

TEACHING AND COACHING VOLLEYBALL FOR THE DISABLED

Foundation Course Handbook

2nd edition



R A J K O V U T E

Ljubljana 2009

Rajko Vute

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with contribution by Anita Goltnik Urnaut

This handbook is provided to the
WOVD – World Organisation of Volleyball for the Disabled
to assist in the development and support of teachers and coaches of athletes
with a disability who play sitting volleyball

University of Ljubljana
Faculty of Education



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Proofreading: Ljuba Vute, Lynda Culp

Publisher: Faculty of Education, University of Ljubljana

For publisher: Dr. Janez Krek, dean

Design: Miran Mesesnel

DTP: Igor Cerar

Print: Birografika BORI d.o.o. Ljubljana

© 2008, 2009 authors
2nd edition

CIP - Kataložni zapis o publikaciji
Narodna in univerzitetna knjižnica, Ljubljana

796.325-056.26

VUTE, Rajko

Teaching and coaching volleyball for the disabled : foundation
course handbook / Rajko Vute ; [with contribution by Anita Goltnik
Urnaut]. - 2nd ed. - Ljubljana : Faculty of Education, 2009

ISBN 978-961-253-035-8

245265664

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Introduction

This handbook is provided to the WOVD – World Organisation of Volleyball for the Disabled to assist in the development and support of teachers and coaches of athletes with a disability who play sitting volleyball. The presented Foundation Course Handbook should encourage a wide range of those wishing to introduce volleyball for the disabled to the potential candidates, especially to the young athletes and beginners. It is the author's experience that the person with sports background can see the educational possibilities in the game within a relatively short period of time after directing their attention to the issues. Therefore we intend to support all those working in the area of sports and who wish to introduce and practise sitting volleyball as a challenging and attractive possibility. Concepts for the instructors who will be responsible for the introduction of sitting volleyball to beginners is carried out on the foundation course.

Only a well - organised and complex teaching plan is truly effective for introducing sitting or standing volleyball to the players and their performance in individual and team work. Volleyball teaching and training is a long-term process. Developing the physical fitness of the players means better possibilities for adaptation of all body functions to the wide variety of outer and inner stimulus influencing a person. It is also necessary to take into account the medical, psychological and social influences and necessary social adaptations emphasised by the fact that sitting volleyball is a team sport. The wide and logically organised knowledge regarding social functions, objectives, principles, contents, building and organising, evaluating and other necessary conditions and factors to a great extent determine the foundation course and results of teaching sitting volleyball. Communication is also important as the basic mechanism for transferring the teacher's and coach's knowledge to the player. To be effective, communication must be a two way process. If it goes one direction only, from teacher or coach to the athlete, they will wind up with little idea of the needs, responses and thinking of their players. At all levels of competition, sitting volleyball requires basic skills and teamwork. With proper teaching methods and a lot of enthusiasm we can create a way to successfully introduce the sport and help young players, beginners and experienced players to enjoy sitting volleyball and sports in general throughout their lives.

The purpose of this handbook is to acquaint school, sports club, and community service personnel with sitting volleyball, a rapidly growing sport appropriate and particularly useful for those with amputations, polio and others with mobility problems. Although jumps are not a part of the game structure, sitting volleyball offers plenty of opportunity for excitement, pleasure and top sports achievement.

About the author

Dr. Rajko Vute is an associate professor of sports activities for persons with disabilities in the Department of Special and Rehabilitation Pedagogies at the Faculty of Education, the University of Ljubljana, where he teaches Adapted Physical Activities and Theory of Sport with Didactic. His long – time teaching experience in sports for the disabled extends to all levels of the sport, including his work as the head coach of the Yugoslavian men’s sitting volleyball team, a bronze medallist at the Paralympic Games in Arnhem, 1980. Rajko Vute is an actual member of the Board of Administration of WOVD, and Director of its Sports Development Department. He has lectured and researched on issues related to the sports for the disabled and particularly on swimming and volleyball for the disabled.

Acknowledgements

The author wishes to thanks young players, their coaches, national and WOVD officials who participated in the 1st Junior World Championships in Sitting Volleyball in Slovenia, 2005 and in the 2nd Junior World Championship in Sitting Volleyball in Brazil, 2007 for its high level of performance, enthusiasm and devotion to the development of volleyball for the disabled.

Chapter 1

FOUNDATION COURSE SYLLABUS

Theory topics:

- Disability Sports
- The organisational structure of the WOVD
- History and development of volleyball for the disabled
- Most frequent disabilities in the volleyball game
- Care of the person with disabilities
- Communication skills
- Sitting and standing volleyball specifics and facts
- Basic principles in teaching and coaching volleyball for the disabled
- Sporting values among sitting volleyball players
- Model for teaching children sitting volleyball
- Games
- Fair play and sportsmanship
- Refereeing aspects of sitting volleyball
- Insight into the classification system in volleyball for the disabled
- Lesson plan

Practical topics:

- Varieties of movements on the floor
- Warming up activities and games
- Adaptations of volleyball skills
- Volleyball technique in volleyball for the disabled
- Serving: serving fundamentals, drills, error detection and correction
- Passing: forearm passing fundamentals, drills, error detection and correction
- Setting: setting fundamentals, drills, error detection and correction
- Smashing (Hitting): attacking fundamentals, drills, error detection and correction
- Blocking: blocking fundamentals, drills, error detection and correction
- Team offense and team defense
- Evaluation

Chapter 2

FOUNDATION COURSE PROGRAMME: THEORY TOPICS

2.1 Disability Sports

The original purpose of disability sports as rehabilitation through sports expanded step by step to sport for sport as such where athletes face both positive and negative consequences. Top sports is no longer reserved for able bodied athletes, although synonyms for top sports are physical power, strength, endurance, and grace. It includes athletes with various disabilities like physical, mental or sensory impairments. The term disability sports refers to sports that have been designed for athletes with disabilities. Volleyball as a world wide game practiced by able bodied athletes, has been modified and adapted to the level which allows athletes with disabilities to participate.

Major games, like football, basketball and volleyball are very popular and predominate around the world. Many young people wish to take part in these games and identify with their sporting heroes. How far they will be able to play successfully depends not only on their abilities and disabilities but also on the ways in which the volleyball game can be adapted to suit their abilities. Teachers and coaches of volleyball for the disabled should develop programs to the needs of individual players and select activities which match the performance level of the players. Today's challenge facing teachers and coaches is to integrate young people with disabilities into existing programmes in schools and clubs. The extent to which integration in the games programme is a practical possibility will vary with the nature of the game and the disability. Both sitting and standing volleyball are one of the opportunities that fulfil criteria for successful integration in sports. Nowadays sports activities are widely recognised as life needs for all. Challenging persons with disabilities to try out new activities like volleyball can be a great way to motivate them. The number of variations in volleyball is limited only by a leader's imagination and the participants' curiosity. Sitting volleyball for example is not nearly as difficult to present as many people think once the basic principles of the game are thoroughly understood. Sitting volleyball has influenced the development of the particular skills, increasing large and fine muscle development and control, allowing players to gain mental alertness, develop social awareness and the need for fair play. Sitting volleyball requires moving on the floor by using hands and quick reactions for getting into position early enough to play effectively. This requires sufficient practice of

basic techniques, plenty of play time, and the development of hand-eye and body co-ordination. For sitting volleyball to be played successfully on the elementary level, basic skills must be established.

Teachers and coaches ought to receive specialised training in educating this substantial portion of the population. If the principle of gradual inclusion of disabled persons is accepted, and if a coherent policy is applied, all teachers, irrespective of their specialisation or the level at which they are qualified, should receive at least a basic training in teaching persons with disabilities. The significant role of adapted physical activities in education, re-education and leisure activities should be recognised, including psycho-motor ability, well-being, functional gesture, motor behaviour and sports movements. Physical activities form a link between rehabilitation or education on the one hand, and leisure on the other. The comprehensive training of any future teacher or leader of volleyball for the disabled should include a sound knowledge of the adaptation of physical activities. Teachers and coaches should be capable to introducing activities for disabled or health-impaired adults. Awareness must be heightened of the need of educate and train competent staff to promote and improve the conditions in which adapted physical activities are taught to and practised.

2.2 The organisational structure of the WOVD

WOVD – World Organisation Volleyball for Disabled

The WOVD is managed by the Management Board (President, Vice President and Competition Manager) and WOVD Board of Administration, made up of elected members and representatives from the Zones. It is supported by the specific committees.

World Organisation Volleyball for Disabled organisational structure:

WOVD President

WOVD Vice President

WOVD Competition Manager

WOVD Sports Development Department

WOVD Athletes Representation

Chair Afro Arab Zone

Chair Asia Oceanic Zone

Chair Pan American Zone

Chair European Zone
WOVD General Manager

Advisory Committees:

Financial Advisory Committee
Medical & Science Advisory Committee
Human Resources

Committees within Competition Management:

Referee Volleyball Committee
Classification Committee
Competition Committee

Committees within Sports Development Department

Youth Committee
Women Committee
Research committee
Education Committee
Promotion & Communication Committee
Expert Platform

Website:

Webmaster

WOVD challenges:

- maximization of abilities for the disabled
- the needs for adaptations
- sitting volleyball, standing volleyball
- beach variations of volleyball for the disabled
- junior programme
- women programme
- university programmes
- research projects

- educational clinics for coaches, referees and classifiers
- new countries in volleyball for the disabled movement
- volleyball as an excellent choice for people with disabilities
- media representation
- contacts with relevant international bodies (IPC, FIVB, ..)
- zonal and world championships
- Paralympic Games, etc.

