The Inclusion Spectrum

The inclusion spectrum is a useful tool for YDF coaches to create inclusive football coaching sessions. It is an activity-centred approach to the inclusion of individuals with different abilities in physical education and sports programmes. There might be situations where the coach cannot train all players at all times in one team and has to modify his or her coaching style. The inclusion spectrum offers a range of possibilities how to train youth with and without disability in different settings.

The inclusion spectrum is closely associated with the Social Model of disability which identifies barriers to participation as related to attitudes, economic or environmental factors and not to a person's medical state.

The inclusion spectrum consists of four approaches to the delivery of football sessions.
Lesson 3

How to Include People with Disabilities in Football Activities

Open Football Games (Everyone Can Play)

Open Football Games are where everyone in the group participates with minimal or no adaptation or modification. Some examples of Open Football Games are:

- Warm up or cool down activities.
- Integrated games, i.e. everybody’s contribution counts.
- Individual skill development.
- Continuous activity: individual differences less obvious.
- Importance of inclusive language.

Modified Football Games (Change to Include)

Modified Football Games occur when changes are made to the game or activity in order to promote inclusion. Everyone does the same activity using adaptations to provide both support and challenge across a range of different abilities. Some ways you can modify games are:

- Alter the Space.
- Adapt the Rules.
- Change the equipment.

Parallel Football Games (Ability Groups)

Parallel Games are when everyone plays the same game or game theme, but they are organised in ability groups and the activity is set at a level appropriate to each group.

An example is when you separate your team into three groups. One group passes a football in an area. The second group passes a football with a defender in the middle. The third group passes whilst moving in an area with defender.

This allows players of varying abilities to practice their skills according to their level of ability - each group does a version of the same activity, but at a level which suits the individuals in each group. Variations include:

- Versions of the same activity or game (e.g. standing or seated).
- A range of small-sided activities.
- Ability-matched zones within a larger activity.
Disability Specific Football

Disability football happens when people play in impairment specific groups. Reasons for this can be that players with disability want to enjoy playing amongst themselves which might make communication and understanding easier. Others might just want to play with their friends who also happen to have a disability. Some players with disability might want to train in teams of players with disabilities in order to compete in tournaments for people with disabilities. The conditions and rules under which disability specific football is played may be adapted to meet the needs of the specific disability groups. Disability Specific Football as such does not follow an inclusive approach. However, it can be used by the trainer as specific training besides using the other approaches of the inclusion spectrum.

TREE Framework

A tool that YDF coaches can use to help them adapt football activity in order that it can be inclusive for people with disabilities is the acronym “TREE” which stands for:

- Teaching or coaching style
- Rules and/or regulations
- Environment
- Equipment

The TREE framework is easily understood and easily remembered. It acts as a guide, helping you as a football coach think about how you can make changes to your teaching or coaching style, rules, the play or practice environment, and the equipment we use to make it possible to involve people with disabilities in our football sessions in a fully inclusive way.

Teaching or Coaching Style

The T in TREE stands for Teaching or Coaching Style of which how we communicate with our youth players is an important part.

Being adaptable and able to change our teaching or coaching style and our methods of communication is an important aspect of being able to include everyone.
For example if you tend to coach mainly by giving demonstrations of what you want your youth players to practice, you may need to change your style when you group contains some young people with a visual impairment. In planning for an inclusive session including young people with visual impairments, the coach/teacher will need to consider how they will change their coaching/teaching style in advance of the session.

There are a number of models that describe different coaching styles. The following is adapted from the situational leadership model created by Hersey and Blanchard.

This model describes four leadership or coaching styles:

- **Directing**: The directing or telling style is used when we have highly motivated players who have limited skills development. All though they are keen and enthusiastic they do not have enough experience and need to be told what to do.

- **Coaching**: The coaching style comes into place when our players have developed some skills but they may not be fully committed or fully confident in their own ability. Whilst the coach becomes more facilitative in his/her approach the players still need considerable guidance.

- **Supporting**: The supporting style applies when the players developed increased skills development. They are quite competent, play well and can make decisions, but need support from time to time especially with their motivation.

The delegating style is where the coach can delegate to the players as they have high levels of skill and are motivated to play well and achieve without the coach’s intervention. The coach can leave the players to make a lot of decisions for themselves but remains available to support and advise.

This coaching/leadership model illustrates that the coach needs to be able to adopt different coaching styles at different times of a player or team’s development but also that players of different abilities may need to be coached in different ways using different coaching styles.

