

English, Welsh and Scottish Badminton: Inclusive Coach Education Guidelines



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The following case study has been written to complement the UKCC-endorsed Inclusive Coach Education Programme video. The video can be found on the sports coach UK website under Disability Coaching, within the Inclusion and Diversity section of the Resource Bank. The following information should help identify the changes sports need to make so their UKCC-endorsed coach education programmes are more inclusive for disabled people.

Please note, being inclusive for disabled people will not mean completely rewriting your coach education manuals.

Initial approach/philosophy

- The disability-specific information should not be delivered as a separate section within the coach education programme; it should be integrated into all sections with discussions and activities that relate to the coaching of **all** groups: children; elite athletes; leisure participants; disabled athletes etc.
- Ensure the programme has a strong focus on coaching skills, which may need to be adapted for disabled participants.
- All players (whether non-disabled or disabled) are different; the role of the coach is to understand each person's strengths and weaknesses, and adapt their coaching accordingly.

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- The coaching process skills (demonstration; explanation and instruction; observation; analysis; and feedback) are essentially the same.
- Remember that you, as an existing coach, already possess the essential tools needed to work with disabled participants/performers. You may, however, need further technical information relating to a person's specific impairment. This should be obtained on a case-by-case basis. (See the sports coach UK 'Disability Contacts for the UK' Quick Guide.)
- Remember at all times that you are still coaching the person in the context of the sport: all of your technical knowledge is still valid.

Initial questions/observations

Before creating any inclusive strategy, it is important to understand how disabled people participate and compete in your sport.

- Observe and understand how people with different impairments participate in their sport.
- Ask disabled players and their coaches about their sessions: how they interact and the routines and exercises they use.
- Compare, review and understand the key differences between the non-disabled and disabled aspects of your sport and understand why there are differences.
- Identify any technical changes to the sport that may be necessary due to a specific impairment group (eg wheelchair users or dwarfs).
- Tactics: will these change due to the impairment or any adapted equipment used?
- Physical requirements: is there a change of emphasis due to the disability (eg wheelchair)?



Implementation

- Explain that the coach education programme/resource is inclusive.
- Change only what is relevant in the manuals – you must learn to adapt and change as you gain experience and knowledge of the individual you are coaching.
- Only make alterations and additions to a session if they are required to emphasise key differences (eg technique, tactics, physiology).
- Additional learning can be undertaken through home study/handouts (eg knowledge of the rules and regulations/equipment).

