



WP2b: Review best practice in ID-coaching

Output progress to date

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Our Focus



Project Design

WP1: PROJECT & DATA MANAGEMENT

2018

PREPARATION

WP 2: Inventory of current best practice in 7 EU countries

WP 2a (Micro): Review motivation and self-regulation of ID-individuals

WP 2b (Meso): Review best practice in ID-coaching

WP 2c (Macro): Review sport organizations, programs, and structures

2019

IMPLEMENTATION

WP 3: Gap analysis and proposition of framework

WP 4: Exchange of best practices and pilot interventions in focus sports

WPA 4a: Team sports

WPA 4b: Winter sports

WPA 4c: Aquatic activities

WPA 4d: Athletics

WP 5: Role models & ambassadors

2020

FOLLOW-UP

WP 6: Evaluation Expert meeting

WP 7: Guidelines & Recommendations

W8: DISSEMINATION & EXPLOITATION

WP2b: Meso: Review best practice in ID-coaching

- * Focus on the coach-athlete relationship
- * Main Activities:
 1. Create an inventory of training pathways for ID-coaches in all member countries involved in the project.
 2. Review of literature, on-line resources and courses aimed at potential ID coaches, in addition to a review of specialist programmes and modules within formal coaching qualifications.
 3. Investigation of the coach-athlete relationship experiences, through questionnaires and interviews

Workstream Outputs

1- Inventory of Training Pathways

Coaching Qualification Factsheet for each Partner Country

Additional Coaching Qualification Factsheets for other Countries of Interest

2- Review Existing Literature

User Friendly Database of Coaching Resources for Intellectual Disabilities

Report on the Overview of the Database

Good Practice Guide for Coaching Athletes with Intellectual Disabilities

3- Coach-Athlete experience

Report on the findings of the Coach Interview study.

Report on the findings of the Athlete Interview study

Needs Analysis



Workstream 1: Inventory of Training Pathways

Process:

- * Blank Factsheet Template created.
- * UK Factsheet completed and sent to coaches for verification.
- * Interview schedule created to assist in the development of remaining factsheets.
- * Experts contacted to provide information regarding training pathways.

Factsheet Template

_____ coaching qualification pathway factsheet.

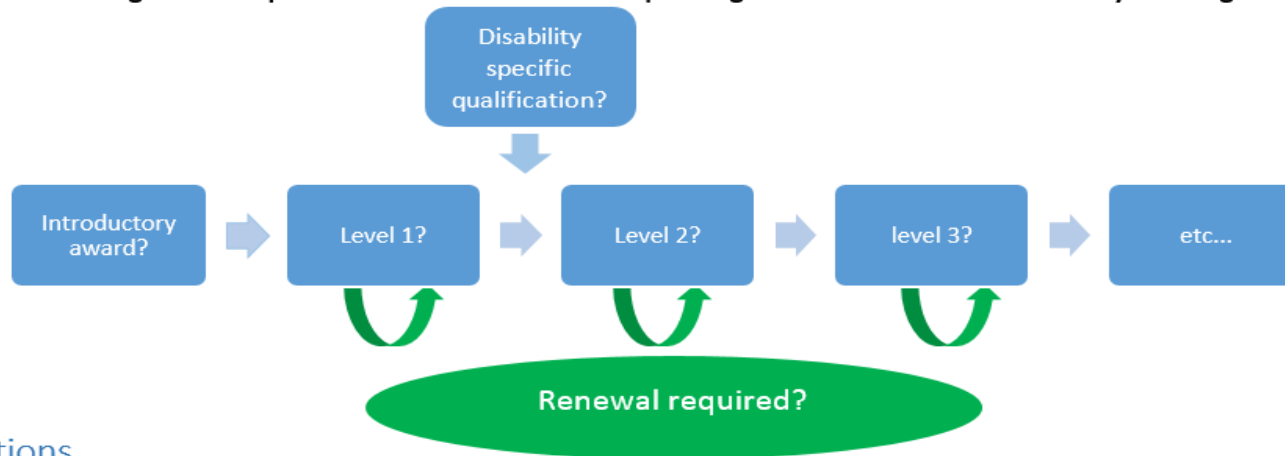
Structure

- <Bullet point format outlining the qualification pathway- should explain the diagram below>

