

# EACL

EUROPEAN ALL ARE CHAMPIONS LEAGUE FOR PWID

Developing fundamentals  
for football inclusion



## International Football Manual for Inclusion



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Project European All are Champions League for PwID:  
Developing fundamentals for football inclusion

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# INTERNATIONAL FOOTBALL MANUAL FOR INCLUSION

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# INTRODUCTION

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This document serves as a comprehensive guide for the development and implementation of inclusive football activities, tailored specifically to meet the needs of individuals with intellectual disabilities (PwID). The "International Football Manual for Inclusion" is a key output of the European All Are Champions League (EACL) project, which aims to promote football as a tool for social inclusion.

The manual is designed to provide football clubs, educators, trainers, and families with the necessary knowledge, tools, and strategies to create a supportive environment for PwID in football. It offers practical guidelines on how to adapt football rules, organize inclusive training sessions, and foster a sense of community among participants of all abilities.

In 2020, the EU has had 120 million people with disabilities, conditions which are often cited as reasons for not participating in sport(s) and physical activities. According to the European Disability Forum, only 10% of people with disabilities in Europe participate in sports or physical activities, and the participation rate is even lower for people with intellectual disabilities.

In line with the context above, EACL project aims at promoting a sport (that is often considered not accessible for people with intellectual disability) as a tool for social inclusion. The inclusiveness of the project idea lies in the involvement of sport organizations and associations already implementing inclusive sport activities for PwID and other stakeholders such as families, educators, caregivers and staff members of sport organizations in football activities.







# Part 1

## UNDERSTANDING DISABILITY SCOPE



# UNDERSTANDING DISABILITY SCOPE

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In order to effectively promote inclusion in football for individuals with intellectual disabilities (PWID), it is essential to understand the scope of disabilities, the barriers to participation, and the transformative potential of football in fostering social inclusion. This section provides definitions, identifies common challenges, and explores the critical role of football in the lives of PWID.

## Intellectual disabilities: Definitions and Context

As defined by World Health Organization (WHO) in the International Classification of Diseases and Related Health Problems (ICD), intellectual disabilities are a state of incomplete development of the mind, especially characterized by impaired abilities that manifest themselves during development, abilities that contribute to the overall level of intelligence development, such as thinking, speech, motor skills and the ability to achieve social contact.

According to Special Olympics, Intellectual disability (or ID) is a term used when a person experiences limitations in cognitive abilities and skills, including conceptual, social, and practical areas such as language, social interactions, and self-care. These challenges may result in slower or different learning and development compared to individuals without ID. Intellectual disabilities can occur at any time before a person reaches the age of 22, including during prenatal development.

Intellectual disability is the most common developmental disability.

In sum, intellectual disabilities refer to a group of conditions characterized by significant limitations in both intellectual functioning and adaptive behavior, which covers a range of everyday social and practical skills. These limitations typically manifest during the developmental period, affecting an individual's ability to communicate, learn, and engage in social interactions. The degree of disability can vary greatly, with some individuals requiring substantial support in daily activities, while others may only need occasional assistance. There are 4 degrees of disability:



- ✓ **MILD** - Individuals with mild intellectual disability experience slower development in conceptual, social, and daily living skills but can learn practical life skills, allowing them to live independently with minimal support.
- ✓ **MODERATE** – Individuals with moderate intellectual disability can handle basic self-care, navigate familiar places, and understand safety and health basics, though they still need moderate support for daily routines.
- ✓ **SEVERE** – Individuals with severe intellectual disability show major developmental delays, with limited communication but can learn simple self-care tasks and need constant supervision and support.
- ✓ **PROFOUND** - Individuals with profound intellectual disability often have significant physical and communication limitations and require close supervision and assistance for all self-care and daily living activities.

Severity Category	Approximate Percent Distribution	Approximate IQ Range	Severity based on daily living skills	Severity based on the intensity of support needed
<b>Mild</b>	85%	50-69	Capable of living independently with minimal assistance	Requires occasional support during transitions or times of uncertainty
<b>Moderate</b>	10%	36-49	Able to live independently with moderate support (such as in a group home)	Needs limited help with daily tasks
<b>Severe</b>	3.5%	20-35	Needs limited help with daily tasks	Requires substantial assistance for everyday activities
<b>Profound</b>	1.5%	<20	24-hour supervision and care	Needs comprehensive support for all aspects of daily life

In terms of functional and developmental areas, PWID domains include:

- ✓ **Motor skills in individuals with intellectual disabilities:** Individuals with intellectual disabilities often exhibit varying levels of motor skills, depending on the severity of their intellectual disability. Motor development can be delayed, and poor coordination often accompanies these individuals from early childhood. Proper planning and implementation of physical activities can significantly improve their motor skills and overall functioning.
- ✓ **Psychosocial characteristics of individuals with intellectual disabilities:** Psychosocial characteristics of individuals with intellectual disabilities include various challenges, such as difficulties in social interactions, emotional responses, and adaptive skills. Support through various forms of therapy is needed to improve their quality of life and social inclusion.
- ✓ **Mental health of individuals with intellectual disabilities:** Individuals with intellectual disabilities are more prone to mental health issues, including depression and anxiety. It is important to timely recognize and treat psychological problems through a multidisciplinary approach, including therapies that promote mental and emotional well-being.
- ✓ **Self-concept in individuals with intellectual disabilities:** Self-concept is often lower in individuals with intellectual disabilities, which can affect their behavior and ability to function in daily life. Support that encourages self-esteem and a positive self-image can significantly impact their personal development and social interaction.

## Barriers to Sport Participation for PWID

The World Health Organization has supported the idea that everyone, including PWID, can improve their health and physical function through regular physical activity and sports. It's particularly important for individuals with disabilities to have access to their fundamental human rights, which includes participating in cultural and social life, such as recreational, leisure, and sporting activities, on equal terms with others.

Despite this, individuals with intellectual disabilities tend to be less involved in recreational activities compared to those without intellectual disabilities. Their activities are often more passive, less varied, and frequently confined to their homes. Participation in recreational activities is affected by factors such as gender, age, difficulty level, personal and family preferences, motivation, environmental factors, and the availability of support from parents or caregivers. Barriers to inclusion can also stem from the social standing, education, and functional capacity of the family.



The inclusion of PWID in sports is limited by various barriers. Research has identified several barriers to their participation in physical activities, which can be categorized into the following groups:

- ✓ **Intrapersonal/Individual:** These include a lack of adequate information about physical activity and sports participation (such as where to engage in sports, what types of activities are suitable, and how to perform them safely), limitations related to the individual's ability and performance (such as the nature of their disability, health issues, etc.), and psychological barriers (such as fear, lack of motivation, concerns about safety, or fear of attracting unwanted attention).
- ✓ **Interpersonal/Social:** These include societal barriers, such as a lack of awareness about the needs of PWID in the community, as well as overprotective attitudes from caregivers, educators, professionals, and family members.
- ✓ **Environmental:** These barriers relate to the physical accessibility of sports facilities, such as buildings with narrow doorways that are difficult for wheelchair users to navigate, rooms without appropriate handles, poorly lit outdoor areas, inadequate transportation, insufficient or inappropriate equipment, and a lack of expertise in working with PWID.

PWID face a variety of challenges when it comes to participating in sports, which can include multiple obstacles to accessibility. While some individuals may encounter a lack of expertise among coaches or professionals in inclusive sports, others may be hindered by the availability of suitable equipment. For some, transportation presents a significant hurdle, while for others, infrastructure barriers are the main issue. Additionally, the specific barriers individuals face can vary depending on the type of sport they wish to participate in and their level of ability.



## The Role of Football in Promoting Social Inclusion

Football, one of the most popular sports globally, is recognized not just for its physical health benefits but also for its ability to promote social inclusion. While much of the focus has traditionally been on physical fitness and competition, the broader social benefits—especially for marginalized or underrepresented groups such as PWID—are gaining attention in the context of sports and community building. Football, in particular, due to its global popularity, accessibility, and relatively low costs, has proven effective in breaking down barriers and fostering community bonds. It has the ability to promote teamwork, discipline, and mutual respect. Also, it encourages interaction between people from diverse backgrounds, leading to increased social cohesion.



Football provides numerous social benefits, including:

- ✓ **Physical Health**: Regular participation in football can improve motor skills, physical fitness, and overall health. For PWID, who may be at higher risk for conditions like obesity and cardiovascular disease, staying active through football is particularly important.
- ✓ **Mental and Emotional Well-being**: Football provides an opportunity for PWID to experience joy, build self-esteem, and reduce anxiety. The structured environment of a football team can also help in developing discipline, focus, and resilience.
- ✓ **Social Skills Development**: Playing football encourages teamwork, communication, and cooperation. PWID can learn to interact positively with peers, share responsibilities, and develop friendships through the sport.
- ✓ **Community Integration**: Football clubs and teams can serve as inclusive spaces where PWID are valued members of the community. This not only enhances their sense of belonging but also challenges societal perceptions of disability, promoting broader social change.
- ✓ **Empowerment and Independence**: Engaging in football can empower PWID by giving them a sense of accomplishment and independence. Whether through scoring a goal, improving a skill, or simply being part of a team, these experiences can have a profound impact on their confidence and autonomy.



## Part 2

# EVALUATION OF DISABILITY IN SPORTS



# EVALUATION OF DISABILITY IN SPORTS

Evaluating the abilities and needs of individuals with intellectual disabilities (PWID) is one of the most important steps in creating inclusive and effective football programs and activities. This section outlines the process of assessing these needs, adapting football activities accordingly, and utilizing appropriate tools and methods to ensure that each participant can fully engage in and benefit from the sport.



