

#SMILE

≡ Good Practices Toolkit ≡

Sport, Motivation, Inclusion, Leadership, Engagement



Smile

Sport, Motivation, Inclusion,
Leadership, Engagement



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BSDA

Bulgarian Sports
Development Association



ALL-EU SPORTS
ASSOCIATION FOR
PERSONS WITH
DISABILITIES

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≡ #SMILE Cōncept ≡

People with intellectual disabilities and/or mental health challenges are still subjected to wide discrimination and the impossibility of proper inclusion in society. The sports is one of the most powerful tools that can support the inclusion process, and in a gentle way present an opportunity for this population to feel accepted and part of a group. **Sports, Motivation, Inclusion, Leadership, Engagement** – or simply #SMILE – is a project aiming to analyse the link between sports and inclusion in an innovative way, by ensuring international participation in sport activities of persons with intellectual disabilities and/or mental health challenges. #SMILE provides the feeling that EU rights are their rights as well. For example, the right as European citizens of **moving and residing freely** is reflected in the commitment of the EU “to ensure that persons with disabilities have a real right to freedom of movement as others” has been applied in practice through the international #SMILE sports event that aim to ensure the feeling of **moving and residing freely** in participants with disabilities.

The main objectives of the #SMILE initiative are:

- * Ensuring **quality sports mobility for people with intellectual disabilities**;

- * Ensuring **new instruments and tools for sports experts** (trainers, coaches, social workers, etc.) to use sports as a tool for inclusion, socialization and empowerment for people with disabilities;

- * Creation of the **#SMILE Practical Guide** which delineates methods and practices that can be applied in sporting environments when working with people with disabilities /Open Educational Recourse/.

The direct target group of the #SMILE project are people with intellectual disabilities residing in Bulgaria and Croatia through the project consortium of the Bulgarian Sports Development Association and Rijeka Sport Association for Persons with Disabilities. The final beneficiaries of the initiative are both partner organizations that are empowered to further transmit expertise on inclusion, and the people facing multiple challenges in their lives that will experience an amazing journey through sports in the #SMILE framework that allows them to feel like an integral part of the larger European family.





Through various project activities, #SMILE aims to empower people with intellectual disabilities and/or mental health challenges to:

- Discover the power of sports as an inclusion mechanism through personal experience;
- Co-create, together with #SMILE partners, a good practices toolkit of Inclusion through sports for people with intellectual disabilities and/or mental health challenges;
- Participate in an international #SMILE sporting event;
- Implement local training sessions for people with intellectual disabilities and/or mental health challenges to ensure a snowball effect;
- Ensure good practices are communicated between project partners.

The #SMILE initiative is aligned with the horizontal objectives pursued by the Erasmus+ Programme, that is co-funding the present initiative, aiming to ensure inclusion and diversity in all fields of education, training, youth and sports – as the project idea itself is a representation of the inclusion of a highly disadvantage group into international activities. #SMILE also prioritizes methods for encouraging participation in sports and physical activities, as all the actions that #SMILE implemented are focused on sustainable involvement of people with intellectual disabilities in sports activities on local, national, and international levels.

≡ Gōōd Practices

#SMILE Tōōlkit ≡

During the implementation of the national and international #SMILE activities, research teams used practical testing to document and highlight concrete sports activities that are suitable for inclusion of people with intellectual disabilities and that can also be replicated in different environments. Any needed adaptation from the actual sport applied during the national and international activities has been reported as well, together with tips and tricks for sports experts on what to keep in mind. A #SMILE edition is available for practical application in any sports organization in Europe and the world. The Good Practices #SMILE Toolkit reflects multiple sports organizations' need of concrete, practically tested activities that can be implemented with people with intellectual disabilities.

This handbook is available in an online version (.pdf), available at the project webpage in the English language, and it is also distributed to interested partners on local and international levels. This issue is one of the first editions in the sports sector, based on practical information on inclusion through sports, focused on working with people with intellectual disabilities. Its overall aim is to ensure #BeActive and #HealthyLifestyle4All values are applied, to empower further development of inclusive sports in the European Union.

Find out more at our project website:
www.inclusivesport.org

≡ Intellectual Disabilities in #BeActive Envrōnments ≡

The term “intellectual disability” (ID) refers to a condition characterized by significant limitations in cognitive functioning and adaptive behaviors. These limitations can affect an individual's ability to learn, reason, and solve problems, as well as their ability to perform everyday activities such as dressing, eating, and communicating.

“Intellectual disability” is defined by the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) as a significant limitation in intellectual functioning, which is defined as an IQ score below 70, and significant limitations in adaptive functioning, which refers to the skills needed for daily living, such as communication, self-care, and social interaction.

There are a variety of conditions that can lead to intellectual disability, including:

- **Genetic disorders:** Some genetic disorders, such as Down syndrome, Fragile X syndrome, and Turner syndrome, can cause intellectual disabilities. These disorders are caused by changes in a person's genetic makeup, which can lead to abnormal brain development.
- **Congenital infections:** Certain infections that a mother contracts during pregnancy, such as rubella or syphilis, can cause intellectual disabilities in her unborn child.
- **Trauma:** Trauma to the brain, such as a head



injury, can cause intellectual disabilities.

- **Lack of oxygen:** A lack of oxygen to the brain during birth or after birth can cause intellectual disabilities.
- **Environmental factors:** Exposure to certain toxins, such as lead, or malnutrition can cause intellectual disabilities.
- **Unidentified causes:** Some cases of intellectual disabilities have no known causes.

It's important to note that an intellectual disability is a lifelong condition that can affect individuals differently – some may have mild intellectual disability and some may have a severe intellectual disability. Additionally, individuals with intellectual disabilities may also have other conditions, such as autism, cerebral palsy, and hearing or vision impairments.

In conclusion, an intellectual disability is a condition characterized by significant limitations in cognitive functioning and adaptive behaviors. It can be caused by a variety of conditions – including genetic disorders, congenital infections, trauma, lack of oxygen, environmental factors, and unidentified causes. They affect individuals differently, and are lifelong conditions that can coexist with other conditions. It's important for society to understand and support individuals with intellectual disabilities, and provide them with the necessary resources and accommodations to help them reach their full potential.

≡ Inclusive Sports ≡

“Inclusive Sports” refers to the practice of making sports accessible and welcoming to people of all abilities and backgrounds. This includes people with physical, intellectual, and developmental disabilities, as well as people from diverse ethnic and socio-economic backgrounds.

Inclusive sports programs can take many forms, such as:

- **Adapted sports:** These are sports that have been modified or designed specifically for individuals with physical or intellectual disabilities. Examples include wheelchair basketball, goalball for visually impaired athletes, and beep baseball for athletes who are blind or visually impaired.
- **Unified sports programmes:** The programmes combines players with intellectual disabilities (called athletes) and those without intellectual disabilities (called partners) in the same sports teams for training and competition.
- **Community programs:** These are programs that are open to people of all abilities and backgrounds and focus on promoting participation, skill development, and fun.

Inclusive sports can have a positive impact on individuals and communities by promoting health and

wellness, increasing social inclusion, and challenging stereotypes and discrimination. It also helps in creating a more diverse and equitable sports culture where everyone has an equal opportunity to participate and excel.

However, there are still challenges to making sports truly inclusive. Many sports facilities and programs are not accessible to people with disabilities, and there is often a lack of awareness and understanding about the needs of athletes with disabilities. It's important that we continue efforts to make sports more inclusive, to ensure that everyone has the opportunity to participate and benefit from the positive effects of sports.

For people with intellectual disabilities, sports are important for a number of reasons.

- First, they promote physical fitness and overall health. Regular exercise can help individuals with intellectual disabilities maintain a healthy weight, improve cardiovascular function, and strengthen muscles and bones.
- Second, they can improve self-esteem and confidence. Participating in sports can give individuals with intellectual disabilities a sense of accomplishment and pride in their abilities, which can translate to other areas of their lives.
- Third, they can promote socialization and inclusion. Special Olympics and other sports programs for people with intellectual disabilities provide opportunities for athletes to meet and interact with others who have similar abilities and challenges. This can help reduce feelings of isolation, as well as promote acceptance and understanding among all members of the community.
- Lastly, sports provide opportunities for athletes with intellectual disabilities to showcase their abilities and talents to the wider community and challenge negative stereotypes.

The current #SMILE Good Practices Toolkit provides helpful insight into the development of sports for people with intellectual disabilities, and in the following sections you will be able to find inspiration of adapted sports in Bulgaria and Croatia, as well as practically tested sports, which can be applied in various sports clubs, federations and organizations.



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≡ National Landscape of Inclusive Sports ≡

BULGARIA

History of sport for people with disabilities in your country

Organized physical culture and sports activities in our country are associated with the Union of the Blind in Bulgaria (UBB) and the Union of the Deaf in Bulgaria (UDB). Sports activity among people with disabilities dates back to 1962 within the framework of the activities of the Union of the Blind. According to Milcheva (1983), at that time, almost 20% of the nine thousand organized members of the union were actively engaged in physical culture, sports, and tourism. Sports activities quickly became a powerful means of expression for the members of the Union of the Blind. Sports competitions were held in several disciplines: athletics, chess, cross-country skiing, swimming, rowing, rollerball, goalball and tourism. In 1974, UBB hosted the Sports Games for the Visually Impaired* and out of 8 teams, Bulgaria ranked second after the USSR team. In 1976, at the European Rollball Championship, the Bulgarian team placed second. Athletes have had great success, and chess players have performed well at the Chess Olympiads for the Visually Impaired.* Rowing trips along the Danube and ski courses on Vitosha and Malyovitsa were held. In 1983, the European Athletics Championship was held in Varna, where Bulgarian visually impaired* athletes performed very successfully. In 2012, the Sports Federation for People with Visual Impairments was registered and licensed by the Min-

istry of Youth and Sports.

The growth of sports among deaf or hard of hearing people in Bulgaria has old traditions. In 1934, the Association of the Deaf-Mute* was established and in the fall of 1936 it gave its consent to create a sports category for the deaf-mute* at Slavia.

The first representative team of this category was the football team. After 1939, in the conditions of war and misery, the activity of the "Urbih" sports section decreased and eventually stopped in 1942.

Sports were revived as an activity with the establishment of peace and the end of the war in 1945. The second sports section "Chernomorets" was created in Varna - in 1946, the citizens of Plovdiv founded the sports section "Radecki", later renamed after the anti-fascist teacher Kotlarov, and in 1966 - "Tih Sportist" (Quiet Sportsman). After them, the sections "Tih Beroets" in Stara Zagora, "Tih Dunav" (Danube) in Ruse, "Skobelev" in Pleven, "Cherno More" (Black Sea) in Burgas, "Prof. Belinov" in Gorna Oryahovitsa, "Madara" in Shumen, "G. Drazhev" in Yambol, "Yunak" in Haskovo, "Rilets" in Dupnitsa and "Dunav" (Danube) in Lom were also established.

In the early fifties, other sports besides football began to attract UDB members. There were many supporters of athletics and chess. In 1952, "Urbih" held its first domestic chess championship. Table tennis was also gaining popularity. In 1954, a basketball team was formed in Sofia, and a volleyball team in Gorna Oryahovitsa. After 1957, the sports activity of the UDB was massive and active - the deaf athletes from all over the country took part in national championships in the 8th World Summer Silent Games in Milan.

In 2013, the twenty-second Deaflympics took place in



the city of Sofia (July 26 - August 4, 2013) and were organized by the Sports Federation of the Deaf in Bulgaria (SFDB). Bulgaria was represented in the Deaflympics 2013 by 64 athletes in nine sports disciplines.

The Sports Federation of the Deaf in Bulgaria is a legal entity for public benefit. The Federation is the legal successor of the Bulgarian Sports Organization of the Deaf, established in 1993. The main task of the federation is the development of sports among the deaf population. The Federation has established sports clubs in 10 cities throughout the country. There are about 1,600 members who regularly play sports in these clubs. SFDB is a member of the European Deaf Sports Organization (EDSO) and the International Committee of Sports for the Deaf (ICSD).

Along the lines of mass and recreative sports, Milcheva (1983) also emphasizes the role of the popularization of physical education and sports as a means of restoring and strengthening the metropolitan sports club "Start." It organizes and conducts recreational activities with reduced working capacity. In 1981, the sports club "Start" held a sports holiday dedicated to the International Day of People with Disabilities. The program included team gymnastics, athletics (handball throwing and medicine ball pushing), basketball, and relay games.

According to Belchev (1978), in the 1970s, attempts were made to introduce the sports disciplines of swimming, basketball, and athletics in the rehabilitation of paraplegics in the "Pavel Banya" - a sanitary-resort complex for amputees in the Institute of Orthopedics and Traumatology, but they have not remained as a permanent fixture in the lives of the patients upon their return to home conditions.

Until 1981, sports for people with disabilities continued to be part of the activities of the Union of the Blind and the Union of the People with Disabilities. In 1981, a republican section "Sports Among People with Disabilities" was established at the Bulgarian Union for Physical Culture and Sports (BUPCS). In 1992, the section was renamed the Bulgarian Federation of "Sports for People with Disabilities." In 2003, as the only organization representing the International Paralympic Committee in Bulgaria, the Bulgarian Federation "Sports for People with Disabilities" adopted the name Bulgarian Paralympic Association.

Bulgaria's first participation in the Paralympic Games was in 1988 in Seoul. During the games, Bulgaria took part in athletics and was represented by Georgi Sakelarov, in the disciplines of shot put and discus throw, and by Donko Angelov in the triple jump.

In addition to the selection and preparation of athletes with disabilities for high sportsmanship, the Bulgarian Paralympic Association is also committed to the development and expansion of opportunities

to practice mass and recreational sports for people with disabilities of all ages. Thirty-five sports clubs for people with disabilities from all over the country are members of the Association. The clubs are multi-sport, and the main types of sports they develop are - general athletics, table tennis, swimming, weightlifting, badminton, chess, petanque, cross-country skiing, goalball (a sports game for the athletes with visual impairments), judo, shooting, wheelchair basketball, wheelchair tennis, and more recently, sitting volleyball. A new sport is "showdown" - a game for athletes with visual impairments.

In the years of transition, Special Olympics Bulgaria was also present as a factor in sports among people with disabilities. It started its program in 1994, but data on the activity is missing until its revival in 2003. Since its restoration in 2003, the Special Olympics Program in Bulgaria has supported the development of sports among Bulgarians with intellectual disabilities in 25 sports (football, dodgeball, athletics, table tennis, court tennis, swimming, basketball, bocce, bowling, equestrian, badminton, rowing, canoeing, sailing, gymnastics, judo, weightlifting, volleyball, cycling, ice skating, golf, aerobics, wushu, alpine skiing and speed skating). 6,000 athletes have participated in the various sports activities and programs of the organization (Special Olympics Bulgaria, 2003-2013).

Basketball is one of the most attractive and developed sports in the program. The competitions organized by Special Olympics, with the support of the International Basketball Federation (FIBA), are enjoying increasing popularity. Inclusive training activities in adapted basketball have been held since 2019 at the "Vasil Levski" National Sports Academy (NSA), initiated by the "Basketball" sector of the "Basketball, Volleyball, Handball" department, the "Adapted Physical Activity and Sports" sector of the "Water Sports" department, and Special Olympics Bulgaria. Athletes with intellectual disabilities (Special Olympics athletes) and their partners - students in basketball and adapted physical activity at the NSA - take part in them. This unique collaboration between the sectors has also led to many successes of the united team, the most prestigious of which is the European title in the European Unified Youth Basketball tournament 2022, held in Italy and organized by FIBA in collaboration with Special Olympics.

***The language used to describe people with disabilities has changed over the time. The terms with asterisk used in the text reflects common usage during the historical period described.**

Belchev, M. (1978). Organization and intensification of staged medical rehabilitation for paraplegics with different etiologies. Cand. Dissertation. Sofia, Medical Academy, 7.



Djobova, S. (2018). *Theoretical and applied aspects of sports for people with disabilities: Monograph*. Sofia: Bolid-ins

Milcheva, D. (1983). *Sport for people with disabilities*. Sofia, Medicine and physical education.

Special Olympics Bulgaria, 2003–2013

Applicable legislation

The policy for people with disabilities also defines the guidelines for the development of the policy for sports for people with disabilities.

The Ministry of Youth and Sports is responsible for guaranteeing the rights of access to sports and physical education in Bulgaria. The Minister of Youth and Sports is a single central authority of the central government for the implementation of state policy in the field of physical education and sports. The powers of the Minister in relation to people with disabilities are mainly regulated in the Law on Physical Education and Sports (LPES), the Law on the Integration of People with Disabilities, and in the Regulations of the Ministry of Youth and Sports.

Djobova, S. (2018). *Theoretical and applied aspects of sports for people with disabilities: Monograph*. Sofia: Bolid-ins

Main organizations working with people with intellectual disabilities

The organizations working with people with intellectual disabilities are: Special Olympics Bulgaria, Bulgarian Paralympic Federation, numerous sports clubs for people with various disabilities, and non-governmental organizations such as the Bulgarian sports development association, among others.

