

A Guide for Inclusive Soccer

Offering Soccer to Athletes of All Abilities



Saskatchewan Soccer Association

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INTRODUCTION

Soccer is one of the most popular sports throughout the world. It brings people from different backgrounds together to enjoy and share a mutual passion.

Involvement in soccer, as well as other forms of physical activity, has the ability to improve a participant's quality of life in a variety of ways. Soccer is a great sport for athletes with disabilities because it is a sport that can be easily adapted to meet participants' abilities and needs, no matter their chronological age.

By being involved in soccer, any individual can experience several benefits to participation, including:

- increased energy levels,
- decreased risks of cardiovascular diseases,
- strengthening of bones and muscles,
- reduced risk of type 2 diabetes,
- increased fitness levels,
- increased range of motion,
- and all the while, making new friends, enjoying the outdoors, improving self-esteem, and promoting teamwork and inclusion.

This Athletes with a Disability (AWAD) Participation Guide has been written with three user groups in mind:

- parents, guardians, caregivers or supporters of a player with a disability,
- coaches who have athletes with disabilities on their team,
- Member Organizations who are looking to welcome athletes with disabilities onto their teams or into their organizations.

Saskatchewan Soccer Association (SSA) hopes that this guide will provide useful strategies, knowledge, and tools to get athletes of all ability levels



Photo: Pickering Soccer Club

involved in soccer and to provide the best possible playing experiences. Be assured that much of this guide could be used in any coaching session as it is about athletes having fun while developing in a positive and supportive environment.

The experiences of each child and athlete are individualized, and each athlete will have different experiences and needs—because of this, changes to an activity should be made on a case by case basis. Get creative by modifying the game in a way that is appropriate for each person. Modifying the game can be done in three main ways: changing the environment, changing the equipment, and changing the rules. This guide breaks modifications down further, according to different disabilities.



GETTING STARTED

Member Organizations who want to provide an inclusive environment should take steps to make their organization accessible.

Step 1: The Board or Organizational Group of the Member Organization can pass a motion at their Board meeting that states that they are welcoming to athletes of all abilities. Member Organizations should include information on their promotional materials or their website that states that they are welcoming to athletes with disabilities.

Step 2: It is important to provide coaches with the tools they need to coach athletes with disabilities, so refer coaches to resources where they can receive more information about specific disabilities and how to coach athletes (suggestions at the end of this Guide).

Step 3: Member Organizations may have a Special Information Form for parents/caregivers to fill out, which could include contact information of the parent or caregiver and special information about the athlete's needs, such as what they like, what makes them feel safe, how they should be addressed. Member Organizations should be prepared to place an athlete on teams or in programs that are different from the chronological age of the athlete, but more developmentally appropriate. Doing this will maintain a better developmental environment for the athlete and place the athlete with other athletes whose skill level is more closely matched.

Step 4: Most importantly, be willing to discuss with the athlete about how to make their playing experience the best experience possible; in some cases, parents/caregivers are also an essential resource and whenever possible, a meeting should be set up with them to learn more about the athlete's unique needs.

ATHLETE WELLBEING

An athlete's safety is the first concern prior to participating in soccer and certain plans and practices should be implemented to ensure all athletes are participating in a safe manner.

An Emergency Action Plan (EAP) is a plan which provides important information in case of an emergency. An EAP should be formed or updated prior to participation in case athletes have special medical information that caregivers or emergency personnel

would need, should a medical emergency occur. Coaches, parents, guardians, and/or caregivers are advised to have a valid CPR and First Aid certification in case any unforeseen circumstances occur. As well, prior to participation, the playing field should be checked by



the coach and/or referee in case of obstructions to the field that could harm participants (i.e.: gopher holes).

Involvement is an important objective in making athletes feel welcome and accepted in sport.

Sometimes, in order to include athletes with disabilities effectively, athletes may require additional one-on-one time to develop certain skills. Parents, other family members, and friends are encouraged to volunteer within their clubs so they can help with practices or skill clinics. Coaches may have little experience working with athletes with a disability, and parents or other family members who have first-hand knowledge of the athlete and their abilities will be able to provide insight on how practices and games can be individually tailored to enable success. In the early years of participation, it is encouraged that the athlete's parents/caregivers are the ones involved in their child's sport. Parents and children will grow together and everyone will learn new skills through becoming involved in soccer. The involvement of working with an athlete who has a disability can be extremely rewarding to both the

volunteers and the athletes. Through this experience, knowledge and empathy will be gained.

