Special Olympics Australia

playing for all

Delivery Guide

Special Olympics
Australia

Coaches play an important role in engaging participants with intellectual disability and Autism Spectrum Disorder (autism) to enjoy and succeed in sport and physical activity.

The Delivery Guide sets out a framework to assist coaches in their program planning to achieve positive and rewarding experiences for all participants. It is divided into *four* sections that provide both guidance and information for delivering a range of sport and physical activity programs. We recommend exploring each section to gain a broad understanding of how best to plan, prepare, deliver and review high quality sessions and programs.

Delivery Philosophy

Based on a *Playing for All* (game sense) and physical literacy approach, the objective is to ensure sessions are fun and engaging and encourage positive attitudes to ongoing participation in sport and physical activity.

Playing for All Cards

A series of multi-skill games and activities that provide a strong foundation for participants to develop and learn skills that can be used in variety of sports.

Program Planners

A sequence of *Playing for All* cards that assist coaches when planning six or eight-week programs to suit the needs and abilities of all participants.

Tips & Strategies

Ideas that coaches can implement to help better understand participant needs and to enable them to plan and deliver more fun, engaging and successful learning environments.

Our delivery philosophy embodies the *Playing for Life* philosophy that focuses on fun and engagement, and ensuring all participants learn in a supportive, safe environment.

To achieve this, the game sense approach is adopted in Special Olympics Australia's *Playing for All* activity cards. This approach, together with a physical literacy focus, is used to support coaches deliver meaningful, high quality programs.

Using a game sense approach provides participants with enjoyable and inclusive opportunities through modified experiences that suit their needs and ability. This also allows a coach to support a participant's physical literacy development and foster a positive lifelong connection to sport and physical activity.

Game sense

Game sense is a participant-centred approach to learning that engages participants in fun, modified games that promote the development of both skills and tactics, or 'thinking players'.

Key components

- Fun
- Playing
- Decision making and problem solving
- Communicating and collaboration
- Inclusion and challenge

What does it look like?

- Small sided games that allow for high involvement
- Games with modified rules, area and equipment
- Simple modifications to promote inclusion and challenge
- Questioning to challenge participants and prompt understanding

The level of intellectual disability and Autism Spectrum Disorder (autism) for participants can vary, even if they are in the same group. A coach will need to adapt the application of the game to the appropriate level of understanding to ensure the game is fun and everyone can participate.

Key considerations when planning include:

- Allow time to learn the skills of the game
- Speak slowly and repeat rules/instructions if required
- Don't implement too many game rules at once
- If the game is not working - modify it using the TREE tool

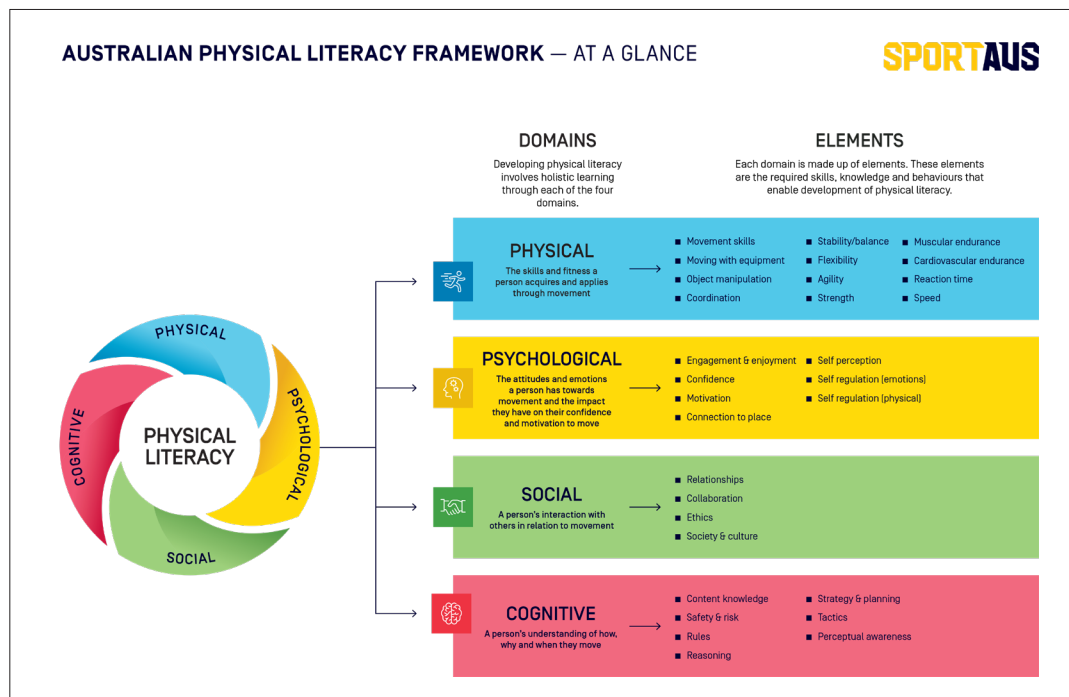Read more about Game Sense here.