**Communication Skills**

Coaches use different techniques to communicate with their players when they are coaching them. These may include:

- Giving verbal instructions
- Giving written instructions
- Using questioning to generate feedback and learning
- Providing a demonstration
- Physically guiding a player
- Non-verbal communication such as body language, clapping, sign language, etc.

Consider how you as a coach communicate with your youth players presently? If you had a young person with a visual impairment, or hearing impairment, or intellectual impairment join your regular coaching sessions, how might you have to adjust how you currently communicate?
Here are some ideas on adaptations as to how you communicate and coach when working with players with different impairments.

**Visually impaired Players**

Visually impaired people who take part in football may be blind or may be partially sighted.

Partially sighted players can usually be coached in a similar way to sighted players.

Here are some things to keep in mind when coaching partially sighted players:

- Ask the players what they can see - do not assume!

- Make sure your verbal instructions are clear, concise and accurate. Check for understanding. If the player does not understand instructions, they may not be able to implement advice by the coach into the game.

- Ask sighted players to use verbal communication during the practice.

- Be aware of the influence of environmental factors that can influence how you communicate. For example:
  - the amount of available light during the times of the day.
  - changes in light (cloud cover).
  - type of light (sun, fluorescent lights, floodlights).
  - positioning of player and/or coach in relation to light source.
  - level of background noise (echo or reverberation, ventilation fans).

Consult your players so that you know how these can affect the players during coaching sessions and competition.
LESSON 3

How to Include People with Disabilities in Football Activities

It can be more challenging to train players with visual impairments and sighted players together. Blind players have no vision and react to sound, echo and verbal instructions to play the game. Further advice on coaching blind players is offered later but some ideas for communication with blind players are:

- Always address the player by name.
- Do not walk away without telling the player.
- You may need to use touch but always ask first.
- Use key words and avoid long complicated sentences. Focus on a few words that convey what you are trying to say.
- Be logical and sequential when presenting information.

If a blind player needs guidance, it may be useful initially to enlist the help of family and friends to assist in coaching sessions, as they would be more familiar with guiding the individual. Eventually, it may be that sighted players or coaches in the group would be able to assist. Sighted players can help blind players by guiding them and by using sound and verbal instructions to help direct them.

Hearing Impaired Players

Communicating with deaf players may be challenging but if you are innovative and open minded you will find it greatly rewarding. Some deaf or hearing impaired players use alternative means of communication such as lip-reading and signing. Other deaf players, especially those who became impaired at a later stage in life, might be able to use spoken language.

As with all players, it is beneficial to take time to establish the most appropriate means of communication. If a player has residual hearing and uses a hearing aid, it is possible to communicate orally. However, often the player will also need to see your mouth in order to lip-read. This will reinforce what you are saying. Other factors of which to be aware include the following:

- Ensure your face is well lit. For example, if out of doors, face the sun, as this will assist the player who may be lip-reading or reading signs.
How to Include People with Disabilities in Football Activities

- Face the player at all times when speaking. If you turn your head, they will no longer be able to read your lips.
- Do not chew, shout or cover your mouth with your hand when talking - this will prevent effective lip-reading.
- Remember lip-reading is not a precise way of communicating. Do not presume if an individual can lip-read, they will understand every word. Much of lip-reading is intelligent guesswork.
- Ensure the coaching or competition environment has no background noise to interfere with communication.
- You may need to be near to attract the attention of the player e.g. by eye contact, waving or tapping on the shoulder.
- Keep sentences simple and avoid unnecessary jargon. It is always useful to establish the meaning of any sport-specific or technical language before you start a session.

- Provide written information if relevant but do not hand it out the written information to read and then continue to speak - the player will be unable to lip-read or even be aware that you are speaking. Allow the player time to read the information before the practice.
- Be aware that a player may be able to read your lips even if you are standing at a distance and not talking to them.

- Always address a player from the front or the side by touching his arm or getting his/her eye attention, do not touch a person from behind as this might scare the person.

You will subsequently be able to plan an individual programme with the player. If it is necessary to remove the hearing aid, for example in training or competition, it is useful to establish mutually identifiable signs or gestures. This will also help other team mates.
LESSON 3

How to Include People with Disabilities in Football Activities

You may be approached by a deaf player who is solely using sign language. Again, you will have to establish the most appropriate means of communication. This may mean:

- Using an interpreter who might be a parent, friend or teacher or a fully qualified interpreter.
- Learning to sign or finger spell (see Work Sheet 17)
- Establishing mutually identifiable signs or gestures.
- Identifying whether or not the player can lip-read.
- Using written instructions if appropriate.

