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# Goalball

*Long-Term Athlete Development Model*

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## **Goalball Long-Term Athlete Development Model**

### *Acknowledgements*

The Canadian Blind Sports Association gratefully acknowledges the work of the following contributors to this document:

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This document prepared by Paul Jurbala **communityactive**

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## Foreword:

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The Canadian Blind Sports Association (CBSA) has created this Goalball Long-Term Athlete Development model to be a blueprint for all stakeholders. We have done this with the support of our funding partner, Sport Canada, as part of a national initiative in which every sport in Canada has developed a similar model. The implementation of Long-Term Athlete Development is a milestone for Goalball, Canadian Blind Sports, and for sport in Canada. For the first time every sport organization is building its plans around a common framework that aligns the sport system, integrates health and education with sport and physical activity. Canada's Goalball and sport experts developed this document with the assistance of the LTAD Leadership Team, and drawing on the experience and best practices of other sports.



This is a guide for coaches, athletes, parents and sport leaders to help individuals with a visual impairment or who are blind develop in the sport of Goalball. It uses a new framework for optimal human development through sport and physical activity: Canadian Sport for Life. The Canadian Blind Sports Association recognizes Canadian Sport for Life and its Long-Term Athlete Development (LTAD) model as a cornerstone for building participation and competition in Canada, for athletes of all abilities. LTAD provides a progressive pathway for athletes to optimize their development according to recognized stages and processes in human physical, mental, emotional, and cognitive maturation.

This guide uses the LTAD model as a basis for meeting the particular needs of individuals with a visual impairment. It can be used alongside the growing number of sport LTAD Guides, as well as the LTAD publication *No Accidental Champions 2<sup>nd</sup> Edition*. Athletes / Participants who fall within the legally blind range are usually described as totally blind or visually impaired (have low vision). For the purpose of this document, the words blind or visually impaired will be used as all-encompassing terms for legal blindness.

People with typical vision get about 75% of their sensory information through sight. Without that information, individuals who are blind or visually impaired find it harder to develop fundamental movement skills and physical literacy. Research shows that without these basic skills individuals are less likely to participate and remain in sport and lifelong physical activity. Sufficient physical activity in the early years opens the door to a variety of activities later on- a key to living a healthy active life. According to the Canadian Paralympic Committee, fewer than 3% of Canadians with physical disabilities regularly participate in organized sport compared to 31% for Canadians without disabilities. Participation among those living with a visual disability is believed to be even lower at approximately 1%. As a result, many individuals who are visually impaired are missing out on the benefits of sport: improved socialization and confidence, better fitness and health, and a full, rewarding life.





Beyond basic sport participation, athletes who are blind or visually impaired aspire to excellence. Goalball is “the” blind sport, created specifically for participants who are blind or visually impaired. It is played internationally at world championship and Paralympic Games levels, and Canadian Goalball players have a proud record, including Women's gold medals at the 2000 and 2004 Paralympics, 2006 World Goalball Championships, and 2011 IBSA World Games, and Men's bronze at the 2011 IBSA World Games.

This document outlines the Goalball LTAD Model. It is our expectation that the successful implementation of the Goalball LTAD model will lead to better and more skillful players, and a thriving sport supported by quality coaches, officials and volunteers at all levels in Canada.



## What is Long-Term Athlete Development?

### What is the best way for an athlete to develop?

Long-Term Athlete Development answers that question. LTAD is a new wave in athlete development, based on the integration of sport science research with experience in working with athletes and coaches to develop a comprehensive set of development principles. LTAD takes the concept of periodization (the integration of competition, training, recovery, nutrition, and other elements of preparation to create a long-term training plan) to the next level, by integrating preparation over an entire career or lifetime, and considering the holistic development of the individual as well as his/her development as an athlete. Today, every Canadian sport organization is using LTAD as the basis for their long-term planning. More information can be found in the document "Canadian Sport for Life", as well as other LTAD resource papers published by the Canadian Sport Centres and available at [www.canadiansportforlife.ca](http://www.canadiansportforlife.ca).



While an athlete can enter sport at any age, a key LTAD premise is that participants will not only be more successful in sport, but healthier throughout life if they **develop physical literacy at a young age** – a wide range of skills that include movement, balance, throwing, catching, hitting, etc. The development of sound physical literacy skills, followed by on-going learning and training introduced during "windows of sensitive trainability" keyed to developmental ages and stages, is necessary for any athlete to reach his or her full potential. Missing a step, or introducing the "5 S's" (stamina, strength, speed, skill and suppleness) too early or late, restricts the athlete's potential and makes reaching the highest levels of performance more difficult. However, by understanding the 10 Key Factors of LTAD, coaches can help athletes of any age participate and achieve their aspirations more effectively.

## The 10 Key Factors of LTAD

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Ten key factors influencing optimal athlete development have been identified:

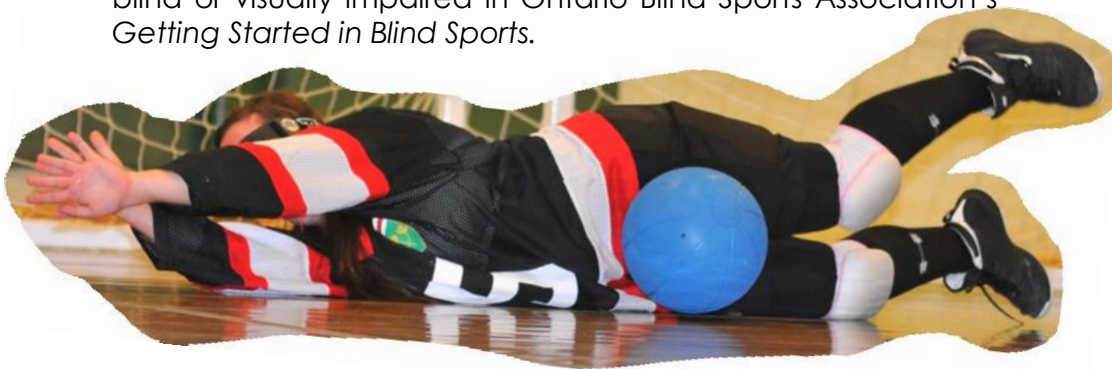
1. **The FUNdamentals:** Basic physical literacy is the foundation for later athletic success. All athletes, regardless of their sport, are more likely to succeed if early in life they developed a wide range of movement, balance and object control skills.
2. **Specialization:** Broad-based skills and abilities must be developed first. Premature specialization may contribute to reduced skill development, overuse injuries, early burnout and early retirement from sport and physical activity.
3. **Developmental Age:** Young athletes may be early, average, or late maturers in a range of physical, mental, cognitive and emotional qualities. It is essential to base athletic training on developmental age, not on chronological age. All too often, early maturers are identified for special attention and development, while it is the late maturers who may have the greater potential to become top athletes. It is also important to recognize that the early physical maturer may not be mentally or emotionally prepared for the challenges they appear ready to take on.
4. **Trainability:** Trainability is the responsiveness of individuals to training at different stages of growth and maturation. Windows of optimal trainability for the "S's" of Stamina, Strength, Speed, Skill and Suppleness occur at different times- for example, stamina and strength trainability is linked to developmental age, while speed, skill and suppleness (flexibility) are linked to chronological age.



5. **Physical, Cognitive, Mental and Emotional Development:** A holistic approach to athlete development, considering all of these factors, is required for the best results. In addition to the five "S's" of physical development, five additional "S's" including Structure/stature (body type and growth), pSychology, Sustenance (adequate nutrition, hydration and rest), Schooling (and stress), and Sociocultural factors must be considered. At any stage, over-emphasis on physical training and winning may not equip the athlete for the all challenges of high performance or for life outside sport. Developing the whole athlete, including character, ethics, and so on, should be the objective of every program.
6. **Periodization:** Periodization is the organization of a training program by manipulating modality, volume, intensity shows that in optimal, LTAD-based conditions, this time may be reduced but there are no short cuts. Excellence takes time and dedicated effort over a period of years.
7. **System Alignment and Integration:** The best results can only be achieved when all organizations and individuals involved in sport are working together in an integrated, coordinated way to support athlete development and success. Coaches, other sport leaders, facilities, organizations and competitions must work together to create an environment that supports athlete development. The LTAD model must become the focus of all leaders and organizations.
8. **Continuous Improvement:** Sport is continuously evolving. Our plans and our organizations must continuously adapt to innovations, research and changes in the sport environment. New research and practical experience will constantly enrich our understanding and approach to LTAD.