Additional Information

Additional qualifications	Are there any other qualifications required to obtain a coaching qualification? Eg check for criminal convictions etc.
Renewal	Do coaching licenses require renewal?
Any other relevant information	Any information that a potential coach may need to know about the qualification pathway

****Edit structure of diagram as required- or send me an email explaining the structure and I can modify the diagram.**



Organisations

**** list of important organisations in the coaching qualification pathway eg any organisations that regulate or offer coaching qualifications**

Organisations	Description	Website

Developments

****Any recent developments that are ongoing in the structure of coaching qualification pathways**

Coaching for Athletes with Intellectual disabilities

**** Any organisations involved in coaching athletes with intellectual disabilities eg offer courses or provide coaching for athletes such as Special Olympics**

Organisation	Description	Website

Useful links

**** [links](#) to websites that can provide more information on the coaching pathway in your country and any other websites that may be helpful.**

<I can edit the layout of the document, as long as the information is there.>

Workstream 1: Inventory of Training Pathways

Results:

- * Completed Factsheets for; United Kingdom, Iceland & Belgium.
- * Still Require Spain, Sweden and Poland
- * Other possible countries include Portugal, France & Austria & Netherlands.
- * Highlighting the lack of ID coaching pathways currently available.

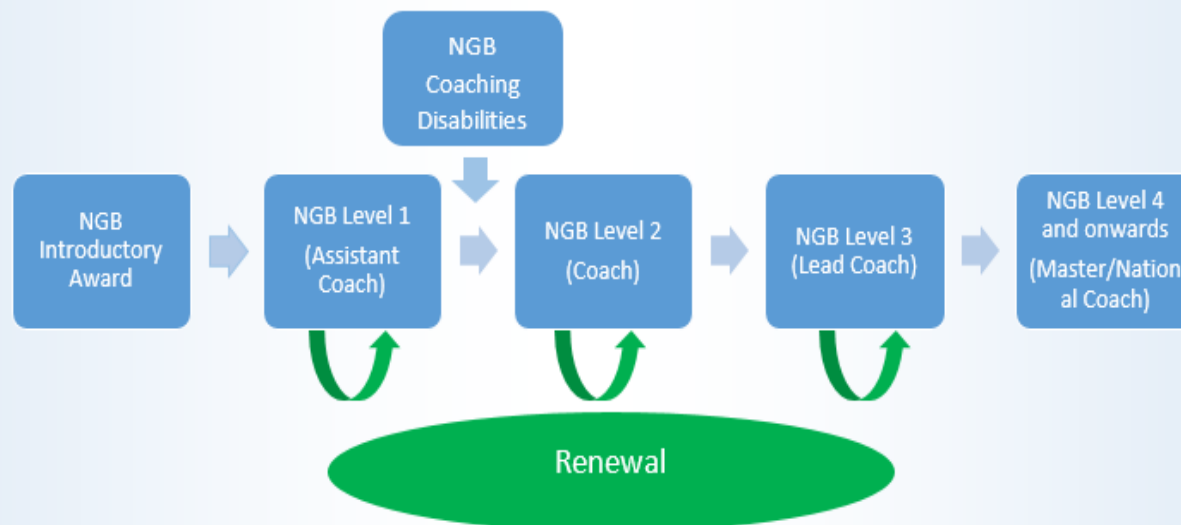


Structure

- In the UK, sports coaching qualifications are not governed by a single entity, rather they are developed and controlled by each specific sport's National Governing Body (NGB).
- NGBs are independent, self-appointed organisations that govern their sports through the common consent of their sport.
- Most NGB qualification pathways consist of, at a minimum, level 1-3 coaching awards.
- Several NGB's also offer an optional introductory award to be used as a stepping stone for potential coaches to make the transition into coaching, focussing on the basics of coaching in their sport.
- The level 1 award is seen as the foundation of the coaching qualification process. After completion, it allows coaches to act as Assistant coaches, conducting basic coaching sessions under supervision of a more experienced coach.
- At level 2 Coaches are able to plan, lead and evaluate coaching sessions, but may still work under supervision as part of a coaching team.
- Completion of level 3 meets the requirements to be a senior/lead coach, carrying out their coaching duties independently at any level.
- Some NGB's may go further onto a level 4 or 5 qualification, primarily for national or elite coaching status eg The Football Association or Basketball England. At this point, these qualifications may be governed by european or international organisations such as UEFA in football.
- In addition, some NGB's may offer supplementary courses or modules specific to coaching athletes with disabilities. These are optional and are not always offered.