The sport of soccer strives to be inclusive, and with this being a main focus, it gives athletes with a disability the opportunities to play with their peers and teammates. Depending on the nature of the disability, some athletes will be able to fully participate in practices and games, whereas others may need modifications to be included. An inclusive environment promotes social skills including: teamwork, communication, fun, and understanding, rather than isolation. Having an increased enjoyment for soccer and being able to play with peers encourages a longer involvement in soccer. The longer the athlete is participating in the sport the greater the benefits they will gain from being involved. SSA strives to have all participants enjoy soccer throughout the entire lifespan.

DEVELOPING PHYSICAL LITERACY IN CHILDHOOD

Physical Literacy is the ability for an individual to move competently and confidently in all types of environments. Physical Literacy also includes the ability to recognize what is going on in the outer environment; such as being able to track the path of the ball and know where the athlete has to be to receive it. Throwing, catching, jumping, striking, running, kicking and agility, balance and coordination are fundamental movement skills (FMS). Physical literacy and the acquisition of FMS are key components for a healthy, fulfilling lifestyle, regardless of an individual's abilities, and are best taught at a young age and learned before the child hits puberty. FMS can be learned through soccer and when physical literacy is attained, children then are physically capable of participating in other sports as well. To develop physical

literacy, there will be a significant amount of trial and error on the parts of the athletes, coaches and parents/caregivers involved. Athletes with disabilities may not progress as fast or pick up new skills as easily as their counterparts, but it is important to remain patient and encourage the athlete. While progressing forward and learning new skills, each additional skill may be difficult for the athletes to grasp at the same pace. Be conscientious and up the new skills. It is important to have a plan in place to help the athlete learn and be included in the acquisition of these new skills. Both coaches and parents/caregivers should work together in determining the proper time frame for helping the athletes move forward.

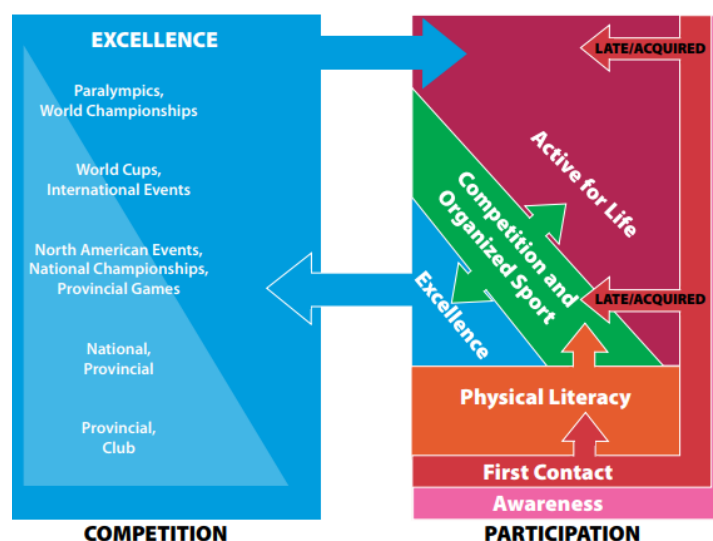
LONG-TERM PLAYER DEVELOPMENT

Long-Term Player Development (LTPD) is a plan for athlete development that is designed to give individuals an optimal sport experience at every stage of their life by putting their needs front and centre. LTPD begins by developing physical literacy and FMS at the youngest ages and then introducing competition in an age and developmentally appropriate way. Research has shown that by rushing into competitions, shortcomings may emerge in athletes' development that may hinder performance in the long term.

A balanced plan of training, competition, and recovery leads to better development, longer involvement, higher achievement in sport, and lifelong physical wellness. This philosophy hopes to decrease the amount of dropout that occurs during early years of sport. LTPD encourages logical training programs through seven stages (Active Start, FUNdamentals, Learning to Train, Training to Train, Training to Compete, Training to Win, Soccer For Life) to allow athletes to reach their maximum potential, (Balyi, et al.). LTPD for AWAD has two additional stages for the inclusion of athletes with disabilities which run parallel to the seven stages mentioned. These two parallel stages are: Awareness and First Contact. These stages are designed to help the athlete with a disability feel more accepted and comfortable with the group they join. They can be relevant at any age due to the nature of the disability, or if a disability is acquired later in life, such as from a car accident or the after affects of an illness. For the purpose of these guidelines, we will only focus on the first five stages as well as the ninth stage.

