

Disability Awareness Pack: Coaching Disabled Players

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

This pack is designed for use by coaches working with cricketers with a disability, however it is just as relevant for all coaches, after all every group presents a mix of abilities. 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 aim to remove the barriers for coaches working with disabled cricketers and build confidence; applying strategies and advice from the Nations top disability cricket coaches. Centring on the skill of differentiation, the information within encourages all coaches to coach the player and not the disability. All players' present coaches with varying needs, each player's needs 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 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.

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 offer the greatest possible experience for players and coaches alike there are some simple steps a coach can take:

Gather information: Before you take a session, find out about your players. 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. Information revealed here should help a coach to plan their session to help to meet the needs of the player.

Ask questions: In a sensitive way, find out about your group. Who likes what or who can do what should inform coaches allowing them to deliver successful sessions. Talking to players with a disability and/ or their parents/ guardians will help both the coach and player to gain a better understanding.

Observe closely: Watch which activities a player enjoys doing and is good at. By encouraging players to participate in activities which 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.





The Disability Spectrum

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

Broadly the disability spectrum 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 disabilities can often rely upon assertive devices such as wheelchairs, crutches, canes, and artificial limbs to obtain mobility.

Physical disabilities can be congenital or a result of injury, muscular dystrophy, multiple sclerosis, cerebral palsy, amputation, heart disease, pulmonary disease or more. People can have hidden (non-visible) disabilities which include pulmonary disease, respiratory disorders, epilepsy and other conditions. Potential areas for coaches to consider when working with a player with a physical disability could be: the players' ability to gain access to inaccessible building or room, a potential decrease in eye-hand coordination, potential impaired verbal communication and potentially decreased stamina and endurance.

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 and 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). The following list shows the rankings and their corresponding decibel ranges:

- Mild:
 - for adults: between 25 and 40 dB
 - for children: between 20 and 40 dB
- Moderate: between 41 and 55 dB
- Moderately severe: between 56 and 70 dB
- Severe: between 71 and 90 dB
- Profound: 90 dB or greater

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. A learning disability is lifelong and usually has a significant impact on a person's life.

Learning disability is not mental illness or dyslexia.

People with a learning disability find it harder than others to learn, understand and communicate. People with profound and multiple learning disabilities (PMLD) can need full-time help with every aspect of their lives - including eating, drinking, washing, dressing and toileting.

N.B. There are specific cricket based games designed for everybody on the Learning Disability spectrum, please see the 'useful contacts' section for more information

There are 1.5 million people with a learning disability in the UK. Like all of us, they are individuals who want different things in life and need different levels of support.

One of the most common place Learning Disabilities is Autism. Autism can manifest itself in a number of ways and behaviours, sometimes in a disruptive or seemingly detrimental way. For more information on Autism and the effects of Autism please see the useful contacts section.

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". Blindness is frequently used to describe severe visual impairment with residual vision. Those described as having only light perception have no more sight than the ability to tell light from dark and the general direction of a light source.





Coaching Strategies

For each area there are a whole host of discrete abilities and variations.

Critically a coach simply needs to work with their player to try to identify exactly what needs they have and whether this impacts upon the cricket they play. Some of England and Wales' top coaches from within Disability Cricket recommend these simple points to consider:

Physical Disability

- Don't make assumptions about what somebody may be able, or unable to do
- 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
- Consider your session and task, try to work out which coaching points, 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?

Learning Disability

- Try to work with your players or players guardians and gain some insight into the extent and ramifications of the players' 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 can be a particularly important coaching tool for coaches working with cricketers who have a Learning Disability. Consider your demonstrations: how accurate are they? Have you followed the 'How to; Demonstrate' coaching bug? Do they paint an accurate picture?
- Consider the Instruct and Explain bugs? Are you fulfilling the criteria? Simple, concise instructions are a must.
- Coaches must ensure they regularly check for understanding, use direct, open questions to establish whether the player has understood.
- Consider the balance of 'Telling to 'Question' that you use, it may be important when coaching cricketers with a Learning Disability to 'Tell' when issuing instructions.
- Repetition can be a valuable coaching tool. Repeating elements of a practice can be an effective way of ensuring that cricketers with a Learning Disability maintain improvement.