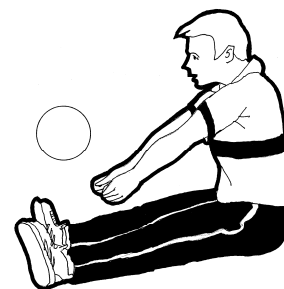
Disability Games:

All three major disability Games, Paralympic, Special Olympic and Deaflympic incorporate some form of volleyball. In the Paralympic Games, the sport takes the form known as sitting volleyball. Special Olympics has team and Unified Sports team competition as well as volleyball juggle, pass, toss and hit skills competition for those with lower abilities. Volleyball at the Deaflympic is played exactly as it is in the FIVB form of traditional volleyball.

2.3 History and development of volleyball for the disabled



William G. Morgan was probably not aware of the fact that he created a game which would become one of the most exciting and spectacular games in the world. His basic intention was to introduce a simple game which would be suitable for a variety of participants with different abilities and that could be played almost anywhere. Volleyball's relative simplicity accounted for its dramatic rise in popularity also among the disabled population.



Standing volleyball had been played by disabled sportsmen long before the international sports federations for the disabled were founded. The game has its roots in Great Britain and was originally played only by amputees. Due to the growth of the game, and various types of amputees and other disabled people taking part in standing volleyball, a classification system was set up where each player received points according to the degree of disability. The main contribution to the first classification

system was made by L. Softley from Great Britain. Official matches between Germany and Belgium were played in 1966. In 1973 a European Competition for Standing Teams was organized in Linz, Austria, with the participation of nine nations. Volleyball for the disabled was accepted as an official event at the Paralympic games for the first time in Toronto (Canada) in 1976 where four standing volleyball teams took part. Today standing volleyball is unfortunately no longer a Paralympic sport.

In 1956 a new event, designed by two Dutchmen, T. van der Scheer and A. Albers, was introduced in the Netherlands. They called the game sitting volleyball. A year later the national competition in sitting volleyball started with twelve participating teams. The first official international tournament under the umbrella of the ISOD (International Sports Organization for the Disabled) took place in 1979 in Haarlem, the Netherlands. Sitting volleyball was accepted as a Paralympic sport in 1980 at Arnhem Paralympic Games, with the participation of seven men's teams. Since 1993 the top class championships have been organized for women as well, including the Paralympic from 2004. Sitting volleyball is a sport in which the disabled and able bodied can play together at a high technical level and, as such, represents a good opportunity for co-operation and integration. During the past years world volleyball and sitting volleyball as well has gone through a strong developmental process, introducing new rules and new playing possibilities. Today sitting volleyball is a popular world-wide game, played in Africa, both Americas, Asia, Australia and Europe, with its own playing concept and identity.

2.4 Most frequent disabilities in the volleyball game

Basic information related to the etiologies of the players with disabilities practicing either sitting or standing volleyball, helps teachers and coaches to work safely and efficiently.

Amputee:

The term amputee refers to those individuals who have at least one major joint in a limb missing (elbow, wrist, knee, ankle) or, in cases where the amputation is through the ankle or the wrist, no functional movement remaining at those joints. Amputations are either congenital or acquired. Congenital amputation occurs as a result of a failure of the foetus to develop properly during the first three months of gestation. Acquired amputation can be the result of a disease, trauma or tumor.

Amputees are by far most represented in volleyball for the disabled. Therefore teachers and coaches should pay attention to the following specifics:

- a missing limb can cause a distortion in body image
- skin care around the stump area may be a problem
- the centre of gravity may be affected which in turn affects balance,
- there may be problems associated with thermoregulation for the amputee. Because the amount of body surface for respiration is reduced, the body may overheat on particularly hot or humid environment.

Cerebral Palsy:

Cerebral palsy is a disorder of movement and posture appearing in the early years of life. It is caused by damage to, or lack of development in a small part of the brain controlling movement and posture. The term cerebral palsy covers a wide range of types and severity of disability. Some people are so mildly affected that there may be no obvious disability while others may be affected very seriously. The damage of an area of the brain affects the control and coordination of muscle tone, reflexes, posture and movement.

Poliomyelitis:

Poliomyelitis is a virus infection which starts with an acute illness lasting up to six weeks. A severe attack causes varying amounts of damage to the part of the brain and spinal cord responsible for the control of voluntary movement. This results in paralysis of muscles, which no longer receive any nerve impulse. The degree of paralysis varies from one person to another. Some may be on wheelchairs, others may be affected in only one limb. There is no cure for polio, but prevention by vaccination is effective.

Les autres athletes:

The term les autres (the others) have been used to describe athletes with a range of conditions that result in locomotor disorders that have not fitted into traditional classification system of the established disability groups.

2.5 Care of the person with disabilities

General safety considerations at the training site:

1. General rules:

- Teachers or coaches should be informed about medical status and specific requirements of all players involved in training.

- Teachers or coaches should have basic educational background to work with disabled athletes.
2. Essential facilities at training site:
 - Phone
 - First-aid kit and knowledge of use
 3. Record keeping relating to safety:
 - It is important that records be kept on the training site to keep track of any problems which players might have. Keep in touch with medical personnel.
 4. Rules and insurance:
 - It is very important that teachers, coaches and instructors in the volleyball for the disabled programme are aware of and understand any rules which may govern their session, whether they be rules of the training complex in which the session takes place or rules of the local authority.
 - It is also essential that teachers, coaches and instructors have sufficient insurance to cover them in the event of an accident on the playing sitting or standing volleyball premises.
 - They should be aware of their legal responsibilities, e.g. as WOVD instructors

Specific situations that could occur when teaching or coaching practising volleyball for the disabled:

Epilepsy:

Epileptic fits are convulsion due to excessive electrical discharge by the brain cells. Significant types of seizures are:

Major seizures:

- Aura or warning: this varies according to the individual involved
- Tonic stage: the muscles are rigid, breathing ceases, person may make noise, sounding like a cry, falls to the ground
- Clonic stage: alterations between rigidity and relaxation of the muscles, causing violent movements, frothing on the mouth and incontinence may occur
- Coma stage: may be followed by a period of normal sleep

Minor seizures:

- A very brief loss of consciousness may occur
- This may take the form of a dazed look for a few seconds or a hesitation in the middle of speech

Treatment of a major seizure:

- Maintain a clear airway
- Prevent injury, remove any movable furniture
- Loosen tight clothing round the neck and waist
- When convulsion ceases, place him or her in the coma position
- Maintain observation until consciousness has been fully regained

Aftercare: the person may need to sleep for some time. Report the strength and duration of the seizure to the competent person, e.g. team doctor.

2.6 Communication skills

Communication is important and basic as a mechanism for transferring the teacher's and coach's knowledge to the player. To be effective, communication must be a two way process. If it goes one direction only, from teacher or coach to the athlete, they will wind up with little idea of the needs, responses and thinking of their players.

Adequate communication is essential in any teaching situation:

1. Address directly, not through a third person.
2. Address as an equal. Sit if the person is in a wheelchair. Some disabilities, particularly those affecting speech and movement, may give the impression that the person has an intellectual disability.
3. If you can't understand speech, don't pretend you can. Ask for assistance.
4. Communication by sight: gestures, smiling, frowning and demonstration
5. Communication by sound: vary your volume, pitch and inflection
6. Communication by touch: manual guidance, enable player to feel the correct movement

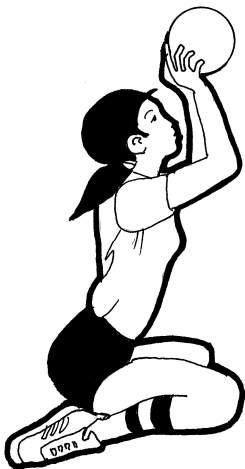
7. Communication with people with hearing problems: ensure your face can be seen. Use gestures and facial expressions. Use demonstrations to communicate, rather than explanations.
 8. Communication with people with visual problems: find out which part of the visual field is functioning. Convey expression by the tone of of your voice. Use manual guidance.
- If there is a problem wiith one communication channel, compensate with others.

Demonstrations:

Demonstrations are very important and the best form of explaining an activity or movement to athletes. For effective demonstration the teacher or coach should:

- organise the teaching or coaching environment that the players are positioned to see the demonstration
- minimise the effects of sunlight, noise
- gain the concentration from players when demonstration is going on
- highlight what to do instead what not to do
- it is important which player makes a demonstration
- work with players individually or in small groups if necessary

2.7 Sitting and standing volleyball specifics and facts



One of the features of volleyball, and a reason for its popularity is its relative simplicity. This team game involves six players per side where the object is to volley the ball over the net into the opponents' court using any part of the body. Each team is allowed three contacts with the ball to get it over the net. Volleyball permanently gains in popularity among the disabled population.

Some sitting volleyball characteristics and facts:

- sitting volleyball is a team sport played by two teams on a playing court divided by a net
- on each side of the court are 6 players



- the ball is played by hitting it with any part of the body
- the playing area is 10 m long and 6 m wide
- the attack line is 2 meters from the central line
- the height of the net is 1.05 m for women and 1.15 m for men
- players use hands for moving (sweeping) on the playing court
- blocking the service is allowed by rules
- players are required to be in a sitting position during the game
- sitting volleyball follows FIVB rules and regulations
- there is a classification on minimum disability only

Sitting volleyball is a sport in which the disabled and the able bodied can play together at a high technical level and, as such, it represents a good opportunity for integration. Among advantages of sitting volleyball is also that a large scale of disabled youth and adults of both sexes can take an active part in that game.

