## SKILLS DEVELOPMENT DESCRIPTION

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|---|---|
| SKILL NAME | Injury prevention strategies (+Emergency response in parasport settings) |
| SKILL DESCRIPTION & OVERALL LEARNING GOAL DESCRIPTION | Injury prevention strategies focus on reducing the risk of injuries through safe training design, appropriate equipment use, and awareness of para-athlete specific needs. Emergency response refers to the ability to recognise and manage injuries or medical incidents effectively and safely.<br><br>In parasports coaching, this skill includes understanding common injury risks, adapting activities, and applying basic emergency procedures when incidents occur.<br><br>The overall learning goal is to enable parasports coaches to promote safety, prevent avoidable injuries, and respond appropriately to emergencies in parasports settings. |
| WHY IS THE SKILL NEEDED AND WHY FOR PARASPORTS? | Parasports involve diverse impairments, adapted equipment, and specific health considerations that can increase injury and emergency risks if not managed properly.<br><br>Structured prevention strategies and emergency preparedness are essential to ensure safe participation and protect para-athlete well-being. |
| WHY DO PARASPORT ADMINISTRATORS OR COACHES NEED THE SKILL? | Parasports coaches are responsible for creating safe training and competition environments. They must be able to prevent risks and act promptly in case of injury or emergency.<br><br>This skill supports duty of care, athlete trust, and the sustainability of parasports programmes. |
| WHAT ARE THE LEARNING OBJECTIVES FOR DEVELOPING THE SKILL? | **A** Understand common injury risks in parasports.<br><br>**B** Identify risk factors related to training, equipment, and environment.<br><br>**C** Apply basic injury prevention strategies in coaching practice.<br><br>**D** Recognise injuries or medical emergencies and respond appropriately.<br><br>**E** Know emergency procedures and referral pathways. |

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| HOW SHOULD THE SKILL BE DEVELOPED OR DEEPENED DURING ONSITE LEARNINGS? | ▪ Short inputs on injury prevention and safety<br>▪ Practical risk assessment exercises<br>▪ Emergency response scenarios and simulations<br>▪ Basic first aid demonstrations<br>▪ Group reflection and discussion |
| WHAT RESOURCES ARE NEEDED FOR TRAINING THE SKILL ONSITE? | ▪ Injury prevention and safety checklists<br>▪ Emergency action plan templates<br>▪ First aid reference materials<br>▪ Parasports case studies |
| WHAT IS LITERATURE TO DEEPEN THE SKILLS DEVELOPMENT OR TO PROVIDE THE TRAINING? | 1. International Paralympic Committee. (2017). *IPC Medical Code and Athlete Safety Guidelines*. IPC.<br>2. World Health Organization. (2016). *Basic Emergency Care*. WHO.<br>3. Sports Medicine Australia. (2016). *Sports Injury Prevention Guidelines*. |

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## SKILLS DEVELOPMENT DESCRIPTION

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| SKILL NAME | Psychological resilience coaching (+ Motivational coaching & psychological support) |
| SKILL DESCRIPTION & OVERALL LEARNING GOAL DESCRIPTION | Psychological resilience coaching focuses on supporting para-athletes in developing mental strength, emotional regulation, and adaptive coping strategies to deal with challenges in sport and daily life. It includes motivational coaching and basic psychological support to enhance confidence, commitment, and well-being.<br><br>In parasports coaching, this skill refers to the ability to create supportive environments, recognise psychological stressors, foster motivation, and help para-athletes manage setbacks such as injury, performance pressure, fatigue, or social barriers. Coaches are not expected to act as therapists but to provide appropriate support and referral when needed.<br><br>The overall learning goal is to enable parasports coaches to promote psychological resilience, motivation, and well-being in a safe, ethical, and athlete-centred manner. |
| WHY IS THE SKILL NEEDED AND WHY FOR PARASPORTS? | Para-athletes may face additional psychological challenges related to impairment, accessibility barriers, social attitudes, or repeated disruptions in training and competition. These factors can affect motivation, confidence, and long-term engagement in sport.<br><br>Psychological resilience helps para-athletes cope with pressure, adapt to change, and recover from setbacks. Coaches who understand these dynamics can better support mental well-being and sustainable participation in parasports. |
| WHY DO PARASPORT ADMINISTRATORS OR COACHES NEED THE SKILL? | Parasports coaches play a key role in shaping the emotional and motivational climate of training and competition. They need basic competencies to support mental resilience, encourage self-belief, and respond appropriately to emotional or psychological difficulties.<br><br>This skill helps coaches strengthen athlete–coach relationships, improve engagement and performance, and ensure that psychological support is integrated responsibly into daily coaching practice. |
| WHAT ARE THE LEARNING OBJECTIVES FOR DEVELOPING THE SKILL? | **A** Understand the concept of psychological resilience and its relevance in parasports.<br><br>**B** Recognise common psychological stressors and motivational challenges faced by para-athletes.<br><br>**C** Know basic motivational coaching techniques to support confidence, goal commitment, and self-efficacy.<br><br>**D** Be able to apply simple strategies to support emotional regulation and coping in training and competition.<br><br>**E** Understand ethical boundaries and know when and how to refer para-athletes to professional psychological support. |

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**F** Promote a positive, inclusive, and psychologically safe coaching environment.

HOW SHOULD THE SKILL BE DEVELOPED OR DEEPENED DURING ONSITE LEARNINGS?

Onsite learning should include:

- Short theoretical inputs on resilience, motivation, and well-being in parasports
- Case studies and discussion of common psychological challenges
- Role-play exercises to practise supportive communication and motivational feedback
- Reflection activities on coaching behaviour and emotional climate
- Group exchange of good practices and experiences

WHAT RESOURCES ARE NEEDED FOR TRAINING THE SKILL ONSITE?

Trainers should use:

- Basic guidelines on motivational and resilience coaching
- Case studies from parasports contexts
- Communication and reflection tools (question prompts, scenarios)
- Simple self-reflection and observation checklists

Additional materials may include flipcharts, markers, presentation slides, and short video examples.

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WHAT IS LITERATURE TO DEEPEN THE SKILLS DEVELOPMENT OR TO PROVIDE THE TRAINING?

International Paralympic Committee. (2019). *Mental Health in Elite Para Sport*. IPC.

Fletcher, D., & Sarkar, M. (2012). *A grounded theory of psychological resilience in sport performers*. Psychology of Sport and Exercise.

World Health Organization. (2022). *Guidelines on Mental Health at Work*. WHO

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# SKILLS DEVELOPMENT DESCRIPTION

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| SKILL NAME | Self-motivation (Empowerment) |
| SKILL DESCRIPTION & OVERALL LEARNING GOAL DESCRIPTION | Self-motivation empowerment refers to the ability of parasports coaches to support para-athletes in developing intrinsic motivation, autonomy, and personal ownership of their sporting journey. It focuses on strengthening self-belief, goal orientation, and sustained engagement in training and competition.<br><br>In parasports contexts, this skill involves helping para-athletes recognise their strengths, set realistic and meaningful goals, and maintain motivation despite barriers such as impairment-related challenges, accessibility issues, or interruptions in participation.<br><br>The overall learning goal is to enable parasports coaches to empower para-athletes to take an active and self-directed role in their motivation, commitment, and personal development within parasports. |
| WHY IS THE SKILL NEEDED AND WHY FOR PARASPORTS? | Para-athletes often encounter external barriers and fluctuating conditions that can affect consistency, confidence, and long-term motivation. Reliance solely on external encouragement may not be sufficient to sustain engagement over time.<br><br>Self-motivation empowerment supports para-athletes in building internal drivers that help them persist, adapt, and remain committed to sport participation and personal growth. |
| WHY DO PARASPORT ADMINISTRATORS OR COACHES NEED THE SKILL? | Parasports coaches influence how motivated, confident, and autonomous para-athletes feel within training environments. By fostering self-motivation, coaches help athletes become more resilient, proactive, and engaged.<br><br>This skill contributes to sustainable participation, improved learning, and a more athlete-centred coaching approach, while reducing dependence on constant external motivation. |
| WHAT ARE THE LEARNING OBJECTIVES FOR DEVELOPING THE SKILL? | **A** Understand the concept of self-motivation and its role in parasports participation.<br><br>**B** Recognise factors that influence intrinsic and extrinsic motivation in para-athletes.<br><br>**C** Be able to support para-athletes in setting personal, realistic, and meaningful goals.<br><br>**D** Apply simple coaching strategies that enhance autonomy, self-confidence, and ownership.<br><br>**E** Encourage reflection and self-awareness to strengthen long-term motivation. |

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| HOW SHOULD THE SKILL BE DEVELOPED OR DEEPENED DURING ONSITE LEARNINGS? | ▪ Short inputs on motivation theories and parasports applications<br>▪ Practical exercises on goal-setting and self-reflection<br>▪ Case studies highlighting motivation challenges and solutions<br>▪ Role-play to practise empowering feedback and questioning<br>▪ Group discussion and sharing of coaching experiences |
| WHAT RESOURCES ARE NEEDED FOR TRAINING THE SKILL ONSITE? | .▪ Simple goal-setting and self-reflection templates<br>▪ Motivation and empowerment checklists<br>▪ Case studies from parasports environments<br>▪ Communication tools to support athlete autonomy |
| WHAT IS LITERATURE TO DEEPEN THE SKILLS DEVELOPMENT OR TO PROVIDE THE TRAINING? | Deci, E. L., & Ryan, R. M. (2000). *Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions*. Contemporary Educational Psychology.<br>International Paralympic Committee. (2021). *Athlete-Centred Coaching in Para Sport*. IPC.<br>Hagger, M. S., & Chatzisarantis, N. L. (2016). *Self-Determination Theory in Sport*. Human Kinetics. |