Sometimes deaf players might prefer to train in teams with other deaf players. Hence the coach should be flexible in using different approaches from the inclusion spectrum.

* Visit http://www.ndcs.org.uk/whats_on/me2/deaffriendly_football/support_for_coaches/bsiforfootball.html to find a useful video resource on the use of sign language in football.

Players with an Intellectual Disability

Adapting your coaching / teaching style is important when working with players with intellectual disabilities. Players may need a more directive style of coaching / teaching and instructions may need to be kept simple so they are more likely to be understood.

When coaching players with intellectual disabilities, the coach should:

- Establish the extent to which instructions and directions are understood.
- Use simple, brief, clear and concise language, without being patronising.
- Refer to the players according to their chronological age and encourage other players, officials and supporters to use appropriate age and sport-specific terminology. Do not treat adolescent or adult players like children (e.g. ‘you paced yourself well’ rather than ‘good boy’).
- Some people with learning disability may use a signing system to support speech. The individuals are not necessarily deaf or have no speech, but may be unable to communicate effectively by oral methods alone.
Rules and Regulations

Football has a set of rules that you as a YDF coach will be familiar with. You are also probably using adaptation to the rules in your sessions to make them more suitable for children and youths to play. In a similar way, the rules of football can be adapted to make it possible for people of all abilities to participate in football activity in a fully inclusive way.

The rules of football were created for adult participation and for people without a disability to play. Training a diverse group of players might require a flexible approach regarding rules and regulations.

Unfortunately we are often coaches who are obsessed with the rules forgetting that the rules are there to create a level field for everyone playing the game. When the rules fail to do that, we need to be able to make adaptations to them.

An example of adapting the rules would be where a player is required to make an overhead throw in from the sidelines, it might be more appropriate in some cases to have an under arm throw in or even a roll in.

Environment

As a YDF coach you will be aware of adaptations you can make to the environment to promote involvement of children and youth in practice sessions and games. For example you might decrease the playing area for children so that they can spend more time developing their football skills and less time running up and down a full size pitch. You might also increase the size of the goal mouth to give children more chances to score goals.

Other aspects you can consider are:

- Surface - is it better to practice on grass or on a hard surface?

- Lighting - how does training at dawn or dusk affect players?
**LESSON 3**

How to Include People with Disabilities in Football Activities

- **Temperature** - how does training at noon in the heat affect players?

- **Noise** - is there foreground or background noise, loud or quiet, that could impact the session?

- **Organisation** - is the venue cluttered or tidy, are there any hazards?

- **Number of players** - how does the number of players affect the activity of players?

- **Do we have the environment to ourselves or are we sharing it with others?**

Adapting the playing or practice environment can be pretty easy yet make a significant difference to how well some people are included into what is happening. For example simply changing the surface from grass to a hard surface makes a big difference to how well someone in a wheelchair can participate.

It is important when adapting any elements of the TREE framework in a group situation to think about how your changes effect the integrity of the activity for the group as a whole.
Equipment

Equipment can be adapted to make football activities more inclusive. We already do this when we work with children; we use smaller, lighter balls and use smaller, larger or multiple goals.

When we are including people with disabilities in football sessions we can use balls of varying sizes, colours, and materials. Large balls make it possible to play football using a wheelchair. Brightly coloured balls may be better when playing with people with visual impairments or if they are blind playing with a ball with a bell that makes a noise when you play with them.

We can get all players to play using blindfolds so that all players can play without sight. When doing this the coach should give clear instructions and ensure that all players take the task seriously, learning how to play blind football.

Further ideas on adaptations to equipment are detailed in Lessons 4-7.

As a general rule it's a good idea to have a variety of equipment alternatives available, ask people what equipment might work best in any given activity and experiment with how different types of equipment work in any given context.

Inclusive Session Planning

We now have two new tools to assist us as coaches/teachers in the preparation of “inclusive” football sessions, the “Inclusion Spectrum” and the “TREE Framework”.

The following lessons will look similar to the example training sessions contained in the YDF Manual for Coaches. The sessions will cover the skills of Dribbling, Dummying, Turning, Passing, Ball Control, Running with Ball, Shooting, Heading, Goal Keeping, Defending, Attacking and Small Sided Games.

The same principles of preparing football sessions learned through the YDF Manual for Coaches apply when we are planning “inclusive” football sessions. However, we can now start to ensure that we can offer fully inclusive sessions by also considering the options included in the “Inclusion Spectrum” and the “TREE Framework”.