Main types of sport practiced by people with ID

In Bulgaria, anyone with a government ID has an opportunity to practice athletics and swimming – both in a recreational and competitive level – as well as wrestling, judo, table tennis, tennis, equestrian, gymnastics, climbing, football, basketball, paddle, pickleball, badminton, floor hockey, figure skating, sailing, and kayaking.

Main milestones achieved so far (what are the big successes in the field of sport for people with ID)

Successful participation in 14 international competitions:

World Summer Games – New Haven'95, Dublin'2003, Shanghai'2007, Athens'2011 and Los Angeles'2015, World Winter Games – Nagano'2005, Idaho'2010,

PyeongChang'2013 (Republic of Korea) and Austria'2017, Southeast European Games in Sarajevo'2004 and Constanta'2005, European Games in Rome'2006, Warsaw'2010 and Antwerp'2014, World Summer Games Abu Dhabi 2019.

World Summer Games – Dublin (2003)

Swimming:

Anton Petrov – Silver medal

Dimitar Kolev – Silver medal

Athletics:

Dimitar Petkov – silver medal (relay 4×100m) and bronze medal in 200m.

Southeast European Games of “Friendship” – 2004

April 23–28, 2004, Bosnia and Herzegovina, Southeast European Games of Friendship. The national team of Special Olympics Bulgaria took part in the Southeast European Games of Friendship, held from April 23 to April 28, 2004 in Bosnia and Herzegovina. 500 Special Olympics athletes from 10 countries competed in four sports: athletics, football, swimming and table tennis.

The Bulgarian football team at the tournament in Sarajevo

During the football tournament of the Special Olympics Games of Friendship, the Bulgarian team won bronze medals and took fourth place in the final standings. The footballers in the Bulgarian national football team are competitors of the Special Olympics Sofia and are students in the VI and III Special School. The head coach of the football team is Toncho Prodanov (midfielder from the Levski Sofia team 1960–1965, Bulgarian champion with Levski Sofia).

The Bulgarian swimming team at the competitions in Banja Luka

Dimitar Kolev, Special Olympics Plovdiv, student at the Trade High School in the city of Plovdiv: 50m backstroke – bronze medal; 100m backstroke – gold medal

Anton Petrov, Special Olympics Plovdiv: 25m freestyle – gold medal

Konstantin Petrov, Special Olympics Plovdiv: 25m freestyle – gold medal; 100m freestyle – bronze medal

Yavor Mitev, Special Olympics Sofia, student at the VI Special School in the city of Sofia: 25m breaststroke – silver medal

The Bulgarian athletics team at the competitions in Tuzla



Dimitar Petkov, Special Olympics Burgas, student at the Special School in the city of Burgas: 100m – silver medal; 200m – sixth place

Plamen Tanev, Special Olympics Burgas, student at the Special School in the city of Burgas: 100m – fourth place; 200m – fifth place

Stoyanka Atanasova, Special Olympics Burgas, student at the Special School in the city of Burgas: 100m – gold medal; 200m – gold medal

Silvia Dokovska, Special Olympics Sofia, student at the VI Special School in the city of Sofia: 100m – gold medal

The Bulgarian table tennis team at the competitions in the city of Mostar

Ivan Delchev, Special Olympics Haskovo, student at the Special School in the town of Haskovo: gold medal

Plamen Kostadinov, Special Olympics Haskovo, student at the Special School in Haskovo: bronze medal

Anyo Mitkov, Special Olympics Haskovo, student at the Special School in Topolovgrad: bronze medal

Yulian Simeonov, Special Olympics Haskovo, student at the Special School in Harmanli: silver medal

European football tournament Belgrade'2004

7-9 May 2004, Belgrade, European football tournament

The Bulgarian team took the prestigious second place.

Nagano 2005 World Winter Games

Alpine skiing

Teodora Dacheva: two gold and one silver medals

Yavor Mitev: one gold and one bronze medals

World Summer Games Shanghai 2007

Swimming

Hrabar Natov: two gold medals

Badminton

Alexander Kenanov: silver medal in pairs

Yummy Khalil: gold medal in individual and silver medal in pairs

Athletics

Ana Krasteva: gold medal in long jump

Desislava Yaneva: silver medal in long jump

Burhan Sali: two gold medals; 100m smooth running and long jump

Mihail Georgiev: gold medal in long jump and bronze medal in 100m smooth running.

Table tennis

Boris Rusalov and Tsveti Viktorova: silver medal in pairs

World Summer Games Athens '2011

Athletics

Anatoly Naydenov (12 years old, Special Olympics Shumen): long jump – gold medal

Radoslav Ivanov (14 years old, Special Olympics Borovo): long jump – bronze medal;

100m running – bronze medal

Gulzhdan Ivanova (13 years old, Special Olympics Haskovo): long jump – bronze medal;

100m running – fourth place

Sevim Hailurach (11 years old, Special Olympics Smolyan): 100m running – fourth place

Swimming

Alexander Kenanov (35, Special Olympics Sofia): 25m breaststroke – gold medal; 50m breaststroke – gold medal

Badminton

Nedyalka Ivanova (14 years old, Special Olympics Varna): individual – bronze medal; mixed pairs – bronze medal

Ben Nikolov (9 years old, Special Olympics Veliko Tarnovo): mixed pairs – bronze medal

Table tennis

Aneta Zaharieva (16 years old, Special Olympics Burgas): individual – bronze medal; mixed pairs – gold medal; women's pairs – silver medal

Slavcho Rashkov (14 years old, Special Olympics Pazardzhik): individual – gold medal; mixed pairs – gold medal; men's pairs – fourth place

Radoslav Yordanov (15 years old, Special Olympics Vidin): individual – bronze medal

Bozhidarka Kostadinova (13-year-old, Special Olympics Plovdiv): women's pairs – silver medal

Boccia

Petya Markova (17 years old, Special Olympics Pleven): individual – gold medal; mixed pairs – bronze medal

Plamen Simeonov (13-years old, Special Olympics Dobrich): mixed pairs – bronze medal

Equestrian

Mihaela Ivanova (22 years old, Special Olympics,



athlete of Equestrian Club “Bagatur” – Kazanlak, with horse Rosa-Marie): English Equitation – gold medal; Dressage – gold medal

Asparuh Vasilev (31 years old, Special Olympics, athlete of Equestrian Club “Konkur” – Ihtiman, with horse Kagan): Dressage – bronze medal

European Summer Games Antwerp’2014

Badminton

Badminton – individual

Veronika Demireva (16 years old, Special Olympics Smolyan): bronze medal

Dimitar Sokolov (17 years old, Special Olympics Smolyan): gold medal

Badminton – pairs

Veronika Demireva (16 years old, Special Olympics Smolyan) and Dimitar Sokolov (17 years old, Special Olympics Smolyan): gold medals

Coach – Alexander Dimitrov (Special Olympics Smolyan)

Bocce

Bocce – Mixed Team Competition

Yordan Bogdanov, (37 years old, Special Olympics Pleven), Sasho Hristo (20 years old, Special Olympics Karnobat), Pavlina Nedelcheva (30 years old, Special Olympics Targovishte) and Yumyu Khalil (25 years old, Special Olympics Haskovo): gold medals

Bocce – mixed dubbles

Sasho Hristo, (20, Special Olympics Karnobat) and Pavlina Nedelcheva, (30, Special Olympics Targovishte): gold medals

Bocce – singles

Pavlina Nedelcheva, (30 years old, Special Olympics Targovishte): gold medal

Athletics

Ana Pramatarova (17 years old, Special Olympics Burgas): gold medal in long jump; silver medal in 100m smooth running

Valeri Dosev (16 years old, Special Olympics Plovdiv): gold medal in long jump; bronze medal in 100m smooth running

Violeta Parvanova (31 years old, Special Olympics Bulgaria): fourth place in 50m walk

Iliya Danailov (22 years old, Special Olympics Bansko): silver medal in long jump

Martin Petrov (17 years old, Special Olympics Ruse): silver medal in long jump

Ana Pramatarova (17 years old, Special Olympics

Burgas), Iliya Danailov (22 years old, Special Olympics Bansko), Martin Petrov (17 years old, Special Olympics Ruse), Miroslava Petrova (32 years old, Special Olympics Sandanski): silver medals at 4x100 smooth running

Swimming

Bilyana Ilieva (37 years old, Special Olympics, Banya): silver medal in 100m freestyle

Yavor Mitev (29 years old, Special Olympics Sofia): silver medal in 50m freestyle

Coach – Boryana Tumanova (Special Olympics Sofia)

World Summer Games Los Angeles’2015

Badminton

Ganka Ivanova (Special Olympics Stara Zagora): individual – silver medal

Musa Ahmed (Special Olympics Pomorie): individual – bronze medal

Table tennis

Vesela Dunkova (Special Olympics Sofia): individual – bronze medal; mixed pairs – silver medal

Hristiyan Danailov (Special Olympics Razgrad): mixed pairs – silver medal

Roller skating

Tanya Ivanova, (Special Olympics Varna): individual 100m – gold medal; 2x100m relay – gold medal

Vanya Ivanova (Special Olympics Varna): individual 100m – silver medal; 2x100m relay – gold medal

National coach – Zhivka Georgieva

Bocce

Marian Markov (Special Olympics Pleven): individual – bronze medal

Powerlifting

Chudomir Bachochiev (Special Olympics Smolyan): powerlifting – silver medal; squat – silver medal; bench press – silver medal; deadlift – silver medal

Radoslav Radev (Special Olympics Dobrich): powerlifting – bronze medal; squat – silver medal; bench press – bronze medal; deadlift – fourth place

Golf

Miroslav Enchev (Special Olympics Dobrich): individual skills – gold medal

Horseback riding

Radena Angelova (Special Olympics Sofia): English dressage – bronze medal

Hristo Dimitrov (Special Olympics Sofia): English dressage – bronze medal; parkour (overcoming ob-



stacles) – fourth place; relay (two in a team) – gold medal

Iliana Tsvetanova (Special Olympics Ihtiman): English dressage – silver medal; parkour (overcoming obstacles) – bronze medal; relay (two in a team) – silver medal

Veliko Velikov (Special Olympics Varna): English dressage – gold medal; parkour (overcoming obstacles) – gold medal

Athletics

Stanimira Bogova (Special Olympics Burgas): 100 m running – bronze medal; long jump – bronze medal; 4x100m relay – fourth place

Nikola Nikolov (Special Olympics Haskovo): 100 m running – silver medal; long jump – bronze medal

Veselin Monev (Special Olympics Sopot): long jump – silver medal

Judo

Alexander Kenanov (Special Olympics Sofia): silver medal

World Winter Games Austria'2017

Cross-country skiing

Slavka Stoyanova (Special Olympics Chepelare): 50m – gold medal; 100m – silver medal

Kalin Georgiev (Special Olympics Smolyan): 50m – gold medal; 100m – gold medal

Snowshoeing

Valya Cherkezova (Special Olympics Bansko): 100 m – bronze medal

Alpine skiing

Mihail Yakimov (Special Olympics Bansko): super giant slalom – silver medal

Kostadin Danailov (Special Olympics Chepelare): giant slalom – silver medal; slalom – bronze medal

Radena Angelova (Special Olympics Sofia): slalom – gold medal

World Summer Games in Abu Dhabi'2019

Vanya Ivanova (26 years old, Special Olympics Varna): long jump – gold medal; 100m run – bronze medal

Ivan Vezyuv (18 years old, Special Olympics Bansko): long jump – silver medal

Plamen Korsev (17 years old, Special Olympics Burgas): long jump – bronze medal

Bocce

Valeri Marinov (42 years old, Special Olympics Blagoevgrad): individual – bronze medal

Swimming

Haris Hadjiev (14 years old, Special Olympics Smolyan): 25m backstroke – gold medal

Nina Al Rifai (33 years old, Special Olympics Sofia): 100m freestyle – bronze medal

Badminton

Ivan Ivanov (34 years old, Special Olympics Stara Zagora): individual men – silver medal; mixed pairs – bronze medal

Ganka Ivanova (40 years old, Special Olympics Stara Zagora): mixed pairs – bronze medal

Equestrian

Iliana Tsvetanova (25 years old, Special Olympics Ihtiman): parkour – gold medal; English equestrian – silver medal; dressage – silver medal

Tsvetelina Georgieva (25 years old, Special Olympics Sofia): dressage – gold medal; parkour – silver; English equestrian – bronze medal

Viktor Hristov (36 years old, Special Olympics Sofia): dressage – silver medal; parkour – bronze medal; English equestrian – bronze medal

Veliko Velikov (19 years old, Special Olympics Varna): English equestrian – silver medal

European Unified Youth Basketball tournament 2022

Gold medal for Bulgarian team in their division

Source: <https://prosport-bg.net/>

Room for improvement (what can be done on state/regional level to empower further development of #BeInclusive sport)

The barriers to the development of sports for people with disabilities in Bulgaria are: the lack of adapted sports facilities in the country, the lack of adapted legislation, the lack of political will in relation to social policy (including adapted physical activity), the lack of sports literature on adapted physical activity and sports for people with disabilities, the small number of qualified sports staff, the lack of desire of the sports federations to spread sports among this social group, the lack of adequate educational sports methods, the lack of education of society regarding adapted physical activity and sports for people with disabilities, etc. Based on the above factors, adapted physical education, adapted sports and recreation are not perceived as an effective means of recovery, maintenance of motor activity, or health status.

In this regard, attention should be directed to the

creation and use of integrated forms of sports for people with disabilities in their free time.

Good policy development “is done by and with people, not on or to people. It not only improves the individual’s ability to function as an independent entity, but also improves the ability of groups, orga-

nizations, or committees to influence change.”

Djobova, S. (2018). Theoretical and applied aspects of sports for people with disabilities: Monograph. Sofia: Bolid-ins



CROATIA

History of adapted sports in your country

Sports for people with disabilities in Croatia has a long and continuous history. The earliest recorded events in the area began with the organization of sports and recreational activities of the soldiers of World War II. On September 8, 1964, the “Croatian Association for Sports and Recreation of the Disabled” was founded in Zagreb. After the declaration of Croatian independence, the Executive Board of the Association for Sports and Recreation of the Disabled in Croatia at a meeting held on August 30, 1991, decided to suspend participation in the work of the Association for Sport and Recreation of the Disabled of Yugoslavia and to recall the delegates associated with the presidency of SSRI Yugoslavia.

After the separation of the Croatian Sports Association from the SFK of Yugoslavia on September 10, 1991, the Croatian Olympic Committee was established, in which the Association for Sports and Recreation of the Disabled of Croatia is one of the founders and a full member.

“Croatian Association for Sports and Recreation of the Disabled” has been a member of the International Sports Organization for the Disabled (ISOD)

inclusivesport.org

since May 8, 1992, and the International Stoke Mandeville Wheelchair Sports Federation (ISMWSF) since May 11, 1992

On May 6, 1993, the Assembly decided to change its name from the “Croatian Sports and Recreation Association for the Disabled” to the “Croatian Sports Association for the Disabled.” The Croatian Sports Association of the Disabled has been a member of the International Paralympic Committee (IPC) since September 10, 1993, and of the European Paralympic Committee (EPC) since September 6, 1998.

The Federation is also a member of many other world sports associations, such as the International Federation for Sports and Recreation of People with Cerebral Palsy, the International Federation for Sports in Wheelchairs and People with Amputations, the International Federation for Sports for People with Intellectual Disabilities, the International Table Tennis Association, International Organizations wheelchair basketball, the World Handicapped Volleyball Organization, and the International Wheelchair Tennis Organization.

According to the provisions of the Law on Sports (Official Gazette No. 71/06), the Croatian Sports Association of the Disabled has continued to operate as the Croatian Paralympic Committee since October 28, 2006.



Applicable legislation

In Croatian legislation, the protection of the rights of (all) persons with disabilities is not regulated by a separate regulation. The legislator did not consider it necessary to regulate this area in a separate regulation, since the rights of persons with disabilities as a potentially discriminated group are treated together with the rights of all citizens in the Anti-Discrimination Act. The subject of separate regulation is, for now, the protection of persons with mental disorders, as well as the professional rehabilitation and employment of persons with disabilities. The Act on the Protection of Persons with Mental Disabilities prescribes the basic principles, protection of rights, and conditions for the application of measures and treatment of persons with mental disorders, while the Act on Professional Rehabilitation and Employment of Persons with Disabilities prescribes the rights of all persons with disabilities to professional rehabilitation, employment and work, and also regulates the employment and work of persons with disabilities in the open labor market.

The right of people with disabilities to be included in the life of the community is inextricably linked with the right to exercise business operations with the same basis as all other persons. Persons who are completely deprived of legal capacity lose all or almost all civil rights and need a representative to make legally relevant decisions in all spheres of their lives.

For the protection of people with disabilities, especially those with mental and intellectual disabilities as the (most common) substantive legal presumption for deprivation of business capacity in Croatian law, it is of great importance to abandon the possibility of complete deprivation of business capacity.