Intellectual disability impacts every part of a person's life. Those with ID tend to respond more slowly to external stimuli, and they also face challenges in understanding directions, following instructions, generalizing information, thinking abstractly, and drawing conclusions. As a result, their learning process is slower, and they typically require additional support to benefit from standard education. Additionally, PWID often experience difficulties with short-term memory, concentration, attention, and behavior, which may lead to inappropriate reactions in emotional and social contexts. Delays in motor development, lower physical fitness, and health issues commonly associated with the condition, as well as fewer opportunities to engage in physical activities compared to individuals without ID, often result in higher rates of obesity, reduced fitness, and poorer motor performance. As a result, PWID exhibit the following:

- 1) Reduced fitness levels in areas such as aerobic capacity, muscle strength, flexibility, and speed.
- 2) Underdeveloped expression of fundamental motor skills like walking, running, jumping, catching, throwing, and kicking.
- 3) Deficiencies in one or more psychomotor areas:
  - a) Awareness of different body parts and of oneself and others. Understanding of body positions in space (sitting, standing, prone, supine, and on all fours).
  - b) Balance skills, both static and dynamic.
  - c) Ability to distinguish left from right (laterality).
  - d) Spatial orientation of the body (comprehension of left and right, up and down, in and out, top and bottom, front and back in relation to space).
  - e) Awareness and regulation of breathing

In general, the more severe the intellectual disability, the more pronounced the delays in learning and language development, adaptive and social behaviors, emotional responses, as well as the physical and motor traits commonly seen in PWID

## Assessing Abilities and Needs of PWID

The first step in promoting inclusive football activities is a thorough assessment of the abilities and needs of PWID. This evaluation should focus on understanding their physical, cognitive, emotional, and social capabilities. Key aspects of this assessment include:

- ✓ **Physical Abilities:** Assessing motor skills, coordination, endurance, and overall physical health to determine what level of physical activity is suitable. Some PWID may have co-occurring physical disabilities that need to be considered, such as mobility limitations or sensory impairments.
- ✓ **Cognitive Abilities:** Understanding the cognitive functioning of PWID helps in determining how they process information, follow instructions, and understand game rules. This includes assessing attention span, memory, problem-solving abilities, and understanding of abstract concepts.
- ✓ **Communication Skills:** Evaluating PWID communication skills in terms how they interact with coaches, peers, and others in a football setting. Some may use verbal communication, while others might rely on non-verbal methods such as gestures or communication devices.
- ✓ **Behavioral and Emotional Considerations:** PWID may exhibit a range of behaviors and emotional responses that need to be understood and managed in a sports context. This includes identifying triggers for stress or anxiety, understanding social interactions, and recognizing any behavioral challenges that might impact participation.
- ✓ **Social Skills and Preferences:** Understanding the social preferences and skills of PWID can help in designing activities that promote positive interactions and teamwork. This includes assessing their comfort in group settings, their ability to share and cooperate, and their overall social engagement.





## Tools and Methods for Disability Evaluation

Disability and overall health status of PWID can be assessed through a variety of observation and assessment methods. The most common approach is direct observation and interaction during practice sessions and games. By closely watching how participants respond to instructions, interact with others, and manage physical tasks, coaches and support staff can gain valuable insights into the abilities and challenges faced by PWID.

In addition to observation, standardized assessment tools and educational programs offer structured ways to evaluate physical and adaptive functioning. These tools provide a baseline understanding of a participant's capabilities, helping coaches tailor activities accordingly.

Another key resource is feedback from caregivers and educators, who often have an in-depth understanding of the participant's needs, preferences, and challenges. Input from parents, teachers, and support staff can offer valuable context that complements observational and standardized assessments.

Where appropriate, PWID should also be encouraged to engage in self-assessment. Simple tools like picture-based surveys or guided interviews can help PWID express their own interests, goals, and any difficulties they face, providing further insight into how they experience football activities.

Finally, continuous monitoring and adaptation are essential to maintaining a positive and beneficial football experience. Regular evaluations of participants' progress, along with necessary adjustments to activities, ensure that the program remains supportive and responsive to the needs of PWID.





Effective evaluation of disabilities in the sports context requires the use of specific tools and methods that can accurately capture the abilities and needs of PWID. Assessing PWID through multiple domains is critical for their physical education and sports development. There are many different well known assessment tools and methods for assessing like Special Olympics Motor Activities Training Program (MATP) Coaching Guide and ASAB. However, for coaches and trainers who are not particularly familiar with intellectual disability issues it is important to have an overall picture from assessing PWID in order to establish appropriate programs and activities, develop exercises for adaptations and monitor their progress. Some of the domains that need to be covered in thorough assessing PWID include:

## 1. GENERAL INFORMATION

**General information about the PWID, in particular:**

- **Basic personal details** (name, gender, date of birth, parent / caregiver information);
- **Educational Placement:** Determining educational status of participant, such as a general class, inclusion class, or special class, either in primary or secondary school;
- **Primary Disability:** Identifying participant's main disability (e.g., Down Syndrome, Fragile X Syndrome) and any specific syndromes (e.g., Prader-Willi or Turner syndrome);
- **Intellectual Disability Level:** Specifying participants level of intellectual disability (mild, moderate, severe, profound);
- **IQ and Educational Classification:** Information regarding the athlete's IQ and whether they are classified as educable, trainable, or dependent.
- **Secondary Disabilities and Health Concerns:** Additional disabilities, information about used medication, and physical conditions like hearing or vision impairments.

## 2. PHYSICAL SKILLS

**Evaluation of the PWIDs physical and motor abilities, in particular.**

- **Physical Measures** (weight, height, Body Mass Index (BMI) etc.);
- **Gross Motor Skills:** Assessing basic physical functions and core football movements, including walking, running, jumping, kicking a ball, balance, and coordination;
- **Fine Motor Skills:** Assessing PWIDs ability to handle smaller objects, such as catching or throwing a ball and using sports equipment, needed to engage in more detailed football activities like controlling or passing a ball;



### 3. COGNITIVE AND BEHAVIORAL SKILLS

Identification of behavioral and cognitive characteristics, in particular:

- **Behavioral Characteristics:** Assessment of inattention, hyperactivity, antisocial behavior, and anxiety or isolation, which can affect the PWID ability to participate effectively in team sports;
- **Sociability and interaction:** evaluating how PWID interacts with others during games, whether they show an interest in group activities, follow game rules, and engage positively with teammates. It also assesses their ability to follow verbal instructions and complete simple tasks during training or games.

### 4. COMMUNICATION SKILLS

Assessment of PWID ability to understand and express basic football-related commands and instructions:

- It evaluates how well the athlete understands football terms such as “pass” and “shoot,” whether they can ask for help, follow two-step instructions, and respond to simple questions;
- This ensures that the athlete can effectively communicate with their coach and teammates during training and games, which is crucial for participation in football.

### 5. FOOTBALL SPECIFIC EVALUATION

Evaluation of specific football related skills:

- **Football Skills:** Assessment of key football skills such as passing, dribbling, shooting, and ball control with quality level of performance;
- **Game Understanding:** Evaluation on how well the PWID grasps football rules, understands positions (offense vs defense), and whether they can make decisions (such as when to pass or shoot) during gameplay. It also examines how well the PWID works as part of a team.

## 6. OVERALL FUNCTIONAL ABILITY

Overview of the athlete's general functional skills during training and games such as:

- Whether the athlete can participate independently or requires constant assistance.
- Their motivation and adaptability in different environments (indoors vs outdoors).
- Their ability to focus during the session, as well as their overall functional ability to engage in the structured drills and activities associated with football.

## 7. PRESENT LEVEL OF PERFORMANCE (PLEP)

Based on the evaluations gathered from the previous sections, the coach or teacher provides a summary of the athlete's current performance level. This includes both strengths and areas where improvement is needed, giving an overall picture of how the athlete is currently performing in football and sports-related activities.

## 8. INTERVENTION GOALS

Setting clear, measurable objectives for the athlete's improvement in football:

- **Short-Term Goals:** Focus on immediate goals that can be achieved within 1-2 sessions (e.g., improving passing accuracy or ball control).
- **Middle-Term Goals:** Set objectives for improvement over a period of 1-2 months (e.g., demonstrating teamwork during drills or showing better understanding of game positions).
- **Long-Term Goals:** These are annual goals, such as consistent improvement in football skills or game understanding, that provide a long-term vision for the athlete's development.

By using these diverse tools and methods, coaches and educators can develop a deep understanding of each participant's unique abilities, creating an inclusive football environment that promotes growth, enjoyment, and success. More information and elaborated form can be found in the document Annex 1 - Individual Assessment Form of Addapted Football Program for PWID of the International Football Manual for Inclusion.



## Tailoring Football Activities to Individual Needs

Once the abilities and needs of PWID have been assessed, football activities can be tailored to ensure that each participant can engage meaningfully and safely. This involves several key strategies:

- ✓ **Adaptation of Rules and Equipment:** Depending on the needs of the participants, rules can be simplified, and equipment can be adapted. For example, using a larger, lighter ball, reducing the size of the playing field, or modifying the duration of the game can make football more accessible.
- ✓ **Individualized Coaching Approaches:** Coaches should be prepared to use individualized teaching methods that are appropriate to the learning styles and abilities of PWID. This might involve breaking down tasks into smaller, more manageable steps, using visual aids, or providing one-on-one support.
- ✓ **Flexible Participation Options:** Offering various levels of participation—from playing in modified games to supporting roles like team assistant—ensures that all PWID can find a way to be involved in football that matches their abilities and interests.
- ✓ **Emphasis on Strengths and Interests:** Focusing on the strengths and interests of each individual helps in building confidence and encouraging participation. For example, if a participant enjoys running, they might be encouraged to play as a forward, where speed is an advantage.
- ✓ **Safety and Comfort Considerations:** Tailoring activities also involves ensuring that the environment is safe and comfortable for PWID. This includes making sure the space is physically accessible, creating a predictable routine, and ensuring that participants feel supported by peers and coaches.

When tailoring football activities to specific needs of PWID, it is important to take into consideration health and safety measures. Based on the current level of performance, health and safety measures are taken into account through adaptation of activities, methods of teaching as well as environment adaptations, with the goal of overcoming barriers when engaging in activities.