Stage 1: Awareness

The Awareness stage of LTPD brings the attention of the community, as well as the players, to how an athlete with a disability might participate in soccer. This stage also brings to the attention of the individual with a disability the opportunities to participate in physical activity no matter what level of skill. The first step is to make it known that there are safe places where athletes can go to be involved and develop physical literacy skills. This could be done through MO newsletters, emails and websites, but it also comes from relationship building with other community groups and programs including: schools, Special Olympics, Paraspport groups, health and medical care facilities.





Stage 2: First Contact

The First Contact stage is when the athlete first begins to participate in soccer. For the athlete to feel included it is important to give a positive first experience. This means giving the athlete the opportunity to succeed in the situation that they participate in. When an athlete is more successful they are more likely to feel confident and participate more fully in activities. It is important for both the parents and the coaches to get involved in making sure that the athlete finds something that they enjoy doing on a regular basis.

Before they start to play soccer it is important to make the athlete feel comfortable with their surroundings. This can be done by taking the athlete on a tour of the facility where they will be practicing and allowing them to watch what happens at a practice before they decide to participate. With the help of the parents/caregivers, educate those who will be working with the athlete, so they are informed on the range of the athlete's abilities.

Stage 3: Active Start

The goal of Active Start is to get the athlete comfortable with a soccer ball while developing FMS;

children should move early and often in the first years of life. This stage is shown to enhance development of brain functions, coordination, social skills, gross motor skills, emotional development, leadership, and imagination (Canadian Sport Centres). Play at this stage often includes play with parents, caregivers, family and friends and 'making friends with the ball'. Encourage play with one another and becoming comfortable with the ball; do not focus on winning or losing by keeping score. The key for success in this stage is to keep participants interested in soccer through encouraging fun over winning. Build opportunities for athletes to experience success, such as allowing athletes to score on parents and/or coaches.

Athletes who have a disability may require more help to learn the same skills as their peers, and in certain cases, changes may need to be made to the equipment, environment, or rules to ensure that the athletes are successful. Athletes with disabilities may require skills to be broken down into smaller steps, or complete a larger number of repetitions in order to learn and develop their abilities. There is also the option to change the environment, such as the dimensions of the drill or the playing field, to change the equipment such as the type or size of the ball, and to change the rules of the sport (ex. everyone on the team must touch the ball before shooting on the net). Be creative in changing aspects of the sport, but maintain the characteristics of and keep the main goals and objectives of soccer.

Stage 4: FUNdamentals

In Stage 4 of the LTPD model, athletes learn the basics of soccer. The FUNdamentals stage has more structure in the teaching of the athlete. Practices within this stage should focus on the technical aspects of the sport

achieving ball mastery, such as learning to provide support, proper passing and shooting techniques, and reading plays. Athletes should further develop their agility, balance, coordination and speed. Coaches should start with teaching set plays and structured games. This will help the athlete feel comfortable handling the ball in a realistic setting. The coaches should make sure that the athletes are finding success in these new skills; if not, a new plan may need to be implemented. Athletes' fun and success in the sport will greatly increase their interest to continue to participate in soccer.

The team will contain athletes of different skills and abilities- it is important to ensure that all athletes are given equal opportunity to work and develop their skills. Coaches should ensure that all athletes are able to learn within the group setting and that each individual is enjoying themselves. Athletes with a disability may have difficulty in understanding or executing set plays or reading plays. Coaches should be prepared to teach processes in a few different ways in order to help with knowledge acquisition.

Stage 5: Learning to Train

In the Learning to Train stage, athletes begin to move from a self-centred approach to a self-critical approach to soccer. They will start to recognize what they are doing incorrectly and correct it themselves. Structure in practices is increasingly important at this stage. The increased structure from drills will help develop work ethic and discipline when training, which then transfer into a game setting. Other skills such as player communication, moving into space, and marking players will also be taught in this stage. These skills will help the athlete develop situational awareness and become more focused during the game. During this

time it is important to continue working on flexibility, speed, and agility as well. These can be incorporated in the warm up and cool down of the practices or before and after games. While the athletes practice various skills they should see improvement in not only these soccer skills, but also in their coordination and motor skills.



