focus of coaches' attention and experimentation, rather than understanding individual motivation, passion and ability.
- Normative sport specific knowledge, scientific models and methods of best practice are placed on athletes with impairment without much individual adaptation or differentiation.
- Coaches can become familiar with one type of impairment and reject coaching athletes with differing types of impairment.

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- Coaches' ableist assumptions, including fear and stigma, may be a barrier to participants with impairment accessing sporting opportunities
- Coaching in disability sport is not considered as valuable.

Summary

The medical model locates the source of disability within the individual; a result of the functional limitations of impairment.

Applied to coaching, the role of the coach is to minimise the impact of impairment on sporting performance, often through the application of general (able-bodied) principles.

What is needed to balance such an approach is an equal focus on the coaching environment and the knowledge and skills of coaches.

This is where the **social model** may prove useful.

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3.6 Social Model

The social model of disability was developed to shift societal understandings of disability as *entirely* social. It positions disability as a form of social oppression characterised by a general failure of society to support the full inclusion of people with impairments in everyday life.

The social model is a powerful concept for raising awareness of the disabling barriers in society:

- Inaccessible built environments
- Lack of access to education, employment, transport.
- Negative attitudes.

The social model also helps to reclaim the term “disabled people” as a collective form of activism, highlighting that people with impairments are an oppressed group in society.



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3.7 Social Model and Practice

Opportunities of the social model

- The identification and removal of barriers to sport and coaching practice.
- Inform policy and legislation ensuring that agencies are held to account for ensuring full access to all aspects of society for persons with a disability.

Limitations of the social model

- The overt focus on societal barriers does not account for the real and direct impacts of living with diverse and complex impairments.
- Coach education courses designed to promote inclusive practice may have very little impact on coaches' practice and some of these may implicitly have medical model assumptions.
- When athletes are included with sporting environments, coaches' practice may still be person-fixing, rather than environment-altering. Coaches may accommodate rather than include disabled participants.

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Summary

The social model has been beneficial in identifying and dismantling exclusionary barriers in all aspects of social life.

Applied to coaching, it requires the coach to recognise and remove the inflexible practices and barriers to participation.

However it overlooks the lived realities of living with impairment(s).

The paper below outlines some of the main criticisms of both the medical and social models of disability.

Suggested Reading

- Haegele, J.A & Hodge, S. (2016) Disability Discourse: Overview and Critiques of the Medical and Social Models, *Quest*, 68:2, 193-206.

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3.8 Social Relational Model

The social relational model is a more encompassing framework to help us understand the nature of disability and the implications for coaching practice.
The social relational model provides us with four interrelated dimensions to understand disability.



Impairment effects: the perceived physical (e.g. limited function) and social (need for social support) effects of physical, sensory, intellectual or developmental impairments.

Constructions of disability: the negative attitudes and stereotypes that discriminate against disabled participants.

Structural barriers: barriers such as inaccessible buildings or a lack of specialist equipment.

Psychological well-being: the negative effect of attitudinal and structural oppression on an athlete's emotions and sense of value (e.g. lower self-esteem, lack of confidence).

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Reflexive Task



Earlier in this chapter you identified your understandings of disability.
Which model(s) of disability did your definitions align with? In what way? Has this changed after this chapter?

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3.9 Social Relational Model and Practice

The social relational model is a useful reflective tool for examining coaching practice and the coaching environment.

The paper below provides an excellent overview of the practical implications of the social relational model for coaches.

Suggested Reading

- Allan, V. et al. (2018) From the Athletes' Perspective: A Social-Relational Understanding of how Coaches Shape the Disability Sport Experience. *Journal of Applied Sport Psychology*. Online first

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Reflexive Task



The following questions are informed by a social relational understanding of disability.

- In what ways does your athlete's impairment impact your communication, planning and practice? Please provide examples.
- What knowledge do you need and where can you get support to better understand the needs of your participants?
- What changes do you need to make in order to ensure that participants are able to access your facility and coaching practice?