Each session will be designed for the 13-16 age group with recommendations being given using the “Inclusion Spectrum” and the “TREE framework” to make sessions inclusive of youth of different abilities and for people with different physical, sensory, intellectual impairments.

The following lessons help us plan inclusive sessions to develop all players' football skills by asking us to consider how can these sessions be organised and adapted to make them inclusive of players of all abilities.
Structuring Sessions to deliver Disability Inclusive Football

YDF coaches should consider the following points when planning a training session:

- Clarity / Framework
- Decide on the focal point
- Build-up of training session
- Select game and exercise format
- Decide on organisation of training
- Plan training and break time

The process of structuring sessions to deliver disability inclusive football is the same for planning sessions for people without disabilities. YDF coaches plan in a similar way but use the ‘Inclusion Spectrum’ and ‘TREE Framework’ to make adaptations to sessions to make them inclusive.

- The content of the training session should be adapted to ensure the technical focal point can be relevant for all participants.
- One technical focal point should be selected per training session.
- The training of technical focal points should be changed on a weekly basis. Moreover, games or activities around the same focal point should vary.
- Varied movement exercises should be incorporated in every training session.
- Children easily learn the tactical basics during the playing of small football games! There is no need for isolated tactical training.
YDF Coaches will structure training sessions to include warm up, main part, conclusion, and cool down. Coaches should consider how they can plan sessions to include players with and without disabilities.

With proper planning all football sessions can be made disability inclusive.

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To aid you in planning a training session, make use of Work Sheets 19, 20 and 21. They can be found in the Work Sheets section of this manual.
LESSON 4

Practical Sessions 1 - Dribbling / Dummying / Turning 1
Adaptations to make sessions inclusive - Checklist

WARM UP

20 MINUTES

- 1 Ball for every player
- 4 Cones
- Football(s) with bell inside
- Tape / Rope
- Blindfolds / Scarves

MAIN PART

40 MINUTES

- 1 Ball for every player
- 16 Cones
- Football(s) with bell inside
- Tape / Rope

CONCLUSION

30 MINUTES

- 2-3 Balls for every pitch
- 6-8 Cones for every pitch
- Bibs for half the players
- 1 Goal for every pitch
- Football(s) with bell inside
- Tape / Rope
WARM UP

20 MINUTES

PHASE 1

Ball Dribbling
- 20 meter x 20 meter pitch.
- Every player dribbles a ball.

Variation
- Alternate between right / left foot.
- Use the outside / inside of the foot or the sole.
- Dribble with dummies.

Visually impaired players can dribble a ball with a bell inside by following the sound. Ask sighted players not to make too much noise so that the bell can be heard.

Making Session Inclusive

VIP: Use a ball with a bell. Ask sighted players to be aware of VIP players and to avoid collisions. Coach makes sure VIP players remain in the practice area.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same.

I/ED: Practice remains the same. Ensure I/ED player understands practice before they commence.

VIP: Use a ball with a bell. Provide space to avoid collisions or set up a single file practice where one player follows another. Coach makes sure VIP players remain in the practice area.

HIP: Practice remains the same. Ensure HIP players understands practice before they commence.

CP/A: Practice remains the same.

I/ED: Practice remains the same. Ensure I/ED players understands practice before they commence.
Practical Sessions 1 - Dribbling / Dummying / Turning 1
Adaptations to make sessions inclusive

PHASE 2

“Shoot the Ball of your Team-mates Away”
- Protect your own ball.
- Try to kick the balls of your opponents out of the pitch.

Variation
- “Last man standing”.
- Players can enter the pitch again after returning the ball.

Making Session Inclusive

VIP: Use a ball with a bell. Ask sighted players to be the defender and encourage VIP player to kick the ball away. Alternately ask sighted players to where blindfolds and keep practice the same. Coach ensures players stay in the practice area.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same.

I/ED: Practice remains the same. Ensure I/ED player understands practice before they commence.
**MAIN PART**

40 MINUTES

**PHASE 1**

* "Dribbling into the Squares"
  - On command of the coach all players dribble to a square.

* Variation
  - Different teams.
  - Name the square with numbers or colours.
  - Add dummies for every square.

---

**Making Session Inclusive**

VIP: Use a ball with a bell for VIP players. Coach indicates the corner to be played to and claps to enable the VIP player to know where to dribble the ball to.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same.

I/ED: Practice remains the same. Ensure I/ED player understands practice before they commence.

