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INCLUSION AND DISABILITIES IN AND THROUGH SPORT

Best Practice #4 - Spain

EsM – Instituto España se Mueve

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Padel

Key words. Please insert 3 to 5 key words that best describe the best practice

Padel; inclusive training for children

1. Type of Disability

Please describe the type of disability that this practice is focused on. If there is an official definition of the disability in European or National documents please provide it.

Any type of intellectual disability.

2. Organization & Reference

If applicable: Official data of organization, school, club etc. (name, address, email). Please give references such as internet source, homepage etc.

FEDERACION DE PADEL DE LA COMUNITAT VALENCIANA

CURSO DE DI PADEL EN EL COLE, AREA 6 (PADEL ADAPTADO) CURSO ENTRENADOR DE PADEL NIVEL 2

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3. Formal/Informal

Please state if the setting refers to formal or informal education (sport clubs etc.).

The course Di pádel en el cole is an informal training that is given to graduates in padel level 1 (regulated), it is also given in the padel level 2 trainer course which is a regulated training in the area of adapted padel.

4. Practice summary

Describe what and how was done (regulations of the sport/game/competition/physical activity), please state the specific context of the practice and the sport(s)/game/competition involved.

This practice provides theoretical and practical training for including children with intellectual disabilities to padel. It covers communication tools, teaching methods, and adaptations of padel regulations for individuals with motor and cognitive challenges. The practice covers tips on adapting padel regulations to students with disabilities.

1. Court Dimensions: The padel court is rectangular and measures 20 meters in length and 10 meters in width. It is divided into two halves by a net.
2. Walls and Fences: The court is surrounded by walls and/or fences, usually made of glass or similar transparent materials. The walls are considered part of the playing area, and the ball can bounce off them during play.
3. Scoring System: Padel is typically played in sets, and each set consists of games. The scoring system follows traditional tennis scoring, where points are counted as 15, 30, 40, and game. If the score reaches 40-40, it is called "deuce," and players must win two consecutive points to win the game. A set is won by winning six

games with a margin of at least two games. If the set reaches 6-6, a tiebreaker is played to determine the winner of the set.

4. **Serve:** The serve is underhand and must be hit diagonally into the opposite service box, similar to tennis. The server must stand behind the baseline and hit the ball below waist level. The ball must bounce in the server's own service box before crossing the net.
5. **Double Bounce Rule:** In padel, after the serve, both the serving team and the receiving team must let the ball bounce once before returning it. Once the ball has bounced, it can be played off the walls or directly. After the first bounce, the ball can be volleyed (without bouncing) by either team.
6. **Net and Let:** If the ball hits the net during a serve and lands in the correct service box, it is considered a let, and the serve is replayed. During rallies, if the ball hits the net and continues into the opponent's court, the rally continues.
7. **Faults:** Several faults can occur during play, such as a failure to serve the ball diagonally, stepping on or over the baseline during the serve, or touching the net with the body or racket. These faults result in the loss of a point.
8. **Crossing the Net:** Players are allowed to cross the net into their opponent's side to play a ball as long as they do not hinder their opponent's play or touch the net.
9. **Equipment:** Padel is played with solid paddles/rackets made of composite materials, and the ball used is similar to a tennis ball but slightly smaller and with less pressure. Proper footwear, typically non-marking soles, is required on the court.

10. Doubles Play: Padel is often played in doubles, with two players on each team. The serve is done diagonally, and the receiving team can decide which player returns the serve.

5. Variations implemented

Please state any kind of useful variations (e.g., concerning settings, age of participants, types of disabilities and adaptations to other sports) of the practice.

Different balls are used based on the motor skills of the players, ranging from low-pressure and larger balls to standard game balls. Mini nets are employed to reduce space and make tasks easier, while floor markings help with understanding technical concepts like turning sideways. The level of disability determines the variations in gameplay. In the first level, there are no variations. In the second level, the ball can bounce twice. In the third level, a facilitator or coach can touch the ball once during a point to position it for one of the players to hit, and there is no limit to the number of bounces until the ball rolls or stops on the ground. At the lowest level, hitting tests are conducted since the players are unable to grasp the game concept.

6. People involved

Please state organizations and people involved, provide types of disabilities participated in this specific good/best practice. If applicable, be concrete about the different roles of the people involved.

Padel Federation of the Valencian Community as the organisation of the activity and as part of the Di pádel en el cole project, special education centres in the Valencian Community as well as the technicians trained specifically for them

7. National guidelines adopted

Please refer to the national guidelines that are met through the practice. Give basic legislation frameworks that can help teachers understand their legal-driven responsibilities towards their students.

None

8. Implications for teachers/practitioners etc.

Please write any useful implications (what teachers/coaches/physical educators should take into account: safety considerations, equipment needed, support needed) that the practice might have. This may include focal points of the types of disabilities included and how these points were addressed, in terms of the participation in sports.

When working with individuals with certain disabilities in padel, it is important to consider that they will only have the paddle in hand when they are actively hitting the ball, not when they are waiting. This is due to the nature of the activity and the paddle used.

In addition to this, educators need to prioritize safety when adapting padel for students with intellectual disabilities. Some key considerations include ensuring proper equipment is used, creating a suitable playing environment that minimizes risks, and providing clear instructions and guidance to prevent accidents. It is also important to assess the individual capabilities of each student and make necessary adaptations to accommodate their needs and abilities.

9. Innovative resources, materials, methods etc. used

Please refer to the resources, materials, methods etc. have been employed. Strategies for creating an inclusive environment, prioritizing accommodations for students with disabilities, forming/refining accessible facilities, equipment, and assistive technology. Please include techniques

for adapting sports activities to meet the needs of students with disabilities, such as modified rules, specialized equipment and assistive devices.

An innovative material is a paddle of very low weight (220gr) manufactured by the FPCV and regulatory dimensions, which facilitates its mobility especially in low motor levels, increasing the possibility of success in hitting, as well as low pressure balls, adaptations of the rules such as double bounce, or continuous play, until the ball stops bouncing, facilitate the success of the disabled athlete.

10. Communication and collaboration strategies

If applicable, describe strategies for collaborating with other educators, parents, and students to ensure that everyone is working together to create an inclusive environment.

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11. Evaluation and/or reflection methods

If applicable, state how teachers planned to know, to what extent basic goals were met. That is, give any kind of evaluation practices, self-reflection methods, forms of data collection, post-event documentations and follow-ups. Also, report any positive feedback and reinforcement given to students with and without disabilities to encourage and motivate them to continue participating in sports.

Teachers can employ various strategies to assess the extent to which basic goals are achieved when adapting padel for children with intellectual disabilities. These may include:

1. Observation: Teachers carefully observe the children during padel sessions to assess their progress in meeting the basic goals. They observe their motor skills, understanding of the game concepts, ability to follow

instructions, and overall engagement in the activity. It is very important to mingle students without disabilities with the ones that have a disability.

2. Individualized Assessments: Teachers may conduct individual assessments tailored to each child's specific needs and abilities. These assessments can help identify the child's strengths, areas for improvement, and the extent to which they have achieved the basic goals set for them.

3. Performance Evaluation: Teachers may use performance evaluation methods such as structured drills, mini-games, or simulated match situations to assess the child's performance and progress. They can track improvements in specific skills, such as hand-eye coordination, paddle control, and understanding of game strategies.

4. Feedback from the Child: Teachers also value the input of each child. They encourage open communication and provide opportunities for the child to express their feelings, preferences, and perceptions of their progress in padel.

12. Training pathway for teachers for integrating this good practice

Please provide 5 to 15 practical tips to teachers of sports for implementing the proposed good practice. Ensure that tips: 1. refer both to formal and informal settings 2. contribute to the awareness of educators for the needs of students with disabilities 3. take into account the environmental/architectural and attitudinal barriers (such as inaccessible sport spaces, equipment needed, support provided), 4. provide individualized adaptations 5. Provide social and emotional support by encouraging social interaction and peer support 6. Provide positive reinforcement to motivate them to continue participating in sports and to develop their skills and abilities.

- Effective communication with athletes with intellectual disabilities, especially regarding technical instructions, should be tailored to each individual. While working in a group, it is important to recognize that different disabilities may require different communication channels.
- When designing practice activities, it is crucial to ensure that they are appropriate in terms of difficulty. This helps prevent frustration and promotes motivation among the athletes.
- Avoid pre-setting barriers or limits for individuals with intellectual disabilities. Instead, allow them to determine their own abilities and progress at their own pace.
- Whenever possible, it is beneficial to have a personal cognitive report for each athlete. This allows for methodological adaptations that are specifically tailored to their level of understanding.
- Assign peer partners or buddies to students with intellectual disabilities during training sessions and matches. These partners can provide guidance, support, and encouragement, promoting social interaction and fostering a sense of belonging.
- Simplify the scoring system by using visual markers or simple scoring methods. Break down the scoring process into smaller steps and provide visual cues to help students with intellectual disabilities understand and keep track of the score.
- Organize inclusive padel competitions or friendly matches where students with intellectual disabilities can participate alongside their peers. Ensure that the competition is structured to accommodate their abilities and provide a supportive and inclusive environment.