



MAKING RUGBY ACCESSIBLE TO ALL.

DISABILITY COACHING
TOOL KIT.



SPIRIT OF RUGBY

RESPECT

For all those involved in the rugby family, the wider community and self.

Gratitude to coaches, officials, volunteers and other leaders in the game. Discipline while playing the game. Respect for the physicality of the game and commitment to the safety of the player as paramount.

INTEGRITY

Actions on and off the pitch that are open and transparent.

We aspire to always have the best interests of the player and those involved in the game, especially youth players, at heart. In rugby we aspire to do the right thing and endeavour not to be bystanders.

INCLUSIVITY

Diversity of opinion and culture means working together to be a vibrant, respectful organisation.

Rugby is a sport of choice for all, it transcends barriers and differences of race, gender, religion and sexual orientation. Players that have a positive life-long experience of the game can remain within the Irish Rugby family throughout their lives, fulfilling roles that enable them to be the best version of themselves.

FUN

A passion for the game, on and off the pitch, rugby is a source of joy for all.

Everyone has an equal right to learn, play and administer the game and should be respected for the age and stage of development that they are at; especially youth players.

EXCELLENCE

Strive to be the best that we can be.

There may be others who play better, make better decisions and perform under pressure better, but we complete each task knowing that we could not have done more for ourselves, our team, club or school; we are comfortable in the knowledge that we are doing our best.

We believe the game of rugby should be accessible to everyone.

Many young people with disabilities often feel excluded from team sports so miss out on all the great benefits. To help rugby coaches pass on the joy of the game, we've created a tool kit specially designed to encourage players of all abilities to take part, learn and have fun.

Training session top tips



Use the coaching cards to make your session fun and inclusive.



Organise children into small groups or pods.



Mark the pitch out in cones. Use red and yellow for try lines and white for side lines.

Teach the basic rules first

- ▶ If you hear the referee's whistle **Stop, Look, Listen.**
- ▶ Pass the ball **backwards.**
- ▶ Stay **behind the ball.**
- ▶ To score, **place the ball down over the try line.**
- ▶ **No contact** with any other player
- ▶ To tackle, **remove a tag from the person who has the ball.**
- ▶ When tackled, you must stop, put the ball on the ground between your feet and roll the ball gently backwards.

What's most important

Encourage teamwork, good sportsmanship and fair play. It's not about the winning, it's about taking part and working together as a team. And most of all, it's about having fun.

Disability Coaching Cards.

The tool kit includes a series of coaching cards that show how we can adapt tag rugby, so it's **accessible to everyone** - regardless of your skill level or ability.

Building on the principles of Tag Rugby.

Tag rugby is the ideal game for beginners.



Teaches the basic skills and rules of rugby in a fun way.



Suitable for small teams - from 4 a side.



No scrums or lineouts.



Develops decision making skills.



Encourages teamwork.

How we can include players with disabilities.

Using the **STEP principle** we can make rugby accessible for more players to enjoy.

S

= Space

Adjust your space and/or environment to accommodate all levels of ability. Give players tackle free zones where they can concentrate on catching (receiving and passing) without the pressure of being marked.

T

= Task

Altering the task in a game and varying the difficulty level makes activities more inclusive. Skills such as catching and passing can be broken down into smaller components. Practice catching using a bigger ball or use a smaller ball for passing.

E

= Equipment

Modify the equipment you use. Colourful bibs, larger cones, size and colour of ball or slalom poles.

P

= Players

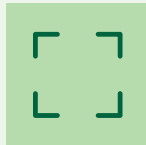
Have a person centered approach when working with players, support them in making decisions and adapt the rules and regulations to make your activities more inclusive. Practise from a stationary position, or use netball rules before introducing movement with the ball.

DISABILITY COACHING GUIDELINES.



Demonstrate acceptance

Coaches who work with players with a disability soon discover fundamentally there is no difference to coaching any other player. The challenge is to understand the person and to see what they can achieve. **Treat all players equally**, get to know them, give them individual attention and establish goals for them.



Focus on ability, not disability

Encourage players to perform to the best of their abilities. Don't assume that players are fragile or incapable because of a disability. Rather than speculating about the players capabilities, have an open conversation. Most players with a disability have accepted their disability and are usually open minded about discussing personal issues and concerns, which can help coaches to better understand their abilities and motivations. If a player wants to take part, they possibly know what they can or cannot do.



Use effective teaching techniques

Communication is key. You can give instruction in a variety of ways - not just verbally but through demonstration.



Maintain a safe environment

Player welfare is paramount, Foul play is not tolerated. Praise positive fair play.

WARM-UP: ANIMAL MOVEMENT

HOW TO PLAY:

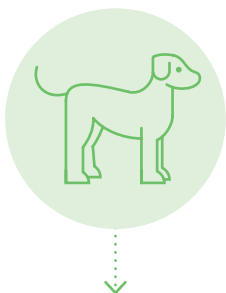
In a coned area, players move around freely. When the coach calls an animal name, all players must move like that animal. Examples can be found below:

EXAMPLES:



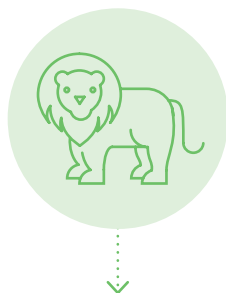
TIGER CRAWLS

(Unilateral) Alternate side movement. Knee to elbow touch. Stay low to the grass.