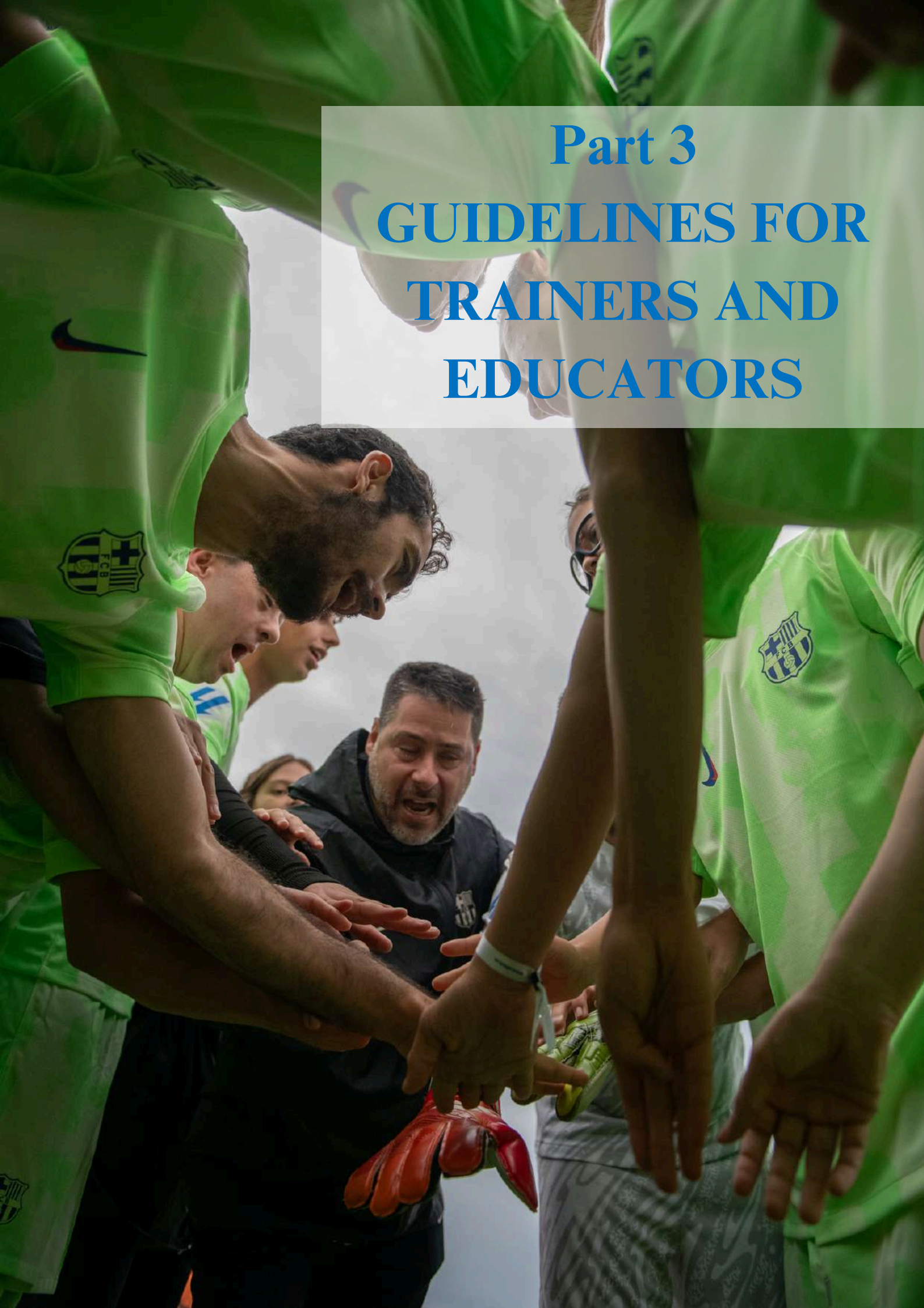


In particular, through planning and organizing sport activities, following health and safety adaptations need to be taken into account:

- ✓ **Environmental adaptations** – Structure a secure environment for participants to feel safe. Activity space should be clearly marked and identified and objects that are not needed for the sport activity should be put aside. By limiting and adapting space and adding mirrors can increase concentration and successful execution of activities. Environment adaptations should also consider larger in size objects and objects in brighter colors, preferably used within a neutral in color learning environment. During the activity, professional/trainers/educators/caregivers should instruct participants on rules and limitations of activity space and monitor participants performance at all time. Including sound signals like whistle is also beneficial for participants concentration and safety.
- ✓ **Teaching adaptations** – every professional working with PWID should simplify instructions so the participants have clear information about the activity. Best practice indicate that instructions need to be simplified and shortened to action words used in a proper tone of voice depending on the activity. When performing activities, suggestion is to perform 1 activity a time and if necessary, break down activity to sequential tasks (task analysis). For each activity correct and frequent demonstration is preferred with pointing out important instructions verbally. Kinesthetic guidance can also be used when needed. Also, it is important to encourage participants and collect feedback to enhance collaboration and maintain safe environment.
- ✓ **Activity adaptations** - during activities focus needs to be on participation and creating safe environment through simple and playful exercises that enhance joy and fun. Apart from participation, activities need to be performed correctly to avoid injuries and improve level of performance and ability. After certain time, when participant becomes familiar with performed activities, progressive and more challenging activities can be included keeping the same level of enjoyment and feeling of success. Rules of activities need to be simple and adaptive with common elements to limit possibilities of injuries and accidents.

Based on the assessment on the current level of abilities, professional working with PWIDs can create programs and activities suited to the target group, ensuring improvement of functional and motor skills, psychological well-being and socialization in a safe environment.



A soccer coach in a black jacket and FC Barcelona players in green jerseys are huddled together. The coach is holding a pair of red goalkeeper gloves. The players are looking down at the gloves with interest. The background is a bright, overcast sky.

# Part 3

## GUIDELINES FOR TRAINERS AND EDUCATORS



# GUIDELINES FOR TRAINERS AND EDUCATORS

Creating an inclusive football environment for PwID requires trainers and educators to possess specialized skills, foster inclusive training sessions, and employ effective communication strategies. This section provides guidelines to help trainers and educators develop the competencies and best practices that demonstrate successful inclusion in action. It is important to focus on what PWID can do, not what they can't.



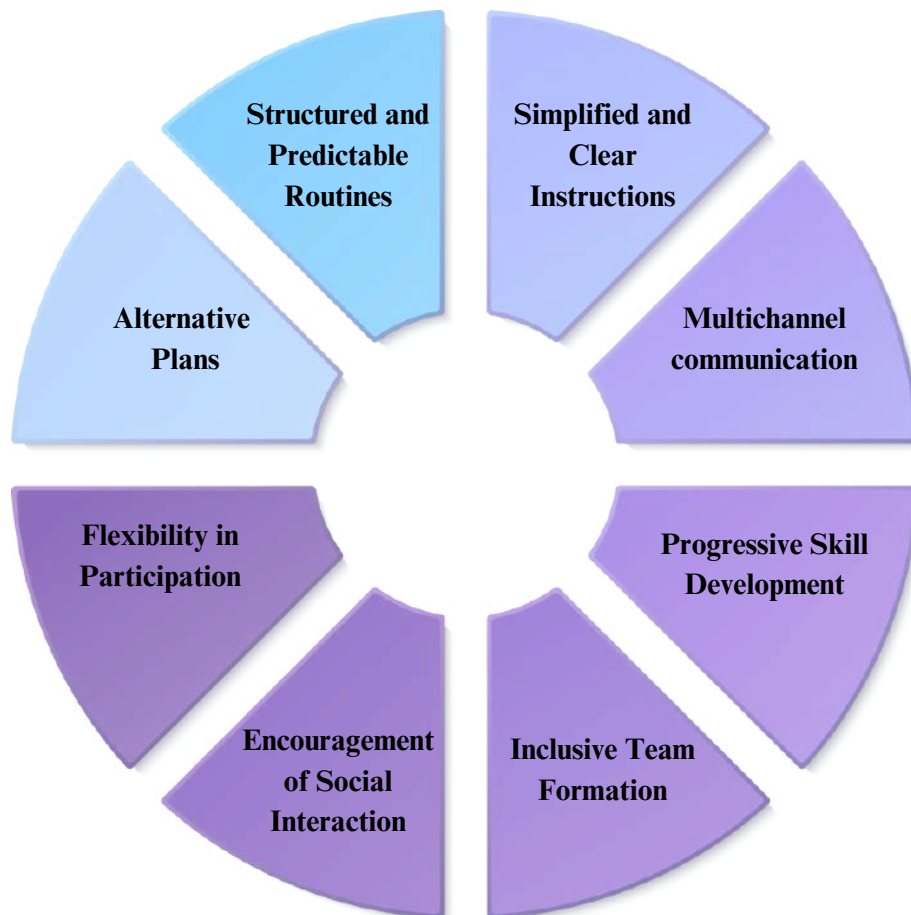
## Developing Specialized Skills for Working with PwID

Trainers and educators who work with PWID need to learn and teach specialized skills that enable them to effectively support and engage all participants. These skills include:

- ✓ **Understanding Intellectual Disabilities:** Trainers should have a solid understanding of the various types of intellectual disabilities, their characteristics, and how they may impact participation in sports. This knowledge helps in anticipating potential challenges and adapting approaches accordingly.
- ✓ **Patience and Empathy:** Working with PWID requires a high level of patience and empathy. Trainers must be able to recognize the unique challenges faced by PWID and respond with understanding and support, creating a positive and encouraging environment.
- ✓ **Adaptability and Creativity:** Flexibility is key when working with diverse abilities. Trainers should be able to think creatively to adapt drills, games, and activities to meet the needs of all participants, ensuring everyone can participate at their own level.
- ✓ **Behavior Management:** Understanding and managing behaviors that may arise from frustration, anxiety, or sensory overload is crucial. Trainers should be equipped with strategies to de-escalate situations, provide clear and consistent instructions, and reinforce positive behavior.
- ✓ **Collaboration with Caregivers and Specialists:** Effective trainers work closely with caregivers, educators, and specialists who know the participants well. This collaboration ensures that the needs of PWID are fully understood and addressed in training sessions. A participant should be treated as an individual, just like anyone else. In practice, this means speaking directly to the participant first, rather than addressing their assistant or instructor. Ask the participant's assistant or instructor if something remains unclear after communicating with the participant; in such cases, a third party can help clarify the issue.

## Creating Inclusive Training Sessions

Trainers and educators who work with PWID need to learn and teach specialized skills that enable them to effectively support and engage all participants. These skills include:



- ✓ **Structured and Predictable Routines:** Establishing a consistent structure helps PWID feel secure and understand what to expect. Begin each session with a clear introduction, followed by warm-ups, the main activity, and a cool-down period, always ending with positive reinforcement. Routines are important for participants, so it is worth investing in consistent routines during the planning phase to facilitate participation. For example, instead of suddenly switching to an outdoor activity from an indoor one, it's not advisable, as it can easily take time away from the exercise due to the need to change clothes and so on.
- ✓ **Simplified and Clear Instructions:** Fundamentally, when interacting with a participant, there is no need to overly raise the volume of voice or slow down when speaking. The way of speaking can be adjusted as trainer gets to know the individual and their specific needs. However, a good way of speaking is clear, calm, and expressive with gestures. Make instructions clear and brief and try not to get frustrated if you have to repeat yourself. Use a variety of different guidance methods, as the participant group is very heterogeneous.

