



SCOTTISH
CURLING
STEPS GUIDELINES
CURLING FOR ALL

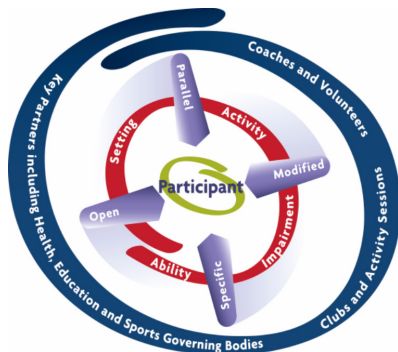


CURLABILITY - CURLING FOR ALL

Scottish Curling STEP's Guidelines



The Inclusion Model and STEP Tool



'Scottish Curling has a 'Curlability' programme, which focuses on participants' ability, not their disability. All participants can have fun, meet new friends and get fit together.

The Sports Inclusion Model (Left) shows how Curling offers disabled participants and those with a range of abilities the opportunity to realise their full potential by delivering activity appropriate to individual needs and abilities. This is done by adapting the curling activity as described below.

Scottish Curling welcomes the participation of disabled people and coaches are encouraged to include disabled people within the existing sessions they provide where it is possible and appropriate to do so.

A risk assessment should always be made ~~prior to~~ the start of any curling activity. Coaches are reassured that they do not need to hold any additional qualifications ~~in order to~~ include a disabled curler in an existing class. ~~Separate~~ sessions for curlers with specific impairments may sometimes be more appropriate. The individual participant should also be at the centre of discussions and planning.

Guidance on coaching disabled participants is included in general Scottish Curling UKCC courses and specific add-on coaching modules, such as Stick Delivery, Vision Impaired Curling and Curling Specific Disability Inclusion Training (in partnership with Scottish Disability Sport).

STEP provides a useful way to remember areas which can be modified to include everyone. Some ideas are included in the following pages.

The Scottish Curling ICE Awards provide a structure for coaches to deliver a quality inclusive curling experience for disabled curlers. Certificates are available at three levels, with a passport to record achievements in.



STEVENSON AND BLACK'S INCLUSION SPECTRUM

1

Open activities

A simple activity based on what the entire group can do with little or no modification.

2

Modified activities

Everyone does the same activity with adaptations to challenge the more able and support the inclusion of everyone.

3

Parallel activities

Participants are grouped according to ability – each doing the same activity, but at appropriate levels.

4

Separate activities

An individual or group does a purposefully planned different activity.



Open activity: Everyone can play

Example: an adult with a vision impairment takes part in the standard group warm-up during a 'try-curling' session, the coach describes the exercises clearly to everyone and checks understanding.

Modified activity: Change to Include everyone

~~For example:~~ a young curler with cerebral palsy curls using a delivery stick within a 'Curling's Cool' session.

Parallel activity: Ability groups

~~For example:~~ a curler maybe be doing more advanced ~~shot-making~~, but when it comes to sweeping they may need a less challenging activity. Differentiation is used to fully include all curlers. It should be remembered that the disabled person may have ~~the~~ higher ability in certain activities.

Specific activity: separate/alternate

People take part in a unique activity specific to the sport. Training or competition that is unique, meaningful and developmental that meet the needs of the individual. Sometimes it may be better for the person to practice individually or with their disabled peers. Some young people who use a wheelchair are junior club members. They occasionally have specific coaching with a wheelchair club or coach.

For example, for a wheelchair curler during sweeping activities, a shot delivery session with a focus on the stick delivery would be more appropriate.

Reverse inclusion

Non-disabled people could also be encouraged to have a go at the adapted activity. For example, other curlers could have a go at wheelchair curling. This promotes better attitudes towards disabled sports and can raise the self-esteem of the disabled participant who may be more skilled in the activity.

AUTISTIC SPECTRUM DISORDERS (AUTISM)

Scottish Curling STEPs Guidelines



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SPACE	where the activity happens	• Create plenty of personal space around curlers if necessary • Clearly mark out boundaries of sheet with cones or similar if necessary • Place markers to show where team members stand whilst waiting if necessary
TASK	what is happening	• Prepare people in advance with what will happen at the rink e.g. use of Social Stories • Use of visual timetables and prompt cards to help curlers know what will happen next or what to avoid e.g. 'don't lift stones' • Prepare curlers for new activity within the session • Use clear, concrete and concise language with minimal words to convey tasks • Keep coaching points to a minimum e.g. 1 or two points for an exercise • Make sure the demonstrations/ communication methods are understandable • Ensure participants have a chance to practice skills or components individually or with a partner before including in a game.
EQUIPMENT	what is used	• Use a glider for balance to increase confidence • Prepare curlers that they will not play with the same colour stones every time • Curler may need something to hold while waiting in line to alleviate anxiety
PEOPLE		• Ensure good group dynamics working in pairs work in pairs and small groups • Consider negative impact of changing partners too often but equally don't allow curler to become too fixated on one person being in their team/partners