DOG WALKS

Walk on hands and knees.



LION WALKS

(Homolateral)
Same side movement. Hand and knee move together.



FROG JUMPS

(Homologous)
Bent down, elbows inside knees and jump vertically or horizontally.



CHIMP RUN

(Homologous)
Horizontal jump or run on all 4's. Elbows inside knees.

WARM-UP: ANIMAL MOVEMENT

HOW TO PLAY:

In a coned area, players move around freely. When the coach calls an animal name, all players must move like that animal. Examples can be found below:

EXAMPLES:



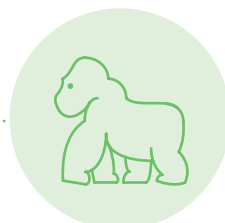
DONKEY KICKS

All 4's. Keeping hands on ground, raise both feet off the ground.



BUNNY HOPS

Walk on hands and knees.



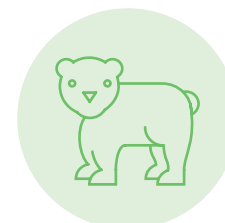
GORILLA ANGRY

Walking squat. Arms overhead.



GORILLA DIGGING

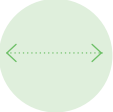
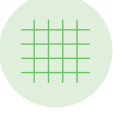
Walking squat - picking up objects.



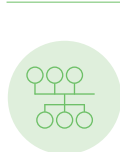
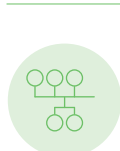
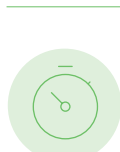
BEAR CRAWLS

Hands and feet (not on knees).

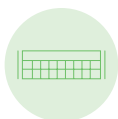
BALL HANDLING / SKILLS / DECISION MAKING

KEY COACHING POINTS WHEN RECEIVING & PASSING	• Reach towards passer - fingers spread and thumbs up. • Catch ball in two hands. • Look to receiver. • Swing arms towards target - finish pointing at the target once ball has been released.
 CONTINUOUS LATERAL PASSING	Groups of 3/4/5 pass the ball in lateral direction. Last person in group 1 passes to first person in next group and drill continues. Add loops/ switches/miss passes/trail runners etc. the ability and experience of the group, switches etc. may need to be broken down into individual drills before being applied to continuous lateral passing drill.
 SHORT TO LONG PASSING	Groups of 4/5 run out passing in narrow channel, then spread out and pass back down the wider channel. Can also be done as Long to Short Passing with channels set out.
 STATIC LATERAL PASSING	Players start close together and move further apart as they master the basic skill elements.
 PASSING DRILLS WITH FEEDERS	Groups of 6-8 players work in a grid. 2 feeders stand at each side of the grid and the ball is passed to a player coming through the middle of the grid. Process is repeated and drill is continuous. Grid can be made bigger and number of players coming through the middle of grid can be increased.

BALL HANDLING / SKILLS / DECISION MAKING

 U SHAPED COLOUR GRIDS	9 defenders line up on 9 coloured cones. 3 defenders attack inside the U. Coach shouts a colour and only the defenders on that coloured cone can defend.
 4 v 3 IN CHANNELS	4 attacking players must beat 3 defenders in a channel standing 4/5 meters apart in single file. Defenders may move from side to side with limited opposition to start with. Pressure on attacking players should gradually increase.
 4 v 2 CONTINUOUS PASSING	Four players are always attacking with two players defending. The defenders need to make a two-handed touch on the ball carrier to stop the attack. When the ball carrier is touched, the game will restart after three seconds to allow the attack and defence to quickly reset. When a try is scored, the attacker will attack in the opposite direction (change attack and defence regularly).
 SIMPLE PASSING	Two 5m x 10m channels. Four players (with ball) in first channel pass ball up to the end of the first channel. Aim is to make accurate, quick passes concentrating on hand catch. Ball carriers then enter channel two where they are faced with four static defenders. Players at first channel can start staggered to help promote depth of running.
 L SHAPE PASSING	15m x 15m grid. Two groups of four players on each part of the L. Ball starts at wide player and when ball reaches end player, next group of four take over. Players realign in groups of four once passes have been completed.

WARM-UP: FUN GAMES 01



RUGBY TENNIS

Pitch is set up as a square with two lines of cones creating a 'net' in the middle, which is effectively a dead zone. Players take it in turns to kick the ball over the net into the opposition court. If the ball lands in the court, a point is awarded to the kicking team.

If the ball is caught the game continues. If the ball is kicked out of the area or onto the net area, no points are awarded. Teams take turns to kick. Every player should kick during the game.



END BALL

Divide the players into two teams. Attackers attempt to score a try by passing the ball to each other and manoeuvring it to their try zone. Attackers must remain stationary when in possession and move when not in possession to receive pass from stationary teammate. Passes permitted in any direction

Coaching points: Attacker without the ball should move into space to receive a pass. Defenders may block or intercept passes or pick up dropped passes but may not steal possession from an attacker.