Additional Information

Additional qualifications	Obtaining a coaching license may also involve a check for previous criminal convictions, known as a DBS (Disclosure & Barring Service) check, dependent upon the requirement of the NGB.
Renewal	Coaching licenses may require renewal by reapplying to the NGB, and a 'revalidation' workshop may be necessary e.g. British Judo. This occurs after a certain amount of years without progressing to the next level, typically 1-3 years at a lower level up to around 6 years at a higher coaching qualification.



Organisations

Organisations	Description	Website
UK Coaching	Formerly known as Sports Coach UK, this organisation supports its partners to recruit, develop and retain coaches. They offer UK Coaching Certificate (UKCC) endorsement to NGB's own externally awarded qualifications to ensure coaching levels can be standardised across sports.	https://www.ukcoaching.org/
CIMSPA	The single chartered professional body for the sport, fitness, leisure and physical activity sector. It provides professional recognition of status and qualifications in the sector, along with developing career pathways.	https://www.cimspa.co.uk/
1st4sport Qualifications	Regulated, external awarding organisation specialising in offering vocational and occupational coaching qualifications in partnership with NGB's.	https://www.1st4sportqualifications.com/

Developments

- UK Coaching have attempted to provide an overarching framework and standardisation for NGB coaching certificates across all sports.
- Some sport NGB's, such as the British Equestrian Federation and England Netball, have aligned themselves with this more than others.
- More recently the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) and UK Coaching have developed 'Coaching Assistant' and 'Coach' professional standards, providing an agreed reference point for knowledge, skills and behaviours required for both roles, informing future coaching qualifications and training (<https://www.workforce.org.uk/coaching>).
- A collaboration between UK Sport and SPEAR (The Centre for Sport, Physical Education and Activity Research) have recently established a model process for accrediting non-formal and informal learning in sport coaching, and have received interest from several NGB's to pilot the model (<https://www.canterbury.ac.uk/social-and-applied-sciences/spear/research-projects/coach-education-uk-sport.aspx>).

Coaching for Athletes with Intellectual disabilities

In the UK, there are currently no formal qualifications for coaching athletes with Intellectual Disabilities, however several charity organisations do provide support.

Organisation	Description	Website
Mencap Sport	Promotes the inclusion of people with an intellectual disability in sport and physical activity, through improving access and increasing opportunities. The 'Learning Disability and Sport' workshop aims to help clubs/coaches to understand how to provide support and access to sporting opportunities in an inclusive environment.	https://www.mencap.org.uk/about-us/what-we-do/mencap-sport
Special Olympics GB	Provides year-round sports training and athletic competition in a variety of Olympic-type sports for children and adults with intellectual disabilities.	https://www.specialolympicsgb.org.uk/
National Autistic Society	The UK's largest provider of specialist autism services, offering training and consultancy support for sports practitioners. The one-day 'autism and sport' course and online 'Autism, sport and physical activity' module provide a comprehensive introduction to the autism spectrum focusing on the delivery of sport and physical activity.	https://www.autism.org.uk/active

Useful links

<https://www.sportengland.org/our-work/national-governing-bodies/sports-that-we-recognise/>
<https://www.basketballengland.co.uk/get-involved/coach/coaching-pathway/>
<http://www.swimming.org/careers/becoming-a-swimming-coach-in-the-uk/>
<https://www.workforce.org.uk/coaching-professional-standards-explained>
<https://www.englandnetball.co.uk/coaching/ukcc-coaching-courses/>
<http://www.uksport.gov.uk/>

<https://www.ukcoaching.org/about/start-coaching>
<https://www.englandathletics.org/coaching---central-to-successful-athletics/qualifying-as-a-coach>
<https://snowsportengland.org.uk/UKSS-Instructor-Development-Opportunities>
<https://www.britishjudo.org.uk/my-judo/coaching/revalidation/>

Workstream 2: Review Existing Literature

R.A.I.D- ‘Resources for Athletes with Intellectual Disabilities’;