- ✓ **Multichannel communication:** Some participants may best understand instructions through the trainer's demonstration, sign-supported communication, verbal, or visual communication. This is called multichannel communication. Trainer should demonstrate what to do in addition to giving verbal instructions, rather than relying solely on spoken instructions.
- ✓ **Progressive Skill Development:** Introduce new skills gradually, starting with the basics and building up to more complex tasks as participants gain confidence. Ensure that each participant experiences success at their own level before moving on to more challenging activities. It must be taken into account that achieving goals may require a long period of time. For some participants, the goal may simply be attending the physical activity session, especially if the participant usually dislikes exercise or is wary and skeptical about physical activities. Ideally, the goal should be to make the activity enjoyable so that it is motivating and provides positive experiences with exercise for the individuals.
- ✓ **Inclusive Team Formation:** Teams should be formed in a balanced way so that everyone has an equal opportunity to participate in the activities. This includes mixing abilities so that each team has a supportive structure, where players are able to help one another.
- ✓ **Encouragement of Social Interaction:** Design activities that promote teamwork and social interaction, such as paired drills or small group games. Encourage participants to communicate, share, and celebrate each other's successes. Winning or results are not the most important thing; participation is.
- ✓ **Flexibility in Participation:** Allow for flexibility in how participants engage with activities. Some may prefer a supporting role, such as helping to set up equipment, rather than actively playing. Recognize and value all forms of participation. Allow time for breaks if a participant begins to show signs of undesirable behavior, for example, due to fatigue.
- ✓ **Alternative Plans:** Trainer should have an alternative plan in case of changes, as sometimes a pre-planned activity that has worked before may not work at all. Children and youth with intellectual disabilities often clearly show if they do not enjoy the activity or simply refuse to participate.





## Health and Safety Measures in Sports

The most important thing to ensure successful inclusion in sport activities is adapting current environment to suit the needs of specific target group of participants. In particular, when it comes to PWID adaptations are applied so that participation in sport activities can occur effectively and safely. Professionals working with PWID, caregivers, trainers, program planners etc. can all benefit from having a method of making appropriate adaptations and modifications to sport activities. Persons with intellectual disabilities have more difficulty participating in physical activity and sport because of barriers caused by environment around them. Health and safety measures usually aren't meet, infrastructure often lack accessibility, knowledge from educators, trainers or caregivers are insufficient, which all contribute to limit opportunity for participation by PWIDs.

Health and safety measures for PWID in sport must consider a variety of factors for participants to safely engage. All things need to be taken into consideration when designing sport activities and programs for PWID-s: adaptivity of activities, accessibility of infrastructure, special equipment, professionals and experts in working with PWID in sports. Planning a sport program for PWID is very complex as additional areas that must be considered. When implementing sport activities and programs, a professional, educator, trainer, caregiver must target improvement of psychomotor skills such as cardiovascular endurance, balance, flexibility, muscular strength and agility. In addition to these areas of focus, programs must ensure that the sport activity is accessible, safe, and enjoyable. Other considerations include the health status of the PWID, and the ability of the participant and their caregivers to understand any risk involved in participation. When planning sport activities, strategies to minimize the risks of illness or injury must also be taken in account. Finally, it is recommended that PWID enroll in organized physical activity programs with short term, middle term and long-term goals. Preferred programs are of longer and more frequent duration, but less intense.







From inclusive point of view, health and safety measures provide a range of setups and choices that enable safe participation for people of all ages, abilities and backgrounds in the most appropriate manner possible. Health and safety measures encompasses a broad range of options in many different settings. Sometimes this may mean modifying a sport to provide a more appropriate version for particular participants. Modifying the rules or of a sport is something very common, especially for PWID. Modified rules make the sport more inclusive, safe and fun. Depending on the level performance, people with disability can be included safely into sport with no modifications at all, or in other situations modifications may be needed. Modifications may only be minor, such as a change in a rule or piece of equipment which is straightforward, yet may provide significant assistance to an individual. Sometimes major modifications are necessary, particularly for people with high support needs to participate safely. The purpose of adapting and modifying sport is to make the sport environment as safe as possible and also minimize or eliminate disadvantage caused by the environment in which a sport is played so all participants can have access. All health and safety measures should be continually reviewed and, if appropriate, update and modify according to specific situation.

For health and safety measures, it is always important to have clear insights (level of ability and performance) on PWID that will participate in sport activities and programs and to create an inclusive and safe environment. Next challenge is to ensure healthy and enjoyable learning experience in which there is no tolerance to discrimination and intolerance, rather equality and healthy atmosphere are supported. Challenges to providing health and safety measures are different from country to country when it comes to inclusive environment. Differences in accessibility, available content and structure, accessible equipment, support and cooperation with community make the creation of common policy framework for health and safety measures. Despite the differences in countries, some common health and safety can be defined through scope of preparatory activities for overcoming potential barriers to inclusion in physical activity and planning for successful implementation of sport activities and programs.



Such measures include:

1. Setting a safe environment in local community by creating network with people involved in activities like trainers, coaches, professionals working with PWID, PWID and their family
2. Overcome stereotype labels and language that influence how PWID is being treated when taking part in inclusive sport activities and programs
3. Ensure staff with professional skills and knowledge in planning, organizing, implementing and monitoring sport activities and programs for PWID
4. Ensuring necessary equipment and overcoming accessibility barriers
5. Setting up activities and programs that are barrier free with adaptations in environment, teaching and activity;
6. Ensuring needed assessment of target group having a clear insight of the participants present level of ability and performance;
7. Planning organizing and implementing inclusive programs by selecting adaptations of activity, teaching and environment corresponded to the participants level of performance;
8. Ensuring safe environment by promoting health, motivation, sense of achievement and self-esteem;
9. Promoting collaboration between caregivers, trainers, professionals, family members and PWID through fun activities, thus creating positive emotional atmosphere that is free of stress and performance prerequisites or outcomes



Caregivers often attach too little importance to physical activity and the benefits it brings for a person with developmental disabilities. There are also cases of overestimating the dangers of exercise. Certainly, when recommending physical exercise, it is necessary to consider the health and functional status of the participants, to ensure the safety of the exercise, the person's preferences, and to choose a program and equipment adapted to the health and functional status. Although the use of information technology is most often associated with an increase in time spent sitting, today its application is also one of the approaches to include people with developmental disabilities in physical activity programs. The use of information technology is one of the attractive approaches that enable, in situations where there are significant obstacles (obstacles related to transport, equipment, space, climatic conditions, schedule of caregivers) for inclusion in adapted physical activity programs, exercise of people of their age by applying interactive activities that they can include more than one practitioner/player. They contain, in terms of type, duration, intensity and complexity of several levels - which enables finding the optimal type and intensity of load adapted to the health and functional status of the participants. Programs aimed at involving people with developmental disabilities in physical activity should include not only the participants but also their parents/caregivers.

Kinesiologists refer to various adapted exercises and sports activities for people with developmental disabilities. Inclusion depends on participants' health and functional status, making continuous collaboration between pediatricians, kinesiologists, parents/caregivers, and participants essential for recommending suitable activities. Manuals with guidelines on safe exercise, tailored to different disabilities, are vital for practitioners to implement adapted physical activities safely. Those planning and supervising programs should understand participants' health, special needs, contraindications, and activity restrictions. They should recognize signs of complications and refer participants to specialists if needed, minimizing exercise-related risks.

Increasing the level of physical activity and greater inclusion of people with developmental difficulties, disabilities and chronic diseases in individually adapted physical activity programs is not the responsibility of parents/caregivers, doctors, kinesiologists, physiotherapists alone. It requires the involvement of all levels of society, from the local community to state bodies, primarily in identifying and removing obstacles to the inclusion of children with special needs in healthy and safe physical activity.



## Communication Strategies for Effective Engagement

Effective communication with PWID is crucial because it ensures they can express their thoughts, needs, and feelings, leading to better understanding and connection. It empowers them to make informed decisions, promotes their independence, and enhances their overall quality of life. Moreover, clear communication reduces frustration and anxiety, helping to prevent behavioral challenges, while ensuring caregivers, educators, and healthcare professionals provide the right support and services tailored to their unique needs. Effective communication is also at the heart of successful training sessions. Trainers need to make strategies that ensure PWID can understand, respond and engage in the activities. Key strategies include:

- ✓ **Simple language:** Avoid complex sentences or jargon. Verbal instructions should be shortened and simplified down to specific action words. Ask short questions to gather information. Use proper tone of voice according to exercise and avoid yes or no answers whenever possible. Clarity and predictability in communication help PWID feel more secure and confident in their participation.
- ✓ **Non-Verbal Communication:** Incorporate gestures, facial expressions, and body language to reinforce verbal instructions. Non-verbal cues can be particularly useful for participants who may have difficulty with verbal communication. Use kinesthetic guidance when needed. Be aware that body language may not always be understood.
- ✓ **Visual Aids:** Use pictures, diagrams, and videos to explain drills, rules, and strategies. Visual aids can bridge communication gaps and help PWID grasp concepts more easily. For example, when marking game areas, use bright colors and clear markers, such as cones.
- ✓ **Positive Reinforcement:** Encourage and motivate participants through positive reinforcement. Praise efforts and achievements, no matter how small, and offer constructive feedback in a supportive manner.
- ✓ **Active Listening:** Pay attention to verbal and non-verbal cues from participants to gauge their understanding and comfort level. Be responsive to their needs, and be willing to adjust your communication approach based on their feedback.

Effective communication not only enhances the experience for PWID but also fosters a deeper connection between trainers and participants, contributing to a more inclusive and supportive environment.



# Part 4

## RULES OF PARTICIPATION





# RULES OF PARTICIPATION

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The development of inclusive football activities requires thoughtful consideration of how rules can be adapted to ensure that PWID can participate fully and safely. This section outlines the rules and guidelines for participation in both competitive and non-competitive leagues, drawing on successful models like La Liga Genuine and Special Power League.

## Competitive League

The Competitive League is designed for PWID age of 16 and above who are interested in engaging in a more structured and competitive football environment. It seeks to contribute to the personal growth and social inclusion of its participants through a unique experience of coexistence complemented by the practice of football. Also, the goal is to adapt traditional football rules to accommodate the needs of PWID while maintaining the spirit of competition.



## Adapting Traditional Football Rules

To create an inclusive competitive environment, traditional football rules must be adjusted to ensure that all players can participate effectively and safely. Key adaptations include:

1. **Team Composition**: Teams should consist of a balanced mix of players with varying levels of ability. This ensures that all players can participate according to their strengths and that no single player is overwhelmed;
2. **Match Duration**: Games are shorter than typical matches and this allows players to maintain focus and energy levels throughout the match. It is important to manage the participants' fatigue to ensure their commitment to football.
3. **Field Size**: The playing field can be reduced in size to accommodate the physical and cognitive abilities of PWID. A smaller field encourages more involvement from all players and reduces the physical demands of the game.
4. **Rule Simplifications**: Complex rules, such as offside, are simplified or modified to make the game more accessible. For example, an offside rule might only be enforced in specific zones of the field, or not at all, depending on the participants' abilities.
5. **Substitution Flexibility**: Unlimited substitutions should be allowed, enabling coaches to rotate players frequently to manage fatigue and ensure that all team members get an opportunity to participate.
6. **Modified Equipment**: Using lighter, larger balls can make it easier for players with limited motor skills to control and pass the ball. Goal sizes may also be adjusted to match the abilities of the players.