Knowing how to modify soccer to make it accessible for all athletes can make them feel comfortable with their skill acquisition. Most skills will be achieved through repetition, but finding creative ways to practice repetition is key. Depending on the athlete's disabilities certain positions may suit the athlete better. During practices be sure to try out different formations on the field to allow everyone to get equal playing opportunities. At this stage, the introduction of goalkeepers may occur. Give all athletes an opportunity to experience playing this position. You may find an athlete who loves this position, as well as others who do not.

Stage 9: Active for Life

Knowing how to modify soccer to make it accessible for all athletes can make them feel comfortable with their



Photo: Canada Soccer

skill acquisition. Most skills will be achieved through repetition, but finding creative ways to practice repetition is key. Depending on the athlete's disabilities certain positions may suit the athlete better. During practices be sure to try out different formations on the field to allow everyone to get equal playing opportunities. At this stage the introduction of goalkeepers may occur. Give all athletes an opportunity to experience playing this position. You may find an athlete who loves this position, as well as others who do not.

INTERACTING WITH ATHLETES WITH DISABILITIES

Athletes who have disabilities should be treated with the same respect as any other athlete. Ensure that all athletes feel welcome and included. When communicating with someone who has a disability, speak to that person directly, and refer to an athlete as an individual rather than by their disability. As well, when referring to a person with a disability, make sure to talk about the person first, and disability second. Ask the athlete how they prefer to refer to their disability. Some athletes may still be coming to terms with their disability, so it is important for everyone to understand that their disability does not define them as a person. While, in some cases, it may take longer for the athlete to pick up a skill or do an activity, it is crucial to practice

patience and understanding. Allow the athlete to participate with other athletes and only assist if need be. Through inclusion, all athletes will have the chance to learn together. It is important to remember that no two disabilities are exactly alike, no two people experience a disability the same way, and what might work for one athlete may not work for another. Soccer is a great way for people of all abilities to come together and participate in a shared passion.

ATHLETES WITH INTELLECTUAL DISABILITIES

Intellectual disabilities refer to a cognitive impairment affecting brain function. Some people are born with an intellectual disability, while other people have an intellectual disability that is caused by an accident or medical condition. Autism Spectrum Disorder, Down Syndrome, and other cognitive and learning disabilities are some examples of intellectual disabilities. Adaptive behaviour refers to an individual's conceptual, social, and practical skills, and whether they meet the same standards as others their age. This may be seen in the early years of development through deficits in sensory-motor, communication, self-help, and socialization skills. Reasoning and judgement will also begin to be challenged as people begin to get older.

Key Characteristics

- Occurs during the developmental period (0-18yrs).
- Lower intellectual functioning.
- Deficits in adaptive behaviour.
- Participants may be delayed in developing basic motor skills.
- Intellectual Disabilities can sometimes accompany other disabilities.

Implications for Sport Participation

- Participants will have varying levels of abilities.
- Participants may require basic motor skill development as a prerequisite to performing FMS or sport specific skills.
- Some athletes may need special equipment.
- Athletes may be overwhelmed by information (noise, colours, activity) during practical work.

Special Considerations

- As a coach, treat these athletes like every other athlete on the team.
- Talk to parents or care-givers for instructions on special circumstances.
- If coaching athletes with Down Syndrome, determine if they have been cleared for Atlanto-axial instability.
- A large number of athletes use medication for medical or behavioural reasons. Be aware of medications athletes may be on and if there are warnings for physical activity.
- Athletes may have difficulty transferring skills between techniques.
- Athletes can become comfortable with their routines and resist change.
- Don't be afraid to ask the athlete or parents/caregivers if there are any questions.



Photo: Samantha Stom-Anthony,
Special Olympics Saskatchewan

Strategies to Adjust Soccer

- Change of equipment: size of balls, type of ball, etc.
- Have multiple small drills to focus on one skill rather than one large drill focusing on multiple skills.
- Involve parents/caregivers or friends to allow them to play with their children one-on-one.
- Practice drills with less players and slowly introduce more players throughout the practice.
- Set up zones for athletes to play in, as well as time restrictions with the ball. This allows for constant movement and teamwork.