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What is disability?



Here is a good opportunity to create a glossary of terms.

Disability

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Impairment

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People with a disability

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Any other terms

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Chapter 4

Inclusion and Empowerment

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4.1 Chapter Overview

At the end of this chapter, you will be able to:

- Understand the difference between inclusion and empowerment and how both are needed to effective coach athletes with a disability.
- Explain how different disability sporting contexts are structured.
- Create inclusive and empowering environments.

Notes from previous chapter

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4.2 Understanding Inclusion

Inclusion

Inclusion is generally understood as the full integration of athletes with a disability in sport, training and competing alongside non-disabled athletes.

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Integration

Integrative sport usually means that athletes with a disability, are integrated into mainstream sport structures, such as a club or school but have some form of specialist provision.

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Separate provision

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Separate provision generally involves specialist sport or activity clubs that are disability-specific. Examples include goalball, boccia, or wheelchair rugby.

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Exclusion

Exclusion refers to athletes with a disability having no access to sport provision.

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The paper below outlines practitioners' experiences of coaching in segregated sports contexts.

Suggested Reading

- Spencer-Cavaliere, N., Thai, J. and Kingsley, B. (2017). A Part of and Apart from Sport: Practitioners' Experiences Coaching in Segregated Youth Sport. Social Inclusion. 5(2), 120-29.

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4.3 Understanding Empowerment

Athletes with a disability should be provided with a range of choices to participate in sport.

> “The ‘provision of inclusive, integrative and separate sporting opportunities should not be treated as a hierarchy but rather locations which provides athletes with disability with a range of choices to participate in sport as they see fit’ (Black and Williamson, 2011)”

In my coaching, empowerment means…

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4.4 Inclusive and empowering language

How and what we communicate can help athletes to feel included and empowered. To do so, consider the following guidance according to the needs of the individual:

Verbal

- Use name and person first language (“athlete with a disability”).
- Use open-ended questions to encourage the athlete to respond and be involved in developing discussion.
- Spend time listening to the athlete and check that you understand what is being communicated.
- Adapt your communication pace and mode to the needs of the individual. For example, for people with intellectual impairments, use accessible language that avoids long words or complicated sentences.
- Use words that are positive and encouraging.
- Be aware of adopting a respectful and considered tone.

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Non-Verbal

- Use gestures such as pointing, thumbs up, nodding, smiling and making eye contact – in some cases these may need to be exaggerated.
- Where needed lower your body position to the level of the athlete, or pull up a couple of chairs and have a conversation.
- Adopt open body language.
- Demonstrate tasks that athletes are required to undertake.
- Use drawings, colours or objects to help athletes understand what is required.



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Reflexive Task



- Reflecting on disability, inclusion and empowerment, what would you like your environment to look and feel like to your participants?
- Reflecting on the differing sporting provisions – inclusive, integrated and separate – can you identify which of these are evident within your locality and are there opportunities to create other sessions?

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The following paper examines how coaches reproduced athlete-first understandings of disability in the pursuit of empowerment. Reflect on the extent to which you think this is a truly empowering coaching approach.

Suggested Reading

- Townsend, R.C., Huntley, T.D., Cushion, C.J. and Fitzgerald, H. (2020). 'It's not about disability, I want to win as many medals as possible': The social construction of disability in high-performance coaching. *International Review for the Sociology of Sport,* 55(3).

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Chapter 5

Creating an Inclusive and Empowering Environment

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5.1 Chapter Overview

At the end of this chapter, you will be able to:

- Create an accessible empowering coaching environment.
- Understand the key considerations relating to the physical, programme and social environments in coaching.

Notes from previous chapter

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5.2 Experiencing quality sport participation

> “Quality participation is achieved when athletes with a disability view their involvement in sport as satisfying and enjoyable, and experience outcomes that they consider important.”
>
> Evans *et al.* 2018

The following paper synthesised insights from athletes with a disability to provide a comprehensive framework for organisations, policymakers and coaches.

