



## **Soccer for Players with a Disability**



RESOURCE MANUAL

## **Acknowledgments**

The Ontario Soccer Association would like to take this opportunity to thank those people who guided this resource.

- Kate Brownlee (Para Sport Ontario)
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- Silvie Thickett (York Region Soccer Association)

Their expertise and experience have created a Resource Manual that will empower more Clubs to create a S4PWD program and ensure soccer is firmly established as a sport for all members of the community.

The Football Association continues to lead in this area of the game and thanks are extended to them for permission to use sections of their coach education course; Coaching Disabled Footballers Level 1.

There is no hardware in coaching the Challengers but it is the best experience I have ever had when it comes to soccer. I have seen kids who had cerebral palsy and could hardly walk to chasing a soccer ball - any kids will rise to whatever challenge is presented.

**Nanno Habets, Russell SC President**

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## **Introduction**

In 2001 the Participation and Activity Limitation Survey reported 3.6 million Canadians having a disability (12.4%) with Ontario accounting for 1.5 million (13.5%). The vast majority of these people are over 15 years of age but a considerable percentage (3.3) is 4-15.[1] A growing number of these youngsters are participating in club based programs. Since 2007 The OSA Club Development Program began identifying a number of great, innovative club programs that engaged more participants in soccer. In 2009 The OSA Club Development Team began joining those dots together and from one or two community based programs described as 'grassroots', 'special needs' or Special Olympic programs we now have a list of 10 clubs and growing.

What is overwhelmingly apparent when talking with Clubs interested in a Soccer 4 Players with a Disability (S4PWD) program are two things:

1. Willingness - Clubs desperately want to be involved, they see the value and importance in being an accessible and truly inclusive Club instead of an exclusive Club

2. Questions - How do we get started? What can we do? Where do we go for advice?

### Expert advice

This Resource Manual will answer many questions with content created in conjunction with Special Olympics Ontario and ParaSport Ontario who are subject matter experts. The guidance you receive throughout the Manual is not overly technical; it aligns with Long Term Player Development principles and will develop in the future as our understanding grows with it.

### Recommended practices

The Resource Manual also provides you with sound, grassroots examples of Best Practice with the most popular sessions- as recommended by S4PWD experts here. They will be quite familiar to you and we hope you find them of use as you establish this exciting new program in your community.

## The Partnership



ParaSport Ontario is primarily focused on providing parallel opportunities in sport for athletes with a physical disability as well as support the development and promotion of the Paralympic movement. This is achieved through introductory sport development programs including; Ready, Willing and Able and the Community Sport Development Program to athletes, coaches and officials. In partnership with communities across Ontario new ParaSport Clubs for athletes with physical disabilities are created.

PO works in collaboration with; Host Communities, 12 Provincial Multi-Sport Organizations and Provincial Sport Organizations and more than 1800 athletes (inclusive of OALASA, OBSA, OCPSA, and OWSA), ParaSport Ontario affiliates a variety of ParaSport Clubs throughout the province on a yearly basis.



Special Olympics Ontario, with a network of 6 Districts and 2 Regions, offers a wide range of programs for participants with an intellectual disability. In general every person with an intellectual disability is eligible to participate in Special Olympics over 8 years of age (No max. age) although some exceptions can be applied and the Degree of Disability is assessed on the athlete satisfying certain requirements

Through Special Olympics Ontario's plan; 'Long-Term Athlete Development for Athletes with an Intellectual Disability' there are three overarching goals:

1. Individual fitness and well-being through programming that optimizes physical literacy by referencing instruction and competition according to growth and development principles.
2. Equal respect for the interests of
3. A system of program and competition delivery that enables Special Olympics to preserve its unique character while fostering stronger linkages with the broader sport delivery system in Canada, thereby enhancing opportunities and increasing options for athletes and ensuring organizational efficiency.