The protection of a person with a disability, if possible, must be ensured by other means and measures before a decision on deprivation of business capacity and guardianship protection is made.

Although various international documents, strategies, and policies for the protection of people with intellectual disabilities have been adopted, they are moot as long as life in an institution is considered a desirable form of permanent protection for persons with intellectual disabilities.

In this sense, the legal frameworks for carrying out the deinstitutionalization process are of great importance for the realization of many human rights of persons with intellectual disabilities, above all the right to independent living and inclusion in the community.

Main organizations working with people with intellectual disabilities

In general, the main organizations working with people with government IDs are centers and as-

sociations whose users are people with intellectual disabilities. Regarding sports, there are clubs whose members are mostly people with IDs within the alliances.

Main types of sport practiced by people with IDs

In Croatia, the majority of people with IDs practice athletics, swimming boccia, table tennis, therapeutic riding, etc.

Main milestones achieved so far (what are the big successes in the field of sport for people with ID)

The greatest accomplishments of athletes with IDs in Croatia are these:

Athlete: MIKELA RISTOSKI

- Paralympic Games

Tokyo 2020 - 3rd place in long jump - 5.46 m

Rio de Janeiro 2016 - 1st place in long jump - 5.79 m

London 2012 - 3rd place in long jump - 5.28 m

- World championships

WPA WC Dubai 2019 - 3rd place in long jump - 5.61 m

WPA SP London 2017 - 1st place in long jump - 5.66 m

IPC WC Doha 2015 - 2nd place in long jump - 5.63 m

IPC WC Doha 2015 - 1st place in triple jump - 11.67 m (WR)

IPC SP Lyon 2013 - 3rd place in the long jump - 5.27 m

IPC WC Christchurch 2011 - 1st place in long jump - 5.10 m

- European Championships

WPA EP Bydgoszcz 2021 - 3rd place in long jump - 5.54 m

WPA EP Berlin 2018 - 3rd place in long jump - 5.52 m

IPC EP Grosseto 2016 - 2nd place in long jump - 5.68 m

IPC EP Swansea 2014 - 1st place in long jump - 5.44 m

IPC EP Stadskanaal 2012 - 3rd place in long jump - 5.29 m

Athlete: ZORAN TALIĆ

- Paralympic Games

Rio de Janeiro 2016 – 2nd place in long jump – 7.12 m

London 2012 – 2nd place in long jump – 7.09 m

- World championships

WPA SP London 2017 – 2nd place in long jump – 7.32 m

IPC WC Doha 2015 – 2nd place in long jump – 7.32 m

IPC SP Lyon 2013 – 2nd place in long jump – 7.07

- European Championships

WPA EP Bydgoszcz 2021 – 1st place in long jump – 7.20 m

WPA EP Berlin 2018 – 1st place in the long jump and European championship record – 7.28 m

IPC EP Grosseto 2016 – 1st place in long jump – 7.36 m

IPC EP Swansea 2014 – 1st place in long jump – 7.16 m

IPC EP Stadskanaal 2012 – 2nd place in long jump – 7.02 m

Room for improvement (what can be done on state/regional level to empower further development of #BelInclusive sport)

Advocacy, initiating the adoption of public policies by the authorities on the implementation of inclusive sports at the local and national levels, communication with school leaders about the implementation of inclusive sports as part of regular physical education. Organization and implementation of numerous inclusive sports camps at the national level, implementation of education for working with people with intellectual disabilities in the field of sports.





≡ Inclusive Sports ≡

Inclusive sports refer to the practice of making sports and physical activities accessible to people of all abilities and backgrounds. This can include adapting sports to make them more accessible to people with disabilities, as well as creating opportunities for people from underrepresented communities to participate. Inclusive sports also aim to create a welcoming and inclusive environment for all participants, regardless of their abilities or background. There are a variety of inclusive sports and activities that can be implemented included in the following pages, i.e., some of the sports applied to people with intellectual disabilities (in alphabetical order), which can be a source of inspiration for sports organizations to develop new sports opportunities. These activities are practically tested and in their descriptions, you will find concrete recommendations about implementation. Inclusive sports can be applied in community centers, schools, and sports clubs, and have been shown to bring positive impacts on participants' physical and mental health, as well as promoting social inclusion.





ARCHERY

ARTISTIC GYMNASTICS

ATHLETICS

BASKETBALL

BOCCIA

BOWLING

FIT5

FLOORBALL

FOOTBALL

HANDBALL

JUDO

NETBALL

POWERLIFTING

RHYTHMIC GYMNASTIC

SNOWSHOE

SWIMMING

TABLE TENNIS

VOLLEYBALL

WATER POLO

YOUNG ATHLETES

The purpose of your practice is:

- ☐ Competition/elite sport
- ☐ Grassroots/Recreational sport
- ☒ Enhancing physical activity of persons with disabilities
- ☐ Community inclusion through sport
- ☐ Rising awareness

Type of your practice:

- ☒ Inclusive – people with disabilities and people without training together
- ☐ Segregated – only for persons with disabilities
- ☐ Parallel – people with disabilities and people without training at the same gym/terrene at the same time

Weekly activities?

- ☐ Once per week
- ☒ Twice per week
- ☐ Three times per week
- ☐ More (please clarify)

Do you provide any specific sport training?

- ☒ Sport archery (write the sport for ex. basketball, football, gymnastics, etc.)
- ☐ Not specified

Number of participants in one training session

5

Number of coaches/assistants/ parents/volunteers

1-2

Timing of each training session

90 min

Target group:

People with:

- ☒ Intellectual disabilities
- ☒ Physical disabilities
- ☒ Multiple disabilities
- ☒ Behavior disorders
- ☐ Psychological/mental disorders

What adaptation do you apply in your training sessions?

Teaching or coaching style

(For example, do you use mainly verbal instruction or manual demonstration?

If you mix it up what works best? Are you serious or relaxed?

Do you ask for athletes opinions, listen to their concerns?)

Verbal instructions, familiarization with weapons, demonstration of shooting from weapons, basics of body positioning. Explanations and visualization. Shouldering the rifle, breathing, aiming and firing.

Rules and regulations

(For example, are the rules flexible in all situations?



When can they be?

What regulations or codes do you have in place and how closely are they followed?)

At the level of the Croatian Shooting Association, supplemented by the World Shooting federation rules.

Two groups of PWDs - SH1 in wheelchairs and SH2 upper body and nervous system.

Sports practice is adapted with the stand for holding the rifle, and there are simple and safe rules for intellectual disability and behavioral disorders.

The number of bullets, the distance and the number of bullets is the same.

Environment

(For example, consider the surface, lighting, noise and physical surrounds that impact on your athletes participation.

What is distracting?

What can be changed?)

Until 2012, there was a warning for peace, but now it's free to talk while the competition is on.

When 60 shots are fired, the 8 best go to the finals, cheering is allowed.

Focus, they have antiphons on their ears, mass for the auricle.

Eye adaptation on light and target color.

Comments:

In this sport, security is very important, as well as the psychiatric test, since it utilizes firearms. It is possible to adapt the activity for people with intellectual disabilities (of a lower degree) with enough coaches and adapted rules. It is a great sport for focus and people with learning disorders, but with double security and constant control.

Equipment

(For example, consider the size, colour, texture, weight and orientation of equipment and how they impact on participation.)

pistol (air, for 25m, 50m MK free choice), rifle (air disciplines 10 meters, small caliber 50m, other equipment: shooting coat,

shooting pants) 5.5kg air, 6.5kg small caliber anti-phon or mass.

Step by step detailed explanation of the practice with pictures (Methodology):

Warming up

Warm-up exercises for the neck, shoulders, back, hands, fingers, hips, crouch, aim without shooting.

Main part

One hour - 60 shots

Cool down


Stretching of hands, fingers, back

Please add a picture (or more) from the practice.







ARTISTIC GYMNASTICS 	
ARCHERY	
ATHLETICS	
BASKETBALL	
BOCCIA	
BOWLING	
FIT5	
FLOORBALL	
FOOTBALL	
HANDBALL	
JUDO	
NETBALL	
POWERLIFTING	
RHYTHMIC GYMNASTIC	
SNOWSHOE	
SWIMMING	
TABLE TENNIS	
VOLLEYBALL	
WATER POLO	
YOUNG ATHLETES	



The purpose of your practice is:

- ☐ Competition/elite sport
- ☒ Grassroots/Recreational sport
- ☒ Enhancing physical activity of persons with disabilities
- ☐ Community inclusion through sport
- ☒ Rising awareness

Type of your practice:

- ☐ Inclusive – people with disabilities and people without training together
- ☐ Segregated – only for persons with disabilities
- ☒ Parallel – people with disabilities and people without training at the same gym/terrene at the same time

Weekly activities?

- ☒ Once per week
- ☐ Twice per week
- ☐ Three times per week
- ☐ More (please clarify)

Do you provide any specific sport training?

- ☒ Sport: Artistic Gymnastic (write the sport for ex. basketball, football, gymnastics, etc.)
- ☐ Not specified

Number of participants in one training session

2

Number of coaches/assistants/ parents/volunteers

1 coach, 1 assistant

Timing of each training session

60 min

Target group:

People with:

- ☒ Intellectual disabilities
- ☐ Physical disabilities
- ☐ Multiple disabilities
- ☐ Behavior disorders
- ☐ Psychological/mental disorders

What adaptation do you apply in your training sessions?

Teaching or coaching style

(For example, do you use mainly verbal instruction or manual demonstration?)

If you mix it up what works best? Are you serious or relaxed?

Do you ask for athletes opinions, listen to their concerns?)

We use mostly demonstrations and an assisted movement approach. In addition, the mirrors are very important – athletes in front of them can control the movements and make self-corrections.

Rules and regulations

(For example, are the rules flexible in all situations?

When can they be?

What regulations or codes do you have in place and how closely are they followed?)

Because of safety concerns, participants are not allowed to enter the gym if the coach or assistant coach is not present.

The rules are very flexible. Our aim is to recruit more participants to have fun and to improve their level of coordination and physical activity, and to develop lifelong habits in a physically active lifestyle.

Environment

(For example, consider the surface, lighting, noise and physical surrounds that impact on your athletes participation.

What is distracting?

What can be changed?)

Provide training sessions in the regular gymnastics' gym with no adaptations.

Equipment

(For example, consider the size, colour, texture, weight and orientation of equipment and how they impact on participation.)

Use colored spots with numbers for the floor routines as a visual cue. Actually, the other equipment is the regularly used for gymnastics.

Step by step detailed explanation of the practice with pictures (Methodology):

Warming up

20 min: we start with a comprehensive warm-up for all parts of the body, followed by dynamic and static stretching. Also we apply aerobic activities such as walking, light jogging, walking while doing arm circles, chasses, skipping, runs with leaps. We use music very often in a fast tempo, with a heavy beat emphasis.

We integrate stretching and basic body position activities in the warm-up session by reviewing the basic body positions (tuck, pike, straddle, stretch and later hollow, arch, and side arch). Stretches start at the

head and work down to the toes or work up from the toes. We begin with an easy stretch to the point of tension. Then the participant holds this position for 15-30 seconds until the pull lessens. When the tension eases, we slowly move further into the stretch until tension is again felt, and hold this new position for an additional 15 seconds. Each stretch should be repeated 4-5 times on each side of the body. We practice exercises for the upper and lower body.

Main part

25 min

Aim - improving Dance Skills

1. Leg positions

Gymnasts should stand with good posture (chest up, core tight, shoulders down).

1st Position: Heels together and toes turned out.

2nd Position: Legs separated about 12 inches, with weight distributed equally and toes turned out.

3rd Position: One foot in front of the other foot with the heel of the front foot against the instep of the back foot and toes turned out.

4th Position: One foot approximately 12 inches in front of the other with toes turned out.

5th Position: One foot in front of the other and the heel of the front foot against the toes of the back foot.

2. Arm Positions

1st Position: Arms form a circle in front of the body at waist level

2nd Position: Arms extend out and to the sides.

3rd Position: One arm curved overhead and the other arm extended to the side.

4th Position: One arm curved overhead and the other arm curved down in front.

5th Position: Both arms curved overhead and slightly in front of the body.

3. Balance - In a standing stretched position, raise arms overhead in 5th position. Rise up on the balls of the feet and hold for 2 counts.

Passe and Coupe Positions:

4. Coupe - Sit on the ground in a pike position; point toes and stretch ankles; lift one leg up until toe touches ankle of straight leg. Knee is bent and turned out.

5. Passe - Sit on ground in a pike position; point toes and stretch ankles; lift one leg up until toe touches knee of straight leg. Knee is bent and turned out.

6. Grand Battement Front and Back - Stand in

stretched position, with side to balance beam or ballet barre; the close hand may hold the beam or barre. Front - keep both legs straight and lift the outside one to at least parallel to the floor. Toes and ankles remain extended, free arm is out to side or in a defined shape. Lower leg and repeat. Rear - Lift leg to the rear, keeping shoulders square and upright. Lower leg and repeat.

We use music for all the complexes. We repeat them 5 times.

Source: https://resources.specialolympics.org/sports-essentials/sports-and-coaching/gymnastics/womens-artistic-gymnastics-2019-2027?_ga=2.242727170.1296954024.1673270396-314000433.1637261758

Cool down

15 min

Relaxing games, stretching exercises and discussion


Please add a pictures (or more) from the practice.

Sources: Gymnastics: Artistic & Rhythmic - Special Olympics Philadelphia (sopaphilly.org)







ATHLETICS 	
ARCHERY	
ARTISTIC GYMNASTICS	
BASKETBALL	
BOCCIA	
BOWLING	
FIT5	
FLOORBALL	
FOOTBALL	
HANDBALL	
JUDO	
NETBALL	
POWERLIFTING	
RHYTHMIC GYMNASTIC	
SNOWSHOE	
SWIMMING	
TABLE TENNIS	
VOLLEYBALL	
WATER POLO	
YOUNG ATHLETES	

The purpose of your practice is:

- ☒ Competition/elite sport
- ☒ Grassroots/Recreational sport
- ☒ Enhancing physical activity of persons with disabilities
- ☒ Community inclusion through sport
- ☒ Rising awareness

Type of your practice:

- ☒ Inclusive – people with disabilities and people without training together
- ☒ Segregated – only for persons with disabilities
- ☐ Parallel – people with disabilities and people without training at the same gym/terrene at the same time

Weekly activities?

- ☐ Once per week
- ☐ Twice per week
- ☐ Three times per week
- ☒ More, every working day (5)

Do you provide any specific sport training?

- ☒ Sport athletics, throwing, jumping, running, all disciplines (write the sport for ex. basketball, football, gymnastics, etc.)

- ☐ Not specified

Number of participants in one training session

Individual trainings 1-3 persons

Group trainings 15-20, depending on need and opportunities.

Number of coaches/assistants/ parents/volunteers

2 trainers

Personal assistants if needed + assistant trainer

Timing of each training session

2 hours

Target group:

People with:

- ☒ Intellectual disabilities
- ☒ Physical disabilities
- ☒ Multiple disabilities
- ☒ Behavior disorders
- ☒ Psychological/mental disorders

What adaptation do you apply in your training sessions?

Teaching or coaching style

(For example, do you use mainly verbal instruction or manual demonstration?)





#SMILE GOOD PRACTICES TOOLKIT



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If you mix it up what works best? Are you serious or relaxed?

Do you ask for athletes opinions, listen to their concerns?)

Most often, the situation and the athletes with whom one works are assessed. Mostly there are both verbal instructions and practical demonstrations, and a combination of verbal and practical demonstration of an exercise or task works best. Be relaxed and listen to their concerns and opinions always.

Rules and regulations

(For example, are the rules flexible in all situations? When can they be?

What regulations or codes do you have in place and how closely are they followed?)

Rules are always flexible for our target group, and the main principles are discipline and punctuality. Considering it is a professional sport, the rules are strictly followed.

Environment

(For example, consider the surface, lighting, noise and physical surrounds that impact on your athletes participation.

What is distracting?

What can be changed?)

Distractions are everywhere, and we have to learn how to cope with them. That is why the discipline is

very important, to prioritize the training over distractions.

Equipment

(For example, consider the size, colour, texture, weight and orientation of equipment and how they impact on participation.)

We are using the equipment to create a wanting flow of the training session. Do we want them more active or passive, do we strengthen muscles or flexibility, or do we want the brain included too, for complete locomotor functions.

Step by step detailed explanation of the practice with pictures (Methodology):

Warming up

Total body warm-up, neck, shoulders, hands, torso, hips, knees, legs

20 minutes

Main part

Depends on the objective, strength trainings, flexibility, running, each athletic discipline

30-45 minutes

Cool down

Body stretching, relaxation

15 minutes

Please add a picture (or more) from the practice.