Suggested Reading

- Evans, M. B., Shirazipour, C., Allan, V., Zanhour, M., Sweet, S., Martin Ginis, K. A., & Latimer-Cheung, A. E. (2018). Integrating insights from the parasport community to understand optimal experiences: The Quality Parasport Participation Framework. *Psychology of Sport and Exercise.*

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The research has highlighted that quality participation is comprised of the following values or needs:

Autonomy

Athletes perceive a level of choice, control and independence related to sporting involvement.

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Belongingness

Developing relationships underpinned by a sense of acceptance and connection to shared goals

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Challenge

Coaching sessions appropriate to their needs and push them “beyond their comfort zone

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Engagement

Continual involvement in meaningful activity.

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Mastery

Athletes accomplish new skills and continue to develop their sporting skills.

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Meaning

Involvement in sport is personally and socially meaningful.

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These elements are suggested to vary across **sport**, level of **performance**, definition of **achievement** and individual **physical and psycho-social outcomes** (e.g. motivation, well-being).

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5.3 Assessing the Environment

Evans *et al.* (2018) described the importance of the **physical**, **programme** and **social** environments in contributing to quality participation experiences.

Physical environment

Accessibility of both outdoor and indoor facilities.

- Ensure safety requirements are up to date and can accommodate all disabled participants.
- Consider access to washrooms and toilets.
- Signs located in around facilities.
- Ramps and elevators.
- Access to equipment.
- Clear entrance and exit points into safe areas.

Travel and access

- The setting is located within close proximity to a group of athletes with a disability.
- If you are starting a programme why not research where people with a disability are, or find out what provision exists.

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- Where possible, ensure there are good transport links and where needed accessible parking or parking for buses.

Equipment

- Access that suits need.
- Adaptive equipment or create your own.

Safety

- Appropriate safeguarding measures are in place.

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Programme environment

Sport and activity type

- Does the sport and activity meet the need of the participants?

Programme size

- Are there enough participants to make the programme of activities sustainable?

Autonomy

- Do participants have choice of activities?

Mastery

- Does the programme provide a level of challenge and support mastery?

Diversity

- Can the activity include a diverse range of participants?

Classification

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- Classification attempts to ensure that participants have equal access to fair competition experiences.
- Athletes are assessed on the basis of their impairment and level of functionality.

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Social Environment

Coaches' knowledge, skill and openness to learn

- Coaches require a balance of sport-specific knowledge and knowledge of disability.
- Coaches have multiple knowledge sources; athletes, parents or carers, other experienced coaches and those experts with disability-related knowledge.

Fostering autonomy

- The coach involves participants in the design of the programme and methods of evaluation.
- The coach allows participants to select what types of activities they enjoy and find rewarding.
- The coaches ask participants for feedback with regards to their coaching practice.

Creating positive and trusting relationships

- The coach takes an interest in an athlete's learning, education and ability to develop skills that may support their inclusion in society.

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- The coach pays attention to the needs and goals of their participants and is able to relate to their experiences.
- The coach models positive behaviours such as respect, sportsmanship and positive communication.

Role modelling

- The coach distributes leadership responsibilities to athletes, fostering wider social skills such as communication, organisation and team cohesion.

Engaging the family

- Families tend to be the ones who facilitate engagement in sport and PA.
- Where possible, involves families in learning about the sport, coaching and disability.
- Allow family members to obtain supportive roles within your club – fund raising, administration, transportation, referees and coaches).

Safeguarding

- Ensure appropriate safeguarding measures are in place.

Nature of disability

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- Equal treatment and support when compared to their non-disabled peers.
- Equitable allocation of funding, staff and equipment.

Unique pathways

- Participants have an awareness of the diverse sport pathways and opportunities to support lifelong participation. This includes the opportunity to sample a range of sports and activities before progressing towards competitive sport structures.