## Ensuring Fairness and Safety

Safety and fairness are paramount in the Competitive League. Coaches and referees should emphasize the importance of fair play, respect for every player and positive interactions on the field. Unsportsmanlike behavior must be addressed promptly and eliminated to maintain a supportive environment.

Before each match, a brief assessment of each team's composition should be conducted to ensure that the teams are balanced in terms of ability and in a good mood according to the upcoming game. This helps to ensure that all players can enjoy the game. It must be ensured that the matches are suitable for the players' skill levels. The difficulty levels should also gradually increase as the players develop. This helps maintain player motivation and ensures that the challenges are appropriate for their skill levels. Matches should have trained medical support who are familiar with the need of PWID. This ensures that any injuries or health issues are promptly and appropriately addressed.



## Happy League

The Happy League is a non-competitive, inclusive environment where PWID age of 9 and above can enjoy football without the pressure of competition. This league focuses on fun, safe, skill development, and social interaction. The league is open to all PWID, regardless of skill level or experience. The focus is on creating a welcoming and supportive environment where everyone can join in. Football league for people with intellectual disabilities should be communicated to organizations or places where PWID can be reached.





## Activities for Various Ability Levels

The Happy League should offer a range of activities tailored to different ability levels to ensure that everyone can participate meaningfully:

1. **Skill-Building Drills**: Sessions include drills that focus on basic football skills such as passing, dribbling, and shooting. These drills are adapted to suit the participants' abilities, ensuring that everyone can achieve success. In addition to football-related drills, activities that build participants' motor skills, physical and mental health, as well as teamwork, should also be included for example in warm-ups or cool-downs.
2. **Small-Sided Games**: Matches are typically small-sided (e.g. 5v5) to give each player more opportunities to engage with the ball and be involved in the action.
3. **Mixed Ability Groupings**: Players are grouped by ability for certain activities to ensure that everyone can participate at a comfortable level. This also allows for more personalized coaching and support.
4. **Thematic Sessions**: Occasionally, sessions should also be themed around particular skills, such as teamwork or communication, to help participants develop both football skills and social skills in a fun and engaging way.

## Encouraging Participation and Environment

The primary goal of the Happy League is to ensure that all participants enjoy their time playing football. Strategies to encourage participation and enjoyment include:

- ✓ **Positive Reinforcement**: Coaches and volunteers should constantly provide positive feedback to participants, celebrating every effort and achievement, no matter how small.
- ✓ **Inclusive Celebrations**: After each session or match, teams should gather for a group celebration, such as a team cheer or a presentation of participation medals. This helps build a sense of accomplishment and belonging.
- ✓ **Family and Community Involvement**: Encouraging the involvement of families and the broader community in the Happy League can enhance the experience for participants. Organizing events where families can watch, participate, or celebrate with the players strengthens the support network around PWID.
- ✓ **Adaptation of Activities**: Coaches should continuously adapt activities to ensure that they remain engaging and enjoyable for all participants. This might involve introducing new games, modifying existing ones, or incorporating elements of creative play.

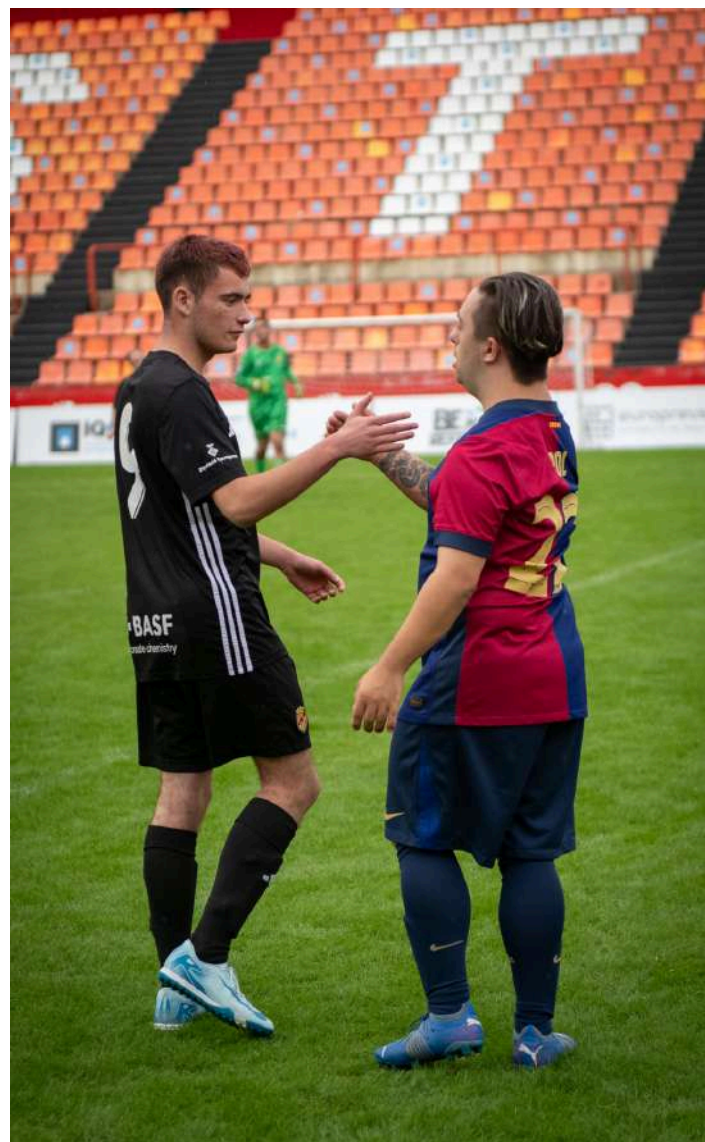
## Rule Adaptations for Competitive League and Happy League

Adapting rules for both the Competitive League and Happy League ensures that PWID can fully participate and enjoy football in a way that suits their abilities and preferences. Below are specific adaptations for each league:



### Competitive League Rule Adaptations

1. **Simplified Offside Rule**: Offside rules apply only within the 12-meter zone (near the goal). A player is offside if they are actively involved in the play while inside this zone when the ball is passed to them.
2. **Reduced Match Duration**: Each match consists of four (4) quarters of 10 minutes each. Longer matches may cause excessive fatigue and result in unwanted behavior, such as frustration. Shorter matches help prevent this and maintain a positive atmosphere.
3. **Rolling Substitutions**: Players can be substituted in and out of the game without limit, allowing for rest breaks and ensuring that everyone gets playing time.
4. **Adaptive Equipment**: In matches, size 4 balls are used, which are slightly smaller and lighter, making them easier to control. This also helps prevent injuries and accidents.
5. **Fair Play Focus**: Points or recognition for fair play and teamwork can be awarded in addition to match results, reinforcing the values of respect and sportsmanship.
6. **Scoring**: A team can win a maximum of 4 points per match (one point for each quarter).





## Happy League Rule Adaptations

1. **Flexible Rules**: Rules are kept flexible to accommodate the needs of all players. For example, play can be paused or adjusted if a participant needs extra time or assistance.
2. **Flexible Match Structure**: Each match consists of four (4) quarters of 8 minutes each. Matches can be divided into multiple shorter segments with breaks as needed, and the format can be adjusted mid-game based on participant needs.
3. **No Scorekeeping**: To emphasize fun and participation, matches are played without keeping score. This approach reduces the pressure on players and encourages them to focus on the joy of the game. Everyone is considered a winner.
4. **Inclusive Team Formation**: Teams are formed with the goal of maximizing social interaction and ensuring that all players feel included. Participants need to be encouraged to rotate positions on the field during the matches and It is the coaches' responsibility to do it, so that they gain diverse experiences and can also develop in football.
5. **Adapted Play Equipment**: Similar to the Competitive League, equipment should be chosen to match the participants' abilities, such as using lighter balls or brightly colored cones for better visibility. Size 5 football is also used for the matches.
6. **Assisted Play**: Players who need extra help can receive support from peers, coaches, or family members on the field, ensuring that everyone can participate at their own level.

More information about football rules for Competitive League and Happy League can be found in the documents Annex 2 – Competitive League and Annex 3 – Happy League of the International Football Manual for Inclusion.



# Part 5

## INCLUSION OF FOOTBALL CLUBS





# INCLUSION OF FOOTBALL CLUBS

Young individuals with disabilities participate in sports to a lesser extent than other adolescents. The reasons why young people with disabilities participate to a lower extent in organized sport is complex and barriers can be driving from many different levels. However, barriers have been studied more than what can facilitate participation in organized sport. Therefore, it is important to take concrete actions instead of conducting studies. Sports clubs are identified as potential environments for physical activity. For football to serve as an inclusive sport, football clubs must take proactive steps to integrate PWID into their programs. This section provides information and guidelines for football clubs to establish inclusive practices, create dedicated sections for PWID, collaborate with key stakeholders, and ensure sustained engagement in sports activities.

Being inclusive has significant benefits for the club and also for the broader community. Adopting a proactive and conscious focus on inclusion for the club will:

- Ensure to secure long-term sustainability for the club
- Increase membership, volunteer and participant base
- More sponsorship opportunities
- Develop stronger and connected sport community
- Increase community support and public image
- Ensure that words and actions align
- Enrich the culture and increase awareness at the club



Being inclusive has also benefits for communities. An inclusive environment at the club can become a center for the local community. It can be a safe and inclusive place that benefits the community. Creating this at the club can:

- Meet the growing needs of PWID in the communities
- Embrace and celebrate diverse skills and values that reflect the PWID
- Contribute to physical and mental health in the community
- Breakdown stigmas and barriers around PWID
- Strengthen a sense of community identity and social connectedness
- Provide an opportunity to learn new skills and knowledge
- Provide an inclusive support network where all PWID can participate and be themselves

## Strategies for Club-Level Inclusion

Incorporating individuals with intellectual disabilities in a football club's activities requires planning, but it is not as challenging as it may sound. It is important that activities are organized with everyone's abilities in mind. These following steps can help clubs create an inclusive environment:

**Inclusive Club Policies:** Develop and implement club policies and plans that explicitly support the inclusion of PWID. This includes anti-discrimination policies, accessibility commitments, and a clear stance on the value of diversity and inclusion.