Ontario Deaf Sport Association promotes and facilitates the practice of amateur sports among Deaf people in Ontario. It selects and trains, with the help of local clubs, Deaf athletes who are seemingly capable of participating in national competitions (i.e. the National Deaf Sports Games) sponsored by Canadian Deaf Sports Association (CDSA) and also selecting participants for international competitions (Deaflympics games). ODSA encourages the development and affiliation of deaf organizations across Ontario in turn raising the participation level in Deaf sports among adult and youth athletes.

## Long Term Player Development

Since people become disabled at any age, no ages have been assigned to the stages 'Awareness' and 'First Contact/ Recruitment. The lifelong importance of an Active Start for children with a congenital disability cannot be over-emphasized.

The OSAs development of an Implementation Plan for LTPD will address the areas of First Contact. The science and research behind this model is clear. This is a superior way to bring people to the game, keep them in the game, and ensure they enjoy it whether they are playing at the recreational level or competitive levels. At this stage we would like to share three simple messages with you.

1. At the recreational level we aim to ensure that coaches will be better trained and players will receive more actual skill instruction and most importantly, have more fun.
2. Players need the right messages and the right activities at the right time at all stages in their development. LTPD principles are designed to deliver precisely that. This approach, properly administered, will aim to ensure that every player can reach their potential while still maintaining their love for the sport.
3. We want players for life! When a young person comes to soccer— because they like the sport or because their parents are simply looking for an activity for them—we aim to provide such a great experience that the vast majority will stay in the game for the rest of their life, either as participants, coaches, referees, administrators and volunteers.



## **Disability Types**

### Amputee

Some amputee players may use prosthesis in everyday life. In amputee soccer the outfield players are either above or below the knee single leg amputees. In competition outfield players remove the prosthesis during play and use aluminum wrist crutches. This is because of the risk of damage or injury to themselves or other players if they wear their prosthesis when playing. Appropriate footwear to suit the nature of the playing surface is essential.

New players starting amputee soccer may need padded gloves (weight lifting gloves are ideal) to protect against blisters on the palms of their hands. New players may not be aware of the physical demands of playing using crutches. The players may also need more numerous and more frequent rest periods because they may not use crutches in everyday life as they may use prosthesis or a wheelchair for mobility.

Amputee players have greater difficulty regulating body temperature because the ratio of surface area to body volume is different and could result in overheating. Coaches must therefore ensure players wear suitable clothing and ample opportunities are provided for rehydration and recovery.

### Wheelchair

Wheelchair soccer is quite unique. Participants play with a Size 9 soccer ball and use specialized power chairs equipped with foot guards to pass, shoot and carry the ball with the objective of scoring the most goals. The foot guards also reduce the risk of

chairs being flipped. The sport is played in a gymnasium. Each team is allowed 4 players on the court at one time including the goalkeeper. Currently in Canada there are teams in British Columbia and Quebec. For the sport to be recognized as a national sport it needs to be played in more provinces.

### Visual Impairment

When coaching visually impaired players, it is useful to remember the following basic points with regard to safety:

- Allow players time to orientate themselves in a venue and pinpoint the layout and identify dangers such as doorways and obstacles.
- Be aware of changes in the environment that could cause injury, such as open doors, cupboards, windows, discarded kit or even someone walking into an open space unannounced.
- Do not leave equipment lying on the floor – always leave it in the same place each session so players know where it is

Some specific medical conditions need extra considerations:

- Players with a detached retina could be at risk of further detachment if they experience blows to the head. Generally speaking, therefore, these players should avoid heading the ball and gain medical advice regarding safe activities.
- Players suffering glaucoma should gain medical advice regarding activities which require exertion.

### Deaf or Hearing Impaired

- Alert staff at the venue you are using that you have deaf people on site
- Make sure all of your group understand the emergency procedures
- Try to eliminate any background noise
- Avoid turning the lights on and off to gain attention if it is dark this may cause an accident.
- Position yourself centrally when leading a session for maximum visibility
- Position support volunteers around the practice area and agree on a 'stop-stand still' sign' to be used.