VIP: Use a ball with a bell. Coach indicates the corner to be played to by clapping to enable the VIP player to know where to dribble the ball to.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same.

I/ED: Practice remains the same. Ensure I/ED player understands practice before they commence.
PHASE 2

Players with intellectual difficulties might have short attention spans so continuous activity such as this is better than activities where they have to stop and wait for their turn.

1-on-1 (dummying)
- Every time the players meet each other they have to do a dummy.
- Give 3 examples of dummies but leave room for creativity.

Variation
- Add cones to the pitch where the players have to do dummies.
- Combine the colour of the cones with particular dummies.

Making Session Inclusive

VIP: Use a ball with a bell for the VIP players. Ask sighted players to engage with VIP players and to say “Vo!” as the VIP player approaches them. Coaches ensure players remain in the practice area.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same.

I/ED: Practice remains the same. Ensure I/ED player understands practice before they commence.

VIP: Establish practice as a straight line activity. Ask players to say “Vo!” to indicate their position and ask to dummy and pass opposing player.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same.

I/ED: Practice remains the same. Ensure I/ED player understands practice before they commence.
CONCLUSION

30 MINUTES

GAME

Standard Game
- Organize a game with big goals (1) and 2 small extra goals the players can dribble through.

Variation
- Each team is defending 3 goals.

Making Session Inclusive

VIP: Play with ball with bell. Encourage signed players to include VIP players by requiring them to dribble through a goal before other players can record a score. Other players assist VIP players with direction and to stay within the playing area.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same. Ensure that the playing area is not too large. Ensure involvement of CP/A player by setting rules that they must dribble through goal to score team points.

I/ED: Practice remains the same. Ensure I/ED player understands practice before they commence. Ensure involvement of I/ED player by setting rules that they must dribble through goal to score team points.

Cerebral Palsy and Amputee would not normally play on a full sized pitch. So when setting up practices you consider the size of the practice area.
Practical Sessions 1 - Dribbling / Dummying / Turning 2
Adaptations to make sessions inclusive - Checklist

**WARM UP**
20 MINUTES
- 15m distance
- 1 Ball for every player
- 20 Cones
- Football(s) with bell inside
- Tape / Rope

**MAIN PART**
40 MINUTES
- 20m distance
- 1 Ball for every player
- 10 Cones
- Bibs for half the players
- Football(s) with bell inside
- Tape / Rope
- Blindfolds / Scarves

**CONCLUSION**
30 MINUTES
- 40m per Pitch
- 2-3 Balls for every pitch
- 4 Cones for every pitch
- Bibs for half the players
- Football(s) with bell inside
- Tape / Rope
WARM UP

20 MINUTES

PHASE 1

"Cone Jungle"
- Players dribble in a small pitch between many cones.

Variation
- Ensure they don’t turn to one side but alternate.

For visually impaired players provide a clear description / demonstration of practice and emphasise the importance of player to player communication, as this will help with detecting where other members of the team are.

Making Session Inclusive

VIP: Coaches, supporters, sighted players act as cones and call out "VoI" as VIP player approaches to indicate their whereabouts. VIP player dribbles ball around them.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Allow more room for players to turn, CP/A players may need more recovery time.

I/ED: Avoid overcomplicating task, ask players to avoid colliding with other players.

VIP: De-mark practice area with rope / tape. Use a quiet area. Coaches, supporters, sighted players act as cones and call out “VoI” as VIP player approaches to indicate their whereabouts. VIP player dribbles ball around them.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: For CP players may use a ball with a bell, Allow CP/A players more room to turn and may need more recovery time between practices.

I/ED: Avoid overcomplicating task, ask players to avoid colliding with other players.
Making Session Inclusive

**VIP**: Coaches, supporters, sighted players act as cones and call out “Vo” as VIP player approaches to indicate their whereabouts. VIP player dummies and dribbles ball around them.

**HIP**: Practice remains the same. Ensure HIP player understands practice before they commence.

**CP/A**: Allow more room for players to turn, CP/A players may need more recovery time.

**I/ED**: Avoid overcomplicating task, ask players to avoid colliding with other players.

**VIP**: De-mark practice area with rope/tape. Use a quiet area. Coaches, supporters, sighted players act as cones and call out “Vo” as VIP player approaches to indicate their whereabouts. VIP player dummies and dribbles ball around them.

**HIP**: Practice remains the same. Ensure HIP player understands practice before they commence.

**CP/A**: For CP players maybe use a ball with a bell, allow CP/A players more room to turn and may need more recovery time between practices.

