

Online HorseCollege



Student Workbook

3.T.10 Coach Special Groups

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Coach Special Groups 3.T.10 Workbook

Students are to complete Riding 3.R online assessments prior to attempting Teaching 3.T and to follow all recommended safety considerations.

Practical assessments for Teaching 3.T.09-12 are as follows:

- A) Coaching Practices
- B) Coaching Special Groups
- C) Provide First Aid
- D) First Aid Scenario

These assessments incorporate the following unit from the SIS30710 Sport Industry Training Package which include the listed elements

SISSCGP201A Apply legal and ethical coaching practices

- Apply legal responsibilities to coaching
- Apply ethical responsibilities to coaching or instruction
- Develop coaching practices

SISSCGP306A Customise coaching for special needs groups

- Consult with athletes to determine special needs
- Plan coaching session to include special needs groups
- Deliver coaching session to include special needs groups
- Evaluate coaching session

HLTFA301B Apply first aid

- Assess the situation
- Apply first aid procedures
- Communicate details of the incident
- Evaluate own performance

Further information about this assessment is available at www.training.gov.au

Coaching Special Groups Introduction

The base for all riding skills is developing solid fundamental skills as complex skills are many up of sequences of fundamental skills. To develop these skills you're going to need good communication and be able to adapt your coaching style to suit different riders with differing needs and in different situations.

Riders may do so for many different reasons, because they want to improve fitness, develop new skills or for social contacts and riders with special needs are no different.

As a coach you need to be prepared to accept each participant as an individual and as an effective coach you will need to adjust to accommodate for individuals.

Adapt Coaching Techniques

When teaching special groups or riders with a disability it may become necessary to adapt your coaching style or technique. There isn't many medical conditions which will exclude participation in riding so it is important you learn how to include people with special needs.

When coaching special groups, for example conducting a clinic for riders who want to improve their jumping, it will not be possible to coach a senior group of riders in the same manner as a kids group of riders. Whilst the kids will be wanting to jump higher and faster and will probably be less concerned with the 'why' of the exercise and improving technique the senior group will want more detail as to 'how', 'why' and the technique of the exercise.

Things you will need to consider when instructing special groups or people with special needs are:-

- age and experience of the rider
- how many riders in a session
- will any extra equipment be needed (i.e. more staff, horses, saddlery, jump wings, arenas)
- will equipment need to be modified (i.e. modified mounting blocks for wheel chair access)
- are there any language barriers (i.e. non-english speakers, limited hearing)
- will extra protective equipment be necessary (i.e. helmets, back protectors)
- liason with support personnel, groups and/or family of people with special needs



Adapt Coaching Techniques (cont.)

Adapting Methods of Communication:-



Visual

Vision is used a lot in demonstrating tasks and exercises to be carried out. If you have a rider with vision impairment you can adapt your communication and still be successful in passing on information to the rider.

You may need to use more verbal skills and be very specific and detailed in your explanation.

Riders with visual impairment may not necessarily mean that they are blind, it could mean they have difficulty seeing objects in the distance or even certain colours. It is still possible to teach riders who have degrees of blindness it just means you will need to adapt the situation, for example you could conduct the lesson in a smaller area and/or give the lesson on the lunge line/rein.



Verbal

People will often exhibit certain behaviours if they can't hear you, i.e. tilt the closest ear in your direction or keep looking at you after you have given a verbal direction.

People with hearing impairment will require communication in other forms. Sign language is always an option but riders are usually focused on the direction of travel or their horse rather than consistently looking at their coach.

Providing visual demonstrations with the use of a whiteboard or another rider will mean the hearing impaired person can be shown the exercise. Feedback and communication may need to be at the halt. The use of hand signals and direction is also useful.

Weather conditions can influence how well your riders can hear you. It may be necessary in these circumstances to locate yourself up-wind or provide a head-set, which is like a radio transmitter to transmit your voice and can be fitted to the helmet of the rider.

Written communication is also an option.



Written

Written directions or diagrams are a good way to help the rider visualise the task they are to perform and will be common when giving theory lessons.

Though in a riding lesson it will be more practical to verbally give your rider direction than have them read it off, say a whiteboard.

However people with limited reading and writing skills may have difficulty understanding written explanations. The use of verbal instruction will be more appropriate and visual diagrams or demonstrations.

Adapt Coaching Techniques (cont.)

Adapting Methods of Communication:-



Tactile (Touch)

Any physical contact you make with your riders should be appropriate to the situation and necessary for the rider's skill development.

Touch is most likely to be used in your coaching to correct a rider's position. It is important that you ask your rider before touching them. If you do not have their approval, you can still demonstrate visually, using your own body or that of another rider.

