



TOPSOCCER BUDDY MANUAL

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WHAT IS A BUDDY

- TOPSoccer Buddies are volunteers who participate with TOPSoccer Players to enable player participation
- Buddies should be in 7th grade thru adults
- Soccer experience is not necessary, the only requirement is a strong desire to enable TOPSoccer players to be successful and to have FUN!!!!

THE ROLE OF A BUDDY

Monitors and interacts with coaches and parents for the player's safety.

- Player noises, likes/dislikes
- Aware of safety zones around the player (walkers, wheelchairs, crutches)
- Adjusts level of attention in order for the player to be successful
- Never be alone or out of sight with a player

Continuously monitors the player

- Fatigue
- Water Breaks
- Melt-downs

Assists/Creates/Directs/Guides in a FUN but learning environment

- Ball retrieval/control
- Balance
- Assists player to get into position to play
- Allows the player to do as much for themselves as possible
- A buddy does NOT score goals but creates opportunities for the player to score
- If the Buddy is having FUN, the player will too!

Role of Buddies and Coaches

- You are a team that works together for the sake of the player
- The coach directs the exercises and games, the Buddy participates with the players
- You are the eyes and ears for the coach, especially concerning safety

PLAYERS

- No two players will be the same
- Some will need 1- on - 1 assistance

- Some will have multiple special needs
- Some will have little or no concern for team activities
- Some may have a short attention span
- Some may tire easily
- Commitment to play may vary during the sessions
- Most will give 100%
- Every player wants to have FUN

SAFETY

- The most important part of your job is to create and maintain a safe environment
- If you see something that concerns you, tell your coach or a staff member
- The players and parents are counting on you to look after a player who may not be able to look after themselves
- It is no fun if someone becomes injured. Safety first FUN second

LANGUAGE

Person first, disability second - Are we coaching an individual with a disability or a disabled individual?

Individuals with disabilities are **not**:

- People who suffer from the tragedy of birth defects
- Paraplegic heroes who struggle to become normal again
- Victims who fight to overcome their challenges
- Nor are they retarded, autistic, blind, deaf, learning disabled, etc...
- They are PEOPLE first

Words are powerful

- “Handicapped” is an archaic term that evokes negative images of pity fear and need.
- “Disabled” implies broken. People with disabilities are not broken.
- “Special Needs” - a person’s special needs are not “special” to him. They are ordinary
- “Suffers From”, “afflicted with”, “victim of”, are inaccurate descriptors. A person simply “has” a disability or mental condition.
- People with disabilities are more like people without disabilities than different

Assisting Players with Vision Impairments

- Safety awareness (field surface and environment)
- Describe the activity and environment
- If needed, provide balance and support with the player by holding the Buddy's forearm
- Use voice, hands, arms to direct and guide
- Direct the ball to the player for contact and touches

Assisting players with Walkers/Wheelchairs

- Safety awareness (field surface and environment)
- Check on walker/wheelchair safety
- Create opportunity for walker/wheelchair player to participate (ball retrieval, feed ball to player)
- Push wheelchair for participation if necessary

TYPICAL BEHAVIOR RESPONSES

- Running
- Crying
- Avoiding
- Touching
- Hitting
- Screaming
- Non-compliance
- Impulsive
- Spitting
- Aggressive
- Selfish
- Biting

HOW TO DEAL WITH IT

- Always expect the unexpected
- Be calm, be patient, be direct. DON'T BE BOSSY
- Try to understand the person and the purpose
- Consider what is socially acceptable
- Sometime ignore, deflect or redirect
- Involve the coach

DEALING WITH SPECIFIC BEHAVIORS

Tactile defensiveness: Player does not like to be touched. Allow the player to make the first move.

Abnormal fears: Encourage the player, but do not force the player to participate.

Violating personal space: Some players don't respect other's personal space or boundaries. Use Buddies and or verbal prompts as they approach other players/you to redirect the player.

Sensory Overload: Some players may show signs of too much stimulation with facial grimacing, vocalizations or ritualistic movements. Ave the player take a break or change the activity.

Tantrums /Acting Out: A player who is acting out or throwing a tantrum requires a time out. Use the coach or parent to get assistance.