**I/ED**: Avoid overcomplicating task, ask players to avoid colliding with other players.
**MAIN PART**

**40 MINUTES**

**PHASE 1**

"Dribbling through Cones"
- Competition: line up cones with 2m spacing in between.

**Variation**
- Alternate right / left foot and also
- Outside / inside of the foot.
- Place cones in different positions all round the field.
- Make a 360° turn around every cone.

---

**Making Session Inclusive**

**VIP:** Use parallel activity. Ask sighted persons to act as cones and call out "Voi" as VIP player approaches to indicate their whereabouts. VIP player dribbles past them.

**HIP:** Practico remains the same. Ensure HIP player understands practice before they commence.

**CP/A:** Consider distance between cones. CP/A players may need more recovery time between efforts.

**I/ED:** Keep explanations simple, use demonstration. Provide praise and feedback.

---

**VIP:** Ask sighted persons to act as cones and call out "Voi" as VIP player approaches to indicate their whereabouts. VIP player dribbles past them.

**HIP:** Practice remains the same. Ensure HIP player understands practice before they commence.

**CP/A:** Consider distance between cones. CP/A players may need more recovery time between efforts.

**I/ED:** Keep explanations simple, use demonstration. Provide praise and feedback.
Making Session Inclusive

VIP: Consider using parallel activity for this practice. Ask sighted to wear blindfolds. All players call out "Voi" as they dribble. Ask chasing dribbling players to touch tag dribbling players.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Consider using parallel activity for this practice.

I/ED: Consider using parallel activity for this practice. Keep explanations simple. Be aware that some players may have issues around being touched.

VIP: All players indicate where they are through sound. Ask players to touch tag dribbling players.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same. Consider using a smaller playing area. Allow more time for recovery.

I/ED: Simplify instructions. Check for understanding. Use lots of praise and feedback. Be aware that some players may have issues around being touched.

Players with Cerebral Palsy and Amputees may need longer recovery periods between activities and they should be provided with regular drink breaks.
CONCLUSION

30 MINUTES

Game with Specific Rules
- Normal game set-up designed to fit the number of players available.

Variation
- No passing allowed.
- Scoring goals only after successful dribbling.
- After every pass a player has to start dribbling.
- Dribbling only.
- "Handover" ball instead of passing.

Making Session Inclusive

VIP: Sighted players use verbal communication to indicate where they are. Coaches stand and shout to indicate where goals are. Coach sets up activity to ensure VIP players are included.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Coach sets up activity to ensure CP/A players are included. They must have "X" touches of the ball before a goal can be scored. Make other players aware that some players may have issues around being touched.

VIP: Highlight the importance of player to player communication, as this will help with detecting where other members of the team are. Coaches indicate where goals are by clapping or shouting. Use a ball with a ball and ensure players are guided around playing area before practice starts.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same. Playing area may be smaller and playing periods shorter.

I/ED: Practice remains the same. Progression in sessions may take longer.
LESSON 5

Practical Sessions 2 - Passing / Ball Control / Running with Ball 1
Adaptations to make sessions inclusive - Checklist

WARM UP

20 MINUTES

MAIN PART

40 MINUTES

CONCLUSION

30 MINUTES
WARM UP

20 MINUTES

**PHASE 1**

*Use a ball with a bell so that VIP players can hear the ball as it is being passed to them.*

**“Number Memory Passing”**
- Pitch of 15m x 15m.
- Every player gets a number in normal sequence (i.e. from 1 to 8).
- The players pass the ball in that order order (moving within a marked field).

**Variation**
- Introduce more soccer balls as they get used to the exercise. This can start with any but maintain sequence. Max 2-3 balls.
- Players move around at all times.

Making Session Inclusive

**VIP:** Use a ball with a bell. Sighted passing and receiving players need to use verbal communication to ensure VIP player knows where to receive ball from and pass to.

**HIP:** Practice remains the same. Ensure HIP player understands practice before they commence.

**CP/A:** Coach needs to consider distance between players and that CP/A players may need longer recovery periods. Parallel activity could work well with this practice.

**I/ED:** Practice remains the same. Ensure I/ED player understands practice before they commence.

**VIP:** Ensure VIP players are familiar with the practice area and their number in the sequence. Players need to use verbal communication to indicate where they are for the passing player to pass to. Use a ball with a bell.

**HIP:** Practice remains the same. Ensure HIP player understands practice before they commence.

**CP/A:** For CP players maybe use a ball with a bell. May be use shorter passes and a smaller practice area. Players may need more recovery times between practices.

