Rugby CONNECT



INCLUSIVE COACHING TIPS

Rugby CONNECT promotes opportunities for everyone to participate to their full potential by encouraging increased involvement of all participants in Rugby.

Being inclusive means adapting and modifying coaching practices and activities to ensure that every participant - regardless of age, gender, ability level, disability and cultural background has the opportunity to participate if they choose to.

The onus of inclusion rests with the coach.

Planning for Inclusion

The TREE principle can be used as a practical tool to help coaches to adapt and modify activities to encourage greater inclusion and allow all participants to improve their skill level and enjoyment.

Consider modifying the following factors to meet the individual needs of the participant:

- o T − teaching/coaching style
- R rules and regulations
- \circ **E** equipment
- E environment

Below are some examples of how the TREE principle can be applied to modify activities.

General

- Be prepared to be adaptive, creative, and flexible with both teaching style and content.
- Ask the participant, what they can do and how to modify activities/skills to suit them.
- Focus on ability ie what the athlete can or has the potential to do
- Don't be afraid to modify activity to better suit participant

Teaching/coaching style

- Vary communication techniques, i.e. use both verbal (eg simple, brief and clear) and visual (eg whiteboard, demonstrations) cues
- Provide appropriate skill progressions and sequence learning tasks, i.e. complex skills should be broken down to one step at a time.

<u>Rules</u>

- Modify the number of participants in the activity/skill (i.e. smaller group activities)
- Everyone has to touch the ball before the team can score (i.e. number of passes)

Equipment

- Use a different size/shaped ball for activities(i.e. round ball), if this makes it easier
- Use bibs to distinguish teams and team members

Environment

- Modify the playing area, i.e. smaller area = greater involvement
- Play on different surfaces i.e. indoors.

EXAMPLE – John has a hearing impairment which limits his ability to hear verbal instructions. In this example, you may consider the following modifications:

- T teaching/coaching style (eq. use whiteboard and demonstrations to explain activity)
- **R** rules and regulations (eg, raise handkerchief, as visual cue, when whistle is blown)
- **E** equipment (eg, use bibs to clearly distinguish teams and team members)
- **E** environment (eg, restrict size of playing area to reduce distance from coach)

Given the opportunity, EVERYONE can play a role in the game of Rugby!