- * Database formatted to Microsoft Excel and Microsoft Access.
- * Includes; introduction, instructions on how to use, a variable key, spreadsheet of resources, spreadsheet of courses.
- * User friendly - can be filtered and condensed as necessary.
- * Currently contains 116 resources sorted by 19 variables.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	
1	▼	Resource Name	Auth	Resource T	Sport	Educational Level (R)	Length	Professional Qualifica	Entry Qualification	Exit Qualification	Publication Year	Count	Language	Region	ID Specific	Form Co	
2	1	Sport, Coaching and Intellectual Disability	Hassan, D.,	textbook	general				FALSE		2014	UK	English	Europe	TRUE	FALS	
3	2	How to Coach Disabled People in Sport	UK Coachin	Course	general	Level 1	2 hours		FALSE	n/a	E-certificate 'Minimum standard	n/a	UK	English	Europe	FALSE	FALS
4	3	Coaching Athletes with a Disability	Coachin g	Manual	general				FALSE		2016	Canada	English	America	FALSE	FALS	
5	4	Special Olympics Athlete-centred Coaching Guide	Special Olympic	Manual	general				FALSE		2013	USA	English	America	TRUE	TRU	
6	5	Disability Tennis Coaching Resource	Tennis Foundat	Manual	tennis				FALSE		2016	UK	English	Europe	FALSE	TRU	
7	6	Understanding Sources of Knowledge for Coaches of Athletes with Intellectual Disabilities	MacDonald, D.	Journal Article	general				FALSE		2016	Canada	English	America	TRUE	FALS	
8	7	Coaching Special Olympics Athletes	Special Olympic	Manual	general				FALSE		2003	Australia	English	Oceania	TRUE	TRU	
9	8	IFA Coaching Disable Footballers Level 1 Award	Irish FA	Course	Football	Level 1	4 hours		FALSE	n/a	Level 1 subsidiary	n/a	UK	English	Europe	FALSE	FALS
10	10	Adapted Sports Course	Disability Sports	Course	general	non-accredited	5.5 hours		FALSE	n/a	SkillsActive certification	n/a	UK	English	Europe	FALSE	FALS
11	11	Elearning: Disability Awareness in Sport	Disability Sports	E-Learning Course	general	non-accredited	2 hours		FALSE	n/a	E certificate	n/a	UK	English	Europe	FALSE	FALS
12	12	Disability Awareness in Sport	Disability Sports	Course	general	non-accredited	3.5 hours		FALSE	n/a	Certificate of attendance	n/a	UK	English	Europe	FALSE	FALS
13	13	Sports Coaching Science with Disability Sport BSc	University of	Course	general	Undergraduate (level 6)	3 years FT		FALSE	112 UCAS points	BSc (Hons)	n/a	UK	English	Europe	FALSE	TRU
14	14	The Inclusion Spectrum: Incorporating STEP	Black, K.,	manual	general				FALSE		2012	UK	English	Europe	FALSE	FALS	
15	15	Disability Sport Coaching and Development	Liverpool John	Course	general	Foundation (Level 5)	2 years FT		FALSE	48 points, NVQ level 3 or equivalent	FdSc Level 5	n/a	UK	English	Europe	FALSE	FALS
16	16	Coaching Disabled People: What Coaches Need to Know	Sports Coach	Manual	general				FALSE		2014	UK	English	Europe	FALSE	FALS	
17	17	People with Disability in Sport	Play by the	web page	general				FALSE		n/a		Australia	English	Oceania	FALSE	FALS
18	18	Coaching Disabled Footballers Manual	The Football	Manual	Football				FALSE		2014	UK	English	Europe	FALSE	FALS	
19	19	Behavioral Coaching of Track Athletes With Developmental Disabilities: Evaluation of Sprint	Luiselli, J. K.,	Journal Article	athletics				FALSE		2013	USA	English	America	TRUE	TRU	
20	22	Community Coach Workshop	Special Olympic	Course	general	non-accredited	1 day		FALSE	n/a	Certified Special Olympics Community	n/a	Canada	English	America	TRUE	FALS
21	23	IFA Coaching Disable Footballers Level 2 Award	Irish FA	Course	Football	Level 2	15 hours		FALSE	IFA Level 1 & CDFA Level 1	Level 2 subsidiary	n/a	UK	English	Europe	FALSE	FALS
22	24	Sporters met een verstandelijke beperking (athletes with Intellectual Disabilities)	Academie Voor	Course	general	Level 3	1 day		FALSE	experience in ID coaching	NOC*NSF(Dutch Olympics) KSS level 3	n/a	Netherlands	Dutch	Europe	TRUE	FALS
23	25	Trainen en coachen van jongeren met autisme (Training and Coaching Young People with Autism)	Academie Voor	Course	general	Level 3	1 day		FALSE	experience in coaching athletes with Autism 1st/2nd level Lin	NOC*NSF(Dutch Olympics) KSS level 3	n/a	Netherlands	Dutch	Europe	FALSE	TRU