### Learning Disability

A learning disability is a condition where the brain does not develop as fast or as fully as someone with no learning disability. The degree of learning disability can vary enormously.

As a coach, you should ensure your players understand the specific safety rules associated with soccer. Situations that appear to be an obvious danger may not be perceived as such by some individuals with a learning disability. Accidents may occur due to the lack of awareness of the imminent danger of a situation or the inability to respond appropriately and swiftly if given a command. Some players may have relatively poor self-care skills and will need guidance in areas such as:

- Appropriate clothing – is an outfit too hot, too cold, does footwear fit adequately, is an outfit suitable for sport?
- Avoidance of sunburn, exhaustion and dehydration – they may need to be reminded frequently to drink or use sun barrier creams
- Players with a learning disability are also more likely than their non-disabled peers to have convulsive disorders such as epilepsy
- Know as much as you can about your athletes. Keep instruction simple and provide it in small blocks. Add on questions to check for understanding and provide a balance of visual demonstration and verbal instructions.  
'Demonstration is key'.

### Cerebral Palsy

Cerebral palsy is not a disease or illness. It is a brain lesion, which is non-progressive and causes variable impairment of the coordination, tone and strength of muscle action impacting on postures and movement. The degree of impairment between individuals with cerebral palsy varies considerably according to the severity and site of the brain damage. No two people with cerebral palsy are alike because the brain damage that causes the condition can evolve differently in each individual. You may not be very familiar with this condition, so it may help to see the player first before considering the particular safety issues of which you may need to be aware.

Players with cerebral palsy may be prone to accidents and injuries because they have problems with balance and co-ordination. They may also have more frequent dehydration, muscle cramps and exhaustion. Coaches may therefore need to take extra precautions in hot weather and during hard training sessions, by giving opportunities to rest and to take on liquids. Similarly, if there is poor motor efficiency; players will be

more prone to exhaustion after intense effort. As a coach you should be aware of this and monitor practices and training schedules accordingly.

### The Autism Spectrum

Autism is the most common neurological disorder affecting children and one of the most common developmental disabilities affecting Canadians in general. Autistic Spectrum Disorders (ASDs) change the way the brain processes information and can affect all aspects of a person's development. Classic autism usually appears during the first three years of life. Autism is four times more common in boys than girls.

Each individual is unique - no one person with an ASD responds or behaves exactly like another with the same diagnosis. Individuals with ASDs have varying degrees of difficulty in social interaction and communication and may show repetitive behaviours and have unusual attachments to objects or routines. The term "spectrum" refers to a continuum of severity or developmental impairment. Children and adults with ASDs usually have particular communication and social characteristics in common, but the conditions cover a wide spectrum with individual differences in:

- Number and particular kinds of symptoms
- Severity - mild to severe
- Age of onset
- Levels of functioning
- Challenges with social interactions

When speaking of ASDs, most people are referring to three of the Pervasive Developmental Disorders that are most common:

- Autistic Disorder (also called autism, classic autism and AD)

- PDD-NOS (Pervasive Developmental Disorder - Not Otherwise Specified)
- Asperger's Disorder (also called AS, Asperger's Syndrome and Asperger Syndrome)

Taken from the Autism Society Canada

The Policy on Sport for Persons with a Disability envisions the full and active participation of person's with a disability in Canadian sport at all levels and in all forms, to the extent of their abilities and interests.

Canadian Heritage- Sport Canada

## **Types of Program**

The creation of inclusive programs in soccer clubs often comes as a result of parents whose children have a disability and the game of soccer is a fun, healthy activity for their child to play. In other cases it may be professionals in the area of disability and inclusion who want to pass their love of the game on an area of the community not always given a chance to participate. In either situation a program is nurtured by a small group of dedicated, enthusiastic individuals who for many reasons bring their child to the soccer field.

Here's a brief look at four such Programs:



### **York Region Soccer Association**

Appointed as their first Board Member specifically in charge of Special Needs Soccer, Silvie Gabriele quickly established a Special Needs Camp in the summer of 2009 using a successful model where local youth soccer players would work the three day camp and in turn achieve their volunteer hours as required by the local school board. A wide range of playing abilities attended but with two volunteer coaches per participant it was possible for all to have a satisfying experience.