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# SKILLS DEVELOPMENT DESCRIPTION

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| SKILL NAME | Presentation skills |
| SKILL DESCRIPTION & OVERALL LEARNING GOAL DESCRIPTION | Presentation skills refer to the ability to communicate ideas, information, and messages clearly, confidently, and engagingly to different audiences. In parasports contexts, this includes adapting content, language, and delivery to ensure accessibility, inclusion, and understanding.<br><br>For parasports coaches and administrators, presentation skills involve structuring messages effectively, using appropriate visual and verbal tools, and communicating in a way that respects diverse needs, abilities, and contexts.<br><br>The overall learning goal is to enable parasports professionals to deliver clear, inclusive, and impactful presentations in training, educational, and organisational settings. |
| WHY IS THE SKILL NEEDED AND WHY FOR PARASPORTS? | Parasports professionals often present information to diverse audiences, including para-athletes, families, volunteers, staff, partners, and external stakeholders. These audiences may have different communication needs and levels of experience.<br><br>Effective presentation skills support clear understanding, engagement, and trust, while poor communication can create confusion, exclusion, or disengagement. |
| WHY DO PARASPORT ADMINISTRATORS OR COACHES NEED THE SKILL? | Parasports coaches and administrators regularly present training content, safety instructions, project updates, or programme information. They need to communicate confidently and inclusively across different settings.<br><br>Strong presentation skills improve knowledge transfer, stakeholder engagement, and the professional quality of parasports delivery. |
| WHAT ARE THE LEARNING OBJECTIVES FOR DEVELOPING THE SKILL? | **A** Understand the principles of clear and structured presentations.<br><br>**B** Be able to adapt presentations to different audiences and parasports contexts.<br><br>**C** Use simple visual and verbal tools to support understanding and accessibility.<br><br>**D** Apply effective verbal and non-verbal communication techniques.<br><br>**E** Build confidence in delivering presentations and managing basic audience interaction. |

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| HOW SHOULD THE SKILL BE DEVELOPED OR DEEPENED DURING ONSITE LEARNINGS? | ▪ Short inputs on presentation structure and delivery<br>▪ Practical exercises with short presentations<br>▪ Feedback and peer review sessions<br>▪ Exercises on inclusive and accessible communication<br>▪ Reflection on personal presentation style |
| WHAT RESOURCES ARE NEEDED FOR TRAINING THE SKILL ONSITE? | ▪ Simple presentation structure templates<br>▪ Visual design and accessibility guidelines<br>▪ Feedback and self-assessment checklists<br>▪ Case examples from parasports settings |
| WHAT IS LITERATURE TO DEEPEN THE SKILLS DEVELOPMENT OR TO PROVIDE THE TRAINING? | Duarte, N. (2010). *Resonate: Present Visual Stories that Transform Audiences*. Wiley.<br>Alley, M. (2013). *The Craft of Scientific Presentations*. Springer.<br>International Paralympic Committee. (2020). *IPC Accessibility Guide*. IPC. |

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# SKILLS DEVELOPMENT DESCRIPTION

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| SKILL NAME | INNOVATIVE THINKING & CRITICAL THINKING (FOR PARASPORT COACHES) |
| SKILL DESCRIPTION & OVERALL LEARNING GOAL DESCRIPTION | Innovative thinking and critical thinking are complementary, developable skills and coaching competencies that strengthen the quality, responsiveness, and professionalism of parasports coaching. Innovative thinking refers to generating and applying creative, practical, and context-sensitive solutions to improve training design, participation opportunities, and para-athlete development. Critical thinking refers to analysing situations, evaluating information and assumptions, reflecting on evidence, and making reasoned decisions that support safe, inclusive, and effective parasport coaching practice.<br><br>In parasports coaching, these competencies are essential for adapting training content, learning tasks, feedback, and environments to diverse para-athlete needs. Research on sport creativity highlights that creative performance can be supported by training environments that foster flexible thinking and encourage multiple solutions, rather than only one "correct" option. At the same time, reflective practice literature emphasises that coaches improve decision-making when they systematically review what happened, why it happened, and what to change next time. Yet, parasport coaches may not automatically reflect at sufficient depth and can benefit from structured prompts and guided learning to translate reflection into practice change.<br><br>The overall learning goal is to empower parasports coaches to apply innovative and critical thinking in daily coaching practice in order to create inclusive and safe learning environments, make well-reasoned decisions under real-world constraints, and improve para-athlete development outcomes through continuous learning and quality improvement. |
| WHY IS THE SKILL NEEDED AND WHY FOR PARASPORTS? | Parasports coaching regularly requires individualised solutions because para-athletes differ in functional abilities, support needs, communication preferences, and access requirements. The coaches must therefore adapt drills, equipment use, and feedback methods to ensure meaningful participation and progression. Innovative thinking supports the creation of feasible adaptations that maintain learning quality and motivation, while enabling multiple pathways to success.<br><br>Parasports settings also involve complex and sometimes uncertain decisions, such as balancing training load, wellbeing, participation barriers, and performance ambitions. Critical thinking supports coaches in assessing information from different sources, checking assumptions, anticipating risks, and selecting actions that are ethically responsible and athlete-centred. Reflective practice provides a practical method to strengthen this competence, helping coaches learn from experience and improve future decisions. Evidence also suggests that structured reflection support can be necessary to move beyond informal "thinking back" towards deeper learning that changes practice.<br><br>Innovative and critical thinking together therefore strengthen parasport coaching quality by supporting informed adaptation, effective problem-solving, and continuous improvement. |
| WHY DO PARASPORT ADMINISTRATORS OR COACHES NEED THE SKILL? | Parasports coaches need innovative and critical thinking skills because many coaching challenges cannot be solved through standard methods alone. The coaches must integrate adaptations without lowering expectations unnecessarily or even unfairly, and they must continuously check whether coaching practice is truly accessible, safe, and athlete-centred. This requires the ability to generate options, test solutions, and refine approaches based on para-athlete response and observed performance outcomes.<br><br>In practice, the skills support the parasport coaches in analysing training challenges, selecting appropriate adaptations, and justifying decisions to para-athletes and other stakeholders. In this regard, reflective practice research supports that structured reflection helps coaches understand their decision-making and improve subsequent behaviours. However, the parasport coaches may need guided learning to reflect meaningfully, including prompts and criteria that support deeper analysis and practical change.<br><br>Ultimately, innovative and critical thinking strengthen parasports coaching effectiveness by helping the coaches remove barriers to participation, make better decisions under uncertainty, and contribute to sustainable improvement in coaching quality and para-athlete development. |

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## WHAT ARE THE LEARNING OBJECTIVES FOR DEVELOPING THE SKILL?

Learners will …

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| A | Be able to distinguish innovative thinking from critical thinking and explain why both are complementary and essential in parasports coaching. |
| B | Know how to identify barriers to participation, learning, or progression in a parasports training environment and propose inclusive, feasible solutions. |
| C | Understand how to analyse coaching challenges by questioning assumptions, recognising bias, and evaluating options before making decisions, including how reflection supports decision improvement. |
| D | Be able to design adapted training activities that maintain meaningful learning outcomes while responding to diverse para-athlete needs and safety requirements, including principles of enabling multiple solution pathways. |
| E | Know how to use reflective practice and basic evidence, like para-athlete feedback or learning progress observations, to assess whether innovations and adaptations are effective. |
| F | Understand how to make decisions under uncertainty by applying structured problem-solving approaches and prioritising athlete-centred and safeguarding considerations. |
| G | Be able to communicate and justify coaching decisions clearly to the para-athletes and other relevant stakeholders, including the reasoning behind certain adaptations and changes. |

## HOW SHOULD THE SKILL BE DEVELOPED OR DEEPENED DURING ONSITE LEARNINGS?

To deepen innovative and critical thinking competency in a parasports-specific way, onsite learning should include:

- Problem-solving workshops where the coaches analyse realistic parasports coaching challenges and develop creative, feasible solutions within given constraints.
- Scenario-based decision-making under uncertainty (e.g., changing para-athlete needs, safety concerns, accessibility barriers, conflicting stakeholder input).
- Adaptation design tasks in which coaches modify drills, rules, equipment use, and communication methods while maintaining learning outcomes.
- Reflection labs using structured prompts by asking e.g. “What evidence do I have?”, “What assumptions am I making?”, “What alternatives exist?”.
- Peer review rounds to evaluate creative ideas against core aspects of inclusion, safety, and feasibility.