BASKETBALL ★	
ARCHERY	
ARTISTIC GYMNASTICS	
ATHLETICS	
BOCCIA	
BOWLING	
FIT5	
FLOORBALL	
FOOTBALL	
HANDBALL	
JUDO	
NETBALL	
POWERLIFTING	
RHYTHMIC GYMNASTIC	
SNOWSHOE	
SWIMMING	
TABLE TENNIS	
VOLLEYBALL	
WATER POLO	
YOUNG ATHLETES	



The purpose of your practice is:

- ☐ Competition/elite sport
- ☒ Grassroots/Recreational sport
- ☒ Enhancing physical activity of persons with disabilities
- ☒ Community inclusion through sport
- ☒ Rising awareness

Type of your practice:

- ☒ Inclusive – people with disabilities and people without training together
- ☐ Segregated – only for persons with disabilities
- ☒ Parallel – people with disabilities and people without training at the same gym/terrene at the same time

Weekly activities?

- ☒ Once per week
- ☐ Twice per week
- ☐ Three times per week
- ☐ ... More (please clarify) as a part of inclusive activities

Do you provide any specific sport training?

- ☒ Sport basketball (write the sport for ex. basketball, football, gymnastics, etc.)
- ☐ Not specified

Number of participants in one training session

5-10

Number of coaches/assistants/ parents/volunteers

One coach, 2 sports assistants.

Timing of each training session

The match lasts 40 minutes and is divided into four quarters of ten minutes each.

Target group:

People with:

- ☒ Intellectual disabilities
- ☒ Physical disabilities
- ☒ Multiple disabilities
- ☒ Behavior disorders
- ☒ Psychological/mental disorders

What adaptation do you apply in your training sessions?

All participants must sit in a sports wheelchair

Teaching or coaching style

(For example, do you use mainly verbal instruction or manual demonstration?)

If you mix it up what works best? Are you serious or relaxed?

Do you ask for athletes opinions, listen to their concerns?)

The coach gives verbal instructions and demonstrates the game

by sitting in the sports wheelchair. Additional education and the exchange of experiences with trainers from around the world is needed. The coach is relaxed and friendly, and he/she must know how to work with different groups of disabilities.

Rules and regulations

(For example, are the rules flexible in all situations?

When can they be?

What regulations or codes do you have in place and how closely are they followed?)

All participants of the game must sit in a sports wheelchair.

Paraplegics, less mobile with healthy hands, and people with

intellectual/mental disabilities can participate. It is important that

all participants have functional hands.

Assistants can also be included if there is an odd number of

participants in the game. A necessary hard surface.

The rules of the game are flexible, depending on the team, the

basket can be lowered if necessary to a lower level. The coach is

flexible, he accepts the athletes' suggestions.

Environment

(For example, consider the surface, lighting, noise and physical surrounds that impact on your athletes participation.

What is distracting?

What can be changed?)

A basketball hall with a functional ramp. It is important to have access to the building with a road, elevator, adapted bathrooms, etc. The noise and reverberation in the hall might distract the attention of some participants.

For participants with mental disabilities, it is preferable to choose a training time when it is less crowded in the hall, without an audience, and that there are

not many activities taking place on the field at the same time.

Comments: Great for developing concentration and motor skills.

Equipment

(For example, consider the size, colour, texture, weight and orientation of equipment and how they impact on participation.)

Wheel sports wheelchair – special wheelchair with additional

slant capability and an auxiliary back wheel for protection from

turning upside down, or an electric wheelchair for quadriplegics and lightweight balls.

Step by step detailed explanation of the practice with pictures (Methodology):

Warming up

Light gymnastics of the upper body, shoulder and head stretching.

Main part

Two teams participate in wheelchair basketball. The team that scored more baskets wins, as in regular basketball. A basket is considered when the ball passes through the hoop of the basket from above. Baskets are scored according to the rule that a basket scored inside the arc is worth two points, and a basket scored outside the arc is worth three points. One point is awarded for a basket scored behind the free throw line.

The game last 40 minutes. Players are entitled to a fifteen-minute rest after the second quarter, while a two-minute rest takes place between the two quarters. Extra time of five minutes is played if the score is tied. If the game is tied thereafter, overtimes continue

to be played until we get the winning team.

The game can be shortened.

Cool down

At the end: stretching, inhaling and then a sports discussion about the game.


10 minutes

Please add a picture (or more) from the practice.







ARCHERY	
ARTISTIC GYMNASTICS	
ATHLETICS	
BASKETBALL	
	BOCCIA 
BOWLING	
FIT5	
FLOORBALL	
FOOTBALL	
HANDBALL	
JUDO	
NETBALL	
POWERLIFTING	
RHYTHMIC GYMNASTIC	
SNOWSHOE	
SWIMMING	
TABLE TENNIS	
VOLLEYBALL	
WATER POLO	
YOUNG ATHLETES	



#SMILE GOOD PRACTICES TOOLKIT



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The purpose of your practice is:

- ☒ Competition/elite sport
- ☒ Grassroots/Recreational sport
- ☒ Enhancing physical activity of persons with disabilities
- ☐ Community inclusion through sport
- ☐ Rising awareness

Type of your practice:

- ☐ Inclusive – people with disabilities and people without training together
- ☒ Segregated – only for persons with disabilities
- ☐ Parallel – people with disabilities and people without training at the same gym/terrene at the same time

Weekly activities?

- ☐ Once per week
- ☐ Twice per week
- ☐ Three times per week
- ☒ 2 – 4 times per week

Do you provide any specific sport training?

- ☒ Sport boccia
- ☐ Not specified

Number of participants in one training session

4 – 10

Number of coaches/assistants/ parents/volunteers

2 coaches + assistants or parents

Timing of each training session

2:30 hours

Target group:

People with:

- ☒ Intellectual disabilities
- ☒ Physical disabilities
- ☒ Multiple disabilities
- ☒ Behavior disorders
- ☒ Psychological/mental disorders

What adaptation do you apply in your training sessions?

Teaching or coaching style

(For example, do you use mainly verbal instruction or manual demonstration?

If you mix it up what works best? Are you serious or relaxed?

Do you ask for athletes opinions, listen to their concerns?)

Verbal and demonstration, relaxed!

Try to be approachable and objective!

Rules and regulations



(For example, are the rules flexible in all situations?
When can they be?

What regulations or codes do you have in place
and how closely are they followed?)

The rules are clear and must be respected (the rules
of the game)

Environment

(For example, consider the surface, lighting, noise
and physical surrounds that impact on your athletes
participation.

What is distracting?

What can be changed?)

When something distracts the players, we must go
back to the state of concentration on the game!

Equipment

(For example, consider the size, colour, texture,

weight and orientation of equipment and how they
impact on participation.)

Boccia sets

Step by step detailed explanation of the practice with pictures (Methodology):

Warming up

15 min

Main part

Training for various situations that can implemented
in the competition.

Played individually, in pairs, or as a team.

Cool down


Stretching 10 min

Please add a picture (or more) from the practice.







ARCHERY	
ARTISTIC GYMNASTICS	
ATHLETICS	
BASKETBALL	
BOCCIA	
	BOWLING 
FIT5	
FLOORBALL	
FOOTBALL	
HANDBALL	
JUDO	
NETBALL	
POWERLIFTING	
RHYTHMIC GYMNASTIC	
SNOWSHOE	
SWIMMING	
TABLE TENNIS	
VOLLEYBALL	
WATER POLO	
YOUNG ATHLETES	



The purpose of your practice is:

- ☐ Competition/elite sport
- ☒ Grassroots/Recreational sport
- ☐ Enhancing physical activity of persons with disabilities
- ☐ Community inclusion through sport
- ☐ Rising awareness

Type of your practice:

- ☐ Inclusive – people with disabilities and people without training together
- ☒ Segregated – only for persons with disabilities
- ☐ Parallel – people with disabilities and people without training at the same gym/terrene at the same time

Weekly activities?

- ☐ Once per week
- ☒ Twice per week
- ☐ Three times per week
- ☐ More (please clarify)

Do you provide any specific sport training?

- ☒ Sport: Bowling (write the sport for ex. basketball, football, gymnastics, etc.)
- ☐ Not specified

Number of participants in one training session

4 people with ID and 4 parents/relatives

Number of coaches/assistants/ parents/volunteers

1 coach, 3 parents

Timing of each training session

60 min

Target group:

People with:

- ☒ Intellectual disabilities
- ☐ Physical disabilities
- ☐ Multiple disabilities
- ☐ Behavior disorders
- ☐ Psychological/mental disorders

What adaptation do you apply in your training sessions?

Teaching or coaching style

(For example, do you use mainly verbal instruction or manual demonstration?)

If you mix it up what works best? Are you serious or relaxed?

Do you ask for athletes opinions, listen to their concerns?)

We play bowling for fun and recreation. Therefore, the teaching is relaxed and it is more like a game. Of course, the trainer demonstrates the proper technique and helps participants with IDs to improve theirs, but sometimes it is allowed to bowl with both hands.

Our purpose is to help athletes understand the game – that the game consists of 10 frames, which lane to bowl when alternate lanes are being used, not to cross the foul line when bowling, and how to act.

Rules and regulations

(For example, are the rules flexible in all situations?

When can they be?

What regulations or codes do you have in place and how closely are they followed?)

The rules are very flexible. Our purpose is to help athletes in understanding of the game – that game consists of 10 frames, to knows which lane to bowl on when alternate lanes are being used, not to cross the foul line when bowling, and how to act.

Environment

(For example, consider the surface, lighting, noise and physical surrounds that impact on your athletes participation.

What is distracting?

What can be changed?)

We bowl at a local center. We do not use any adaptations. Sometimes we use the bowling bumpers to enhance the positive bowling experience of players.

Equipment

(For example, consider the size, colour, texture, weight and orientation of equipment and how they impact on participation.)

Bowling shoes

Bowling Balls – disregard the rules in choosing ball weight (one-tenth of the bowler's weight) we use the balls that the players are able to pick up with two hands and swing it back and forth with one hand with ease.

Bowling Towel

Step by step detailed explanation of the practice with pictures (Methodology):

Warming up

15 min

We start with stretching to increase range of movement:

Upper body: neck, and shoulders – side and front, wrist stretch, chest opener, Side Arm Stretch, Tri-ceps Stretch (Back and front), Forearm Flexors, Side stretch, Low Back and Glutes

Lower body: ankle Rotations, Forward Bend with Crossed Legs, Forward Lunge, Calf/Achilles Stretch

Specific Warm-Up Activities:

Swing arms back and forth, simulating the pendulum swing.

Walk through the approach and delivery without the ball.

For the term of 5 minutes as part of the warm-up on the lane – bowling the ball

Main part

35 min

Each team is composed by one parent and its child with an ID.

We start with revision of the grips. There are two basics – fingertip and conventional.

Participants places their fingers in the ball. The ring and middle fingers go in first, then the thumb. It is

important fingers always to go in to the same depth. The grip should be felt natural and comfortable.

Then we continue with performing the proper posture.

We continue with swings.

Then we start games. We began with one-step delivery.

As a new skill, we began learning the four-step delivery – when holding the ball at side athlete count his/her movements. This will help prepare the. "One" – ball swings forward "Two" – ball swings back "Three" or "Roll the ball" forward and release down the lane.

Athletes improve their skills in a straight shot.

Source:https://resources.specialolympics.org/sports-essentials/sports-and-coaching/bowling?_ga=2.5552051.1296954024.1673270396-314000433.1637261758

Cool down

5 min

Light stretching exercises and debriefing

Please add a pictures (or more) from the practice.

Sources: <https://discovermuscatine.com/talent-to-spare-muscatine-special-olympics-competes-in-district-bowling-tournament-sends-twenty-four-to-state/>







ARCHERY

ARTISTIC GYMNASTICS

ATHLETICS

BASKETBALL

BOWLING

JUDO

NETBALL

POWERLIFTING

RHYTHMIC GYMNASTIC

SNOWSHOE

SWIMMING

TABLE TENNIS

WATER POLO

YOUNG ATHLETES



The purpose of your practice is:

- ☐ Competition/elite sport
- ☒ Grassroots/Recreational sport
- ☒ Enhancing physical activity of persons with disabilities
- ☒ Community inclusion through sport
- ☒ Rising awareness

Type of your practice:

- ☐ Inclusive – people with disabilities and people without training together
- ☐ Segregated – only for persons with disabilities
- ☒ Parallel – people with disabilities and people without training at the same gym/terrene at the same time

Weekly activities?

- ☒ Once per week
- ☐ Twice per week
- ☐ Three times per week
- ☐ More (please clarify)

Do you provide any specific sport training?

- ☐ Sport: (write the sport for ex. basketball, football, gymnastics, etc.)
- ☒ Not specified

Number of participants in one training session

10

Number of coaches/assistants/ parents/volunteers

1 coach, 1 assistant, 5-7 volunteers/parents/siblings

Timing of each training session

40 min

Target group:

People with:

- ☒ Intellectual disabilities
- ☐ Physical disabilities
- ☐ Multiple disabilities
- ☐ Behavior disorders
- ☐ Psychological/mental disorders

What adaptation do you apply in your training sessions?

Teaching or coaching style

(For example, do you use mainly verbal instruction or manual demonstration?)

If you mix it up what works best? Are you serious or relaxed?

Do you ask for athletes opinions, listen to their concerns?)

Coaching is based on mainly demonstrations, peer tutoring, and movement support

Rules and regulations

(For example, are the rules flexible in all situations?

When can they be?

What regulations or codes do you have in place and how closely are they followed?)

There are rules related to the discipline. Participants should be on time and wearing appropriate sport clothes and shoes. Also, to bring a bottle of water with them.

Environment

(For example, consider the surface, lighting, noise and physical surrounds that impact on your athletes participation.

What is distracting?

What can be changed?)

The training is conducted at a fitness gym with an area for aerobic exercises with mirrors at the front wall. We keep the area free of excess equipment.

Equipment

(For example, consider the size, colour, texture, weight and orientation of equipment and how they impact on participation.)

Yoga mats, 0,5 – 1 and 1,5 kg dumbbells, steps, chairs

Step by step detailed explanation of the practice with pictures (Methodology):

Warming up

10 min

The training starts with a comprehensive warm-up - warming up all parts of the body.

Main part

Our workouts are aligned with FIT5 system of Special Olympics.

According to abilities of the participants, we apply different levels of the FIT5 system. This example training consists of exercises from level 1.

25 min

First lap – endurance – 3 times

1. Jumping Jacks – 10 times – the assistants are observing participant and helping them with the correct coordination of legs and hands during the exercise



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2. March and swing arms – 1 minute – the assistants are observing participant and helping them with the correct coordination of legs and hands during the exercise

3. Quick Punches – with left and right hand – 10 per side

Second lap – strenght – 3 times

4. Straight leg raises – For this exercise, we use chairs for balance. The participant stands tall with a side next to the chair and hand on it.

Front: Slowly lift the leg which is far from the chair up in front as high as he/she can. The leg should be straight. The lower back should be in starting position too. The leg shouldn't swing. – 10 times

Side: Slowly lift the leg which is far from the chair out to the side with the toe pointed forward. The leg should be straight. The lower back should be in starting position too. The leg shouldn't swing – 10 times

When all leg lifts on one side are completed, switch to the other side. The assistants observe participants and help them with the correct coordination and body position.

5. Push-Ups on the Wall – 10 times

Participants stand facing the wall. Hands are placed flat on wall at shoulder level with straight arms; feet should be behind the body so that the participant

are leaning on the wall. This is the starting position for push ups.

6. Crunches – 15 times

Third lap – balance

7. Single leg stance – Stand on one leg with arms out to the side. Work up to holding this position for 30 seconds each leg.

8. Walking On a Line – On a straight line on the floor each participant are walking in line – depend on the lenght of the line – our is 5 meters – the participants walk 3 times.

Source: <https://resources.specialolympics.org/health/fitness/fit-5>

Cool down

5 min

Stretching exercises and discussion

1. Calf Stretch – 30 sec for each leg

2. Child's Pose – 30 sec keeping the pose

3. Knee to Chest – 30 sec for each leg

Repeat

Please add a pictures (or more) from the practice.

The purpose of your practice is:

What is FIT 5?

Athletes want to perform their best at every competition. You can do this by being fit. **Fit 5 is a plan for physical activity, nutrition, and hydration.** It can improve your health and Fitness to make you the best athlete you can be.

Goals of FIT 5



EXERCISE

5

days a week



EAT

5

total fruits and
vegetables per day



DRINK

5

water bottles
per day





FLOORBALL



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- ☐ Competition/elite sport
- ☒ Grassroots/Recreational sport
- ☒ Enhancing physical activity of persons with disabilities
- ☒ Community inclusion through sport
- ☐ Rising awareness

Type of your practice:

- ☒ Inclusive – people with disabilities and people without training together
- ☐ Segregated – only for persons with disabilities
- ☐ Parallel – people with disabilities and people without training at the same gym/terrene at the same time

Weekly activities?

- ☒ Once per week
- ☐ Twice per week
- ☐ Three times per week
- ☐ More (please clarify)

Do you provide any specific sport training?