Some standing volleyball characteristics and facts:

- standing volleyball is a team sport played by two teams
- on each side of the court are 6 players
- the ball is played by hitting it with any part of the body
- the playing area is 18 m long and 9 m wide
- the height of the net is 2.24 m for women and 2.43 m for men
- players can use prostheses
- standing volleyball follow FIVB rules and regulations
- standing volleyball participation is based on a classification system with A, B and C classes

WOVD follows the FIVB (Federation Internationale de Volleyball) rules of the game, with additions from the WOVD rules and regulations for both sitting volleyball and standing volleyball.

2.8 Basic principles in teaching and coaching volleyball for the disabled

To work successfully with the disabled, teachers and coaches must know the characteristics of the specific impairment and know how it affects learning. Teachers and coaches should have alternative strategies in case the conventional methods fail. They should also seek for sources of information to aid them in dealing effectively with the disabled athletes. There is an important and permanent need to develop more professionally qualified leaders in the field of volleyball for the disabled. A high degree of requirements is a strong push forward to upgrading the qualifications of those entering this specific field. The role of teachers and coaches of volleyball for the disabled is to develop physical and motor fitness, fundamental motor skills and patterns, skills and knowledge of rules and strategies that go with participation in chosen sports activity. One of the problems in the field of sports for the disabled is that inadequately prepared individuals are allowed to teach and practise sports activities with the disabled population.

Principles for teaching beginners volleyball for the disabled:

1. We use trained instructors to assist volleyball for the disabled players
2. We encourage progress, but not the use of pressure
3. We teach in a logical order, ensuring that all pre-requisite steps have been mastered
4. The emphasis is on ability, not disability
5. The emphasis is on enjoyment, with many activities in a game
6. We think positively, every one is a 'volleyball player'
7. We work in groups, so players encourage each other
8. Everyone can contribute to the volleyball for the disabled movement

Motor learning concerns for a volleyball coach:

1. goal presentation: helping players understand how the skills of the game are performed
2. motor program development: planning practices so the skills of the game are practised effectively
3. improving responses: giving information feedback to players about their performance

Teachers and coaches who include persons with disabilities in sports activities must be able to apply principles of adapting the sports and games to each individual. Some suggestions:

- select and analyse the play, game or sport

- identify the problems of the individual person who will participate in the play
- make the adaptations
- select principles of adaptations that may apply to the specific situation

The physical limitations of persons with physical disabilities determine their sports opportunities and active participation. Many people with physical disabilities can engage in volleyball games with a few adaptations. There are several options to accommodate individual problems for persons with limited movement.

Safety considerations: The teacher or coach should check the athlete's medical history prior to his or her taking part in sitting or standing volleyball. It is also important to know if the athlete uses any medication, and are there any associated medical, psychological conditions the teacher or coach should be aware of. In clinics or training camps appropriate information should be passed to leaders of the event.

Working with the other professionals is essential for teachers and coaches when conducting volleyball for the disabled. Usual communication with other professionals are mainly with: special education teachers, physiotherapists and medical doctors. Through such contact we could improve general communication, adaptation applications, medical background information, activity planning, etc.

Sitting volleyball is played according to specific rules and strategy. Learning strategy and applying skills one has learned are the basics of game instruction. During games coaches often focus on how the beginning players perform the skills, but the focus should be on strategy. Strategy is decisive when doing something to achieve an objective. Sometimes the term tactic is used to describe this cognitive decision making. Knowledge of tactics, or cognitive ideas of what to do and when to do it is strategy. In a way, net games are simple. The playing space is constant, the net provides a focal point, and positioning has central importance.

The following five strategies are basic to net games, including sitting volleyball:

- send objects across the net to the most open areas
- begin in and after every return reposition to the area that provides the best coverage
- vary plays so that opponents cannot easily anticipate what will happen
- share coverage of the area with teammates
- communicate with teammates so that they can help each other

Although the mentioned strategies are important for beginners, more complex versions of these same strategies are vital to high level competitive play as well.

2.9 Sporting values among sitting volleyball players



Structure of the sporting values of elite sitting-volleyball players (Vute, R.) provide us with useful information for coaches and others who are involved either with this specific game or with sports for the disabled in general. Knowledge about sporting values means better chances for success in a chosen sporting activity. Achieving success is a key factor in competitive sports and the disabled are part of this demanding area. Teachers and coaches can use these values for comparison and new ideas in investigating the situation for athletes with disabilities.

Among the female elite athletes who were interviewed, we found that:

1. Personal strength and friendship are very important aspirations and represent the leading sporting values. Social elements play a role in top sporting performances.
2. The team leader's role in sitting-volleyball is highly complex, comprising elements such as competition with oneself, experience in leading actions, control of emotions and mental and physical power. A leader of female elite players should possess the ability to direct a positive way of thinking to team-mates.
3. For most of the female elite sitting-volleyball players, sports is a lifelong orientation and remains important after retirement from the national team. The sporting lifestyle has its roots in early childhood, where parents, friends, teachers and later coaches create and direct it. Today it is a synonym for a healthy and sensible way of live.
4. Injuries in sports, and sitting-volleyball is no exception, are the nightmare of every elite athlete. Sporting values such as reaching personal goals and proving one's own abilities are driving forces for elite sportswomen. To keep a position in the national sitting-volleyball team is certainly one of the priorities for a female elite player.

Among the male elite sitting-volleyball players who were interviewed we found that:

1. The importance of teamwork prevails among male elite sitting-volleyball players and their understanding of sporting values. Team work is one of the universal values significant at all levels of sports participation, and this is pronounced among disabled sportsmen. The character of an individual, along with technical achievement, is essential to the team development.
2. Both the mental and physical abilities of sitting-volleyball player have a strong influence on individual and team performance. This psycho-physical strength is also the most important factor in avoiding injury problems.
3. Male elite players use the opportunity to fulfil their personal ambitions through sitting-volleyball competitions. For elite athletes there is a permanent need to prove abilities, and not only those connected with sports. It takes years of systematic preparation to become an elite sitting-volleyball player. Privileges, including financial ones, are not dominant but have some influence on the players in the survey.

The similarities and differences between female and male elite sitting-volleyball players were as follows:

1. The common statements for both female and male elite sitting-volleyball players are those which determine isolated factors such as an enthusiastic atmosphere, readiness to help team-mates, high level of fitness, mental and physical strength, coming back after injuries, "the national team is my life", friendship with other enthusiasts, trusting oneself, competition with oneself, personal goals and proving one's own abilities.
2. The statements that form factors only for male elite players are team work, using initiative, financial stimulation, and playing experiences.
3. Only female elite players select experience to lead actions, controlling emotions, challenging the best teams and coming back after losing the status of a national team player.

2.10 Model for teaching sitting volleyball to adolescents

With participation in sports young people could satisfy at the same time the need of domination, equality, co-operation and belonging. Sports gives them an opportunity to reduce the level of tensions of different types, to break their preoccupation with parts of their body or with their whole figure. According to the opportunities which it provides, sports is also suitable for achieving some highly valued social goals. Through sports results, the disabled children and youth could reach higher levels of social successfulness and acceptance not only in sports as such but also in society in general. Sitting volleyball is an activity that can be easily started with beginners. To be played successfully at the basic level, beginners need a certain skills foundation. Sitting volleyball requires moving on the floor by using hands and sliding on the floor. Young beginners should first gain experience with balloons and lighter and bigger balls. Such balls are slower, larger and easier to handle, so they allow players to succeed more easily. Activities for adolescents should be based on agreeable and enjoyable experiences with fewer and simpler rules to give optimal opportunities for individual development and involvement. Teachers and coaches should know each child's background, his or her physical potential, as well as psychological and intellectual characteristics. It is also always necessary to be concerned about safety. Sitting volleyball is a popular sports option which enables adolescents to fulfil their ambitions and expectations in either competitive or recreational involvement.

A model for teaching adolescents how to play sitting volleyball, developed by R. Vute:

- Step 1: Motivating children through play
- Step 2: Varieties of movements
- Step 3: Technique through play
- Step 4: Let's play a "volleyball - like" game
- Step 5: Analytical review
- Step 6: Let's play "real" sitting volleyball
- Step 7: Video display and video analyses
- Step 8: Tournament play
- Step 9: Theoretical part

Step 1: Motivating children through play

- balls as possibilities
- playgrounds as possibilities

- changing places
- court and net with varieties

At this stage we try to get children's attention for sports in general. Different games are for joy and pleasure. We introduce variety of different types of balls, and the playing field could be wider or shorter. To sit on the floor means one of the basics of sitting volleyball. The height of the net or rope also presents a challenge as play could be under, over or beside it.

Step 2: Varieties of movements

- manoeuvring on playground
- playing while moving
- orientation
- moving according to team mates
- moving according to the players in the opposing team

The second step's main focus is on moving in a seated position, which is the basis for further play. In a volleyball game, the players are moving around on foot with their hands free to play the ball, while at sitting volleyball hands are needed for moving around the field and for playing the ball. The varieties of moving around point up the difficulties of performing these two actions with hands only. Playing on the floor should follow the appropriate time for relaxation, which allows exposing parts of the body, especially buttocks and palms of hands, to rest.