Physical Literacy

Physical literacy is about building the skills, knowledge and behaviours that give us the confidence and motivation to lead active and healthy lives.

Physical literacy is more than just playing sport, it develops:

- physical skills and fitness
- the attitudes and emotions that motivate you to be active
- the knowledge and understanding of how, why and when you move
- the social skills to be active with others

The Australian Physical Literacy Framework is organised into four domains (physical, psychological, social and cognitive) with 30 elements that can be applied in different ways to various contexts and activities. Within each element there are 5 stages of development that indicate the level of capability at any given point in time.

An individual's physical literacy journey is therefore non-linear and as a result, there is never a prescribed level that an individual should attain – this makes it a highly appropriate, universal framework for understanding the movement capability of participants with intellectual disability and/ or autism.

AUSTRALIAN PHYSICAL LITERACY FRAMEWORK — AT A GLANCE — SPORTAUS

DOMAINS
Developing physical literacy involves holistic learning through each of the four domains.

ELEMENTS
Each domain is made up of elements. These elements are the required skills, knowledge and behaviours that enable development of physical literacy.

PHYSICAL
The skills and fitness a person acquires and applies through movement
- Movement skills
- Moving with equipment
- Object manipulation
- Coordination
- Stability/balance
- Flexibility
- Agility
- Strength
- Muscular endurance
- Cardiovascular endurance
- Reaction time
- Speed

PSYCHOLOGICAL
The attitudes and emotions a person has towards movement and the impact they have on their confidence and motivation to move
- Engagement & enjoyment
- Confidence
- Motivation
- Connection to place
- Self perception
- Self regulation (emotions)
- Self regulation (physical)

SOCIAL
A person's interaction with others in relation to movement
- Relationships
- Collaboration
- Ethics
- Society & culture

COGNITIVE
A person's understanding of how, why and when they move
- Content knowledge
- Safety & risk
- Rules
- Reasoning
- Strategy & planning
- Tactics
- Perceptual awareness

When implementing a physical literacy approach within a program, it is important to remember:

1. **The elements your program considers important should match your program outcomes.**
   When planning, take the time to understand the needs and requirements of your participants.

2. **Programs do not need to address all 30 elements, but should aim to develop elements in all four domains.**
   You do not need to apply or master them all in one program – focus on the elements that are considered most important.

3. **The activities in a program can and should develop different elements at the same time.**
   For example: an activity that helps develop relationships may also develop cardiovascular endurance and tactics.

Learn more about Physical Literacy on Sport Australia's website including a tip sheet for coaches.

PLAYING FOR ALL CARDS

The *Playing for All* cards use a games sense approach and provide a strong foundation for fundamental movement skill development that can be applied and adapted for different sports.

The cards are organised into *six* game categories and include an additional set of Warm Up cards.

