



# SOCCER FOR CHILDREN WITH SPECIAL NEEDS

- APPROPRIATE MODIFICATIONS AND CONSIDERATIONS
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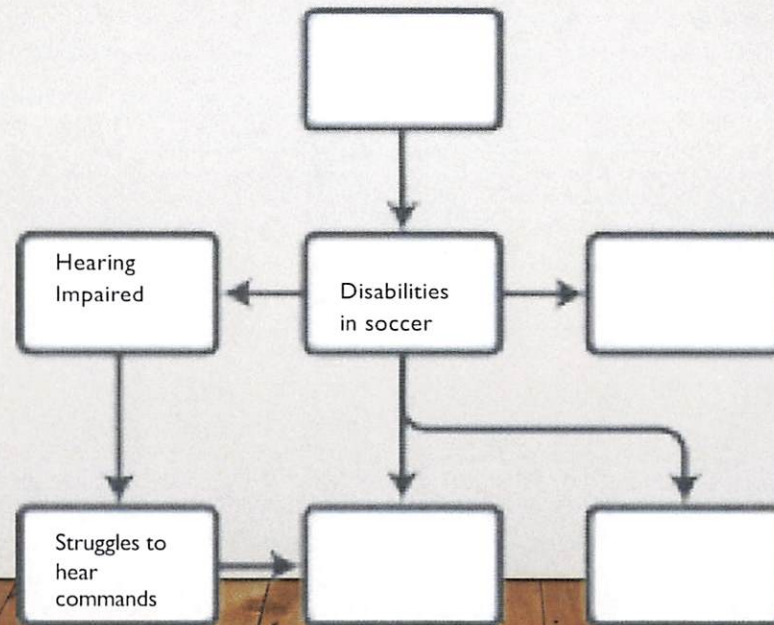
## INTRODUCTIONS

Tell us who you are, what age group you coach, and what you're hoping to gain from this lesson.

Why are you interested in children with special needs in soccer?

# WHAT DO YOU KNOW ABOUT DISABILITIES ALREADY?(IT'S OK IF YOU DON'T KNOW ANYTHING YET!)

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# PARALYMPIC SOCCER: DISABILITY IN SPORT IS PRESENT IN OUR WORLD

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- <https://www.youtube.com/watch?v=566rSRvmfkE>



# WHAT DOES SOCCER DO FOR ATHLETES WITH DISABILITIES? WHY DOES THIS MATTER?

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- Great physical exercise
- Soccer is a team sport
- Soccer helps kids develop social skills
- Soccer is fun for kids of all abilities and all ages

# WHAT DOES 'DISABILITY' MEAN?

- Adapted Physical Education National Standards (2008) states that The Individuals with Disabilities Education Act (1990) uses the term disability as a diagnostic category that qualifies students for special services. These categories include:
- Autism
- Deaf – Blindness
- Deafness
- Hearing impairment
- Intellectual disability
- Multiple disabilities
- Orthopedic impairment
- Other health impairment
- Serious emotional disturbance
- Specific learning disability
- Speech or language impairment
- Traumatic brain injury
- Visual impairment including blindness

## LANGUAGE TO CONSIDER WHEN WORKING WITH CHILDREN WITH DISABILITIES...

- ALWAYS use 'person first language'! Disabilities DON'T define people. (i.e., the defender with a visual impairment, the referee with autism, the coach with a hearing impairment, etc.)
- DO NOT use 'disability first language'.
- (i.e., the autistic goalkeeper, the down syndrome forward, the blind player, etc.)

## LANGUAGE TO CONSIDER CONT'D...

- Typical Developing Athlete (TDA)- An athlete with no known disability(ies)
- Athlete with a disability (AWD)- An athlete who has been diagnosed with a disability(ies)



## LANGUAGE TO CONSIDER CONT'D...

- Adapted/modified (modification)- What is it? What does it mean? What does it look like in the soccer setting?
- -In coaching, we can make modifications (minor changes) to activities to ensure success for students

# THINK/PAIR/SHARE: DISCUSSION QUESTIONS

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- If any, what disabilities do some of your athletes have?
- What strategies are you currently using as a coach that work for the disabilities that are present within your team/athletes?



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# DISABILITIES/MODIFICATIONS TO COVER

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- Visual Impairments (VI)
- Auditory Impairments (AI)
- Asthma
- Speech Impairments (SI)
- Cognitive Impairments (CI)



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## ATHLETE'S WITH VISUAL IMPAIRMENTS (VI)

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- You can use brightly colored markers and equipment as appropriate.
- Allow time for the visually impaired child to explore the site and be comfortable with using the equipment.
- For activities using balls, consider a ball with bells for easier tracking.
- Use larger and/or softer materials as appropriate.
- Reduce the size of playing space as appropriate.
- If appropriate, assign a buddy for support in group activities.

