



COACHING GUIDELINES



RESPECT | INCLUSION | INTEGRITY | EXCELLENCE | FUN



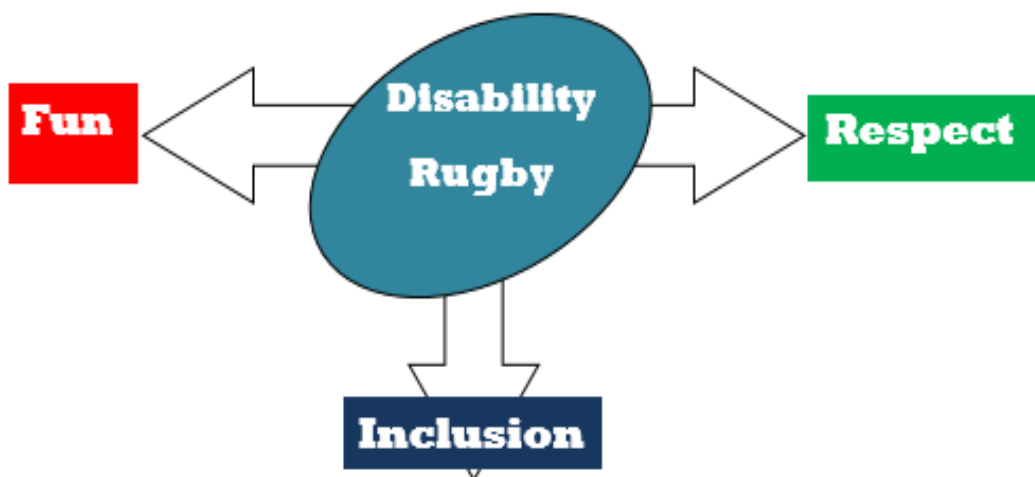
INTRODUCTION

This resource is intended to guide Coaches, Teachers, Community Leaders and Parents in the delivery of TAG Rugby sessions for people with disability*.

Individuals with disability or special needs are entitled to experience the enjoyment of participation and progression through a rugby programme at their own pace and learning by 'playing the game' facilitates this. This experience should always be carried out within your club's safety guidelines, further guidance can be found at, <http://www.irishrugby.ie/playingthegame/medical.php>

Participants' enjoyment of and competence in TAG Rugby is best catered for in the provision of inclusive, active games and Collective activities, with additional Reduced drills used to develop the individual technical skills as required.

The core principles of Disability Rugby are Fun, Inclusion and Respect and participants should experience the game in this environment.



**Disability refers to someone who has a physical, sensory or learning impairment which is long term and has an adverse effect on their ability to carry out day-to-day activities. (Sports Council Equality Group 2013)*



UNDERSTANDING DISABILITY

INCLUSION WHEEL



LEVELS OF MODIFICATION OF ACTIVITIES WILL VARY FROM PERSON TO PERSON AND SPORT TO SPORT.

THE IRFU POLICY IS TO INTEGRATE AS MANY PLAYERS AS IS SAFE AND PRACTICABLE AS MEMBERS OF EXISTING RUGBY CLUBS.



DISABILITY

A SIGNIFICANT LOSS OR
REDUCTION IN FUNCTIONAL
ABILITY

IMPAIRMENT

ANY DISTURBANCE OF OR
INTERFERENCE WITH THE
STRUCTURE AND FUNCTION OF
THE BODY



PHYSICAL

- Cerebral Palsy
- Spina Bifida
- Muscular Dystrophy
- Amputee
- Spinal Cord Injury

INTELLECTUAL

- Mild
- Moderate
- Severe
- Profound

SENSORY

- Vision Impairment
- Blind
- Hard of Hearing
- Deaf



TYPES OF DISABILITIES



→ OTHER AREAS...

- Autism Spectrum Disorder (ASD)
- Developmental Coordination Disorder (Dyspraxia)
- Dyslexia
- Mental Health Difficulties



The Dyspraxia
Association of Ireland
Including
developmental
co-ordination disorders



Note: the above does not constitute a full list of disabilities / impairments. Reasonable accommodation of individuals may be made on a case-by-case basis.