- Invasion Games
- Movement Games – Fundamental Movement Skills
- Movement Games – Rhythmic & Expressive
- Net & Court Games
- Striking & Fielding Games
- Target Games

Key Features

- Engage participants in small-sided games
- Simple modifications (easier or harder) to accommodate ability levels and create challenge
- Modified games rules, playing area and/or equipment
- Questions to challenge students and promote the development of 'thinking players'
- Focus on fun, inclusion, safety and a high level of involvement

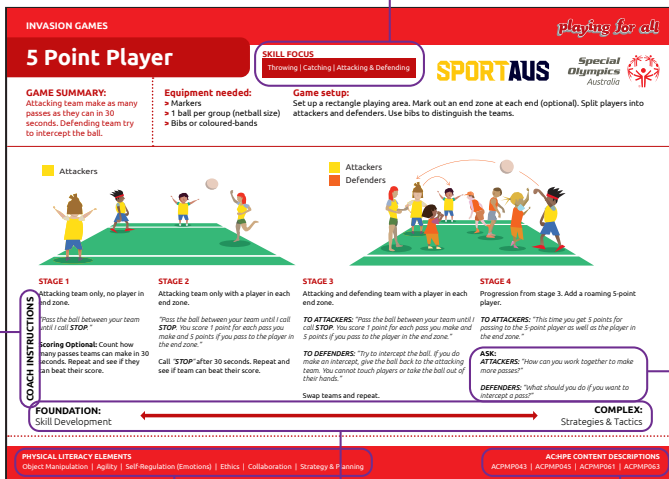| Invasion Games	Movement Games		Net & Court Games	Striking & Fielding Games	Target Games
	Fundamental Movement Skills	Rhythmic & Expressive			
OBJECTIVE					
'Attack' the opposition's area and score a goal or point	Develop fitness and movement skills related to control of body rhythm, movement, creativity, sequencing and stability		Propel an object into a space, trying to make it difficult for an opponent to return it	Strike an object so it is placed away from defenders in the field	Propel an object, as accurately as possible, towards a target
SPORT					
AFL Basketball Football Hockey Netball Rugby League Rugby Union Touch Football Water Polo	Athletics Power Lifting Sailing Snow Sports Swimming	Dance Gymnastics	Badminton Squash Tennis Table Tennis Volleyball	Baseball Cricket Softball	Archery Bocce Croquet Golf Tenpin Bowling

QUICK TIP

Games from one category can be used to deliver learning outcomes in other categories. For example, 'Throlf' (Target Game) could be used when delivering Basketball (Invasion sport) to develop throwing skills.

What's on a Card?

Each card provides information and tips to guide the delivery of the game:

- Year levels (F-2, 3-4, 5-6)
- Content descriptors (from the Australian Curriculum: Health and Physical Education)
- Physical literacy elements
- Skill focus
- Game progressions

- Coach instructions
- Questions
- Alternate sports and skills
- TREE (modifications)
- Safety

Skill Focus
Lists the key skills that can be developed by playing this game.

Coach Instructions
A brief script is provided to help give coaches give short and specific instructions to start the activity.

Questions
Throughout your session ask questions which are appropriate to your group. Some questions are listed within 'Coach Instructions' but you can also think of your own.

Physical Literacy elements that can be developed through the delivery of this game.