Promoting Your Activity

- The importance of letting parents and teachers know about the opportunity.
- Promote the benefits of sport and physical activity to parents, teachers, carers and specialist units, schools, clubs, sports federations, local community sports organisations.
- Accessible communication of sporting opportunities.
- Connect with respective organisations and networks.

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Suggested Reading

- Martin, J.J. and Whalen, L. (2014). Effective practices of coaching disability sport. *European Journal of Adapted Physical Activity*. 7(2), 13-23.

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Reflexive Task



What changes can you make to your programme, physical and social environments to ensure athletes with a disability feel included and empowered?

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Chapter 6

Impairment Effects

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6.1 Chapter Overview

At the end of this chapter, you will be able to:

- Describe different impairments and their impact on function.
- Understand the key training requirements needed to support athletes.

Notes from previous chapter

Use this space to jot down key questions, ideas or reflections from the previous chapter.

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Key Ideas

Impairment effects are a component of the social relational model that emphasises biological, cognitive and sensory functions.

Impairment can often be the primary point of reference for understanding and working with people with a disability.

Athletes can present with a range of impairment effects and as such require different patterns of support and adjustments to be made to support their inclusion.



Suggested Reading

- Culver, D. M., and P. Werthner. (2018). Voices: Para Athletes Speak. Qualitative Research in Sport, Exercise and Health 10 (2): 165–175. doi

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6.2 General Principles



There are a variety of knowledge sources to improve knowledge of impairment. What knowledge sources can you draw on to build a comprehensive understanding of your athletes?

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6.3 Cerebral Palsy



What is CP and its cause?

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How does CP alter function?

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ICCE International Council for Coaching Excellence
Netherlands Olympic Committee Netherlands Sports Confederation
European Paralympic Committee
INSTYTUT SPORTU PAŃSTWOWY INSTYTUT BADAWCZY
Hungarian Paralympic Committee

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How might you modify your coaching to support athletes with cerebral palsy?

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Training considerations

Repetition and Reinforcement

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Safety

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Warm up

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Strength Training

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Pacing

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Fatigue

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Temperature

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For more information:

www.cpsport.org

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6.4 Spinal Cord Injuries



What is a spinal cord injury and how is it caused?

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How does SCI affect function?

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Training considerations

Function

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Equipment and support

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Strength training

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Health-related considerations

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For more information:

www.asia-spinalinjury.org

https://theconversation.com/wheelchair-technology-in-the-paralympics-and-its-spin-offs-8924

www.wheelpower.org.uk

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6.5 Limb Deficiencies



What are limb deficiencies and how are they caused?

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How does a limb deficiency affect function?

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Training considerations

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6.6 Dwarfism



What is dwarfism and how is it caused?

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How does dwarfism affect function?

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Training considerations

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www.dsauk.org

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6.7 Visual Impairment



What is a visual impairment and how is it caused?

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How does having impaired vision affect function?

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Training considerations

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For more information:

www.britishblindsport.org.uk

www.rnib.org.uk

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6.8 Intellectual Impairment



What is an intellectual impairment?

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How does an intellectual impairment affect function?

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Training considerations

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For more information:

www.virtus.sport

https://www.specialolympics.org/

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https://www.mencap.org.uk/

Reflexive Task



Can you describe some of the common training considerations across all the impairment groups discussed?

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Chapter 7

Coaching Styles

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7.1 Chapter Overview

At the end of this chapter, you will be able to:

- Understand and describe different coaching styles and their links to learning theories.
- Understand how to apply different coaching styles to support learning.

Notes from previous chapter

Use this space to jot down key questions, ideas or reflections from the previous chapter.