MYTHS AND MISCONCEPTIONS

Myths and misconceptions about disability are common. These incorrect assumptions are often triggered by fear, lack of understanding and/or prejudice. Common myths and stereotypes that emerge repeatedly include the following:

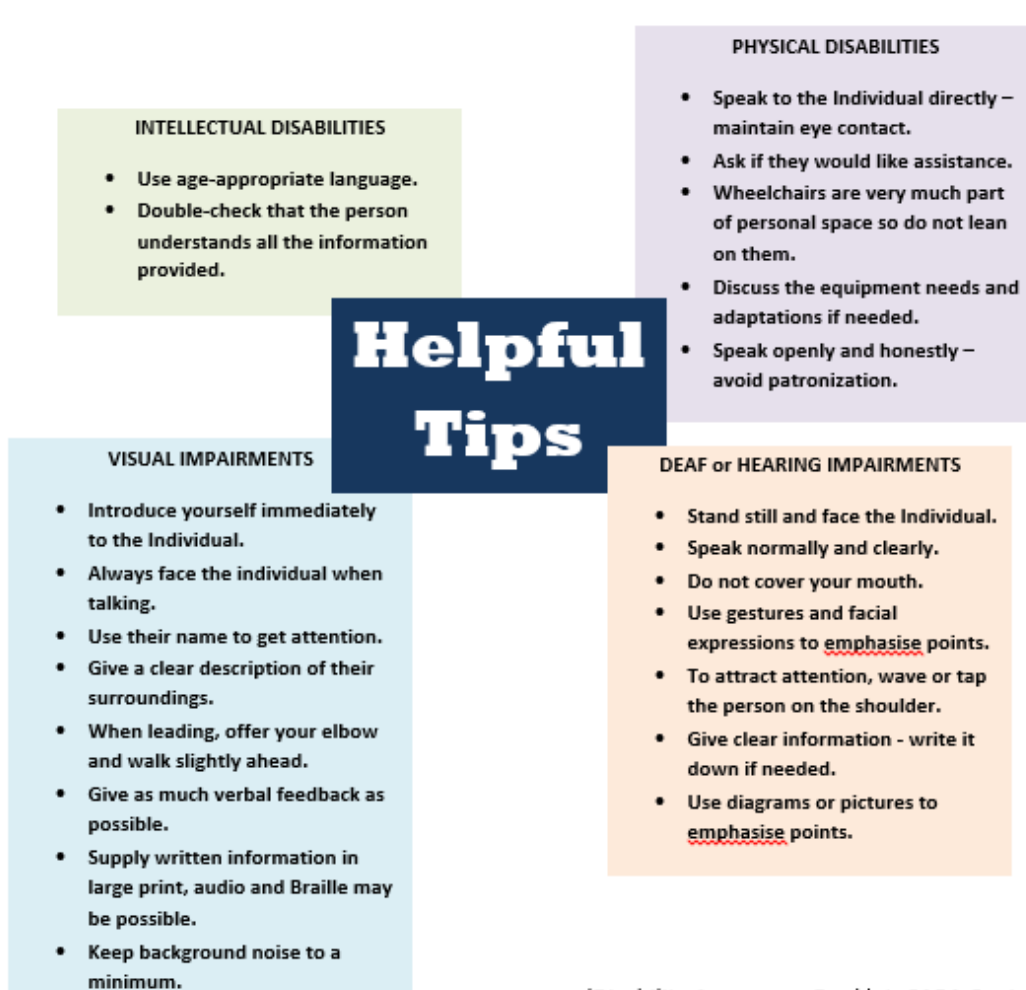
- **MYTH: A person's disability defines who they are as an individual.**
People often label individuals with a disability according to their condition or limitations. It is common to hear things such as 'the disabled' or 'the epileptic'. Individuals with disabilities are people first. Remember the slogan - "Label jars, Not People!"
- **MYTH: Disability is a tragedy that dominates the person's life and makes satisfaction and fulfilment impossible.**
Often disability does not dominate a person's life. Each individual finds their own way of adapting.
- **MYTH: People with disabilities are dependent and always need help.**
All of us have difficulty doing some things and may require assistance. People with disabilities may require help on occasion; however, disability does not mean dependency. It is always a good strategy not to assume a person with disability needs assistance. Just Ask!
- **MYTH: Many people with disabilities have 'special gifts'.**
The range of abilities is the same as in the general population.
- **MYTH: People are 'confined' to their wheelchair.**
People with disabilities typically do not view themselves as 'confined' to their wheelchair. In the same way, a person without a disability is not described as 'confined to their car'. A wheelchair, like a car, is a form of mobility that contributes to a person's independence.
- **MYTH: People with disabilities lead vastly different lives from others.**
People with disabilities go to school, get jobs, get married, pay taxes and generally do the same things as you and I.
- **MYTH: People who have a visual impairment possess high levels of sensitivity in other senses.**
High acuity of other senses is not inborn in people with a visual impairment but may develop with practice by some people.