Progression: Attackers roll the ball to each other along the ground. This encourages players to bend and practice picking up a moving ball. Attackers who receive a pass immediately place the ball on the ground and move away. A supporting attacker moves in and passes away. Defenders may not steal the ball from the ground but should mark other attackers, this encourages players to support the player they pass to and identify effective passes

WARM-UP: FUN GAMES 02



WHAT TIME IS IT REFEREE?

3 coaches place themselves on the 22 and the remainder of the group gather on the try line. As a group they shout “what time is it Referee” and the coach(es) on the 22 give an answer e.g. 3 O’Clock meaning the group must step forward 3 paces. Repeat until the group is close to coach. On the final go the coach reply ‘Try Time’ and turn around to chase the group back to the try line while trying to tag players.



CHAIN GANG

2/3 players hold hands and try to catch free players, making the chain bigger. Game over when all players within the grid have been caught.



ROB THE NEST

Groups are split into three or four groups (of four players max) with a nest (small coned area) containing the balls in the middle of a square. On the coach’s call, the players (one per group at a time) run out to the middle and take one ball to bring back to their nest. Once there are no balls left in the middle, the players can begin to take balls from opposing team’s nests. The winning team is either the one that has four balls in their nest or the team with the most balls after a certain time (rules at coach’s discretion).



AEROPLANE GAME

All participants get a cone and place in front of their chest with arms extended out (cone is in place of a ball). Aeroplanes ‘fly’ around making sure they are running into space. When turbulence is shouted, players jump and run while running into space. To make it harder, players look through hole in cone and ensure they are running in to space.

WARM-UP: FUN GAMES 03



LEAP FROG TAG

One or more players are appointed 'it'. When a player is tagged, they freeze on the spot with their hands on their knees. Other evading players can then free the frozen player by leap-frogging them. Tagger(s) can be changed at coach's discretion.



OCTOPUS TAG

The tagger or octopus attempts to tag the other players. The playing field is the ocean. The players or fish line up along one side of the ocean and try to run to the other side without being tagged. In a variation, once the fish run to the other side without getting tagged, the game pauses until the octopus starts it again. Once tagged the fish become seaweed and must freeze and remain where they were tagged but can wave their arms around and assist the octopus in tagging other fish within their reach. The last fish to be tagged becomes the next octopus.



STUCK IN THE MUD

2 hands on the ball, to 'stick someone in the mud' you touch them with the ball below the waist.



SHEEP TAG

Same principle as 'stuck in the mud'. When caught, player pretends they are a sheep on their back. To free a player, you must get into a strong position to push them back onto their feet.

WARM-UP: FUN GAMES 04



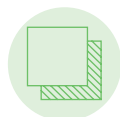
NUMBER FREEZE

Moving around a grid, when coach calls a number, players must touch the ground with corresponding number of body parts i.e. feet, knee, elbow.



CLUSTERS

Players run around a grid. When coach shouts a number, players must get into a group size of that number. When coach shouts a colour, they must run to a cone of that colour.



SHADOW YOUR PARTNER

Players are paired off. One player A, the other B. Player A runs forwards, backwards, left, right, etc. and player B must attempt to shadow what player A does. Players then switch roles.



RATS + RABBITS

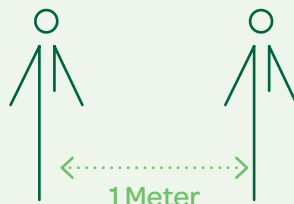
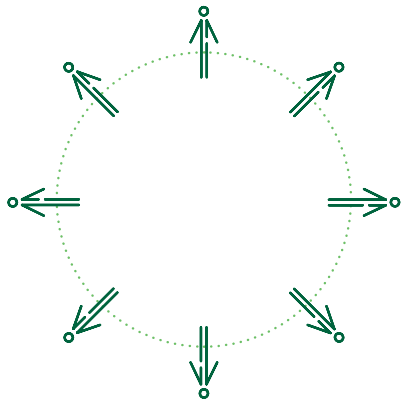
Players are lined up in the middle of the square, back-to-back (both with a ball if available).
On the coach's call, the player named either 'rat' or 'rabbit' runs to the line in front of them, trying to score a try over the line.

The player whose name wasn't called then releases their ball and attempts to two handed touch the other player before they reach their try line. Both players return to the middle when a player has either been caught or has scored a try.

INVASION GAMES: HOW FAST CAN YOU PASS?

HOW TO PLAY:

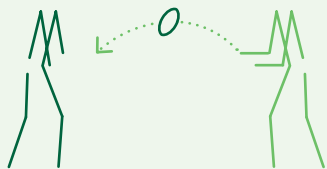
Organise
players into
a circle.



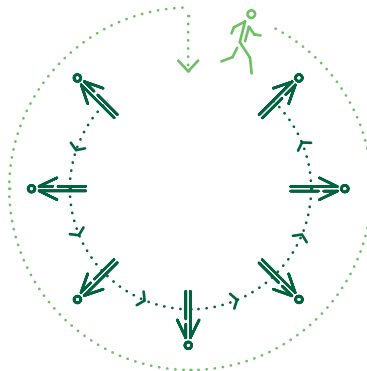
With approx. 1 metre
between each player.



One player in the circle has the
ball and becomes the runner.