HEARING LOSS / DEAFNESS

Scottish Curling STEPs Guidelines



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SPACE	where the activity happens	• Ensure the deaf/hard of hearing person can see you to lip-read if applicable • Light should be on your face, not behind it • Reduce background noise, or move to a quieter area for explanations
TASK	what is happening	• Make sure the demonstrations/communication methods are relevant and understandable, get people's attention first and check for understanding • Provide printed copies of complex drills and/or coaching plans or links to videos for further explanation • Provide British sign language support for initial sessions where necessary • Have alternative for emergency 'ICE' call • Be aware that players may not notice hand signals to start or stop a drill or action
EQUIPMENT	what is used	• Be creative- use phone, tablets, pen and paper, whiteboard, tactics boards to help communication
PEOPLE		• Find out the preferred communication methods and ensure whole group is aware of this • Talk one at a time • As a coach your positioning is important for people to see and hear

LEARNING DISABILITY

Scottish Curling STEP Guidelines



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SPACE	where the activity happens	• vary/decrease the distance e.g. short curling • use of cones to mark out zones to make it clearer where the sheets are • Tactile markers on the ground can help in understanding feet positions
TASK	what is happening	• Make sure the demonstrations/communication methods are understandable • Give small amounts of information at a time and repeat demonstrations often • Be prepared to repeat a drill many times if necessary • Ensure participants have a chance to practice skills or components individually or with a partner before including in a game, some may find it hard to generalise a skill in a game situation • Look for small increments of progress • Small sided games give more chances for participation • Give people time to observe others performing a task before they attempt it
EQUIPMENT	what is used	• Type of equipment e.g. use a delivery stick, • use a glider for balance, use an ice support frame • Protective equipment- head wear • Tactic boards can help curlers understand position of stones
PEOPLE		• Let people try - never assume someone can't do it and work with them on adaptations; Know your group, their ability and potential • Ensure good group dynamics working in pairs and small groups • Vary groups - use mixed ability groups and similar pairings • Select team roles carefully - to challenge but not to frustrate • Know what precautionary action to take e.g. additional medical/behavioural needs • Set clear boundaries and consequences • Experiment–discover what works and doesn't work

PHYSICAL DISABILITY

Scottish Curling STEPs Guidelines



SPACE	where the activity happens	• is the rink accessible? • are the facilities e.g. toilets, bar etc. accessible? • vary/decrease the distance e.g. short curling • different positions for delivery
TASK	what is happening	• Discuss adaptations and agree rule changes for the whole group or for individuals e.g. try a no sweeping rule for wheelchair curling • Choose a task that is accessible to all e.g. using delivery stick • Ensure participants have a chance to practice skills or components individually or with a partner before including in a game • Curlers to take part with those of a similar ability • Increase scoring options e.g. points for stones within house to start with • Know your group, their ability and potential • Be aware of potential heat loss/dehydration with many participants • Allow people enough time to get into position
EQUIPMENT	what is used	• Type of equipment e.g. use a delivery stick, various lengths, different heads to avoid need for turn, crutch-type handle with elbow support, use a glider for balance, use an ice support frame, 'active hands' • Does wheelchair have anti-tip fitted? (if not, reduce speed and avoid quick turns to reduce the risk of head injuries) • Protective equipment- consider head wear
PEOPLE		• Let people try - never assume someone can't do it and work with them on adaptations; discover what works and doesn't work • Ensure good group dynamics - work in pairs and small groups and vary e.g.. use mixed ability groups vs. similar pairings, • Select team roles carefully - to challenge but not to frustrate • Create opportunities where more players are involved at the same time so less pressure on one person being observed • Know what precautionary action to take e.g. medical/behavioural

VISUAL IMPAIRMENT

Scottish Curling STEPs Guidelines



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SPACE	where the activity happens	• Setting the coaching space out the same way for each session can help orientation • Ensure the area is kept free of any unnecessary equipment • Give curler a tour to help with orientation
TASK	what is happening	• Make sure the demonstrations/communication methods are understandable • Provide large print printed copies of complex drills and/or coaching plans or electronically so a screen reader can be used • Ensure curlers know what to do in case of the emergency 'ICE' call • Ensure someone describes where the stone has landed and the position of other stones after each shot
EQUIPMENT	what is used	• Use sounds to help curler line up, or voice signals • Use lasers to help curlers with some vision line up • Use contrasting colours of brushes to help curlers line up • Use of binoculars to help see the house
PEOPLE		• Ensure the whole group are aware of the VI person's needs in terms of communication • As a coach your positioning is important for people to hear • Ensure other coaches/participants are aware of how to guide participants on/off ice safely