- ☒ Sport: Floorball (write the sport for ex. basketball, football, gymnastics, etc.)
- ☐ Not specified

Number of participants in one training session

8 people with ID and 5-8 without disabilities

Number of coaches/assistants/ parents/volunteers

1 coach, 1 assistant coach, 5-8 volunteers

Timing of each training session

60 min

Target group:

People with:

- ☒ Intellectual disabilities
- ☐ Physical disabilities
- ☐ Multiple disabilities
- ☐ Behavior disorders
- ☐ Psychological/mental disorders

What adaptation do you apply in your training sessions?

Teaching or coaching style

(For example, do you use mainly verbal instruction or manual demonstration?)

If you mix it up what works best? Are you serious or relaxed?

Do you ask for athletes opinions, listen to their concerns?)

The teaching approach that we mainly use is giving verbal instructions and performing demonstrations.

A peer tutoring approach is leading in our training sessions.

As we provide recreational activities, our purpose is to increase the level of physical activity of participants, to have fun, build new friendships, and to enjoy the floorball game. Therefore, our approach is very relaxed. We do many discussions with athletes and their sports partners.

Rules and regulations

(For example, are the rules flexible in all situations?

When can they be?

What regulations or codes do you have in place and how closely are they followed?)

The rules are very flexible. Our aim is for participants to have fun and to improve their level of coordination and physical activity. Also, to develop lifelong habits in a physically active lifestyle.

Environment

(For example, consider the surface, lighting, noise and physical surrounds that impact on your athletes participation.

What is distracting?

What can be changed?)

We provide our training sessions in the regular sports hall with no adaptations.

Equipment

(For example, consider the size, colour, texture, weight and orientation of equipment and how they impact on participation.)

Floorball sticks, balls – different sizes and weight and balloons, cones colored spots, hoops, goal cages.

Step by step detailed explanation of the practice with pictures (Methodology):

Warming up

15 min

The warm-up starts with slow aerobic run – 3-5 min.

Then we do stretching to increase range of movement – the most important muscles in floorball are groin, hamstring, thigh, calf, wrist, shoulders and achilles – 7-10 min

Main part

40 min



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The group is composed of beginners, so we start the main part of the training with exercises for holding the stick – left and right depend on the hand that is lower.

The aim in this training is to improve an individual technique in passing, receiving, and shooting.

The participants are divided in two groups – every athlete with an ID has a sports partner for the training. They doing together the following exercises:

1. Training the posture and the grip – Legs shoulder width apart with one foot slightly forward; centre of gravity low with bent knees and straight back; head up; blade on the floor; a steady two-handed grip: upper hand covering the whole upper end, the lower hand at least 20 cm from the upper hand

2. Training the passing position – Side-on position; Feet alongside each other slightly apart with knees bent; head up; ball close to the blade

3. Training passes:

- Forehand Pass -with follow through
- Forehand Pass -short
- Backhand pass -long
- Backhand Pass -short
- One-Hand Pass -backhand -forehand

4. Receiving a Pass – Cushion is the most important aspect of receiving a pass; both the stick and body can be used to receive or control a pass. Both of these methods must be practiced frequently, especially for beginners. The ball should be received

with the blade (waiting for the ball close to the front foot), moving the blade backwards while making contact with the ball (soft hands) – this will give the player immediate control and stop the ball from hitting the blade and bouncing away • The ball should be received in front of the body; receiving aerial passes demands good ball handling skills. The body can also be used to capture an aerial pass (chest, thighs, feet); receiving the ball correctly might open gaps in the defense and create scoring opportunities.

5. Training shooting:

- Long wrist shot/drag shot
- Short wrist shot
- -Forehand drive
- Slap shot

Source:

Floorball Special Olympics Coaching guide

Cool down

5 min

Light stretching exercises and debriefing


Please add a pictures (or more) from the practice.

Source: <https://www.flickr.com/photos/145660676@N03/33235603670/>







ARCHERY	ARTISTIC GYMNASTICS	ATHLETICS	BASKETBALL	BOCCIA	BOWLING	FIT5	FLOORBALL	FOOTBALL 	HANDBALL	JUDO	NETBALL	POWERLIFTING	RHYTHMIC GYMNASTIC	SNOWSHOE	SWIMMING	TABLE TENNIS	VOLLEYBALL	WATER POLO	YOUNG ATHLETES
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The purpose of your practice is:

- ☐ Competition/elite sport
- ☒ Grassroots/Recreational sport
- ☒ Enhancing physical activity of persons with disabilities
- ☐ Community inclusion through sport
- ☐ Rising awareness

Type of your practice:

- ☒ Inclusive – people with disabilities and people without training together
- ☒ Segregated – only for persons with disabilities
- ☐ Parallel – people with disabilities and people without training at the same gym/terrene at the same time

Weekly activities?

- ☒ Once per week
- ☐ Twice per week
- ☐ Three times per week
- ☐ ... More (please clarify)

Do you provide any specific sport training?

- ☒ Sport football
- ☐ Not specified

Number of participants in one training session

5

Number of coaches/assistants/ parents/volunteers

2

Timing of each training session

40 min

Number of coaches/assistants/ parents/volunteers

2 coaches

Target group:

People with:

- ☒ Intellectual disabilities
- ☒ Physical disabilities
- ☐ Multiple disabilities
- ☐ Behavior disorders
- ☐ Psychological/mental disorders

What adaptation do you apply in your training sessions?

Teaching or coaching style

(For example, do you use mainly verbal instruction or manual demonstration?

If you mix it up what works best? Are you serious or relaxed?

Do you ask for athletes opinions, listen to their concerns?)

Encourage the player to relax and exaggerate the movement. Repeated practice using passes from different distances with varying intensity. Player shouts the type of body surface they will use. The server provides the pass and vice versa until the player gets the right feeling for the choice of technique.

Rules and regulations

(For example, are the rules flexible in all situations?

When can they be?

What regulations or codes do you have in place and how closely are they followed?)

In football, the first touch is the most important. The easiest way to receive a ball is with the inside of the foot. The player stands in a relaxed position with their eyes focused on the ball and adjusts their position to remain in the flight of the ball. The non-kicking foot is slightly in front of the other foot. The kicking foot meets the ball and is then immediately withdrawn on the moment of impact. This will generally push the ball away from the player's body.

Use the inside of the foot to bring a ground ball under control. All the body weight should be on the supporting leg with the receiving foot raised slightly off the ground.

Key Words

- Open Up the Foot
- Raise the Foot

Environment

(For example, consider the surface, lighting, noise and physical surrounds that impact on your athletes participation.

What is distracting?

What can be changed?)

Smaller playing field, smaller-sized goals

Equipment

(For example, consider the size, colour, texture, weight and orientation of equipment and how they impact on participation.)

Adapted balls in different sizes

Step by step detailed explanation of the practice with pictures (Methodology):

Warming up

20-30 minutes

Main part

30-40 minutes

Cool down

15-20 minutes

Please add a picture (or more) from the practice.





YOUNG ATHLETES



The purpose of your practice is:

- ☐ Competition/elite sport
- ☒ Grassroots/Recreational sport
- ☒ Enhancing physical activity of persons with disabilities
- ☒ Community inclusion through sport
- ☒ Rising awareness

Type of your practice:

- ☒ Inclusive – people with disabilities and people without training together
- ☒ Segregated – only for persons with disabilities
- ☐ Parallel – people with disabilities and people without training at the same gym/terrene at the same time

Weekly activities?

- ☐ Once per week
- ☒ Twice per week
- ☐ Three times per week
- ☐ More (please clarify)

Do you provide any specific sport training?

- ☒ Sport handball
- ☐ Not specified

Number of participants in one training session

15

Number of coaches/assistants/ parents/volunteers

2-3 coaches and sometimes personal assistants

Timing of each training session

90 min

Target group:

People with:

- ☒ Intellectual disabilities
- ☒ Physical disabilities
- ☒ Multiple disabilities
- ☒ Behavior disorders
- ☒ Psychological/mental disorders

What adaptation do you apply in your training sessions?

Teaching or coaching style

(For example, do you use mainly verbal instruction or manual demonstration?

If you mix it up what works best? Are you serious or

relaxed?

Do you ask for athletes opinions, listen to their concerns?)

A combination of verbal instructions and manual demonstrations work best. It is very important to show how it looks in practice and for beginners, it is important to give them needed skills with simplified lessons of each technique. We are very relaxed and we always try to give lessons in a positive and interesting atmosphere.

Rules and regulations

(For example, are the rules flexible in all situations?

When can they be?

What regulations or codes do you have in place and how closely are they followed?)

The rules are simplified for the target group and are introduced step by step. They can be a little flexible, depending on the individual, but overall, the rules of the handball game are mostly as they are. Needs of this target group are very closely analyzed, and we have to prevent the potential outburst of emotions if they get too overwhelmed by the activity. One of the rules is: if you need a break, ask for it. Then we analyze why they needed it in the first case and what caused it, and try to mitigate future unwanted behaviors.

Environment

(For example, consider the surface, lighting, noise and physical surrounds that impact on your athletes participation.

What is distracting?

What can be changed?)

Everything is very distracting, but when they get into the game, their focus is mostly on the game. Every day they are training their attention and focus, and their focus improves with practice with the dynamics and necessary effort for the game. We plan to implement more activities that get the players into the proper focus before the game, to try to enhance it.

Comments: This dynamic sport is a great way for children and youth with disabilities to train, enhance focus and socialize with others.

Equipment

(For example, consider the size, colour, texture, weight and orientation of equipment and how they impact on participation.)

Equipment is the same as in regular handball: sports clothes, ball, goals. In the beginning we use a lighter ball if needed, depending on individual needs and their motor functions, to train throwing and catching the ball. As soon as we see that the player has con-

trol, we switch to the normal one and start training regularly.

Step by step detailed explanation of the practice with pictures (Methodology):

Warming up

30 minutes

Warm-up with conditioning training, running, jumping, jumper jacks, then the muscles and skeleton warm-up of neck, shoulders, hands, torso, and legs. The warm-up is very important and has to be done with care, considering that there can be a lot of injuries during the handball game.

Main part

40 minutes

First we train each technique through games, like throwing and catching the ball, leading the ball and shooting on the goal. Various polygons for the motoric skills, polygons with the leading of the ball, and small competitions between two groups. Then, we play a shortened handball game, and sometimes in the end we talk about the tactics, even though we do not compete with others.

Cool down

20 minutes

Cool down and stretching of the whole body. Mini meditation with the eyes closed to relax the brain.

Please add a picture (or more) from the practice.







ARCHERY



The purpose of your practice is:

- ☐ Competition/elite sport
- ☐ Grassroots/Recreational sport
- ☒ Enhancing physical activity of persons with disabilities
- ☐ Community inclusion through sport
- ☐ Rising awareness

Type of your practice:

- ☐ Inclusive – people with disabilities and people without training together
- ☒ Segregated – only for persons with disabilities
- ☐ Parallel – people with disabilities and people without training at the same gym/terrene at the same time

Weekly activities?

- ☐ Once per week
- ☒ Twice per week
- ☐ Three times per week
- ☐ More (please clarify)

Do you provide any specific sport training?

- ☒ Sport judo..... (write the sport for ex. basketball, football, gymnastics, etc.)
- ☐ Not specified

Number of participants in one training session

10

Number of coaches/assistants/ parents/volunteers

2

Timing of each training session

60 min

Number of coaches/assistants/ parents/volunteers

2 coaches

Target group:

People with:

- ☒ Intellectual disabilities
- ☐ Physical disabilities
- ☒ Multiple disabilities
- ☐ Behavior disorders
- ☒ Psychological/mental disorders

What adaptation do you apply in your training sessions?

Teaching or coaching style

(For example, do you use mainly verbal instruction or manual demonstration?)

If you mix it up what works best? Are you serious or relaxed?

Do you ask for athletes opinions, listen to their concerns?)

We are using both verbal instructions and manual demonstrations, with the main focus on practical demonstrations, because they learn best with examples and challenges. We have the professionalism in the realization of the practice, but our approach is very relaxed and calming. We do not force any exercise and always communicate with the participants to give us feedback.

Rules and regulations

(For example, are the rules flexible in all situations?

When can they be?

What regulations or codes do you have in place and how closely are they followed?)

The rules are very flexible. We are focused on Judo as our main sport, but all the activities are very adaptable for this target group. But at the end, we are training them to complete the adapted exercise properly, which sometimes leads to completing a normal technique and accomplish better results. For example, belt

promotion for this target group also can be very flexible and it is possible to adapt the technique for each specific group.

Environment

(For example, consider the surface, lighting, noise and physical surrounds that impact on your athletes participation.

What is distracting?

What can be changed?)

All of the above can be very distracting for our specific target group. That is why our gym had two separated rooms that are easy to close and isolate from the outside distractions, such as noise, people, wind – ensuring that participants can put all their focus on the exercise and forget about the outer world.

Equipment

(For example, consider the size, colour, texture, weight and orientation of equipment and how they impact on participation.)

The equipment is the same as normal judo equipment: tatami, kimono, and belt.

Nothing else is needed to adapt the practice. The main adaptation is Judo on the knees, as a starting point until all the rules and techniques and proper falls are learned.

Step by step detailed explanation of the practice with pictures (Methodology):

Warming up

30 minutes

Main part

15 minutes

Cool down

15 minutes

Please add a picture (or more) from the practice.







ARCHERY	ARTISTIC GYMNASTICS	ATHLETICS	BASKETBALL	BOCCIA	BOWLING	FIT5	FLOORBALL	FOOTBALL	HANDBALL	JUDO	NETBALL	POWERLIFTING	RHYTHMIC GYMNASTIC	SNOWSHOE	SWIMMING	TABLE TENNIS	VOLLEYBALL	WATER POLO	YOUNG ATHLETES
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The purpose of your practice is:

- ☐ Competition/elite sport
- ☒ Grassroots/Recreational sport
- ☒ Enhancing physical activity of persons with disabilities
- ☐ Community inclusion through sport
- ☐ Rising awareness

Type of your practice:

- ☐ Inclusive – people with disabilities and people without training together
- ☒ Segregated – only for persons with disabilities
- ☐ Parallel – people with disabilities and people without training at the same gym/terrene at the same time

Weekly activities?

- ☐ Once per week
- ☒ Twice per week
- ☐ Three times per week
- ☐ More (please clarify)

Do you provide any specific sport training?

- ☒ Sport: Netball (write the sport for ex. basketball, football, gymnastics, etc.)
- ☐ Not specified

Number of participants in one training session

12 people

Number of coaches/assistants/ parents/volunteers

1 coach, 2 assistant coach, 5 volunteers

Timing of each training session

55-60 min

Target group:

People with:

- ☒ Intellectual disabilities
- ☐ Physical disabilities
- ☐ Multiple disabilities
- ☐ Behavior disorders
- ☐ Psychological/mental disorders

What adaptation do you apply in your training sessions?

Teaching or coaching style

(For example, do you use mainly verbal instruction or manual demonstration?)

If you mix it up what works best? Are you serious or relaxed?

Do you ask for athletes opinions, listen to their concerns?)

We perform demonstrations and less verbal instructions. We use assistants to adapt the instructions to the level of understanding of participants. The most important aspect of our training is to achieve meaningful participation in the game.

Rules and regulations

(For example, are the rules flexible in all situations?

When can they be?

What regulations or codes do you have in place and how closely are they followed?)

The rules are not very strict, but the discipline is very important. We insist that each participant to be on time and dressed with the proper equipment and shoes.

Environment

(For example, consider the surface, lighting, noise and physical surrounds that impact on your athletes participation.

What is distracting?

What can be changed?)

The training sessions are in a school gym. We try to keep the gym clear from unused equipment.

Equipment

(For example, consider the size, colour, texture, weight and orientation of equipment and how they impact on participation.)

Cones, colored spots, hoops, ropes ladder, jump rope

Step by step detailed explanation of the practice with pictures (Methodology):

Warming up

10 - 15 min

The warm-up starts with a slow aerobic run. Then in a circle, we do a comprehensive warm-up - warming up all parts of the body.

Then we continue with specific warm up activities. First, without the ball.

Reaction - Players line up along the back line and slowly jog forward. The coach blows the whistle at random at which point each player jumps as high as possible. Change the activity by adding side steps, or touching the line and running backwards on the line.

Fast Feet - Divide players into pairs and ask them



to face each other. Direct one player to try stand on their partner's toes while the other tries to avoid using fast feet movements. Switch roles after 30 seconds.

Warm Up Activities With the Ball:

Relays – Two groups of players line up approximately 5 meters apart. One player in the front of one line passes the ball to the player in front of the second line. The passer then follows the ball and joins the back of the opposite line.

Passing Down the Court – This activity is performed in groups of two or three. A player passes the ball, then follows the ball and runs around the back of the receiver to take the receiver's place. They should then be ready to receive the next pass. All normal netball rules apply.

Main part

35 - 40 min

Dynamic stretching – 5 min

Hamstring Swings – 6-10 times

Hip Circles – 6-10 times both direction

Squats – 6-10 times

Skill Work:

1. Catching and Passing

- Catching the Ball – drills

Throw the bag/ball up in the air (low) and take a step, then catch the ball.