The runner passes
the ball to their
left before running
around the outside
of the circle.



The players in the circle try and pass
the ball around to everyone in the circle
before the runner returns to their spot.

INVASION GAMES: HOW FAST CAN YOU PASS?

Equipment



Large
playing area



Rugby
ball



SAFETY POINTS

Make sure there's enough space
between players passing
Be aware of others



WATCHOUTS

Do Players...

Concentrate when passing
and catching?

Put their hands up and call for the ball?



ADAPTING THE GAME

	Easier	Harder
S Space	Reduce the size of the circle	Increase the size of the circle
T Task	- Players stand closer together and use simple hand pass - Players should move at the same time/speed as the runner	- Play with 2 balls and 2 runners - Change direction of ball movement for each runner - Split groups into separate circles, who then race against each other
E Equipment	Use a beach ball	Use a smaller ball
P Players	Split group into smaller circles	Add more players to the circle



TIPS FOR SPECIFIC CONSIDERATIONS



SIGHT IMPAIRED:

- Introduce buddy system.
- Use high visibility ball and/or jingle ball



HEARING IMPAIRED:

- Give demo to introduce the activity and for each change of instruction.
- Use visual cues e.g., bibs, flags to signal start and finish of activity.



PHYSICALLY IMPAIRED:

- Pass the ball around the circle twice.
- Players can be seated or standing when receiving and passing the ball.

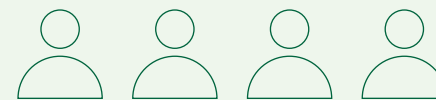


LEARNING DISABILITY:

Give clear demonstrations at the start and before each change in activity.

RELAYS

No. of players

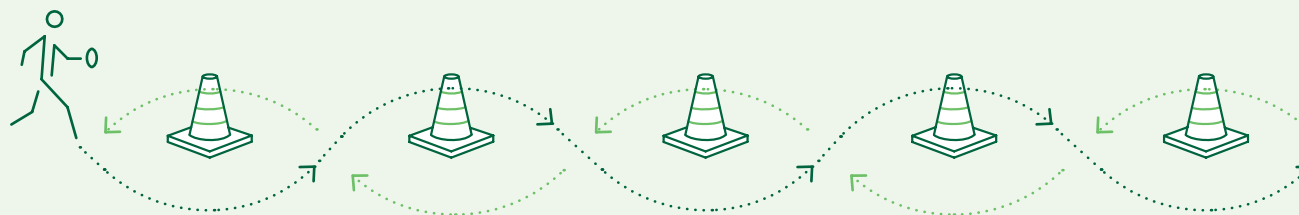


4 on each team

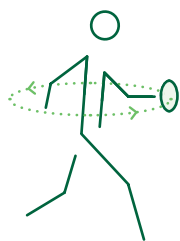
HOW TO PLAY:



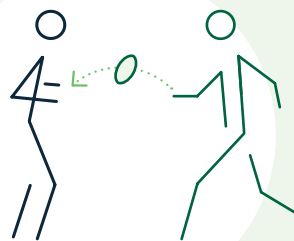
On signal



Run in and out of the cones to the end of the line and back.



While running, keep moving the ball around your waist.



Then pass the ball to the next player on your team to continue.

Question:

Did you find different ways to pass the ball around your body?

RELAYS

Equipment



1x mini rugby ball per team



5x Cones per lane



Cones to mark the end lines



SAFETY POINTS

Leave enough room between each team's lanes.

Pass sensibly or hand ball to next player.



WATCHOUTS

Do Players...

Run on their toes?

Carry ball in two hands?

Run with their heads up?



ADAPTING THE GAME

	Make it harder	Make it easier
S Space	Increase the distance between the end lines .	Shorten the distance between the end lines.
T Task	Stop at each cone and pass the ball around the waist before continuing. Against the clock, try to increase the pace.	Hold the ball in 2 hands and jog, then run.
E Equipment	Add more cones and place them closer together.	Reduce the number of cones.
P Players		Players who have mobility issues can perform an alternative skill e.g., pass the ball round their body 5 times without travelling.



ASSOCIATED LANGUAGE

Travel with the ball; swerving; slalom; changing speed.

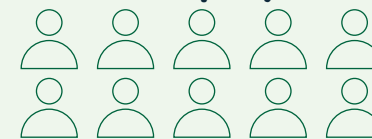


MAKING CONNECTIONS

This game can use a variety of balls. Try different shape and sizes - it doesn't have to be a rugby ball - the variety will make it more fun.

TAG RUGBY: RUN THAT SPACE

No. of players



Up to 10 in each group.

HOW TO PLAY:

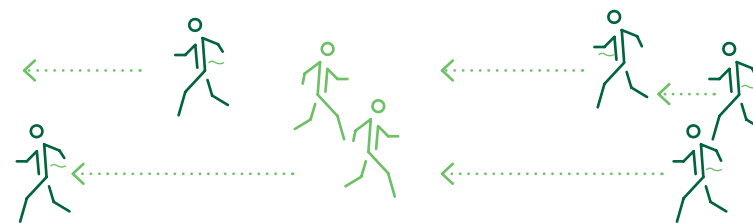
END-LINE



START

2 players in the middle are taggers who try to tag the runners.

