



Australian Government

SISSCO304 Customise coaching for athletes with specific needs

Release: 1

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Modification History

The release details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Release	Comments
1	Replaces but is not equivalent to SISSCGP306A Customise coaching for special needs groups. Competency outcome changed. Unit re-categorised from Coaching General Principles to Sport Coaching to better reflect the intent of the unit. Inclusive practices are now included in SISSCO303 Plan and deliver coaching programs and the focus of this unit is now on the additional skills and knowledge required to work with individual athletes with particular needs.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to customise coaching practices for athletes with specific needs.

Application of the Unit

This unit applies to those operating as a coach from regional, to international level working with athletes with particular needs such as those from culturally linguistic and diverse backgrounds, elite juniors or mature aged athletes. This also covers athletes with a disability.

Licensing/Regulatory Information

Each National Sporting Organisation (NSO) has specific training and assessment requirements for industry accreditation of coaches. These requirements will vary between different sports and those developing training and assessment for this unit should undertake consultation with the relevant NSO or State Sporting Organisation (SSO) to determine any specific arrangements for courses, trainers and assessors to facilitate RPL for individuals to achieve the required registration status to operate as a coach in that sport.

Pre-Requisites

SISSCO303 Plan and deliver coaching programs

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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|---|--|
| <ol style="list-style-type: none"> 1. Consult with athletes to determine specific needs. | <ol style="list-style-type: none"> 1.1 Identify individual athlete <i>needs</i> according to <i>relevant legislation</i> and <i>organisational policies and procedures</i>. 1.2 Take into consideration cultural and personal factors when consulting or interacting with athletes. 1.3 Liaise with family where appropriate and other relevant <i>support personnel</i> to confirm requirements of individual <i>athletes with specific needs</i>. 1.4 Exercise discretion and confidentiality appropriately, outlining and explaining to athlete boundaries of confidentiality as required. 1.5 Identify barriers and <i>factors</i> that may affect the acquisition of required skills of athletes with specific needs. 1.6 Identify and confirm <i>activity specific modifications</i> as required. 1.7 Assess athlete <i>functional ability</i> and readiness to acquire and perform the activity-specific skills. |
| <ol style="list-style-type: none"> 2. Plan coaching to meet specific needs. | <ol style="list-style-type: none"> 2.1 Assess current teaching methods and <i>coaching or instructional styles</i> to determine suitability for athletes with specific needs. 2.2 Select and or adapt teaching methods and coaching or instructional styles to match athlete specific needs and readiness to acquire and perform the activity specific skill or skills. 2.3 Identify and access additional <i>resources</i> required to develop and perform the activity-specific skill or skills. 2.4 Adapt resources as appropriate for athletes with specific needs according to organisational policies and procedures. 2.5 Assess and plan for levels of support or care required by athletes with specific needs where appropriate. |
| <ol style="list-style-type: none"> 3. Deliver customised coaching. | <ol style="list-style-type: none"> 3.1 Develop rapport with and provide empathy and assistance to the athlete who is faced with specific needs or special circumstances. 3.2 Adapt <i>communication techniques</i> to deliver relevant information and demonstrations to teach or develop specific skills. 3.3 Conduct drills, activities and games to teach or develop skills of athletes with specific needs. 3.4 Emphasise and <i>monitor</i> participation in mainstream teams or |

- groups while adjusting or refining skills on an individualised basis.
- 3.5 Implement safety and medical considerations of athlete specific needs as appropriate.
 - 3.6 Monitor the **teaching method** and **coaching or instructing style** in relation to athletes with specific needs and make adjustments when required.
 - 3.7 Encourage athletes to voice queries and or fears and address these appropriately.
 - 3.8 Define and apply boundaries of the coach and athlete relationship.
 - 3.9 Provide **feedback** to **athlete** and other **support personnel** according to **best practice principles of the sport or activity**.
4. Evaluate coaching session.
- 4.1 Seek and acknowledge feedback from athletes and support personnel.
 - 4.2 Develop evaluation criteria and analyse all relevant components of the session against criteria.
 - 4.3 Identify areas where coaching could be improved to better meet requirements of athletes with specific needs and ways of obtaining this improvement.
 - 4.4 Document and implement **modifications** to **teaching methods**, coaching styles and activities in response to results of **evaluation**.
 - 4.5 Review own performance and identify potential improvements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - build rapport with athletes with specific needs
 - liaise with support personnel
 - deliver coaching sessions to athletes with specific needs
 - seek feedback on coaching sessions
- problem-solving skills to:
 - adapt teaching methods and coaching styles to include athletes with specific needs
 - evaluate sessions and make modifications to improve outcomes for athletes with specific needs
- planning and organising to resource and plan coaching sessions according to the needs, abilities and risk factors of athletes with specific needs including adapting equipment as required
- self-management skills to review and reflect on own work.