Throw the bag/ball up in the air, then step over the line and catch the ball.

Throw the bag/ball up in the air, then jump over a bench and catch the ball.

- Passing the Ball

Shoulder Pass Against the Wall – One player works with one ball and the wall. Stand two meters away from the wall. Using a shoulder pass, step into the pass and pass the ball into the wall. The aim is to get the strength into the pass so the ball rebounds straight back to you.

Shoulder Pass – Two players work with one ball. Players stand two meters away from each other. The pair practices shoulder passes between them, concentrating on technique.

Chest Pass – Two players work with one ball. Players stand two meters away from each other. Each pair practices chest passes between them, concentrating on technique.

Shooting:

Shooting Drill:

The athlete takes a shooting position close to the post, then steps back to execute the shot on his/her landing foot while lifting the landing foot up. Repeat this 5 times.

Assisted game – 5 minutes.

Source:

Netball Special Olympics Coaching guide

Cool down

5 min

Light stretching exercises and debriefing

Please add a pictures (or more) from the practice.

Sources: <https://www.specialolympics.org/what-we-do/sports/netball>







ARCHERY

ARTISTIC GYMNASTICS

ATHLETICS

BASKETBALL

BOCCIA

BOWLING

FIT5

FLOORBALL

FOOTBALL

HANDBALL

JUDO

NETBALL

POWERLIFTING 

RHYTHMIC GYMNASTIC

SNOWSHOE

SWIMMING

TABLE TENNIS

VOLLEYBALL

WATER POLO

YOUNG ATHLETES



The purpose of your practice is:

- ☐ Competition/elite sport
- ☒ Grassroots/Recreational sport
- ☒ Enhancing physical activity of persons with disabilities
- ☐ Community inclusion through sport
- ☒ Rising awareness

Type of your practice:

- ☐ Inclusive – people with disabilities and people without training together
- ☐ Segregated – only for persons with disabilities
- ☒ Parallel – people with disabilities and people without training at the same gym/terrene at the same time

Weekly activities?

- ☐ Once per week
- ☐ Twice per week
- ☒ Three times per week
- ☐ More (please clarify)

Do you provide any specific sport training?

- ☒ Sport: POWERLIFTING (write the sport for ex. basketball, football, gymnastics, etc.)
- ☐ Not specified

Number of participants in one training session

5

Number of coaches/assistants/ parents/volunteers

1 coach, 3 assistants

Timing of each training session

75 min

Target group:

People with:

- ☒ Intellectual disabilities
- ☒ Physical disabilities
- ☒ Multiple disabilities
- ☒ Behavior disorders
- ☒ Psychological/mental disorders

What adaptation do you apply in your training sessions?

Teaching or coaching style

(For example, do you use mainly verbal instruction or manual demonstration?)

If you mix it up what works best? Are you serious or relaxed?

Do you ask for athletes opinions, listen to their concerns?)

We apply the Coaches Continuum Framework (CCF). These framework focuses on four key components of coaching. They help coaches in carrying-out quality practice and ensuring that the athletes are at the center of their sessions. The four components are:

1. PREPARE – The training session should be planned.
2. FACILITATE ATHLETES – All trainings should be athlete-centred and to respond to the level of abilities of each participant.
3. ADAPT – We do not follow the training structure blindly. The coaching is dynamic, adjustable and adaptive in the case of something unplanned happening or depends on the current condition of the athlete.
4. REFLECT – Reflection is a very important for each sport session. It gives coaches an opportunity to analyse their approaches and self-improve after a training session.

In addition, we use verbal instructions but mostly demonstrations and an assisted movement approach.

During the Cool-Downs we have an opportunity to carry out a brief debrief session for the athletes and review what transpired.

Rules and regulations

(For example, are the rules flexible in all situations? When can they be?)

What regulations or codes do you have in place and how closely are they followed?)

Safety in the weight room is very important element to a successful strength and conditioning program.

There are a very strict rules about it in the gym. As following:

we must be sure that all equipment is in proper working condition and that no safety hazards exist such as tripping or striking a part of the body

in the squat and bench – trained spotters are always used and attentive.

for the deadlift. If there is a concern about the athlete's balance, a back spotter should be used.

To prevent weights from sliding off the bar and possibly injury always we use collars on the bar with plates.

For the bench press we always use safety arms that are set high enough to protect the neck but not so

high as to allow the bar to strike them.

On the benchpress athletes must always use a thumbs around grip.

Athletes should not attempt weight that they cannot do without good form because this is one of the most common cause of injuries in powerlifting.

In addition, during the performance of all attempts in squats, bench presses and deadlifts, we follow competition rules with those commands.

Environment

(For example, consider the surface, lighting, noise and physical surrounds that impact on your athletes participation.)

What is distracting?

What can be changed?)

We use the regular fitness gym.

Equipment



(For example, consider the size, colour, texture, weight and orientation of equipment and how they impact on participation.)

We use powerlifting racks and also power racks.

Step by step detailed explanation of the practice with pictures (Methodology):

Warming up

30 min

Warm-ups start with an activity that increases the heart rate as well as muscle temperature, blood flow and elasticity, to prepare the body for lifting heavy weight. Athletes start with light movements such as walking in place, slow jogging, or exercise bike before beginning to lift.

We do a comprehensive, specific warm-up for at least **15 minutes** prior to starting training activities,

warming up all parts of the body. Focus especially on the main muscle groups involved in powerlifting: legs, hip flexors, back, chest, shoulders and abdominals.

Then we have a Sport-Specific warm up - Performing movements which are carried out during practice.

Main part

45min

As the level of athletes is beginners, the following training was applied:

We begin with a bodyweight or very lightweight and work on form for a few workouts before starting a weight progression. Then we can add weight and work up to what the lifter is able to do for five repetitions with at least one to two repetitions in reserve. We applying the following training routines:

Three Day Program – Week 1 - beginners		
Workout – day 1	Workout – day 2	Workout – day 3
Squat 3x5	Squat 3x5	Squat 3x5
Bench press 3x5	Bench press 3x5	Bench press 3x5
Deadlift 1x5	Deadlift 1x5 or Row/Chin-Ups 3/5	Deadlift 1x5

This reads: 3 sets of 5 repetitions. These “work sets” can be done as “sets across” with each set being the same weight, or ascending sets with work sets increasing by a small amount from the 1st through the 3rd set.

Three Day Program – Week 2 - beginners		
Workout – day 1	Workout – day 2	Workout – day 3
Squat 3x5	Squat 3x5	Squat 3x5
Bench press 3x5	Bench press 3x5	Bench press 3x5
Deadlift 1x5 or Row/Chin-Ups 3/5	Deadlift 1x5	Deadlift 1x5 or Row/Chin-Ups 3/5

Source: https://resources.specialolympics.org/sports-essentials/sports-and-coaching/power-lifting?_ga=2.9344309.1296954024.1673270396-314000433.1637261758

Cool down

15 min

Performing stretching exercises


Please add a pictures (or more) from the practice.

Sources:

<https://jamel-oakley.blogspot.com/2021/08/special-olympics-weightlifting.html>





ARCHERY	100%
ARTISTIC GYMNASTICS	100%
ATHLETICS	100%
BASKETBALL	100%
BOCCIA	100%
BOWLING	100%
FIT5	100%
FLOORBALL	100%
FOOTBALL	100%
HANDBALL	100%
JUDO	100%
NETBALL	100%
POWERLIFTING	100%
RHYTHMIC GYMNASTIC 	
SNOWSHOE	100%
SWIMMING	100%
TABLE TENNIS	100%
VOLLEYBALL	100%
WATER POLO	100%
YOUNG ATHLETES	100%



The purpose of your practice is:

- ☒ Competition/elite sport
- ☐ Grassroots/Recreational sport
- ☐ Enhancing physical activity of persons with disabilities
- ☐ Community inclusion through sport
- ☐ Rising awareness

Type of your practice:

- ☐ Inclusive – people with disabilities and people without training together
- ☐ Segregated – only for persons with disabilities
- ☒ Parallel – people with disabilities and people without training at the same gym/terrene at the same time

Weekly activities?

- ☐ Once per week
- ☒ Twice per week
- ☐ Three times per week
- ☐ More (please clarify)

Do you provide any specific sport training?

- ☒ Sport: Rhythmic Gymnastics (write the sport for ex. basketball, football, gymnastics, etc.)
- ☐ Not specified

Number of participants in one training session

2

Number of coaches/assistants/ parents/volunteers

1 coach, 1 assistant

Timing of each training session

60 min

Target group:

People with:

- ☒ Intellectual disabilities
- ☐ Physical disabilities
- ☐ Multiple disabilities
- ☐ Behavior disorders
- ☐ Psychological/mental disorders

What adaptation do you apply in your training sessions?

Teaching or coaching style

(For example, do you use mainly verbal instruction or manual demonstration?)

If you mix it up what works best? Are you serious or relaxed?

Do you ask for athletes opinions, listen to their concerns?)

Demonstrations and an assisted movement approach is very helpful. Mirrors are very important so gymnasts can control the movements and make self-corrections.

Rules and regulations

(For example, are the rules flexible in all situations?)

When can they be?

What regulations or codes do you have in place and how closely are they followed?)

Participants are not allowed to enter the gym if coach or assistant is not in the gym.

The rules are very strict in the gym.

Environment

(For example, consider the surface, lighting, noise and physical surrounds that impact on your athletes participation.

What is distracting?

What can be changed?)

We provide our training sessions in the regular gymnastics gym with no adaptations.

Equipment

(For example, consider the size, colour, texture, weight and orientation of equipment and how they impact on participation.)

Rope, Hoop, Ball, Clubs, Ribbon

Step by step detailed explanation of the practice with pictures (Methodology):

Warming up

20 min

Aerobic Warm-Up to Music

Section 1 – Walk

1- 16 walking steps

2- 8 steps on tiptoe while raising the arms, turn right as arms lower to sides, 8 steps on tiptoe while raising the arms, turn left as arms lower to the sides.

3- 4 walking steps as arms move to high 5th, 2 walking steps as right arm pushes to the right, 2



walking steps as left arm pushes to the left.

4- 4 walking steps as arms move to high 5th, 2 walking steps as right arm pushes to the right, 2 walking steps as left arm pushes to the left.

5- Repeat - 3 with a plié and contraction on the first 2 steps

6- Repeat - 4 with a plié and contraction on the first 2 steps

7- Jump

Stretching is an integral part of the warm up, as well as reviewing basic body positions (tuck, pike, straddle, stretch, and later hollow, arch, and side arch).

Specific Warm-Up Activities

Body Skills – Jumps/leaps, pivots/turns, balances, flexibilities

Main part

25 min

In this session we used the Body Waves Choreography as presented in the Special Olympics Rhythmic Gymnastic coaching guide.

Body Waves – Supple arm and body waves are important in rhythmic gymnastics. The following choreography includes stretching as well as body waves. We practicing to music and this help the athletes learn to interpret the music with body movements. The Body Waves Choreography is shown two times, once from the front and once from the back, which will be easy to follow.

Hold 8 counts

0 – 0:23 Right arm - Arm wave front, overhead to arm wave side, overhead to arm wave front.

Left arm - Arm wave front, overhead to arm wave side, overhead to arm wave.

Front

0:23 – 0:42 Both arms – 2 arm waves front, overhead with relevé to arm wave side with plié, close in low 5th.

Repeat

0:42 – 1:00 Arms overhead – Swing arms down and back as body contracts in plié, plié & swing arms forward & up.

Repeat swings 2 more times

Lower right arm softly in front

Lower left arm softly in front

1:00 – 1:08 Tendu left as arms move right – side

body wave left through plié & finish in tendu right, with arms left.

Side body wave right

¼ turn right to face sideways, arms overhead

1:08 – 1:30 Back body wave, finishing with a front arm wave with both arms 3 alternating front arm waves.

Repeat body waves 2 times. No arm wave on the last body wave.

1:30 – 1:37 Bourrée turn to face front, arms overhead

As arms lower, kneel on right leg, then left leg to finish sitting on heels 1:37 – 2:02 Body circumduction right. Place right hand on floor, extend left leg. Finish sitting on both heels.

Body circumduction left. Place left hand on floor, extend right leg. Finish sitting on both heels.

Body circumduction right

Sit on left hip, then straddle sit facing front

2:02 – 2:57 Stretch to right leg (1-2), arms round in front (3-4), stretch to left leg (5-6), arms round in front (7-8)

Hug knees (1-4)

¼ turn right to sit on heels facing the side, raise arms (5-6)

Lower front arm (7)

¼ turn right to straddle sit facing back (8)

Repeat stretches 2 times, once facing back & once facing front

On the last repeat, as the front arm lowers, stand & face front

2:57 – 3:06 3 alternating side arm waves to finish in low 5th

3:06 – 3:27 Both arms circle counterclockwise to finish with arm wave right (10 counts)

Both arms circle clockwise to finish with arm wave left (8 counts)

3:27 – 3:45 Repeat arm circles right & left with bourrée right & left (8 counts each way)

3:45 – 3:52 3 alternating arm waves to finish in low 5th

3:52 – 4:12 Both arms – 2 arm waves front, overhead with relevé to arm wave side with plié, close in low 5th

Repeat



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4:12 – 4:26 Step right to curtsy as right arm circles overhead to arm wave right.

Step left to curtsy as left arm circles overhead to arm wave left Finish in 1st position.

3 minutes break and then repeat the routine 3 more times with 3 min break between each one.

If there is a part or exercise which is not well performed it is been repeated 5 times.

Source: <https://resources.specialolympics.org/sports-essentials/sports-and-coach->

[ing/gymnastics/rhythmic-gymnastics?_ga=2.217552406.1296954024.1673270396-314000433.1637261758](https://resources.specialolympics.org/gymnastics/rhythmic-gymnastics?_ga=2.217552406.1296954024.1673270396-314000433.1637261758)

Cool down

15 min


Relaxing games, stretching exercises and discussion

Please add a pictures (or more) from the practice.

Sources: <https://www.specialolympics.ca/british-columbia/rhythmic-gymnastics-coach-resources>





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JUDO	100%
NETBALL	100%
POWERLIFTING	100%
RHYTHMIC GYMNASTIC	100%
SNOWSHOE 	100%
SWIMMING	100%
TABLE TENNIS	100%
VOLLEYBALL	100%
WATER POLO	100%
YOUNG ATHLETES	100%



The purpose of your practice is:

- ☐ Competition/elite sport
- ☒ Grassroots/Recreational sport
- ☒ Enhancing physical activity of persons with disabilities
- ☐ Community inclusion through sport
- ☐ Rising awareness

Type of your practice:

- ☐ Inclusive – people with disabilities and people without training together
- ☐ Segregated – only for persons with disabilities
- ☒ Parallel – people with disabilities and people without training at the same gym/terrene at the same time

Weekly activities?

- ☒ Once per week
- ☐ Twice per week
- ☐ Three times per week
- ☐ More (please clarify)

Do you provide any specific sport training?

- ☒ Sport: Snowshoe (write the sport for ex. basketball, football, gymnastics, etc.)
- ☐ Not specified

Number of participants in one training session

2

Number of coaches/assistants/ parents/volunteers

1 coach, 2 parents

Timing of each training session

45 min

Target group:

People with:

- ☒ Intellectual disabilities
- ☐ Physical disabilities
- ☐ Multiple disabilities
- ☐ Behavior disorders
- ☐ Psychological/mental disorders

What adaptation do you apply in your training sessions?

Teaching or coaching style

(For example, do you use mainly verbal instruction or manual demonstration?)

If you mix it up what works best? Are you serious or relaxed?

Do you ask for athletes opinions, listen to their concerns?)

Demonstrations are used more. We give very short and exact verbal commands.

During the trainings, feedback from athletes and communication with them is very important.

Rules and regulations

(For example, are the rules flexible in all situations?

When can they be?

What regulations or codes do you have in place and how closely are they followed?)

There are very strict rules. Discipline is very important. When we conduct outdoor trainings, appropriate equipment is very important for safety.

Environment

(For example, consider the surface, lighting, noise and physical surrounds that impact on your athletes participation.

What is distracting?

What can be changed?)

Because our athletes are not very confident in their snowshoeing skills, we conduct trainings on a smooth surface.

Equipment

(For example, consider the size, colour, texture, weight and orientation of equipment and how they impact on participation.)

