



**Special
Olympics**



COACH WEBINAR SERIES

2024

Presented
by:



Gallagher

**DELIVERING
THE COACH
DEVELOPMENT
OPPORTUNITIES
YOU WANT**

**SO YOU CAN
PROVIDE THE BEST
TRAINING AND
COMPETITION
ENVIRONMENTS
FOR YOUR
ATHLETES**



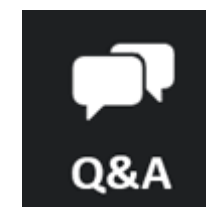
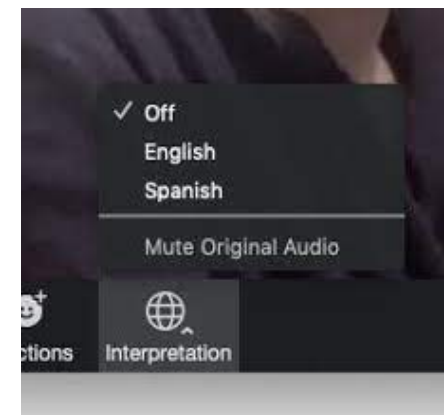
Simultaneous Interpretation



Powered by: **Gallagher**

This webinar offers simultaneous interpretation in English, Spanish, French, Arabic, Chinese, Portuguese, Italian, and Russian

- Select the 'Interpretation' button at the bottom of the screen
- Select language



Q&A

Please ask any questions you have in the Q&A section



**Special
Olympics**

CWS2024

Our Host



Grace Payne

Sargent Shriver Global Messenger



**Special
Olympics**

CWS2024

Dr Rebecca Shangraw



- **Senior Lecturer** of Applied Human Development in the BU-Wheelock College of Education and Human Development.
- **Coach**
- Her research interest involves identifying and investigating recommended teaching practices to use when instructing athletes who have specific learning disabilities, ADHD, or autism spectrum disorders.





***Special
Olympics***



TEACHING AND LEARNING IN SPECIAL OLYMPICS

Guiding Thoughts

Guiding Question

How can I help my athletes learn?

Big Idea

Coaches are teachers



Agenda/Overview

- Guiding framework: Bloom's Taxonomy
- Developmental appropriateness
- Information processing
- Ways to support information processing
 - Structure and consistency
 - Activate prior knowledge
 - Clarity and simplicity
 - Open and closed skills
- Questions



A black and white photograph of a running track, showing several curved white lane markings on a dark, textured surface. The perspective is from a low angle, looking down the track.

BLOOM'S TAXONOMY

Bloom's Taxonomy

- A way to organize what people learn
- Three domains of learning

PSYCHOMOTOR
(physical skills)



AFFECTIVE
(feeling/social skills)



COGNITIVE
(thinking skills)



Bloom's Taxonomy (Swimming Example)



PSYCHOMOTOR
(physical skills)

Ability to perform various strokes



AFFECTIVE
(feeling/social skills)

Sportsmanship, teamwork



COGNITIVE
(thinking skills)

Remembering the order of
strokes in an individual medley



Common Characteristics Affecting Athlete Learning



- Processing delays
- Difficulty generalizing new information
- Difficulty with memory
- Reduced attention span
- Reduced executive function
- Feeling overwhelmed when learning new information
- Symptoms resembling dementia



- Hesitant to try new things
- Resistance to change
- Difficulty taking turns
- Difficulty with interpersonal communication
- Avoids communication with others
- Feeling unmotivated to learn or participate
- Difficulty working collaboratively with teammates



- Tight muscle tone
- Atlantoaxial instability
- Loose joints
- Poor balance
- Poor coordination
- Sensory/perception impairments