## Stages of LTAD

The LTAD model divides athlete development into a series of stages. Within each stage, appropriate development is essential. Only by following age-appropriate activities and building a foundation in each stage for the next can athletes make optimal progress toward their goals. For athletes with a disability two more stages are added to the model used for mainstream sport: Awareness and First Contact. These emphasize the need to make access to sport known to people with a disability, and then to ensure that the sport environment and first exposure are positive and welcoming. Basic information about LTAD for athletes with a disability can be found in the LTAD publication *No Accidental Champions 2<sup>nd</sup> Edition*, and more specific information for athletes who are blind or visually impaired in Ontario Blind Sports Association's *Getting Started in Blind Sports*.



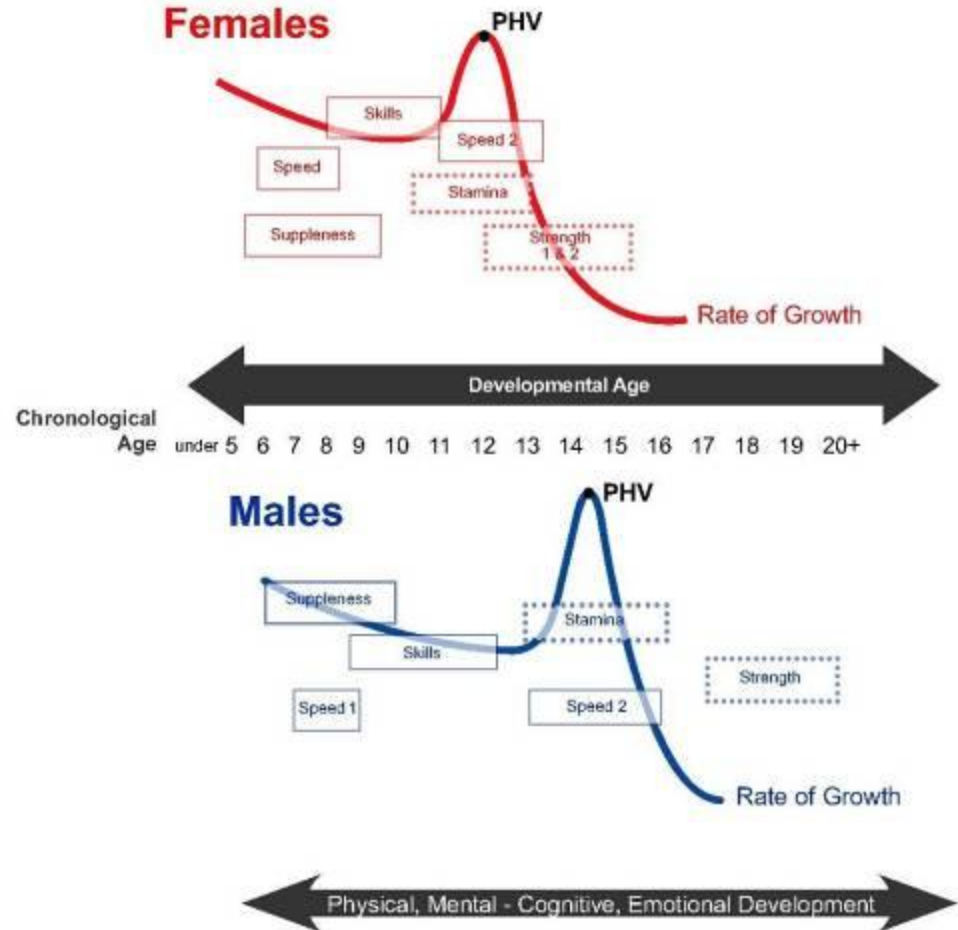
The stages of Goalball's LTAD model are shown here:



## Sensitive Periods of Development

In Goalball, some participants begin at later ages, and come to the sport with a foundation of physical literacy and fitness developed in other activities. Others may have had limited opportunities to develop those skills and abilities. No matter what their age, they must progress developmentally from Learn to Train to Train to Win stages to become high performance athletes. For those who choose to participate but not pursue high performance, the Active for Life stage is open at any age after basic skills are developed.

The developmental stages are sensitive for young athletes. Peak Height Velocity (PHV), the maximum rate of growth during the adolescent growth spurt, is the key marker event for sensitive periods of development for some of the physical "S's" of stamina, strength, speed, skill and suppleness. It is essential that the introduction of training of these S's is based on developmental age, not chronological age. Development occurs at different times for different young athletes. If the periods are missed, it may be more difficult to develop to full potential.





This underlines the importance of youth recruitment, age-appropriate programs, and optimal coaching and competition calendars in Blind Sports in general. Coaches, especially, must have the expertise to identify the athlete's stage and the programs and systems that will allow the athlete to train and compete appropriately to his or her potential. **However, even if windows are missed, all systems are always trainable.**

## The “10 S’s”

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Holistic athlete development depends on a balanced approach to training, competition and recovery that lays a solid foundation for each successive stage. Reference has already been made to the original five “S’s” of physical development: Stamina (endurance), Strength, Speed, Skill and Suppleness (flexibility). The optimal development of these skills cannot occur without attention to five more “S’s”: Structure/stature (body type and growth), pSychology, Sustenance (adequate nutrition and rest), Schooling (or Stress), and Sociocultural factors.

- **Structure/stature:** The tracking of stature (growth) as a guide to developmental age allows planning to address the *sensitive periods* of physical (endurance, strength, speed and flexibility) and skill development. Diagnostics to identify strength and weaknesses is critical to factor “structure” properly into training plans.
- **Psychology:** Ultimately, the planning, implementing, and refining of mental strategies for high-level competition will have a large impact on podium performances. Consequently, the mental training program is critical at all stages of LTAD, as dealing with success and failure will help determine whether the athlete continues in the sport and physical activity in general.
- **Sustenance:** Sustenance recognizes a broad range of components with the central theme of replenishing the body, including nutrition, hydration, rest, sleep, and regeneration, all of which need to be applied differently to training (life) plans depending on the stage of LTAD. Underlying sustenance is the need for optimal recovery management: the athlete moves to a 24/7 model which places a high degree of importance on the individual's activities away from the field of play. To achieve proper sustenance and recovery, the coach and/or parent must monitor recovery through the identification of fatigue.

- **Schooling (or Stress):** When designing training programs for young athletes, the demands of school must be considered. This is not only limited to the demands placed by school sports or physical education classes but includes integrating school academic loads, duties, timing of exams and other stresses. For mature athletes, a similar approach must be taken to work. When possible, training camps and competition tours should complement, not conflict, with the timing of major academic or work events. Overstress (the stress of life events over and above sport training) should be monitored carefully. When athletes participate in more than one competitive sport, communication between coaches responsible for delivering the training and competition programs is essential. Parents should work together with coaches to ensure a coordinated approach.
- **Sociocultural:** Socialization through sport participation can involve broadening of perspective, including ethnicity awareness and national diversity. Within the travel schedule, recovery can include education related to the competition location, including history, geography, architecture, cuisine, literature, music, and visual arts. Proper planning can allow sport to offer much more than simply commuting between hotel room and field of play.

Sport socialization also must address sport subculture to ensure positive societal values and norms will be internalized via sport participation. Coaches and parents must guard against group dynamics that create a culture of abuse or bullying. Ethics training should be integrated into training and competition plans at all stages of LTAD. Overall, sociocultural activity does not interfere with competition activities: It is a positive contribution to the development of the person and the athlete.



## **Building the Goalball Player – Stage by Stage**

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Every athlete follows a pathway from taking his or her first steps as an infant to lifelong activity as an adult. In between, most Canadians experience sport and a few pursue excellence as a high performance athlete. This section gives a brief overview of that journey.

### **Physical Literacy- The Vital Foundation**

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Physical literacy means having the full set of fundamental movement skills and fundamental sport skills to support full, confident participation in sport, physical activity and daily life. One definition of physical literacy includes the ability to “move with poise, economy and confidence in a wide variety of physically challenging situations” and to “be perceptive in ‘reading’ all aspects of the physical environment” (Higgs, 2010). Physical literacy is just as important as reading literacy and numeracy in living a full life.



Individuals who are blind or visually impaired are not always given the support they need to become physically literate. Vision provides a great incentive to move, explore, and imitate. Without vision, an individual needs more encouragement to develop movement skills. Without support to build strong fundamental movement skills, tense, defensive movement patterns may form, which are a natural response to a fear of falling or hitting objects. However, when these patterns "harden" it is more difficult to break them down and develop fluent, confident movements. Parents, teachers and instructors need to support individuals who are blind or visually impaired to develop physical literacy from the earliest months of life. However, it's never too late: gains can always be made, and individuals who are blind or visually impaired can develop better physical literacy at any time.