### **Sudburnia Soccer Club**

Established by parent Jeff McNeil in 2010 the Sudburnia Soccer Club adopted this Program within its own programs later that year. 50 participants regularly attend practice between the ages of 3 and 12. A team of 16 parents facilitate the sessions at one of the Clubs soccer fields and this has attracted 8 sponsors and one major corporate donation. Numbers are now steady at about 30 players with St. John's Ambulance attending each practice.

### **HOLLAND BLOORVIEW KIDS REHAB SOCCER**



### **North Toronto Soccer Club, ParaSport Ontario & Ontario Soccer**

Local funding from Sport4 Ontario enabled an 8 week program to run at Holland Bloorview Kids Rehab with sessions led by an Inclusive Recreationist based there. Local Club Coaches from NTSC were taken through an introduction and discussion session at



the District Association Office before being allowed to assist players in the sessions. The facility used was a gymnasium which made the session accessible for players with walkers.



**Russell Soccer Club**

The soccer club has had a special needs program - The Challengers- since 2004. It was started by a board member whose son has a disability. She was tired of having him and his friends just watch. She approached the club about starting a program.

18-20 kids now play regularly each week and whenever possible they play against the Russell Fire Fighters, the local bank, the executive and anyone else brave enough to challenge them. Other Ottawa clubs have been approached to develop a similar program with an eye to creating a small league.

## **What is Inclusive Sport?**

'Inclusive sport is the provision of an inclusive physical education environment in which participants of all abilities and interests can participate. Inclusive sport recognizes; the inherent value of each participant, the right to take risks and make mistakes, the need for independence, self-determination and the right to choice. A participant with a disability benefits from a quality physical education program as much as any other participant.

Inclusive sport:

- is a step-by-step process
- includes all participants
- has a range of activities and supports
- Is based upon the needs and interests of the participants.

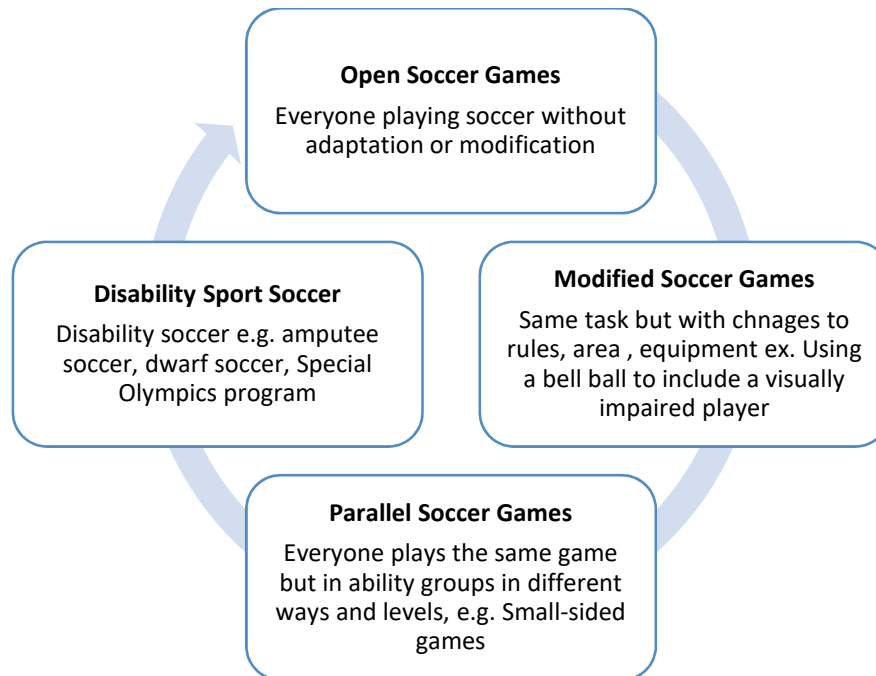
In an inclusive program:

- Activities are modified and individualized as necessary
- Expectations are realistic yet challenging
- Assistance is provided only to the degree required
- Dignity of risk and availability of choices are respected and fostered.'

