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INCLUSION AND DISABILITIES IN AND THROUGH SPORT

Best Practice #5 - Spain

EsM – Instituto España se Mueve

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Pickleball

Key words. Please insert 3 to 5 key words that best describe the best practice

1. TO KNOW PICKLEBALL
 2. TO TRAIN the professionals and then the sportsmen and sportswomen.
 3. TO PARTICIPATE in days, tournaments, Opens, Open Doors etc.
- INCLUSION**
4. DISSEMINATE the sport
 5. CREATE the 1st Pickleball Inclusive Intergenerational School.

1. Type of Disability

Please describe the type of disability that this practice is focused on. If there is an official definition of the disability in European or National documents please provide it.

The sport is presented to people (athletes) with physical disabilities and intellectual disabilities giving priority to athletes who already have experience in the world of the racket or paddle.

IDD: These are all types of disabilities that occur in time when you develop. That is, before the age of 22.

Some of these disabilities are intellectual disability itself and autism spectrum disorders. We also call them ASD - cerebral palsy.

These types of disabilities need similar supports to those needed by people with intellectual disabilities.

A physical disability is a disability that occurs when a part of the body is missing or has very little left, which prevents the person from functioning in the conventional way.

2. Organization & Reference

If applicable: Official data of organization, school, club etc. (name, address, email). Please give references such as internet source, homepage etc.

Fundación Alas Madrid y Asociación española de Pickleball
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In charge of the sport inclusive department in Pickleball Spain and director of the intergenerational school created by the Alas Madrid Foundation (a centre with the Community of Madrid), in collaboration with the Madrid City Council.

3. Formal/Informal

Please state if the setting refers to formal or informal education (sport clubs etc.).

Unformal but The School is created by the Alas Madrid Foundation (a centre with the Community of Madrid), in collaboration with the Madrid City Council.

4. Practice summary

Describe what and how was done (regulations of the sport/game/competition/physical activity), please state the specific context of the practice and the sport(s)/game/competition involved.

Key questions:

- What do we want to achieve?
- Why do we support, spread, teach and practice this sport?
- Where do we come from and what is our project?

- Where are we heading?
- What to do when we meet a person with a disability who wants to play pickleball?

Objectives and contents:

To get to know Pickleball, characteristics and possible implementation.

To achieve this objective, two weekend sessions were held in the sports facilities of Bustarviejo for 20 PDI.

The participants were introduced to the sport and the following conclusions were drawn:

- a. In less than 5 minutes the athletes were already hitting the ball with the paddle.
- b. The sport was adapted to the abilities of the athletes and they were able to play it at their level.
- c. It had a high level of motivation and low frustration.
- d. It becomes a lure for the people who play it.

- To train professionals in the sports area.
- The sports coaches take the Pickleball Instructor Course given by the Spanish Pickleball Association, obtaining the necessary qualifications and knowledge to be able to teach it.
- Set up the Wings Madrid Pickleball team.
- The first pickleball team is created in which only PDI trained in the facilities of the CDM. Moratalaz.
- To make the Pickleball team known outside the Foundation.
- The team attends all the open days organised by both the Spanish Pickleball Association and the Madrid Pickleball Association and the team starts to play a good role.
- Check the viability to compete.
- Inclusive pairs are formed, athlete with instructor, to participate in competition by attending pickleball association tournaments.
- Consolidation of the inclusive competition pair.

- Collecting the results of all the events in which they participate, it is decided that the pair that has obtained the best scores will launch themselves professionally into the world of competition, starting their training at the Pickleball School of the CDM Elipa, with Daniel Hernándo, one of the highest authorities on pickleball in Spain, as their coach.
- Spreading Pickleball in a social and inclusive way: Participation in national and international competitions.
- In 2018 the couple formed by a woman with Down syndrome (Carmen López Abete and a 56-year-old woman compete in the International Open of Amstedam and get the bronze medal in their level.
- In September of the same year, they participate in the Spanish Open in Spain and in the following years until the pandemic, they make this sport known in an inclusive way in other countries such as Germany and Italy.
- Creation of the "Inclusive Intergenerational School".
- The results obtained are known by public entities such as the Madrid City Council, Community of Madrid, etc., and they start to recognise and support pickleball as an inclusive sport.
- The elaboration and presentation of an inclusive project leads to the creation of the first municipal inclusive pickleball school in Madrid.



5. Variations implemented

Please state any kind of useful variations (e.g., concerning settings, age of participants, types of disabilities and adaptations to other sports) of the practice.

The Intergenerational and Inclusive Pickleball School is the only school that promotes that the age and ability of the participants is not an impediment to participate. With this we do not want to say that everyone can practice pickleball, but we want to demonstrate, and we have demonstrated that everyone who can and wants to do sport has a place in this school. At the moment the school runs two days a week in the morning and afternoon. There are 54 places available, all of which have been filled and there is a waiting list.

6. People involved

Please state organizations and people involved, provide types of disabilities participated in this specific good/best practice. If applicable, be concrete about the different roles of the people involved.

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7. National guidelines adopted

Please refer to the national guidelines that are met through the practice. Give basic legislation frameworks that can help teachers understand their legal-driven responsibilities towards their students.