The development of physical literacy involves experimenting with a wide variety of movements like walking, running, jumping, throwing, kicking, moving rhythmically and balancing, in the four basic environments: on the ground, in the air, in water, and on snow and ice. This builds the fundamental movement skills. Then, through basic participation in games and sport, these skills are transferred to new situations involving specific skills, rules and objectives, and cooperative and competitive play. Research has proven that young people with strong physical literacy skills are more likely to remain in sport and physical activity, and to have higher fitness and lower obesity rates. Participating in many sports is a great way to develop this competence and confidence: many top athletes who are blind or visually impaired played a number of sports on their way to success.

Children and youth who are blind or visually impaired need physical literacy. The first and most important goal for every individual who is blind or visually impaired is "get active!" Physical activity from the earliest ages, engaging all senses, in multiple activities across all four basic environments, helps to create the foundation of physical literacy essential for development. By guiding, speaking directions, giving tactile information, using music and rhythm, increasing contrast to assist individuals with low vision, and supporting participation in many activities, individuals who are blind or visually impaired can be supported to build fundamental movement skills in all four environments. An excellent guide is the BC Blind Sports publication, [Encouraging Physical Activity for Preschoolers with Visual Impairment: A Resource for Parents.](#)

## ***Discovery: Awareness and Welcome (First Contact)***

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We continue to work toward a system in which children who are visually impaired or blind have equitable opportunities and support to enable participation. At present, development of physical literacy and the opportunity to participate in sport may be delayed. That's why special efforts to increase awareness of sport benefits and opportunities are needed, and why welcoming individuals who are visually impaired or blind into physical activity programs is so important.

For athletes with a disability there are two important LTAD stages called *Awareness* and *First Contact*. These stages help individuals with a visual impairment become aware of the many sport opportunities open to them, and help sport organizations and coaches better understand the needs of individuals who are blind or visually impaired. "Awareness" means making a special effort to introduce the participant to all the exciting opportunities available in sport. Many blind sports organizations offer awareness programs.

The Welcome or "First Contact" stage has two goals: demonstrating to the athlete that he/she is welcome and has opportunities in sport, and assessing the athlete and guiding him/her to an appropriate starting point. The initial determination of the entry point is critical. Two key factors are the nature and degree of the impairment, and the time in life when the individual acquired the impairment. An individual with high function or who acquired the impairment after many years of previous athletic preparation may enter the LTAD pathway close to the same point as an able-bodied participant. An individual with lower function, limited or no athletic preparation, and without basic physical literacy, which might be the case with congenital impairment, will enter the LTAD pathway in an earlier stage. Chronological age is much less important in deciding where to place the athlete than is impairment type and degree of prior physical activity experience. Coaches play the key role in assessing and placing the athlete into sport development programs.

## **Entering Organized Sport: Learning to Train**

With the assistance of a coach and in context of an adapted program, the person who is blind or visually impaired takes the first steps to become an athlete. In the Learn to Train stage participants first take part in organized sport, including progressive training and competition. Often this occurs in community sport and school sport programs.



In the Learn to Train stage, the focus is on learning sport skills and adapting to a training program. Athletes should continue the multi-lateral development that started in the Active Start and FUNdamentals stages. Participation in multiple sport and fitness activities, and in multiple positions or disciplines within sports, improves skill learning and development while building a solid base for the future. Skill development is the main objective: in Goalball this means small-sided games (1 v 1, 2 v 2), emphasis on basic throwing, passing, blocking and body movement in the game environment, and understanding the basics of Goalball rules and tactics. With the entry into organized sport programs the athlete is usually “classified” in this stage, although in Goalball, athletes with different degrees of vision (or vision impairment) can play together. In Goalball athletes wear eyeshades as the game focuses on the use of hearing to track the ball.

## Functional Ability and Classification

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To compete in sport on a fair basis, athletes with a disability go through a process called “classification”. A disability may have been present from birth, called “Congenital Impairment” and some happen as a result of injury or illness later in life, called “Acquired Impairment”. As the athlete who is blind or visually impaired enters competitive sport in the Learn to Train stage, he/she will be classified.

The classification system groups individuals based on level of functional impairment. The 1st letter is the functional impairment group and the 2nd digit indicates severity of the impairment, with “1” being the most severely disabled. In Blind Sports:

**B1**

Visual acuity poorer than LogMAR 2.60

**B2**

Visual acuity ranging from LogMAR 1.50 to 2.60 (inclusive)

*and/or*

Visual field constricted to a diameter of less than 10 degrees

**B3**

Visual acuity ranging from LogMAR 1.40 to 1 (inclusive)

*and/or*

Visual field constricted to a diameter of less than 40 degrees

Trained personnel perform assessment tests to classify athletes. For national and international competition, Canadian Blind Sports Association or International Blind Sports Association classifiers perform classification. Provincial/Territorial Blind Sports Associations can help guide a new athlete through the classification process.

## Toward Excellence: Train to Train to Train to Win

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Reaching high performance, perhaps competing in an international event like the Paralympic Games, is a multi-year challenge. Athletes who are blind or visually impaired competing at the World Championship and Paralympic level are as dedicated and highly trained as the best able-bodied athletes. Unless the athlete has acquired impairment while already a high-performance athlete, it usually takes from 5 to 7 or more years of intensive training and competition to reach the Train to Win stage. To succeed, athletes need top coaches, an optimal competition program with opportunities to compete against competitors of similar ability, and a solid infrastructure including classifiers, sport science support, and access to high-level equipment and facilities. The Canadian Blind Sports Association along with Provincial and Territorial Blind Sports Associations lead in organization and development of the sport system for athletes who are blind or visually impaired.

In the Train to Train stage, athletes continue to develop game and tactical skills, while the focus shifts to building strength, speed and stamina. There is an increase in the volume and intensity of training so it is critical to also attend to rest, recovery, nutrition, and balancing sport with other life events. The intentional use of competition to support development, rather than winning as an end in itself, is vital in this stage.

In the Train to Compete stage, the focus is on refining and perfecting movement and tactical skills and maximizing competitive experience at National and entry International levels. The Train to Compete Goalball player is specialized in a position, at or near peak physical condition and has advanced game skills. The aim is to perfect competition skills in high-level events, likely as a Provincial/Territorial Team or National Development Team player. A challenge is finding enough quality competitions, and for the athlete, this means adapting to a lifestyle that involves frequent travel and living away from home for extended periods while also maintaining a state of high performance fitness.



In the Train to Win stage the focus is on perfecting the complete package and achieving success in International competition including major Games, such as the Paralympics. The Train to Win athlete is perfecting both on-court and life skills to support the quest for excellence. This may entail a reduction in training volumes and competition frequency compared to the previous stage, if this will put the athlete in optimal performance condition. The challenges for the athlete include maintaining a high degree of preparation, rapid recovery from fatigue and injuries, and maintaining sport-life balance. Mental preparation and competitive focus, as well as building and relying upon a support network, are key in the Train to Win stage.



## Goalball LTAD – Foundation Stages

This section presents key developmental factors for participants who are visually impaired. Each heading provides answers to questions about how to support development in each LTAD stage. *What is the participant like? What are the most important abilities to develop at this time? How can we modify the activities to best support participants who are blind or visually impaired? What is the right kind of sport and competition at this stage?* Note that the rate of development in some athletes who are blind or visually impaired may vary significantly both physically and cognitively, so both chronological age and years of sport experience are shown. In this guide the stages are divided: the first section shows the generic foundational stages with specific support for those who are blind/VI, from Active Start to Learn to Train, plus Active for Life; the next section shows the “excellence” stages from Train to Train through Train to Win.