## WHAT RESOURCES ARE NEEDED FOR TRAINING THE SKILL ONSITE?

Trainers should implement a tool-based practice with hands-on use of basic guides, templates and checklists, like:

- Problem-solving and decision template (challenge → creative options → evidence → risks → decision → reflection)
- Inclusion or accessibility checklist for training design (barriers, communication, equipment, space)
- Case study cards with typical parasports coaching dilemmas and constraints
- Adaptation planning sheet (aim, adaptation, safety check, expected learning outcome, success indicators)
- Reflection tool with prompts and criteria for analysis, aligned with reflective practice recommendations

In addition, prepare practical equipment examples (standard and adapted where possible) and workshop materials such as flipcharts, markers, sticky notes, or digital planning boards for group work and a laptop and projector for presentations.

## WHAT IS LITERATURE TO DEEPEN THE SKILLS DEVELOPMENT OR TO PROVIDE THE TRAINING?


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|---|---|
| 1 | Memmert D. (2011). Sports and Creativity. In: Runco, M.A. and Pritzker, S.R. (eds.): Encyclopedia of Creativity, Second Edition, vol. 2, pp. 373-378. San Diego: Academic Press. |
| 2 | Nash C., MacPherson A.C. and Collins D. (2022). Reflections on Reflection: Clarifying and Promoting Use in Experienced Coaches. Front. Psychol. 13:867720. doi: 10.3389/fpsyg.2022.867720 |
| 3 | Roy, X., Gavrila, S. E., & Sercia, P. (2021). Reflective practice: Helping coaches improve their coaching. International Journal of Strength and Conditioning, 1(1). https://doi.org/10.47206/ijsc.v1i1.55 |



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# SKILLS DEVELOPMENT DESCRIPTION

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|---|---|
| SKILL NAME | COLLABORATING WITH MULTIDISCIPLINARY SUPPORT TEAMS (FOR PARASPORT COACHES) |
| SKILL DESCRIPTION & OVERALL LEARNING GOAL DESCRIPTION | Collaboration with multidisciplinary support teams is a core coaching competency in parasports. It refers to the ability of parasports coaches to work effectively and respectfully with professionals and stakeholders from different disciplines who contribute to para-athlete development, as regards their participation, health, safety, and performance. Depending on the context, these support teams may include physiotherapists, doctors, sport psychologists, occupational therapists, classification personnel, assistive technology specialists, social workers, safeguarding officers, teachers, club administrators, volunteers, and family members.<br><br>In the context of parasports coaching, effective multidisciplinary collaboration means understanding the roles and responsibilities of the different support team members, ensuring timely and inclusive communication, coordinating shared planning, and integrating relevant expertise into daily coaching practice. It also includes creating a shared understanding of each para-athlete's goals, managing boundaries and confidentiality appropriately, and ensuring that all decisions support safe, accessible, and athlete-centred development. Plus, effective collaboration requires that a collective agenda setting is ensured across the diverse stakeholders engaged.<br><br>The overall learning goal is to empower parasports coaches to collaborate confidently and professionally with multidisciplinary support teams in order to strengthen para-athlete support systems, improve coaching quality, and ensure inclusive and safe parasports delivery. |
| WHY IS THE SKILL NEEDED AND WHY FOR PARASPORTS? | Parasports coaching environments often require enhanced coordination and communication compared to many mainstream sport settings. This is due to the diversity of para-athletes' individual needs and the frequent involvement of multiple stakeholders who contribute to participation, health, safety, and performance. In such environments, effective collaboration becomes essential to align expertise, coordinate decision-making, and ensure consistent support. Research on multidisciplinary teams in high-performance sport highlights that team effectiveness depends not only on technical expertise, but also on how well diverse disciplines work together, share information, and coordinate.<br><br>As parasports coaching is shaped by accessibility requirements, adaptive equipment, classification-related aspects, and individualised support needs, it can involve complex logistical and human-centred challenges. Without structured collaboration, there is a higher risk of misunderstandings, fragmented support approaches, duplicated efforts, or gaps in para-athlete participation and safety. Evidence from rehabilitation settings further underlines that multidisciplinary teamwork is not automatically effective and that structured training is often needed to build collaboration competencies across professions.<br><br>Effective multidisciplinary collaboration strengthens decision-making and improves the quality of parasports delivery by ensuring that training, support measures, and athlete-centred adaptations are aligned. It increases trust and transparency across stakeholders and supports sustainable para-athlete development pathways within parasports organisations. |
| WHY DO PARASPORT ADMINISTRATORS OR COACHES NEED THE SKILL? | Parasports coaches need collaboration skills because they are often at the centre of para-athlete development processes and therefore act as a key link between para-athletes and the wider multidisciplinary support network. The parasport coaches must align training and competition planning with the expertise and responsibilities of different professionals and stakeholders, while maintaining a clear focus on safe, accessible, and athlete-centred coaching practice.<br><br>In practice, this skill enables the parasport coaches to communicate effectively across disciplines, clarify roles and expectations, and ensure that shared planning and decision-making are based on mutual understanding. Research on performance support team effectiveness in elite sport shows that high-quality collaboration is shaped by factors such as clear communication, shared goals, coordination mechanisms, and the ability to integrate different perspectives into coherent action. These principles are highly transferable to parasports contexts at both performance and participation levels, where para-athlete support often depends on the successful integration of diverse expertise.<br><br>Strong collaboration with multidisciplinary support teams further allows the parasports coaches to anticipate and address challenges proactively, including changing para-athlete support needs, health-related considerations, equipment or accessibility requirements, and transitions within athlete pathways. Ultimately, effective collaboration improves the quality and safety of parasports delivery and strengthens para-athlete support systems. It contributes to both sporting success and sustainable development within parasports organisations. |

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## WHAT ARE THE LEARNING OBJECTIVES FOR DEVELOPING THE SKILL?

Learners will …

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| A | Be able to identify key stakeholders and professional roles within multidisciplinary support teams in parasports settings and describe how they contribute to para-athlete participation, health, safety, and performance |
| B | Know how to communicate effectively with multidisciplinary support team members by using respectful, clear, and inclusive communication approaches that support shared understanding and trust |
| C | Understand why and how to coordinate shared planning processes, including para-athlete goal setting, training priorities, and support measures, while ensuring that the para-athlete remains at the centre of decision-making |
| D | Be able to apply appropriate professional standards regarding boundaries, confidentiality, and safeguarding responsibilities when working with professionals, volunteers, and family members. |
| E | Know how to support collective agenda setting across stakeholders by clarifying objectives, responsibilities, timelines, and follow-up actions within multidisciplinary cooperation |
| F | Understand how to respond constructively to differing perspectives, conflicting recommendations, or unclear responsibilities by using structured problem-solving and respectful dialogue |
| G | Be able to reflect on their own collaboration practice and identify strategies to improve communication, coordination, and cooperation within multidisciplinary parasports environments |

## HOW SHOULD THE SKILL BE DEVELOPED OR DEEPENED DURING ONSITE LEARNINGS?

To deepen multidisciplinary collaboration competency in a practical way, onsite learning should include:

- Role and stakeholder mapping exercises in which coaches identify the support team structures in their own contexts and clarify how responsibilities are distributed across disciplines.
- Case-based group work in which coaches analyse realistic parasports scenarios and practise selecting appropriate collaboration strategies (e.g., return-to-sport planning, equipment adaptations, classification-related preparation, safeguarding concerns).
- Communication simulations and role play in which coaches practise structured conversations with different stakeholders, including professionals, volunteers, administrators, and family members, while ensuring athlete-centred communication.
- Collaborative planning workshops in which coaches practise developing a shared para-athlete support plan, including goal setting, coordination steps, and agreement on roles and follow-up actions.
- Guided reflection sessions focusing on professional boundaries, confidentiality, safeguarding responsibilities, and inclusive decision-making within multidisciplinary teamwork.

## WHAT RESOURCES ARE NEEDED FOR TRAINING THE SKILL ONSITE?

Trainers should implement a tool-based practice with hands-on use of basic guides, templates and checklists, like:

- Stakeholder and role mapping template (who supports the para-athlete, how, and when)
- Multidisciplinary communication checklist (clarity, inclusion, shared understanding, follow-up)
- Case study cards with typical parasports scenarios requiring coordinated decision-making
- Shared planning and agenda-setting template (goals, responsibilities, timeline, follow-up points)
- Decision-making and conflict clarification tool (options, risks, agreement steps)
- Safeguarding and confidentiality reminder sheet (boundaries, reporting lines, information-sharing principles)

In addition, prepare at least one example para-athlete support case study that is tailored towards the participating group of learners (sport type, level, region, and organisational realities). Plus, bring workshop materials such as flipcharts, markers, sticky notes, or digital planning boards for group work and a laptop and projector for presentations.

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WHAT IS LITERATURE TO DEEPEN THE SKILLS DEVELOPMENT OR TO PROVIDE THE TRAINING?