Workstream 2: Review Existing Literature

Distribution of resource database;

1. Host in Canterbury Christ Church University – but with name clearly linked to IDEAL project
2. Set up links to it on websites
 1. IDEAL website and partner countries
 2. INAS
 3. IPC?
 4. SO
 5. MENCAP
 6. Anyone else who want to and we can find
3. Launch – make announcements on websites – partners to promote
4. Monitor hits and try and maximize exposure

Workstream 2: Review Existing Literature

Overview of Resource Database;

1. Brief overview highlighting the inclusion criteria, and proportion of resources according to Sport, Country and Type of Resource.
2. Detailed overview of the resources contained in the database including resource/course specific information and appropriate examples.

Brief Overview of Resource Database



Co-funded by the Erasmus+ Programme of the European Union

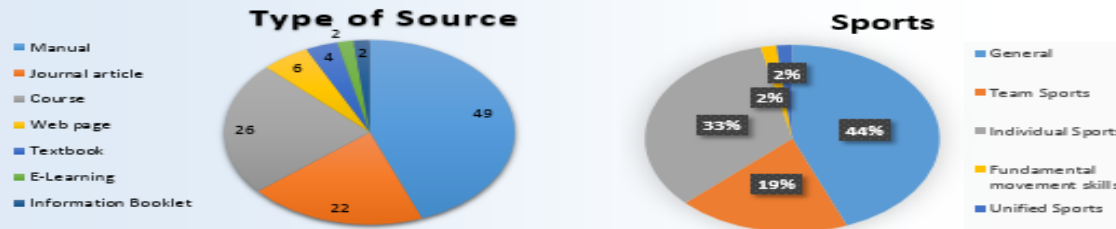


Brief Overview of Resource Database

This document aims to briefly highlight the inclusion criteria requirements for resources to be contained within the RAID (Resources for Athletes with Intellectual Disabilities) database, along with presenting graphical information regarding the proportion of resources according to 'Resource Type', 'Sport', 'Country' and 'Language'. Currently there are 116 resources contained in the database.

Inclusion Criteria

A resource was included in the database if it was believed that it could benefit those involved in coaching athletes with ID or autism. Resources were excluded from the database if they did not refer to coaching, or did not provide guidance/tips/advice on coaching sports to athletes with ID/autism, or did not mention a specific intervention (in the case of the majority of journal articles), or were not relevant to sport or physical activity.



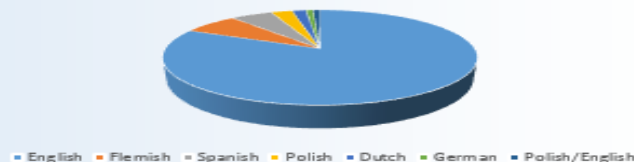
Sports

In terms of the overall structure of the database, 51 resources did not refer to a specific sport, but rather could be used generally across sports and other types of physical activity. 22 resources referred to team sports such as football or basketball, 39 referred to individual sports such as athletics, swimming and cycling, with 2 referring to Unified Sports and another 2 referring specifically to Fundamental Movement Skills (FMS).

Nations

The resources in the database are primarily available in English (95) with the remaining available in Flemish (8), Spanish (6), Polish (3), Dutch (2), German (1), and Polish/English (1). Finally the regions (established according to the International Paralympic Committee regions) each resource originated from were as follows: 40 International, 54 European, 17 Americas and 5 Oceania. For journal articles, the country and region were determined by the location and population that the study took place in. International resources were those that were not specific to any region such as the Special Olympic sport coaching guides.