	ACTIVE START Age 0-6 or 0 – 3 years of physical activity	FUNDAMENTALS Age 6 – 9 or 3 - 6 years of physical activity	LEARN TO TRAIN Age 9-11F/12M 0 – 3 years in sport	ACTIVE FOR LIFE any age after adolescence
<b>Profile of Participant</b>  <i>What is the participant like?</i>	<ul style="list-style-type: none"> <li>• May be a child age 0 to 6 years old, or an older child catching up on basic movement development.</li> <li>• Full of curiosity and always moving. Brain connections are being made and the body is growing rapidly.</li> <li>• Short attention span and needs lots of variety and frequent breaks.</li> <li>• Social play develops gradually. Loves to imitate and play with parents.</li> <li>• Limited ability to grasp concepts like sport rules but lots of imagination to create own games.</li> </ul>	<ul style="list-style-type: none"> <li>• An active middle child or an older child catching up on physical literacy.</li> <li>• From age 6 to 9, child learns to participate in group activities. He/she expects to be directed by parents, teachers or coaches and loves to follow, but can quickly become frustrated or lose interest.</li> <li>• He/she likes to show off skills and be the center of attention. Participation in sport can be a source of pride as long as success is praised and reinforced.</li> </ul>	<ul style="list-style-type: none"> <li>• Entering organized sport for first time.</li> <li>• Participant may be any age, but if age 9-12 windows of trainability are important: skill, speed.</li> <li>• Having or making friends in sport is very important.</li> <li>• May be apprehensive, curious to “see how he/she does”...needs encouragement and reinforcement through success.</li> <li>• Participant may not be interested in competition. Focus on adaptation to sport, building on successful First Contact.</li> </ul>	<ul style="list-style-type: none"> <li>• Well-adapted and confident about sport participation.</li> <li>• Enjoys many sports.</li> <li>• Participant may be any age after adolescence (basic physical literacy is developed).</li> <li>• Sport participation is important to physical and emotional well-being and is a central part of social life.</li> </ul>
	<ul style="list-style-type: none"> <li>• Daily activity: minimum 30 minutes/day for toddlers</li> </ul>	<ul style="list-style-type: none"> <li>• Daily activity: unstructured play daily plus at least 30</li> </ul>	<ul style="list-style-type: none"> <li>• Adapt to sport training routines.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain regular physical activity and</li> </ul>

	ACTIVE START Age 0-6 or 0 – 3 years of physical activity	FUNDAMENTALS Age 6 – 9 or 3 - 6 years of physical activity	LEARN TO TRAIN Age 9-11F/12M 0 – 3 years in sport	ACTIVE FOR LIFE any age after adolescence
<p><b>Overall Stage Objectives</b></p> <p><i>What are the most important abilities to develop?</i></p>	<p>and 60 minutes/day for preschoolers.</p> <ul style="list-style-type: none"> <li>• FUN activities on land, in water and air, and sliding on snow/ice.</li> <li>• Encourage agile movement, catching and throwing games using a wide range of soft objects, and balls of different sizes. Start with two hands then progress to using left and right hands to throw.</li> <li>• Balance, jump, slither like a snake, and roll like a rolling pin. Use hands, feet and other body parts to balance, push and jump.</li> <li>• Non-aggressive tumbling and “play-wrestling” as long as you can see smiles and hear laughter.</li> </ul>	<p>minutes/day, 5x/week of structured activity including school PE.</p> <ul style="list-style-type: none"> <li>• Multiple, fun sport activities on land, in water and air, sliding on snow/ice.</li> <li>• Modified sports and equipment so the child can control the game.</li> <li>• Consolidate fundamental movement skills and begin to apply in sport settings. Emphasize catching, throwing, running and games.</li> <li>• Experiment with concepts of balance, center of gravity, leverage and strength in games. Non-aggressive tumbling and “play-wrestling”.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily activity: at least 30 minutes/day, 5x/week of structured activity including school PE and sport.</li> <li>• Enjoy multiple sports: 3-4 fun sport activities on land, in water and air, sliding on snow/ice.</li> <li>• Refine fundamental movement skills and apply them in sport settings. Develop basic sport skills: rules knowledge, basic sport strategies and tactics, individual and team sport play.</li> <li>• Introduction to competition, using competition for learning and development.</li> </ul>	<p>fitness.</p> <ul style="list-style-type: none"> <li>• Try new forms of physical activity and sport.</li> <li>• May compete as desired.</li> <li>• Find ways to give to sport as a coach, official or leader.</li> </ul>
<p><b>Blind- and VI-specific Support</b></p> <p><i>How can we modify activities to best support participants who are blind or VI?</i></p>	<ul style="list-style-type: none"> <li>• Constantly describe what is happening to the child as they move</li> <li>• Develop child's familiarity with body parts, movement names and directions “Kick with your right foot!”</li> <li>• Use sound (bells, rattles, voice) to attract the child to objects</li> <li>• Hold, guide or carry while</li> </ul>	<ul style="list-style-type: none"> <li>• Continue development of varied physical movement skills on all four environments: land, air, water, and sliding on snow and ice.</li> <li>• Include dance and rhythm movement to music and tactile group games when appropriate.</li> <li>• Use a variety of equipment to develop object skills:</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize expertise of appropriate blind-sport organizations.</li> <li>• Use fun approaches to learning new skills, building fitness.</li> <li>• Introduce support by guides e.g. sighted support guide, tappers, etc.</li> <li>• Informal classification (e.g. ophthalmologist) for entry</li> </ul>	<ul style="list-style-type: none"> <li>• Equitable access to equipment, information, and facilities</li> <li>• Access to coach if desired.</li> <li>• Access to appropriate sport programs.</li> </ul>

	ACTIVE START Age 0-6 or 0 – 3 years of physical activity	FUNDAMENTALS Age 6 – 9 or 3 - 6 years of physical activity	LEARN TO TRAIN Age 9-11F/12M 0 – 3 years in sport	ACTIVE FOR LIFE any age after adolescence
<p><b>Blind- and VI-specific Support</b></p> <p><i>How can we modify activities to best support participants who are blind or VI? (cont'd)</i></p>	<p>explaining the movement</p> <ul style="list-style-type: none"> <li>• When appropriate use swings, bike trailers, etc. to provide sensation and orientation and balance cues</li> <li>• If child has some vision, increase or modify colour or visual contrast or lighting conditions.</li> <li>• Use aids like a walker, a toy they can push, or hold the child's hands to get them walking.</li> <li>• Help develop coordinated walking and running- even from side to side, arm swing coordinated with steps.</li> <li>• Try moving in water, on sand, on grass to develop balance.</li> <li>• Always use open safe spaces to reduce fear of bumping and falling.</li> </ul>	<p>ropes for holding and skipping, balls with bells, golf putting, etc.</p> <ul style="list-style-type: none"> <li>• Explain the equipment and help them explore it by touch.</li> <li>• Participate in community activity and sport programs. Begin with orientation to the facility/instructor/class and guide the child in activity as needed.</li> <li>• Introduce tactile/guided sports like martial arts (e.g. wrestling, judo), horseback riding, etc.</li> <li>• Give lots of feed back and praise!</li> </ul>	<p>into initial competitions.</p> <ul style="list-style-type: none"> <li>• Sport activities need to be adapted to suit the individual by considering the level of movement skill, coordination and visual impairment.</li> <li>• Help athlete overcome artificial limitations (sport programs which are not accessible, access to information in alternative format, etc.).</li> <li>• Sport in inclusive environment aids overall development.</li> <li>• Ensure participant has good quality basic equipment e.g. proper shoes for the sport, etc.</li> <li>• Ensure participant has transportation and can travel to activities on a regular basis.</li> </ul>	
<p><b>Sport and Competition Framework</b></p> <p><i>What is the right kind of sport and competition</i></p>	<ul style="list-style-type: none"> <li>▪ No competition in this stage.</li> <li>▪ Lots of spontaneous play, fun and learning!</li> </ul>	<ul style="list-style-type: none"> <li>▪ Fun, informal, games-based competition.</li> <li>▪ At end of stage introduction to more formal competition in sport at local level (e.g. school, community).</li> </ul>	<ul style="list-style-type: none"> <li>• Local/School events developing toward PTSO Clinics and Teams.</li> <li>• 6 to 9 training sessions per week, total 10-16 hours per week (includes other sports, strength and</li> </ul>	<ul style="list-style-type: none"> <li>▪ Competition only if desired by and appropriate to athlete.</li> <li>▪ Participate as a leader: coach, helper or organizer.</li> </ul>

	ACTIVE START Age 0-6 or 0 – 3 years of physical activity	FUNDAMENTALS Age 6 – 9 or 3 - 6 years of physical activity	LEARN TO TRAIN Age 9-11F/12M 0 – 3 years in sport	ACTIVE FOR LIFE any age after adolescence
for this stage of participant?			conditioning, and Goalball). <ul style="list-style-type: none"> <li>● Seasonal Goalball focus.</li> <li>▪ Primary focus on skills and basic game/tactical development; secondary focus on fitness development.</li> <li>▪ Do not specialize in single sport or position in a sport. Continue diverse activity.</li> <li>▪ Club, regional, provincial events leading to Provincial Championships and Provincial Games.</li> </ul>	

Legend: IPC: International Paralympic Committee; IBSA: International Blind Sports Federation; CBSA: Canadian Blind Sports Association; CPC: Canadian Paralympic Committee; PSO: Provincial Sports Organization.