Moving To Inclusion, Active Living Alliance

## The Inclusion Spectrum

The Inclusion Spectrum gives the coach or teacher different ways of coaching soccer to mixed ability groups without focusing on the individual impairments. Instead it focuses on soccer and how soccer can be presented to best suit all players



The Inclusion Spectrum

Open Soccer Games:

- Need no modification
- Designed for the whole group
- Convey a powerful message that all abilities can play

Modified Soccer Games:

- Everyone plays the same game but access is differently
- Core skill is the same but adapted for each participant

Parallel Soccer Games:

- Participants are usually grouped by ability
- Carry out the same game but alongside each other

Disability Sport Soccer:

- National Disability Sport Organizations - player pathway
- Specific Match Rules and Classifications exist

## **Session Plans**

### Safety

As with any practical coaching session, safety is of paramount importance. All coaches need to be aware of the participant's personal conditions which may influence what is included in the session and how it is managed.

Always remember to:

- Reflect on current practice with regard to safety and to identify key safety factors
- Consider the importance of treating each player as a unique individual – as you should in all coaching situations
- Adapt your coaching practice to work effectively and safely with all soccer players, assessing the same safety and personal factors as you would for non-disabled players
- Review the training environment, is it clean and safe, well lit, accessible.
- Keep the ratio of Players to Coach lower. Special Olympics recommend a 4:1 ratio.
- Refer to generic sport practices within your field. Special Olympics and ParaSport provide valuable sources of guidance.

## 10 Most Popular Practices

The following pages identify the ten most popular games as recommended by current program providers. These games all appear in the Canadian Soccer Association course material for Active Start or FUNdamentals.

### Practice One:

#### *Follow the Leader*

Activity starts with players getting into pairs with 1 ball. Player with the ball leads while the player without the ball follows. Players should try and dribble into space keeping the ball close to them and under control. Encourage changes of directions. Have players switch roles.

#### Variations:

- a. Have player without the ball lead and player with the ball follow
- b. Play a game of tag with one player on the ball and the other without
- c. Play a game of keep away between the players

#### Modified activities

- Reduce the space or distance between players
- Appropriate playing surface
- Allow wheelchair users to send the ball using hands if necessary
- Use different types of ball as appropriate, e.g. grip all, bigger ball

#### Parallel activities

Groups according to ability, NOT disability

- Players follow a predetermined route
- Possibly using balloon or larger ball
- Players remaining stationary –passing ball with feet
- Moving at walking pace

## Blind Players

It may not be appropriate for totally blind players to be included in the above practice for safety reasons. A similarly themed activity using a ball with ball bearings to produce sound but have players in pairs within their own areas – this will need volunteers to guide players within the area. After one minute, players change possession.

## Practice Two:

### *Coconuts*

Split players into 2 teams and have them line-up as shown. Place balls on top of cones like coconuts. Ask players to alternate making passes/shots to try and knock the ball off of a cone. If a player is successful they can go and retrieve both balls and bring them back to their side. Encourage celebrations!

### Modified activities

- Reduce the space to assist those with limited mobility
- Use different types of balls – grip balls, bigger balls etc.

### Parallel activities

- Using hands to pass or roll at target
- Using feet to pass with passive defenders
- Strike at target with active defenders

### Disability soccer

For blind players, as above but:

- Defenders should call to indicate either presence
- Targets must also call to give direction to the players

## Practice Three:

### *Shoot and Score*

Separate team into 2 (or more if possible) as shown. Set up a triangle. The coach stands in the centre of the triangle. Player throws ball to the coach. Coach can:

1. Place ball to the left or right (on the ground or bouncing). Player strikes the ball into the empty goal.
2. Places ball in front. Player takes a touch past the coach with the outside of foot passed the coach and strikes the ball into the empty net.
3. Player dribbles towards the coach and takes the touch past the coach and plays into the empty net.