(Disability Awareness Booklet, CARA Centre)



EFFECTIVE COMMUNICATION

A key component of any coaching is effective Communication between Participant and Coach. Effective Communication is as much about *Listening* as it is about *Talking* and coaches should always be prepared to engage the participants in the learning process through asking questions, seeking feedback and encouraging the expression of opinions.



(Disability Awareness Booklet, CARA Centre)



COMMUNICATION AND LANGUAGE

When communicating effectively some consideration should also be given to the language that is used. While some words may have been in use for some time their use can conjure up an image that is not reflective of the person's life. For example, a person is not 'bound' to their wheelchair, they use it to move from one place to another as does any player/athlete; therefore avoid the term wheelchair bound.

Some additional terms to avoid are invalid, cripple, handicapped, dumb, suffers from, victim of and afflicted with.

Instead focus on the person and make accommodation to ensure they can understand the language you are using. If you are unsure about words or terms, don't use them!





COACHING PEOPLE WITH DISABILITIES



INTELLECTUAL DISABILITIES

- ✓ Level of support may vary pending the ability level
- ✓ Level of support may vary from person to person
- ✓ Praise when success is achieved, encourage when not
- ✓ Organisation is key
- ✓ Build routine and familiarity
- ✓ Plan and allow for additional time to offer support
- ✓ Give clear concise instructions
- ✓ Use demonstrations, visual cues for the task
- ✓ Break the skill down into small parts and build it up
- ✓ Use trigger words to condense instruction
- ✓ Only speak to parent/carer if person is unable to communicate



PHYSICAL DISABILITIES

Wheelchair User

- ✓ Type of wheelchair may vary from person to person
- ✓ A wheelchair is very much part of an individual's personal space
- ✓ Do not lean or sit on it
- ✓ Consider surfaces: gravel / rubber vs. concrete / wood



- ✓ Ask what the individual is ABLE to do
- ✓ Discuss possible adaptations - TREE*
- ✓ Ask if the individual would like assistance
- ✓ Consider rest time in planning an activity



* see page 15 for information on 'TREE' principles of adaptation.