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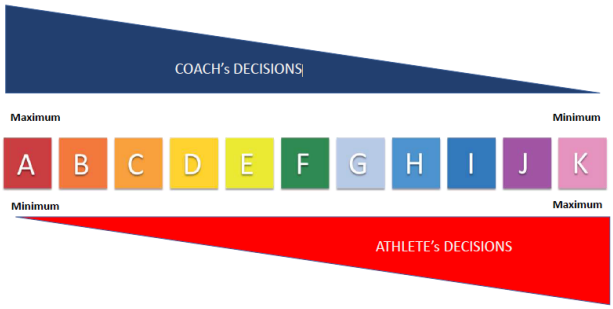
Key ideas

Coaching is a process of **guided improvement** and development which involves the application of integrated forms of professional, interpersonal and intrapersonal knowledge (Côté and Gilbert, 2009). When applied in different disability sport contexts (e.g, community or elite), athletes experience one or more of the values associated with **autonomy**, **challenge**, **mastery**, **engagement**, **meaning** and **belongingness**.

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7.2 Coaching Styles

Mosston and Ashworth's spectrum of teaching styles can be usefully applied to coaching practice.



Reflect

What style do you predominantly use in your coaching practice? Why? How might you shift your approaches?

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7.3 Command Style

The *Command Style* focuses on the reproduction of existing models of performance that are determined by the coach as the expert.

The *Command Style* focuses on tasks and skills becoming automated and synchronized which leads to an orchestrated performance.

Here the coach makes all the decisions and role of the athlete is to listen and follow the coaches' plans, instructions, and feedback.

When and why might you use a command style in your coaching practice?



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7.4 Reciprocal Style

The *reciprocal approach* attempts to move some power and control of learning from the coach over to the athletes. The main aim of the reciprocal style is to create opportunities for athletes to learn by:

- Having repeated chances to practice without the direct involvement of the coach
- Working through the key aspects of specific skills, tasks or behaviours and be able to assess performance
- Work with peers to give and receive feedback

When and why might you use a command style in your coaching practice?



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7.5 Guided Discovery

The Guided Discovery style involves the logical and sequential design of questions that leads an athlete to discover an identifiable outcome.

The main aim of guided discovery is to*:*

- Engage the learner in a step-by-step discovery process leading to a single identifiable outcome or what can be termed a ‘Eureka’ moment.
- To create an engaging learning environment where the athlete experiences a reduction in fear of failure

Here the coach creates the task(s) or objective(s) to be discovered within a session and formulates a series of questions that leads the athlete to discover the answers.

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Therefore, the coach directs the planning, objectives, and questions (*Pre-Impact Decisions),* however, both coach and athlete **share** the decisions within the process of discovery *(Impact and Pre-Impact decisions).* As such the coach using guided discovery adopts a position of a facilitator of learning.

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When and why might you use a command style in your coaching practice?



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7.6 Divergent Discovery

This style focuses on discovering different (multiple) responses or solutions to a single question or task. Athletes are engaged in discovery and generate different solutions to challenges that work for them.

The main aim of Divergent Discovery is to*:*

- To discover and produce multiple responses or solutions to a question or problem
- To recognise that athletes may have different approaches to problem solving
- To provide athletes with a safe place to produce alternative ideas or approaches that work for them.

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When and why might you use a command style in your coaching practice?



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Reflexive Task



1. What are your first thoughts about the styles that have been presented?
2. Which of these styles do you feel is the most popular and why?
3. Which one of the styles would be more challenging to deliver and why?
4. In the sections provided, please provide a brief example of when you could use each of the styles

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Chapter 8

Inclusive Coaching Practice

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8.1 Chapter Overview

At the end of this chapter, you will be able to:

- Explain and describe the AIM and STEP models.
- Recognise that athletes with disability are located within different sport structures.
- Understand how to implement the models within different sporting space.

Notes from previous chapter

Use this space to jot down key questions, ideas or reflections from the previous chapter.

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8.2 Activity Inclusion Model

The Activity Inclusion Model (AIM) consists of:

- **Open activity**: Everyone can take part – based on what everyone can do and does not include any modification.
- **Modified activity**: People do the same activity in different ways.
- **Parallel activity**: Organised in ability groups, everyone takes part in a variation of the same activity, but with different targets, equipment or challenges.
- **Specific activity**: People take part in unique activities specific to the (disability) sport.