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|---|---|
| 1 | King, R., Yiannaki, C., Kiely, J., Rhodes, D., & Alexander, J. (2024). Multi-disciplinary teams in high performance sport: The what and the how. Journal of Expertise. |
| 2 | Stewart, P. (2024). Performance support team effectiveness in elite sport: A narrative review. Journal of Sports Sciences. |
| 3 | Eldar, R. (2008). *Need for rehabilitation teamwork training in Europe*. Journal of Rehabilitation Medicine. |



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# SKILLS DEVELOPMENT DESCRIPTION

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| SKILL NAME | PROJECT MANAGEMENT (FOR PARASPORT COACHES) |
| SKILL DESCRIPTION & OVERALL LEARNING GOAL DESCRIPTION | Project management is both a developable skill set and a practical competency that strengthens the quality and professionalism of parasports coaching. It supports better organisation, clearer accountability, improved para-athlete experiences, and a higher likelihood of achieving intended sporting and inclusion outcomes.<br>In the context of parasports coaching, project management refers to the structured processes of planning, organising, implementing, coordinating, monitoring, and evaluating coaching initiatives in a way that ensures they are well-designed, inclusive, feasible, and aligned with the needs of para-athletes, as well as the strategic goals of the respective parasports organisation(s). This includes setting measurable objectives, mapping tasks and responsibilities, building effective structures, managing and coordinating resources (time, people, equipment), anticipating risks, communicating effectively with stakeholders, and evaluating results for learning and improvement. Parasports coaching projects may range from structured training cycles and weekly sessions to smaller-scale competitions, para-athlete development pathways, and the launch of new parasports programmes or community-based initiatives.<br>The overall learning goal is to empower parasports coaches to understand and apply project management principles and practical tools in order to design and deliver structured, inclusive, and outcome-focused coaching projects, with clear milestones, effective coordination, and meaningful evaluation criteria. |
| WHY IS THE SKILL NEEDED AND WHY FOR PARASPORTS? | Parasports coaching projects and activities often require additional coordination and planning compared to many mainstream sport settings. This is due to accessibility requirements, diverse para-athlete support needs, the use of adapted equipment, and the frequent involvement of multiple stakeholders. Coaches may need to coordinate across different roles and services, including medical or rehabilitation professionals, assistants, volunteers, families, facility staff, and local partners. As a result, parasports coaching frequently involves complex logistical, accessibility-related, and human-centred challenges, ranging from ensuring accessible venues and appropriate equipment to managing safe and inclusive participation and communication.<br>Effective project management helps ensure these demands are addressed systematically and proactively, rather than handled in an ad hoc or reactive way. This increases the consistency and sustainability of parasports delivery, supports quality assurance, and strengthens trust among para-athletes, families, and partner organisations. Project management also enables parasports coaches to document activities and evaluate what works, which is essential for demonstrating impact, improving future delivery, supporting funding and reporting requirements, and strengthening long-term organisational learning and development. |
| WHY DO PARASPORT ADMINISTRATORS OR COACHES NEED THE SKILL? | Parasports coaches often act as key operational leaders in their clubs or programmes. They need project management skills to translate coaching goals into practical and deliverable activities and to ensure structured implementation under real-world conditions.<br>In practice, this skill enables the parasports coaches to plan inclusive coaching initiatives with clear objectives, timelines, and responsibilities, while coordinating people and resources such as assistants, volunteers, facility staff, and adapted equipment. It also supports effective stakeholder communication with para-athletes, families, and partners, and helps the coaches anticipate and respond to barriers and risks, including accessibility limitations, equipment failure, or staffing shortages.<br>Finally, project management allows the parasports coaches to evaluate results and improve future coaching delivery based on evidence and learning. Project management therefore strengthens parasports coaching effectiveness, supports the sustainability of parasports coaching programmes, and improves the overall quality of parasports participation and development opportunities. |

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| WHAT ARE THE LEARNING OBJECTIVES FOR DEVELOPING THE SKILL? | Learners will … |
| A | Be able to define a parasports coaching initiative as a project by clarifying its purpose, objectives, scope, stakeholders, and expected results (deliverables and outcomes) |
| B | Know how to develop a simple but complete project plan for a parasports coaching activity, including key tasks, milestones, timelines, roles, responsibilities, and required resources |
| C | Understand why and how to coordinate people and resources effectively by assigning roles, organising communication flows, and ensuring that implementation responsibilities are clearly understood by all involved stakeholders |
| D | Be able to identify and manage key risks and barriers (e.g., accessibility gaps, equipment issues, staffing shortages, para-athlete support needs) by applying basic risk assessment and mitigation planning |
| E | Know why and how to embed parasport specific inclusion and accessibility systematically into their project design |
| F | Understand why dealing with uncertainty in an appropriate way is an important element of project success |
| G | Understand the principles of evaluating a parasports coaching project by collecting relevant evidence, by reflecting on lessons learned, and by using findings to improve future activities and reporting (like participation rates, satisfaction rating, and learning progress) |

**HOW SHOULD THE SKILL BE DEVELOPED OR DEEPENED DURING ONSITE LEARNINGS?**

To deepen project management competency in a practical and parasports-specific way, onsite learning should include:

- Practice-based project planning workshops in which the coaches work in groups to design a realistic parasports coaching project by using structured templates.
- Stakeholder mapping exercises in which the coaches identify key stakeholders and define communication needs, responsibilities, and coordination points (e.g., para-athlete support, venue access, transport).
- Scenario simulations that showcase “real-life complications” in which the trainers introduce changes such as venue restrictions, para-athlete support needs, last-minute volunteer drop-out, or equipment failure. With it, the coaches practise adjusting plans while maintaining inclusion and quality.
- Peer review and improvement round in which groups of coaches exchange their project plans and provide feedback using agreed criteria (clarity, feasibility, inclusion, resource realism, evaluation plan).
- Short reflection and evaluation practices that help the coaches to conduct a “project close-out” discussion to define how their project results are documented and how learning can be transferred into future delivery.

**WHAT RESOURCES ARE NEEDED FOR TRAINING THE SKILL ONSITE?**

Trainers should implement a tool-based practice with hands-on use of basic guides, templates and checklists, like:

- Project charter template (goal, scope, stakeholders, success criteria)
- Planning tools: timeline and milestones template (simple Gantt-style), task list, roles and responsibilities matrix
- Stakeholder mapping tool (who needs what information, when, and how)
- Risk and issue log template (risk identification + mitigation actions)
- Accessibility and inclusion checklist (venue access, communication formats, equipment, transport, support needs)
- Evaluation checklist (KPI and learning)

In addition, you should prepare an example parasports coaching project case studies that is tailored towards the participating group of learners (context, level, region, etc.).

Plus, bring different workshop materials, like flipcharts, markers, sticky notes, or digital planning boards for group work and, and a laptop and projector for presentations.

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WHAT IS LITERATURE TO DEEPEN THE SKILLS DEVELOPMENT OR TO PROVIDE THE TRAINING?


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|---|---|
| 1 | International Organization for Standardization. (2020). ISO 21502:2020(en) — Project, programme and portfolio management — Guidance on project management. ISO. |
| 2 | Coalter, F. (2012). Sport-in-Development - A Monitoring and Evaluation Manual. Sport & Dev Platform. |
| 3 | International Paralympic Committee. (2020). *IPC Accessibility Guide (4th ed.)*. IPC. |



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# SKILLS DEVELOPMENT DESCRIPTION

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| SKILL NAME | ATHLETE PERFORMANCE ASSESSMENT & FEEDBACK |
| SKILL DESCRIPTION & OVERALL LEARNING GOAL DESCRIPTION | This skill involves the systematic application of qualitative and quantitative methodologies to evaluate para-sport performance. It requires the ability to distinguish between impairment-related physical activity limitations and modifiable technical variables. The learning goal is to operationalize a structured Performance Loop: standardized observation and data capture (biometric and kinematic), objective interpretation of variance from benchmarks, and the delivery of evidence-based, actionable feedback. This process ensures that technical adjustments are grounded in biomechanical safety and are specifically tailored to the athlete's functional classification, ultimately driving measurable improvements in competitive efficiency and self-regulation. |
| WHY IS THE SKILL NEEDED AND WHY FOR PARASPORTS? | Precision in assessment is critical because para-sport performance is a multi-variant system influenced by equipment ergonomics, classification-specific demands, and non-traditional fatigue profiles. Without a structured methodology, coaches risk misattributing performance variance, leading to two critical systemic failures: 1. Misaligned Intervention: Applying "standardized" feedback that ignores the athlete's unique biomechanical constraints, and 2. Feedback Dilution: Defaulting to subjective encouragement ("vague praise") rather than objective, skill-building instructions. Mastery of this skill allows the coach to differentiate between Trainable Performance Factors (e.g., neuromuscular power, pacing strategies, and tactical decision-making) and Stable Functional Considerations (e.g., the permanent interaction between an impairment and a movement trajectory). This distinction is fundamental to established high-performance coaching frameworks, ensuring that every adjustment is technically valid, safe, and contributes to the athlete's long-term developmental pathway. |
| WHY DO PARASPORT ADMINISTRATORS OR COACHES NEED THE SKILL? | This module provides the advanced analytical tools required to transition from subjective observation to evidence-based Individualized Athlete Development Plans. Mastery of assessment and feedback protocols allows coaches to transition from subjective "guesswork" to evidence-based Individualized Athlete Development Plans. By utilizing objective performance indicators, coaches can precisely calibrate training loads to maximize adaptation while maintaining high safety standards, specifically by identifying early markers of physiological overload or biomechanical breakdown. Furthermore, this skill ensures that feedback delivery is optimized to foster athlete autonomy and psychological resilience. Finally, it enables the efficient and ethical integration of performance analysis technologies (such as video review) into the daily training environment, ensuring that these tools serve as supportive instruments for skill acquisition rather than distractions. |

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## WHAT ARE THE LEARNING OBJECTIVES FOR DEVELOPING THE SKILL?