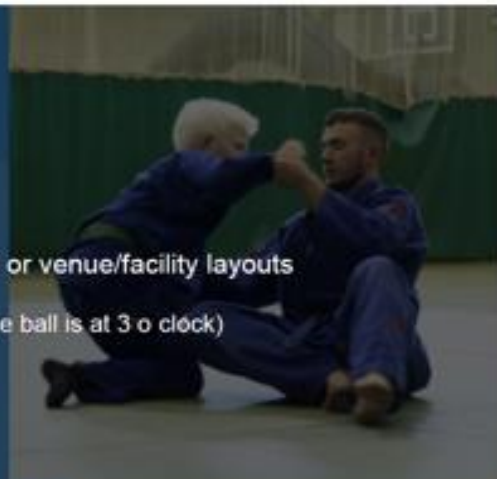
DEAF OR HARD OF HEARING

- ✓ Acoustics in venues tend to be very poor i.e. sports halls
 - ✓ Avoid exaggerating lip movement
 - ✓ Develop system of simple signs
 - ✓ Avoid actions that would make lip reading difficult i.e.
 - Covering your mouth with your hand, paper or a pen
 - Chewing gum or eating
- 
- ✓ To attract attention, wave or tap the individual on the shoulder
 - ✓ Face the athlete, ensure you have their full attention
 - ✓ Provide clear and concise instructions
 - ✓ Check that the athlete understands the instructions
 - ✓ Use diagrams or pictures to emphasise points



BLIND OR VISION IMPAIRMENT

- ✓ Level of sight can vary
 - From person to person
 - At different times of the day
 - In different environments
- ✓ Orientate individual in unfamiliar settings or venue/facility layouts
 - i.e. clock method (we are at 12 o'clock, the ball is at 3 o'clock)
- ✓ Keep background noise to a minimum
- ✓ Keep floor space free of obstacles



- ✓ Use the person name to get their attention
- ✓ Introduce yourself immediately to the individual
- ✓ Give a clear description of their surroundings
- ✓ Inform the individual of any changes in layout
- ✓ When leading offer your elbow and walk slightly ahead
- ✓ Give as much verbal feedback as possible
- ✓ Supply written information (large print, audio and Braille if possible)



In the interest of safety (of the player wearing the goggles and other players) and best practice the wearing of glasses or goggles when participating in the contact format of rugby cannot be allowed. Goggles can be worn for non-contact forms of the game of rugby.



COACHING PROCESS

The 'Coaching Process' refers to the method(s) coaches use in order to facilitate the development and enjoyment of participants. Each coach will find their own personality and preferences influence the way in which they interact with players and it may, on occasion, be important to adapt these methods of interaction, eg. Coaches who like to talk a lot to players may find that listening more may sometimes be a more effective approach. Keeping *The Learner* and their needs as the primary focus of the coach's interaction is key and depending on the activity or situation the Coach may vary his/her coaching process.



Sometimes the Coach will guide the content and processes of the session and other times the Players will prompt changes to this.



Sometimes players will require development through Collective 'game-like' activities and other times through smaller Reduced 'drills'.



Sometimes the Coach may use the activity to develop Player Understanding and other times the aim will be to imbed learning through simple Repetition of actions.



Sometimes Effective Communication will be through Talking and other times it will be better to just Listen.



COACHING SESSIONS



*LEVELS OF MODIFICATION OF ACTIVITIES
WILL VARY FROM PERSON TO PERSON AND
SPORT TO SPORT.*

*THE IRFU POLICY IS TO INTEGRATE AS
MANY PLAYERS AS IS SAFE AND
PRACTICABLE AS MEMBERS OF EXISTING
RUGBY CLUBS.*



PLAYING THE GAME

Coaches who are coaching players with a disability can undertake disability inclusion training through their Local Sports Partnership (ROI) and/or Disability Sports NI. Rugby Specific inclusion training will be available shortly.

In order to promote the principles of Fun and Inclusion, participants should be encouraged to learn through 'Playing the Game' - this means that it is through collective, 'game-like' activities that players will develop an understanding and appreciation for the game of TAG Rugby in a fun, engaging, active and progressive way.

Drills or activities that focus primarily on developing Individual skills (catching, passing etc.) may be used on occasion to solve specific technical issues that participants may have, but always with the intention of maximising the abilities of the players to play the game enjoyably and successfully and not for the sake of 'doing drills'.