### Modified activities

- Reduce the distance between goals
- Increase size of goals
- Appropriate playing surface
- Allow wheelchair users to send ball using hands if necessary
- Use different types of ball as appropriate e.g. grip ball, bigger ball

### Parallel activities

- Players shoot for goal using their hands from a stationary position 3.5 metres in front of goal and move to join the back of their team line
- Players travel at walking/slower speed, shoot using feet and move to join other team
- Players travel at quicker pace.

### Disability football

Blind players:

- Use ball with ball bearings
- A sighted goalkeeper calls the blind player in for the shot to assist direction

## Practice Four:

### *King/Queen of the Ring*

Players have a ball each. Players must keep ball within a defined area. Players are encouraged to kick other balls out of area. When a player gets their ball kicked out of the grid, they must leave the grid and practice a skill (3 juggles, toe taps etc) and then they return to grid.

### Alternatives

Progress to last man standing (King/Queen of the ring). When a player gets their ball knocked out of the square they are now “out” and are not allowed to return to the grid. They remain outside the grid cheering for their teammates. Continue this until everybody is knocked out and there is only one player left. This player becomes the King/Queen of the Ring.

### Modified activities

- Restrict the space
- Appropriate playing surface
- Use different types of ball as appropriate e.g, grip ball, bigger ball

### Parallel activities

- Passive defending – move but no tackling

### Disability soccer

- Wheelchair users as above, but using hands to dribble
- Blind players use appropriate ball



## Practice Five:

### *Turn and Burn*

Divide players into two teams – put them in different colored pinnies, one team starts on one end of the grid with a ball each.

Objective is for players with the ball to dribble towards the players without, who remain stationary. The coach shouts “Turn” and the players with the ball stop, turn and try to dribble back to their starting line. When the coach shouts “Turn” the players without the ball can move and try and steal the balls of the opposing team before they get back over the safe line.

Take turns having both teams being attackers/defenders. Do not eliminate players who lose their ball. Let them have another go.

### Variations

- Introduce specific turns: big toe turn, little toe turn, pull back, etc.

### Modified activities

- Restrict the space, vary the distance
- Appropriate playing surface
- Lighter ball

### Parallel activities

- Allow players to dribble to the line unopposed

## Practice Six:

### *Ready Position and Basic Diving*

All the players find a space in the grid. Each player has a ball. Players place the ball to their left or right and kneel next to the ball. On coaches command players dive on the ball. Players then switch sides. When players get comfortable diving from their knees they can start from the standing position.

### Variations

1. Players run around and when coach shouts “dive” players dive on the nearest ball
2. Players can attempt different types of diving, sideways, forwards etc.

### Modified activities

- Smaller playing area
- Appropriate playing surface
- Lighter ball

### Parallel activities

- Have partners roll the ball to players
- Introduce opposing player to challenge for ball

### Disability soccer

- Take into account any goalkeeper requirements specific to the rules for each type of soccer.

## Practice Seven:

### *Nuts and Squirrels*

This is a great game that caters for odd numbers. Teams are divided into 4 groups - each group is given a different colored pinnie. All the balls positioned in middle square. On coaches command 1 player from each group collects a ball (nut) from the middle. Player dribbles ball back to their triangle (tree) – next player can go when the ball is stopped in the triangle. When the coach stops the game, the team with the most balls (nuts) in their triangle wins the game.

When there are no more balls left in the middle, everyone can go and take balls from any station for a set number of seconds. The winning team is the group with the most balls at the end of the time.