END-LINE



START

On signal, players try to run to the other end-line without being tagged.



When players are tagged, the tags must be given back straight away.



Those tagged join in as taggers and game continues until one player remains.

Questions:

Did you choose different people to tag?
—

Did you always own up when tagged?

TAG RUGBY: RUN THAT SPACE

Equipment



Mini-rugby ball for
each runner



Tag belt with 2 tags
for the runners



SAFETY POINTS

Always play sensibly. No colliding or bumping.

Taggers should not push or trip anyone.

Players with mobility issues can choose to use 'safe zones' to escape being tagged.



WATCHOUTS

Do Players...

Look for space to run through?

Choose the best time to run?

Send the tagger the wrong way?

Change direction into space using a side step or swerve?



ADAPTING THE GAME

	Easier	Harder
S Space	- Make the playing area wider. - Place 'safe zones' in the corners. Players with mobility issues can try to move from zone to zone without being tagged.	- Make the playing area narrower. - Reduce number of 'safe zones'.
T Task	Taggers can only walk	- Taggers must perform a skill e.g., pass ball around their body before tagging - Make 6 runs in 60 seconds or join the taggers - Put a time limit on taggers - Each runner must have a ball
E Equipment	Some players can run without the ball	
P Players	- Some players remain 'tackle free' for 10 seconds. - Start with one tagger	Start with more than two taggers



ASSOCIATED LANGUAGE

Dodging, free space, supporting others, make and use space.



MAKING CONNECTIONS

Use a warm-up to any game involving running with the ball and tagging.

TAG RUGBY: SCARECROW TAG

No. of players



Up to 10 in a group, starting with 2 as taggers

HOW TO PLAY:



Players must run inside the area



Taggers try to tag other players.

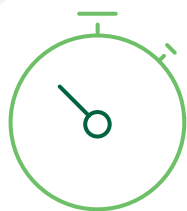


When tagged, player stands still with arms out, like a scarecrow.

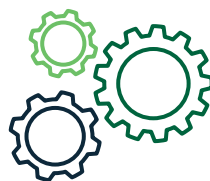
Scarecrows replace the tag which should be given back straight-away.



Players are set free when another player runs under their arm.



See how many tags can be made against the clock – 15, 30 or 60 seconds.



Play again giving taggers and runners time to plan how to work together in the next game.

Questions:

Did you always run within the area?

Did you always own up when tagged?

TAG RUGBY: SCARECROW TAG

Equipment



Mini-rugby
balls



Cones to mark
the area



1x tag belt with tags
for each player



SAFETY POINTS

Make sure area is large enough for the number of players

Leave enough space between groups

No pushing or bumping

To prevent collisions, everyone should release in the same direction e.g. from front to back



Do Players...

Change pace when they need to?

Watch the taggers to see where they are?

Work as a team when tagging and planning how to catch the other players?



ADAPTING THE GAME

	Make it easier for runners, harder for taggers	Make it harder for runners, easier for taggers
S Space	Make area bigger Create 'escape zones' (e.g., corners) for some players	- Make area smaller - Reduce no. of 'escape zones'
T Task	Use high fives to release players	- Use a throw and catch to release players - Players can only walk
E Equipment	Tag with 2 hands on a ball.	
P Players	Use less taggers	- Increase the no. of taggers - Some players act only as releasers



MAKING CONNECTIONS

Use a warm-up to any game involving running with the ball and tagging.

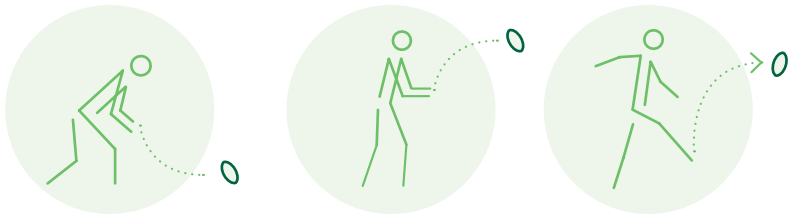
TAG RUGBY: RUGBY ROUNDERS

No. of players



Up to 5 batting and 5 fielding

HOW TO PLAY:

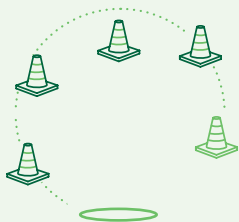


Each player in the batting team will roll, throw or kick ball into the fielding area and run immediately around bases to score points. No one can be caught out.



Fielders return ball to hoop to stop players in batting team from scoring.

Players stop running when ball is returned to hoop and/or rejoin their team if last base is reached.



1 point scored for each base passed.



3 points scored if last base is reached before ball is returned to hoop.



Each batter has 3 goes.
(1 inning)
Play up to 4 innings.

Questions:

Did you keep score for your team?

Did you work as a team when fielding?

TAG RUGBY: RUGBY ROUNDERS

Equipment



Hoop
and/or cones



Rugby
ball



SAFETY POINTS

Make sure play area is large enough for batters to roll and throw ball.

Leave enough space between groups.

Play sensibly. Avoid collisions with batters running around the bases.



WATCHOUTS

Do Players...

Roll or kick the ball into space when batting?