Language

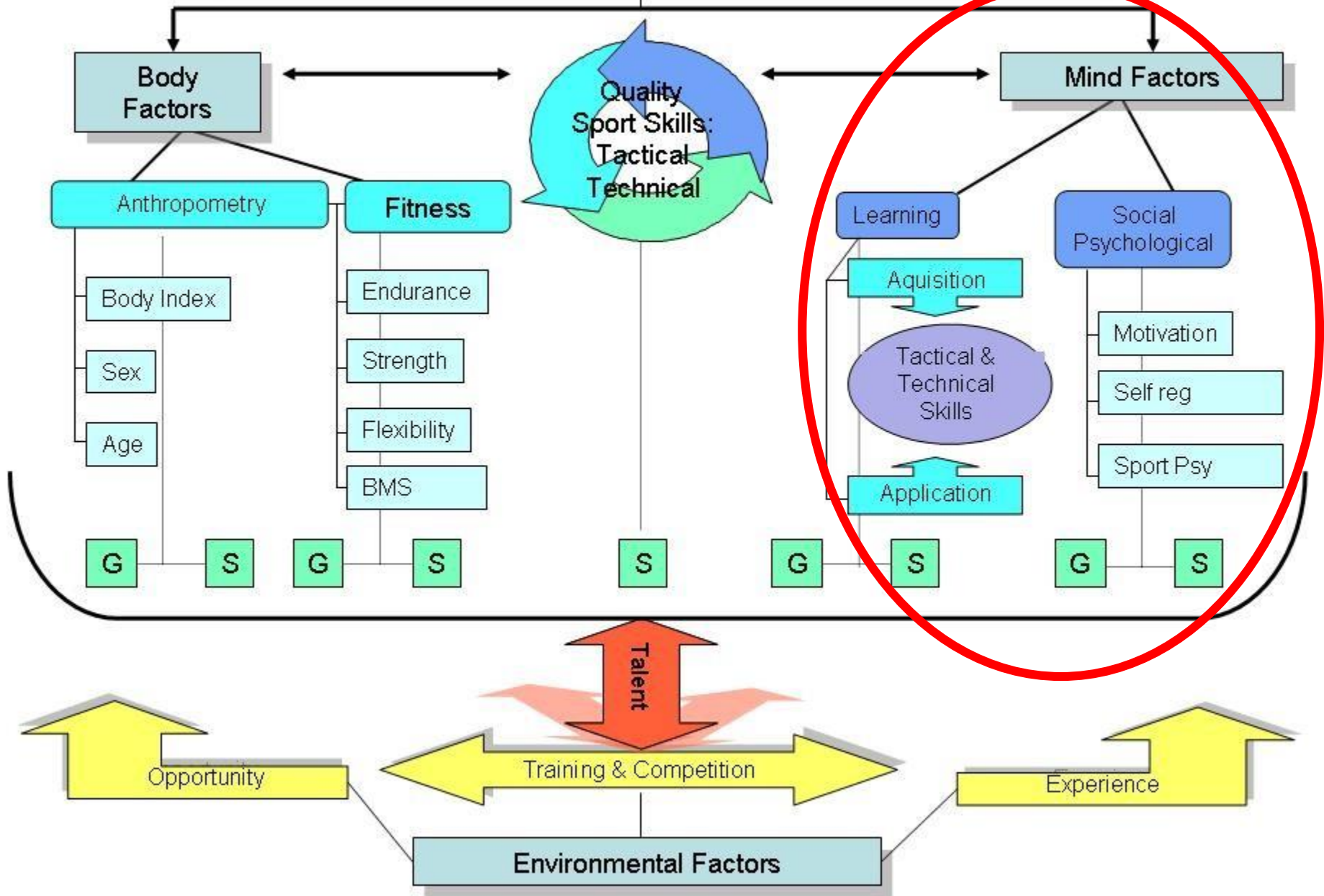


Workstream 2: Review Existing Literature

Good Practice Guide;

- * Introduction; definition of Intellectual disability, ID and Sport, purpose of the Guide.
- * Split into 3 sections;
 1. Inclusion e.g. Inclusion Spectrum, STEPS and TREE models
 2. Cognitive Factors e.g. learning acquisition and application
 3. Psychosocial Factors e.g. motivation, self-regulation and social communication.

