



TOPSOCCER BUDDY MANUAL

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WHAT IS A BUDDY

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

THE ROLE OF A BUDDY

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

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

Continuously monitors the player

- Fatigue
- Water Breaks
- Melt-downs

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

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

Role of Buddies and Coaches

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

PLAYERS

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

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

SAFETY

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

LANGUAGE

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

Individuals with disabilities are **not**:

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

Words are powerful

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

Assisting Players with Vision Impairments

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

Assisting players with Walkers/Wheelchairs

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

TYPICAL BEHAVIOR RESPONSES

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

HOW TO DEAL WITH IT

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

DEALING WITH SPECIFIC BEHAVIORS

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

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

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

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

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

Seizures or Medical Emergency: Get Coach or other Staff member

HOW PLAYERS LEARN

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

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

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

Visualizing: By seeing him/herself performing the skill

Imitating: By attempting to perform the skill observed

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

MOTIVATING PLAYERS

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

WHAT PLAYERS WANT FROM BUDDIES

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

COMMON DISABILITIES/BEHAVIORS COGNITIVE DISABILITIES/CHARACTERISTICS

Attention deficit Hyperactivity Disorder ADHD

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

Autism

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

Behavior Disorders

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

Learning Disabilities

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

Intellectual Disability and Down Syndrome

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

PHYSICAL DISABILITIES/CHARACTERISTICS

Cerebral Palsy

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

Cystic Fibrosis (CF)

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

Hearing Impairments

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

Mobility and Orthopedic Disabilities

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

Multiple Sclerosis (MS)

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

Muscular Dystrophy (MD)

- General muscle weakness
- Possible joint deformities

Seizure Disorder / epilepsy

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

Visual Impairment

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

EXPECTATIONS

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

I have read the Buddy manual.

I understand what is expected of me.

I understand that I will have a Learning Session with a Staff member or Coach if there are any issues with my behavior. After one Learning Session, if the behavior is not changed, I understand that I may be asked to leave the program.

PRINT BUDDY NAME

BUDDY SIGNATURE

Permission to be photographed-TUSC/TOPSoccer requests permission from parents or guardians for players and buddies younger than 18 years. These photos could be either team photos given out to players, buddies, coaches, & volunteers or action shots during games. Photos might also be used for publicity in local papers to advertise future sessions or sent to thank sponsors for their support of the program.

_____ Yes- I give permission No-I do not give permission
Parent/Step Parent/Guardian signature