



Disability Awareness Pack

Coaching Disabled Players

In partnership with



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Welcome to the England and Wales Cricket Board's Disability Awareness Pack

This pack is designed for use by coaches who may wish to or who are working already with cricketers with a disability. As such this pack has been devised to offer coaches some insight into strategies to use when coaching disabled players.

The ECB believes that cricket should be open and accessible to all. By providing this information to coaches we hope it will be the start that will help to give them the confidence to work with disabled players. The advice and guidance comes from a number of experienced disability cricket coaches. Focusing on the skill of differentiation, the information within encourages all coaches to work with players and explore and observe, over time, what they are able to do – and so, together, build on the ability of the player. The needs of each player are based on their ability and their motivation; by meeting those needs coaches can help players to enjoy the game and help to fulfil their potential.

Please use the information enclosed to your advantage, coaches play a crucial role in developing players from “Playground to Test Arena”. This pack does not intend to be exhaustive, but instead provide practical information and advice to coaches who work with disabled players or may wish to in the future. For more detailed advice, help or information on coaching disabled players or disability cricket in general please contact disabilitycricket@ecb.co.uk

This resource

The ECB Disability Awareness Pack contains simple information related Disability Cricket in England and Wales. Many of the strategies here relate simply to coaching, whether or not the player happens to have a disability. As a cricket coach meeting player need allows coaches to have the greatest impact possible on any player. Both coaches and players benefit from taking the time to understand how each can help the other and that working together is the best way to meet – not only the needs of the player – but those of the coach.

Differentiated coaching sessions; those which match the task within a session to the needs of the players allow each player to maximise success and enjoyment and allow players to fulfil their potential.



Best practice

In order to make coaching enjoyable for players and coaches alike there are some simple steps to take:

Gather information: Before you take a session, find out about your players. When meeting players for the first time, invite players, parents or guardians to let you know anything they think you should be aware of. This could be through consent forms in a club setting for example. Players or players' parents and guardians may choose to disclose any special needs through a form or informal chat. Let them know that the Information revealed here can help you, the coach, to plan the best type of session.

Ask questions: In an informal and discreet way, find out about your group. Who likes what or who can do what should inform coaches allowing them to deliver successful sessions. Talking regularly to players with a disability and/or their parents, guardians, partners or advocates will help both the coach and player to gain a better understanding and set the right levels of the expectation each has of the other.

Observe closely: Watch which activities a player enjoys doing and is good at. By encouraging players to participate in activities that they enjoy; matching their ability to their level of confidence can really maximise training benefits

Perception: see the ABILITY not the DISABILITY! As with all players coaches should seek to help players develop; based on what they can do rather than identifying what they cannot do – coach what you see!

Scope of disability

Within England and Wales there are player pathways for cricketers with a disability from the Playground to Test arena.

Broadly the disability can be broken down into 4 areas, with some of the following characteristics:

Physical disability

Physical impairments refer to a broad range of disabilities, which include orthopaedic, neuromuscular, cardiovascular and pulmonary disorders. People with these conditions sometimes may use wheelchairs, crutches, canes, or artificial limbs to maintain or increase their mobility.

Physical disabilities can be congenital (from birth) or a result of injury. People can have hidden (non-visible) disabilities such as pulmonary disease, respiratory disorders or epilepsy.

Visually impaired (Blind)

Blindness is the condition of lacking visual perception due to physiological or neurological factors.

Various scales have been developed to describe the extent of vision loss and define blindness. Total blindness is the complete lack of form and visual light perception and is clinically recorded as NLP, an abbreviation for “no light perception”.

For more information on any of the above please refer to:
sportscoachuk.org/resource/impairment-specific-factsheets

Hearing impaired (Deaf)

A hearing impairment or deafness is a full or partial decrease in the ability to detect or understand sounds. A hearing impairment can be caused by a wide range of biological or environmental factors.

The severity of hearing loss is measured by the degree of loudness, as measured in decibels, a sound must attain before being detected by an individual. Hearing loss may be ranked as mild, moderate, severe or profound. It is quite common for someone to have more than one degree of hearing loss (i.e. mild sloping to severe).

- Your level of deafness – mild, moderate, severe or profound – is defined according to the quietest sound, measured in decibels, which you can hear.
- The quietest sounds people with mild deafness can hear are 25-39 decibels, while it is 40-69 decibels for people with moderate deafness, 70-94 decibels for people who are severely deaf and more than 95 decibels for those who are profoundly deaf. Profound: 90 dB or greater

Source: www.actiononhearingloss.org.uk

Learning disability

Learning disabilities are caused by the way the brain develops. There are many different types and most develop before a baby is born, during birth or because of a serious illness in early childhood. Learning disability usually has a long-term impact on a person's life.

People with learning disability find it harder than others to learn, understand and communicate but many still lead independent lives. Some people with profound learning disability can need full-time care support.

Learning disability is not mental illness or dyslexia.

Autism is classed as a learning disability.

Coaching strategies

The following sections highlight some basic things to consider when working with each of the four disability groups. Over a period of time coaches need to work with their players to identify their needs and the impact these have on how they learn to play cricket. The following is offered as initial guidance to get coaches started.