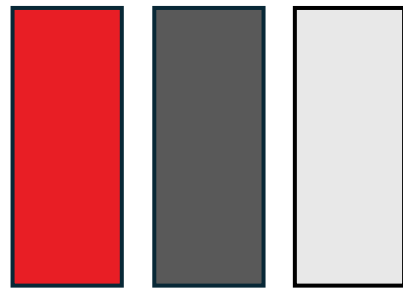


DEVELOPMENTAL APPROPRIATENESS

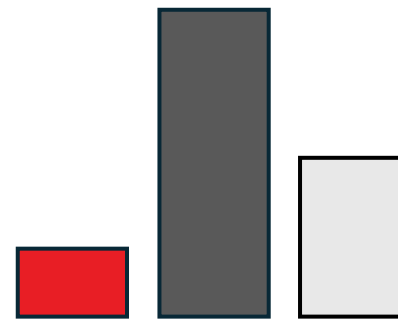
Developmental Appropriateness

- Physical, affective, and cognitive domains may not be aligned in unison
- Be aware of athletes' development as you set expectations and goals
- Prepare athletes for competition by strengthening **all three** domains

Very rare



Variability is more common

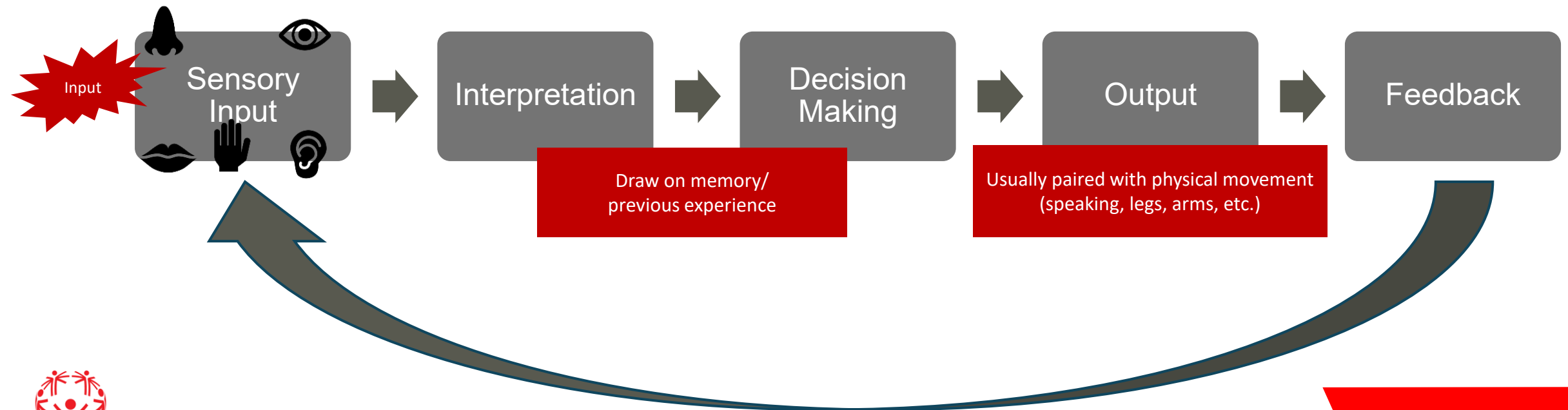


INFORMATION PROCESSING



Information Processing: How We Learn

Basic Information Processing Model



Information Processing: Sensory Input Example

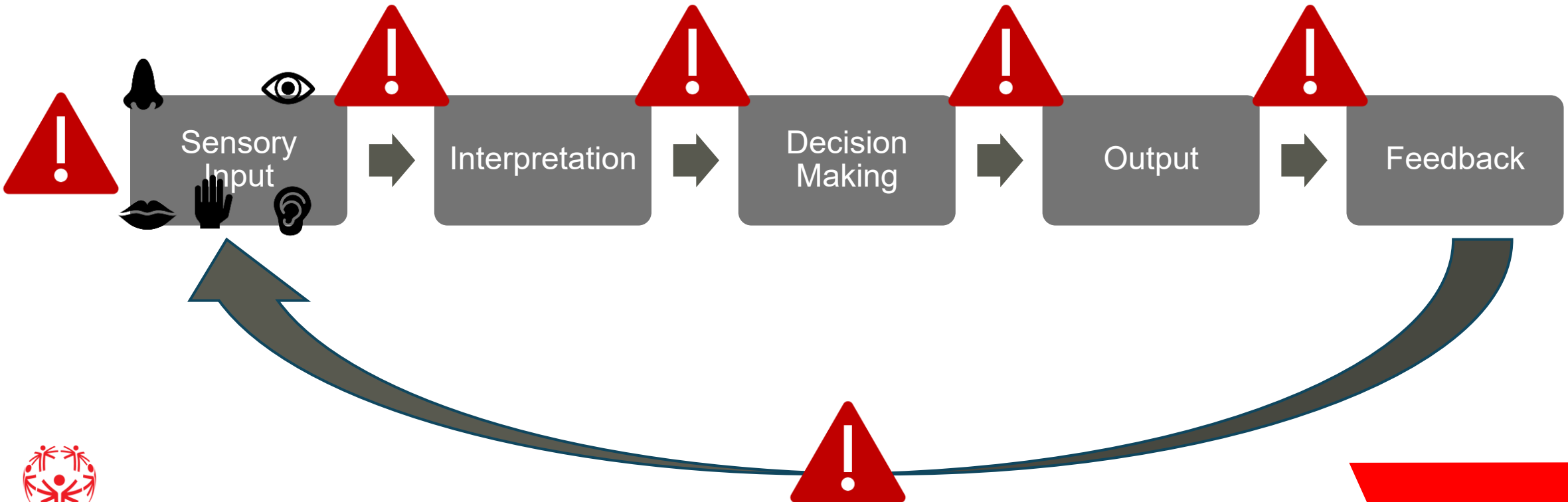
Sources of sensory input

- Listening to the coach
- Watching the pitcher
- The smell of the field
- Seeing other players on the field
- Seeing/hearing fans in the stands
- Feeling the hands grip the bat
- Feeling the helmet on the head
- Tasting bubble gum in the mouth
- Hearing traffic drive by the field
- Feeling the hot sun on the skin



Information Processing: How We Learn

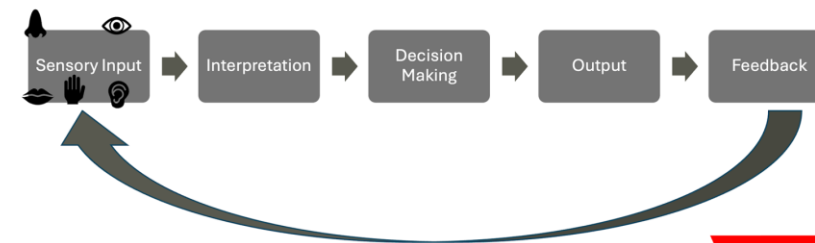
Basic Information Processing Model: Sticking Points



Information Processing: Sticking Points

Basic Information Processing Model: Locating Sticking Points

- Talk to athlete/caregiver (“How do you like to learn?”)
- Guess and check
 - Modify type of input
 - Direct interpretation (ie. think out loud)
 - Give options for decisions
 - Give options for output
 - Talk through feedback