Snowshoes, hat, gloves, goggles/sunglasses

Step by step detailed explanation of the practice with pictures (Methodology):

Warming up

15 min

1. Aerobic Activity – 5-7min
2. Light jog with accelerations; High Knees; Butt Kicks
3. Dynamic Stretching – 15-20 repetitions of each
4. Heel and Toe Walks; Forward Leg Swings; Lateral Leg Swings; Arm Circles; Arm Swings; Hip Circles
5. Sport Specific Movements – 5-10 min

Longer 15-20m sprints – race starts; Quick relays; Side to Side Bouncing

Main part

25 min

On-Show

1. Moving forward - On flat terrain with the athlete standing, move the first foot forward, raise and bring second foot forward allowing for the width of the snowshoe to clear the ankle, place second foot down ahead of first foot, repeat steps.
2. Stopping - Gradually, over a few strides, decrease stride length and rate. Athlete should keep weight forward, off of tails of snowshoes. Object can not to be used for stop. Gradually slow down; don't stop abruptly. A snowshoe does not slide like a ski - it is very important to be shown to the participants.
3. Falling - Start on your knees and let yourself fall forward onto your forearms. Catch your weight with the forearms away from the body slightly with the elbows bent. Allow your forearms to touch the ground first. Try to resist reaching out toward the ground, or placing the hands out in front. As contact is made, absorb the fall with your arms.
4. Getting up - If athlete falls completely to ground, roll onto side. Get up to the hands and knees. Raise one knee and set the shoe flat on the snow. Plant poles (if using poles) in front and stand up.

Without poles, the athlete may plant hands on one knee for a boost, if necessary, to regain standing position. Make sure the athlete is not physically injured.

5. Game - Snowball Drill - Coach places several snowballs on the ground. Then athletes try to stomp on all the snowballs.

Source: https://resources.specialolympics.org/sports-essentials/sports-and-coaching/snowshoeing?_ga=2.204349202.329634433.1673159636-2064112575.1637695665

Cool down

5 min

Low Intensity - starting from the end line, walk the length of the track and back

Light stretching exercises and debriefing

Please add a pictures (or more) from the practice.

Sources: <https://specialolympicsminnesota.org/sports/snowshoeing/>







ARCHERY

ARTISTIC GYMNASTICS

ATHLETICS

BASKETBALL

BOCCIA

BOWLING

FIT5

FLOORBALL

FOOTBALL

HANDBALL

JUDO

NETBALL

POWERLIFTING

RHYTHMIC GYMNASTIC

SNOWSHOE

SWIMMING 

TABLE TENNIS

VOLLEYBALL

WATER POLO

YOUNG ATHLETES



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The purpose of your practice is:

- ☒ Competition/elite sport
- ☐ Grassroots/Recreational sport
- ☒ Enhancing physical activity of persons with disabilities
- ☐ Community inclusion through sport
- ☐ Rising awareness

Type of your practice:

- ☐ Inclusive – people with disabilities and people without training together
- ☒ Segregated – only for persons with disabilities
- ☐ Parallel – people with disabilities and people without training at the same gym/terrene at the same time

Weekly activities?

- ☐ Once per week
- ☐ Twice per week
- ☐ Three times per week
- ☒ ... More (please clarify)- 5-7 times a week, depending on the competition level

Do you provide any specific sport training?

- ☒ Sport swimming
- ☐ Not specified

Number of participants in one training session

10-15

Number of coaches/assistants/ parents/volunteers

1 trainer

Timing of each training session

120 min

Target group:

People with:

- ☒ Intellectual disabilities
- ☒ Physical disabilities
- ☒ Multiple disabilities
- ☐ Behavior disorders
- ☐ Psychological/mental disorders

What adaptation do you apply in your training sessions?

Teaching or coaching style

(For example, do you use mainly verbal instruction or manual demonstration?

If you mix it up what works best? Are you serious or relaxed?

Do you ask for athletes opinions, listen to their concerns?)

Verbal instructions (short and clear instructions) + manual demonstration (picture and video if necessary) – intellectual difficulties

Verbal instructions + manual demonstration if necessary if the exercise is more technically demanding /



Physical difficulties.

Teaching, i.e. training, is adapted on an individual basis.

Each of the swimmers has a personalized training, which is subject to change on a daily basis (depending on the swimmer's current psychophysical condition).

Rules and regulations

(For example, are the rules flexible in all situations?

When can they be?

What regulations or codes do you have in place and how closely are they followed?)

The rules are flexible if the coach subjectively assesses that the swimmer had a reason for his behavior or act.

The rules of sports behavior are strictly followed, which include arriving at training on time, behavior towards other athletes and the coach, sports behavior at the competition / fair play...

Environment

(For example, consider the surface, lighting, noise and physical surrounds that impact on your athletes participation.

What is distracting?

What can be changed?)

All of the above is distracting, especially if it is an intellectual disability. Unfortunately, there are too many different groups, i.e., sports and clubs, at the pool in our term to be able to influence it. Over time, swimmers get used to the mentioned factors and they stop being distracting.

Equipment

(For example, consider the size, colour, texture,

weight and orientation of equipment and how they impact on participation.)

For competitors, the equipment has only the purpose of application and not motivation, as is the case in swimming schools. The board and fins are for footwork, i.e., kicking. The floats and paddles are for hand work, i.e., rowing.

Step by step detailed explanation of the practice with pictures (Methodology):

Warming up

The warm-up is used for vascular and skeletal-muscular preparation

system to the demands placed on the athlete by exercise.

The warm-up is first performed on dry land and then also in water.

The goal of the dry warm-up and warm-up is to gradually increase the body temperature so that the body and mind are ready for the efforts that await them during the main part of the training.

Main part

Exercises (e.g., exercises for strokes, coordination of the two...) and sets regarding the main goal of the training (e.g., development of aerobic capacity, anaerobic, etc.).

Cool down

Swimming and stretching by the edge of the pool.

The final part of the training refers to static stretching and calming down the body after the activity.

Please add a picture (or more) from the practice.





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ARCHERY	ARTISTIC GYMNASTICS	ATHLETICS	BASKETBALL	BOCCIA	BOWLING	FIT5	FLOORBALL	FOOTBALL	HANDBALL	JUDO	NETBALL	POWERLIFTING	RHYTHMIC GYMNASTIC	SNOWSHOE	SWIMMING	TABLE TENNIS	VOLLEYBALL	WATER POLO	YOUNG ATHLETES
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The purpose of your practice is:

- ☐ Competition/elite sport
- ☒ Grassroots/Recreational sport
- ☒ Enhancing physical activity of persons with disabilities
- ☒ Community inclusion through sport
- ☐ Rising awareness

Type of your practice:

- ☐ Inclusive – people with disabilities and people without training together
- ☒ Segregated – only for persons with disabilities
- ☐ Parallel – people with disabilities and people without training at the same gym/terrene at the same time

Weekly activities?

- ☐ Once per week
- ☒ Twice per week
- ☒ Three times per week
- ☐ More (please clarify)

Do you provide any specific sport training?

- ☒ Sport table tennis (write the sport for ex. basket-ball, football, gymnastics, etc.)
- ☐ Not specified

Number of participants in one training session

6 – 8 participants

Number of coaches/assistants/ parents/volunteers

2 coaches, 3 or 4 assistants

Timing of each training session

120 min

Target group:

People with:

- ☒ Intellectual disabilities
- ☒ Physical disabilities
- ☐ Multiple disabilities
- ☐ Behavior disorders
- ☐ Psychological/mental disorders

What adaptation do you apply in your training sessions?

Teaching or coaching style

(For example, do you use mainly verbal instruction or manual demonstration?

If you mix it up what works best? Are you serious or relaxed?

Do you ask for athletes opinions, listen to their concerns?)

Use both verbal instructions and demonstration, be quite relaxed and listen to their concerns in between two exercises or at the end of the training.

Rules and regulations

(For example, are the rules flexible in all situations?

When can they be?

What regulations or codes do you have in place

and how closely are they followed?)

The rules are flexible and the code is medium strength.

Environment

(For example, consider the surface, lighting, noise and physical surrounds that impact on your athletes participation.

What is distracting?

What can be changed?)

Train in the hall with other sports and their problems with attention might be reduced.

Equipment

(For example, consider the size, colour, texture, weight and orientation of equipment and how they impact on participation.)

Equipment in table tennis is standard: table, ball, paddles

Step by step detailed explanation of the practice with pictures (Methodology):

Warming up

10 minutes

Main part

1 hour and 40 min, table tennis elements exercises, connection of elements and practice of foot work and ball service

Cool down

10 minutes

Please add a picture (or more) from the practice.





ARCHERY

ARTISTIC GYMNASTICS

ATHLETICS

BASKETBALL

BOCCIA

BOWLING

FIT5

FLOORBALL

FOOTBALL

HANDBALL

JUDO

NETBALL

POWERLIFTING

RHYTHMIC GYMNASTIC

SNOWSHOE

SWIMMING

TABLE TENNIS

VOLLEYBALL 

WATER POLO

YOUNG ATHLETES



The purpose of your practice is:

- ☐ Competition/elite sport
- ☒ Grassroots/Recreational sport
- ☒ Enhancing physical activity of persons with disabilities
- ☐ Community inclusion through sport
- ☐ Rising awareness

Type of your practice:

- ☒ Inclusive – people with disabilities and people without training together
- ☐ Segregated – only for persons with disabilities
- ☐ Parallel – people with disabilities and people without training at the same gym/terrene at the same time

Weekly activities?

- ☒ Once per week
- ☐ Twice per week
- ☐ Three times per week
- ☐ More (please clarify)

Do you provide any specific sport training?

- ☒ Sport: Volleyball (write the sport for ex. basketball, football, gymnastics, etc.)
- ☐ Not specified

Number of participants in one training session

12 people – 6 with ID and 6 sport partners

Number of coaches/assistants/ parents/volunteers

1 coach, 1 assistant coach

Timing of each training session

55-60 min

Target group:

People with:

- ☒ Intellectual disabilities
- ☐ Physical disabilities
- ☐ Multiple disabilities
- ☐ Behavior disorders
- ☐ Psychological/mental disorders

What adaptation do you apply in your training sessions?

Teaching or coaching style

(For example, do you use mainly verbal instruction or manual demonstration?)

If you mix it up what works best? Are you serious or relaxed?

Do you ask for athletes opinions, listen to their concerns?)

Demonstrations are core for our training sessions. Verbal explanations are infrequent and short. Sports partners support athletes in the learning process and adapt the instructions to the level of understanding of participants. The most important aspect of our training is to achieve meaningful participation in the game and a clear understanding of its rules.

Rules and regulations

(For example, are the rules flexible in all situations?

When can they be?

What regulations or codes do you have in place and how closely are they followed?)

The rules are not very strict, but the discipline is very important. Each participant should be on time and dressed in appropriate sports clothes and shoes, including kneepads if necessary.

Environment

(For example, consider the surface, lighting, noise and physical surrounds that impact on your athletes participation.

What is distracting?

What can be changed?)

The training sessions are in a school gym. We try to keep the gym clear from unused equipment.

Equipment

(For example, consider the size, colour, texture, weight and orientation of equipment and how they impact on participation.)

2 types of balls – lighter and softer, and traditional volleyball ball

Step by step detailed explanation of the practice with pictures (Methodology):

Warming up

10 – 15 min

The warm-up starts with slow aerobic jogging. Than in a circle, we do a comprehensive warm-up – warming up all parts of the body.

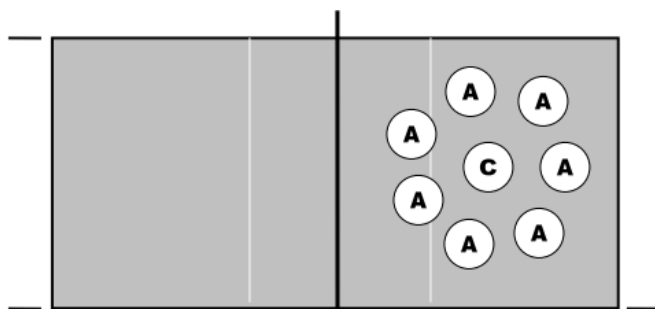
Stretching

Warm-Up Drills

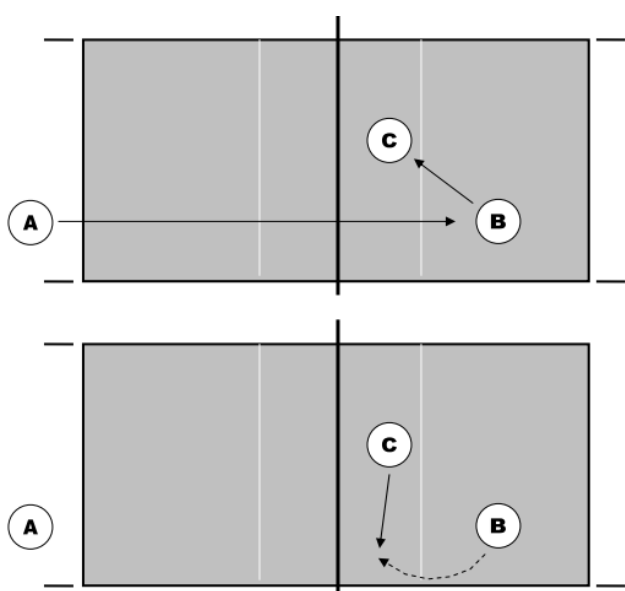
1. Circle Passing Drill

The athletes (A) will form a rough circle on one side of the net. The coach (C) will stand in the middle of the circle and initiate the drill by tossing the ball to

one of the athletes, who will pass the ball back to the coach. The coach in turn will pass (or toss) the ball to a different athlete, who will pass it back to the coach, and so on.



2. BASE Drill - One player will be stationed at each position: A, B and C. The remaining players will form a line off the court behind position A. 1) The ball is tossed over the net from Player A to Player B. Since every ball comes from over the net, the sooner you begin teaching this drill, the sooner your athletes will develop the correct habits. 2) Player B passes the ball to Player C with either an overhead or a forearm pass, and then approaches the net. 3) Player C bump sets the ball to Player B, who is standing 2 meters from the net. Player B catches the ball and rolls it under the net to the next Player A in line. 4) When the drill has been executed and the next player in line moves to position A, the player previously in position A moves to position B, the player previously in position B moves to position C, and the player previously in position C moves to the last position in line behind position A.



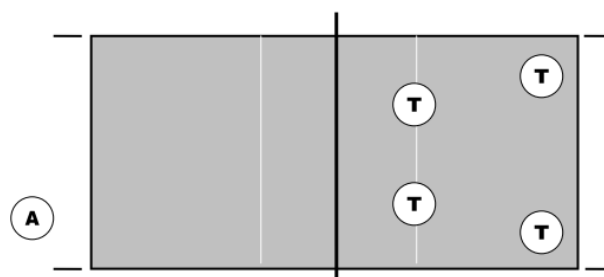
Main part

35 - 40 min

Volleyball Skills

Underhand Serve

1. Ball Toss Drill - The athlete repeatedly tosses the ball straight up and back down into the same hand.
2. Serve to Target Drill - The targets are placed on the opposite side of the net - two targets 3 meters from the net and 2 meters from each sideline; two targets 2 meters from the back line and 1 meter from each sideline. The targets can be folding chairs laid flat, open newspapers, chalk outlines, or even teammates sitting or lying on the floor. The targets should all be horizontal to better train the servers to serve into the court, but away from the opposing players who will be standing (vertical). Each athlete serves 10 balls to these targets as verbally and visually identified by the coach (deep right, short left, etc.). Immediately following each serve, the athlete runs to a prescribed defensive position on the court, mimicking game conditions, and then runs back to the service line for the next serve. For each target the athlete can hit, one point is awarded.

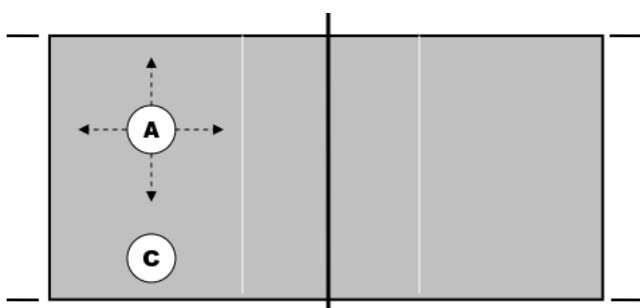


Passing

3. Compass Drill - The athlete (A) will assume the correct passing position facing the coach (C) approximately 3 meters away. The coach will initiate the drill by tossing the ball directly in front of the athlete, who will pass the ball back to the coach. The coach will then toss the ball 1 meter to the left of the athlete, who will pass it back to the coach, who will toss the ball 1 meter behind the athlete, who will pass it back to the coach, who will toss the ball 1 meter to the right of the athlete, who will pass it back to the coach, who will toss the ball 1 meter (3 feet) in front of the athlete. The drill then repeats 4 more times. Each time the athlete moves the feet to the ball, he/she must return to the original ready position to await the next toss - the athlete should not anticipate the next toss and run to that position ahead of time.