Learners will be able to

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| A | Define Performance Criteria: Establish objective technical and tactical benchmarks for specific skills within their sport, identifying 1 to 3 priority cues to guide the assessment process. |
| B | Select Assessment Methodologies: Determine and apply the most effective evaluation tools (e.g., observation checklists, standardized field tests, or video analysis) while aligning these methods with the athlete's individual communication preferences and training objectives. |
| C | Synthesize and Interpret Data: Analyse captured performance information to distinguish critical variables, facilitating an evidence-based decision on whether to maintain, modify, or progress the current technical approach. |
| D | Execute High-Quality Instructional Feedback: Deliver verbal or non-verbal feedback that is specific (focusing on a single technical element), timely (provided at the optimal point for retention), and athlete-centred (designed to support autonomy and self-regulation rather than dependency). |
| E | Implement Adaptive Session Management: Adjust the training environment based on real-time assessment findings, such as progressing or regressing drill complexity, modifying task demands, or refining rest intervals, and document these adjustments to ensure long-term developmental continuity. |

## HOW SHOULD THE SKILL BE DEVELOPED OR DEEPENED DURING ONSITE LEARNINGS?

Onsite learning is structured as an applied laboratory, transitioning from theoretical analysis to real-time coaching execution:

1. Coach Case Clinic (Evidence-Based Problem Solving): Coaches present a current performance bottleneck from their specific sport (e.g., technical degradation under fatigue or a failure in feedback transfer). Participant's peer-review the case to isolate modifiable technical variables from stable impairment constraints.

2. Para-Sport Coaching Design Sprint: In collaborative teams, coaches engage in a rapid prototyping cycle:

• Define: Establish non-negotiable performance targets.

• Map: Account for ecological variables (equipment ergonomics, sensory load, and communication preferences).

• Select: Filter solutions through the SFUR criteria (Safe, Fair, Useful, Repeatable).

3. Prototype Lab (Applied Micro-Coaching): Teams execute 5 to 8 minute micro-sessions. This stage focuses on the live implementation of the "Performance Loop": applying a technical cue, facilitating a drill, and delivering high-quality feedback. Observers utilize a standardized checklist to evaluate clarity, safety, learning signals, and the support of athlete autonomy.

4. Adaptive Technical Roadmap: Each coach concludes with a structured implementation plan including: defined performance goals, objective success indicators, monitoring protocols for load management, and "stop/adjust" criteria to ensure technical continuity and safety in the daily training environment.

## WHAT RESOURCES ARE NEEDED FOR TRAINING THE SKILL ONSITE?

Standardized Observation Rubrics: Specialized checklists for different para-sport classifications to assist in identifying modifiable variables.

Video Analysis Hardware/Software: Tablets equipped with delayed-playback or side-by-side comparison tools (e.g., Dartfish, Hudl) for visual evidence capture.

Case Study Database: A collection of anonymized performance data and video clips showing common technical errors versus impairment-related movement patterns.

Communication Kits: Multi-modal feedback tools including visual boards, tactile markers, or pre-recorded audio cues to match diverse athlete preferences.

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| | SFUR Decision-Making Templates: Printed guides to help coaches rapidly filter their coaching interventions during the Design Sprint. |

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| WHAT IS LITERATURE TO DEEPEN THE SKILLS DEVELOPMENT OR TO PROVIDE THE TRAINING? | |

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|---|---|
| 1 | Griggs, K., Arnet, U., van der Slikke, R. M. A., & Flueck, J. L. (Eds.). (2025). The Routledge Handbook of Disability Sport Science. Routledge. |
| 2 | Thelwell, R., & Dicks, M. (Eds.). (2021). Professional Advances in Sports Coaching: Research and Practice. Routledge. |
| 3 | Kohe, G. Z., & Peters, D. M. (Eds.). (2016). High Performance Disability Sport Coaching. Routledge. |
| | |

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# SKILLS DEVELOPMENT DESCRIPTION

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| SKILL NAME | BEHAVIOUR MANAGEMENT & EMOTIONAL REGULATION STRATEGIES |
| SKILL DESCRIPTION & OVERALL LEARNING GOAL DESCRIPTION | This skill is a coach's ability to build a training environment where athletes can stay focused, feel respected, and recover quickly from emotional spikes, and to respond effectively when an athlete is frustrated, anxious, overwhelmed, or in conflict. It combines two coach jobs: 1) Prevention by design (clear routines, predictable flow, role clarity, choice points, and standards), and 2) In-the-moment regulation (calm communication, quick reset options, de-escalation, and return-to-task).<br>For example: in the USOPC Quality Coaching Framework, this sits directly inside interpersonal and intrapersonal coaching knowledge (monitor/control emotions, leadership, self-awareness) and emotional intelligence (perceive, use, understand, and manage emotions, including helping athletes regulate).<br>Overall learning goal: Coaches can keep most sessions steady through smart structure, and when emotions run high, they can stabilise, reset, reconnect, and resume training without shaming, threats, or power struggles. |
| WHY IS THE SKILL NEEDED AND WHY FOR PARASPORTS? | High-performance sport is emotionally demanding. In parasport, athletes may also carry extra load from travel complexity, equipment-related disruptions, classification-related pressure, and repeated public attention. When emotions spike, decision-making, learning quality and safety can drop fast.<br>Quality coaching frameworks explicitly expect coaches to manage the emotional side of performance, before, during, and after competition, so athletes can recover, reflect, and move forward.<br>In addition, mental-health resources for elite sport emphasise supportive environments, early recognition, and appropriate referral pathways. |
| WHY DO PARASPORT ADMINISTRATORS OR COACHES NEED THE SKILL? | Coaches need it to:<br>protect training quality when frustration, anxiety, conflict, or shutdown shows up<br>keep standards high without escalating the moment<br>build trust and consistency (athletes know what happens when things get tense)<br>stay aligned with ethical coaching expectations and safeguarding culture (clear standards, dignity, and safety first).<br>Also: a coach's regulation sets the room. Unmanaged stress and fatigue can drain coaches and spill into athlete experience, so coach well-being and self-management are part of the system. |
| WHAT ARE THE LEARNING OBJECTIVES FOR DEVELOPING THE SKILL? | Learners will … |

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| A | Be able to set team/sports session standards in coach language: "This is how we train here" (values, behaviours, consequences), and keep it consistent. |
| B | Be able to spot early signs an athlete is leaving the learning zone (agitation, rushing, withdrawal, conflict signals) and intervene early. |
| C | Be able to run a quick in-the-moment reset: stay calm, give one clear cue, offer a short reset option, give two choices (A/B), and restart with one focus. This reflects emotional intelligence in coaching - managing your own emotions and supporting athlete regulation. |
| D | Be able to handle conflict while protecting dignity: address the behaviour, not the person; repair and return to training. |
| E | Be able to use a clear escalation pathway: document what happened and what helped, adjust the next session design, and know when to involve safeguarding leads or qualified mental health support (coaches |

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| HOW SHOULD THE SKILL BE DEVELOPED OR DEEPENED DURING ONSITE LEARNINGS? | "First 20 seconds" role-plays: common gym situations (equipment failure frustration, disagreement with a call, pre-test nerves, shutdown). Coaches practise what they say and do immediately.<br>Reset reps: coaches practise one short script: notice, name, offer reset, restart (then repeat until it feels natural).<br>Session design for stability: build routines that prevent escalation (clear transitions, no long waiting lines, defined roles, planned choice points).<br>Pressure moments practice: post-competition or post-test debrief structure: quick emotion processing + one learning point + next step (QCF emphasises post-competition reflection and emotion processing).<br>Coach self-management mini-plan: identify personal triggers + one "reset habit" + one support contact (coach well-being and networks). |
| WHAT RESOURCES ARE NEEDED FOR TRAINING THE SKILL ONSITE? | Scenario cards (typical training/competition moments)<br>One-page "reset tools" sheet (language, choices, break protocol)<br>Values/standards poster (what's expected in training)<br>Simple incident note template + safeguarding escalation contacts (who/when)<br>A quiet corner/space for reset practice (as a coaching tool) |
| WHAT IS LITERATURE TO DEEPEN THE SKILLS DEVELOPMENT OR TO PROVIDE THE TRAINING? | 1 USOPC. (2020). Quality Coaching Framework 2020 (emotional intelligence; coach self-management; athlete-centred outcomes).<br>2 IOC. (2021). Mental Health in Elite Athletes Toolkit (mental health awareness, environment, referral guidance)<br>3 U.S. Center for SafeSport. SafeSport Code / safeguarding resources (standards, reporting, prevention) |

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# SKILLS DEVELOPMENT DESCRIPTION