## Goalball LTAD – Excellence Stages

This section provides a look at the developmental needs of Goalball athletes in the Excellence stages- Train to Train through Train to Win. In addition to the general headings, specific information is given on training and competition needs: *What is the right kind of training and competition at this stage?* Note that the rate of development in some athletes with a visual impairment may vary significantly both physically and cognitively, so years of sport experience is shown rather than chronological age. (Note: detailed information about skills, training and competition appears in Appendix.)

	TRAIN TO TRAIN 1 – 5 years in sport	TRAIN TO COMPETE 3 - 5 years in sport	TRAIN TO WIN 5 – 7 years in sport
<b>Profile of Participant</b>  <i>What is the participant like?</i>	<ul style="list-style-type: none"> <li>Well-adapted and becoming more confident about sport.</li> <li>Becoming serious about 1 or 2 sports. Wants to develop and succeed.</li> <li>Participant may be any age, but if age 13-15 windows of trainability are critical.</li> <li>Participant wants to try competition, so positive first experiences are important.</li> </ul>	<ul style="list-style-type: none"> <li>Serious about Goalball and committed to excellence.</li> <li>Actively searching for support: financial, coaching, equipment, competition opportunities</li> <li>May be experiencing stress balancing job/school and family with sport participation</li> </ul>	<ul style="list-style-type: none"> <li>Fully committed to excellence. Focus on highest level of competition: World Championships &amp; major Games</li> <li>Has built support network: financial, coaching, equipment, competition</li> <li>Is mastering stress of maintaining peak performance while balancing job/school/family.</li> </ul>
<b>Overall Stage Objectives</b>  <i>What are the most important abilities to develop?</i>	<ul style="list-style-type: none"> <li>Consolidate basic sport skills and develop more advanced skills.</li> <li>“Build the engine” – focus on developing speed and endurance in sport context.</li> <li>Work with a good coach to adapt to specific sport training routine.</li> <li>Refine movement skills- work toward fluid, efficient movement.</li> <li>Enter regular competition at local to provincial levels.</li> <li>Continue to build fitness through participating in complimentary sports.</li> </ul>	<ul style="list-style-type: none"> <li>Focus on competition; develop superior technical and tactical skills, introduce international competition.</li> <li>Increased number of competitions to refine competitive skills in high performance setting.</li> <li>Refine advanced Goalball technical skills and maintain fitness.</li> <li>Work with a good coach to move toward high performance.</li> <li>Build a support network to improve performance, balance sport and life needs.</li> </ul>	<ul style="list-style-type: none"> <li>Focus on excellence; maintain high performance environment and outlook year-round.</li> <li>Refining and perfecting skills and fitness to achieve mastery.</li> <li>Develop as a leader and role model within the team: professionalism in all areas of preparation, play and ethics.</li> <li>Rely on support network to facilitate life focus on high performance sport.</li> </ul>



	TRAIN TO TRAIN 1 – 5 years in sport	TRAIN TO COMPETE 3 - 5 years in sport	TRAIN TO WIN 5 – 7 years in sport
<b>Training Framework</b>  <i>What is the right kind and amount of sport training for this stage of participant?</i>	<ul style="list-style-type: none"> <li>• PTSO Clinics and Teams developing to National Development Team.</li> <li>• 6 to 10 training sessions/week, total up to 20 hours per week (includes other sports, strength and conditioning, and Goalball).</li> <li>• Goalball is one focus of periodized, annual program (12 months).</li> <li>• Primary focus on fitness development while refining Goalball skills and building game/tactical sense.</li> </ul>	<ul style="list-style-type: none"> <li>• PTSO &amp; National Development Team developing to National Team.</li> <li>• 9 to 12 training sessions/week, total up to 25 hours per week (includes strength and conditioning and Goalball).</li> <li>• Goalball is main focus of periodized, annual program (12 months).</li> <li>• Primary focus on building game/tactical competition skills while refining physical skills and fitness.</li> </ul>	<ul style="list-style-type: none"> <li>• National Team with focus on international results including major Games.</li> <li>• Up to 12 training sessions/week, total up to 30 hours per week (includes strength and conditioning and Goalball).</li> <li>• Goalball is main focus of periodized, annual program (12 months).</li> <li>• Primary focus on perfecting game/tactical competition skills while maintaining peak physical skills and fitness.</li> </ul>
<b>Competition Framework</b>  <i>What is the right kind of sport and competition for this stage of participant?</i>	<ul style="list-style-type: none"> <li>• Local up to P/T Team-level competition.</li> <li>• Provincial-level events; introduce National-level competitions and Championships.</li> <li>• May compete in multiple sports; begin specialization in Goalball and preferred position, but maintain multiple-position development.</li> <li>• Competition may include all types recognized by CBSA, CPC, IBSA, IPC.</li> </ul>	<ul style="list-style-type: none"> <li>• National Team-level competition.</li> <li>• National-level events &amp; Championships; introduce International events.</li> <li>• Specialized in Goalball and preferred position.</li> <li>• Competition may include all types recognized by CBSA, CPC, IBSA, IPC.</li> </ul>	<ul style="list-style-type: none"> <li>• National Team (Paralympic and World Championship)-level competition.</li> <li>• International-level events &amp; Championships; major Games; National events.</li> <li>• Specialized in Goalball and preferred position.</li> <li>• Competition may include all types recognized by CBSA, CPC, IBSA, IPC.</li> </ul>
<b>Skill Framework</b>  <i>What skills and abilities are needed for success in Goalball?</i>	<ul style="list-style-type: none"> <li>• Developed basic throwing technique</li> <li>• Developed basic blocking technique</li> <li>• Good knowledge of the rules</li> <li>• Learning tactics and how to follow game plans</li> <li>• Learning about the importance of good nutrition</li> </ul>	<ul style="list-style-type: none"> <li>• Good communication on court</li> <li>• Learning how to deal with pressure situations</li> <li>• Pre and post training/competition nutrition</li> <li>• Starting to use taper diets</li> <li>• Using travel plans to minimize the effects of jet lag</li> <li>• Understanding roles on a team -</li> </ul>	<ul style="list-style-type: none"> <li>• Has variety of throws (straight, bounce, curve) that can be used effectively to exploit opponent's weaknesses</li> <li>• Solid positional defense</li> <li>• Excellent knowledge of rules</li> <li>• Contributes to tactics and can modify game plan as needed</li> <li>• Excellent communication on and off court</li> </ul>

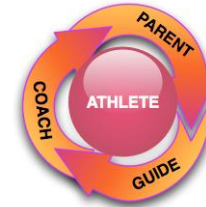
	<b>TRAIN TO TRAIN</b> 1 – 5 years in sport	<b>TRAIN TO COMPETE</b> 3 - 5 years in sport	<b>TRAIN TO WIN</b> 5 – 7 years in sport
		starters, second string, etc.	<ul style="list-style-type: none"> <li>• Excellent coping skills in pressure situations</li> </ul>

Legend: IPC: International Paralympic Committee; IBSA: International Blind Sports Federation; CBSA: Canadian Blind Sports Association; CPC: Canadian Paralympic Committee; PSO: Provincial Sports Organization.

## IT TAKES A TEAM...

In Blind Sports as in all sport, parents, coaches, teachers, training partners, sighted sport guides and others work together to support the athlete's development. This section outlines key roles stage by stage.

### ***Active Start and FUNdamentals Stages: Ages 0 to 9 or the first 6 years in activity and sport***



#### **Instructors, Coaches, Teachers help by...**

- Understanding principles of Physical Literacy and Canadian Sport for Life;
- Understanding visual impairment and working closely with parents to know the specific needs of the individual child;
- Offering programs that encourage young learners to participate in the full range of movements using locomotor, object and body skills on the ground, in the air, in water and on ice and snow;
- Adapting these programs by enhancing non-visual communication and stimuli and getting help from training and instruction partners for the child;
- Accessing expertise and program information from organizations like the Canadian and Provincial Blind Sports Associations.

## Active Start and FUNdamentals Stages: Ages 0 to 9 or the first 6 years in activity and sport

### Parents help by...

- Understanding Physical Literacy as a basic need for a fulfilling life;
- In early years, providing an environment rich in verbal and tactile stimulation to encourage development of a full range of locomotor, object and body skills;
- Ensuring their child has access to programs, instructors, facilities and equipment to build Physical Literacy and a love for movement;
- Supporting activity program leaders by bringing their child regularly,
- Helping leaders to understand their child's learning style, and helping out with the program where possible;
- Encouraging their child to explore the full range of activity and movement.
- Accessing expertise and program information from organizations like the Canadian and Provincial Blind Sports Associations.