Australian Curriculum: Health and Physical Education content descriptions that are aligned to this game.
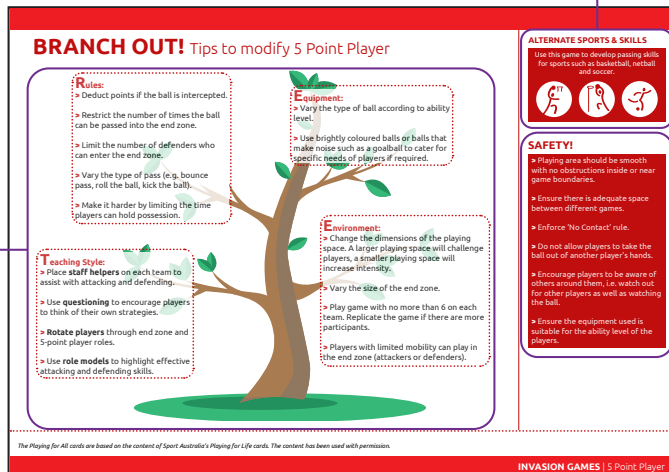
Game Complexity
Each activity card provides options to play the game at different levels of complexity. At Stage 1 the game is played at foundational level. Physical and cognitive challenges are progressively introduced through the stages such as scoring, team work, game strategies and tactics. The aim is to challenge players more as they reach the complex stage of the activity card.

There is no expectation to progress through all stages. You can deliver the game at the appropriate stage for your athletes' ability level. Games can progress up stages or regress back to meet the athletes need. Please not that game set up and group organisation may differ depending on which stage your deliver the game.

Alternate Sports & Skills
This section lists the skills that can be developed by making modifications to the rules, equipment or environment, while keeping the structure of the game the same. Sports listed are official Special Olympics sports.

TREE
Use these tips to modify and adapt the activity as it is being played.

Safety
Very important! This lists essential rules and precautions to put in place for player safety.

TREE

TREE is a practical tool that supports coaches to modify games and activities to be more inclusive and enhance the participant experience. It is represented on the reverse page of each *Playing for All* card.

T – Teaching (or coaching) style

R – Rules

E – Equipment

E – Environment

A game may need to be modified to provide:

- Inclusion – to meet individual needs and ability levels
- Skill development – to increase or decrease the challenge
- Variety – to challenge participants in different ways
- Increased activity level – to maintain engagement of all participants
- Game strategy – to introduce tactics and promote understanding
- Safety – this should always be the highest priority for all participants

Remember! Ensure there is a clear reason for modifying a game. Changes should be based on a coach's observation and should not compromise the integrity of the game.

Teaching (or coaching) style:

Communication and delivery strategies/ideas to assist participants achieve success

Teaching style incorporates the communication and delivery strategies used to assist participants (as individuals or in groups) achieve success. Examples include:

Using visual aids such as picture cards
Remember that non-verbal communication is just as important as verbal communication.

Placing helpers within groups to assist with game play
Participants may benefit from having a helper move through the activity with them.

Providing one-on-one coaching
Personalised information (or feedback) may be required and could be performed discreetly i.e. at a break in play. Appropriate physical contact may assist players correct their technique - be sure to ask permission before making contact with a participant e.g. moving their hands to show how to correctly grip a bat in baseball.

Using participants as role models to enhance their own learning
Try to vary the participant who role models – do not just highlight the most capable participant

Asking questions to challenge players' thinking
Questioning can help to highlight skill execution and game strategies, to create ownership in the game, and to assist participants:

- identify reasons for correcting technique and skill execution
- think of solutions to a problem
- understand consequences of their actions
- think of alternative ways to play the game
- understand game tactics

Rules

Simplifying or changing rules, then re-introduce as skill levels increase

Rules can be modified to increase the chance of success, challenge athletes, and strengthen engagement levels.

It is recommended to gradually introduce rules (one at a time) as understanding and skill levels increase. Examples of rule changes could include:

- Modifying the task for players to perform
- Changing the scoring system to make it easier or harder
- Using time to increase the challenge of a game
- Adding sport-specific rules e.g. Basketball – you must bounce the ball every 3 steps you take
- Changing the number of players in a team

Equipment

Using different sizes, shapes, colours, textures and/or weights of equipment

Using a range of equipment can help enhance participant engagement and increase the chance of achieving success. For example, using equipment that is of a different size, shape, colour, texture or weight enables participants to experience differing levels of challenge and to build on their level of success. This method also allows participants to use equipment they feel most comfortable with, hence building confidence and contributing to a higher level of fun and engagement.