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| SKILL NAME | EFFECTIVE COMMUNICATION WITH PARA-ATHLETES & ALTERNATIVE COMMUNICATION METHODS (SIGN LANGUAGE, AAC) |
| SKILL DESCRIPTION & OVERALL LEARNING GOAL DESCRIPTION | The ability to recognize and implement diverse communication strategies to ensure clear, inclusive, and empowering interactions with para-athletes:<br>1) Effective General Communication: Utilizing active listening, empathy, and constructive feedback to build mutual trust and prevent burnout.<br>2) Sign Language & Visual Cues: Implementing basic signing, visual aids (whiteboards), and flags to bridge gaps for D/deaf or hard-of-hearing athletes.<br>3) AAC (Augmentative and Alternative Communication): Using aided methods (tablets, symbols) or unaided methods (gestures, body language) to support athletes with speech or cognitive disabilities.<br>Coaches will learn to identify appropriate communication channels and understand how these methods help athletes bypass ecological barriers and stay safe, while simultaneously optimizing their athletic performance. |
| WHY IS THE SKILL NEEDED AND WHY FOR PARASPORTS? | In the para-sport environment, a "one-size-fits-all" verbal approach could create gaps in understanding. Without diverse communication tools, athletes could face increased cognitive fatigue, elevated stress, and heightened safety risks during high-intensity training or competition. |
| WHY DO PARASPORT ADMINISTRATORS OR COACHES NEED THE SKILL? | Communication is the backbone of coaching. Coaches must design a custom interaction loops that match the athlete's sensory profile to ensure tactical instructions are fully absorbed. |
| WHAT ARE THE LEARNING OBJECTIVES FOR DEVELOPING THE SKILL? | Learners will be able to … |

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| A | Evaluate Interaction Barriers: Audit a training environment to identify where auditory, visual, or cognitive communication gaps exist. |
| B | Model AAC Fluency: Demonstrate the use of aided communication tools (like symbol boards) alongside speech to normalize diverse expression. |
| C | Standardize Visual Signals: Implement a consistent system of lights, flags, or manual gestures to replace traditional whistles and verbal starts. |
| D | Facilitate Reflective Coaching: Use "teach-back" techniques where the athlete confirms their understanding through their preferred communication modality. |
| E | Neutralize Ableist Language: Adopt empowering, person-first terminology that emphasizes the athlete's agency and athletic identity rather than their impairment. |

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| HOW SHOULD THE SKILL BE DEVELOPED OR DEEPENED DURING ONSITE LEARNINGS? | The Modality Challenge: Coaches are tasked with teaching a complex tactical plan using three distinct constraints: 1) Silent Instruction (using only manual signs/gestures); 2) Symbolic Instruction (using only a tablet-based AAC board); and 3) Reflective Dialogue (using "I-language" and active listening to solve a performance problem). |
| WHAT RESOURCES ARE NEEDED FOR TRAINING THE SKILL ONSITE? | Multi-sensory signal kits (strobe starters, flags), a library of sport-specific AAC symbol grids, tablets with various communication applications, and reference cards for fundamental sport-related sign language. |

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WHAT IS LITERATURE TO DEEPEN THE SKILLS DEVELOPMENT OR TO PROVIDE THE TRAINING?

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| 1 | Inclusive Coaching Modalities: Modern frameworks for diverse athlete interactions. |
| 2 | AAC in High-Performance Contexts: Integrating assistive speech tools into fast-paced environments. |
| 3 | IBSA Blind Football Coaching Manual: Advanced vocal orientation, the Clock Face Method, and kinaesthetic feedback loops. |
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# SKILLS DEVELOPMENT DESCRIPTION

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| SKILL NAME | INNOVATION IN PARASPORTS |
| SKILL DESCRIPTION & OVERALL LEARNING GOAL DESCRIPTION | Innovation in parasport is the proactive co-construction of modified solutions at the interface of biological capacity and technical extension. It is a systematic, rule-literate process of scanning for performance possibilities while maintaining the highest standards of safety, dignity, and functional integrity.<br>Overall learning goal: Coaches will master the ability to transition from reactive troubleshooting to proactive "possibility-scanning," using a co-constructed innovation loop to design safe, rule-compliant, and high-performance solutions that maximize an athlete's unique functional potential within the Paralympic ecosystem. |
| WHY IS THE SKILL NEEDED AND WHY FOR PARASPORTS? | In Paralympic sports, coaching decisions sit inside three priorities that must stay in balance:<br>1) Performance progress (training must move the athlete forward)<br>2) Safety (coaches reduce avoidable risk through good design and monitoring)<br>3) Fairness and rule alignment (innovation must remain within sport rules and appropriate practice)<br>Parasport coaching includes real challenges and considerations that can vary widely between athletes and contexts, for example, how equipment interacts with movement, how fatigue patterns present, how sensory load affects focus, and how different training environments support access and learning. When coaches don't have innovation skills, they often fall into two unhelpful patterns:<br>1) Using standard drills without adaptation, which can reduce learning quality, confidence, or safety, or<br>2) Improvising on the spot, which can lead to inconsistent training and unclear progression.<br>3) Innovation skills help coaches respond with a structured approach: adapting the task and environment while keeping the performance goal clear, and ensuring the athlete's autonomy, dignity, and sport experience remain central. |
| WHY DO PARASPORT ADMINISTRATORS OR COACHES NEED THE SKILL? | Parasport coaches need innovation skills to:<br>1) remove training bottlenecks when a drill, cue, or setup is not supporting learning or performance<br>2) keep training ambitious and individualised (equivalent training stimulus, not "easier training")<br>3) introduce changes through small, safe-to-try pilots rather than major untested shifts<br>4) select and use coaching tools (including video or simple technology) in ways that support learning, confidence, and safe execution<br>5) build training environments where athletes with disabilities can participate fully and progress with clarity |

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**WHAT ARE THE LEARNING OBJECTIVES FOR DEVELOPING THE SKILL?**

Learners will …

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| A | Be able to identify "innovation moments" in daily coaching (when progress slows, a drill is not supporting learning, or the environment is not helping the athlete show their ability). |
| B | Be able to prototype a coaching solution (a drill variation, cueing change, environment adjustment, or feedback method) while keeping the performance goal clear and meaningful. |
| C | Be able to run a structured micro-pilot (1–3 sessions) with:<br>clear success indicators (technical quality, safe execution, engagement, consistency)<br>clear "pause/adjust" rules if risk signs or discomfort appear |
| D | Be able to capture learning quickly using simple, respectful evidence:<br>observation notes<br>short video clips (if appropriate and agreed)<br>a brief athlete check-in method (verbal or non-verbal, depending on the athlete's preferred communication) |
| E | Be able to integrate successful innovations into weekly planning and explain them clearly to the athlete (and, where relevant, to an assistant coach or support person involved in training routines). |

**HOW SHOULD THE SKILL BE DEVELOPED OR DEEPENED DURING ONSITE LEARNINGS?**

Make it practical, coach-led, and focused on real training situations:

1) Coach Case Clinic (10 minutes per coach)

Each coach brings one real coaching situation where they want better outcomes (e.g., technique drops with fatigue; a drill does not fit the athlete's current approach; feedback is not transferring into performance).

2) Parasport Coaching Design Sprint (small teams)

define the performance target (non-negotiable)

map key coaching considerations (equipment interaction, space, fatigue, sensory load, rules, communication preferences)

generate 3 options and select 1 using a quick filter: Safe / Fair / Useful / Repeatable

3) Prototype Lab (coach it, don't just describe it)

Teams run a 5–8 minute micro-session: warm-up cue → drill → feedback → repeat.

Observers provide feedback using a simple checklist: clarity, safety, learning signal, athlete choice/autonomy, and progression.

4) Pilot Plan (take-home ready)

Each coach leaves with a one-page plan:

goal - what changes - success indicators - what to monitor - pause/adjust rules - next iteration.

**WHAT RESOURCES ARE NEEDED FOR TRAINING THE SKILL ONSITE?**

1) Accessible sport space with flexible layout (stations, clear lanes, optional quiet corner if useful)
2) Basic prototyping kit suitable for the sport: cones/markers, resistance bands, adjustable targets, mats, tape
3) Simple video feedback setup (phone/tablet + tripod), used with consent and clear purpose
4) Innovation tools (printed or digital):
   - "Need - Prototype - Pilot" one-page worksheet
   - monitoring & pause/adjust card (what to watch for; when to change the plan)
   - quick observation checklist (what counts as success for this athlete and this skill)

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WHAT IS LITERATURE TO DEEPEN THE SKILLS DEVELOPMENT OR TO PROVIDE THE TRAINING?

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| 1 | IPC Athlete Classification Code and International Standards (to understand the classification-governed context coaches operate in). |
| 2 | IPC Sport Equipment policy/principles documents (to support safe, fair practice in equipment-influenced performance). |
| 3 | The sport-specific international federation rules for the relevant Paralympic sport (especially sections on equipment and competition requirements). |
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# SKILLS DEVELOPMENT DESCRIPTION

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| SKILL NAME | PUBLIC SPEAKING & ADVOCACY IN DISABILITY SPORTS + CULTURAL COMPETENCY & DISABILITY ADVOCACY |
| SKILL DESCRIPTION & OVERALL LEARNING GOAL DESCRIPTION | This skill is a coach's ability to speak clearly and confidently about parasport, represent athletes with dignity, and advocate for better conditions (access, resources, equal opportunity) using respectful, people-first language and culturally aware communication. It includes public speaking in gyms, schools, clubs, media, sponsor settings, and community events, plus everyday advocacy: correcting harmful language, explaining what "good coaching" looks like in parasport, and promoting athlete voice and choice.<br>Overall learning goal: Coaches can deliver a strong message that is accurate, respectful, and persuasive without slipping into stereotypes, "inspiration" clichés, or speaking over athletes. |
| WHY IS THE SKILL NEEDED AND WHY FOR PARASPORTS? | Parasport is still shaped by public attitudes, media narratives, and unequal access. Coaches are often the "front door" of the program; people listen to how coaches describe athletes, performance, and disability. When communication is careless, it can unintentionally reinforce stigma or reduce athletes to their disability. The IPC provides guidance on respectful language and reporting on Para athletes to prevent exactly that. Advocacy is also part of broader awareness-raising and equal participation in sport, reflected in the UN CRPD (e.g., awareness-raising and sport participation). |
| WHY DO PARASPORT ADMINISTRATORS OR COACHES NEED THE SKILL? | Coaches need it to:<br>explain Paralympic sport as high-performance sport (rules, classification context, training demands) in ways that build respect and understanding<br>represent athletes with disabilities using people-first, non-stereotyping language, aligned with IPC guidance<br>advocate for practical needs that affect performance and safety (facility access, training time, equipment support, travel planning)<br>handle public questions with confidence, including difficult ones (classification myths, "inspiration" framing, inappropriate language), while protecting athlete privacy and dignity<br>communicate effectively across cultures, adjusting tone, examples, and delivery so messages land respectfully with different communities |
| WHAT ARE THE LEARNING OBJECTIVES FOR DEVELOPING THE SKILL? | Learners will … |

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| A | Be able to deliver a clear 60 - 90 second "who we are / what we do" talk about parasport that highlights performance, not pity. |
| B | Be able to use respectful, people-first language and avoid harmful framing (e.g., "inspiration porn," "victim/hero" narratives), following IPC reporting/terminology guidance |
| C | Be able to advocate with a simple structure: need → impact on training/performance → specific ask → next step, tailored to the audience (club, school, media, sponsor, municipality) |
| D | Be able to show cultural competency in practice: ask first, listen well, adapt communication style, and handle differences (values, communication norms, disability perceptions) with respect. |
| E | Be able to protect athletes in public communication: consent for stories/images, privacy boundaries, and "athlete voice first" habits (invite athletes to speak when they choose). |

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| HOW SHOULD THE SKILL BE DEVELOPED OR DEEPENED DURING ONSITE LEARNINGS? | Coach voice practice: every coach prepares a 60-second "Paralympic sport, performance-first" introduction and delivers it twice (first try + improved try). |

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| | Media moment role-plays: short interview simulations with common questions (some respectful, some awkward). Coaches practise bridging back to performance and dignity.<br>Quick language tune-up: use the IPC "preferred terms" lists to rewrite a few real phrases into respectful alternatives (fast, practical reps). |
| WHAT RESOURCES ARE NEEDED FOR TRAINING THE SKILL ONSITE? | A room/space for short talks + a phone/camera for recording practice (playback is key)<br>One-page tools:<br>"60-second intro" structure<br>advocacy pitch structure (need → impact → ask → next step)<br>consent/privacy checklist<br>Printed/QR access to IPC terminology and reporting guidance for Para athletes<br>Scenario cards (media questions, sponsor questions, community misconceptions, cross-cultural communication moments) |

WHAT IS LITERATURE TO DEEPEN THE SKILLS DEVELOPMENT OR TO PROVIDE THE TRAINING?

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| 1 | International Paralympic Committee (IPC). IPC Guide to Reporting on Para Athletes. |
| 2 | International Paralympic Committee (IPC). IPC Guide to Para and IPC Terminology. |
| 3 | United Nations. Convention on the Rights of Persons with Disabilities (CRPD) — Article 8 (Awareness-raising) and Article 30 (Participation in sport). |
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# SKILLS DEVELOPMENT DESCRIPTION

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| SKILL NAME | SPORT-SPECIFIC TECHNICAL ADAPTATIONS + ADAPTED TRAINING TECHNIQUES (BASICS OF APAS) |
| SKILL DESCRIPTION & OVERALL LEARNING GOAL DESCRIPTION | This skill is about a coach's ability to use Ecological Task Analysis to map out the friction between an athlete's physical capabilities and the sport's technical requirements. It requires the coach to think critically about the training ecosystem - analysing how space, equipment, and communication either block or enable performance. The coach uses the art of adaptation to proactively redesign the task so that the athlete is not just "participating," but is executing elite techniques and tactics safely. It is a process of constant problem-solving where the coach's behaviour adapts to the athlete's needs in real-time.<br>The coaches will learn to take any standard technical element and break it down into what must stay constant and what can be adapted: first, the performance goal, the elite standard or tactical outcome that remains non-negotiable, and then the creative method, the purposeful adjustment to the task, equipment, or environment that makes the same goal achievable. With this approach, coaches build the confidence to lead a high-performance training environment where safety and a genuine sense of welcome are designed in from the start, not added later as an afterthought. |
| WHY IS THE SKILL NEEDED AND WHY FOR PARASPORTS? | In parasports, athletes often use sport-specific equipment (or adaptations) and perform skills through different movement strategies. If coaches rely only on "mainstream technique teaching," training can become inconsistent (athletes are corrected toward a model that does not fit their individual performance solution), less safe (risk increases when task demands do not match the athlete's current capacity), or less effective (progress stalls because the drill is not learnable or repeatable). Sport-specific technical adaptations and adapted training techniques allow the coach to preserve the sport's technical standards, while creating multiple valid pathways to achieve the same performance outcome. |
| WHY DO PARASPORT ADMINISTRATORS OR COACHES NEED THE SKILL? | In mainstream coaching, a coach usually rely on standard visual cues (e.g., "watch your foot placement") and a familiar "textbook" technique model. In parasports, athletes may reach the same performance goal through different movement strategies, and equipment can interact with technique in sport-specific ways. When a coach lacks the of adaptation skills, they often fall into a feedback vacuum. Technical feedback becomes vague or disappears, not because the athlete does not need it, but because the coach is unsure what high-quality, execution should look like for that athlete.<br>This skill breaks that vacuum. It helps coaches to deconstruct every technical element into a clear performance goal (non-negotiable outcome) and a creative method (purposeful adjustment to task, equipment, environment, or instruction). Coaches gain a sport-specific technical vocabulary to deliver precise, high-performance corrections to athletes who move differently than the "textbook" model, while building safety and a genuine sense of welcome into training by design. |

WHAT ARE THE LEARNING OBJECTIVES FOR DEVELOPING THE SKILL?

Learners will be able to …

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| A | Recognize how Adapted Physical Activity (APA) principles (modifying task, equipment, and environment) serve as a creative toolkit to build training that hits elite standards, rather than seeing adaptation as a "fix" for a problem. |
| B | Evaluate the training ecosystem to identify exactly where a "constraint" is blocking performance, deciding whether to change the athlete's technique, the equipment setup, or the drill's rules. |
| C | Adjust a session in real-time by "tuning" the difficulty. This means knowing when to increase friction to challenge the athlete or decrease it to stabilize a new movement pattern. |
| D | Deliver feedback that focuses on the result of the adaptation, encouraging athletes to explore their own movement solutions (internal focus vs. external result) to build self-correction and technical independence. |
| E | Isolate the "Performance Truth" of a skill, undressing mainstream movement bias to define elite technical/tactical criteria that apply regardless of impairment. |

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| HOW SHOULD THE SKILL BE DEVELOPED OR DEEPENED DURING ONSITE LEARNINGS? | "Coach's eye" lab: short video cases from Paralympic sport contexts; coaches practice identifying one key performance marker and one coaching cue (not 10 things at once).<br>Feedback micro-drills: 3-minute coaching cycles where each coach practices: observe, give one clear cue, re-check immediately.<br>Assessment design sprint: in pairs, coaches build a one-page "assessment card" for one sport skill: performance markers, common errors and supportive corrections, how to adapt assessment for different athlete communication preferences.<br>Timing practice: coaches choose when feedback should be delivered (during, between reps, after set, post-session) and justify it, linking to learning and attention. |
| WHAT RESOURCES ARE NEEDED FOR TRAINING THE SKILL ONSITE? | Accessible training space + small breakout area for video review<br>Phone/tablet + tripod (basic video capture)<br>Printed/digital tools: observation checklist template, "assessment card" one-pager (markers, cues, progressions), simple session review log (2 minutes to complete)<br>Optional: stopwatch, simple distance/rep tracking tools relevant to the sport |

WHAT IS LITERATURE TO DEEPEN THE SKILLS DEVELOPMENT OR TO PROVIDE THE TRAINING?