### Guides and training partners help by...

- Working with instructors/coaches to understand the specific skills the participant is developing, and assisting;
- Seeking assistance of Blind Sports Organizations with respect to understanding the specifics of the partner's visual impairment and how best to work as a sighted sport guide or helper;
- Accessing expertise and program information from organizations like the Canadian and Provincial Blind Sports Associations.
- In some cases being able to do the skill or activity at a higher level than the learner;
- Understanding that impatience, frustration, or desire to stop participating can occur and working through these with patience;
- Being encouraging and supportive at all times.

## Learn to Train Stage: Ages 9 to 11 F/12 M or first 3 years in organized sport after developing fundamental movement skills



### Instructors, Coaches, Teachers help by...

- Understanding principles of Physical Literacy and Canadian Sport for Life;
- Understanding visual impairment and working closely with parents to know the specific needs of the individual;
- Offering programs that encourage development in the full range of movements using locomotor, object and body skills on the ground, in the air, in water and on ice and snow;
- Start at the participant's level: assess the movement skills of new participants and creating multi-lateral programs that remedy imbalances or weaknesses in all fundamental areas;
- (Coaches) Becoming certified in Community Initiation or Introduction to Competition contexts of NCCP;
- Accessing expertise and program information from organizations like the Canadian and Provincial Blind Sports Associations.
- Helping to recruit training partners (e.g. guides), find equipment and support for the participant.





**Learn to Train Stage:**  
**Ages 9 to 11 F/12 M or first 3 years in organized sport**  
**after developing fundamental movement skills**

**Parents help by...**

- Supporting participation in a wide range of sport activities to encourage development of a full range of locomotor, object and body skills;
- Ensuring their child has access to high quality programs, instructors, facilities and equipment to build a love for sport and physical activity;
- Supporting activity program leaders by bringing their child regularly and helping out where possible;
- Helping leaders to understand their child's learning style
- Supporting the coach/instructor to help their child to explore sport;
- Supporting initial participation in competition, and being a fan.
- Accessing expertise and program information from organizations like the Canadian and Provincial Blind Sports Associations.

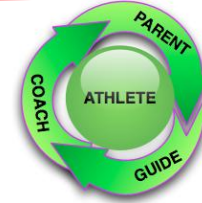


**Guides and training partners help by...**

- Working with instructors/coaches to understand the specific skills the participant is developing, and assisting;
- Understanding the specifics of the partner's visual impairment and how best to work as a team mate;
- Take specific training e.g. Sighted Guide course.
- For some sports, training to be able to do the skill or activity at a 10-15% higher level than the athlete who is blind or visually impaired, and being honest and helping to find another partner if this is not the case;
- Being encouraging and supportive at all times.



## **Train to Train Stage: 1-5 years in organized sport after developing fundamental movement skills**



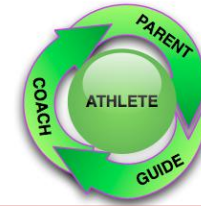
### **Instructors, Coaches, Teachers help by...**

- Understanding principles of Physical Literacy and Canadian Sport for Life;
- Understanding visual impairment and working closely with parents to know the specific needs of the individual;
- Encouraging multi-sport participation to develop the full range of movement and sport skills;
- Assessing the skills of each participant regularly and creating multi-lateral programs that remedy imbalances or weaknesses;
- (Coaches) Being certified in Introduction to Competition context of the NCCP;
- Accessing sport-specific expertise from National and Provincial sport and multi-sport organizations;
- Accessing disability-specific expertise and program information from organizations like the Canadian and Provincial Blind Sports Associations.
- Evaluating current training partners (e.g. guides) and supporting their development; help to recruit training partners if needed; help find equipment and additional support for the participant.

### **Instructors, Coaches, Teachers help by...**

- Understanding the different purposes of sport competition for development and using competition as a development tool at this stage.
- Creating positive, challenging practices for maximum learning
- Provide constructive feedback and positive reinforcement
- Encourage self-expression and experimentation
- Lead by example and role modeling

## **Train to Train Stage: 1-5 years in organized sport after developing fundamental movement skills**



### **Parents help by...**

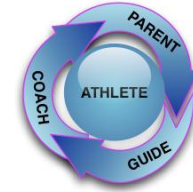
- Supporting participation in multiple sport activities to encourage development of a full range of skills;
- Facilitating their child's participation by ensuring he/she has access to high quality programs, coaches, facilities and equipment;
- Supporting coaches and program leaders by bringing their child regularly and helping out as requested and where possible;
- Recognizing the coach as program leader and supporting the coaches' decisions where appropriate.
- Helping coaches to understand their child's learning style.



### **Guides and training partners help by...**

- Working closely with instructors/coaches to understand the specific skills the participant is developing, and assisting;
- Understanding the specifics of the partner's visual impairment and how best to work as a team mate;
- Take specific training e.g. Sighted Guide course, and trying different guiding techniques to aid performance;
- For some sports training, being able to do the skill or activity at a 10-15% higher level than the athlete who is visually impaired, and being honest and helping to find another partner if this is not the case;
- Being encouraging and supportive at all times.
- Accessing expertise and program information from organizations like the Canadian and Provincial Blind Sports Associations.

## **Train to Compete & Train to Win Stages: 3 to 7+ years in organized sport after developing fundamental movement skills**



### **Coaches and Instructors help by...**

- Understanding principles Canadian Sport for Life and Goalball LTAD;
- Understanding visual impairment and working closely with parents to know the specific needs of the individual;
- Assessing the skills of each participant regularly and creating multi-lateral programs that remedy imbalances or weaknesses;
- (Coaches) Being certified in Competition Development context of the NCCP;
- Accessing sport-specific expertise from National and Provincial sport and multi-sport organizations;
- Accessing disability-specific expertise and program information from organizations like the Canadian and Provincial Blind Sports Associations.
- Evaluating current training partners (e.g. guides) and supporting their development; help to recruit training partners if needed; help find equipment and additional support for the participant.

### **Parents help by...**

- Supporting participation in multiple sport activities to encourage development of a full range of skills;
- Facilitating their child's participation by ensuring he/she has access to high quality programs, coaches, facilities and equipment;
- Supporting coaches and program leaders by bringing their child regularly and helping out as requested and where possible;
- Recognizing the coach as program leader and supporting the coaches' decisions where appropriate.
- Helping coaches to understand their child's learning style
- Seeking advice and support from Blind Sports Organizations

## Train to Compete & Train to Win Stages: 3 to 7+ years in organized sport after developing fundamental movement skills

### Guides and training partners help by...

- Working closely with instructors/coaches to understand the specific skills the participant is developing, and assisting;
- Understanding the specifics of the partner's visual impairment and how best to work as a team mate;
- Take specific training e.g. Sighted Guide course, and trying different guiding techniques to aid performance;
- For some sports, training to be able to do the skill or activity at a 10-15% higher level than the athlete who is blind or visually impaired, and being honest and helping to find another partner if this is not the case;
- Being encouraging and supportive at all times.



## Building Canada's Goalball System

In sport, parents, teachers, coaches, other helpers and organizations need to work together as a team to get persons who are blind or visually impaired active and help them reach their goals. Building cooperation across the system is essential to building Goalball.

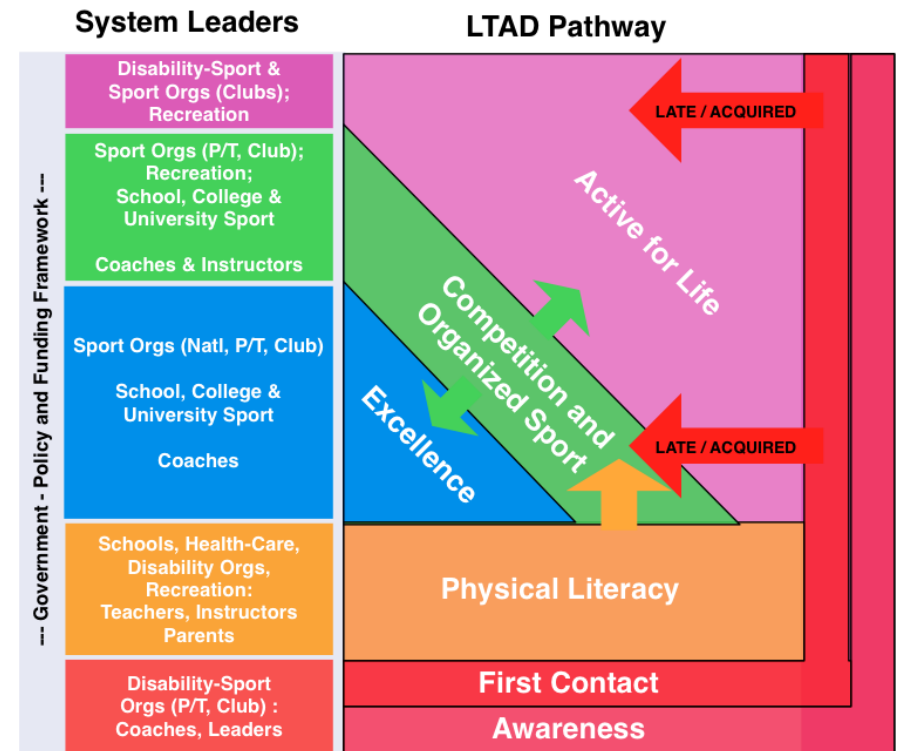
Parents, Instructors/Coaches, and Helpers/Training and Blind Sports partners all play an important role in supporting athletes who are blind or visually impaired as they get started in sport. The jobs change as the participant moves from the Active Start and FUNdamentals stages, through Awareness and First Contact and into organized sport, but working together and understanding each other's' role is important at every time. Athletes who are blind or visually impaired have some additional needs and it takes teamwork to meet those needs:

- **People:** Trained coaches, officials, classifiers, and "sighted support guides" are needed at all levels.
- **Partnerships:** Expertise and support can be accessed through disability and disability-sport organizations like Canadian Blind Sports Association and others. There is a need to expand productive partnerships that support athletes who are blind or visually impaired.