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?
 - Basic signs, colours, numbers, simple words? These are readily available from
 - Lip readers, some Deaf cricketers can lip read, make sure you allow them the opportunity by speaking, clearly, enunciating and 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, Lap Top computers and projectors, even Text on a mobile phone, can you use these to communicate during your session?
- 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, consider the 'How to Demonstrate' bug, 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.

Coaches must importantly consider what needs a cricketer with a visual impairment may have during a session. Sight classification must be determined, coaches should not be afraid to ask players what their classification is and how this relates to the session, task and the players own objectives.

Depending on classification, the rules of the game may change alongside with the facility needs. For in-depth details please refer to www.bcew.org.

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.

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

STEP translates as follows:

	How can I change...
S pace	Where there activity is happening?
T ask	What is happening?
E quipment	What is being used?
P eople	Who is involved?

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

Space

- Level or height of the activity itself, floor based or 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, players set a different positions
- Position of activity relative to sources of noise or strong light

Task

- 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

- Size
- Shape
- Colour
- Texture
- Weight
- Environment
- Play Surface
- Indoor/ Outdoor

People

- People working:
 - Independently
 - In teams
 - In groups
 - With friends
 - In pairs
 - 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 contacts and information

The England and Wales Cricket Board is committed to ensuring as many people as possible are welcomed into the game regardless of age, race, ability or gender. To help you get involved in disability cricket, here is a list of key contacts for the disabled game.



England and Wales Cricket Board

Lord's Cricket Ground, St John's Wood, London NW8 8QZ. Website: www.ecb.co.uk/disabilitycricket

ECB National Disability Cricket Manager: Ian Martin Email: ian.martin@ecb.co.uk Phone: 07824 600325



English Federation of Disability Sport (EFDS)

The national governing body responsible for developing sport for disabled people in England.

Manchester Metropolitan University, Alsager Campus,
Hassall Road, Alsager, Stoke on Trent ST7 2HL.

Website: www.efds.co.uk

Physical and Learning Disability

British Association for Cricketers with Disabilities (BACD) - www.bacd.co.uk

ECB County Championship - administered by the BACD

BACD Chairman: Bill Higginson

Email: b.higgi4@yahoo.co.uk

Phone: 01544 260315

BACD Secretary: Richard Hill

Email: welwyncc@gmx.com

Phone: 07818 431144

Cricket Federation for People with Disabilities (CFPD) - www.cfpd.org.uk

For players with higher levels of disability

CFPD Chairman: Dick Wildgoose

Email: dick@wildgoose.org.uk

Phone: 01691 650554

CFPD Secretary: Geoff Phillips

Email: geoff.phillips@blueyonder.co.uk

Women's Cricket: Nikki Pinner

Email: xwheelyfastx@aol.com

Phone: 07939 271097

Hearing Impaired Cricket

England Cricket Association for the Deaf (ECAD) - www.cricketdeafengland.co.uk

ECAD Chairman: Stefan Pichowski

Email: stefanecad@hotmail.co.uk

ECAD Secretary: Lucy Riding

Email: secretaryecad@hotmail.co.uk

Visually Impaired Cricket

Blind Cricket England and Wales (BCEW) - www.cricketdeafengland.co.uk

BCEW Chairman: David Townley

Email: dazed.confused@hotmail.co.uk

Development: John Garbett

Email: garbett.j@sky.com

North VICB: Ian Leather

Email: ian@nvicb.org

British Blind Sport: David Gavrilovic

Email: davidgavrilovic@yahoo.co.uk

Table Cricket

Lords Taverners: Les Rowland

Email: leslie.rowland@ntlworld.com

Development: Martin Mansell

Email: martin.mansell@ntlworld.com