When deciding on equipment, it's important to consider:

Tactile Needs

- Using tactile equipment – participants may prefer balls that are textured, foam or have dimples
- Modifying existing equipment to promote a positive response e.g. adding tape to a racquet handle

Visual Needs

- Developing a sequence of pictures to outline the session sequence
- Placing foot placement cards to show where to stand
- Holding up flashcards reinforcing skill execution

Audio Needs

- Using Bell balls to assist participants with visual impairment
- Knowing if the use of a whistle will create distress for the participants

Visual Needs

- Placing tactile dots as a visual prompt on field placement or starting positions
- Knowing if any participants are sensitive to light – do they require sunglasses or should the activity be delivered indoors?

Environment

Varying the length, height, zones, floor, and location of a playing area

The environment is the area used to deliver a session. Modified versions of a sport do not generally require traditional spaces to be played. For example, tenpin bowling can be delivered in a school hall or gymnasium instead of at a bowling alley.

When planning the right environment for games it's important to consider:

- What size space is required for the game?
- Will it be best played inside or outside on a grass area?
- Does the game need a wall to stop balls rolling away? Should it be played inside a hall?
- Does the area provide minimal distractions so the sole focus can be the participants?
- What are the environmental stimuli (bright lights, noises, surface tactility) which could trigger a participant to deregulate?
- Creating quiet spaces and/or the use of sensory aides (e.g. headphones or squishy toys) for participants to regulate and re-join a session.
- Always seek the advice of teachers and support staff.

PROGRAM PLANNERS

Program Planners have been developed for each game category to assist coaches achieve session and program objectives. Each planner displays a sequence of game and activity ideas for delivering either a six or eight-week program.

All participant groups will be different so the Delivery Planner should be used as a starting point. Coaches are encouraged to modify these to suit the varying ability and needs of the group.

Program Planners contain the following information:

- **Category Description –** describes the game category and its related sports

- **Program Objectives –** details the participant learning concepts that are relevant to the game category

- **Physical Literacy –** practical ways to implement physical literacy through 'teachable moments' during the session.

    QUICK TIP
    - The elements your program considers important should match your program objectives
    - A program does not need to address all 30 elements, but should aim to develop elements in all four domains
    - The activities in a program can and should develop different elements at the same time

- **Learning Activities –** delivered through three phases using a sequence of *Playing for All* activity cards:

    1. Review and Warm Up (5-10 minutes)

        - Introduce yourself
        - Establish individual and/or group goals and outline the session plan
        - Briefly revisit learning from the last session, then play a fun warm up game!

    2. Get into It (30-45 minutes)

        - Deliver 2-3 fun, modified games. The games included are a guide only, not all need to be delivered. For example, some games may go longer to extend learning through increased game complexity (the *Playing for All* cards provide ways to do this).
        - Use the TREE model to make required modifications
        - Remember the goal is to develop of physical literacy of participants

    3. Finish Up and Review (5 minutes)

        - Review the learning and seek feedback from participants
        - Consolidate learning with questioning, for example:
            – What game did you like today?
            – Can you tell/show me one defence tactic we learnt today?
        - Don't forget that participants enjoy helping to pack up equipment. This is a great opportunity to continue the learning through casual conversation.

- **Optional Game –** an additional game to modify or extend the learning based on the group's engagement, ability, development, or response to the environment.

- **Reflection** – allows a coach to develop their own learning and ensure the delivery is appropriate to participant needs. Consider the below questions and use the answers to plan the next session. If appropriate, seek feedback from school staff.

Self-reflection	Session Reflection
What did I do well?	What worked well?
What was challenging?	What did the participants enjoy?
What could I improve?	What could be done differently?

TIPS & STRATEGIES

Understanding your participants and adapting to their needs can be a challenging but very rewarding experience. It's important to ensure participants develop their skills and achieve success in the activities you deliver. Some suggestions that can assist you during planning and delivery are listed below.