Work as a team when fielding?



ADAPTING THE GAME

	Easier for batters	Harder for batters
S Space	Move bases closer together	- Move bases further apart - Increase minimum distance
T Task	- Distance kicked determines the score - Each fielder must touch the ball before returning it to the hoop - Fielders can only run 2 paces with the ball. - Throwing into space may be confusing for some players. Give them a team-mate to throw to. Each successful catch scores points.	Pick up a ball at first base and then run or throw the ball into a target area
E Equipment	Batters can kick from a tee (e.g., ball on marker disc)	Use 2 or 3 rugby balls that are kicked into the playing area each time.
P Players	Play with 3 teams with 1 team supervising and evaluating while the 2 are playing	Limit the number of fielders



ASSOCIATED LANGUAGE

Catching, throwing, team, direction, speed, aiming, tracking or following the movement of a ball.



MAKING CONNECTIONS

Use as a warm-up to any passing game or practice for kicking.
Why not discuss different rules with the players and try them out?

WARM-UP: FLUSHER TAG

HOW TO PLAY:



Choose 1
player to be the
catcher.

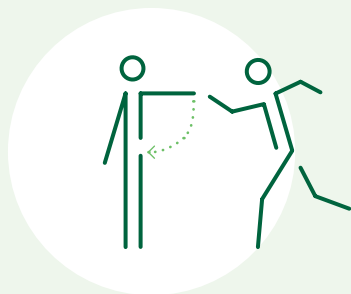


On signal, players
move around the
area trying to
avoid the catcher.



When a catcher tags
a player, they must
hold up an arm at a
90° angle.

Setting a
player free



The tagged player can only be set
free when another player 'flushes
the toilet' by pushing the player's
arm down.

Tip!

Ask the catcher
to wear a distinctive
coloured bib so
they're easy
to spot.

WARM-UP: FLUSHER TAG

Equipment



Large playing
area



SAFETY POINTS

Make sure the play area is large enough for number of players

Stay alert and avoid collision or tripping others

No pushing when tagging



WATCHOUTS

Do Players...

Focus on the person they are trying to catch?

Look for space when running?



ADAPTING THE GAME

	Easier	Harder
S Space	Make playing area smaller	Make playing area bigger
T Task	- Encourage players being tagged to move around the area in a different way e.g., hop or jump. - If a player is tagged twice, they become a catcher.	- Introduce the 'Safe Zone' where players can go to only once during the activity. - Encourage players being tagged to move around the area faster.
E Equipment	No equipment needed.	No equipment needed.
P Players	Already at the easiest level.	Play with more than one catcher.

TIPS FOR SPECIFIC CONSIDERATIONS



SIGHT IMPAIRED:

Introduce buddy system.
Use high visibility bibs on catchers.



HEARING IMPAIRED:

Use visual cues e.g., bibs, flags to signal start and finish of activity.



PHYSICALLY IMPAIRED:

If the catcher has a physical disability, the other players should move around the area in ways that slow the pace of the game e.g., hop, skip or jump.

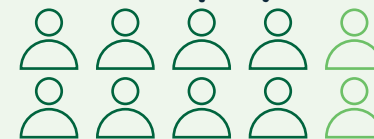


LEARNING DISABILITY:

Clear demonstrations at the start and before any change in activity.

WARM-UP: TAILS

No. of players



Up to 10 in a group, starting with 1 as a tagger

HOW TO PLAY:



Choose 1 player to be the catcher.



All other players are given a bib or ribbon which they tuck into the back of their shorts or chair.



Players move around the area trying to protect their tails while the catcher tries to collect them.



Once a player loses their tail, they also become a catcher until there is only one tail left.



TIP:
Important not to hit players when trying to catch their tails.

WARM-UP: TAILS

Equipment



1x bib or
ribbon per player



Large
playing area



SAFETY POINTS

Make sure the play area is large enough for number of players

Stay alert and avoid collision or tripping others.



WATCHOUTS

Do Players...

Focus on the person they are trying to catch?

Look for space when running?



ADAPTING THE GAME

	Easier	Harder
S Space	Make playing area smaller	Make playing area bigger
T Task	Catcher only has to touch a player's tail for them to become a catcher. Encourage players with tails to move around the area in a different way e.g., hop or jump.	Play with 2 catchers. One group has red tails, the other group has blue tails. Catcher only chasing one colour. Encourage players with tails to move around the area faster.
E Equipment	Use larger tails.	Use smaller tails.
P Players		Play with more than one catcher.



TIPS FOR SPECIFIC CONSIDERATIONS



SIGHT IMPAIRED:

Use brightly coloured tails and bibs



HEARING IMPAIRED:

Use visual cues e.g., flags to signal start and finish of activity



PHYSICALLY IMPAIRED:

Place the tail on the rear side of the chair (not tied on).



LEARNING DISABILITY:

Catcher(s) can make a noise, so they are more identifiable.

INCLUDING EVERYONE: A FEW TIPS

WHAT CAN YOU SEE?

How does the child feel?

The first time a child attends training, think about what you observe and see if you can do anything as a coach to help the child feel happier about playing. We all feel different emotions when we try a new sport - excited, worried, anxious, overwhelmed, etc. Children may need some extra encouragement to participate and engage.