**I/ED:** Practice remains the same. Ensure I/ED player understands practice before they commence.
**Making Session Inclusive**

VIP: Sighted players are made responsible for VIP player passing through the goals by positioning themselves and verbally communicating their position. Use flat cones so that VIP players do not trip over if they stand on them.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same. Avoid using too large a playing area. CP/A players may need more recovery time.

I/ED: Practice remains the same. Ensure I/ED player understands practice before they commence.

VIP: Replace with a passing activity that requires VIP players to pass ball to different member of their own team.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same. Avoid using too large a playing area. CP/A players may need more recovery time.

I/ED: Practice remains the same. Ensure I/ED player understands practice before they commence.

Use your voice, and the voice of other coaches, to make visually impaired players aware of natural or manmade borders to the area.
Main Part
40 Minutes

Phase 1

“Ball Holding”
- Pitch of 40m x 30m.
- Two teams.
- Hold possession as long as possible.
- A point for 10 pass interchanges.

Variation
- Add an extra player who joins the team with possession (rover).
- Limit the ball contacts to max 2 / 3 touches.

Making Session Inclusive

VIP: Practice remains the same, but uses a ball with a bell, and asks all players to communicate with each other so the VIP player can discern their team players. Ensure that VIP must receive and pass ball. Sighted players cannot intercept the ball being passed by or to a VIP player. Only a VIP may do this.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Set practice rules to ensure that CP/A players must receive and pass ball.

I/ED: Keep explanations simple, use demonstration. Set practice rules to ensure that I/ED players must receive and pass ball.

VGP: Practice remains the same, but uses a ball with a bell, and asks all players to communicate with each other. Playing area will be smaller.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same, but uses a smaller playing area. The use of a ball with a bell may be useful for CP players.

I/ED: Practice remains the same. Ensure I/ED player understands practice before they commence.
**PHASE 2**

**“Additional Player”**
- Place players around the pitch.
- They play as “wall players” for the team with possession.
- Change the players outside after a couple of minutes.

**Variation**
- Regulate ball contacts inside.
- Wall players have to play with one contact.
- Wall players are (not) allowed to play with each other.

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**Making Session Inclusive**

**VIP:** Well players may be VIP players and the practice may require sighted players to pass to all wall players before they can score. Verbal communication will be necessary between sighted and VIP players. Use a ball with a ball.

**HIP:** Practice remains the same. Ensure HIP player understands practice before they commence.

**CP/A:** Practice remains the same. CP/A players must receive ball before a goal can be scored.

**I/ED:** Practice remains the same. I/ED players must receive ball before a goal can be scored.

**VIP:** Practice remains the same but with smaller area and fewer players. Communication between players is essential and coaches communicate where goals are.

**HIP:** Practice remains the same. Ensure HIP player understands practice before they commence.

**CP/A:** Practice remains the same. Smaller playing area is used and more time is given for recovery and drinks breaks.

**I/ED:** Practice remains the same. Ensure I/ED players understand practice before they commence.
CONCLUSION

30 MINUTES

GAME

VIP players require quiet as they use sound to help them take part. Background noise from nearby roads should be avoided as this will affect the ability of the players taking part in the session.

Standard Game
- Every player has to touch the ball before scoring a goal.

Variation
- Divide the pitch into three parts.
- In every part a certain number of are contacts allowed.

Making Session Inclusive

VIP: Sighted players use verbal communication to indicate where they are. Coaches stand and shout/clap to indicate where goals are.

HIP: Practico remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same.

I/ED: Practice remains the same. Make players without a disability aware that some players with intellectual or emotional disabilities might be sensitive to physical contact.

VIP: Coach needs to familiarise VIP players of their zone and use verbal communication ensure they do not leave their zone. Coaches stand and shout/clap to indicate where goals are. Players can be numbered to ensure all receive and pass ball.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same.

I/ED: Practice remains the same. Ensure I/ED players understands practice before they commence.
LESSON 5

Practical Sessions 2 - Passing / Ball Control / Running with Ball 2
Adaptations to make sessions inclusive - Checklist

WARM UP

20 MINUTES

- 2-3 Balls
- 4 Cones
- Football(s) with bell inside
- Tape / Rope

MAIN PART

40 MINUTES

- 1 Ball for every 2 players
- 6-10 Cones
- Football(s) with bell inside
- Tape / Rope

CONCLUSION

30 MINUTES

- 2-3 Balls for every pitch
- 4 Cones for every pitch
- Bibs in 3 different colours
- 2 Goals for every pitch
- Football(s) with bell inside
- Tape / Rope
WARM UP
20 MINUTES

PHASE 1

5 against 2
- Pitch of 7m x 7m.
- 5 players on the borders of the pitch and 2 inside.
- The players try to keep possession as long as possible with 1 - 2 contacts.