**Training and Education for Staff:** Provide specialized training for coaches, administrative staff, and volunteers to equip them with the skills needed to work effectively with PWID. This training should cover understanding intellectual disabilities, adapting coaching methods, and creating a supportive environment.

**Accessibility Audits:** Conduct regular audits of club facilities to ensure they are accessible to PWID. This includes physical accessibility (e.g., ramps, accessible toilets) as well as sensory-friendly environments (e.g., quiet spaces, clear signage).

**Inclusive Recruitment and Outreach:** Actively recruit PWID to participate in the club's programs through partnerships with local schools, disability organizations, and community groups. Outreach efforts should be inclusive and welcoming, emphasizing the club's commitment to providing a safe and supportive environment.

**Flexible Membership Options:** Offer flexible membership packages that accommodate the varying needs and financial situations of PWID and their families. This might include sliding scale fees, scholarships, or pay-as-you-go options.

**Celebration of Inclusion:** Promote and celebrate the inclusion of PWID in the club's activities through events, social media, and community outreach. Highlighting success stories and positive experiences can help build a culture of inclusion within the club and the broader community.

**Events:** Organize events that bring individuals with or without disabilities together. These events foster a sense of belonging and ensure that individuals with disabilities are not excluded from social or community activities. It helps break down barriers and promotes equality.



## Establishing PWID Sections within Clubs

Including PWID in football club activities can be done in numerous ways. It is important to create dedicated sections or teams for PWID so clubs can ensure that these individuals have the opportunity to participate in football in a way that meets their specific needs.



- ✓ **Dedicated Teams or Groups:** Form teams or training groups specifically for PWID, where activities can be tailored to their abilities and interests. These teams should have a clear structure, with regular training sessions and opportunities to participate in matches or tournaments.
- ✓ **Qualified Coaching Staff:** Assign coaches who have received specialized training in working with PWID to lead these sections. Coaches should be skilled in adapting drills, communicating effectively, and creating an inclusive team environment.
- ✓ **Integration with Mainstream Teams:** Where appropriate, provide opportunities for PWID to train with or compete alongside mainstream teams. This integration can foster social interaction, mutual understanding, and a sense of belonging among all players.
- ✓ **Resource Allocation:** Ensure that the PWID sections have access to the same resources as other teams within the club, including equipment, facilities, and administrative support. This demonstrates the club's commitment to inclusion and equality.
- ✓ **Regular Evaluation and Feedback:** Establish a system or systematic plan for regularly evaluating the PWID sections, gathering feedback from participants, coaches, and families to ensure that the program continues to meet the needs of all involved. Make changes to the program according to feedback if necessary.

## Collaboration with Families, Educators and Caregivers

Successful inclusion of PWID in football clubs depends on strong collaboration and communication with families, educators, and caregivers. Cooperation between the parents of people with intellectual disabilities and professional staff of the football club is important to be able to understand and support persons with special needs in their decision-making and inclusion in sports. Encourage families to actively participate in their family member's football experiences by attending games, helping with training sessions, or providing feedback to coaches. Family involvement helps to create a supportive environment both on and off the field. Keep communication open and ongoing with families, educators and caregivers. This covers providing updates on the player's progress, discussing any challenges and working on them.

Host workshops, symposiums or other information sessions for families, educators and caregivers to educate them about the club's inclusion programs, the benefits of sports participation for PWID. Also discuss about how families or caregivers can support them in football. This also means collaborating with families and educators to set goals for participants within the football program. By setting goals, it can be ensured that the participant's experience is aligned with their personal development objectives in sports as well as in other areas of life. Create and facilitate connections among families, educators and caregivers involved in the club to have supportive community.





## Continuous Sport Activities for Sustained Engagement

It is important to include individuals with intellectual disabilities in activities over the long term as well. In order to do that clubs need to offer continuous and varied sports activities that focus on their evolving interests and abilities. By implementing these following 4 ideas, football clubs can create an inclusive, supportive and engaging environment that encourages sustained participation by PWID. This commitment to inclusion benefits participants but also enriches the entire club community.

1.

Offer activities throughout the year, including regular training sessions, friendly matches, tournaments and events. Consistent programming helps participants develop skills, have social interaction, build friendships, and maintain interest in the sport.

2.

Provide a range of activities that meet to different interests and ability levels, such as skill-building sessions, games and inclusive community events. Variety of activities keeps participants engaged and excited about their involvement in the club.

3.

Develop clear pathways for PWID to transition between different levels of involvement within the club, for example moving from a Happy League team to a more competitive environment or taking on a leadership role as a peer mentor or assistant coach etc. It is also important to progress to slightly more challenging activities, so that interest in football remains.

4.

Celebrate all achievements of individuals with developmental disabilities within the club, even those that may seem small, whether through awards, certificates, or public recognition at club events. Acknowledging progress and success helps maintain motivation and reinforces the value of their participation.



# ANNEXES





**ANNEX 1 -  
INDIVIDUAL  
ASSESSMENT FORM  
OF ADDAPTED  
FOOTBALL  
PROGRAM FOR  
PWID**





## ANNEX 1 - Individual Assessment Form of Adapted Football Program for PWID

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Instructions: „Individual Assessment Form (I.A.F.) of Addapted Football Program for PWID“ is a document designed to assess and support PWID in adapted football activity programs. The form helps coaches and educators gather information about the PWID’s physical, cognitive, and behavioral abilities, as well as their football-specific skills. By using this form, coaches can create personalized training plans, set achievable goals, and monitor the PWID’s progress over time, ensuring an inclusive and supportive sports environment that promotes growth and development.

When filling in the form please take into consideration variety of observation and assessment methods in order to indicate the response that most closely reflects assessment of PWID's abilities. Before answering the questions, we recommend to include information and feedbacks from caregivers and educators as potential resources of information.

Your Name: \_\_\_\_\_

Date of Completion: \_\_\_\_/\_\_\_\_/\_\_\_\_

Location: \_\_\_\_\_





## 1. General Information

**Participants Name:** \_\_\_\_\_

**Gender:** Male ☐ Female ☐ Other ☐

**Date of Birth:** \_\_\_\_/\_\_\_\_/\_\_\_\_

**Parent/Guardian Name:** \_\_\_\_\_

**School Placement (if applicable):**

☐ General Class

☐ Inclusion Class

☐ Special Class

☐ Home Instruction

**Primary Disability:** \_\_\_\_\_

**Additional Disabilities (if any):** \_\_\_\_\_

**Health Concerns/Medication:** \_\_\_\_\_

**Intelligence Quotient (IQ):** \_\_\_\_\_

**Intellectual disability level:** Mild ☐ Moderate ☐ Severe ☐ Profound ☐

**Intellectual disability level in percentage (%):** \_\_\_\_\_

**Educational classification:** Educable ☐ Trainable ☐ Dependent ☐

**Socioeconomic Status:** Low ☐ Middle ☐ High ☐



## 2. Physical & Motor Skills

### Physical Measurements

Height: \_\_\_\_\_ cm

Weight: \_\_\_\_\_ kg

BMI: \_\_\_\_\_

Category: Underweight ☐ Normal ☐ Overweight ☐ Obese ☐

### Motor Skills

**Walking:** Yes ☐ No ☐

**If yes:** Good ☐ Moderate ☐ Needs Improvement ☐

**Running:** Yes ☐ No ☐

**If yes:** Good ☐ Moderate ☐ Needs Improvement ☐

**Jumping:** Yes ☐ No ☐

**If yes:** Good ☐ Moderate ☐ Needs Improvement ☐

**Hopping:** Yes ☐ No ☐

**If yes:** Good ☐ Moderate ☐ Needs Improvement ☐

**Catching a ball:** Yes ☐ No ☐

**If yes:** Good ☐ Moderate ☐ Needs Improvement ☐





**Throwing a ball:** Yes ☐ No ☐

**If yes:** Good ☐ Moderate ☐ Needs Improvement ☐

**Kicking a Ball:** Yes ☐ No ☐

**If yes:** Good ☐ Moderate ☐ Needs Improvement ☐

**Dribbling:** Yes ☐ No ☐

**If yes:** Good ☐ Moderate ☐ Needs Improvement ☐

**Shooting Accuracy:** Yes ☐ No ☐

**If yes:** Good ☐ Moderate ☐ Needs Improvement ☐

**Balance (standing on one foot):** Yes ☐ No ☐

**If yes:** Good ☐ Moderate ☐ Needs Improvement ☐

**Changes direction quickly:** Yes ☐ No ☐

**If yes:** Good ☐ Moderate ☐ Needs Improvement ☐

**Controls a ball while running:** Yes ☐ No ☐

**If yes:** Good ☐ Moderate ☐ Needs Improvement ☐

**Grasping small objects:** Yes ☐ No ☐

**If yes:** Good ☐ Moderate ☐ Needs Improvement ☐

**Handling sports equipment:** Yes ☐ No ☐

**If yes:** Good ☐ Moderate ☐ Needs Improvement ☐



### 3. Cognitive & Behavioral Skills

#### Behavioral Characteristics

**Inattention (short attention span):** Yes ☐ No ☐

**Hyperactivity (difficulty sitting still):** Yes ☐ No ☐

**Antisocial Behavior (aggression, irritability):** Yes ☐ No ☐

**Anxiety or Isolation:** Yes ☐ No ☐

Please describe any other behavioural issues:

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#### Sociability & Interaction

**Interest in group games:** Yes ☐ No ☐

**Plays cooperatively with others:** Yes ☐ No ☐

**Follows game rules:** Yes ☐ No ☐

**Interacts positively with peers:** Yes ☐ No ☐

**Responds to verbal instructions:** Yes ☐ No ☐

**Understands and performs simple tasks:** Yes ☐ No ☐





## 4. Communication Skills

Understands basic football terms (e.g., "pass," "shoot"): Yes ☐ No ☐

Can ask for help when needed: Yes ☐ No ☐

Follows simple two-step instructions: Yes ☐ No ☐

Expresses needs verbally: Yes ☐ No ☐

Understands “yes” or “no” questions: Yes ☐ No ☐

## 5. Football-Specific Evaluation

### Football Skills

#### Passing

Can pass a ball to a teammate: Yes ☐ No ☐

Pass accuracy over 5-10 meters: Good ☐ Moderate ☐ Needs Improvement ☐

#### Dribbling

Dribbles with control: Yes ☐ No ☐

Dribbles around obstacles: Yes ☐ No ☐

#### Shooting

Can shoot a ball towards goal: Yes ☐ No ☐

Accuracy of shots on target: Good ☐ Moderate ☐ Needs Improvement ☐



### **Ball Control**

**Controls a moving ball:** Yes ☐ No ☐

**Uses foot, thigh, or chest to stop a ball:** Yes ☐ No ☐

### **Game Understanding**

**Awareness of positions (defense, offense):** Yes ☐ No ☐

**Understands basic football rules:** Yes ☐ No ☐

**Makes decisions quickly (pass, shoot, etc.):** Yes ☐ No ☐

**Works as part of a team:** Yes ☐ No ☐

## **6. Overall Functional Ability**

**Participates independently in drills:** Yes ☐ No ☐

**Requires constant assistance:** Yes ☐ No ☐

**Shows motivation to improve:** Yes ☐ No ☐

**Adaptability to different environments (indoors/outdoors):**

Good ☐ Moderate ☐ Needs Improvement ☐

**Ability to focus during the session:**

Good ☐ Moderate ☐ Needs Improvement ☐





## 7. Present Level of Performance (PLEP)

Summarize the athlete's current abilities, including strengths and areas for improvement.