Step 3: Technique through play

- play pass (finger play)
- get the ball on the other side (service)
- smash the ball (attack)
- make the wall (defence)

The priority in the third step is playing games, where service, attack, and block are in our central interest. We hardly recognise that there are sitting volleyball elements. Flexibility and creativity of the teachers are essential at this stage. Sitting volleyball elements are only starting points for new ideas and new games.

Step 4: Let's play a "volleyball - like" game

- balls (balloons, beach balls, foam balls)
- types of games (holding the ball in the air, getting the ball to the other side)
- games (no net, changing court size, changing type of net, introducing basic rules)

The fourth step rounded up the stage where we mainly focused on relaxation and fun games, mainly introduced through play which contains sitting volleyball elements. Choice of different balls not only motivated kids, but also allowed varieties of tactile sensations. Games provide an opportunity to experience the group as such. Every one should have an opportunity to feel success. Variations and adaptations of the games should be such that sitting volleyball remains recognisable. We could add at this stage some basic rules regarding the playing field, number of players, changing places, place to serve and elements of fair play.

Step 5: Analytic review

- back to the elements of technique with mini volley:
- finger play
- service
- dig
- passing
- attack
- block
- rationalisation of the performance

At this stage we systematically practise sitting volleyball elements, which are the same as in volleyball game. The fifth step is an analytical way of teaching, following methodological rules and players' abilities. The model is basically designed for children, but we can use those experiences for adults as well. We should know that the jump is an element which is excluded from playing combinations. The height of the net is adapted to these specific circumstances. Players replace jumps with speed in moving in the field and along the net. We put stress also on the rationalization of the performance.

Step 6: Let's play "real" sitting volleyball

- adding rules (service, court, net, ...)
- trainer's task

- referee’s task
- all playing (1:1, 2:2, 3:3, 4:4, 5:5, 6:6, with varieties)
- philosophy of team play
- competing in team play
- competing playing elements (serving, holding the ball, bouncing the ball, ...)

When we reached stage six, we put our efforts into channeling previous experiences to play situations. An important step in learning sitting volleyball is knowing the playing strategies to defend the field and prepare the attacks. To play in groups which differ in number of players brings new experiences where level of adjustment and level of taking the initiative are important. Competing in sitting volleyball can make practising more interesting. We introduce rules in original form, with explanation of game and its influence.

Step 7: Video display and video analyses

- sitting volleyball video material
- individual video analyses
- team video analyses
- making own sitting volleyball video presentation

The video stage presents videos of different forms of volleyball such are sitting, standing and wheelchair volleyball. In the process we also include self-made videos. A higher level of sitting volleyball knowledge deepens also interest for what is going on in volleyball in general. Video displays enable us to see our own movements, reactions and behaviour during the game. Video information is valuable in the learning and teaching process, and also in reducing and eliminating errors. A video portrait of a player is excellent for motivation and promotion of volleyball for the disabled.

Step 8: Tournament play

- all play against all in different formations
- winners “sell” players, losers “buy” players
- mix around
- identification moment (what I can do?)

From now on we emphasise that knowledge transferred to real play situations. We organize the tournament, with a positive, relaxed atmosphere. Composition of teams should be challenging and allow each player to

be in different games in different teams. We could practice, that losing team “buys” players from winning team, and winners “sell” players. In this case we make balance throughout the tournament. This is also fun, but also a chance for each player to be in a winning and losing team. Mixed teams with boys and girls make a new situation which generally promotes cooperation. Each player could also ask himself what he learned so far and what he was able to do in the game.

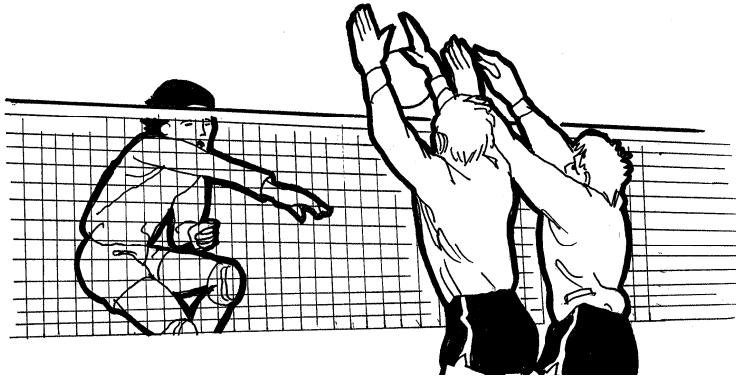
Step 9: Theoretical part

- sitting volleyball in schools, institutions, rehabilitation centres, sports clubs, ...
- sports and disability
- sports and adolescence
- women and sitting volleyball
- wheelchair and standing volleyball
- motives for playing
- acceptance by society of sports for the disabled and sitting volleyball
- leadership and personality
- supporting aids and teaching material

The last step is not directly connected with learning of elements of sitting volleyball and playing strategies, but emphasises some theoretical aspects of sitting volleyball including psychological and sociological aspects. Teachers and coaches could include those questions in the process of teaching sitting volleyball for the children. We added also elements of refereeing to allow participants to get the chance to experience the complexity of this role. For all involved in the teaching process it is important to know that having a good team in sitting volleyball does not mean simply putting together six players, but means working hard to create the team, also when the team consists of children.

With the first four steps we primarily wish to give the participants a positive, pleasant experience leading through play towards a “volleyball-like” game. The model helps the teachers and coaches to use their own experiences, ideas and imagination. This model and its structure offer numerous playing possibilities without the danger of staying on the same spot and forgetting to move forward to reach the goals of sitting volleyball.

2.11 Games



Games, at least the way adults perceive and play them, typically involve controlling and manipulating an object, very often a ball. Sitting volleyball as a team game involves six players per side and the object is to volley the ball over the net into the opponents' court using, according to the rules, any part of the body. Each team is allowed three contacts

with the ball to get it over the net. The major problems that arise when beginners attempt to perform sitting volleyball skills occur through difficulties to follow the flight of a fast moving ball, and mobility problems of covering the playing court. The basic techniques of sitting volleyball are relatively simple. The problem of speed reaction to a fast ball remains on early stages of practising. Beginners need to develop confidence in their movement abilities and enjoy playing.

The value of games:

- pressure is relieved
- element of competition
- continuity of lesson plan
- enjoyable way of learning
- increased confidence, feeling of security in playing familiar games
- different method of presentation
- immediate understanding of an activity
- assessment of individual skills
- general check of progress
- academic reinforcement
- opportunity for hidden objectives
- lesson on how to win and lose



Choosing suitable games:

Children: familiar, simple, repetitive games

Adolescents: challenging, adventure, take on responsibilities, learn by discovery, competitive

Adults: need to understand the aim of the game

The game is considered as suitable if we find it:

- provides maximum participation, giving all players many, high quality turns
- provides safe play
- focuses on skills and strategy
- meets the needs of players with different abilities / disabilities
- supports developmental principles
- encourages efficient and effective movement
- builds on skills, concepts, and strategies learned previously
- helps players to become better players
- enhances social and emotional status

Organisation of games:

- adhere to safety rules
- select the aims of the lesson
- everyone should be active, no one is out
- have equipment ready
- everyone has a chance to win sometimes

The leader must understand the aim of the game. Players should resist the temptation to concentrate on winning only. Leader should not give long explanations during the lessons and take into account the individual player's needs. When using music, it should be age appropriate and suitable for the mood of the activity.

Ideas on how to play games which enable children and youth to acquire experience in sitting volleyball through play:

Leg Volley

Equipment: balloons, strings

How to play:

1. Tie a balloon on the string around one leg.
2. Kick the balloon and move around in different directions.
3. Form groups and change sides, making new formations.

Note: Players try to keep the balloons in the air. Make situations more difficult by moving backwards, moving inside the corridor, sliding through a tunnel, etc.

Little Caterpillar

Equipment: balloons, beach balls

How to play:

1. Divide into groups of 5-7 children and ask them to sit on the floor one after another and form a little Caterpillar.
2. Each little Caterpillar moves around. Players can use any part of their body to touch the balloon and keep it in the air.
3. Little Caterpillar can use only upper part of the body to keep the balloon in the air.
4. Combine smaller Caterpillars into one large Caterpillar.

Note: Players should sit on the floor one after another at such distance that extended hands of the player reach the player in front of him. Make further restrictions on parts of the body that can be used. Replace balloons with beach balls.

Circle Volley

Equipment: beach balls, foam volley balls

How to play:

1. Players form a circle sitting on the floor and hold hands.
2. Children in the circle move closer into the centre and with their hands try to prevent the beach ball from touching the floor.
3. Stay in a circle while bouncing the ball and moving around.

Note: Change the size of the beach volley balls, change to foam volley balls. Make variations according to the number of players in the circle. Use more balls in the same time.

Sleeping Volley

Equipment: beach balls, foam volley balls, rope or volleyball net

How to play:

1. A volleyball net or rope is set up across the middle of the court.
2. The group is divided into two teams, one on either side of the net.
3. The game is played in the same way as “normal” sitting volleyball, but whenever the ball touches the floor one player on that side must lie down on his back and play in this “sleeping” position.
4. The game is over when an entire team is “asleep”.

Note: Practise the game in sitting and lying position. Adjust the height of the net or rope to the children, but it should remain at the same height throughout the game. When the ball touches the floor, use different ways to select a player to be put into the “sleeping” position.