TOP 10 TIPS: WORKING WITH DISABILITY

Scottish Curling STEPs Guidelines



1. Think about what “disability” really means:

The so-called “Medical Model” of disability is straightforward. It focuses on the fact that the person has some problem with their body and/or their mind; and that makes them disabled. However, in the “Social Model” of disability, it’s often seen to be society itself which causes the disability, by thoughtlessly putting up barriers, or making judgements about the person. This model ~~actually~~ gives us a lot of power. We may not be able to cure someone’s blindness or their inability to walk. But there are a million and one things we can do to remove barriers to participation, ~~and~~ create a more inclusive club environment.

2. Take care with how you ask new club members to declare a disability:

If you simply ask new curlers (or their parents) to say whether they have a disability or not on your membership form, many people will NOT self-identify as disabled. This is especially true if they are not officially registered as disabled; or if the condition is temporary. You may be better off using more open-ended wording such as asking something like: Do you have any special or additional needs which we can support you with?

3. Get as much information as you can before the person’s first session:

The disabled person is the number one expert on what works (and doesn’t work) for them, followed closely by parents or carers if the disabled person is dependent on them for care. An individual’s disability is often complex, and it can take time for you (and they) to understand the best way to support the person in your sport.

Talk to the person (and their carer(s) if appropriate) and ask them what they know about their disability, and really listen to what they say. It can often be useful to look at what’s worked for them in other situations and activities, ~~and~~ see how this can be applied in your own sport.

4. Be informed about the person’s medical needs

Some people with disabilities have additional health needs as a result, which you need to know about in your coaching. For example, they might have reduced skin sensitivity, which could lead to a greater risk of injury to their skin or soft tissue.

5. Reassuring the person that you’re not fazed by their additional needs can be a wonderful gift to them:

People with disabilities are often used to others being uncomfortable or even scared around them. They may also have had negative experiences when trying to participate in sport. Even if you’re feeling nervous yourself, try to communicate a strong sense that you are happy to have this individual in your club; and that you are optimistic and confident that you and they will find a way to make their participation successful.

TOP 10 TIPS: WORKING WITH DISABILITY

Scottish Curling STEPs Guidelines



6. Actions speak louder than words:

A club can easily say that it has an "open door policy" and welcomes disabled people. But this doesn't ~~actually~~ mean anything in itself, unless it is backed up by action. You need to show your commitment by making your club inclusive to the best of your ability, within what's reasonable and achievable.

This may include needing to challenging discriminatory language or behaviour from your other curlers, even if they mean the things they say as a joke. There is also a need to strike a balance, so that ~~your other curlers don't feel neglected or cheated by the amount of time and attention you give to your disabled curler(s).~~

7. Don't accept lower standards of behaviour on ice

This applies particularly when people have learning disabilities, or conditions such as autism or ADHD. ~~Obviously there~~ may be cases where the person is genuinely unable to meet your club's standards of behaviour, but you should be very wary of making allowances just because you feel sorry for the person, or have low expectations, or see them as "childlike" in some way. A ~~seperate~~ guide to ADHD for curling coaches is also available.

8. Check the practicalities:

Make sure you've assessed the person's needs, and taken account of them in your emergency evacuation procedures. For example, a deaf person may not hear a fire alarm. A person with a visual impairment or learning disability may well need assistance to leave the building in an emergency.

You may also need to revisit or even step up your general risk assessment practices to ensure that there are no hidden hazards for the person.

9. Check out funding sources:

If you're thinking of running some special, targeted activity for people with disabilities, it's often worth trying your local council or volunteer centre, as there can be pockets of money for such projects.

10. Be creative and have fun:

Look at how many creative ways there are to make your coaching accessible to disabled people. Good coaches always differentiate their coaching to include people of all abilities anyway.



OCHIL HOUSE, SPRINGERSE BUSINESS PARK, STIRLING FK7 7XE

TEL: 0131 333 3003

EMAIL: OFFICE@SCOTTISHCURLING.ORG

WWW.SCOTTISHCURLING.ORG



@SCOTTISHCURLINGOFFICIAL



@SCOTTISHCURLING



@SCOTTISH_CURLING