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## 8. Intervention Goals

**Short-Term Goals (within 1-2 sessions):**

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**Middle-Term Goals (within 1-2 months):**

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**Long-Term Goals (annual objective):**

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## 9. Additional Comments

Include any other relevant observations or information that may help in supporting the athlete.

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**Signature of Evaluator:** \_\_\_\_\_

**Date:** \_\_\_\_/\_\_\_\_/\_\_\_\_

# ANNEX 2 - COMPETITIVE LEAGUE





## Annex 2 – COMPETITIVE LEAGUE

---

The Competitive League is designed for PWID age of 16 and above who are interested in engaging in a more structured and competitive football environment. It seeks to contribute to the personal growth and social inclusion of its participants through a unique experience of coexistence complemented by the practice of football. Also, the goal is to adapt traditional football rules to accommodate the needs of PWID while maintaining the spirit of competition.

### Player Eligibility

EACL Competitive League will be developed under a single mixed male-female category with the following conditions for the players:

- ✓ Players must have reached the age of 16 by the date of the competition phase they are registered for;
- ✓ Players must have a certified intellectual disability of at least 33%, verified through official medical documentation;
- ✓ Players must provide a valid medical certificate attesting their fitness for competitive football.

### Team Composition

- ✓ Each team must have a minimum of 12 players;
- ✓ Teams can have an unlimited number of players, but each player must meet the minimum participation requirements (play at least 1 quarter of the match).

### Match Rules

#### Number of Players

- ✓ Matches are played in an 8-a-side format, with each team comprising 7 outfield players and 1 goalkeeper on the field at any given time.

### **Match Duration**

- ✓ Each match consists of four (4) quarters of 10 minutes each.
- ✓ There are two 2-minute intervals between the first and second quarters, and the third and fourth quarters. A 5-minute halftime break takes place between the second and third quarters.

### **Match Format**

- ✓ 1st quarter: 10 minutes
- ✓ Intermission: 2 minutes
- ✓ 2nd quarter: 10 minutes
- ✓ Halftime: 5 minutes + side switch
- ✓ 3rd quarter: 10 minutes
- ✓ Intermission: 2 minutes
- ✓ 4th quarter: 10 minutes

### **Substitutions**

- ✓ Each team may make unlimited substitutions during the match. Substitutions must take place during stoppages in play and follow the standard FIFA procedures

### **Minimum Participation**

- ✓ Every player must play in at least one of the first three quarters, encouraging equal playtime.
- ✓ Substitutions are not allowed during the first three quarters, except in cases of injury or other exceptional circumstances.
- ✓ A team must use two goalkeepers, with both participating in at least one quarter each.



## Equipment and playing field

### Player Gear

- ✓ Standard equipment includes a shirt with sleeves, shorts, shin guards, socks, and footwear appropriate for the field surface. Players must not wear any dangerous items (including jewelry).
- ✓ Goalkeepers may wear long trousers, gloves, and caps.

### Playing Field

- ✓ Matches will be held on artificial or natural grass surfaces. Fields must have dimensions between 60-70 meters in length and 40-45 meters in width;
- ✓ Goals must measure 5 meters in width and 2 meters in height.

## Scoring System

### Quarter Scoring

- ✓ Matches are scored by quarters, with each quarter treated as a mini-game. The winner of each quarter earns 1 point.
- ✓ If a quarter ends in a tie, no points are awarded for that quarter.
- ✓ A team can win a maximum of 4 points per match (one point for each quarter).

### Final Match Points

- ✓ The overall match winner receives 3 points in the league standings.
- ✓ In case of a draw, both teams receive 2 points.
- ✓ The losing team will still be awarded 1 point for participation.

## Substitution Rules

### Substitutions

- ✓ Substitutions are only permitted during the fourth quarter.
- ✓ Substitutions during the fourth quarter do not interrupt play and must be made from the center line with the authorization of the game officials.

### Goalkeeper Substitution

- ✓ If a goalkeeper is substituted, the substitution must occur during a stoppage in play with the referee's permission.
- ✓ Players on the field can switch positions with the goalkeeper, provided the referee is informed beforehand, and the switch happens during a stoppage in play.

## Special Rules

### Kickoff

- ✓ Kickoff is taken by a single player, and all other players must be in their own half of the field;
- ✓ Goals cannot be scored directly from the kickoff unless another player touches the ball first.

### Offside

- ✓ Offside rules apply only within the 12-meter zone (near the goal).
- ✓ A player is offside if they are actively involved in the play while inside this zone when the ball is passed to them.

### Free Kicks

- ✓ Free kicks may be either direct or indirect, depending on the foul committed.
- ✓ Opposing players must be 6 meters away from the ball during free kicks.



### **Throw-ins**

- ✓ Throw-ins are given flexibility due to potential coordination difficulties among players;
- ✓ If incorrectly taken, the throw-in will be retaken without penalty

### **Goal Kicks**

- ✓ Goal kicks must be taken from inside the penalty area.
- ✓ Opponents must remain outside the penalty area until the ball is in play.
- ✓ A goal can be scored directly from a goal kick, but only against the opposing team.

### **Corner Kicks**

- ✓ The ball is placed inside the corner arc, and opponents must be 6 meters away from the kicker until the ball is in play.
- ✓ The kicker may not play the ball again until it has been touched by another player.

## **General Game Administration**

### **Referee Decisions**

- ✓ Referees are encouraged to foster the spirit of inclusion by explaining decisions and guiding players where necessary, especially those unfamiliar with the rules.

### **Official Ball**

- ✓ The league should be played by a size 5 ball

# ANNEX 3 - HAPPY LEAGUE





## Annex 3 – HAPPY LEAGUE

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The Happy League is a non-competitive, inclusive environment where PWID age of 9 and above can enjoy football without the pressure of competition. This league focuses on fun, safe, skill development, and social interaction. The league is open to all PWID, regardless of skill level or experience. The focus is on creating a welcoming and supportive environment where everyone can join in. Football league for people with intellectual disabilities should be communicated to organizations or places where PwID can be reached.

### Player Eligibility

EACL Happy League will be developed under a single mixed male-female category with the following conditions for the players:

- ✓ Players must have reached the age of 9 by the date of the competition phase they are registered for;
- ✓ Players must have a certified intellectual disability of at least 33%, verified through official medical documentation;
- ✓ Players must provide a valid medical certificate attesting their fitness for competitive football.

### Team Composition

- ✓ Each team must have a minimum of 10 players;
- ✓ Teams can have an unlimited number of players, but each player must meet the minimum participation requirements (play at least 1 quarter of the match).

### Match Rules

#### Number of Players

- ✓ Matches are played in an 5-a-side format, with each team comprising 4 outfield players and 1 goalkeeper on the field at any given time.



### **Match Duration**

- ✓ Each match consists of four (4) quarters of 8 minutes each;
- ✓ There are two 4-minute intervals between the first and second quarters, and the third and fourth quarters. A 5-minute halftime break takes place between the second and third quarters.

### **Match Format**

- ✓ 1st quarter: 8 minutes
- ✓ Intermission: 4 minutes
- ✓ 2nd quarter: 8 minutes
- ✓ Halftime: 5 minutes + side switch
- ✓ 3rd quarter: 8 minutes
- ✓ Intermission: 4 minutes
- ✓ 4th quarter: 8 minutes

### **Substitutions**

- ✓ Each team may make unlimited substitutions during the match. Substitutions must take place during stoppages in play and follow the standard FIFA procedures.

### **Minimum Participation**

- ✓ Every player must play in at least one of the first three quarters, encouraging equal playtime.
- ✓ Substitutions are allowed during the whole four quarters



## Equipment and playing field

### Player Gear

- ✓ Standard equipment includes a shirt with sleeves, shorts, shin guards, socks, and footwear appropriate for the field surface. Players must not wear any dangerous items (including jewelry).
- ✓ Goalkeepers may wear long trousers, gloves, and caps.

### Playing Field

- ✓ Matches will be held on artificial or natural grass surfaces. Fields must have dimensions between 40-50 meters in length and 20-30 meters in width.
- ✓ Goals may measure 5 meters in width and 2 meters in height or 3 meters in width and 2 meters in height

## Scoring System

### Quarter Scoring

- ✓ Matches are treated as a mini-game. There is no scoring system, both teams are considered winners regardless of how many goals they score or concede

### Final Match Points

- ✓ There are no match points, everyone is considered a winner

## Substitution Rules

### Substitutions

- ✓ Substitutions are permitted during all four quarters.
- ✓ Substitutions should be made in a way that they do not interrupt play and should be made from the center line, with the authorization of the game officials

### Goalkeeper Substitution

- ✓ If a goalkeeper is substituted, the substitution must occur during a stoppage in play with the referee's permission.
- ✓ Players on the field can switch positions with the goalkeeper, provided the referee is informed beforehand, and the switch happens during a stoppage in play.

## Special Rules

### Kickoff

- ✓ Kickoff is taken by a single player, and all other players must be in their own half of the field.
- ✓ Goals cannot be scored directly from the kickoff unless another player touches the ball first.

### Offside

- ✓ The offside rules is not applicable in the game.

### Free Kicks

- ✓ Free kicks may be either direct or indirect, depending on the foul committed.
- ✓ Opposing players must be 6 meters away from the ball during free kicks.