## Building Canada's Goalball System (cont'd)

- Transportation:** Since there are fewer athletes, individuals must often travel farther to form appropriate-sized training groups and take part in competitions, and to access specialized facilities and equipment. Extra support is needed. Easy access to public transportation is an asset for programs. (Individuals who are blind or visually impaired may rely on others to drive them, or on public transport.)
- Equipment:** Much of the necessary equipment like black-out goggles is not expensive, but some specialized equipment can be expensive or hard-to-find.
- Competitions:** Depending on the sport, some competitions are blind-only (e.g. Goalball) and run through blind sports associations, while other are integrated with events held at the same venue as "able-bodied" competition (e.g. athletics). Navigating the systems and organizations can take a little more time and effort. Canadian and Provincial Blind Sports Organizations are there to assist athletes who are blind to navigate the system.





## Sport for Life

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LTAD is not simply about excellence. Athletes often participate in other sports before coming to Goalball, and one day will retire from competition. While one objective of the LTAD model is to define an optimum path to excellence and the system improvements that must be in place to support excellence, it is equally important to define a path to activity for life. Athletes can migrate from competitive Goalball to long-term non- or semi-competitive sport at any time. Athletes must be encouraged to stay in sport- any sport- as well as to give back to Goalball by being a sport leader, becoming involved in coaching or officiating if possible, or working in other capacities to build and support the sport.

## Coach and Leader Development

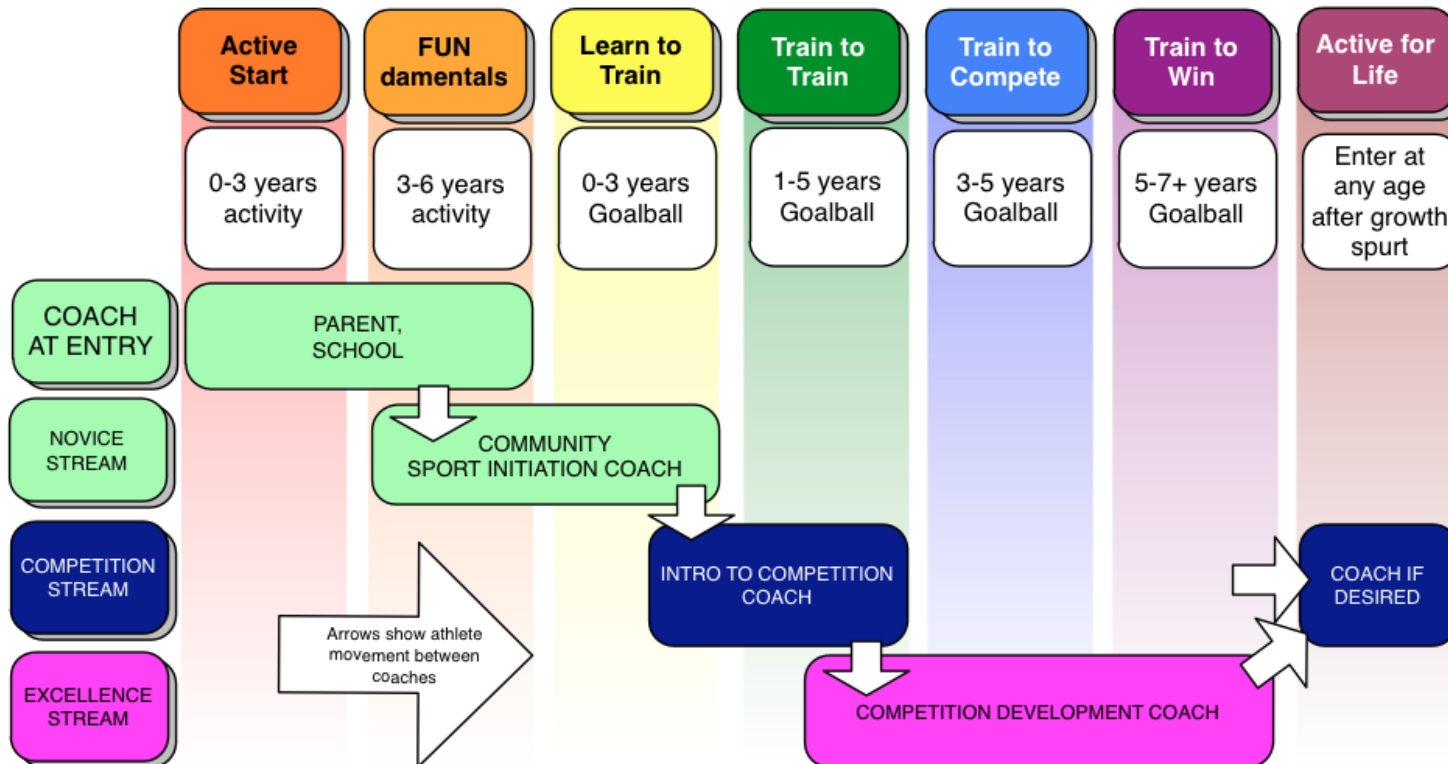
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The Active for Life stage is not just the opportunity to participate in recreational and competitive Goalball. It is the time to give back by participating as a coach, official or sport leader. Volunteering is essential to the continued growth of Goalball in Canada.

Coaches are the backbone of the sport system. Vital to the development of athletes at all stages, they are leaders and organizers in community sport (Active Start to Learn to Train) and technical experts at provincial and national levels (Train to Compete to Train to Win). Coaches must have the expertise to identify the stage of maturation of the athlete and the programs and systems to allow that athlete to train and compete appropriately to his or her potential. We need more good coaches at all stages, and every coach must have a clear understanding of LTAD principles. Getting more and better coaching for Canadian athletes is a critical task for sport leaders.

## GOALBALL NCCP MODEL

Just as all Canadian sport organizations are participating in LTAD planning, all are also developing new National Coaching Certification Programs (NCCP). The following diagram shows the Goalball NCCP in relation to the LTAD model:



Similarly, the recruitment and development of officials and sport leaders is critical to the future of Goalball. The CBSA plans to increase efforts to recruit, develop and retain Active for Life-stage athletes to contribute to the building of an integrated Goalball system in Canada.



When the system provides adequate support, *and* the athlete attains the key competencies in each stage including previous, foundation stages, then the athlete is able, within his or her own limitations, to reach the highest level of performance. Everyone – athlete, parent, coach, club, or association – has to get it right for the athlete to reach his or her full potential. By following the Goalball LTAD model and participating as both athlete and builder, we can create a system that allows athletes to reach their potential.

## Resources and Contacts

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In addition to the resources and contacts listed here, useful information can be found at [www.canadianblindsports.ca](http://www.canadianblindsports.ca).

### Resources

Balyi, I., Cardinal, C., Higgs, C., Norris, S., and Way, R. *Canadian Sport for Life*, 2005. Canadian Sport Centres, Vancouver, BC. ISBN 0-9738274-0-8.

Blaine, J., and Lonergan, M. *Encouraging Physical Activity for Preschoolers with Visual Impairment: A Resource for Parents*, 2009. British Columbia Blind Sports and Recreation Association, Vancouver, BC. ISBN 978-0-9865066-4-0.

*Coaching Athletes with a Disability*, 2005. Coaching Association of Canada, Ottawa ON.