Physical disability:

- Don't make assumptions about what somebody may be able, or unable to do. Take time to understand the abilities of the player. Consider adapted formats of the game
- Try to use open questions, find out about the players and how their disability might impact upon their play and, in turn, your own coaching. Feedback from players may need to be encouraged over time – stick at it!
- Consider your session and task, try to work out which instructions, or factors are relevant to the player given their disability, often many are
- Take time to observe your players, both their performance and behaviour. Think about what feedback you can provide to them based on that which will positively influence their cricketing experience
- Think about accessibility, does the facility provide adequate access for your players? Help clubs to know where to go to for advice and guidance. (disabilitycricket@ecb.co.uk)

Learning disability

- Try to work with the player or player's guardians and gain some insight into the extent and ramifications of their learning disability. Ask direct, open questions to explore what you as coach can do to be able to ensure the players has a positive experience and develops as a cricketer
- Demonstrations are a valuable coaching tool for coaches working with cricketers who have a learning disability.
- Video and picture sequence options to support and consolidate key message
- Simple, concise instructions are often the most valuable
- Coaches must ensure they regularly check for understanding, use observation, reflection and direct, open questions to establish whether the player has understood
- Consider the balance of telling to questioning that you use, it may be important when coaching cricketers with a learning disability to tell when issuing instructions
- Reinforcement can be a valuable coaching tool. Repeating elements of a practice can be an effective way of ensuring that cricketers with learning disability have the opportunity to improve.



Hearing impaired (Deaf)

- Communication is vital! Think about how best you can communicate with a deaf cricketer, consider:
- Your body language, how do you look? What image are you portraying?
- Use of hands and facial expressions. Both can assist with getting the message across
- Basic signs, colours, numbers, simple words?
- Lip readers – some deaf cricketers can lip read, make sure you allow them the opportunity. Stand facing the player speaking clearly and at normal speed consider the position of the sun if you are outside, or any shadows
- The use of an interpreter, will this help you, is it possible?
- Visual aids – written instructions, computers and projectors
- Check for understanding often, your sessions will be of huge value to the players and hopefully negating any communication barrier if both coach and player know they understand one another
- Demonstrations are again vital, think about the quality and purpose of your demonstrations and their effectiveness during your coaching sessions

Visually impaired (Blind)

- For coaches working with blind players there are considerations relating directly to the players access to coaching sessions. It is worthwhile coaches considering the following topics with their players;
- Transport; how will they get there? What mode of transport will they use, is the destination easy to reach via public transport for example?
- How accessible is the facility? Coaches should ask the player exactly what factors they need to take into account when choosing or using facilities
- What characteristics does the facility have? Depending on the form of the game does the background suit the players, is the facility indoor or outdoor, what aspect is the ground set at. Coaches can ask players about these factors to determine which facility may be best suited to maximise the impact of the coaching session or game
- With the permission each time of the player and parents or guardians, physically putting someone in a position so they experience what it feels like is a legitimate option for coaches

Coaches must importantly consider what needs a cricketer with a visual impairment may have during a session. Sight classification or the level of vision should be determined. Coaches should not be afraid to ask players how much sight they have so they can consider this during the session and what they are asking the player to do.

The STEP framework

A common and simple framework that allows coach to consider a plethora of ways of adapting their session is the STEP framework. The STEP framework aids a coach's ability to differentiate their sessions and thus begin to match the task in that session with the needs and ability of the players.

STEP translates as follows:

	Do I need to change or alter...
Space	Where is the activity happening?
Task	What is happening?
Equipment	What is being used?
People	Who is involved?

For coaches working with Disabled Cricketers or simply looking to differentiate a session, the STEP principles allow coaching session to be designed to meet the needs of the players.

Within the STEP principles the options are endless for coaches; here are some simple example pointers by phase:

Additional support for coaches:

Disability Inclusion Training (DIT) – The ECB have been working with the English Federation of Disability Sport (EFDS) to provide existing coaches with a cricket specific version of their Disability Inclusion Training course. This is a 5 hour attendance course of theory and practical that looks to equip and support coaches working to improve participation opportunities and the cricket experience for people with disabilities.

The ECB has a network of 30 coach education tutors trained to deliver the DIT course. Contact enquiries.coacheducation@ecb.co.uk for more details.

Space:

Where is the activity happening?

- Level or height of the activity itself: floor-based/in the air/combinations
- Playing area: more space/less space/shorter wickets/wider creases
- Distances travelled in the activity, physical demands
- Zoned playing areas: safe zones/activity zones/dividing spaces
- Nearer to partner/nearer to group
- Starting points: at different times/different places/different positions
- Position of activity relative to sources of noise or strong light

Task:

What is happening?

- Easier – simplify the game
- Harder – more complex tasks
- Different roles for players at different times
- Different rules for different players or teams
- Different ways of achieving the same outcome
- Different targets for different players

Equipment:

What is being used?

- Size
- Shape
- Colour
- Texture
- Weight
- Environment
- Play surface
- Indoor/outdoor

People:

Who is involved?

- People working: independently/in groups/in pairs/in teams/with friends/with a helper
- Players playing the same or different roles
- Matching players' abilities
- Matching players' maturity
- Allowing players to mentor/buddy up
- Players playing in their own space
- Players playing in a big/small space
- Players playing in a restricted or open space

Useful contact information

Cricket

England and Wales Cricket Board

ecb.co.uk/development/disability-cricket

General Enquiries

disabilitycricket@ecb.co.uk

England Cricket Association for the Deaf

ecad.hitssports.com

Blind Cricket England and Wales

bcew.co.uk

British Association for Cricketers with Disabilities

bacd.co.uk

Cricket Federation for People with Disabilities

cfpd.org.uk/site

National Disability Sports Organisations

English Federation of Disability Sport

efds.co.uk

Disability Sport Wales

disabilitysportwales.org

British Blind Sport

britishblindsport.org.uk

CP Sport

cpsport.org

Mencap sport and Special Olympics GB

mencap.org.uk/what-we-do/our-services/leisure/mencap-sport

Special Olympics

specialolympics.org

UK Deaf Sport

ukdeafsport.org.uk

Wheelpower - British Wheelchair Sport

wheelpower.org.uk/WPower/index.cfm