### **Throw-ins**

- ✓ Throw-ins are played with foot before the out line and given flexibility due to potential coordination difficulties among players.
- ✓ If incorrectly taken, the throw-in will be retaken without penalty

### **Goal Kicks**

- ✓ Goal kicks must be taken from inside the penalty area and can be taken from hand as well.
- ✓ Opponents must remain outside the penalty area until the ball is in play.
- ✓ A goal can be scored directly from a goal kick, but only against the opposing team.

### **Corner Kicks**

- ✓ The ball is placed inside the corner arc, and opponents must be 6 meters away from the kicker until the ball is in play.
- ✓ The kicker may not play the ball again until it has been touched by another player.

## **General Game Administration**

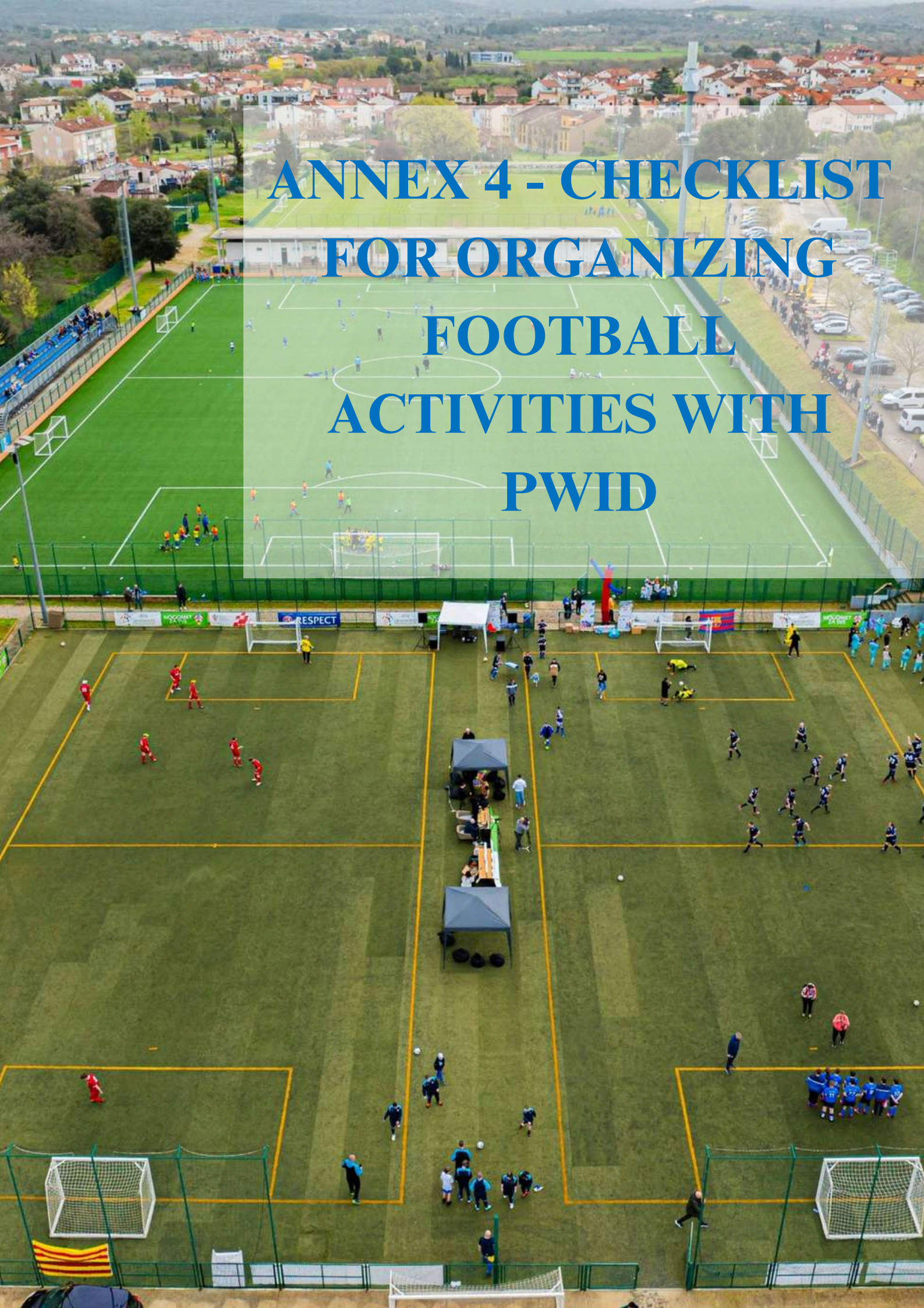
### **Referee Decisions**

- ✓ Referees are encouraged to foster the spirit of inclusion by explaining decisions and guiding players where necessary, especially those unfamiliar with the rules.

### **Official Ball**

- ✓ The league should be played by a size 5 ball



An aerial photograph of a large sports complex, likely a football stadium, featuring several green artificial turf pitches. In the background, a residential town with red-roofed buildings is visible under a clear sky. The foreground shows multiple smaller pitches with yellow boundary lines, where various groups of people are playing football. A central area contains two grey canopy tents and some equipment. A Spanish flag is visible in the bottom left corner. A semi-transparent white box with blue text is overlaid on the upper portion of the image.

# ANNEX 4 - CHECKLIST FOR ORGANIZING FOOTBALL ACTIVITIES WITH PWID





## ANNEX 4 - Checklist for Organizing Football Activities with PwID

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This checklist provides a summary of essential actions and best practices for organizing inclusive football activities for PWID. It will help ensure a safe, engaging, and supportive environment for all participants.

### Pre-Planning and Preparation

#### Assess Participants' Abilities

- ✓ Conduct individual assessments of PWID to understand their physical, cognitive, and social capabilities using the provided assessment forms.
- ✓ Involve families, caregivers, and educators to gather detailed information on participants' specific needs and preferences.
- ✓ Identify primary and secondary disabilities, health concerns, and any medications that might impact participation.

#### Set Clear Objectives

- ✓ Define short-term, middle-term, and long-term goals for each participant based on their abilities (e.g., improving specific football skills, enhancing social interaction, or increasing physical fitness).
- ✓ Set goals to suit individual needs and focus on personal development rather than competition.

#### Organize Training for Staff

- ✓ Ensure coaches, educators, and volunteers receive specialized training on working with PWID, including behavior management, communication strategies, and adaptability.
- ✓ Collaborate with caregivers and specialists for additional support in understanding intellectual disabilities.



## **Prepare the Environment**

- ✓ Ensure accessibility by conducting an audit of the sports facility (e.g., wide doors, ramps, proper lighting, accessible toilets).
- ✓ Clearly mark activity areas and provide visual or sound signals to enhance concentration and safety.

## **Organizing Inclusive Training Sessions**

### **Create a Structured Routine**

- ✓ Establish a predictable training schedule with warm-ups, drills, and cool-downs to help PWID feel secure and comfortable.
- ✓ Begin each session with clear instructions and end with positive reinforcement and celebrations of achievements.

### **Tailor Football Activities**

- ✓ Adapt rules and simplify instructions. Use action words, visual aids, and demonstrations to enhance understanding.
- ✓ Break tasks into smaller steps, allowing participants to progress gradually according to their abilities.
- ✓ Introduce flexible participation options, such as assistant roles for participants who prefer less active involvement.

### **Use Multichannel Communication**

- ✓ Incorporate verbal, non-verbal (gestures, body language), and visual communication methods (pictures, diagrams) to ensure everyone understands instructions.

### **Foster Social Interaction**

- ✓ Encourage teamwork and cooperation with paired drills and group games. Prioritize fun and participation over competition.
- ✓ Organize activities where players of different abilities interact and support each other.

## Ensuring Health and Safety

### Conduct Health Screenings

- ✓ Collect health information and ensure participants have the necessary medical clearance to engage in sports.
- ✓ Monitor for any health conditions that may require special attention, and have a first-aid plan in place.

### Safety Measures During Activities

- ✓ Adjust the environment to ensure safety (e.g., use larger, softer balls; reduce field size; ensure supervision during activities).
- ✓ Regularly assess participants' fatigue levels and allow for breaks as needed

### Provide Appropriate Equipment

- ✓ Use adapted equipment like lighter, larger balls and goalposts suited to participants' motor skills.
- ✓ Ensure all equipment is accessible and safe for participants, considering physical limitations.

### Have Medical Support Ready

- ✓ Ensure trained medical staff are present during games or events, especially for the Competitive League. This ensures quick response in case of injury or health concerns.

## Organizing Matches and Leagues

### Adapt Rules for Inclusion

- ✓ For the Competitive League, simplify rules such as offside and game duration to suit participants' abilities.
- ✓ Allow unlimited substitutions, and ensure all players get equal playtime.
- ✓ In the Happy League, focus on fun and participation by avoiding scorekeeping and reducing the competitiveness of games

### **Encourage Fair Play and Positive Interaction**

- ✓ Promote respect, fair play, and teamwork. Ensure coaches and referees emphasize these values throughout games.

### **Monitor and Adjust as Needed**

- ✓ Continuously evaluate participants' progress and adapt the activities or rules based on their development.
- ✓ Gather feedback from players, families, and caregivers to adjust training methods or game formats if necessary.

## **Collaborating with Families, Educators, and Clubs**

### **Engage Families and Caregivers**

- ✓ Keep an open line of communication with families to discuss progress and challenges.
- ✓ Encourage families to be involved by attending games or helping out during training sessions.

### **Integrate PWID into Football Clubs**

- ✓ Form dedicated teams or sections for PWID within the football club.
- ✓ Ensure that resources, equipment, and administrative support are equally available for PWID teams as for mainstream teams.
- ✓ Regularly organize events or training sessions that include both PwID and non-PWID participants to foster social integration

### **Continuous Support and Engagement**

- ✓ Offer year-round activities, including training sessions, matches, and community events to maintain participants' engagement.
- ✓ Provide opportunities for PWID to transition into more competitive roles or leadership positions (e.g., assistant coach or team mentor) as their skills develop.



## Post-Activity Evaluation

### Review Participant Progress

- ✓ Evaluate the progress of participants in terms of physical, cognitive, and social development.
- ✓ Celebrate small successes and reinforce positive behaviors to keep participants motivated.

### Adjust Training and Activities

- ✓ Based on progress reviews, modify the training program to introduce more challenging or new activities to maintain interest.
- ✓ Seek feedback from participants and their families to ensure the activities remain enjoyable and beneficial.

## Final Reminders

- ✓ Always focus on what PWID can do rather than what they cannot.
- ✓ Keep communication clear, positive, and inclusive.
- ✓ Ensure that all participants feel valued and supported, regardless of their abilities.



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