Higgs, C., Balyi, I., Way, R., Cardinal, C., Norris, S., and Bluechardt, M. *Developing Physical Literacy: A Guide for Parents of Children Ages 0 to 12*, 2008. Canadian Sport Centres, Vancouver, BC. ISBN 0-9738274-5-3.

Jurbala, P. *Getting Started in Blind Sports*. 2011. Ontario Blind Sports Association, Toronto, ON. ISBN

### Contacts

There are many organizations serving athletes with a visual impairment. Your first step for sport-specific information and LTAD guides is the National Sport Organization.

**Sport Canada** maintains a list of all **National Sport Organizations** at: [www.pch.gc.ca/sportcanada/fed/index-eng.cfm](http://www.pch.gc.ca/sportcanada/fed/index-eng.cfm)

Provincial and National Disability-Sport Organizations are key sources of information and can also direct inquiries to affiliated organizations in other provinces/territories. Contact:

**Canadian Blind Sport Association**

5055 Joyce St, Suite 325, Vancouver, BC, V5R 6B2

Tel: (604) 419-0480, Fax: (604) 419-0481

[www.canadianblindsports.ca](http://www.canadianblindsports.ca)

Links to the Provincial/Territorial Blind Sports organizations can be found on the CBSA website.

**Canadian Paralympic Committee**

225 Metcalfe Street

Suite 310

Ottawa, ON, K2P 1P9

Tel: 613-569-4333

Fax: 613-569-2777

<http://www.paralympic.ca/en/Paralympic/Contact.html>

**International Blind Sports Federation**

[www.ibsa-sports.org](http://www.ibsa-sports.org)

## Clouser Look: Balancing Physical, Motor and Mental Training Factors

Performance in Goalball rests on a foundation of physical, motor and mental competences. These become increasingly integrated as the athlete develops, so it is essential to understand the fundamentals and how to progressively introduce and train them. This diagram shows the components of these factors as well as recommended percentage of training time in each of the LTAD stages. Note: these are guidelines. Extra time for remediation must be added if development was incomplete in preceding stage(s).

**Training Time (%) for Key Performance Factors, by LTAD Stage**

	...consisting of...	FUN- damentals	Learn to Train	Train to Train	Train to Compete	Train to Win
<b>Fun</b>	Social interaction Sensation Variety and creativity Balanced challenge and skill level	60%	30%	20%	15%	10%
<b>Skill Acquisition</b>	Throwing Blocking Orientation Balance Coordination Flexibility	40%	40%	30%	25%	15%
<b>Fitness: Strength &amp; Endurance</b>	Strength Energy systems – aerobic and anaerobic power	Intro	20%	30%	20%	30%
<b>Mental Preparation: Focus</b>	Individual skills – Key words Arousal High performance commitment Team skills – communication Game sense		Intro	20%	25%	25%
<b>Integration</b>	Experience Tournament skills Strategy Skill integration			Intro	15%	20%



# Closer Look: Skill Development

## GOALBALL SKILL DEVELOPMENT

Stage	FUNDamentals	Learn to Train	Train to Train	Train to Compete	Train to Win
Years in Sport	Pre-sport	0 – 3 years	1 – 5 Years	3 – 5 years	5 - 7+ years
Skill Development	ACQUISITION (A) <small>Introduction of skill (movement patterning)</small>		CONSOLIDATION (C) <small>Stability of skill through practice (correct execution in variable conditions)</small>		REFINEMENT (R) <small>Fine tuning of skills (Minor improvements and creative solution under all conditions)</small>
NCCP Coaching Context	Instructor- Beginner		Instructor – Intermediate		Comp-Dev
Physical Literacy: Basic Foundations  (used in four environments: air, ground, water, ice/snow)	<b>Body Skills:</b>				
	Agility	A, C	R		
	Balance	A, C	R		
	Coordination	A, C	R		
	Rhythm	A, C	R		
	Expression	A, C	R		
	<b>Movement/Agility Skills:</b>				
	Walk	A, C	R		
	Run	A, C	R		
	Hop/skip - fore/back/side	A, C	R		
	Jump	A, C	R		
	Roll, tumble	A, C	R		
	Skate, ski	A, C	R		
	Swim	A, C	R		
	<b>Object Skills:</b>				
	Catch	A, C	R		
	Trap	A, C	R		
	Pass	A, C	R		
	Receive	A, C	R		
	Throw	A, C	R		
Strike	A, C	R			
Push	A, C	R			
Kick	A, C	R			
Passing & Throwing	Straight throw		A, C	R	
	Bounce throw		A, C	R	
	Skip throw		A, C	R	
	Curve (left & right) throw		A	C, R	
	Quick return throw		A	C, R	

	Pass & Throw while moving (all)		<b>A</b>	<b>C, R</b>		
	Bounce pass/Hands to hands pass/Fake pass					

<b>GOALBALL SKILL DEVELOPMENT</b>					
Stage	FUNDamentals	Learn to Train	Train to Train	Train to Compete	Train to Win
Years in Sport	0 – 4 years	1 – 4 years	2 – 8 Years	4 – 10 years	7+ years
Skill Development	ACQUISITION (A) Introduction of skill (movement patterning)		CONSOLIDATION (C) Stability of skill through practice (correct execution in variable conditions)		REFINEMENT (R) Fine tuning of skills (Minor improvements and creative solution under all conditions)
NCCP Coaching Context	Instructor- Beginner	Instructor – Intermediate	Comp-Dev	Comp – HP	

Blocking	Wingers – hands to sideline		<b>A, C</b>	<b>R</b>		
	Centre – right/left dominant		<b>A, C</b>	<b>R</b>		
	Kneeling		<b>A</b>	<b>C, R</b>		
	Standing (penalty block)		<b>A</b>	<b>C, R</b>		
	Positional – up and in					
Movement & Tactics	Basic offense		<b>A</b>	<b>C, R</b>		
	Moving with the ball		<b>A</b>	<b>C</b>	<b>R</b>	
	Movement of the ball, passing		<b>A</b>	<b>C</b>	<b>R</b>	
	Positional play		<b>A</b>	<b>C</b>	<b>R</b>	
	Covering defense		<b>A</b>	<b>C</b>	<b>R</b>	
	Zone defense			<b>A</b>	<b>C, R</b>	
	Taking & defending penalties			<b>A</b>	<b>C, R</b>	
	“Game sense”					
Mental Preparation	Key Words			<b>A</b>	<b>C</b>	<b>R</b>
	Mental Rehearsal		<b>A</b>	<b>C</b>	<b>R</b>	
	Relaxation techniques		<b>A</b>	<b>C</b>	<b>R</b>	
	Practice under stress			<b>A</b>	<b>C</b>	<b>R</b>
	Goal Setting			<b>A</b>	<b>C</b>	<b>R</b>
	Team cohesion			<b>A</b>	<b>C</b>	<b>R</b>

## Closer Look: Goalball Trainability and Definitions

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The following information provides definitions key skills and abilities needed in Goalball.

### Definitions

**Abstract Thinking** – Thinking about processes, objects and events that may or may not have real world representation.

**Aerobic Endurance**- Ability to exercise for long durations using aerobic energy systems.

**Aiming/Hitting**- Hitting a target with an object.

**Agility**- The ability to move quickly in three dimensions while remaining in control of the movement.

**Balance**- Ability to remain upright while moving. Includes static balance and balancing while moving or gliding.

**Coordination**- Moving several parts of the body serially or simultaneously to achieve movement.

**Core Strength and Stability**- Strength of the core muscles of the trunk, including chest, back and abdomen, which provide an “anchor” for the effective use of arm and leg muscles.

**Fine Motor Skills**- Movements controlled by small muscles, e.g. hand or finger movements.

**Goal Setting**- The ability to set targets for future behaviours or outcomes.

**Gross Motor Skills**- Large movements of the limbs and body using multiple joints and muscle groups.

## Definitions

**Memory-** Ability to retain and recall instructions, information, and experiences.

**Mental Models-** Ability to understand and manipulate abstract models of real-world processes.

**Speed 1-** Speed increases due to improvements in neuromuscular coordination.

**Speed 2-** Speed increases due to improvements in energy systems, anaerobic alactic and lactic.

**Strength 1-** Strength increases due primarily to increases in neuromuscular coordination, not muscle fiber growth.

**Strength 2-** Strength increases due primarily to increases in lean muscle mass- hypertrophy.

**Strength-endurance-** Muscular strength and endurance, allowing repeated static or dynamic muscular contractions with reduced levels of fatigue.

**Visual Acuity-** Acuteness of clearness of vision

**Visual Field:** The visual field refers to the total area in which objects can be seen in the side (peripheral) vision while you focus your eyes on a central point.

(REAR COVER - POSITION ONLY)