Things you might see:



Clinging to a parent



Running away from the group



Doesn't seem interested in the group or the equipment



Might say "I don't think I'll like this" or "I don't want to play"



Very excited with lots of energy but finding it hard to play the games with the group

INCLUDING EVERYONE: A FEW TIPS



Clinging to a Parent

- Be at eye level with the child and bring a few pieces of equipment over to show the child (e.g. a ball or a tag belt)
- If the child doesn't want to come close to you, ask the parent to show the child the equipment pieces
- Ask the parent to start to play a simple game using the equipment and see if the child will allow you to join in
- Once the child is interacting with you, move to a small group and see if there's another child or two who want to play the same game (keep it simple – throwing and catching). You may need to keep the parent involved if the child is very nervous
- Try to keep the same coach for a few training sessions and as the child becomes more confident slowly reduce the parent's involvement



Running away from the group

Give as much support as possible

One to one coach:

- Give verbal schedule (or visual if you have one)
- Use simple language: First x then y (First running game then throwing game)
- Use something the child is interested in to help engagement (e.g. first throwing game then running game)
- If the child is fidgeting on the spot or struggling to wait for their turn give them something to do like jogging on the spot, crouching down and hugging knees, clapping hands - anything that can keep the child engaged in the group without disrupting the game. Sometimes fidget toys can be handy e.g. a squeeze ball

INCLUDING EVERYONE: A FEW TIPS



Doesn't Seem Interested

- Verbal Schedule or Visual Schedule: This will help the child to know what's coming next and encourage them to engage
- Is there a role the child might like e.g. helper to the coach? Would they like to set up the equipment with you?
- Ask the child or parent what they like. Find out what will help them get involved.
- If you have interesting pieces of equipment show them to the child – e.g. a colourful ball, funny whistle
- Keep your aim small – the child may be able to engage for one game and then need a break. Explain that this is okay to the parent and use a schedule to explain to the child. (e.g. running game, rest with parent, then throwing game)
- If there is one particular task/game the child likes, try to work it into future session plans to engage the child. Have the preferred game towards the second half of the session to encourage the child to engage in non preferred games



Says “I don’t like Rugby” or “I don’t like playing games”

- Acknowledge what the child has said and try to coax them to join in
- Be careful not to react too much and allow the child to feel they can say they don't like something
- **‘That’s okay, what do you like to do?’**. If they answer with anything, work it into the training session to engage the child
- **‘That’s okay we are going to play lots of different things today there might be something you will like.’**
- If the child continues to say they don't want to play, let them watch the first game and see if there's anything they like about it and try to work it into the session

INCLUDING EVERYONE: A FEW TIPS



Lots of Energy/Excitement but finding it hard to engage with the group

- If a child has lots of energy then consider one-to-one support
- Simple instructions with hand over hand modelling can help
- Hold the child's hand and be face to face with them providing cues to wait
- Say "good waiting" when they wait well
- If high energy they may need to jump or jog on the spot while waiting their turn. Cue them to get ready to take their turn – if this involves catching a ball you may need to help them to turn in the right direction, hold their hands out and then catch
- If the child begins to wait to take their turn without your help, praise them for good listening, good looking, good catching, etc and then fade your help
- **BE SPECIFIC WITH YOUR PRAISE** – this helps the child to know exactly what they're doing well

End of Session 5 Minute Scrum

All coaches come together for 5 minutes and discuss the following questions:

?

What went well? (Can you do more of something that went well?)

?

Which children need one-to-one support?

?

Any problems today? (Brainstorm how to solve)

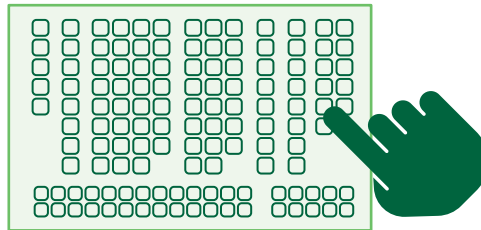
Take a quick note of anything you learned today or anything you want to try in the next session.

COMMUNICATION DISPLAYS: COMMUNICATION INCLUSION IN RUGBY

The rugby communication board is a specialised communication system designed by Speech and Language Therapists and is based on the principles of child language development.

The communication board is designed to support;

- ▶ Those with additional communication needs to achieve their potential.
- ▶ The coach's message to be understood.
- ▶ **It helps** break down communication barriers.
- ▶ **It supports** inclusion.
- ▶ **It supports** the player communicate with others.



HOW TO USE THE RUGBY COMMUNICATION BOARD

The pictures can be used in a variety of ways. You can use it to:

- Point to the pictures as you are talking
- Point to a single picture (e.g. 'Listen').
- Point to a combination of pictures to make a sentence (e.g. "coach is talking").
- Point to pictures that correspond to key words in your sentence (e.g. "everyone get in 2's and practice your passing").
- Communicate a sequence of instructions (e.g. "first have a drink then line up").