The programme that we have developed up to the implementation and operation is fully based on these rights. We have already mentioned that for pickleball to be practised, it must be based on the accessibility of the participants in an integral way.

We would also like to add a point that we would like to emphasise: Quality of Life.

Quality of Life is made up of several dimensions:

- a. Interpersonal Relationships
- b. Emotional Well-being
- c. Personal Development
- d. Justice, Rights
- e. Social Inclusion
- f. Self-Determination
- g. Material Well-being
- h. Health and Physical Well-being

If we look at these dimensions, we realize that through this sport, which is easy, fun, accessible, with low frustration, etc., we are providing the participants with these dimensions to improve their sporting and therefore social life.

The Intergenerational Inclusive Pickleball School is the result of setting up a whole project of INCLUSION in all its dimensions and making real through this sport that people, regardless of their condition, can play, have fun and compete all together and without exclusion.

8. Implications for teachers/practitioners etc.

Please write any useful implications (what teachers/coaches/physical educators should take into account: safety considerations, equipment needed, support needed) that the practice might have. This may include focal points of the types of disabilities included and how these points were addressed, in terms of the participation in sports.

The training of the professionals who teach Pickleball is fundamental at a technical, pedagogical and methodological level. That is why certain aspects must be taken into account:

People with disabilities have some difficulties to function in their daily life:

1. Difficulty in the development of their social and intellectual skills, which is why we professionals will try to explain the technical and tactical aspects of the proposed exercises using simple language and explanations that are not childish and accessible to each of their abilities. It is essential that we check that the person understands what we are asking them to do. To do this we can ask them to verbalise or show what we are asking for.
2. Difficulty in relating to others. It is important that the person carries out the sessions or exercises with different partners or teams.
3. Difficulty in language. We must be patient and not answer for the person we are asking or finish the sentences for them. Give time to respond both verbally and physically in all the actions to be carried out.
4. Difficulty in learning, understanding and communication. The progression of the exercises must be in accordance with the learning capacity in order to allow time for the internalisation of all types of content. Constant communication without giving too much information.
5. Hearing difficulty that can lead to apathy and isolation. We will always give explanations in front of the person, preventing them from losing their field of vision with us when we move.

For all these reasons, it is essential to make the environments accessible and therefore provide the necessary support. Athletes with physical

disabilities must have mobility that allows them to move around or a good use of the wheelchair adapted for the sport.

In the rules there are two adaptations for athletes in wheelchairs:

- Before hitting the ball, it can bounce twice.
- The back wheels of the chair are considered to be the player's feet and the front wheels can therefore be in the ZNV zone.

The programming of the sessions or training sessions will be adapted to the people we are working with. The technical exercises with small progressions and with different materials for a better adaptation of the objective we want to achieve.

For example:

- In the warm-ups we will focus on the work of the upper body for athletes in wheelchairs.
- In a dinking exercise where what we want to achieve is that the athlete hits the ball so that it bounces in the non-volley zone or kitchen.

1- Athlete in the non-volley zone (ZNV) near the net, the coach throws the ball over the net with the hand so that the ball is hit effectively with the paddle.

2- Do the same, each time taking more and more steps backwards until you reach the kitchen line.

3- Do the same by throwing the ball with the paddle.

4- Do the same with a ball that bounces higher.

5- Same with a ball that bounces lower.

6- Idem with continuous hitting of the paddle between teammates.

So with all strokes, forehand, backhand, serve, volley, etc., displacements, heights, etc.

Athletes in wheelchairs will work very specifically on changes of direction when moving around, avoiding stopping the chair as this causes a greater effort to get moving and reduces the effectiveness of the shots.

The Inclusive Intergenerational School uses all the necessary resources, both material (bats, balls, cones, tracks, hoops, etc.) and social (support monitors, information, transfers, tournaments, conferences, etc.), so that the whole environment related to Pickleball is accessible and therefore inclusive. It is a priority to give people the possibility to participate.

9. Innovative resources, materials, methods etc. used

Please refer to the resources, materials, methods etc. have been employed. Strategies for creating an inclusive environment, prioritizing accommodations for students with disabilities, forming/refining accessible facilities, equipment, and assistive technology. Please include techniques for adapting sports activities to meet the needs of students with disabilities, such as modified rules, specialized equipment and assistive devices.

We have made two essential adaptations:

Scoring: This is the biggest difficulty for IDPs to learn in this sport and therefore to know what is happening in the match.

Three numbers are sung, for example: 3-2-1. The first number sung corresponds to the number of points scored by the team that scores 3. The next number sung corresponds to the number of points scored by the opposing team 2.

The third number that is sung corresponds to the number of the player you are currently playing, which can be 1 or 2, in this case 1.

- -For this purpose, we have created an accessible scoreboard on which you can see the score and sing it without any difficulty. Currently the scoreboard also has an electronic form and an app for Android.



The rules: For a better understanding of the main rules of the sport, the Accessibility Team of Alas Madrid, through the Easy Reading group, has elaborated an easy-to-understand set of rules

The adaptation that is currently being worked on is to give people with intellectual disabilities the possibility to bounce the ball twice before it is hit.