### Modified activities

- Players collect balls by whatever means possible
- Players walk to get balls
- Wheelchair users – balls can be on top of cones so they can pick them up

### Parallel activities

- Parallel group – walking and return without ball
- One group – walking and picking up balls
- One group – as per original first game/progression
- One group – with 'defender' guarding balls

### Disability soccer

- Wheelchair users – use larger soccer balls
- Blind players – ball with ball bearings (1st game only)

## Practice Eight:

### *3 Goals Game*

Four teams of three players working in a 25m x 15m area. Three teams line up in rows at one end of the playing area ready to attack the goal. The other team has one player in goal and two as target players, standing between two cones, as shown. The first team runs with the ball to the halfway line. The first player to cross the halfway line shoots at the goal. The second player to cross the line can pass to whichever target player he/she wishes. The third player across the line passes to the remaining target player. All three attacking players then change places with the Goalkeeper and target players they shot at, or passed to. The goalkeeper/target players collect the balls and go to the back of the attacking teams and await their turn.

### Modified activities

- Reduce the space to assist those with limited mobility
- Wider goals ☒ No goalkeepers
- Starting position closer to goal
- Use hands to throw/roll the ball
- Put targets in goals e.g. cones to be knocked down

### Parallel activities

- Stations shooting / no goalkeepers/ wider/smaller/closer goals
- Add passive defender

### Disability soccer

- For blind players use balls with ball bearings
- Goalkeeper shouts therefore player can recognize where goal is
- Wheelchair users – can roll/ throw ball towards goal

## Practice Nine:

### *Red Light/Green Light*

Players move around the grid dribbling the ball – when coach shouts red light players stop. Green light players go. Go speeding – players go faster. Crash – players dive on their ball. Coach can be creative – Stop Signs, Roundabouts, and Parking Lots.

To progress the game the coach introduces a yellow cone. When the players see a yellow cone they must change direction with a turn.

### Modified activities

- Reduce space to assist those with limited mobility
- Use different types of balls e.g. grip balls, bigger balls etc.
- Appropriate playing surface
- Stop balls with hands

### Parallel activities

- Use hands to stop the ball
- 1 group only working at red light command
- 1 group only working at red light and yellow light command
- Players walk with soccer ball

### Disability soccer

For blind players

- Coach should shout colour/direction
- Use ball with ball bearings

## Practice Ten:

### *Chain Soccer*

Set up a small grid, depending on number of players. Separate players into 2 teams as shown. Number players 1,2,3,4,5 etc. Call out a number. That numbered player/parent combo from each team enters into the field to challenge for the ball.

Players try to score on opposing side while defending their own side. Players not called can act as goalies on their side. Increase the # of players to 2 or 3.

### Modified activities

- Reduce the space to assist those with limited mobility
- Appropriate playing surface
- Lighter ball
- Balled rolled out to a selected player

### Parallel activities

- Serve to one team and then the other
- Roll ball towards goal or have the ball stationary in front of goal

## Words with Dignity

The following terms are suggested to describe persons with disabilities.

Instead of :	Use:
Disabled, handicapped or crippled	Person with a disability or people with disabilities
Crippled by, afflicted with, suffering from or deformed	Person who has or person with
Lame	Person who has a mobility impairment
Confined, bound or restricted to a wheelchair	Person who uses a wheelchair
Deaf and dumb, deaf, deaf mute, or hearing impaired	Person who is (e.g. deaf or hard of hearing)
Retarded or mentally retarded	Person with an intellectual disability
Spastic (as a noun)	Person with cerebral palsy
Physically challenged	Person with a physical disability
Mental patient, mentally ill, mental or insane	Person who has or person with (e.g. a mental illness or schizophrenia)
Learning disabled or learning difficulty	Person with a learning disability
Visually impaired (as a collective noun or blind)	People who have a visual impairment
Disabled sport	Sport for athletes with disabilities
Disabled community	Disability Community

Remember, appropriate terminology changes with the times. If in doubt, ask.