Know your participants

- Knowing your participants can assist to modify games whilst still engaging all participants and providing opportunities for individuals to be challenged. A coach should always:
    - Look at what the participant can do, not at what they can't
    - Understand the participant's strengths, goals, attitudes, and motivations
    - Create opportunities for both success and challenge. Remember that success for one participant may look different to another.
    - Be adaptable. Remember to use TREE - if something isn't working, change it e.g. use a different ball, space, rules etc.
    - Be generous with praise – building rapport helps boost participant confidence
    - Seek involvement from supporters (teachers/staff) to help the session flow smoothly
- Communicating with the school before the program commences can help you learn and understand the participants abilities and needs. Use the Pre-Program Checklist to help guide your questions.

Know your environment

- Understanding the environment (area) in which you will deliver is essential to know before the program commences. This knowledge can help you plan sessions that appropriate and safe. Ensure you plan time to communicate with the school and discuss this information. Questions could include:
    - What area/s are allocated for the program?
    - Are there any obstructions (e.g. trees, picnic tables) that are in or near the area?
    - Is there an area to use if it is raining?
    - Is there any equipment in the area that we should avoid using?
- Use the Pre-Program Checklist to help guide your questioning.

Allow for participant choice

- Participants should always be the focus when planning. Ask what they would like to learn and where possible establish individual learning goals. Knowing this information can help support the engagement of participants and their motivation to learn. A choice board could assist in finding out this information.

- Within a session, involve participants in the choice of learning activities and allow them to choose equipment that matches their ability or sensory needs.

- Use appropriate questioning and feedback prompts to establish motivations, shifts in learning and guide future planning. Simple questions could include:
    - what did you like doing today?
    - what did you learn today?
    - what would you like to do next time?

- Use Pre-Program Checklist to help guide your initial understanding of participant's motivations and assist your thinking on program design.

Use person centred language

- Language is a powerful tool but used improperly can impact how a person with a disability feels, even with the best intentions. Person-centred-language is language that puts people first. Coaches should become familiar and use words that are inclusive and focuses on the person not the disability.

Use clear instructions

- Avoid use of excessive language. Use clear, specific instructions and include equipment to provide a physical reference point. For example:
    - Stand on the red dot
    - Run around the green marker
    - Throw the bean bag into the blue hoop
    - Kick the ball between the orange cones

- Allow the participant extra time to process – apply the 5 second rule before repeating an instruction.

- Speaking with the group's teacher will help understand effective ways to communicate with participants.

- Examples of communication strategies that could be used include:
    - Word or Picture boards
    - Social stories
    - Visual schedules

- Avoid language which may be difficult to literally interpret. For example:

Words to avoid	Words to use
Pick up the pace	Run faster
You ran like a bullet	You are a fast runner
That activity was a piece of cake	You completed the activity very well
The ball is dead	The ball is flat
You're on the home stretch	You're are almost finished

Develop skills

- Provide opportunities to develop fundamental movement skills before introducing more complex skills. Skills such as running, jumping, kicking, throwing and catching will provide a good foundation for learning sport-specific skills.

- Set achievable goals – start small and build up the skill. It important to 'set up' the participant to succeed.

- Breakdown the skill into parts and focus on one part at a time. For example, when coaching the skill of striking (e.g. hitting with a cricket bat) the striking skill can be broken into 3 parts – stance, grip and swing.

- Allow participants to 'have a go' in a fun environment before focussing on correcting the skill. Observing participants 'in action' first, can help determine the best ways to help them improve.

Use demonstrations

- Showing participants what to do (visually), while explaining instructions (verbally), can assist understanding of an activity. Ideally use participants to demonstrate while explaining instructions. Picture cards can be used as an effective tool to support a demonstration.