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|---|---|
| 1 | Griggs, K., Arnet, U., et al. (Eds.). (2025). The Routledge Handbook of Disability Sport Science. Routledge. |
| 2 | Winnick, J., Porretta, D. (2021). Adapted Physical Education and Sport (7th ed.). Human Kinetics. Retrieved from https://www.perlego.com/book/3542822/adapted-physical-education-and-sport-pdf (Original work published 2021) |
| 3 | Powis, B., Brighton, J., & Howe, P. D. (Eds.). (2024). Researching Disability Sport: Theory, Method, Practice. Routledge. |
| 4. | Parasport specific coaching manuals |

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# SKILLS DEVELOPMENT DESCRIPTION

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| SKILL NAME | TRAINING PERIODIZATION & SESSION PLANNING + STRATEGIC GOAL SETTING & ATHLETE DEVELOPMENT PLANNING |
| SKILL DESCRIPTION & OVERALL LEARNING GOAL DESCRIPTION | This skill is a coach's ability to plan training over time (season, month, week, and session), set clear performance goals, and guide athlete development using structured progressions. It combines classic periodization with parasport realities: classification-governed competition pathways, sport-equipment considerations, travel demands, and individual recovery patterns.<br>Overall learning goal: Coaches can build a practical, athlete-centred plan that answers: Where are we now? Where are we going? What is the next best step this week and today? …and can adjust quickly when real life happens (illness, travel, fatigue, equipment issues) without losing direction. |
| WHY IS THE SKILL NEEDED AND WHY FOR PARASPORTS? | In elite parasports, "just train hard" is not a plan. Progress depends on managing training load and learning quality across a season while accounting for: individual recovery patterns and fatigue presentation, the interaction between technique and equipment, varied training environments and travel, competition calendars that may include qualification events and classification-related processes.<br>Without structured planning, coaches commonly see avoidable problems: inconsistent performance peaks, stalled skill transfer, overuse issues, and athletes who feel "busy" in training but not clearly progressing. Periodization and session planning create a reliable pathway from daily practice to competition performance, while supporting safety and confidence. |
| WHY DO PARASPORT ADMINISTRATORS OR COACHES NEED THE SKILL? | Coaches need it to: build predictable progression (technical, physical, tactical) instead of random training; time performance peaks for key competitions while protecting recovery and long-term development; translate big goals into weekly targets and session outcomes that athletes can feel and measure; adapt plans respectfully when an athlete's energy, pain, or support needs change, without lowering ambition; coordinate training priorities when technique is closely linked to equipment set-up and sport demands |
| WHAT ARE THE LEARNING OBJECTIVES FOR DEVELOPING THE SKILL? | Learners will … |

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| A | Be able to map the season on one page: key competitions, build phases, taper points, and the main priorities for their Paralympic sport. |
| B | Be able to turn that season map into a monthly and weekly rhythm with clear intent: when we push, when we recover, and what skill theme we're building. |
| C | Be able to write a session that runs clean and purposeful: goal, warm-up, main work, progressions, cool-down, quick review, matched to what the athlete needs right now. |
| D | Be able to set goals with a simple scoreboard: what we're chasing (performance + habits), how we'll track it (technical markers, training behaviours, simple metrics), and when we'll check it. |
| E | Be able to adjust the plan without losing the plot: decide what stays, what changes, and why, using athlete check-ins, coach observation, and basic training notes, while keeping the long-term target in sight. |

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| HOW SHOULD THE SKILL BE DEVELOPED OR DEEPENED DURING ONSITE LEARNINGS? | Season map session: Coaches take their real competition calendar and sketch the season on one page—key competitions, build-up blocks, deload weeks, and when they want the athlete at their best.<br>Goals + scoreboard session: Coaches write:<br>1 big season target,<br>2 - 3 block targets (for the next 4 -6 weeks), |

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| | weekly focus points (the training habits/markers they want to see),<br>plus a simple way to track it (a "scoreboard": markers + date to review).<br>Session build practice: Coaches create two session plans they could run tomorrow:<br>a learning session (clean technique + quality reps),<br>a competition-style session (intensity + decisions under pressure).<br>"What if?" coaching scenarios: Real-life disruptions get thrown in: travel week, fatigue spike, equipment adjustment, early warning signs of overload. Coaches practice reworking the week so they protect the main goal instead of panicking or starting from zero.<br>Coach-to-coach swap: Coaches swap plans and check each other with a simple checklist:<br>Is the goal clear? Does the week make sense? Where's recovery? How do we track progress? Does it fit the athlete? |
| WHAT RESOURCES ARE NEEDED FOR TRAINING THE SKILL ONSITE? | Templates (paper/digital):<br>Season map (one-page)<br>Weekly plan sheet<br>Session plan template<br>Goals + scoreboard sheet (goal, markers, review date)<br>Simple monitoring tools:<br>Session RPE ("how hard was it?" 0–10)<br>Quick check-in: sleep / energy / soreness<br>2-minute training log<br>Optional:<br>Accessible space + whiteboard/flipchart for plan walk-throughs<br>Anonymised athlete case profiles for planning practice |

WHAT IS LITERATURE TO DEEPEN THE SKILLS DEVELOPMENT OR TO PROVIDE THE TRAINING?


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|---|---|
| 1 | International Paralympic Committee (IPC). 2025 IPC Classification Code and International Standards (combined version, effective 1 Jan 2025). |
| 2 | United States Olympic & Paralympic Committee (USOPC). (2020). Quality Coaching Framework (updated edition). |
| 3 | Bompa, T.O., & Buzzichelli, C.A. (2019). Periodization: Theory and Methodology of Training (6th ed.). Human Kinetics |
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# SKILLS DEVELOPMENT DESCRIPTION

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| SKILL NAME | UNDERSTANDING ASSISTIVE SPORTS TECHNOLOGY |
| SKILL DESCRIPTION & OVERALL LEARNING GOAL DESCRIPTION | The ability to recognize the three main "waves" of current technology and understand how they are evolving to help athletes perform better:<br>1) Customized Hardware (from "Off-the-Shelf" to "Bespoke"): For example, 3D-printed gloves and grips, classification-specific seating, and aerodynamic cycling modifications.<br>2) Smart Wearables (from "Guessing" to "Precision Data"): For example, IMU sensors for symmetry, smart clothing, and hydration or lactate patches.<br>3) Sensory Aids (from "Dependency" to "Autonomy"): For example, haptic steering and navigation, acoustic "bullseye" shooting, and AI lane-tracking for swimmers.<br>Coaches will learn to identify the newest trends in technology and understand how these tools help athletes bypass ecological barriers and stay safe, while simultaneously optimizing their athletic performance. |
| WHY IS THE SKILL NEEDED AND WHY FOR PARASPORTS? | Technology is moving fast. A coach who does not know that 3D printing exists might waste money on "off-the-shelf" gear that does not fit, or miss out on a simple app that could prevent an athlete from getting injured. |
| WHY DO PARASPORT ADMINISTRATORS OR COACHES NEED THE SKILL? | Coaches must act as “tech scouts”, identifying and implementing specialized tools to ensure training is both optimal and appropriate for each athlete's unique needs. Simultaneously, administrators must maintain a strategic vision of the sport’s evolution, particularly toward data-driven systems and AI, to ensure responsible and effective investments for example: for the upcoming four-year Paralympic cycle. |
| WHAT ARE THE LEARNING OBJECTIVES FOR DEVELOPING THE SKILL? | Learners will be able to … |

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| A | Identify 2025 Tech Trends: Correctly categorize assistive tools into the three "waves"—Bespoke Hardware, Precision Wearables, and Autonomous Sensory Aids—and explain their specific performance benefits. |
| B | Navigate Classification Rules: Apply the 2025 IPC Classification Code standards to verify that new "Bespoke Hardware" (e.g., 3D-printed seats or grips) complies with technical fairness and does not provide illegal mechanical propulsion. |
| C | Monitor Workload & Safety: Utilize data from smart wearables—such as IMU sensors for symmetry and heart-rate monitors—to adjust training intensity in real-time and predict potential overuse injuries. |
| D | Promote Athlete Autonomy: Select and implement sensory aids (e.g., haptic steering or AI lane-tracking) that allow athletes with sensory impairments to bypass environmental barriers and train with greater independence from human guides. |
| E | Evaluate Technical Efficiency: Perform a "system audit" to determine if a specific piece of technology is effectively improving an athlete’s biomechanical output or if it is acting as a "crutch" that hinders their development. |

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| HOW SHOULD THE SKILL BE DEVELOPED OR DEEPENED DURING ONSITE LEARNINGS? | The Tech Circuit Walkthrough": Participants rotate through three stations—Hardware, Wearables, and Sensory. At each station, they must identify a tool and explain how it helps the athlete bypass a specific ecological barrier (e.g., using a haptic strap to replace a human guide) while remaining compliant with the 2025 rules. |

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| WHAT RESOURCES ARE NEEDED FOR TRAINING THE SKILL ONSITE? | Full 2025 IPC Classification Code and sport-specific International Federation (IF) rulebooks.<br>Sample "Bespoke" Components: 3D-printed material samples or prototypes of custom grips/seats.<br>Tech Hardware: Tablets equipped with monitoring software (e.g., for IMU data analysis) and sample wearables like GPS vests. |

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| WHAT IS LITERATURE TO DEEPEN THE SKILLS DEVELOPMENT OR TO PROVIDE THE TRAINING? | 1 | 2025 IPC Classification Code: The foundational standard for equipment use and technical fairness. |
| | 2 | Wearable Technology for Performance Monitoring (2025): Insights into data-driven coaching and real-time fatigue tracking. |
| | 3 | Innovations in Para-Sport 3D Printing: Case studies on how bespoke hardware is revolutionizing athlete ergonomics and power transfer. |
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