SUPPORTING INFORMATION PROCESSING

Ways to Support Information Processing

1. Minimize the “noise”
2. Tell the brain where to focus
3. Remind the brain what it already knows
4. Let the brain digest



How do we do this?

Structure and consistency

Activate prior knowledge

Clarity and simplicity

Open and closed skills



Structure and Consistency



- Establish **routine** and **predictability** on day one
 - Practice schedule
 - Physical layout
 - Common language
 - Cues
 - Expectations for behavior
- Predictability can:
 - Reduce cognitive load around extraneous things
 - Relieve anxiety/worry



Activate Prior Knowledge



- David Ausubel (Subsumption Theory)
- Connect new concepts to prior knowledge
 - Helps the athlete feel familiar with new concepts
 - Helps the brain connect the new information to prior knowledge
 - ie. Introducing badminton ? connect to other net games
 - Warm-ups can introduce baseline (prior) knowledge that can be revisited during practice
 - ie. Unique arm movements to prepare for the bounce pass follow-through (basketball)



Clarity and Simplicity



- **When introducing new concepts, limit distractions**
(ie. noisy spectators, music, thirst/restroom needs, etc.)
- **Explicitly tell athletes where to look/focus**
(ie. “Watch my hands as I dribble”)
- **Use visual markers**
(ie. “Put your toes on the blue line”)
- **Deliver one big point/message at a time**
- **Limit talk time**
- **Provide time for the brain to process**