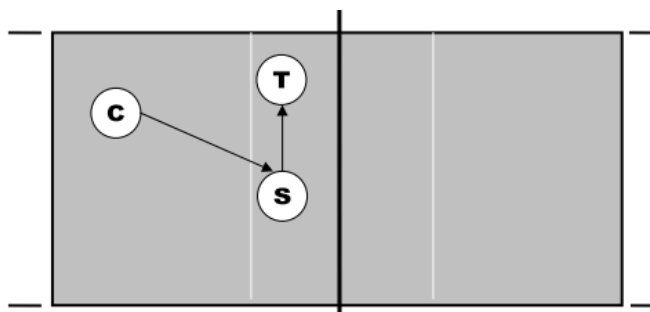
4. Flick Drill - In this drill the athlete will stand in the correct setting position facing the coach 1 meter (3 feet) away. The coach will gently toss the ball into the hands of the athlete, who will "flick" or

snap the ball as quickly as possible directly back to the coach in a straight line. The coach's hands should be held in front of his/her face as the target for the athlete to aim for. As the athlete gains confidence, the coach should slowly move his/her hands higher above the head and make the toss from farther away so that the athlete can begin putting arc on the set rather than a straight line. The purpose of this drill is to allow the athlete to practice: (1) getting the hands up in the proper position early, (2) waiting for the ball to contact the hands before setting it, and (3) flicking the ball rather than hitting it with the hands



5. Run Down Drill - In this drill, the setter (S) will begin in the front right position. The coach (C) will initiate the drill by tossing the ball to the setter, who will hand-set the ball to a stationary target (T). The focus of the drill is for the setter to move their feet to the ball as quickly as possible to allow time to stop, face the target, set the hands and body in the proper position, and deliver the ball accurately. The tosses from the coach should correspond to the ability level of the setter in-

involved in the drill - low, gentle tosses for a beginning setter trying to gain confidence, and high spinning tosses off the net for more experienced setters.



6. Game

Source:

https://resources.specialolympics.org/sports-essentials/sports-and-coaching/volleyball/indoor-volleyball?_ga=2.251074564.329634433.1673159636-2064112575.1637695665

Cool down

5 min

Light stretching exercises and debriefing

Please add a pictures (or more) from the practice.

Sources:

<https://www.sun-sentinel.com/community/gateway-gazette/fl-cn-sp-boynton-beach-park-vista-volleyball-20190612-20190606-s7tskhsj2beipg3hjtqntnwc2q-story.html>





ARCHERY

ARTISTIC GYMNASTICS

ATHLETICS

BASKETBALL

BOCCIA

BOWLING

FIT5

FLOORBALL

FOOTBALL

HANDBALL

JUDO

NETBALL

POWERLIFTING

RHYTHMIC GYMNASTIC

SNOWSHOE

SWIMMING

TABLE TENNIS

VOLLEYBALL

WATER POLO 

YOUNG ATHLETES



The purpose of your practice is:

- ☐ Competition/elite sport
- ☒ Grassroots/Recreational sport
- ☒ Enhancing physical activity of persons with disabilities
- ☒ Community inclusion through sport
- ☒ Rising awareness

Type of your practice:

- ☒ Inclusive – people with disabilities and people without training together
- ☐ Segregated – only for persons with disabilities
- ☐ Parallel – people with disabilities and people without training at the same gym/terrene at the same time

Weekly activities?

- ☒ Once per week
- ☐ Twice per week
- ☐ Three times per week
- ☐ More (please clarify)

Do you provide any specific sport training?

- ☒ Sport water polo
- ☐ Not specified

Number of participants in one training session

15

Number of coaches/assistants/ parents/volunteers

2

Timing of each training session

60 min

Target group:

People with:

- ☒ Intellectual disabilities
- ☐ Physical disabilities
- ☐ Multiple disabilities
- ☒ Behavior disorders
- ☒ Psychological/mental disorders

What adaptation do you apply in your training sessions?

Teaching or coaching style

(For example, do you use mainly verbal instruction or manual demonstration?

If you mix it up what works best? Are you serious or relaxed?

Do you ask for athletes opinions, listen to their concerns?)

First verbal instructions, and then demonstrations.

The manual demonstration works the best. We are always relaxed and try to have fun. We are always open for discussion.

Rules and regulations

(For example, are the rules flexible in all situations?

When can they be?

What regulations or codes do you have in place and how closely are they followed?)

Rules are adapted, depending on the individual's disability.

Less contact and less aggressiveness is applied, but the game rules are the same.

Environment

(For example, consider the surface, lighting, noise and physical surrounds that impact on your athletes participation.

What is distracting?

What can be changed?)

We play outside in the sea, only in the summer season. There are many distractions, but we manage to do it.

Comments: Recreational basketball turned out to be a great activity, because there is no pressure of winning, it is very dynamic, and it strengthens their focus.

Equipment

(For example, consider the size, colour, texture, weight and orientation of equipment and how they impact on participation.)

Equipment is the same as usual

Step by step detailed explanation of the practice with pictures (Methodology):

Warming up

10 minutes dry warm-up, 5 minutes shooting movement warm-up

Main part

40 minutes

Passing the ball, we are playing games to finish the warm-up and we are passing the ball to each other. Demonstration on leading the ball and taking the ball. Then a small game, goal shootings and cool down.

Cool down

10 minutes

Please add a picture (or more) from the practice.





ARCHERY	
ARTISTIC GYMNASTICS	
ATHLETICS	
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YOUNG ATHLETES

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Weekly activities?

- ☒ Once per week
- ☐ Twice per week
- ☐ Three times per week
- ☐ More (please clarify)

Do you provide any specific sport training?

- ☐ Sport: (write the sport for ex. basketball, football, gymnastics, etc.)
- ☒ Not specified

Number of participants in one training session

8

Number of coaches/assistants/ parents/volunteers

1 coach, 8 parents/siblings

Timing of each training session

35 min

Target group:

People with:

- ☒ Intellectual disabilities
- ☐ Physical disabilities
- ☐ Multiple disabilities
- ☐ Behavior disorders
- ☐ Psychological/mental disorders

What adaptation do you apply in your training sessions?

Teaching or coaching style

(For example, do you use mainly verbal instruction or manual demonstration?

If you mix it up what works best? Are you serious or relaxed?

Do you ask for athletes opinions, listen to their concerns?)

Coaching is based mainly on demonstrations, peer tutoring, and movement support. We encourage

communication and interaction between relatives and kids. In addition, one of our goals is exchanging experiences between participants.

Rules and regulations

(For example, are the rules flexible in all situations?

When can they be?

What regulations or codes do you have in place and how closely are they followed?)

There are rules related to the discipline. Participants should be on time and dressed in appropriate sports clothes and shoes. Their parents/ siblings are present.

Environment

(For example, consider the surface, lighting, noise and physical surrounds that impact on your athletes participation.

What is distracting?

What can be changed?)

The training is conducted at a small sports hall.

Equipment

(For example, consider the size, colour, texture, weight and orientation of equipment and how they impact on participation.)

Yoga mats, parachute, cones, balls, scarves, floor marks

Step by step detailed explanation of the practice with pictures (Methodology):

Warming up

5 min

The training starts with a comprehensive warm-up, warming up all parts of the body – parents supporting their children. We use the follow the leader approach where the children copy the movements of the coach.

Main part

25 min

Our workouts are aligned with how the Young Athletes Program of the Special Olympics approaches youngsters. We start with skill development.

Foundational skills:

1. Tunnels and bridges – Adults and children make tunnels by touching the ground with their feet and hands, sending their hips into the air. Other children crawl through the tunnels. Adults and children make bridges by getting down onto hands and knees. Other children try to climb over the bridges.
2. Magic Carpet Ride – The child sits on a blanket, holding the edges. An adult grasps the other end of the blanket and pulls it so that the child slides along the floor. The adult can pull the blanket faster as the child becomes comfortable. Safety is important with this activity. Demonstrate the activity

and ensure the child is able to hold on tight to the blanket to prevent them from falling off.

3. Walking and running:

4. Side Stepping - Children are facing forward and step to the right or left onto a variety of floor markers.

5. Run and Carry - Children run a distance, pick up an object from the ground and run back to the starting point. Repeat several times for endurance. When playing with two or more children, they can pass the object to each other after running a distance.

Trapping:

6. Rolling and Trapping - Children sit in a circle facing inside the circle with legs stretched wide

so that their feet touch to form a diamond shape. They roll the ball to each other and catch or stop it with their hands. Progress this activity by decreasing the size of the ball or rolling it faster. Have children kneel to increase the challenge.

Source: <https://resources.specialolympics.org/sports-essentials/young-athletes>

Cool down

5 min

Singing a song with appropriate movements.

Please add a pictures (or more) from the practice.

Sources:

<https://specialolympics.org.nz/what-we-do/young-athletes/>





≡ Tips and Tricks for Sports Experts ≡

Coaching individuals with intellectual disabilities can be a rewarding experience, but it also comes with its own set of challenges. In order to be successful, coaches need to be well-informed, patient, and adaptable.

Here are some tips and tricks to help coaches work with athletes with intellectual disabilities:

- **Understand the athletes' abilities and limitations.** Each athlete with an intellectual disability is unique and has their own strengths and weaknesses. It's important for coaches to understand the individual capabilities of each athlete, and adjust their coaching style and expectations accordingly.
- **Use visual aids and hands-on demonstrations.** People with intellectual disabilities may have difficulty understanding verbal instructions. Coaches can use visual aids, such as pictures or videos, to help explain concepts. Hands-on demonstrations can also be helpful in reinforcing the instructions.
- **Keep instructions simple and clear.** Athletes with intellectual disabilities may have difficulty processing complex information. Coaches should keep instructions simple and clear, and provide plenty of repetition and practice.
- **Encourage teamwork and socialization.** Team sports can be particularly beneficial for individuals with intellectual disabilities, as they provide opportunities for socialization and teamwork. Coaches should encourage athletes to interact and support one another.
- **Use positive reinforcement.** People with intellectual disabilities may need extra encouragement and positive reinforcement to stay motivated. Coaches should focus on praising athletes for their efforts and progress, rather than criticizing mistakes.
- **Be patient and adaptable.** Coaching individuals with intellectual disabilities requires patience and adaptability. Coaches should be willing to adjust their teaching methods as needed, and take extra time if necessary to ensure that athletes understand and can perform the skills being taught.
- **Promote independence.** People with intellectual disabilities may require extra assistance in performing certain tasks. However, coaches should

encourage athletes to become as independent as possible, and to take an active role in their own training and development.

- **Provide clear rules and expectations.** Individuals with intellectual disabilities may have difficulty understanding abstract concepts such as rules and expectations. Coaches should be clear and consistent with their rules and expectations, and provide examples of appropriate and inappropriate behavior.
- **Communicate with parents and caregivers.** Athletes with intellectual disabilities often have parents or caregivers who are involved with their care. Coaches should communicate regularly with caregivers to ensure that everyone is on the same page and that the athlete's needs are being met.
- **Have fun!** Coaching individuals with intellectual disabilities should be an enjoyable and rewarding experience. Coaches should remember to have fun and to celebrate the successes and progress of their athletes.

Coaching individuals with intellectual disabilities requires patience, adaptability, and a willingness to understand the unique needs of each athlete. By understanding the athletes' abilities and limitations, using visual aids and hands-on demonstrations, keeping instructions simple and clear, encouraging teamwork and socialization, using positive reinforcement, being patient and adaptable, promoting independence, providing clear rules and expectations, communicating with parents and caregivers, and having fun, coaches can help athletes with intellectual disabilities achieve their full potential and experience the joys and benefits of sports.

Working with athletes with intellectual disabilities includes a very important aspect as well – to be aware of potential pitfalls, and to avoid certain practices that could be harmful to the athletes.

Here are some actions that sport coaches should avoid when working with people with intellectual disabilities:

- **Making assumptions:** Athletes with intellectual disabilities are unique individuals, and should not be grouped together or treated as a single entity. It's important for coaches to understand the indi-

vidual abilities and limitations of each athlete and not make assumptions about their capabilities.

- **Using jargon or technical terms:** Athletes with intellectual disabilities may have difficulty understanding complex language or technical terms. Coaches should use simple and clear language when communicating with them.
- **Being overly critical:** Athletes with intellectual disabilities may require extra encouragement and positive reinforcement. Coaches should focus on praising athletes for their efforts and progress, rather than criticizing mistakes.
- **Ignoring safety concerns:** Athletes with intellectual disabilities may have additional safety concerns that need to be taken into consideration. Coaches should be aware of these concerns and take appropriate precautions to ensure the safety of their athletes.
- **Not providing adequate accommodations:** Athletes with intellectual disabilities may require additional accommodations to participate in sports, such as adaptive equipment or modified rules. Coaches should be aware of these needs and provide appropriate accommodations.
- **Not involving parents and caregivers:** Athletes with intellectual disabilities often have parents or caregivers who are involved in their care. Coaches should communicate regularly with them to ensure that everyone is on the same page, and that the athlete's needs are being met.
- **Failing to respect the athletes' autonomy:** Athletes with intellectual disabilities should be encour-

aged to take an active role in their own training and development. Coaches should respect their autonomy and not make decisions for them without their input.

- **Not being sensitive to the athletes' feelings:** Athletes with intellectual disabilities may be more sensitive to criticism or rejection. Coaches should be aware of this and be sensitive to their feelings.
- **Not providing appropriate feedback:** Athletes with intellectual disabilities may have difficulty understanding abstract concepts such as feedback. Coaches should provide clear, specific, and actionable feedback.
- **Not adapting the training program:** Athletes with intellectual disabilities have unique abilities and needs, and coaches should adapt their training program accordingly. Coaches should be willing to adjust their teaching methods as needed, and take extra time if necessary to ensure that all athletes understand and can perform the skills being taught.

In conclusion, sports coaches play a vital role in the development and success of athletes with intellectual disabilities. By avoiding assumptions, using simple language, providing positive reinforcement, ensuring safety, providing accommodations, involving parents and caregivers, respecting autonomy, being sensitive to feelings, providing appropriate feedback, adapting training program, coaches can help athletes with intellectual disabilities achieve their full potential and experience the joys and benefits of sports.





≡The power of Sports≡

Sports have the power to change lives – this is especially true for individuals with intellectual disabilities. Special Olympics and other sports programs for people with intellectual disabilities provide opportunities for athletes to develop physical fitness, demonstrate courage, and experience joy and friendship. These programs also help to promote acceptance and inclusion for people with intellectual disabilities in their communities.

Physical fitness is a crucial component of overall health and well-being, and individuals with intellectual disabilities are no exception. Regular exercise can help them maintain a healthy weight, improve cardiovascular function, and strengthen muscles and bones. Participation in sports can also provide a sense of accomplishment and pride in their abilities, which can translate to other areas of their lives. This is particularly important for individuals with intellectual disabilities, who may face additional challenges in their daily lives.

In addition to the physical benefits, sports also provide opportunities for socialization and inclusion. Special Olympics and other sports programs provide opportunities for athletes to meet and interact with others who have similar abilities and challenges. This can help to reduce feelings of isolation, as well as promote acceptance and understanding among all members of the community. Athletes with intellectual disabilities can also showcase their abilities and tal-

ents to the wider community and challenge negative stereotypes.

Inclusive sports programs, such as adaptive sports, unified sports, and community programs, are designed to make sports accessible and welcoming to people of all abilities and backgrounds. These programs can have a positive impact on individuals and communities by promoting health and wellness, increasing social inclusion, and challenging stereotypes and discrimination.

However, there are still challenges involved with making sports truly inclusive. Many sports facilities and programs are not accessible to people with disabilities, and there is often a lack of awareness and understanding about the needs of athletes with disabilities. It's important that we continue to work to make sports more inclusive, and ensure that everyone has the opportunity to participate and benefit from the positive effects of sports.

In conclusion, sports have the power to change lives and improve the lives of people with intellectual disabilities. Through participation in sports, individuals with intellectual disabilities can develop physical fitness, self-esteem, and socialization skills, as well as promote acceptance and inclusion in their communities. It's important that we work to make sports more inclusive and accessible for people with intellectual disabilities, so that they too can experience the power of sports.



≡ Disclaimer and Authors ≡

The #SMILE Good Practices Toolkit is one of the deliverables of the “#SMILE – Sport, Motivation, Inclusion, Leadership, Engagement” Project, co-funded by the Erasmus + Programme of the European Union.

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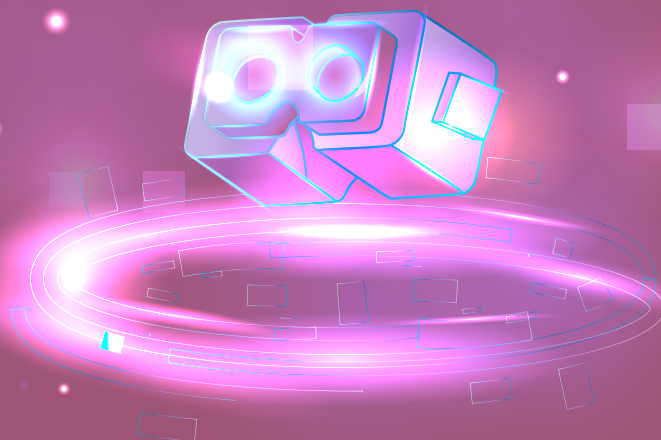
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≡ Good Practices Toolkit ≡

Sport, Motivation, Inclusion, Leadership, Engagement



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INCLUSIVE SPORTS
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