# ATHLETES WITH AUDITORY IMPAIRMENTS (AI)

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- Obtain student's attention prior to speaking
- Reduce auditory distractions (background noise)
- Face your students and make eye contact when speaking. Clearly, enunciate speech
- Always stand close to the student(s) hard of hearing when giving instructions
- Use of visual supplements (predetermined visual signals or signs, whiteboards, or visual charts).
- Speak at a slower pace
- Repeat others comments and/or questions before responding to make sure Hard of Hearing student heard.

# ATHLETES WITH ASTHMA

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- Check in with the child, and offer a rest break from activity if necessary.
- Have the child's inhaler nearby and ready to be used.
- If a child is uncomfortable with activities that include running, consider a slower pace or for group games, try a position that requires less running if necessary.
- **Understand Potential Asthma Triggers:**
  - Rigorous exercise
  - Dust
  - Animal proteins
  - Fungi
  - Pollen
  - House mites

# ATHLETES WITH SPEECH IMPAIRMENTS

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- Be patient- don't rush them or finish their sentences.
- Always ensure you understand what the person has said before proceeding.
- Ask the student, if necessary, to repeat what they have said or write it down.
- Consider working out a better way of communicating with each other- use pictures, diagrams, and drawings to make or clarify your point.
- During group activities, allow the use of predetermined hand signals if it is helpful for a child.

# ATHLETES WITH COGNITIVE IMPAIRMENT

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- Repeat instructions
- Provide frequent feedback
- Break down tasks into smaller steps
- Display rules
- Prepare students for transitions
- Reduce distractions
- Buddy student up with a strong student or volunteer
- Find out the student's strengths and emphasize them
- Be flexible about expectations
- Seek advice from parents/guardians
- Be patient



# GENERAL TIPS FOR TEAM INCLUSION

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- If possible, offer a volunteer buddy if extra support is needed. This gives every child the chance to work on cooperative and teamwork skills.
- When working in groups, discuss with the group what modifications are going to be made to the game, sport or activity.
- Be prepared to field questions so that all participants understand and feel included in the process.

## OTHER RESOURCES...

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- Utilize parents, guardians, family members, etc. of the AWDs!



## HELPFUL COACHING TIPS WHEN WORKING WITH AWDs...

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- Notice what your athletes are ABLE to do and praise athletes for their strengths!
- Treat AWDs as you would a TDA. Hold them accountable for their actions and performance just as you would a TDA. Babying AWDs doesn't do them any favors. Challenge/push your AWDs! They ARE capable!
- Believe in your AWDs, then they will believe in themselves.

# THINK/PAIR/SHARE: DISCUSSION QUESTIONS

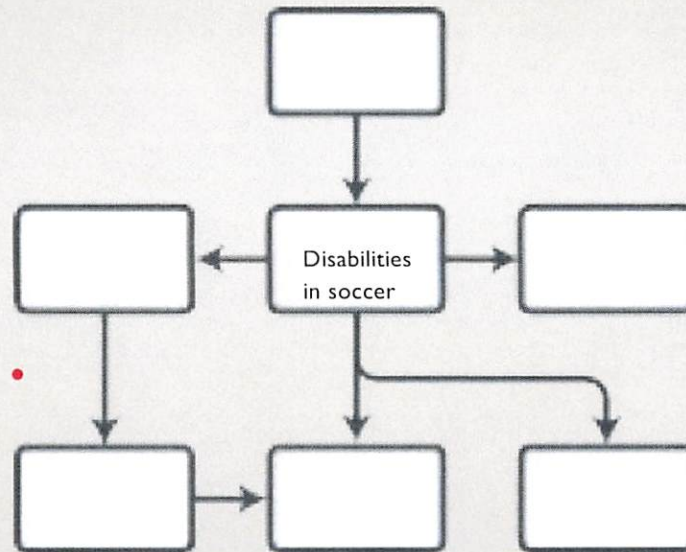
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- What strategy(ies) will you take from today and apply with your own athletes and teams?
- After today's lesson, what current practices will you change within your own teams?



# WHAT DO YOU KNOW ABOUT DISABILITIES IN SOCCER NOW?

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QUESTIONS/COMMENTS???

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## REFERENCES

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<https://www.apens.org/whatisape.html>

<https://coachart.org/blog/4-benefits-of-soccer-for-kids-with-adaptations-for-disability-inclusion/>

# CONTACT INFO.

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