10. Communication and collaboration strategies

If applicable, describe strategies for collaborating with other educators, parents, and students to ensure that everyone is working together to create an inclusive environment.

In order to involve all the people sympathetic to the environment of Alas Madrid Foundation (families, friends, sympathisers, etc.), we organise pickleball days in which we explain everything about pickleball and the INCLUSION project we wanted to develop so that IDPs could participate like any other player.

We also work with different entities such as FEMADDI in which the sport is presented to IDPs so that they get to know it, try it and know that there is a new sport to incorporate into their leisure time.

We participate in tournaments organised by the AMPB and other entities. We have been interviewed on radio and TV, demonstrating through videos the functioning and the degree of motivation that exists in the school.

We give talks and organise activities with schools, institutes, institutions and associations. Most of the time, students from the Inclusive Intergenerational School take part in these activities.

11. Evaluation and/or reflection methods

If applicable, state how teachers planned to know, to what extent basic goals were met. That is, give any kind of evaluation practices, self-reflection methods, forms of data collection, post-event documentations and follow-ups. Also, report any positive feedback and reinforcement given to students with and without disabilities to encourage and motivate them to continue participating in sports.

The most important method for monitoring the evolution of the school's athletes is observation and checking their growth through their participation in different events.

A monitoring form is also used for each participant:

NIVELES DE ADAPTACIÓN COMPETICIÓN	NIVEL 1	NIVEL 2	NIVEL 3
SAQUE CON O SIN BOTE	X	X	
DOS BOTES DE LA BOLA ANTES DE GOLPEARLA	X	X	
COCINA SE PUEDE PISAR EN EL SEGUNDO GOLPE CONTÍNUO	X		
NO PUNTUAR PAREJA SIN DISCAPACIDAD	X		
PUNTUAR SIEMPRE A SU IGUAL		X	
PARTIDOS SIEMPRE CON ÁRBITRO		X	X

COMPETICIONES ADAPTADAS	NIVEL 1	NIVEL 2	NIVEL 3
SAQUE CON BOTE AL CUADRO DERECHO E IZQUIERDO	X		
SAQUE CON BOTE AL ARO DERECHO E IZQUIERDO (3 POSICIONES)		X	
IDEM SAQUE SIN BOTE		X	
IDEM SAQUE SIN BOTE AL ARO (3 POSICIONES)			X
GOLPE DERECHA	X		
GOLPE DERECHA AL ARO (VARIAS POSICIONES)		X	
GOLPE DE DERECHA EN CARRERA			X
GOLPE DE DERECHA EN CARRERA (VARIAS POSICIONES)			X
GOLPE DE REVÉS	X		
GOLPE DE REVÉS AL ARO (VARIAS POSICIONES)		X	
GOLPE DE REVÉS EN CARRERA			X
GOLPE DE REVÉS EN CARRERA (VARIAS POSICIONES)			X
TERCER GOLPE		X	X
TERCER GOLPE (VARIAS POSICIONES)		X	X
GOLPE REMATE	X		
GOLPE REMATE (VARIAS POSICIONES)		X	X
GOLPEO GLOBO	X		
GOLPEO GLOBO (VARIAS POSICIONES)		X	X
VOLEA DE DERECHA		X	
VOLEA DERECHA (VARIAS POSICIONES)			X
VOLEA DERECHA EN CARRERA			X
VOLEA REVÉS		X	
VOLEA REVÉS (VARIAS POSICIONES)			X
VOLEA REVÉS CARRERA			X
CONOCIMIENTO DEL MATERIAL	X		
MONTAJE DE RED		X	X
EJERCICIOS DE CALENTAMIENTO		X	X
ESTIRAMIENTOS		X	X
CANTAR EL TANTEO CON MARCADOR		X	X
CONOCIMIENTO DEL TANTEO CON MARCADOR			X

In the annual programme, the objectives to be achieved are defined and the sessions are drawn up for each term of the school. The coordinator and the rest of the monitors meet every week to discuss which objectives are being met or to rectify any of them if it is shown that they are not working in the session.

12. Training pathway for teachers for integrating this good practice

Please provide 5 to 15 practical tips to teachers of sports for implementing the proposed good practice. Ensure that tips: 1. refer both to formal and informal settings 2. contribute to the awareness of educators for the needs

of students with disabilities 3. Take into account the environmental/architectural and attitudinal barriers (such as inaccessible sport spaces, equipment needed, support provided), 4. provide individualized adaptations 5. Provide social and emotional support by encouraging social interaction and peer support 6. Provide positive reinforcement to motivate them to continue participating in sports and to develop their skills and abilities.

Through the Spanish Pickleball Association, the Pickleball Monitor Course is given and one of the contents of the syllabus is Pickleball as an Inclusive Sport.

The development of the content is carried out both in a theoretical and practical way.

We believe that this course provides the necessary tools for future monitors to have the possibility of working with a diversity of people and, fundamentally, that at a social level they can contribute a grain of sand at an inclusive level through a sport that allows this to become a reality.