ATHLETES WITH BRAIN INJURIES

Acquired Brain Injuries (ABI), Traumatic Brain Injury (TBI) and Hemiplegia are names for disabilities resulting from damage to the brain.

Key Characteristics

- ABI is an injury acquired after birth with damaging conditions to the brain. TBI implies trauma to the head either from a direct blow or a residual effect of an accident.
- Both conditions may cause temporary or permanent damage to the brain due to pressure from swelling or direct damage from the trauma. Depending on which part of the brain was affected, symptoms may include: change in motor control, personality, and/or cognitive abilities.
- Hemiplegia involves paralysis or partial paralysis of one side of the body. It may be caused by a variety of factors including stroke, head trauma, or Cerebral Palsy.

Implications for Sport Participation

- Athletes may have poor balance, coordination and/or lack of spatial awareness, as well as impulsive or poor judgement.

- Athletes may have problems with rapid controlled movements or rapid decision-making.
- Persons with Hemiplegia often have trouble with movement patterns that may be present in the arms and/or legs. Athletes may have a tendency to compensate to their strong side to maintain balance.

Special Considerations

- Communicate with the athlete and parents/caregivers to determine what the athlete can and cannot do. Work slowly to extend the intensity, duration, and complexity of their athletic activities.
- For athletes who have personality or cognitive issues, collaborate with their parents/caregivers on their special needs.
- Keep in mind that athletes may have physical disabilities as well.

Strategies to Adjust Soccer

- Increase the size of the ball, instead of using a size 3 ball, use a size 5 or larger.
- Change the size of the playing field to reduce the amount of movement and enhance ball control. Slowly increase playing field throughout practice.
- Provide zones for the players to play in, such as two to three players in each zone.
- For athletes who need to use extra support for balance allow them to play with their crutches or mobility device for support, if they have any.
- Have multiple small drills to focus on one skill rather than one large drill focusing on multiple skills.
- Parents should be encouraged to play with their children and learn together.

AMBULANT DISABILITIES

Ambulant disabilities refer to people with a wide range of disabilities who are not regular wheelchair users. This could include, for example, people who have diabetes, epilepsy, multiple sclerosis, athletes with amputations, or cerebral palsy.

ATHLETES WITH AMPUTATIONS

An amputee is a person who is missing all or part of a limb (arm or leg). Not all amputees are alike. Some



athletes were born without a limb or parts of a limb. Others have lost limbs or part of limbs through illnesses, such as cancer or diabetes, or as a result of an accident. Amputations can affect an individual's balance and ability to move. In order to

help improve an individual's movement, some athletes wear prostheses. A prosthesis is an artificial device that replaces a missing body part. Athletes who want to play soccer may have a combination of lower limb and upper limb amputations. Proper measures should be taken to ensure the safety of the athlete for themselves and the other players.

Key Characteristics

- Loss of a limb can either be congenital or acquired.
- With the use of prosthesis many athletes can compete in both able-bodied sports and Paralympic sports.

Implications for Sport Participation

- Lower limb amputees may use increased amount of energy for sport activities. This may cause them to fatigue more rapidly. Shorten playing times (length of games or length of time between substitutions).
- Amputation can affect the body's cooling system resulting in dehydration sooner than might typically be expected.
- Young amputees typically start with a basic prosthesis and as they mature will move into more expensive, bespoke devices, including special sport prostheses to help them participate in soccer.

Safety Considerations

- Care of the limb is critical and done daily for those with amputations. Sport participation may place additional wear and tear on both the limb and the prosthesis in use. It is important for the athletes and caregivers to pay attention to any breakdown in the skin of the limb and to any hair follicle infections.
- Ensure the right thickness of stump sock is worn and kept dry. This is to help prevent skin irritations and blisters.

Special Considerations

- As a coach treat these athletes like every other athlete under your supervision.
- Coaches should be aware if athletes have to adjust their prosthesis or adjust participation in some way.

Strategies to Adjust Soccer

- Vary the size and/or weight of the ball to see what is best for the athlete.
- Change the size of the playing field to reduce the amount of movement and enhance ball control.