Seizures or Medical Emergency: Get Coach or other Staff member

HOW PLAYERS LEARN

Observing: By watching the coach or other players perform the skill they are trying to learn

Feeling: By touching the part of the body that will be involved while attempting to learn a skill.

Hearing: By listening to instructions that are repeated as necessary, particularly while performing the skill.

Visualizing: By seeing him/herself performing the skill

Imitating: By attempting to perform the skill observed

Practicing: By repeating the skill and correcting errors until the skill is learned.

MOTIVATING PLAYERS

- Use the player's name during the training
- Use plenty of encouraging words and phrases
- Have one-on-one talks with the player
- Made feedback specific to performance. Explain how to do the task correctly, not emphasizing what was done wrong.
- De-emphasize winning and focus on participation and learning
- Celebrate often

WHAT PLAYERS WANT FROM BUDDIES

- Respect me
- Encourage me, don't discourage me
- Listen to me
- Try to understand why I am upset
- Don't take it personally if I am upset
- Sometimes giving me choices helps me feel I have some control
- Please don't talk down to me.
- Let me try to do things on my own
- Challenge me
- Don't assume
- Explain thing in a way I can understand
- Accept less than perfect results but expect my best
- Understand that everyone is different and learns differently
- Don't be bossy
- Explain the reason behind the rule or what you are asking of me, please don't demand
- Be flexible
- Be aware that circumstances can change my behavior
- Don't stereotype me
- Don't show favoritism
- Know my behavior may be telling you what I can't vocalize
- Understand all people have bad days
- Have fun with me and laugh with me, not at me

COMMON DISABILITIES/BEHAVIORS COGNITIVE DISABILITIES/CHARACTERISTICS

Attention deficit Hyperactivity Disorder ADHD

- Inattention, poor listening skills, restlessness
- Impulsive
- Hyperactive
- Inappropriate excessive motor activity

Autism

- Impairment in social interaction
- Impairment of verbal and nonverbal communication
- Restricted, repetitive and stereotypical patterns of behavior, interests and activities
- Impaired imitation
- Lack of awareness of the existence of feelings of others
- Absence of imaginative play

Behavior Disorders

- Poor coordination
- Refusal to practice
- Loss of emotional control
- Hostility
- Non-cooperative behavior
- Disorientation in space and time
- Destructive

Learning Disabilities

- Poor spatial orientation
- Clumsiness
- Figure-background problems
- Rhythmic problems
- Problems with body awareness
- Difficulty with motor proficiency

Intellectual Disability and Down Syndrome

- Learn at a slower rate
- Exhibit same range of emotions but frequently exhibit inappropriate responses to social/emotional situations
- Do not fully comprehend what is expected of them in social situations
- Delayed development of physical skills
- May be overweight because of lower activity levels

PHYSICAL DISABILITIES/CHARACTERISTICS

Cerebral Palsy

- Slow to develop reflex actions
- May also have other disabilities

Cystic Fibrosis (CF)

- Coughs frequently due to mucus build up in their lungs
- Prone to overheating
- Very susceptible to coughs and colds from other children

Hearing Impairments

- Balance may be affected
- Information processing time is longer
- Physical fitness may be lower
- Possible delay in social/emotional development
- Speech can range to intelligible to none

Mobility and Orthopedic Disabilities

- Impairments could be result of congenital abnormality, disease or injury
- May need aids such as walkers, wheelchairs or crutches
- May need individual buddy assistance

Multiple Sclerosis (MS)

- Affects nervous system
- Weakness in coordination
- Speech disturbances
- Vision impairments

Muscular Dystrophy (MD)

- General muscle weakness
- Possible joint deformities

Seizure Disorder / epilepsy

- Affected by sudden, brief change in how the brain works
- Consciousness, movement or actions may be altered for a short time
- May require a helmet
- Affected by extreme physical or emotional activities

Visual Impairment

- Physical fitness is below those of sighted peers
- Balance development is impaired
- Fundamental motor patterns and skills are delayed
- Physical growth and maturation may be impaired
- Wide variation in residual vision

EXPECTATIONS

- Be on time and be picked up on time
- Wear your Buddy shirt / dressed appropriately
- Cellular phone is off
- No socializing with friends
- Read Buddy Manual
- Attend Buddy Training
- Follow directions from staff and coaches
- Do not disrespect players
- 100% of attention is on the player or the team assigned
- Wear a name tag