Open and Closed Skills



- Many times, skills can be **closed** (increased environmental predictability) and then slowly **opened** (decreased environmental predictability) through targeted activities/drills
- This can help the brain focus on skill development before competitive elements are introduced
- Environmental elements to calibrate:
 - Size of playing space, surface
 - Wind, light, noise
 - Visual markers
 - Defense/teammates
 - Crowds
 - Clocks

Open and Closed Skills: Example

Focus on: physical skills (freestyle stroke)



**Closed skill: Predictable environment –
practice pool**



**Open skill: Unpredictable environment –
competition in the Potomac River**

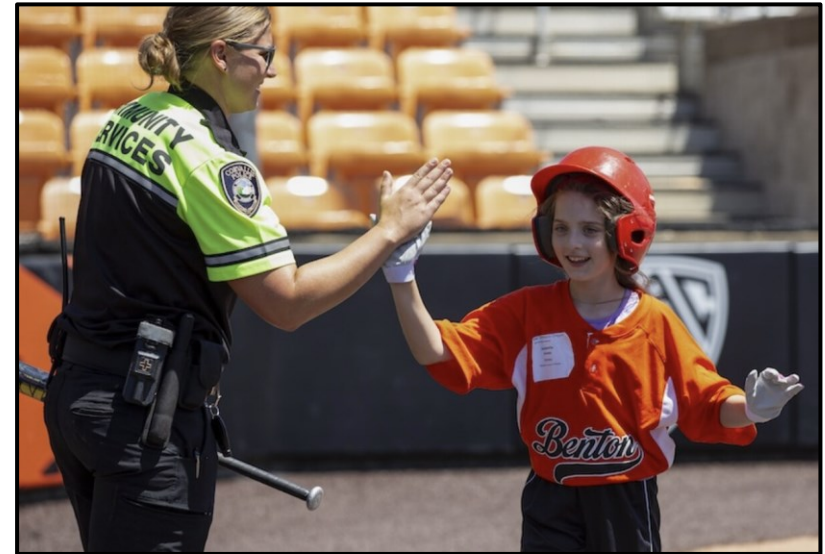


Open and Closed Skills: Example

Focus on: affective skills (high-fives to mark good work)



**Closed skill: Predictable environment –
team practice**



**Open skill: Unpredictable environment –
competition with community members**



Open and Closed Skills: Example

Focus on: cognitive skills (when/how/where to pass the ball)



Closed skill: Predictable environment – partner practice with your team



Open skill: Unpredictable environment – competition



WRAP UP



Guiding Thoughts

Big Idea

Coaches are teachers

- Keep the three domains of learning in mind
- Identify sticking points throughout information processing
- Support information processing via:
 - Structure and consistency
 - Activating prior knowledge
 - Clarity and simplicity
 - Opening and closing skills

Guiding Question

How can I help my athletes learn?



Thank you!
Questions?