- Slowly increase playing field throughout practice.
- Provide zones for the players to play in, such as two players in each zone.
- Allow athletes to use their crutches or mobility device and to control the ball with them but not to strike the ball with a crutch.

CEREBRAL PALSY

Cerebral Palsy (CP) is a condition that damages the areas of the brain that control movement and body posture. This damage can occur before, during and after birth due to a



delay in oxygen getting to the brain. The disability may have no visible signs, or it may cause lack of control of facial and limb movements, muscle weakness, paralysis, speech difficulties. CP is a spectrum disorder where the individual can have a mild or severe case. Canada has its own Men's National Team for athletes with mild cerebral palsy, brain injury or stroke, as 7-side soccer is an official Paralympic sport.

Key Characteristics

- CP can affect the arms, legs, trunk, or head, and may affect one side of the body more than the other.
- Some athletes are able to run, walk and talk, but some may have mobility and speech impairments.

- There are three major types:
 - **Spastic CP:** characterized by weak muscle tone, poor coordination, and muscle contractures, which make the limbs “stiff”.
 - **Athetoid CP:** characterized by almost continuous uncontrolled, purposeless movements that may involve the face as well as limbs.
 - **Ataxic CP:** Characterized by poor balance, uncoordinated movements, and a lack of spatial awareness.

Special Considerations

- Calm, well-rested, and well-fed athletes learn and perform best.
- Do not teach new skills when the athlete is fatigued or frustrated.
- Break skills down into smaller steps. Once the skill is learned, progress to the next step.
- Some athletes will have speech difficulties. Ask for clarification if unsure of what the athlete has said.

Implications for Sport Participation

- Due to the lack of coordination and difficulty with rapid movements CP makes high level participation in ball sports or other sports with fast movements challenging.
- Parents may initially appear overprotective of their child as they may have very little prior physical participation.

Safety Considerations

- Coordination and balance are affected, which increases the risk of falling. Remove objects that could pose as a hazard.
- Tasks that include rapid controlled movements should take precautions to avoid collisions.

CEREBRAL PALSY, STROKE or ACQUIRED BRAIN INJURY?

CAN
YOU PLAY
FOR
CANADA?

YES YOU CAN!

JOIN THE NATIONAL
PARA SOCCER TEAM!
#canPara

CONTACT
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CANADA



Strategies to Adjust Soccer

- Vary the size and/or weight of the ball to see what is best for the athlete.
- Reduce the size of the playing field to reduce the amount of movement and enhance ball control. Slowly increase playing field throughout practice.
- Provide zones for the players to play in.
- For athletes who need to use extra support for balance allow them to play with their crutches, if they have any. However, avoid using their crutches to hit the ball.

SENSORY IMPAIRMENT

Sensory impairments refer to the loss of an ability of what is considered normal function. The two most prominent sensory impairments are loss of sight and loss of hearing. These impairments are on a spectrum from complete loss to partial loss.

Key Characteristics

- **Blind or Partially Sighted:** an athlete may have partial sight or may be completely blind. Some individuals with visual impairments can distinguish only the difference between light and dark. Others see a mist, as if a thick white curtain were always in front of their eyes. Some see the world around the edges of a dark area in the centre of their eyes, never seeing a whole shape, but only its top,

bottom or sides. For others, everything is blocked off but a tiny speck of light. Some see nothing at all. With some conditions, vision may be progressively lost. Blindness may be congenital or acquired. Individuals born without sight may learn differently than people who have lost their vision later in life.

- **Deaf or Hard of Hearing:** Hearing loss may occur from birth, or may happen gradually. Common signs of hearing loss are straining to hear, speech delays in children, communication difficulties, selective hearing, withdrawing from social contact, and behavioural characteristics (turning up TV volume excessively). People who have hearing loss may be unable to hear certain tones or pitches, or hear no sound at all.



Implications for Sport Participation

- Athletes who are visually impaired may require a guide to support them in some sports.
- Many deaf athletes can compete in able-bodied sports and accommodations can be made to ensure the athletes can receive and understand decisions made by referees and other officials.
- Coloured flags can be useful instead of whistles.

Safety Considerations

- Athletes with sensory impairments need well established signals to alert them of any dangers. A “stop immediately”, such as the timeout signal, has to be clear so that everyone can understand.