Variation
- Extra round for 15 contacts.
- Extra round for a Shibobo.

Making Session Inclusive

VIP: Practice remains the same. Use a ball with bell. Sighted players must pass to VIP player. Coach sets guidelines regarding how many passes VIP players must make and receive. Sighted player shouts or claps to indicate where they are to receive pass.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same.

I/ED: Practice remains the same. Ensure HIP player understands practice before they commence.

VIP: Use a ball with a bell. Make the playing area smaller. Pass the ball from player to player in a numbered sequence with receiving players indicating their position by calling their number.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same, but consider using a smaller playing area.

I/ED: Practice remains the same. Ensure HIP player understands practice before they commence.

Providing a demonstration is a good way of making sure players with hearing impairment understand the practice.
PHASE 2

4-on-2
- 4 players outside have to touch the ball only twice.
- The defenders have to organize themselves.
- Have to cover each other.
- No middle pass, only line!

Making Session Inclusive

VIP: Practice remains the same. VIP player remains on the line and receives and passes ball. Communication between sighted player and VIP player is essential when passing. Consider shortening distance for the pass. Use a ball with a bell.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same.

I/ED: Practice remains the same. Ensure HIP player understands practice before they commence.

VIP: Use a ball with a bell. Make the playing area smaller. Pass the ball from player to player in a set sequence.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same, but consider using a smaller playing area.

I/ED: Practice remains the same. Ensure HIP player understands practice before they commence.
MAIN PART
40 MINUTES

PHASE 1

“Partner Passing”
- All players on two lines.

Variation
- Stop and pass.
- One control passing.
- High balls.
- Outside / inside.

Controlling the ball with the chest or thigh is not appropriate for visually impaired players. Keep passes to visually impaired players low.

Making Session Inclusive

VIP: Practice remains the same. Communication between players is essential for VIP players and a ball with a bell should be used. Passes must be made along the ground to VIP players.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same.

I/ED: Practice remains the same. Ensure HIP player understands practice before they commence.

VIP: Use a ball with a bell. Make the distance between players smaller. Use verbal communication between players. Keep ball passes low.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same, but consider using a smaller playing area.

I/ED: Practice remains the same. Ensure HIP player understands practice before they commence.
Practical Sessions 2 - Passing / Ball Control / Running with Ball 2
Adaptations to make sessions inclusive

**PHASE 2**

“Passing Combination”
- 4 players.
- Long ball, short pass, dribbling.
- Always follow the ball.
- Then process is reversed.

The more complicated a practice the more difficult it may be for some players with learning difficulties to master. In such cases try to break the practice down into separate elements.

Making Session Inclusive

**VIP:** Set up a parallel practice that involves dribbling and short passing for VIP players. Use a ball with a bell.

**HIP:** Practice remains the same. Ensure HIP player understands practice before they commence.

**CP/A:** Practice remains the same.

**I/ED:** Practice remains the same. Ensure HIP player understands practice before they commence.

**VIP:** Practice can remain the same but replace long high passes with short passes. Consider using shorter distances.

**HIP:** Practice remains the same. Ensure HIP player understands practice before they commence.

**CP/A:** Practice remains the same, but consider using a smaller playing area.

**I/ED:** Practice remains the same. Ensure HIP player understands practice before they commence.
CONCLUSION

30 MINUTES

GAME

Remember to use 'TREE' to adapt practices to become inclusive.

Game with Wall Players
- 3 teams: 2 teams are playing; 1 team is outside and play as additional players.
- Wall players assist only the team with possession.

Making Session Inclusive

VIP: Consider setting up a parallel practice or setting rules that ensure VIP players actively participate. Use a ball with a bell.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same. Consider setting up a parallel practice or setting rules that ensure CP/A players actively participate.

I/ED: Practice remains the same. Ensure HIP player understands practice before they commence. Consider setting up a parallel practice or setting rules that ensure I/ED players actively participate.

VIP: Use a smaller practice area. Consider how activity can be simplified. Communication between players essential and goals need to be communicated by means of the coach clapping when an attacking player has the ball.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same, but consider using a smaller playing area.

I/ED: Practice remains the same. Ensure HIP player understands practice before they commence.