- When demonstrating:
    - Make sure everyone can see and hear the demonstration
    - Keep it short and simple – cover additional points in future demonstrations
    - Use participants as role models wherever possible – but don't always use the most capable

Use games to form groups and teams

- Short, fun games are a great way to divide participants into group sizes needed for an activity. The *Playing for All* card 'Making Groups' includes ideas you can use.

- Remember to:
    - Use team colours instead of numbers or letters, e.g. blue team, red team
    - Use equipment to guide specific instructions when groups have been made. For example: 'if you're on the blue team, line up behind the blue marker'.
    - Avoid using 'team captains' to choose teams – participants will often select friends or the most capable first

Provide structure and routine

- Planning sessions with a familiar flow can positively impact a participant's engagement and enjoyment. Some ideas could include:
    - Meet participants before the session (where possible)
    - Communicate session structure – visual prompts such as a whiteboard or picture cards may help
    - Start and end with a familiar game or activity
    - Give a warning about change - use a visual timer or say 'after three more throws, we'll move on to the next activity'
    - Allow breaks in the sessions
    - Communicate basic plans for the next session

Group management strategies

- Implementing strategies already used within the school environment can be also be effective in your sessions. Contact the school prior to the program to understand any possible group management challenges, and the strategies teachers/staff currently use.

- When planning a session, incorporate an activity that can be used if participants need to calm down due to deregulating through sensory overload. Always discuss this with the teacher/staff to ensure the strategy and the activity is appropriate.

- Providing two choices could help resolve a participant who challenges you. Make the goal choice the more desirable and use your hands as a visual prompt. Always say the desired behaviour first. For example:
  - RIGHT HAND – You can do 5 mins of kicking the soccer ball to your friend OR
  - LEFT HAND – You can do 20 mins of a running obstacle course

- It's always important to remember:
  - When the desired behaviour is achieved, make sure you reinforce it by telling participant/s exactly what they have done correctly
  - Be firm but fair, be kind and consistent
  - Never take a reward away for poor behaviour

Pre-Program school conversation

- It's important to gain an understanding of the participants, their goals, the physical environment, supports and resources available for a program. Communicating with the school prior to program commencement can support appropriate planning of your sessions. Use the Pre-Program Checklist to help guide conversations with teachers/staff.

PRE-PROGRAM CHECKLIST

Special Olympics Australia

The pre-program checklist assists coaches to gain an understanding of the program objectives the participants, physical environment, support staff, equipment available and school procedures.

Coaches should communicate with the school prior to program commencement.

Responses from the checklist can be used for planning your sessions, and ensuring you are equipped with important information relating to the school you will deliver in.

- ☐ Have I contacted the school to introduce myself?
- ☐ What is the context of the program for participants? What are the program objectives?
- ☐ What is the motivation for participation e.g. increase sport skills, develop social skills etc.
- ☐ What are the participant's ages?
- ☐ How many participants in each group?
- ☐ What is the participant's experience in physical activity/sport?
- ☐ What are any individual/group likes/dislikes?
- ☐ Are there any individual/group triggers?
- ☐ What are the signs of stress or anxiety?
- ☐ What are (if any) the regulation plans? e.g. quiet space, sensory aides
- ☐ Do any participants have support requirements? e.g. participants in wheelchairs, walking frames
- ☐ How many staff will support me during the session?
- ☐ What area/s are allocated for the program? Is there a wet weather option?
- ☐ Is there an extreme/inclement weather plan (wet, hot, windy)?
- ☐ What equipment is available to use?
- ☐ Confirm the length of session, times, and dates of the program
- ☐ Confirm main contacts details e.g. Principal, PE teacher, team leader
- ☐ What is the best way to communicate with the school?
- ☐ First aid - confirm who within the school is responsible for the provision of first aid
- ☐ What are the Emergency and Evacuation procedures?
- ☐ Have I familiarised myself with any special requirements such as COVID-Safe plans and sign-in procedures?
- ☐ Where can I park my vehicle?
- ☐ Is there any additional information that will help me provide the best experience for the participant's?

Add your own

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

Notes: