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# INCLUSION AND DISABILITIES IN AND THROUGH SPORT

## National Inclusive Sports Insights and Best Practices Report of Spain

EsM – Instituto España se Mueve

No. 101089892 – IDI4Sport – ERASMUS-SPORT-2022-SCP



## **Work Package 2 – Resources and modelling**

### **D2.1 Reports on national resources**

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## Methodology

### **Part I - General Information on Sport Inclusion in Spain**

1. Identification by EsM of the main sectoral entities directly related to sport for people with disabilities in Spain
  - a. Spanish Paralympic Committee
  - b. FEDDI Spanish Federation of Sports for People with Intellectual Disabilities - FEDDI. Current Associated Partner of IDI4SPORT.
  - c. Fundación ONCE. The largest entity representing civil society in the world of disability in Spain.
  
2. Holding bilateral meetings with each entity in order to
  - a. Presentation of the project and its contents
  - b. Explanation of the the objective pursued in WP 2.
  - c. Identification of the existing documentation of interest such as the White Paper on sport for people with disabilities in Spain and the law on sport of December 2022.
  
3. Analysis of the existing documentation by EsM.
  
4. EsM drafts part I of the IDI4Sport questionnaire in Spanish and then translates it into English and sends it to the coordinating partner of WP2 of the project.

## **Part II - Examples of Good Practices in Spain**

During the working meetings with the above-mentioned entities, it became clear that the topics addressed in the good practice sheets are not framed in a national policy. That is to say that the existing trainings are only those that a sport entity (federation, association or club) has been developing and perfecting individually.

For this reason, at EsM we started, through our own internal professional networks, a task of research and communication in order to identify some Best Practices developed by these entities and which, in addition, were willing to collaborate and share their experiences, however limited they may be.

The 4 main channels of identification used by EsM were:

- The knowledge we have acquired after years of experience and media coverage of training initiatives carried out on a one-off basis.
- The participation in European projects of Spanish local, regional or national entities in which training programmes have been developed, as in the case of Badminton and Padel federated sports.
- The collaboration of foreign entities from other countries with experience in sports for people with disabilities such as in Portugal the Ginasio clube Portugues for the sports of Cross Boccia and Polybat.

- Through FAEDA - Federación de Asociaciones Españolas de Deportes Alternativos which groups 17 emerging and non-federated sports in Spain and which are giving priority to inclusive sports and sports for people with disabilities such as Pickleball and Netball.

1- In the end, only 6 organisations responded to EsM's request and bilateral meetings were held with them to inform them about the project itself and the objectives pursued by the good practice sheets.

2- Each sport filled in the sheets independently according to its own criteria. EsM deliberately did not want to exert any kind of pressure on how and when to fill in each of the 12 questions in order to avoid a possible lack of interest on the part of the contacts who accepted to carry out this task unselfishly.

3- Once we received the completed forms in Spanish, EsM translated them into English to be sent to the Wp2 coordinating partner of the IDI4sport project.

Finally, we would like to point out that this second part of the research work within the IDI4Sport programme has proved to be a significant problem, as many of the organisations contacted and/or collaborating organisations have deliberately not been willing (own source of income) or able (intellectual property rights) to share all the information requested in the questionnaire sheets.

## General information about inclusion in sports in Spain

### **1. Youngsters (10 to 20 age old) with disabilities participating in sports.**

Please state resources, data, figures (percentages of youngsters with disabilities participating in sports) with a brief overview of the data, and sources/references for that. Try to limit it to quantifiable data of participation of youngsters with disability in sport, if not possible refer to wider sources of information.

In Spain, the total number of people living in households who recognize that they live in a situation of disability is 3,847,900 - 59.8% are women.

Only 28.3% of the population with disabilities spent their free time doing some kind of physical exercise or sport.

However, although it is not practiced by the majority, physical exercise appears as the first option (with 23%) in the list of activities to which disabled people would like to dedicate their free time but cannot do so because of their disability.

There are also inequalities in these data in both cases between men and women: While 36.09% of disabled men devoted their free time to physical exercise, only 23.17% of women did so. On the other hand, the proportion of women who wanted to devote their free time to physical exercise was slightly higher than that of men (24.06% compared to 21.34%), showing once again how gender inequalities influence the inclusion of the disabled population.

We did not find specific datas to young people.

The federative licences are the only reference of sport practice and can be found in the Yearbook of Sport Statistics page 119 (see DOC1).

There is no division by age nor is there objective and quantifiable information on the practice of sport by young people with disabilities.

#### Resources

- Survey on Disability, Personal Autonomy and Dependency Situations (INE, 2008).
- State Database of Persons with Disabilities (IMSERSO, 2015)
- Survey on Social Integration and Health (INE, 2012)
- Employment of Persons with Disabilities (INE, 2015)
- Sports-statistics-yearbook-202

## **2. Legal Frameworks on inclusion of people with disabilities (in sports activities).**

Please present the legal framework of your country for inclusion of people with disabilities (primary laws, dates they were issued)

The governing regulation of sport in Spain is

- Law 10/1990 of 15 October 1990 on Sport, the consolidated text of which is as follows - - Amendment 1 May 2015.
- and more recently the new Law 39/2022, of 30 December, on Sport (See DOC2)

According to the public assessments made by the Spanish Paralympic Committee (CPE) and the Spanish Committee of Representatives of People with Disabilities (CERMI), the new Law on Sport represents a major step forward in terms of sport for people with disabilities.

From a quantitative point of view, the 2022 Law on Sport makes 53 mentions of the word disability and 24 mentions of the word Paralympic.

Definition of inclusive sport according "Inclusive sport should be understood as any sporting practice that favours the inclusion of persons with disabilities in society, playing a relevant role those activities that provide for such joint practice between persons with and without disabilities, and always seeking equal opportunities and conditions between persons with and without disabilities in the field of sport".

### **Specific Articles on Persons With Disabilities**

#### **Article 6. Persons with disabilities and inclusive sport**

Regarding Spanish sport federations, Article 34 makes it clear that there can only be one Spanish federation for each sport modality but includes an exception: "multi-sport" federations for persons with disabilities.

#### **Article 7. Sports practice by minors.**

1. The practice of sport by minors, their rights and needs, shall be the object of special protection by the public authorities. The sports entities subject to this law shall guarantee compliance with the rules of protection and guardianship of those persons, in accordance with the provisions of articles 47 and 48 of Organic Law 8/2021, of 4 June, on the comprehensive protection of children and adolescents against violence, especially those that require adopting the necessary measures so that the practice of sport and physical activity is not a scenario of discrimination based on age, race, disability, sexual orientation, sexual identity or gender expression, or any other personal or social circumstance, working with children and adolescents, as well as with their families and professionals, in the rejection of the use of insults and degrading and discriminatory expressions.

### **3. National strategy/ies on inclusion of people with disabilities in sports activities.**

Please present the national strategy/ies of your country for integrating people with disabilities in sports (if this is linked to a legislature, please mention it).

The reference document in Spain is the Master Plan for Inclusive Sport (DOC3).

In addition to that specific doc, the Law on Sport 2022 (DOC2) has several articles related to the national strategy.

#### **Article 14. Competences of the Consejo Superior de Deportes.**

Among the competences that the law establishes for the Consejo Superior de Deportes, there is a specific one referring to the promotion of public policies to encourage the practice of sport by people with disabilities.

ab) To promote public policies to encourage the practice of sport by persons with disabilities, in collaboration with the rest of the Public Administrations, with the Spanish sports federations and with the associative movement of persons with disabilities, maintaining a transversal vision of the needs of these persons in all areas of sport.

#### **Article 44. Sports modalities and specialities.**

Chapter II of the Sports Act, on Spanish sports federations, establishes the nature, bodies and structure that these entities must have. Article 44 states that a sport modality can only be recognised to one single Spanish sport federation and that each Spanish sport federation will develop its activity in one single sport modality. However, it immediately introduces

some exceptions to this rule, including the fact that Spanish federations of sports for people with disabilities may develop more than one sporting modality within their scope of action.

**Article 46. Minimum content of the statutes of Spanish sports federations.**

A major contribution of the Law refers to the obligation for the statutes of sports federations to provide for the existence of a sports commission for people with disabilities in order to promote the practice of the corresponding sports modality among these people, preferably with an inclusive approach. This article refers to all sports federations, not only to those that have undertaken the process of integration of sportspeople with disabilities within them.

The statutes shall provide for the existence of equality commissions and commissions for the sport of persons with disabilities.

**Article 90. Promotion of physical activity and sport for children and adolescents.**

Within the framework of the competences of the Higher Council for Sport included in Article 14 of this Act, the promotion of physical activity and sport for children and adolescents shall be promoted through policies coordinated with other Administrations for the promotion of physical activity and sport under conditions of effective equality, with the aim of establishing and promoting public policies to encourage the practice of sport by minors in general and minors with disabilities in particular.

#### **4. Skilled and Knowledgeable Staff.**

Please mention if there is a provision by your country to train/educate coaches, teachers, physical educators about the unique challenges that students with disabilities face in sports. If there is one, please mention the provider, its duration, its main focus, the absolute numbers and percentages of people having undergone a training, etc.

Law on Sport of 2022 (DOC2)

##### **Article 38. Technical sports personnel**

Spanish sports federations shall provide for a specific programme of continuous training for technical staff to ensure their permanent updating and professional progress, adopting, where necessary, specific training for those who are going to carry out their activity with athletes with disabilities.

##### **Article 54. Sports Development Programmes**

The regulatory text specifies that the Sports Development Programmes - the instrument by which the Spanish sports federations and the Consejo Superior de Deportes agree on the objectives, sports programmes, form of financing and structures of their modalities - must necessarily reflect the modalities practised by persons with disabilities and a specific budget must be set aside for these modalities for persons with disabilities.

The Sports Development Programmes are the instrument by which the Spanish sports federations and the Consejo Superior de Deportes agree on the objectives, sports programmes, form of financing and structures for carrying out the sports modalities and specialities they have assumed, and must necessarily reflect the modalities practised by persons with

disabilities in the cases of integration foreseen in Article 6, in which a specific budget must be set aside for this modality of persons with disabilities

All Sports Development Programmes shall incorporate the effective consideration of the principle of equal opportunities, non-discrimination and universal accessibility for persons with disabilities in their design and implementation.

### **Article 34. Training curricula**

The training programmes for sports technicians and other qualifications related to health in sport shall include specific provisions to ensure that teachers have the necessary knowledge of physiology, hygiene, biomechanics, nutrition, social sciences and other areas related to health, including the application of physical activity and sport in the treatment and prevention of illnesses, with special reference to the specific needs of women and men, minors, the elderly and persons with disabilities.

At present there are several training options of interest in relation to sport for people with disabilities

### **Degree studies in Physical Activity and Sport Sciences**

The White Book of the Degree in Physical Activity and Sport Sciences<sup>13</sup> places the subject referring to people with disabilities (which is called Physical Activity and Adapted Sport) as one of the four contents included in Physical Activity and Quality of Life, to whose knowledge a total of 12 ECTS credits are applied.

The other three contents that make up this subject are Assessment of physical condition, Prescription of physical exercise for health and Nutrition

and sport. This recognition has made this subject compulsory in most of the universities that offer these degree courses, although with some disparity in terms of the number of credits and contents in their academic guides. However, in a large number of them it only accounts for 2.5% of the total number of degree study plans (around 6 ECTS credits) and there are even cases in which it is not compulsory and, therefore, there is still no specific training in this area.

### **Some formal and Vocational Training Studies**

The degree called Teaching and Socio-Sports Animation (TEAS) is a Higher Level vocational training study, whose curriculum is established by Royal Decree 653/2017, of 23 June, and which replaces the Higher Technician in Physical and Sports Activities Animation (TAFAD). This degree includes a module entitled Physical-sports activities for social inclusion, which consists of 60 hours (out of 2,000 of the total) and which is specific to people with disabilities. However, throughout the rest of the syllabus there is also a cross-cutting approach to disability, with small sections in different modules, such as "Inclusive leisure. The occupation of leisure time by people with disabilities" or "Architectural barriers and adaptation of facilities".LINKS

Máster Universitario en Actividades Físicas y Deportivas para la Inclusión Social de Personas con Discapacidad – UAM - [UAM - Centro Estudios Posgrado](#)

Curso Técnicos Deporte Adaptado (discapacidad intelectual)– FEMADDI - [Formación – FEMADDI](#)

Animación Físico-Deportiva Y Recreativa Para Personas Con Discapacidad (Afda0411) – SEPE (COMUNIDAD DE MADRID) - [Sede Electrónica del SPEE. Especialidad Formativa \(sepe.gob.es\)](#)

Curso Trabajo Motor en Niños con Trastornos Neurológicos y Discapacidad Intelectual – UNIR - [Curso en Discapacidad Intelectual Niños y Desarrollo Motriz | UNIR](#)

Programa INCLUYE-T – [PRESENTACIÓN | Incluye-T Blog \(wordpress.com\)](#)

Programa Deporte Inclusivo en la Escuela – Fundación Sanitas –

[DIE | Deporte Inclusivo en la Escuela \(deporteinclusivoescuela.com\)](#)

Formación Relevo Paralímpico – CPE –

[Relevo Paralímpico Com. Valenciana | Paralímpicos \(paralimpicos.es\)](#)

Formación FEDPC - [Federación Española de Deportes de Personas con Parálisis Cerebral y Lesión Cerebral \(fedpc.org\)](#)

**5. Sport events (permanent/regular events: European and national scale) where people with disabilities are encouraged to participate** (i.e., marathons).

Please refer the organizer, the frequency of the event, the number of people with disabilities that participate.

**Article 11. Law on Sport 2022 (DOC2) State public interest in high-level sport.**

This section includes among the high-level competitions that will be considered of state public interest those in which inclusive sport for people with disabilities is promoted.

In addition to those high-level competitions, those competitions in which inclusive sport, the participation of women in sport, training in values and fair play from grassroots sport, the preservation of nature through sport or any sporting event that responds to the values of sport in the 21st century that have to do with equality, participation and the improvement of physical, mental or emotional condition shall also be considered to be of public interest.

**Article 79. Official competitions.**

The Higher Council for Sport shall ensure compliance with calls for entries, participation, regulations and any other applicable rules in relation to official competitions, with regard to gender equality and disability.

**Article 86. Responsibility of the organisers of official competitions.**

The prevention of any kind of violence, racism, xenophobia and intolerance, as well as discrimination and incitement to hatred on grounds of sex, social class, racial, ethnic or geographical origin, religion, beliefs, disability, age, sexual orientation and identity and gender expression or any other

personal or social circumstance, under the terms established by their specific regulations.

All Spanish Sports Federations for Persons with Disabilities carry out their competitions for athletes with disabilities. The federations that within their competences have an adapted modality also hold championships for people with disabilities although not for all disabilities (examples: table tennis, cycling, triathlon...).

All the Spanish Sports Federations for People with Disabilities have different associated International Federations where disabled sportspeople participate: VIRTUS (intellectual disability), World Boccia (Boccia), World Para Swimming, World Para Athletics...

Examples of sporting events where people with disabilities have participated:

- [Comparte tu Energía. EDP - Comparte tu energía. EDP \(compartetuenergia.com\)](http://compartetuenergia.com)
- [Carrera Popular Madrid También Solidario • Fundación También \(tambien.org\)](http://tambien.org)
- [INRUN MADRID \(carreraspopulares.com\)](http://carreraspopulares.com)
- <https://juegosinclusivos.sanitas.es>
- Campeonatos "Todos Comunidad" – [Campeonatos "Todos Comunidad": Deporte inclusivo y adaptado | Comunidad de Madrid](#)

## DOCUMENTS ATTACHED

- DOC 1- anuario-de-estadisticas-deportivas-2022
- DOC2- Ley del deporte 39/2022 30/12/2022
- DOC3- Plan Director del deporte Inclusivo

## Best Practice in Spain #1:

### Cross Boccia

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

Cross boccia, INCLUSIVE; SIMPLE; INDOOR AND OUTDOOR

#### **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.

Intellectual and Developmental Deficits (IDD)- Motor Disabilities (MD) - Autistic Spectrum (AS)

#### **2. Organization & Reference**

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

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### 3. Formal/Informal

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

Crossboccia is not part of formal education. It can be taught in clubs as well as in schools, and even at recreational level only. It is a modality that was developed on the basis of the Paralympic bocce modality.

### 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.

Individual game:

1. Boccia is a sport game played with the objective of accurately throwing or rolling balls to land as close as possible to a target ball.
2. The game is played between two teams or individuals, and each player takes turns throwing their balls.
3. The target ball, known as the jack or pallino, is initially placed at a predetermined location on the playing area.
4. Players must throw or roll their balls with the aim of getting them as close to the jack as they can.
5. Players can choose to throw or roll the ball based on their personal preference and strategy.
6. The player or team with the ball farthest from the jack gets to throw their next ball.
7. Players must maintain their position within a designated throwing area while making their throws.

8. The game continues until all the balls have been thrown.
9. Points are awarded based on the proximity of the balls to the jack. The closest ball earns the most points, while the balls farther away receive fewer points.
10. If a player intends to throw their ball at a specific target, such as an object or rail, they must announce it beforehand. If the player fails to execute the announced combination, their ball does not score points.
11. The player with the highest score from the previous round starts the next round by throwing the ball to any point.
12. In case of a tie ("Draw") where multiple players are at the same distance from the jack (or Marker), points are awarded to the players who achieved them. Additionally, "Kills" and "Combos" can also earn points.
13. The game ends when a player reaches a score of 13 points. However, they must have a minimum of two points more than the player in second place (e.g., 11-13 or 12-14).
14. The match is concluded when a player or team wins two games.
15. The player or team with the highest score at the end of the game is declared the winner.

For team rules and more information, visit [www.crossboccia.com](http://www.crossboccia.com)

YOUTUBE VIDEO

[https://youtu.be/tqBTlxWK\\_eg](https://youtu.be/tqBTlxWK_eg)

(in english)

### 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.

Intellectual and Developmental Deficits and Autistic Spectrum (AS): simplification of the rules: counting of points; description of the type of moves.

Motor Impairment - choice of accessible field

### 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.

Currently, there is no established organization in Portugal that is responsible for implementing crossboccia. The FPDD (Portuguese Federation for Disability Sports) undertakes dissemination efforts targeting schools and institutions. However, crossboccia has not been integrated into the physical education curriculum of schools. Nevertheless, teachers have the option to explore its implementation within their classrooms.

### 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.

**Article 79 of the Constitution of the Portuguese Republic of 1976** enshrines the right to physical culture and sport for all, an aspect reinforced by article 1 of Law 30/2004, of 21 July 2004 - Fundamental Law of Sport - which assumes sport as an indispensable factor in the formation of the person and in the development of society, dealing especially with the

practice of sport by citizens with disabilities, as can be seen from the determinations contained in articles 5, 26, 32, 70 and 82.

Similarly, **Act No. 38/2004 of 18 August 2004**, the Basic Act on the Prevention, Rehabilitation and Integration of Persons with Disabilities, refers to the value of sport for citizens with disabilities, in particular with regard to sport and recreation as habilitation and rehabilitation measures (Article 25). Furthermore, it states that "it is incumbent on the State to adopt the specific measures necessary to ensure access for persons with disabilities to the practice of sport and the enjoyment of leisure time" (Article 38), including access to the practice of high-level sport (Article 39).

In addition, the Resolution of the Assembly of the Republic No. 56/2009 approving the Convention on the Rights of Persons with Disabilities, adopted in New York on 30 March 2007

**Article 30- Participation in cultural life, recreation, leisure and sport**

5 - With a view to enabling persons with disabilities to participate on an equal basis with others in recreational, leisure and sporting activities, States Parties shall take appropriate measures to:

- a. Encourage and promote the participation, to the maximum extent possible, of persons with disabilities in mainstream sporting activities at all levels;
- b. Ensure that persons with disabilities have the opportunity to organize, develop and participate in disability-specific sporting and recreational activities and, to this end, encourage the provision, on an equal basis with others, of appropriate instruction, training and resources;
- c. To ensure that persons with disabilities have access to sporting, recreational and tourism facilities;
- d. To ensure that children with disabilities have equal access with other children to participation in play, recreation, leisure and sporting activities, including activities in the school system;**

- e. (e) To ensure that persons with disabilities have access to the services of those involved in the organization of recreation, tourism, leisure and sporting activities.

### **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.

Crossboccia is a very safe and easy sport to implement in any club, school or institution for people with disabilities.

It will only be necessary to acquire the specific ball kits and know the rules to put it into practice. As described in the rules, it can be played anywhere, with no specific dimensions.

For players with Intellectual and Developmental Deficits and Autistic Spectrum, it may be necessary for the instructor/teacher to guide the game, as athletes may have difficulty understanding the rules and scoring.

For players with Motor Impairment, it may also be necessary to help athletes move around if they travel in a wheelchair and are unable to do so autonomously.

### **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.

Given the nature of the modality, and in accordance with the above, no specific resources or adaptations - apart from the simplification of the rules - are necessary to implement the activity among disabled populations. The game is fully inclusive!!!

### **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.

Basically, the strategies used with all participants are positive reinforcement and the involvement of everyone in the preparation and development of the games.

### **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.

There are currently no objective methods to assess this practice.

### **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.

1. Introduce sport in their regular activities;
2. Assign tasks to all stakeholders;
3. Give autonomy and responsibilities to students - with or without disabilities - in the choice of balls, equipment, the space where to play;
4. Create a method to evaluate the teams accordingly: number of games, number of points, victories and team consistency;
5. Organise tournaments where students can also participate in their organisation;
6. Create a crossboccia club

## Best Practice in Spain #2

### Polybat

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

Polybat and motor disability; inclusive; ability

#### 1. Type of Disability

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

Specially developed for Motor Disability (MD), although it can be played by all people, with or without disabilities.

#### 2. Organization & Reference

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

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Polybat is a modality, which in Portugal, is under the tutelage of PCAND - Parálisis Cerebral, National Sports Association. Rua Nova do Casal dos Vagares nº 42 3030-141 Coimbra Telephone: +351 239 780 436; Fax: +351

239 780 437; Telemóvel: +351 969 661 488 Email (Serviços Administrativos): geral@pcand.pt

[www.pcand.pt](http://www.pcand.pt)

### 3. Formal/Informal

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

Polybat is not part of formal education. It can be taught in clubs as well as in schools, and even on a recreational level only.

Polybat aims to respond mainly to the sporting needs of people with disabilities. It contributes to the development of conditional and coordination skills such as strength, speed, endurance, reaction capacity, adaptability and motor learning ability, among others. - It appeared in the mid-1980s, at Nottingham Trent University (England);

- Based on table tennis, Polybat was created by a Physical Education teacher and a group of students from the Adapted Sport discipline.

### 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.

Polybat is a table tennis-like game designed specifically for individuals with disabilities, including those with mobility impairments. The game incorporates adaptations and modifications to ensure inclusivity and accessibility. Here are the rules, adaptations, and features of Polybat:

#### 1. Court and Equipment:

- Polybat is preferably played on a table tennis table without a central net.
- Tables are placed on the sides of the table with a height of 10 cm to prevent the ball from going out of bounds.

- Players use a rectangular racket designed specifically for Polybat to push or hit the ball from one side of the table to the other.

## **2. Goals:**

- The objective is to score 11 or 21 points by preventing the ball from crossing the end line on your side.
- A point is scored when the ball exceeds the top of the table on the opponent's side or in the case of an opponent's infringement.

## **3. Rules of Sporting Discipline:**

- Depending on the type of competition, games may be best of three or best of five halves.
- Each set can be played until one of the players or pairs reaches 11 points (short game) or 21 points (long game) without the need for a difference of two points to determine the winner.
- A coin toss is conducted before play begins to determine the first serve and sides for the first half. Subsequent halves follow an alternating order determined by the toss. In case of a tie, a new draw is made.
- Individual players serve two consecutive serves, regardless of who wins the previous point. In pairs, each player serves once, starting with the player on the right side of the table. The serve must be made from the center of the service line.
- The ball must hit one of the side tables before the opponent returns it during the serve (except in class 1).
- The ball must remain in contact with the table during play.
- Players are only allowed to touch the ball with the racket.
- Players may block or manipulate the ball with the racket, but stopping it is not allowed. The ball must touch one of the sides on the return.
- Points are scored in various situations, including when the ball legally crosses the opponent's end line, the opponent intentionally contacts or handles the ball, the opponent returns the ball in front of the service line, the ball reaches a height of more than 10 cm (height of the side tables), the ball bounces back to the opponent's side after

being played, the opponent makes more than three consecutive touches, the opponent serves without the ball touching the side tables (except in Class 1), the opponent returns the ball directly without it touching the side tables (except in Classes 1 and 2), or the opponent completely immobilizes the ball with the racket during a rally.

- Time deductions are not allowed during an end, except in cases where medical assistance is required.
- A 1-minute interval is given between each end, during which athletes may receive instructions from coaches.

Polybat incorporates these adaptations and modifications to create an inclusive and engaging game for individuals with disabilities, allowing them to actively participate in a sport that suits their abilities.

### **YOUTUBE VIDEO**

<https://www.youtube.com/watch?v=lxswLOPA1Gk&pp=ygUQcG9seWJhdCBwb3J0dWdhdA%3D%3D>

[manual de polybat - projeto inr 2021.pdf \(pcand.pt\)](#)

## **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.

### **RANKING**

Sport classification is the division of athletes eligible for a particular competition into classes or divisions according to their functional ability. This procedure helps to provide fair practice for all. **SPORTS CLASSES**

#### **CLASS 1:**

Wheelchair players with very reduced range of motion, difficulty in regaining midpoint after hitting the ball. Non-functional lower limbs. Difficulty covering the full width of the table, anticipating the movement

of the ball and orienting the racket on the table. Essentially defensive players, who need to control the ball with one or two touches before returning it to the opponent;

**CLASS 2**

Players in wheelchairs or who require mobility aids such as walkers or Canadians. Upper limbs with severe to moderate limitation. Sufficient range of motion to cover the full width of the table, but slow. Incomplete grip. Able to anticipate movement and recover mid-point. Controls the orientation of the racket in relation to the table. Able to perform defensive and offensive actions;

**CLASS 3**

Players in wheelchairs or standing, if functionality permits. Range of motion to cover the full width of the table, as well as forward displacement. Able to anticipate ball movement and recover vertical position, may have to use the table for support. Can perform quick gestures to return the ball;

**CLASS 4**

Players who walk without walking aids. They have dynamic balance difficulties and may have to use the table for support. They have some limitations in arm movement control, good grip. They anticipate and perform fast movements with intentional changes of direction. This class is mainly for children and young people with Special Educational Needs and intellectual disabilities.

*NOTE: In school terms, pupils with other types of disability may also participate and will be integrated into the class that best suits their characteristics. Whenever a player plays in a wheelchair, his opponent must also play seated, even if he is not a wheelchair user.*

## 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.

FEDERAÇÃO PORTUGUESA DE DESPORTO PARA A PESSOA COM DEFICIÊNCIA

PARALISIA CEREBRAL – ASSOCIAÇÃO NACIONAL DE DESPORTO

## 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.

Article 79 of the Constitution of the Portuguese Republic of 1976 enshrines the right to physical culture and sport for all, an aspect reinforced by article 1 of Law 30/2004 of 21 July 2004 - Fundamental Law of Sport - which assumes sport as an indispensable factor in the formation of the individual and in the development of society, dealing in particular with the practice of sport by disabled citizens, as can be seen from the provisions contained in articles 5, 26, 32, 70 and 82.

Similarly, Act No. 38/2004 of 18 August 2004, the Basic Act on the Prevention, Rehabilitation and Integration of Persons with Disabilities, refers to the value of sport for citizens with disabilities, in particular with regard to sport and recreation as habilitation and rehabilitation measures (Article 25). Furthermore, it states that "it is incumbent upon the State to take the necessary specific measures to ensure access by persons with disabilities to sport and leisure activities" (Article 38), including access to high-level sport (Article 39).

Furthermore, the Resolution of the Assembly of the Republic No. 56/2009 approving the Convention on the Rights of Persons with Disabilities, adopted in New York on 30 March 2007

**Article 30- Participation in cultural life, recreation, leisure and sport**

5 - With a view to enabling persons with disabilities to participate on an equal basis with others in recreational, leisure and sporting activities, States Parties shall take appropriate measures to:

- (a) Encourage and promote the participation, to the maximum extent possible, of persons with disabilities in mainstream sporting activities at all levels;
- (b) Ensure that persons with disabilities have the opportunity to organize, develop and participate in disability-specific sporting and recreational activities and, to this end, encourage the provision, on an equal basis with others, of appropriate instruction, training and resources;
- (c) To ensure that persons with disabilities have access to sporting, recreational and tourism facilities;
- (d) To ensure that children with disabilities have equal access with other children to participation in play, recreation, leisure and sporting activities, including activities in the school system;
- (e) To ensure that persons with disabilities have access to the services of those involved in the organization of recreational, tourism, leisure and sporting activities..

## 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.

### Material resources required

**Facilities:** To be practised in a place with no obstacles to the carrying out of the movements - the ideal measurements for the competition should guarantee a free area of 3.00 metres counted from each top of the table and 2.00 metres counted from each side face.

**Materials:** Table with official measurements: 1.52 m wide by 2.74 m long, with sufficient height to facilitate access for a wheelchair (preferably a table tennis table without a hammock); The service line must be marked with a tape, parallel to and 36 cm from the end line: - The table must allow for good wheelchair mobility; - Side tables are 10 cm high and may not take up more than 3.5 cm of the table width, at each edge.

**Racket:** - The total impact surface area may not exceed 180 cm<sup>2</sup>; - Maximum length of 30 cm including the handle; - The ends should be rounded and covered with foam to protect the table surface.

**Ball:** - It is proposed to use a golf starter ball; - Other alternatives are possible, and non-bouncing balls are preferred. Plastic or wooden table protectors/tables: - They should be 10 cm high and cover the sides of the table with no more than 3.5 cm on each side of the usable playing area.

*NOTE: The play area shall be reduced by changing the angle of the side tables in the following situations: In Division 1, the length of the end line is reduced by 20 cm on each side (end line with 112 cm, instead of 1.52 m); In Division 2 the length of the end line is reduced by 10 cm on each side (end line with 1.32 m instead of 1.52 m)*

## 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.

### Strategies For Initiation into The Modality

- Promote inclusion by playing in pairs;
- Use larger racquets and balls;
- Anyone who can play on their own feet can do so by marking the playing space on the floor. In this case, the opponent, if not playing in the same way, should be someone who can sit on the floor;
- Use targets (light balls or pins), large, at short distances and very close to each other; Height of the sides: 10cm Service line marked on the table with tape 36cm from the bottom of the table. Middle line of court division
- Whoever is not playing, can operate the scoreboard; catch balls that fall to the ground, if necessary using long tongs; reposition targets in the starting position; encourage colleagues to do better; when in a group, encourage your team;
- In an inclusive environment, practitioners with greater motor skills when playing with others of lesser ability should be encouraged to hold the racket with the non-dominant hand;
- In an inclusive environment, everyone should have a task.

*NOTE: All adaptations that facilitate both accessibility to the practice of the modality and inclusion may be made. Here are some examples: - The use of sticky materials that fix the handle of the racket by hand, or the use of gloves, such as football net storage gloves, to replace the racket; - When there is no grip or possibility of using the upper limbs, small gutters can be*

*used, which allow the ball to slide with some speed to reach the top of the board on the opponent's side*

### **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.

The most effective strategies are those that promote the participation of all educational actors in the preparation and development of the game. Providing responsibilities to students, teachers and assistants, involving them in decision making seems to be effective in increasing participation, acceptance and inclusion.

### **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.

For the time being, no objective assessment procedures are carried out.

### **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.

- 1.** Introduce sport in their regular activities;
- 2.** Give autonomy and responsibility to students - with or without disabilities - in the choice of balls, equipment, the space where they play;
- 3.** Create a method to evaluate teams accordingly: number of games, number of points, victories and consistency of the team;
- 4.** Organise tournaments where students can also participate in their organisation;
- 5.** 5. Create a polybat club

## Best Practice in Spain #3

### Badminton

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

Inclusive badminton; Inclusion in sport; Disability and sport; Inclusive physical activity; Equity in physical activity

#### 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.

The activities are open to all people with physical, intellectual and sensory disabilities, within the limits that allow the practice of badminton. For example, it is not possible for blind people.

#### 2. Organization & Reference

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

**CLUB DE BÁDMINTON CHAMARTIN**

JOSÉ LUIS HERNANDEZ VÁZQUEZ (Presidente)

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The adoption of a model of inclusion in badminton was initiated by the club in 2011 and has been improving the model ever since, extending it to all

activities, including the Municipal Schools in collaboration with the Madrid City Council.

- <http://www.leucemiaylinfoma.com/noticias/campeonato-de-badminton-inclusivo-popular-san-isidro-2019/11320/>
- <https://www.periodicohortaleza.org/el-badminton-juega-en-hortaleza-por-la-integracion/>
- <https://vencerelcancer.org/campeonato-badminton-popular-san-isidro-2015-madrid/>
- <https://badmintonmadrid.es/nuevo-torneo-de-badminton-inclusivo-a-nivel-escolar-en-el-distrito-de-chamartin/>
- <https://www.facebook.com/badmintoninclusivo/>
- <https://sportuniverse.com/clubbadcham>

### 3. Formal/Informal

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

Informal education.

### 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.

Inclusive badminton is a way of understanding sport without exclusions, which tries to incorporate people who have reduced mobility and therefore have difficulty reaching distant points on the badminton court or moving fast enough. The aim is for them to participate in both training sessions and competitions with the rest of the players. To this end, criteria should be adopted to facilitate their participation in all badminton activities. It is

not, therefore, a new form of badminton, nor is it intended to be a new form of badminton.

Its aim is to facilitate and promote the adoption of a model of sporting practice that allows people with reduced mobility to participate in regulated and non-regulated competitions, within the different age categories and incorporated into the competition tables set by each competition and facilitating what is our motto:

**"BADMINTON WITH EVERYONE AND FOR EVERYONE".**

Inclusive badminton is therefore by no means a competition for and among persons with reduced mobility, as in this case there are already adapted badminton or parabadminton and "specialolimpics" competitions. The aim is to ensure the participation of people with reduced mobility in badminton activities by mitigating the differences due to lack of mobility.

The adaptations focus on

- the dimensions of the badminton court for the player with a disability due to lack of or reduced mobility,
- the necessary support for players with intellectual disabilities.

The rules are practically unchanged except for those referring to the dimensions of the court for players with reduced mobility.

## **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.

The practically only variation is the size of the court for people with reduced mobility.

The two main premises for setting the size of the court are to avoid the risk of falls for the players and to make the challenges of the competition as equal as possible. Accordingly, the possibilities for reducing the size of the court surface are marked with the shaded playing area. Each option is chosen according to the possibilities of reaching the shuttlecocks when moving and moving the arms. No differentiation is made for the use of wheelchairs, as in this case the player must fit into any of the options indicated, taking into account the player's ability to handle the chair.

In doubles and mixed doubles matches, these court boundaries are maintained for players with reduced mobility. The person forming the pair who does not have any limitation in their movements, will play on the entire court surface, unless, if so agreed prior to the match, the area or areas of the court not valid for the game of the player of the pair who has reduced mobility are also excluded.

The size of the playing court for each participant will be determined prior to the matches by the organisers, who will take into account the degree of recognised disability and their limitations in reaching the limits of the playing court. This will be established during the warm-up phase in each modality. It is very important to establish the limitations for each player. Experience will gradually define the causes more concretely in order to be able to transfer them clearly to the rules.

In any case, the two premises already mentioned of 1) avoiding the risk of falls and 2) not eliminating competitiveness in the matches, are the ones that must always guide the fitting of each player in the reduced dimensions of the court.

## 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.

People who have taken part in the club's activities and have enabled the modifications to be made in the search for fairness in the practice of Badminton:

- Eladio Caneda Pereira (29/09/1065). Physical disability hemiplegia. Started in 2009.
- Bosco Ling González (20/05/2000). Intellectual disability (ASD). Started in 2011.
- Adriana Rissi García (28/03/2002. Sensory disability (hearing) She started in 2011, she trains at the CEDT of Barajas.
- Gonzalo Fernandez Descalzo (18/12/2001) Physical disability. Started in 2011. - Deceased.
- Enrique Rispa Ramírez (01/03/1981), Physical disability, orthopaedic leg joined in 2017. - Deceased.
- Mael Costalago Falagan (21/05/2013) Physical disability, Achondroplasia - short stature, joined in 2022.
- Dario Andrada Valverde (27/11/2012) Intellectual disability (ADHD) started in 2022.
- Diego Sánchez Sánchez (12/01/2011) Physical disability (heart transplant) started in 2022.
- José Luis Rosario Sánchez-Simon (05/04/1972), Physical disability, wheelchair started in 2022.
- Fernando Álvarez Ortiz de Urbina (17/11/1973), Physical disability, wheelchair started in 2022.

## 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.

**The Inclusive Badminton Training Manual of the B4ALL project is followed. ISBN 978-84-09-29081-9**

chrome-extension://efaidnbmnnnibpajpcglclefindmkaj/https://ec.europa.eu/programmes/erasmus-plus/project-result-content/bdc92985-473a-482b-95d1-06547fedeffc/2\_Manual\_Formaci%C3%B3n\_Badminton\_Inclusivo\_Proyecto\_B4ALL\_(Ingl%C3%A9s).pdf.

chrome-extension://efaidnbmnnnibpajpcglclefindmkaj/https://www.deporteinclusivo.com/wp-content/uploads/2020/09/Info-Formaci%C3%B3n-B4ALL-1-1.pdf

<https://www.paralimpicos.es/noticias/la-plataforma-online-badminton-all-pone-disposicion-de-clubes-y-entidades-formacion-para>

## 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.

**See Inclusive Badminton Training Manual. B4ALL.**

Unit 3. Badminton and disability. Implications for inclusive competition

Adaptations for inclusive competition according to the needs of players with disabilities: rules, materials, communication.

1. introduction
2. search for fairness and lack of risk
3. adapting the size of the track
4. considerations for other adaptations
5. bibliography
6. electronic sources

### **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.

#### **See Inclusive Badminton Training Manual. B4ALL.**

#### UNIT 4. Management and adaptation of the inclusive environment

#### Topic 4.5. Inclusive Badminton as Physical Education content.

1. introduction
2. main barriers in school sport inclusion
3. facilitating strategies for inclusive badminton in school (by types of disability)
4. disability simulation as a necessary methodology to raise awareness among schoolchildren.

5. bibliography

6. electronic sources

## **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.

UNIT 5. Real participation in inclusive badminton activities.

### **LESSON 1. Practice in Introduction to Badminton in a disability setting.**

1. introduction
2. organisation and duration of the training session.
3. functions to be carried out in the internship for each professional profile.
4. to know more
5. bibliography
6. self-evaluation of the internship.

### **LESSON 3. Inclusive badminton competition**

1. introduction
2. organisation and duration of the internship.
7. functions to be carried out in the training session by each professional profile.
8. further information
9. bibliography
10. self-evaluation of the internship.

## 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.

Inclusive badminton satisfaction questionnaire.

The aim of this questionnaire is to find out the degree of satisfaction of the participants in each of the activities carried out, specifically the introductory days, training sessions and competitions. The questionnaire is completely anonymous and addressed to participants, family members and spectators of the activity.

The data requested are:

1. Type of activity: training day or competition.
2. Gender: female, male
3. Age group
4. Details of the activity: name, date, city and venue.
5. Profile of the participant: with or without disability.
6. Role played in the activity if not a participant: Volunteer, family member, technician, spectator.
7. Observations

The questions are evaluated from 1 to 5, with 1 being "completely disagree" "Not at all satisfactory" and 5, "completely agree" "Very satisfactory" depending on each case, taking as a reference the organisational aspects and materials used, factors related to the technicians and people who led the activity, the duration of the activity, as well as the level of satisfaction of the participant.

The questions are:

- Proximity of the installation to your home.
- Quality of the installation used (cleanliness, lighting, etc.).
- The materials used are in good condition.
- The technicians and the people who led the activity were helpful when needed.
- The explanations were clear.
- The technicians and the people who led the activity gave you security and confidence when doing the exercises.
- The duration of the activity is appropriate.
- The duration of the activity is not long enough.
- The duration of the activity is excessive.
- You found the activity satisfactory.
- I would like to repeat.
- The activity is a novelty.

## **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.

1. Introduce sport in their regular activities;
2. Give autonomy and responsibility to students - with or without disabilities - in the choice of balls, equipment, the space where they play,...;

3. Create a method to evaluate teams accordingly: number of games, number of points, victories and consistency of the team;
4. Organise tournaments where students can also participate in their organisation;
1. 5. Create a polybat club

## Best Practice in Spain #4

### 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

Oscar Ruiz López

- 00.34. 610686518
- [formacion@padelcv.com](mailto:formacion@padelcv.com),
- Responsable de formación y padel adaptado Federación de pádel de la Comunidad Valenciana

### 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.

## Best Practice in Spain #5

### Pickleball

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

**1. TO KNOW PICKLEBALL**

**2. TO TRAIN the professionals and then the sportsmen and sportswomen.**

**3. TO PARTICIPATE in days, tournaments, Opens, Open Doors etc. INCLUSION**

**4. DISSEMINATE the sport**

**5. CREATE the 1st Pickleball Inclusive Intergenerational School.**

#### 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.

The sport is presented to people (athletes) with physical disabilities and intellectual disabilities giving priority to athletes who already have experience in the world of the racket or paddle.

IDD: These are all types of disabilities that occur in time when you develop. That is, before the age of 22.

Some of these disabilities are intellectual disability itself and autism spectrum disorders. We also call them ASD - cerebral palsy.

These types of disabilities need similar supports to those needed by people with intellectual disabilities.

A physical disability is a disability that occurs when a part of the body is missing or has very little left, which prevents the person from functioning in the conventional way.

## 2. Organization & Reference

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

**Fundación Alas Madrid y Asociación española de Pickleball**  
**Concha Delgado, Tel 0034 675089376**  
[delra.pick@gmail.com](mailto:delra.pick@gmail.com)

**In charge of the sport inclusive department in Pickleball Spain and director of the intergenerational school** created by the Alas Madrid Foundation (a centre with the Community of Madrid), in collaboration with the Madrid City Council.

## 3. Formal/Informal

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

Unformal but The School is created by the Alas Madrid Foundation (a centre with the Community of Madrid), in collaboration with the Madrid City Council.

## 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.

**Key questions:**

- What do we want to achieve?
- Why do we support, spread, teach and practice this sport?
- Where do we come from and what is our project?
- Where are we heading?
- What to do when we meet a person with a disability who wants to play pickleball?

**Objectives and contents:**

To get to know Pickleball, characteristics and possible implementation.

To achieve this objective, two weekend sessions were held in the sports facilities of Bustarviejo for 20 PDI.

The participants were introduced to the sport and the following conclusions were drawn:

- a. In less than 5 minutes the athletes were already hitting the ball with the paddle.
- b. The sport was adapted to the abilities of the athletes and they were able to play it at their level.
- c. It had a high level of motivation and low frustration.
- d. It becomes a lure for the people who play it.

- To train professionals in the sports area.
- The sports coaches take the Pickleball Instructor Course given by the Spanish Pickleball Association, obtaining the necessary qualifications and knowledge to be able to teach it.
- Set up the Wings Madrid Pickleball team.
- The first pickleball team is created in which only PDI trained in the facilities of the CDM. Moratalaz.
- To make the Pickleball team known outside the Foundation.
- The team attends all the open days organised by both the Spanish Pickleball Association and the Madrid Pickleball Association and the team starts to play a good role.
- Check the viability to compete.

- Inclusive pairs are formed, athlete with instructor, to participate in competition by attending pickleball association tournaments.
- Consolidation of the inclusive competition pair.
- Collecting the results of all the events in which they participate, it is decided that the pair that has obtained the best scores will launch themselves professionally into the world of competition, starting their training at the Pickleball School of the CDM Elipa, with Daniel Hernándo, one of the highest authorities on pickleball in Spain, as their coach.
- Spreading Pickleball in a social and inclusive way: Participation in national and international competitions.
- In 2018 the couple formed by a woman with Down syndrome (Carmen López Abete and a 56-year-old woman compete in the International Open of Amstedam and get the bronze medal in their level.
- In September of the same year, they participate in the Spanish Open in Spain and in the following years until the pandemic, they make this sport known in an inclusive way in other countries such as Germany and Italy.
- Creation of the "Inclusive Intergenerational School".
- The results obtained are known by public entities such as the Madrid City Council, Community of Madrid, etc., and they start to recognise and support pickleball as an inclusive sport.
- The elaboration and presentation of an inclusive project leads to the creation of the first municipal inclusive pickleball school in Madrid.



### 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.

The Intergenerational and Inclusive Pickleball School is the only school that promotes that the age and ability of the participants is not an impediment to participate. With this we do not want to say that everyone can practice pickleball, but we want to demonstrate, and we have demonstrated that everyone who can and wants to do sport has a place in this school. At the moment the school runs two days a week in the morning and afternoon. There are 54 places available, all of which have been filled and there is a waiting list.

### 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.

The Intergenerational and Inclusive Pickleball School is the only school that promotes that the age and ability of the participants is not an impediment to participate. With this we do not want to say that everyone can practice pickleball, but we want to demonstrate and we have demonstrated that everyone who can and wants to do sport has a place in this school.

At the moment the school runs two days a week in the morning and afternoon. There are 54 places available, all of which have been filled and there is a waiting list.

## **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.

The programme that we have developed up to the implementation and operation is fully based on these rights. We have already mentioned that for pickleball to be practised, it must be based on the accessibility of the participants in an integral way.

We would also like to add a point that we would like to emphasise: Quality of Life.

Quality of Life is made up of several dimensions:

- a. Interpersonal Relationships
- b. Emotional Well-being
- c. Personal Development
- d. Justice, Rights
- e. Social Inclusion
- f. Self-Determination
- g. Material Well-being
- h. Health and Physical Well-being

If we look at these dimensions, we realize that through this sport, which is easy, fun, accessible, with low frustration, etc., we are providing the participants with these dimensions to improve their sporting and therefore social life.

The Intergenerational Inclusive Pickleball School is the result of setting up a whole project of INCLUSION in all its dimensions and making real

through this sport that people, regardless of their condition, can play, have fun and compete all together and without exclusion.

### **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.

The training of the professionals who teach Pickleball is fundamental at a technical, pedagogical and methodological level. That is why certain aspects must be taken into account:

People with disabilities have some difficulties to function in their daily life:

1. Difficulty in the development of their social and intellectual skills, which is why we professionals will try to explain the technical and tactical aspects of the proposed exercises using simple language and explanations that are not childish and accessible to each of their abilities. It is essential that we check that the person understands what we are asking them to do. To do this we can ask them to verbalise or show what we are asking for.
2. Difficulty in relating to others. It is important that the person carries out the sessions or exercises with different partners or teams.
3. Difficulty in language. We must be patient and not answer for the person we are asking or finish the sentences for them. Give time to respond both verbally and physically in all the actions to be carried out.
4. Difficulty in learning, understanding and communication. The progression of the exercises must be in accordance with the learning

capacity in order to allow time for the internalisation of all types of content. Constant communication without giving too much information.

5. Hearing difficulty that can lead to apathy and isolation. We will always give explanations in front of the person, preventing them from losing their field of vision with us when we move.

For all these reasons, it is essential to make the environments accessible and therefore provide the necessary support. Athletes with physical disabilities must have mobility that allows them to move around or a good use of the wheelchair adapted for the sport.

In the rules there are two adaptations for athletes in wheelchairs:

- Before hitting the ball, it can bounce twice.
- The back wheels of the chair are considered to be the player's feet and the front wheels can therefore be in the ZNV zone.

The programming of the sessions or training sessions will be adapted to the people we are working with. The technical exercises with small progressions and with different materials for a better adaptation of the objective we want to achieve.

For example:

- In the warm-ups we will focus on the work of the upper body for athletes in wheelchairs.
- In a dinking exercise where what we want to achieve is that the athlete hits the ball so that it bounces in the non-volley zone or kitchen.

1- Athlete in the non-volley zone (ZNV) near the net, the coach throws the ball over the net with the hand so that the ball is hit effectively with the paddle.

- 2- Do the same, each time taking more and more steps backwards until you reach the kitchen line.
- 3- Do the same by throwing the ball with the paddle.
- 4- Do the same with a ball that bounces higher.
- 5- Same with a ball that bounces lower.
- 6- Idem with continuous hitting of the paddle between teammates.

So with all strokes, forehand, backhand, serve, volley, etc., displacements, heights, etc.

Athletes in wheelchairs will work very specifically on changes of direction when moving around, avoiding stopping the chair as this causes a greater effort to get moving and reduces the effectiveness of the shots.

The Inclusive Intergenerational School uses all the necessary resources, both material (bats, balls, cones, tracks, hoops, etc.) and social (support monitors, information, transfers, tournaments, conferences, etc.), so that the whole environment related to Pickleball is accessible and therefore inclusive. It is a priority to give people the possibility to participate.

### **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.

We have made two essential adaptations:

Scoring: This is the biggest difficulty for IDPs to learn in this sport and therefore to know what is happening in the match.

Three numbers are sung, for example: 3-2-1. The first number sung corresponds to the number of points scored by the team that scores 3. The next number sung corresponds to the number of points scored by the opposing team 2.

The third number that is sung corresponds to the number of the player you are currently playing, which can be 1 or 2, in this case 1.

- -For this purpose, we have created an accessible scoreboard on which you can see the score and sing it without any difficulty. Currently the scoreboard also has an electronic form and an app for Android.



**The rules: For a better understanding of the main rules of the sport, the Accessibility Team of Alas Madrid, through the Easy Reading group, has elaborated an easy-to-understand set of rules**

The adaptation that is currently being worked on is to give people with intellectual disabilities the possibility to bounce the ball twice before it is hit.

## **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.

In order to involve all the people sympathetic to the environment of Alas Madrid Foundation (families, friends, sympathisers, etc.), we organise pickleball days in which we explain everything about pickleball and the INCLUSION project we wanted to develop so that IDPs could participate like any other player.

We also work with different entities such as FEMADDI in which the sport is presented to IDPs so that they get to know it, try it and know that there is a new sport to incorporate into their leisure time.

We participate in tournaments organised by the AMPB and other entities. We have been interviewed on radio and TV, demonstrating through videos the functioning and the degree of motivation that exists in the school.

We give talks and organise activities with schools, institutes, institutions and associations. Most of the time, students from the Inclusive Intergenerational School take part in these activities.

### **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.

The most important method for monitoring the evolution of the school's athletes is observation and checking their growth through their participation in different events.

A monitoring form is also used for each participant:

NIVELES DE ADAPTACIÓN COMPETICIÓN	NIVEL 1	NIVEL 2	NIVEL 3
SAQUE CON O SIN BOTE	X	X	
DOS BOTES DE LA BOLA ANTES DE GOLPEARLA	X	X	
COCINA SE PUEDE PISAR EN EL SEGUNDO GOLPE CONTÍNUO	X		
NO PUNTUAR PAREJA SIN DISCAPACIDAD	X		
PUNTUAR SIEMPRE A SU IGUAL		X	
PARTIDOS SIEMPRE CON ÁRBITRO		X	X
COMPETICIONES ADAPTADAS	NIVEL 1	NIVEL 2	NIVEL 3
SAQUE CON BOTE AL CUADRO DERECHO E IZQUIERDO	X		
SAQUE CON BOTE AL ARO DERECHO E IZQUIERDO (3 POSICIONES)		X	
IDEM SAQUE SIN BOTE		X	
IDEM SAQUE SIN BOTE AL ARO (3 POSICIONES)			X
GOLPE DERECHA	X		
GOLPE DERECHA AL ARO (VARIAS POSICIONES)		X	
GOLPE DE DERECHA EN CARRERA			X
GOLPE DE DERECHA EN CARRERA (VARIAS POSICIONES)			X
GOLPE DE REVÉS	X		
GOLPE DE REVÉS AL ARO (VARIAS POSICIONES)		X	
GOLPE DE REVÉS EN CARRERA			X
GOLPE DE REVES EN CARRERA (VARIAS POSICIONES)			X
TERCER GOLPE		X	X
TERCER GOLPE (VARIAS POSICIONES)		X	X
GOLPE REMATE	X		
GOLPE REMATE (VARIAS POSICIONES)		X	X
GOLPEO GLOBO	X		
GOLPEO GLOBO (VARIAS POSICIONES)		X	X
VOLEA DE DERECHA		X	
VOLEA DERECHA (VARIAS POSICIONES)			X
VOLEA DERECHA EN CARRERA			X
VOLEA REVÉS		X	
VOLEA REVÉS (VARIAS POSICIONES)			X
VOLEA REVÉS CARRERA			X
CONOCIMIENTO DEL MATERIAL	X		
MONTAJE DE RED		X	X
EJERCICIOS DE CALENTAMIENTO		X	X
ESTIRAMIENTOS		X	X
CANTAR EL TANTEO CON MARCADOR		X	X
CONOCIMIENTO DEL TANTEO CON MARCADOR			X

In the annual programme, the objectives to be achieved are defined and the sessions are drawn up for each term of the school. The coordinator and

the rest of the monitors meet every week to discuss which objectives are being met or to rectify any of them if it is shown that they are not working in the session.

## **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.

Through the Spanish Pickleball Association, the Pickleball Monitor Course is given and one of the contents of the syllabus is Pickleball as an Inclusive Sport.

The development of the content is carried out both in a theoretical and practical way.

We believe that this course provides the necessary tools for future monitors to have the possibility of working with a diversity of people and, fundamentally, that at a social level they can contribute a grain of sand at an inclusive level through a sport that allows this to become a reality.

## Best Practice in Spain #6

### Netball

<https://www.youtube.com/watch?v=aBuxsRnU50A>

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

Passing the ball (show, repeat as many times as necessary)  
 When receiving freezes; Out (when it passes the boundary of the chosen track); Space; No touching (in ball position no one is allowed to approach the player); Contact , When not respecting the previous rule; Only the A's shoot at the hoop

#### 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.

Down Syndrome, at its different levels.

#### 2. Organization & Reference

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

**Fundación Racing Club , acts within the club Racing club**

<https://www.realracingclub.es/noticias?category=fundacion>

Mrs Adriana Oria: [adrianaorianetball@gmail.com](mailto:adrianaorianetball@gmail.com)

### 3. Formal/Informal

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

Informal education. Sports clubs

### 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.

Netball is a sport in which the positions are indicated by two letters for bibs.

We adapted to a letter A (attack), c (centre) and D (defence). This was very well accepted and once the games are repeated they do not allow the rules to be broken. In possession of the ball they must freeze (not advance from their position).

### 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.

Ten bibs of each colour were made up because they started out small, but as they watched, everyone wanted to play. In addition to Down's Syndrome, a child in a wheelchair played in the middle and always started the game after a goal.

**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.

In this experience, psychologists, trainers, assistant monitors, and psychotherapists worked together.

**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.

Know each other's histories, have teacher training, have first aid or nursing equipment in the club. Have parental permission for ball activities.

**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.

The teacher will take into account that the spaces are safe, that the activity is carried out with sufficient support from colleagues and other professionals. In all sports, start with just a few students and then add more. Take into account the leaders and fraternise with them so that they do not boycott the activity.

**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.

The rules are few, clear and are repeated as many times as necessary as they will be incorporated with repeated play.

At all times respect for fellow players and the basic practice of netball is valued with no other objective than to play and have fun. The rules are adapted to the group, the objective is to move with a logical criterion.

**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.

You do it with the students and share what they want to do.

**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.

Working with children or people with different abilities is highly rewarding. They like the familiar, not having the rules changed, respecting order and as the year goes on they become experts at the game. Do not lose

**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.

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