When you reflect on your communication skills, ask yourself the following:-

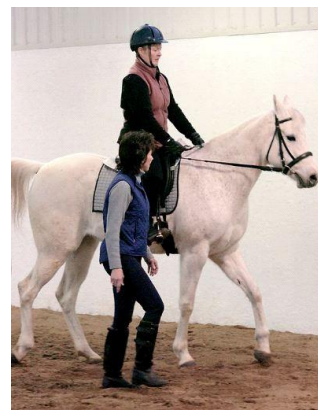
- Do I listen to my riders and really understand what they have to say?
- Do I speak with some riders more than others and do I treat them all equally?
- Do I give individual praise and encouragement?
- Can and/or do I communicate effectively with athletes who come to me with problems?
- What type of spoken communication do I use most? Statements? Commands? Or questions? And what does this say about my relationship with my athletes and my style of coaching?
- Can I adapt my communication to suit the needs of my riders and the situation?
- Can I give detailed and simplified communication?
- Can I alternate the volume level of my voice?
- Can I be serious and relaxed?
- Can I become involved and stand back?
- What is my non-verbal (body language) communication saying?

Provide Feedback

Feedback is a valuable tool for both riders and coaches, and should serve to improve the quality of a skill or performance. Good feedback can result in remarkable development of comprehension, awareness and skill. Bad feedback, however can discourage, alienate and cause a decline in skill level.

A good method for providing feedback is to use the 'sandwich' technique in which you layer your comments, positive-constructive-positive. For example, 'Your lower leg position is good, remember to keep your hands low, good work.'

The style in which you deliver the feedback will depend upon the personality of the athlete, the type of skill and the availability of resources.



Effective feedback is such which provides information which will aid in the development of skills and attitudes and can be the key to motivation.

Allow athletes to practice a skill before giving feedback. The period of time you allow them to practice will depend upon the complexity of the skill.

If consistent errors reappear whilst practicing, redemonstrate the skill, riders who are unable to correctly perform the skill may require immediate, specific feedback.

For feedback to be effective it needs to be:-

- **Immediate** – A rider will retain in memory, information about the performance for a brief time afterwards, therefore it is important that feedback is offered sooner rather than later so it will be useful to the rider.
- **Clear** – With complex skills which require many smaller movements to create the finished performance it can be difficult to communicate to the rider specific errors. It may be necessary to break the complex skill down into smaller movements to clarify feedback.
- **Specific** - Relate feedback to the tasks the riders has been asked to address before the performance.
- **Constructive** – When identifying errors, provide reasons and solutions for the error.
- **Positive** – Positive and encouraging feedback will accelerate skill development.

Resource & OH&S Considerations

To coach people with special needs or special groups may require adaptation of facilities and equipment. Often the best people to talk to, to determine this is the riders themselves, support personnel or groups and family or friends of the riders. By doing this you will also find it easier to provide support for riders with special needs.

You may need to consider things such as:-

- disability access
- the availability of equipment or specialised equipment
- the suitability of equipment or specialised equipment
- the requirement of protective equipment or specialised protective equipment
- code of conduct
- code of ethics
- the safety and suitability of the area to be used
- the location of the coach when teaching
- the requirement of extra personnel or support personnel



Group Control:-

When teaching groups of riders the level of risk will increase. Remember to maintain safe distances between horses including when they are at the halt, especially with those horses that are new to the group or horses which are not kept together as they are more likely to want to establish the pecking order. And you may need to keep reminding riders of this depending upon the age and skill of the rider.

Make sure you give clear commands that everyone can hear. Take into account the number of riders in the group when planning exercises and giving commands, be sure to give each rider plenty of preparation time.

Be alert to the behaviour of the horses so you can anticipate their reactions.



Extension Lesson

Briefly describe which methods of communication your own, personal coach uses the most.

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Answer the following yes or no questions about your own, personal coach's coaching techniques.

What type of spoken communication does your coach use the most?

- Statements?
- Commands?
- Questions?

Volunteer a day or part there of, of your time to your local Riding for the Disabled riding centre (or equivalent) to experience and build your knowledge of how to adapt and include people with special needs.

Volunteer a day or part there of, of your time to your local riding school (or equivalent) to build your knowledge of how to adapt and include special interest groups.

Recommended Reading

Publication:-

Beginning Coaching Manual

- Teaching sports skills/games
- Coaching Communication
- Coaching Athletes with a disability

The BHS Instructor's Manual for Teaching Riding Islay Auty

- Chapter 3
- Chapter 4

Author:-

Ausport- Australian Sports Commission

References

Publication:-

Beginning Coaching Level 1 Manual 2000

Author:-

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