FOR COACHES

The communication board can help;

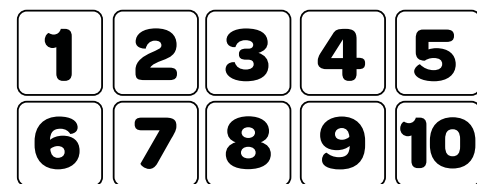
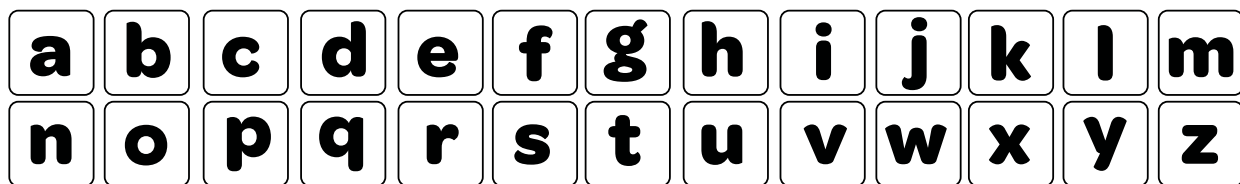
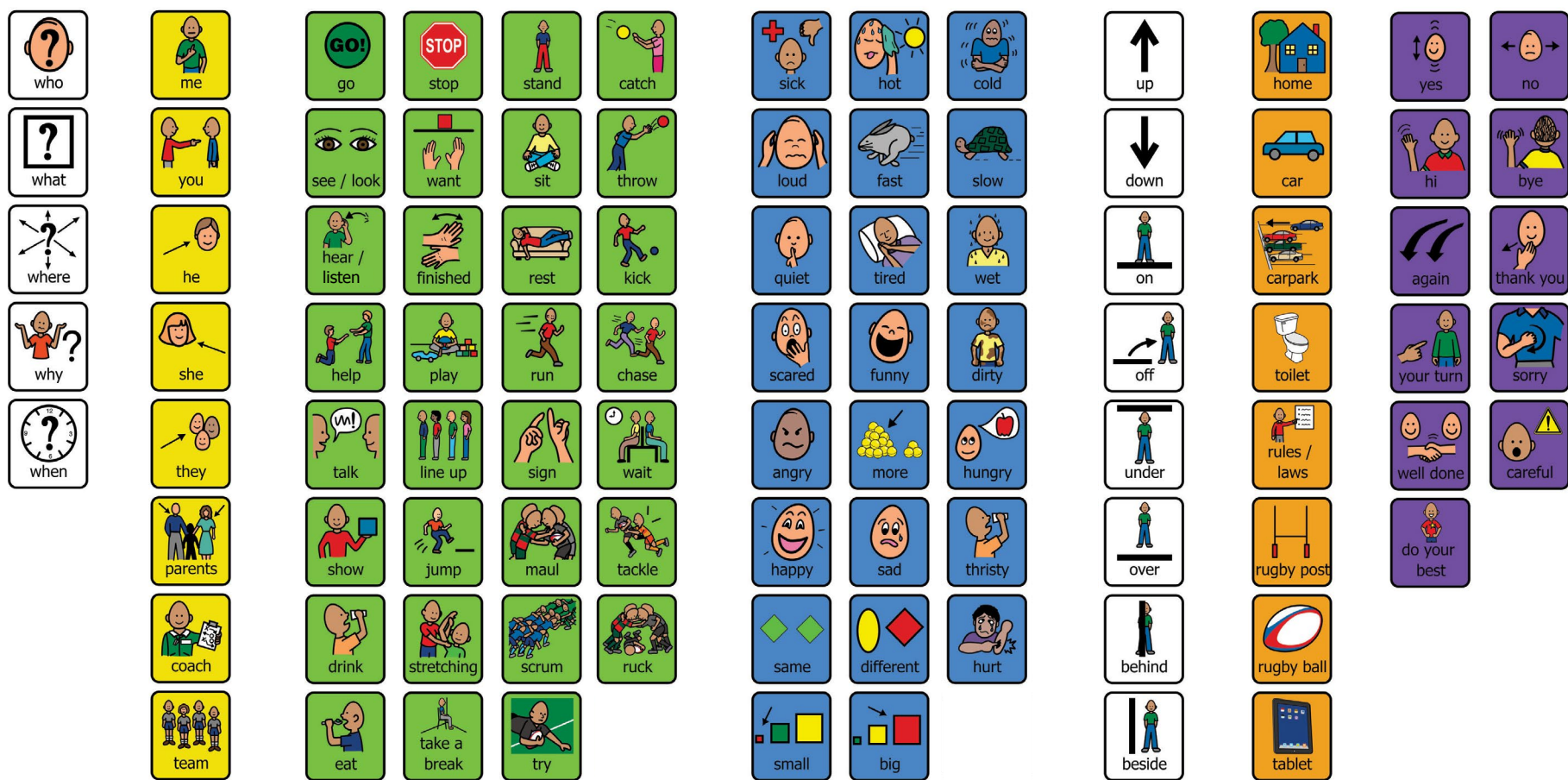
- Provide a visual representation of what you're saying
- Simplify your language
- Achieve consistency in you message
- To hold the attention of the players
- To understand if a player's speech is unclear



FOR PLAYERS

The communication board can help;

- Understand what you're saying
- Language processing
- Information retention and memory
- Listening and attention
- Sequencing
- Communication with the coach and peers.



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and additional
resources on
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