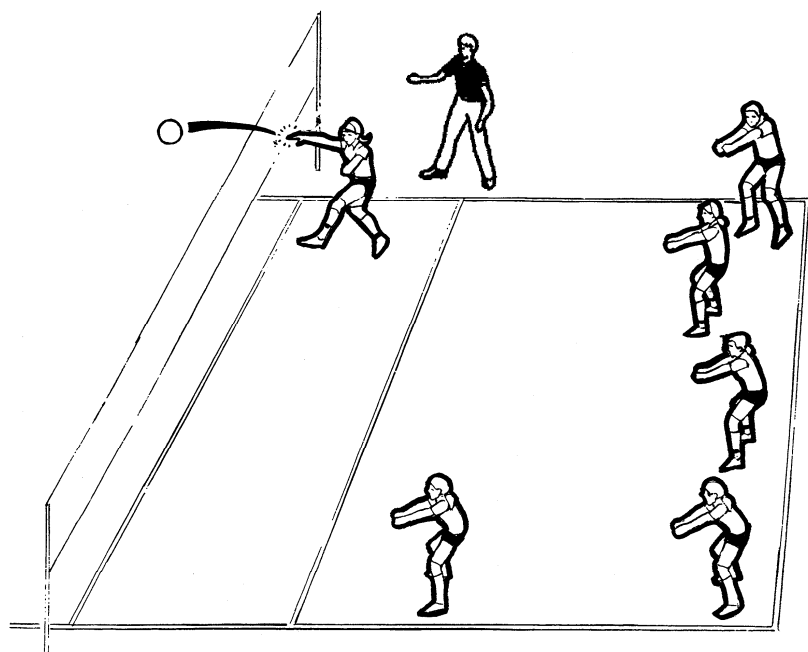
2.12 Fair play and Sportsmanship

Sportsmanship means showing consideration, respect, and courtesy to opponents and officials. Sports in general and also volleyball for the disabled provide great opportunities for the development of positive moral values. Players should learn to show a real concern for each other, to cooperate and share, to make honest decisions, and play by the rules. The development of sportsmanship depends a great deal on the quality of the leadership. If the teacher or coach stresses fair play and honesty, players are more likely to develop these values. In competitive sports we can witness situations where coaches encourage athletes to cheat and break the rules or turn a blind eye to improper behavior in order to win. Many times players have different perceptions of right and wrong according to their playing experiences, age, and intelligence. If our players are to learn sportsmanship, they must see examples of it, and this starts with teachers and coaches. Some guidelines for sportsmanship:

- encourage playing hard and fair but not deliberately breaking rules to gain an advantage,
- discourage players from making any negative comments to opponents before, during or after the game
- encourage players to thank officials
- encourage players to shake hands with opponents after the game
- discourage players from talking back to referees, officials and spectators

Although volleyball for the disabled includes a combination of competitive and cooperative behaviors, the major focus is competition. However, sitting or standing volleyball are not all competition. In the quest for excellence, team members have to work together to be successful. Individual skills are important, but they are of value only with a supporting team effort. We should clearly recognize that playing sports to win is fine, but only when it is done in a sportsmanlike manner. Sportsmanship and team work are recommended not only in sports arenas but are very much appreciated in daily life.

2.13 Refereeing aspects of sitting volleyball



Referees enforce the rules of the game as well as make sure players are participating within the spirit of the rules.

Players with a minimum disability as defined in the medical classification are eligible to play sitting volleyball in WOVD sanctioned competitions.

Players equipment:

Players are allowed to wear long pants (trousers) and worn bandages, however anything that may be dangerous to the player himself or to other players on court (bandages with sharp points) might be classified by the referees

as dangerous objects and therefore not permitted. Players are not allowed to sit on »thick« materials or to wear specially made »thick« shorts or pants. »Extra thick« shorts shall not be allowed by the referees.

Contact with the playing court:

At all times during the game, the player must contact the court with some part of the body between the buttocks and shoulders. An exception would be when a short loss of contact with the court is permitted when playing the ball, excluding the service, the block and the attack hit, when the ball is absolutely higher than the top of the net. To stand up, raise the body or take steps is forbidden by the rules.

Players' positions:

The positions of the players are determined and controlled according to the positions of their buttocks contacting the ground. The buttocks are the contact point of the players with the playing court when they are seated on the floor. This means that the hand(s) and / or leg(s) of the player may lie in the attack zone (back row player) or outside the service zone (server) or in the opponent's court (during the service hit).

Players' position at the moment of the service hit:

Each front row player must have at least a part of his or her buttocks closer to the centre line than the buttocks of the corresponding back row player. Each right (left) side player must have at least a part of his or her buttocks closer to the right (left) sideline than the buttocks of the centre player in that row.

Contact with the opponent's court:

To touch the opponent's court with a foot (feet) or leg(s) is permitted, provided that the player does not interfere with the opponent's play. To touch the opponent's court with a hand(s) is permitted, provided that some part of the penetrating hand(s) remains either in contact with or directly above the centre line. To contact the opponent's court with any other part of the body is forbidden by the rule.

Attack hit:

A player (either a front row or a back row) is not allowed to lift his or her buttocks from the floor when carrying out any type of attack hit. A back row player may complete an attack hit at any height from behind the front zone. The player's buttocks must neither have touched nor crossed over the attack line. A back row player may also complete an attack hit from the front zone, if at the moment of the contact the ball is not absolutely higher than the top of the net.

Block:

To block an opponent's service is permitted by the rules. When blocking, the players are not allowed to lift their buttocks from the floor.

Players or coaches should not make:

- vulgar remarks or gestures
- disruptive movements during the game from outside the court
- yelling and shouting at an opponent.

Referees may penalize a player or coach for unsportsmanlike behaviour with a yellow card or penalize a player or coach with red card by awarding the opponent a point or side out for continued inappropriate behaviour. A referee also has the right to disqualify the player or coach from the court for excessive misconduct.

2.14 Insight into the classification system in volleyball for the disabled**Sitting volleyball basic classification rules:**

The sitting volleyball classification system is a functional classification system applicable to locomotor disabilities regardless of diagnosis. In sitting volleyball there is only a classification on minimal disability. Minimal disability - amputation: upper limb: amputation of the first two fingers on two hands, amputation of seven or more fingers on two hands, amputation on one hand between the M. P. joint and the wrist, lower limb: amputation in Lisfranc joint on one foot, amputation in Chopart joint on one foot, les autres: upper limb: on one upper limb shortening of more than 33 %. The shortening must be real or functional in the distance between the acromion and the end of the longest finger as compared to the other limb. Muscle strength: motor paresis or total paralysis of upper limb. Joint mobility: displasia or luxation of the coxae, total endoprosthesis of knee or hip, very severe circulation defect of lower limb, psuedoarticulation of lower limb, instability forward / backward of 1.5 cm of the knee, luxation of humeroscapular joint. The disability must be proven by an X ray or medical report and delivered to the authorised volleyball classifiers before the start of the competition. Only two athletes with minimal disability per team are allowed to participate in the official sitting volleyball competition. Only one of these two athletes can be on the playing court at any time. Competitors with progressive locomotive disabilities e. g. multiple sclerosis, must be classified at the site of each sanctioned competition. Example of conditions not eligible for les autres: Downs syndrom or persons with severely reuces mental capacity, persons with heart, chest, abdominal, skin, ear and eye diseases without locomotor disability.

Standing volleyball basic classification rules:

Players can use prosthesis. A medical classification system ranks players' abilities into classes A ("minimal" disability), B ("medium" disability) and C ("severe" disability) and determined team composition on court with minimum of one player with class C and maximum of one player with class A. The present classification system supports the idea that athletes with different levels of disability could compete together as a team in top sports events. Most of the players who take part at the competitive level in standing volleyball are classified as amputee and les autres.

2.15 Lesson plan

Teaching is defined as aiming to bring about a more or less permanent change in someone's behaviour. A number of factors affects this process in the volleyball for the disabled environment. Two very complex factors such as a person with a disability and a major team game, volleyball results in endless combinations and variations of the mentioned activity.

Teacher or coach should focus on:

1. Giving support in teaching or training situations
2. Adapting activities to suit the needs of an individual player
3. Encouraging the players and giving feedback

The wheel of learning experience:

- player is unaware of the skill or stage of the skill
- player performs the skill with assistance
- player practises the skill
- player continues to practise until it become automatic
- teacher or coach checks the retention of the skill during the game
- player uses skill again unawares

Lesson plan should include following elements:

- duration of lesson
- number of players
- age group

- level of participants
- head coach or teacher and assistants
- equipment required
- aim of the lesson
- lesson phase
- group formation
- teaching point
- action and activities
- introduction
- warm up activities
- main theme
- cool down activities
- time for individual practice
- evaluation and notes for subsequent lessons: what went well, what went wrong, why ?, how can I improve my teaching or coaching

Values of competition:

- increased motivation and effort
- observe the rules
- learning to win and lose
- social aspect
- increased self discipline

Type of competition:

- with oneself: to improve time, distance, skills
- with others: small groups
- formal competitions: club, national, international

The reason for competitive formats is to provide equitable opportunities for teams and individuals to see where they stand compared to their peers over a given period of time. Many people who engage in competitive sports enjoy the thrill and unpredictable element of the game. Winning and losing are parts of life and should be kept in perspective.