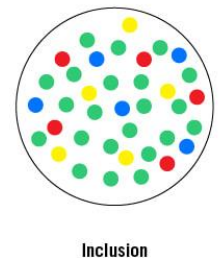
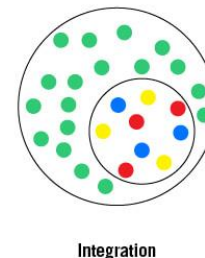
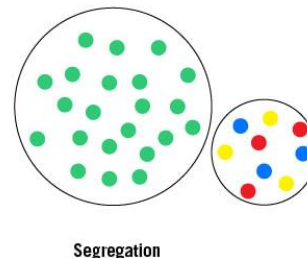
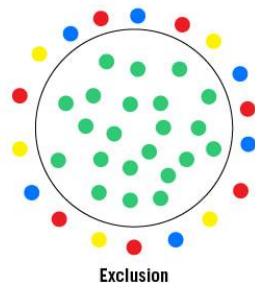
Core Determinants of Sport Proficiency



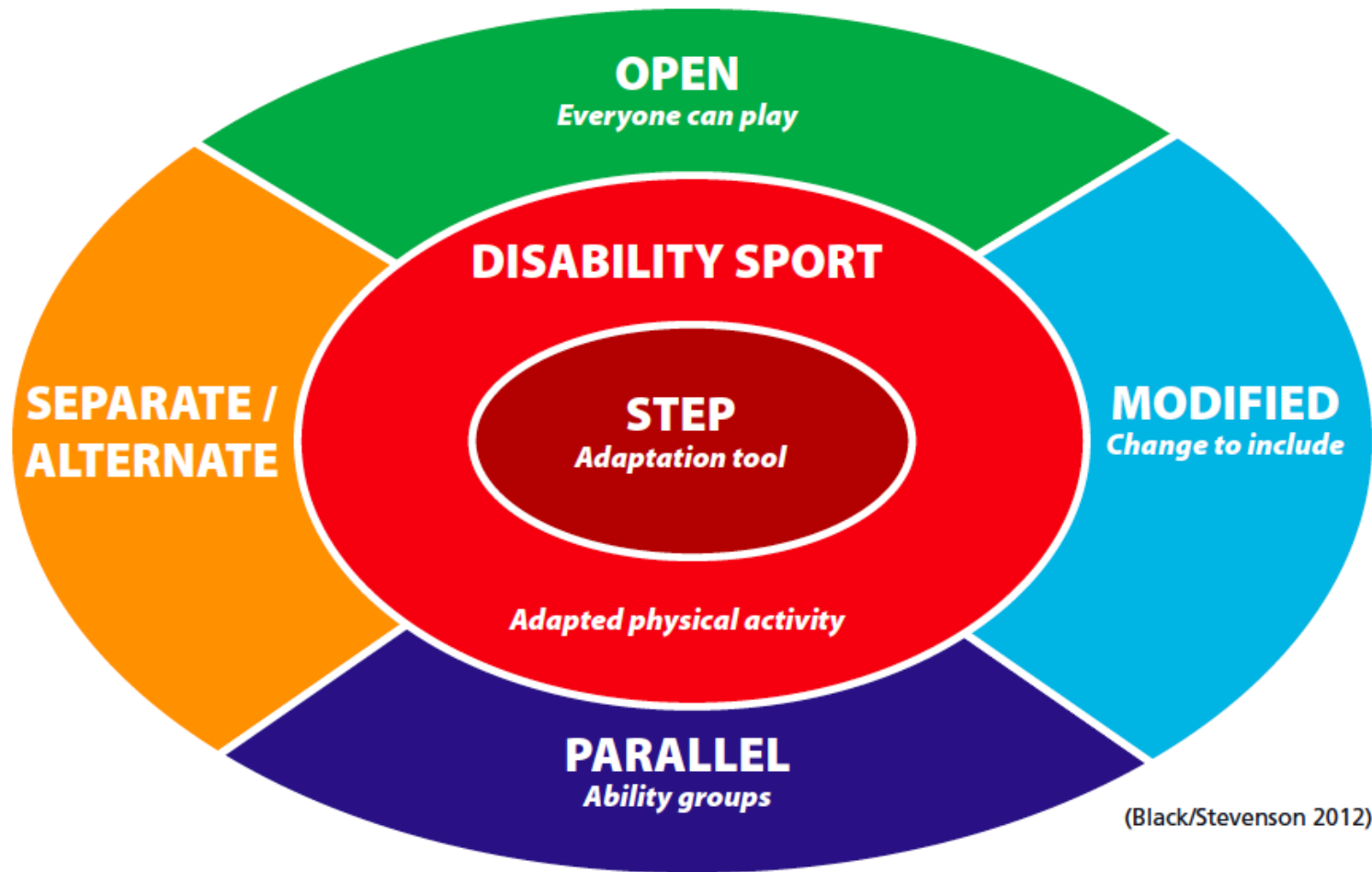
Good Practice Guide Example; Inclusion

Structure in GPG:

- * Context- estimates as low as 9% PWID reaching meeting physical activity guidelines.
- * Importance of getting people with ID involved in sport e.g. physical, social and psychological benefits.
- * Briefly outlining reasons for lack of participation (Barriers).
- * Approaches to Inclusion based on the resources.
- * Specific examples to highlight the potential application to various sports.



Inclusion Spectrum: Incorporating Step



(Black/Stevenson 2012)

Practical Examples utilising Inclusion Spectrum.

- * **Open-** an Activity everyone can participate in without adaptation e.g. create a warm-up for all participants.
- * **Modified-** Activity requires changes or adaptations e.g. in a practice tennis match allow an extra bounce for an athlete with ID.
- * **Parallel-** Group athletes according to their ability level and complete similar activity e.g. in a hockey passing drill, divide players into those that are more or less competent in passing.
- * **Separate-** For specific activities that are not appropriate for inclusion and require independent practice e.g. allow less competent hockey players to work in pairs while others complete a complex drill.
- * **Disability Sport-** incorporating aspects of disability sports activities into training session e.g. introducing boccia as an initial ice breaker activity.

Workstream 3: Coach-Athlete Experience

Interviews;

- * Completed either in person, by Skype or phone call.
- * Focuses on background and examples from personal experience.
- * Findings will be used to inform Good Practice Guide and to complete a Needs Analysis.

To date:

- * 10 Coaches & 13 Athletes
- * Further interviews being carried out by MENCAP.



Example questions

Coaches