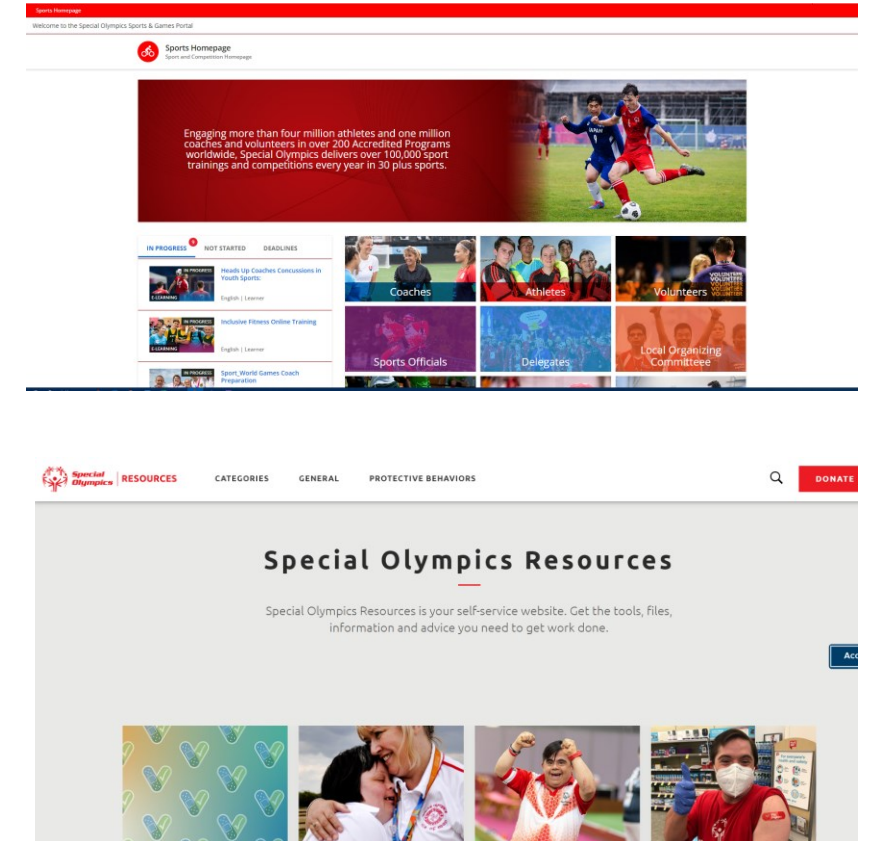


**Special
Olympics**

Coaching Resources

Special Olympics offers fantastic resources for coaches to continue to learn and improve their coaching knowledge:

- **Special Olympics Online Learning Portal**
- **Special Olympics Resource Page**



Coach Webinar Series Dashboard



Special Olympics Coach Webinar Series 2024 Presented by Gallagher



The Special Olympics Coach Webinar Series, presented by Gallagher, is back for 2024. This year's series will discuss topics chosen by you, and take a deep dive into 4 specific sports.

Webinar 1: *Teaching and Learning in Special Olympics* with Dr Rebecca Shangraw

Webinar 2: *How young people learn and what this means for Special Olympics Coaches* with ICOACHKIDS

Workshop 1: Floorball, with Steen Houman

Workshop 2: Badminton, with Badminton World Federation

Workshop 3: Swimming, with the Michael Phelps Foundation

Workshop 4: Athletics, with World Athletics

This page is your one stop shop for finding what you need from the series. Here you can register for each webinar, watch the recordings, submit your questions to our speakers and hosts, access resources like PDFs, slidedecks, and videos from the presentations, and access any translated materials we have.

We hope you enjoy this year's Coach Webinar Series, presented by Gallagher!



**Special
Olympics**

CWS2024

Next Webinar

A graphic for a webinar series. It features a background image of a person in a yellow shirt kneeling on a wooden floor, possibly a coach interacting with a child. Overlaid on this is a dark red semi-transparent rectangle containing text and logos. At the top, the 'Special Olympics' logo is visible. Below it, the text 'COACH WEBINAR SERIES' is written in large white letters. Two circular portraits of men are shown: one in a red polo shirt and another in a blue polo shirt. Below the portraits, the 'COACH KIDS' logo is displayed. A white banner at the bottom of the red rectangle contains the title 'HOW YOUNG PEOPLE LEARN AND WHAT IT MEANS FOR SPECIAL OLYMPIC COACHES', the speaker 'With Declan O'Leary of COACH KIDS', and the host 'Hosted by Mujahid Al-Sarhani'. The date and time 'DECEMBER 5TH 9am EST/3pm CET' are also listed. At the very bottom of the graphic, the 'COACH KIDS' logo and the 'Presented by: Gallagher' logo are shown.

Special Olympics

COACH WEBINAR SERIES

COACH KIDS

HOW YOUNG PEOPLE LEARN AND WHAT IT MEANS FOR SPECIAL OLYMPIC COACHES

With Declan O'Leary of **COACH KIDS** Hosted by Mujahid Al-Sarhani

DECEMBER 5TH
9am EST/3pm CET

COACH KIDS

Presented by: **Gallagher**



**Special
Olympics**

CWS2024

Thank You!

See you at the next webinar!



**Special
Olympics**

CWS2024