Chapter 3

FOUNDATION COURSE PROGRAMME: PRACTICAL TOPICS

The teacher or coach should prepare a good instructional plan for practice. Players need to learn basic skills before moving on to more advanced ones. It is helpful to establish one specific objective for each practice. At practice teacher or coach should vary the order of the activities that players should perform. During the first training sessions the teacher or coach must teach the players what behaviours are expected. Besides teaching the training mechanics, they must develop and reinforce mental and emotional behaviours. Often good players are egocentric, selfish and resistive to authority. We wish that players come to practice with a positive and supportive attitude. A player's attitude is developed through following ways:

- player's own motivation
- teacher's or coach's expectation and application of specific tasks
- team behavioral pressure

Components of practical season:

- warm up
- practice previously taught skills
- teach and practice new skills
- practise under game like conditions
- cool down
- evaluation

When teachers or coaches plan the practical season with the beginners the following instructional goals should be kept in mind:

- individualised way of moving on the floor
- assume and recover to ready position
- serve the ball to specific areas, using underhand and uperhand serve
- forearm pass corectly to the setter's position
- correctly set to the hitter's position
- attack the ball to specific areas of the court
- hand position for the block

- proper technique for the attack
- basic knowledge of offensive and defensive strategies
- basic playing rules
- communication with the team mates

Organising and running practice is much more than listing drills in a logical order and having athletes run through these drills. For a successful session, the teacher or coach also needs to use his own personality, communication skills and knowledge about players.

3.1 Varieties of moving on the floor

To sit and play on the floor is basic to sitting volleyball. The height of the net follows the idea of sitting requirement. Moving on the floor could be practised through various activities like manoeuvring in different directions on the court, playing small games in sitting position, and orienting similar exercises. Sitting position is the key issue for any further development and progress in play. Players in sitting volleyball game use hands for moving around and if the nature of disability allows also their feet. Playing on the floor should follow the appropriate time for relaxation, which allows exposing parts of the body, especially palms of the hands and buttocks to rest. During practice moving on the floor, the type and level of disability of each player should be taken into account.

Players could practise moving on the floor by:

- moving forward
- moving backward
- moving in sideways
- moving straight
- moving diagonally
- moving zig – zag
- moving individually
- moving in pairs
- moving in small groups.

Efficient mobility in a sitting position depends very much on players' manual ability. Upper limb limitations therefore generate a negative effect on the movement skills. Athletes with lower limb disability are generally fully mobile, while double above knee amputee players are believed to be the fastest movers. Competitors in sitting volleyball do not use prostheses during the game.

3.2 Warming up activities and games

Players should be preparing their bodies for practical session in sitting volleyball. Warm up activities take up to 15 minutes, depending on training circumstances and players' abilities. These activities are usually:

- easy paced activities
- light moving activities
- passing the ball
- stretching
- tag games, etc.

This is sufficient for beginners to prepare their muscles, cardio-vascular and respiratory system to be ready for more vigorous activities and to prevent the injuries.

Tag games are simple and easy to use in warm up period of practical session. The purpose is to move, change directions, and dodge to tag someone or cause others to lose control of an object or avoid being tagged. The strategy for the beginners is based on skills which are familiar for them, and include:

- be ready to move in any direction
- stay balanced at all times
- use a variety of fakes when tagging or avoiding tags
- change directions
- change speeds
- control situation during the play
- avoid collisions

Every player should have an opportunity to enjoy the play and feel success. Variations and adaptations of the activities should be a permanent concern of the teacher or coach when practicing volleyball for the disabled.

3.3 Adaptations of volleyball skills

Teachers and coaches who include athletes with disabilities in volleyball for the disabled must be able to apply principles of adapting sports and games to each individual. Following is a suggested procedure for adapting volleyball for players with disability:

- select and analyse the volleyball game
- identify the problems the individual athlete will have in participating the game
- make adaptations
- select principles of adaptations that may apply to the specifics of sitting or standing volleyball

The physical limitations of athletes with physical disabilities are related to opportunity for participation in volleyball for the disabled, either in sitting or standing version of the game. The leader needs to understand the limitations of the players, facilities, equipment and time. The best practices are usually those that the teacher or coach creates. Remember, a teacher or coach must be flexible.

Adaptations in standing volleyball:

Adaptations are made according to the technical and tactical requests in the game and players' abilities. Service for example, is an element in which player with an upper limb amputation needs to adapt his service technique to a single arm situation. Attack formations, on the other hand, require from lower limb amputee player carefully planned and adapted techniques for both take off and landing phases. The coach also needs a creative approach to adapt numerous tactical solutions during the game, according to the medical classification ranks of his players. Proper adaptation means a big step towards maximizing the athlete's potential.

Adaptations in sitting volleyball:

Moving around the court with hands and playing the ball from a sitting position require some major adaptations. Therefore the playing field dimensions and the height of the net are significantly smaller and lower. The technical elements, such as serving, passing, setting, smashing, and blocking need to be practiced under personalised training programme to become useful in specific competitive circumstances. The coach should adapt offensive and defensive strategies carefully according to the players' fitness and disability level.

3.4 Volleyball technique

To play volleyball players need to be able to perform the following five elements:

- serve
- pass
- set
- smash (or spike, hit)
- block

Sitting and standing volleyball are both three touch volleyball which include:

- receive and pass
- set
- smash

After serving a player from the opposing team receives the serve and passes the ball to the passer, known as setter. He sets the ball up to smasher to complete the attack by approaching and smashing the ball to the opposing court (in sitting volleyball) or by approaching, jumping high and smashing (in standing volleyball). The defending team have to prevent such an action by blocking at the net or by recovering the ball. If successful, the team has its own three touch play.



3.5 Serving

Besides putting the ball in play, the serve is an effective way for a team to score points. The teacher or coach should pay attention to the following requirements of serving:

- the ball must be tossed into air and hit with any part of the hand
- the ball must not touch the antennae
- the ball must land in the court of the opposing team

The server may choose to serve underhand or overhand. Beginners generally learn the underhand serve first. The overhand serve requires

more coordination, timing and strength. Teachers and coaches should be aware that the sitting volleyball game requires from the players permanent sitting position which influences also the way how the player makes the serve.

Overhand serving fundamentals:

- find a balanced, stable body position
- the shelf hand holds the ball extended from the body at shoulder level in front of the hitting arm
- weight transfers forward as the shoulders and hips come through and the player prepares to contact the ball
- the heel of the hand should contact the ball with the arm fully extended and the wrist stiff, the hand should contact the ball at the 1 o'clock position
- the hitting arm should align with the hitting side leg



Drill example:

Name: targeting

Purpose:

to teach players how to control and direct their serves to the selected areas on the court

Organization:

players line up at the attacking line and targeting designated areas in the opposite side of the net. As players achieve their goal of hitting the target, they move to imaginative line one meter back and targeting again. If successful, the player moves back until he reaches the serving line where the drill ends. Targets vary in size while players develop.

Teaching or coaching point:

players should practice serving to the designated areas on the court. Practice focuses on short, deep line and cross targeting.

Variation:

Practice in sitting and standing position.

Error detection and correction for overhand serving:

The toss is usually the problem in the overhand serve. Players and especially beginners lose confidence when they cannot serve the ball into play.

Error:

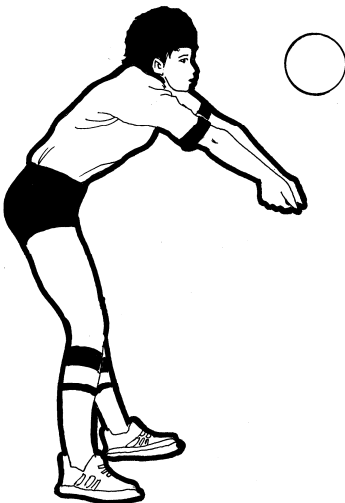
- the toss is inconsistent, which makes for an unreliable and uncontrolled serve.

Correction:

- check that the shelf hand is tossing the ball in front of the hitting shoulder
- have players practice tossing without hitting the ball. Concentrate on tossing the correct height
- look at the server's body and feet position
- the player should make the impact with the ball at the 1 o'clock position

There are two major adaptations of the rules concerning sitting volleyball: players are allowed to have the legs inside the court while serving but must sit behind the service line, and it is allowed by the WOVD rules to block the service.

3.6 Passing



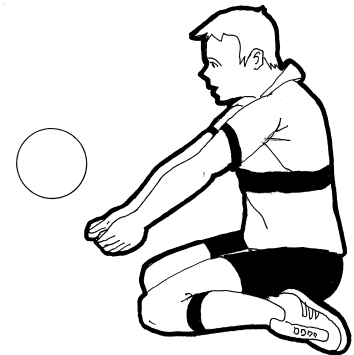
Passing can be made with either the forearm pass (dig) or the volley. The forearm pass (dig) is used when receiving the ball from the service or to play a ball that is too low to volley. The forearm pass (dig) takes place when two hands are closed and kept together, and contact with the ball is with the forearms which are turned facing upwards. The volley is played when the ball is above the head, which is the most common way of playing the ball. The volley is used to pass the ball, set up a smash, or to play the ball over the net. Contact with the ball is just above the forehead and is made with the fingers of both hands cupped around the ball. The palms of the hands do not touch the ball, full contact is by thumb and first two fingers. The other two fingers of each hand do make contact with the ball, but not full contact. Fingers should be relaxed and not tense. The volley is the most used skill in volleyball game.

Players must be able to pass a serve or dig a spike with the forearm pass. The forearm pass starts with a good ready position. Body position for forearm passing in sitting volleyball depends on disability and must be adapted to each individual player. Forearm passing requires from the player that head and shoulders are

slightly in front of the knees, and the arms are relaxed and extended in front of the body at a 45 degree angle.