- * Do you have any qualifications specific to coaching athletes with ID?
- * What are the main challenges associated with coaching athletes with ID?
- * Can you tell me about a specific challenge that you faced and how you overcame that?
- * Is there anything that you feel could be done to better support the coaching of athletes with ID?

Athletes

- * Can you tell me 3 things that are helpful about your coaching?
- * Can you tell me about a time when your coach helped you to perform better?
- * Would you like to change anything about your coaching?

Common themes

Coaches

- * Importance of learning from experience.
- * Need to learn the requirements of your athlete
- * Clarity and Simplicity of Instructions.
- * Use a variety of communication styles.
- * Introduction of more coaching courses or resources would be beneficial

Athletes

- * Repetition & Patience from coach
- * Support from team and parents/caregivers is vital.
- * Emphasis on fun while training.
- * Physical and visual demonstration preferred to verbal.

DISPLAY Project



- * Persons with **DISAbilities** **PLAYing** competitive sports.
- * *Aims to increase participation of persons with disabilities in sports competitions, as a way of promoting social inclusion through the transfer of experiences and good practices.*
- * Intended output: Proposal of standardised coaching qualification for Intellectual Disabilities.

How could IDEAL and DISPLAY collaborate?

- * Sharing resources.
- * Information on Coaching Pathways.
- * Volunteers for Coach Interviews.
- * Collaboration on standardized coaching qualification.
- * How else can we help?



What do we want to know?

How do we disseminate these outputs?

- * IDEAL Project website?
- * University Websites?
- * How else can we promote this?

What are the next steps?

- * Needs Analysis.
- * Completion of remaining outputs (Factsheets, GPG).
- * Inclusion of factsheets from other countries e.g. France?
- * Proposal of standardised coaching qualification?



Questions?

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