Required knowledge

- relevant legislation and organisational policies and procedures to enable safe, non-discriminatory and inclusive coaching practices for athletes with specific needs
- relevant activity or sport-specific knowledge to enable effective planning for the development of relevant skills
- assistive devices or equipment for athletes with specific needs to enable customisation of coaching
- principles of inclusive learning and participation to enable athletes with specific needs to access and make decisions regarding their participation in mainstream coaching sessions and competitions
- factors that may affect the ability of athletes with specific needs to acquire relevant skills to enable these to be addressed in the planning and delivery of coaching sessions
- teaching methods and coaching styles to facilitate the development of relevant skills for athletes with specific needs
- competition options, rules and requirements for athletes with specific needs
- classification systems to enable equitable competition among athletes with similar functional ability or medical conditions where appropriate.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- apply inclusive and non-discriminatory coaching practices and adapt coaching styles and resources to encourage athlete participation and interaction using communication strategies appropriate to the specific needs of the athletes
- conduct and monitor coaching sessions for athletes with specific needs that take into consideration the readiness of the athlete to develop the required skills and other factors and review and adapt the teaching of a skill in response to feedback
- evaluate and reflect on own work performance to identify ways in which coaching outcomes can be improved.

Context of and specific resources for assessment

Assessment must ensure:

- demonstration of the resourcing and delivery of multiple coaching sessions to athletes with specific needs relevant to the individual's current or intended work role of sufficient duration to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- an environment or facility appropriate to the activity specific coaching session
- athletes with specific needs relevant to the individual's current or intended work situation
- equipment and resources required for the delivery of the coaching session including venues, support staff, equipment and materials
- documentation such as relevant legislation and organisational policies and procedures.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of interaction with a range of athletes with specific needs and support personnel, including collecting information about athlete's needs, delivering and adapting coaching sessions and seeking feedback
- oral or written questioning to assess knowledge of factors

that may affect the ability of athletes with specific needs to acquire relevant skills

- third-party reports from a supervisor detailing appropriate work performed by the individual.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSCO409 Work collaboratively with support personnel
- Sport specific technical units.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Needs may include:

- medical considerations
- safety considerations
- levels of support and care
- physical considerations
- cultural considerations
- social considerations.

Relevant legislation may include:

- work health and safety
- child protection
- anti discrimination
- privacy
- duty of care.

Organisational policies and procedures may include:

- resource allocation
- space allocation
- work health and safety
- storage and use of information
- best practice principles for the sport:
 - the sport or activity's Coach or Instructor Code of Behaviour policy
 - the Australian Sports Commission (ASC) Coach Code of Ethics policy
 - national activity organisation regulations and guidelines
 - the culture of the sport or activity
 - sport specific policies related to athletes with specific needs
 - sport-specific or medically based classification systems.

Support personnel may include:

- classifiers
- disability specific
- sport administrators
- team managers
- gear stewards
- other coaches
- competition managers
- facility managers

- fitness professionals
- officials
- sports physician
- sports trainer
- sports doctor
- parent or guardian
- physiotherapist
- accredited exercise physiologist
- sports scientist
- remedial massage therapist
- accredited practising dietician
- psychologist.

Athletes with specific needs may include:

- mature aged
- pregnant
- menopausal
- elite juniors
- culturally and linguistically diverse
- Aboriginal and Torres Strait Islanders
- intellectual impairment
- physical disability
- sensory impairment
- mental illness.

Factors may include:

- level of ability
- impact of disability
- ageing processes
- range of movement
- safety factors
- recovery techniques
- social characteristics
- participation versus competitive motivations
- previous experience and understanding
- cognitive factors
- cultural values
- religious beliefs
- communication strategies
- level of literacy and numeracy.

Activity specific modifications may include:

- reduced court dimensions
- rule modifications
- equipment modifications
- clothing or uniform
- introduction of zones
- scoring modifications.

- Functional ability** may include:
- sight
 - hearing
 - movement
 - memory
 - balance
 - interpretation of instructions
 - interpretation of demonstrations.
- Coaching or instructional styles** may include:
- informal when appropriate
 - mentoring
 - whole, part, whole approaches
 - shaping approaches
 - modelling approaches
 - command and response approaches
 - directive approaches through specific set tasks
 - reciprocal or peer tutoring approaches
 - feedback and refinement approaches
 - guided discovery approaches
 - experiential or problem solving approaches.
- Resources** may include:
- equipment
 - materials
 - indoor or outdoor facilities
 - assistive devices.
- Communication techniques** may include:
- verbal
 - visual
 - tactile.
- Monitor** may include:
- questioning and discussion
 - observations
 - cross referencing with session or program objectives
 - ongoing functional assessments of skill performance, physical performance and athlete wellbeing
 - consultation with other personnel or specialists.
- Feedback** may include:
- verbal
 - written
 - video recording of session
 - critical questioning and review of personal performance
 - self-reflection or diary.
- Modifications** may include:
- communication style
 - coaching style
 - coaching approach
 - duration or type of activities.

Unit Sector(s)

Sport

Competency Field

Sport Coaching