Forearm passing fundamentals

- start in a balanced ready position with relaxed arms and extended away from the body at about 45 degrees
- join hands to form a flat forearm platform
- at contact, the arms follow through and direct the ball to the target



Drill example:

Name: Angle play

Purpose:

to teach players to pass at angles and use communication skills.

Organization:

players form multiangle formation. Player 1 tosses to player 2, who forearm passes to player 3. Player 3 catches the ball and tosses to player 1, who forearm passes to player 2, etc. Players attract other players' attention by saying ready, mine, pass, etc.

Coaching point:

Pay attention to the players hands position and ready to play position.

Variation:

Practice in sitting and standing position.

Error detection and correction for forearm passing

Players at early stage of playing often have problems with judging the speed and distance of a moving ball.

Error:

- a player misjudges balls and makes contact with the upper arms instead of the forearms

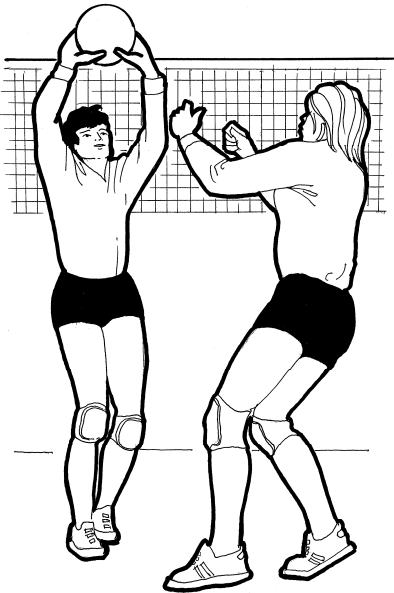
Correction:

- watch how the player contacts the ball
- emphasize moving the body to get into into a balanced position before contacting the ball
- the ball should contact the forearms between the elbow and the wrist on the flat platform
- a player can overcome misjudging the ball by titling the forearm platform to deflect the ball toward the target

- players need to establish a low position and extend the arms away from the body when contacting the ball

Players in sitting volleyball usually establish their own way to get into a ready position to play the forearm pass.

3.7 Setting



Setting is an action where a player transfers the ball for another player to make a smash (or spike). Setting is done close to the net. The ball must be set up at a height above the net for the smasher to make a powerful smash or put the ball over the block.

Setting fundamentals

- in the setting ready position the hands are cupped above the forehead, locating the ball
- contact the ball is in the middle of the forehead
- the pads of the fingers should contact the ball
- as contact is made, the setter extends the arms (in sitting volleyball) and legs up (in standing volleyball)



Getting players prepared to set a ball from the correct ready position is the first part of a successful set.

Drill example

Name: Parallel ball setting

Purpose:

To develop the setting skills to handle a free ball (first contact) and setting (second contact) situation.

Organization:

The server begins by tossing the ball over the net to the passer, who passes to the setter. Setter sets the ball parallel to the net, passer who moves close to the net to catch the set and then rolls the ball back to server.

Coaching point:

Encourage cooperation and dynamic actions with no playing of hard balls.

Variation:

Practice in sitting and standing position.

Error detection and correction for setting

For beginners use a softer and lighter ball to make them more confident and prevent finger injuries.

Error:

- players use improper hand position when setting, they make a hard contact

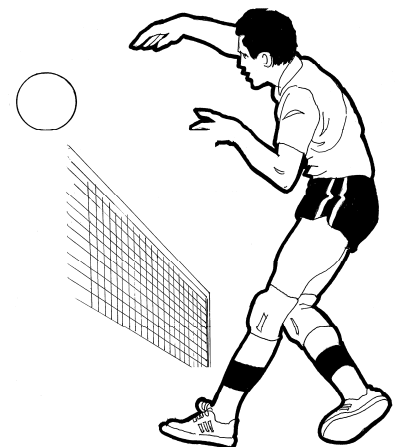
Correction:

- start teaching beginners with lighter balls
- review hand position fundamentals

Setting is the second part of three touch volleyball. The setter is directing the attack.

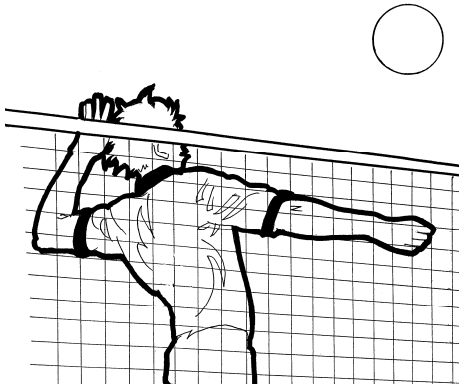
3.8 Smashing (Hitting)

The smash (or spike, hit) is the most dynamic of all volleyball skills. The approach to the net should be made at sufficient speed (sitting volleyball) and maximum height of the jump (standing volleyball). Take off is originally from both feet, in some situations in standing volleyball for the disabled adjustments are individualized. Arms swing forward and upwards providing maximum lift and balance in preparation for the smash. The ball is hit at the top of the reach and with an open hand. The wrist should be relaxed but not floppy. Timing is of crucial importance if we want to take a maximum from the smashing action. Smashers also use tactical balls, known as the dump and enrich their attacking repertoire. There are different ways to attack the ball: hard driven smash, off speed smash, standing smash and tip or tactical ball.



Smashing fundamentals

- the spiker must turn and move back several steps from the net
- ensure an explosive movement to hit the ball
- arms swing to ensure maximum efficiency, arm as a whip



- the arm should be firm and open
- hitting the top half of the ball with the palm
- contact the ball at the 1 to 2 o'clock position
- follow through sharply with the wrist snapping to direct the ball
- the arm should follow through and finish on the same side of the body
- players are not allowed to touch the net with any part of the body

Drill example

Name: attack the floor

Purpose:

To help players develop the proper arm swing and contact point for smashing

Organization:

Players with the balls toss to themselves and extend up to spike the ball down to the floor, then bounce up and off wall. When the ball bounces back, the player moves to catch the ball, and returns to retoss and hit again.

Coaching point:

Players concentrate on contacting the ball high, at the 1 o'clock position. Emphasis on arm movement.

Variation:

Practice in sitting and standing position.

Error detection and correction for smashing

Timing is crucial in attack action.

Errors:

- players jump or move too soon or too late
- players keep smashing the ball out of bounds
- players lack the control of their bodies

Corrections:

- players must contact the ball at the peak of the jump or the peak of ball position in sitting volleyball
- check the approach and timing of the players' action
- players need to watch the set that they can judge their approach to the ball and make smash
- control the arm swing of the players
- control the contact between ball and the palm when players smash the ball

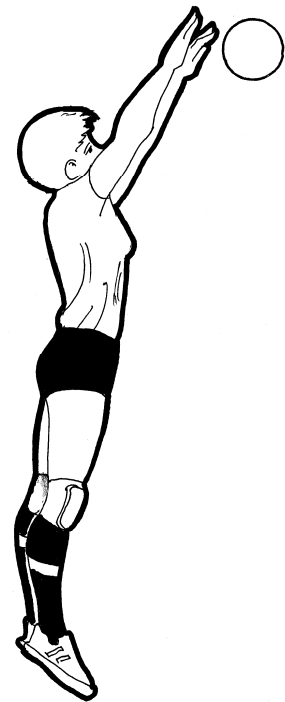
When players are able to smash the ball correctly they open the door to enjoyment and excitement in the game.

3.9 Blocking

Blocking is used to encounter the smash. Block is carried out by any or all of the front line players. Players try to block a smash with their hands. The four factors are important when making the block:

- positioning
- timing
- jump (speed reaction in sitting volleyball)
- aggression

The block should be made with open hands and fingers spread to cover as wide an area as possible and try to force the ball down into the opponents court. Good blocking involves the ability to read the offensive smasher's intentions. In sitting volleyball it is allowed by the rules to block the serve which has consequences in defence strategies.

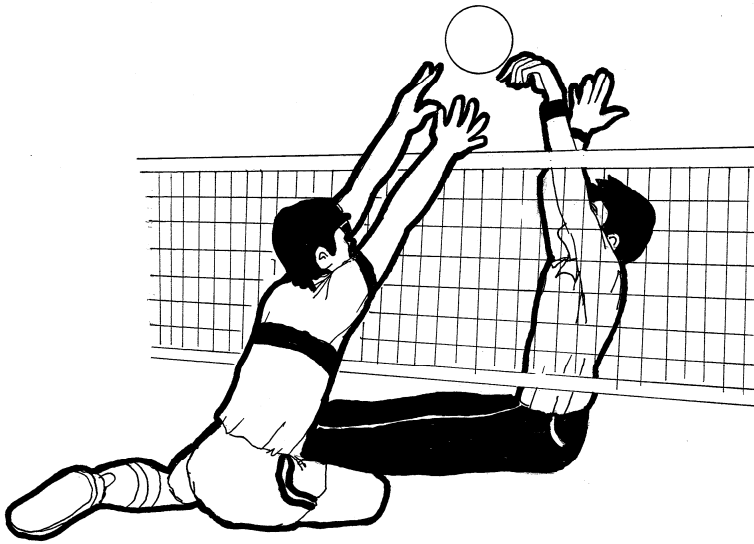


Blocking fundamentals

The ready position gets players aligned to set a good block.

- the blocker should face the net, hands are open and relaxed, held in front of the shoulders at head level
- the blocker watches the smasher and reacts to his attempt

- emphasize that blocker should stay out of the net
- player in block should be ready to move in any direction after blocking



Variation:

Practice in sitting and standing position.