Suggested Reading

- Black, K. (2011). 'Coaching disabled children in sport'. In I. Stafford (Ed.) Coaching Children in Sport. London: Routledge.

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8.3 Open Activities

Open activities are activities that all athletes in your group can participate in irrespective of ability. In other words, the activities are selected based on what everyone can do without the need for specific adaptation.



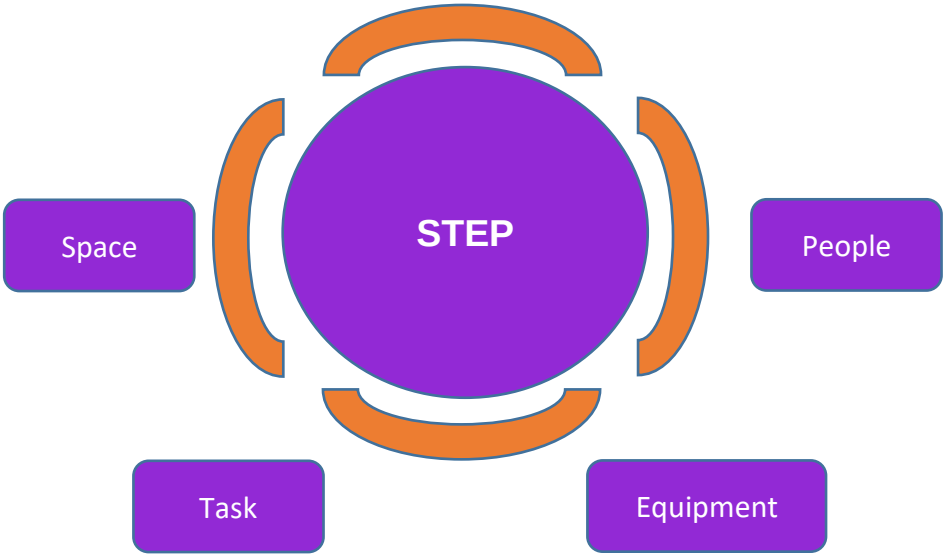
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8.4 STEP

Modified, parallel and separate / alternate activities all require **adaptation** to your coaching practice in order to include athletes with different disabilities and abilities.



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Space

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Task

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Equipment

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People

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8.5 Separate or Alternative Activities

STEP provides coaches with a range of options for adjusting sessions to meet the needs of your participants.

This aspect of the AIM framework specifies how there may be a need to provide some athletes with separate activities or an alternative activity.

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8.6 Reverse Integration

Reverse Integration refers the opportunity for non-disabled athletes to participate in disability sports, specifically sports that have been created for people with a disability.

Suggested Reading

- Spencer-Cavaliere, N. and Peers, D. (2011). "What's the Difference?" Women's Wheelchair Basketball, Reverse Integration, and the Question(ing) of Disability. *Adapted Physical Activity Quarterly.* 28(4), 291-309.

What are the strengths and weaknesses of reverse integration?

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Reflexive Task



You have just been asked to coach in a local athletics club, can you create an open and parallel activity focusing on developing movement skills?

Reflecting on the STEP model, can you provide a 'best practice' example from one of your sessions which had a positive impact on your athlete(s) or player(s)?

For more information:

http://theinclusionclub.com

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Chapter 9

Course Review

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Principles for inclusive and empowering experiences:

- Become aware of and break down the barriers that people with disability face when accessing and participating in sport.
- Listen to your athletes and understand their physical, psychological and social needs.
- Use person-first language when discussing your athletes – “athlete with a disability”.
- Ensure athletes experience enjoyment during your training sessions.
- Where possible provide an environment where athletes with a disability can participate with and alongside non-disabled athletes.
- Create an environment where athletes have autonomy to develop their independence by exploring, discovering, and adapting to a diverse range of challenging activities.
- Identify your local networks to promote your coaching opportunities.
- Commit to learning and reflecting on your practice at regular intervals.

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