GENERAL GUIDELINES FOR COACHES:

- **Begin each training session with a game where players are involved in the collective playing of TAG Rugby or a modified version of the game. As the game is being played, coaches should look for any particular issues players may be experiencing (either as individuals or as a group) and refer to some of the potential drills or reduced activities which may be used to assist players to overcome these issues - therefore, the coach uses the game itself as the prompt of what needs to be coached, rather than always deciding what the players will do in the session beforehand.**
- **It may be beneficial to decide on a particular 'Theme' for the session, e.g., 'Passing and Catching', 'Support', 'Evasion & Tagging' or 'Positioning & Alignment'. This Theme provides the coach and players with a focus for the session and the initial game(s) and subsequent drills/activities follow the theme.**
- **Questioning, two-way Communication, engagement and involvement of players are important to determine progressions.**
- **Safety of Players is paramount!**



What to consider when adapting Rugby activities for People with Disability?



**“DON’T ASSUME PLAYERS WITH DISABILITY CAN’T DO IT....ASSUME THEY
CAN DO IT AND THEN MAKE CHANGES TO ENABLE THAT TO HAPPEN”**

(CARA Disability Inclusion Training)



Sample Session 1

THEME: Passing and Catching

GAME(S):

- **'End Ball'** - two teams, pass the ball in any direction. Score by passing the ball to a player in the 'scoring zone'. Players must pass before having their Tag removed or it is a turnover.
- **'Piggy in the Middle'** - one or more players are used as 'defenders' who try to intercept passes between the other players. Defenders may also remove the Tag of the ball-carrier to force a turnover. Coach should rotate roles of defenders and passers regularly.
- **TAG Rugby (modified)** - two teams play according to TAG rules (as appropriate) with the coach adding modifications to promote the Theme of the session, eg. scoring is performed by making 8 successful passes.

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Things to Look for:

- Are the players catching the Ball successfully?
- Are the players passing the Ball successfully?
- Are the players moving to get free to make space for themselves?

YES

Reduced Drills / Activities:

- **Lateral Passing** - standing still, players stand in a line within finger-tip distance of one another and pass the ball along the line. Progress to passing while the line is moving forwards.
- **Catching** - players throw the ball to themselves and one another (in small groups), using one hand, two hands, under-arm throws etc.

NO



COACH REFLECTION

Next time I / We will try to do MORE...

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Next time I / We will try to do LESS...

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GAME and ACTIVITY Modifications we made:

T eaching / Coaching Style	
R ules and Regulations	
E quipment	
E nvironment	



Sample Session 2

THEME: Evasion and Tagging

GAME(S):

- **'End Ball'** - two teams, pass the ball in any direction. Score by passing the ball to a player in the 'scoring zone'. Players must pass before having their Tag removed or it is a turnover.
- **'Team Tag'** - two teams chase each other trying to touch a member of the other team with the ball. only player with the ball may tag and players can pass to one another
- **TAG Rugby (modified)** - two teams play according to TAG rules (as appropriate) with the coach adding modifications to promote the Theme of the session, eg. scoring is performed by making 8 successful passes.
- **'Chasing'** - players (individuals or pairs) chase one another without the ball. 'Safe Zones' mean players cannot be tagged there.

Things to Look for:

- Are the players evading opponents?
- Are the players removing Tags successfully?

YES

Reduced Drills / Activities:

- **Side-stepping** - players side-step at cone, focussing on changing direction. Progress to several cones in a line and to a 'defender' standing in place of the cone.
- **'Gun-Slingers'** - players stand across from a partner, close enough to grab their Tag. On 'Draw!' they each try to grab the others Tag.

NO



COACH REFLECTIONS

Next time I / We will try to do MORE...

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Next time I / We will try to do LESS...

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GAME and ACTIVITY Modifications we made:

T eaching / Coaching Style	
R ules and Regulations	
E quipment	
E nvironment	



Blank Session Planner

(photocopy as required)

THEME:

GAME(S):

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YES

Things to Look for:

Reduced Drills / Activities:

NO



This manual was developed in conjunction with CARA, Adapted Physical Activity Centre, Tralee, Co. Kerry.

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Further information on Tag Disability Rugby and the IRFU Disability Programme can be found www.irishrugby.ie/club/disability