Error detection and correction for blocking

Blocker's hand should be keeping firm and angled properly.

Errors:

- hands are not firm
- hard driven smashes are defecting off the blocker and out of bounds
- off speed smashes are deflected off the blocker and out of bounds

Correction:

- the blocker must keep the body parallel to the net
- extend the hands over the net if possible
- the blocker should turn the outside hand in towards the court, so the ball can rebound back into the opponent's court

Drill example

Name: The wall

Purpose:

to teach players what a hard driven spike feels like when blocking

Organization:

Players in sitting volleyball situation get their hands above the net, the coach smashes the ball at the outstretched blocker's hands. Player gets a point for blocking the ball.

Coaching point:

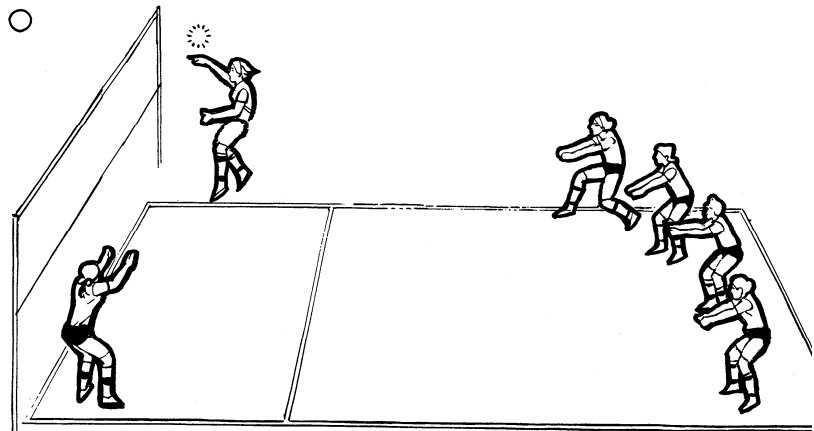
As player develops the skill, increase the speed of attacks.

- the blocker should keep the hands firm and strong
- take care of the angle of the hands for rebounding the ball

In blocking each player can have an effective role as a blocker, although the taller have an advantage while shorter players could be effective using their speed in the court.

3.10 Team offense and team defense

Progression in drills allows players to develop their team decision making skills in competitive situations. Players learn team concepts first in a challenging practice environment. The coach creates a team spirit through teaching players the tactics of volleyball, emphasizes the importance of the group as whole, teaches the fundamental volleyball skills, and makes everyone feel a part of the team.



Team offense:

Team offense cannot start until the team plays successful defense. After the team has received a serve or volley from the opponent, the team is on the offensive. Defensive transition is a very important skill in enabling the offense to develop. In the volleyball game the attacker faces situations where he/she needs to confront the situation with:

- offensive alignments with no blockers
- offensive alignment with one blocker
- offensive alignments with two or three blockers

Offensive team practices should incorporate the following elements:

- agility
- judgement in moving to the ball
- correct positioning under the ball
- understanding court positions
- understand players' responsibilities
- respecting the rules
- cooperation with the team mates

A common error in team offense is that players stand around and do not communicate when a ball comes between them and then blame each other for not playing the ball.

Team defense:

Without good team defence as digging and blocking coverage, the team will not be able to execute an offensive action. Defensive team alignments depend on the type of attack which could vary from aggressive hits to tips. The coach is the one who decides the team's strategy which is based on players' ability and opponents team capacity.

Players could have problems and make errors when they are frustrated in trying to defend a strong attack and find no solution to stop the opponent's offense.

How quickly and balanced the team can move between defense and offense is a transition situation which determines on what level the team masters the situation in the game. The quicker a team can recover from an opponent's attack and control the ball, the quicker it can set up its offensive attack.

3.11 Evaluation

Evaluation involves the systematic collection of data for several purposes. Evaluation could provide information:

- about activities

- about outcomes that reveal what the activities are actually doing and affecting the programme design
- in assisting the decision making
- in assessing the overall need for the programme
- in determining weak points of the programme
- in determining how the players feel about the programme
- in determining strong points of the programme

The most important reason to evaluate the training programme is to improve the programme design. Evaluation is useful when it is based on quality information. As much as possible evaluation should include the views and opinions of the participants. The evaluator needs to respect the confidentiality and information privacy which is protected by law.

Sample evaluation:

- name of programme: sitting volleyball foundation course
- programme leader: instructor
- respondent: participant

Please respond to the following statements by indicating your agreement or disagreement:
(marks: strongly agree - 5, agree - 4, don't know - 3, don't agree - 2, strongly disagree - 1)

- the goals and objectives of the sitting volleyball course are clear
- the course duration of 4 days is just right
- combination of theoretical and practical sessions are well balanced
- teaching material helps to better understand the course material
- suitable written policies and procedures guide the operations of the programme
- orientation is provided to all programme participants
- instructor – participant communication is friendly and supportive
- the location and technical equipment for clinic programme is appropriate
- the clinic programme promotes interaction among participants
- the clinic programme uses appropriately qualified personnel
- the programme's content reflects the goals of the programme

- clinic activities are age appropriate
- clinic programme requires some study preparation before the clinic starts
- course knowledge will help me to improve my work in sitting volleyball
- programme activities motivate me to be more active
- there was adequate variety from session to session

my suggestions:

- what are my strengths in volleyball for the disabled:

Praise and encouragement are two ways we can all feel good about the team. Find different ways to say "very good". As players, team captains, teachers, coaches or instructors, we should use this encouragement, especially when working with the young players and beginners.

- superb
- good for you
- you did that very well
- terrific
- you are doing fine
- you are really improving
- outstanding
- good work
- incredible
- tremendous
- perfect
- nice going
- wonderful
- wow
- you are learning fast
- congratulations
- exactly right
- excellent
- that's great

- way to go
- really nice
- that's the way to do it
- keep it up
- good thinking
- that's better
- that's right
- fantastic
- fine
- you remembered
- nothing can stop you now, ...

This teaching and coaching volleyball for the disabled handbook has introduced to you a fundamental and refreshing approach to volleyball for beginners. The presenting materials are relatively simple and readily taught for volleyball for the disabled clinic participants and others who show interest for sitting or standing volleyball.

Chapter 4

REFERENCES AND RESOURCES

4.1 Selected references

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Other teaching materials:

Video:

De Haan, J. (1986). *Sitting Volleyball*.

DVD:

Urnaut, A., Vute, R. (2007). Volleyball for the Disabled: Teaching Material for Coaching Courses.

4.2 Useful addresses

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WOVD – World Organisation Volleyball for Disabled

<http://www.wovd.info>

IPC – International Paralympic Committee

<http://www.paralympic.org>

FIVB – Federation Internationale de Volleyball

<http://www.fivb.org>

4.3 WOVD accredited training courses

Foundation course: 4 days

Foundation course: 4 days (30 teaching units)

Number of units for theory: 15 units

Number of units for practical work: 15 units

Duration of teaching unit: 45 minutes

Certificate: participants receive WOVD certificate for full participation only

Advanced course – Teaching: 4 days

Teaching Volleyball for the disabled at integrated schools, special institutions and universities

Advanced course – Coaching: 4 days

Coaching volleyball for the disabled at the club or national team level. How to prepare plans and programmes, how to devise and adapt activities to meet the needs of players, how to train new instructors.

Lecturer's Course: 4 days

For experienced instructors who want to teach the theoretical side of volleyball for the disabled. All 4 days courses may be split to facilitate running courses at weekends.

Demonstration Programme (One Day Training)

Demonstration programme: 1 day; Number of units for theory: 4 units; Number of units for practical work: 4 units; Duration of teaching unit: 45 minutes

Schools, institutions, universities and others establishments often request an introduction and demonstration of the sitting or standing volleyball game. To this end the demonstration programme was prepared. Its duration is approximately six hours in total comprised of theory and practice. The demonstration programme is based on the foundation course topics and gives participants a sampling only of the volleyball for the disabled approach.

Certificates:

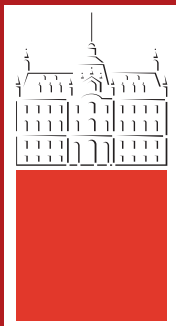
Course participants receive a WOVD certificate of attendance.

WOVD Instructors:

A senior instructor has the overall leadership position and responsibility for the planning, delivery and evaluation of educational programmes. In general, the following essential skills and knowledge are required of a senior instructor:

detailed theoretical and practical knowledge of all aspects of volleyball for the disabled; knowledge of disability specifics and adaptation needs of athletes involved in volleyball; method training for teaching volleyball for the disabled; ability to apply techniques used to influence motivation in sport and exercise; knowledge of functions of the body system of an athlete with disabilities during sport performance; understanding the psychology of group dynamics and team sports; ability to conduct a sport science or exercise based research projects; understanding key issues in research methods for sport and exercise; ability to provide feedback on performance to an athlete or team; ability to plan activity programmes for individuals and teams; knowledge of different ages, gender and disabilities and their effect on exercise and sporting performance; ability to plan and conduct an exercise session for a specific group; efficient communication, team work and public relations skills and efficient and effective organisational and time management skills.

Therefore, a senior instructor should have a background in sports as a player, coach or teacher for the disabled and volleyball at a national or international level; experience in conducting courses, clinics, seminars, lectures on a national or international level and a minimum of ten years experience in playing, coaching or teaching on a national or international level.



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ISBN 978-961-253-085-8



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