Special Considerations

- A coach must find quick and efficient ways to communicate with athletes. Clear concise verbal instructions, turning and speaking directly to the athlete, visual instructions, or physically assisting the athlete may be options. Gain permission prior to physically assisting the athlete.
- Consider the period of time that they’ve had the impairment. The individual may have been able to adapt or remember past experience with soccer.



Strategies to Adjust Soccer for Visual Disabilities

- Using high visibility jerseys as a way to differentiate teams (Yellow, Orange, etc.).
- ‘Paint the Picture’: Ensure players have the chance to walk the field so they can orient themselves. This would include touching goalposts and walls if playing indoors. They will want to know about the playing surface, who else is in their immediate location and about the other players.

- Have the participants play with a high visibility ball if partial loss of vision. With full vision loss use a ball that rattles or makes noise to allow the athletes to track the ball.
- Players should be encouraged to use the word ‘voy’ when they are playing. This allows other players to locate them on the field. ‘Voy’ is the international standard word for blind soccer. Bells on other players to help determine where they are in relation to the athlete.
- Use guides and coaches on the sideline and behind each goal to instruct where people should go. Parents could be an option providing that communication is informative and not distracting.
- Reduce the number of players to reduce the likelihood of a collision. If this is the case have multiple games/drills at once to ensure everyone gets involved but be cognisant of too much noise—too many balls rattling can be confusing.

Strategies to Adjust Soccer for Hearing Impairments

- Use lights or coloured flags as signals.
- Make the athlete aware that when play is stopped with the use of flags or signals.
- Slow down the pace of the games/drills to reduce the chance of collisions.
- Instruct other athletes to speak clearly and adjust communication styles as necessary.
- Place other coaches and volunteers around the field edge to allow for quick communication.
- Position yourself in front of the players as some may be quite comfortable lip reading.
- Provide concise instructions before sending the players onto the field. It is time consuming each time you need to bring the group in to talk to them.

RESOURCES

Canadian Amputee Sports Association

www.canadianamputeesports.ca

Canadian Association of Athletes with an Intellectual Disability

www.caaid.ca

Canadian Blind Sports Association

www.canadianblindsports.ca

Canadian Cerebral Palsy Sports Association

www.ccpsa.ca/en/

Canadian Deaf Sports Association

www.assc-cdsa.com

Canadian Paralympic Committee

www.paralympic.ca

Canadian Soccer Association

www.canadasoccer.com

Coaching Association of Canada

www.coach.ca

Football Association

<http://www.thefa.com/get-involved/player/disability>

Ontario Soccer

<http://www.ontariosoccer.net/page/show/3174262-accessibility-and-disability-soccer>

Physical Literacy for Life

www.physicalliteracy.ca

Powerchair Football Canada

www.powerchairfootballcanada.com

Saskatchewan Blind Sports Association

www.saskblindsports.ca

Saskatchewan Wheelchair Sports Association

www.swsa.ca

Special Olympics Saskatchewan

www.specialolympics.ca/saskatchewan

Sport for Life Society

www.sportforlife.ca

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ACKNOWLEDGEMENTS

Special thanks to the following individuals for their contributions to and support of this Guide:

Dave Nutt, Manager of Development Operations, Canada Soccer Association

John Clubb, Manager of Grassroots Development, Alberta Soccer Association

Matt Greenwood, Executive Director of Pickering Soccer

Matthew Seip

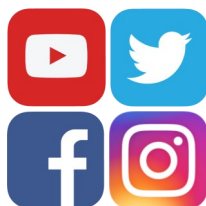
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Saskatchewan Soccer Association (SSA) is the designated Provincial Sport Governing Body (PSGB) for the sport of soccer in Saskatchewan and is a full member of Canadian Soccer Association (CSA). As such, SSA is entrusted by the statutes of FIFA and the constitutions of CSA and SSA with the mandate of fostering, developing and promoting soccer in Saskatchewan. The Saskatchewan Soccer Association is comprised of Regular and Associate Members, made up of clubs, zones, community associations and individual players, coaches, managers and referees. Registered members of the Saskatchewan Soccer Association are entitled to participate in sanctioned soccer activities within the province. In addition to training and competition in local leagues and tournaments, registered players and teams are also able to host or travel outside the province and country to compete against affiliated teams from other provinces, states or countries through exhibition matches and tournaments.