Active Living Alliance

Date (dd-mm-yr)	Event	What Worked	What Did not	Volunteer / Staff Comments	Participant Comments	What to Change Next Time

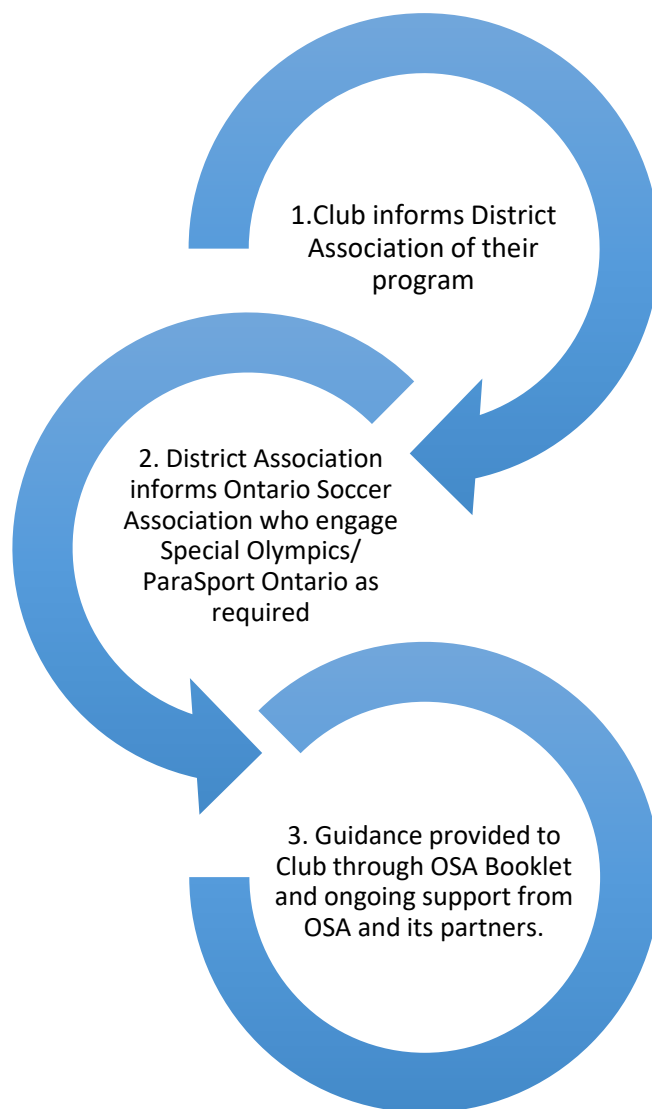


## Supporting a safe program

The OSA and its District Associations work diligently with Special Olympics Ontario and ParaSport Ontario to insure our participants are provided playing opportunities in a safe and secure environment. To that end the practices provided here are guided by those experts.

It is required that before you begin a S4PWD program or if you are continuing a program you should follow the required steps:

### Process



## Resources and Further Reading

- **ParaSport Ontario**

Has four member Provincial Multi-Sport Organizations; Ontario Amputee and Les Autres Sports Association (OALASA), Ontario Blind Sports Association (OBSA), Ontario Cerebral Palsy Sports Association (OCPSA) and Ontario Wheelchair Sports Association (OWSA).

<http://www.parasportontario.ca>

- **Special Olympics Ontario**

The world's largest movement dedicated to promoting respect, acceptance, inclusion and human dignity for people with intellectual disabilities through sports.

<http://www.specialolympicsontario.com>

- **Active Living Alliance**

Provides research and consultation on accessibility issues at a national level with workshops and events at a local level through a series of provincial offices.

<http://www.ala.ca>

- **Union of European Football Association (UEFA)**

A strong advocate for inclusion at all levels of the game the UEFA website offers an engaging online course that gives coaches ideas and raises awareness when coaching an inclusive session.

<http://elearning.uefa.com>

- **Coaches Association of Canada**

NCCP – Community Sport Coach and Competitive Sport Coach Stream

<http://www.coach.ca>

- **No Accidental Champions**

Developed by Canadian Sport for Life in consultation with a range of partners and published by Canadian Sport Centres

[www.canadiansportforlife.ca](http://www.canadiansportforlife.ca)

## **Appendices**

1. A Profile of Disability in Canada, 2001  
Participation and Activity Limitation Survey  
Statistics Canada