

# VOLLEYBALL WA INCLUSION GUIDE - DISABILITY



***A guide for the Volleyball WA community***

*Last Updated October 2023*

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## OVERVIEW

This resource was developed in partnership with WA Disabled Sport Association Inc (WADSA) through the VWA Inclusion project. Volleyball WA aims to increase the knowledge of the Volleyball Community and improve the engagement and inclusion of People with a disability in volleyball in Western Australia.

Volleyball WA's Adaptive Volley initiative launched in 2022, makes volleyball accessible to all by running programs and activities for Seniors, People with Intellectual Disabilities and people with Physical Disabilities. Programs are designed to cater for all ages, skill levels and experience, providing a welcoming environment for anyone to participate.

The State Government through the Department of Local Government, Sport and Cultural Industries is a major supporter of the VWA Inclusion Education project in Western Australia. Sport and recreation creates vibrant, inclusive and connected WA communities.



## DISCLAIMER

The information in this resource is general in nature and has been included in good faith based on sources believed to be reliable and accurate at the time the document was developed. Volleyball WA and WADSA accept no liability or responsibility for the content in this document or for any consequences arising from its use. Volleyball WA recommends that all users seek independent advice on matters pertaining to Persons with Disabilities.

## ABOUT WADSA



WADSA was incorporated in 1983 and received charity registration in 1984 and has renewed this charitable status currently. The organisation was established with government guidance and assistance to encourage cooperation, collaboration and organisation from the various disability welfare agencies, including the Authority of Intellectually Handicapped, Blind Association of WA, and the Association for Cerebral Palsy to name a few. On behalf of what is now 30 member clubs, we have focused on the needs of our membership, broader community needs building an identity around Sport and Recreation for people with disabilities across WA.

WADSA has advocated across government and the community, focused on participation, enabling National and International representation for WA athletes, including the WAIS disability program, supporting State Sporting Associations and mainstream providers to establish inclusive opportunities. WADSA has always been flexible and responsive, such as expanding across regional areas, developing our expertise into sport and recreation for those with high support needs, and now as a successful NDIS provider we deliver unique Xperiences across WA.

### **WADSA's Mission**

Through participation in Sport & Recreation, WADSA enhances the lives of People with a Disability in WA. This extends to Families, Staff, Volunteers, Support Workers and the Community.

### **What WADSA offers their member clubs**

WADSA are a representative, non- government organisation whose membership is made up of organisations of allied interests, our members. Our members range from large nationally affiliated organisations to local volunteer- run groups. We support our members through advocacy, consultation and support.

## DEFINING INCLUSION

### How do you define inclusion?

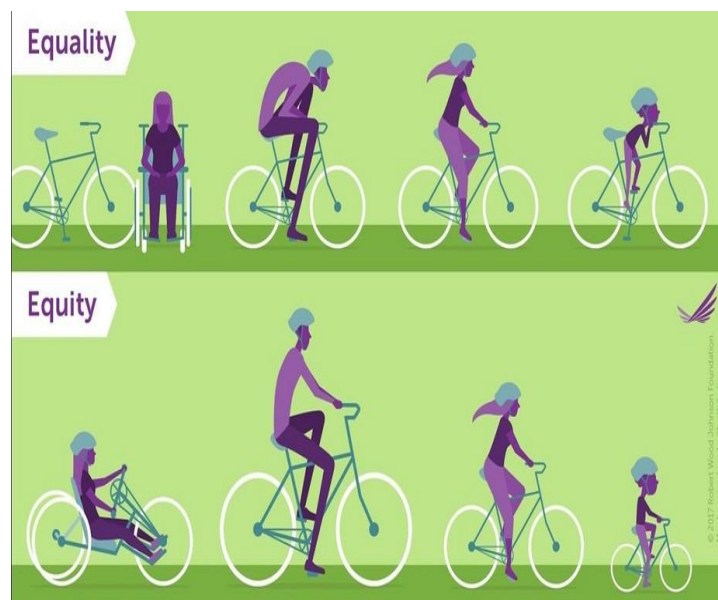
- Inclusion is a universal human right. Inclusion aims to embrace all people regardless of disability, gender, race or other needs.
- Inclusion affects all aspects of life.
- Inclusion focuses on giving equal access and opportunities

### WADSA's approach to inclusion

- A participant centered approach to sport and recreation.
- This means the needs of the individual are put before the needs of the club/school/parents/coach.
- Participants should feel empowered to be make choices and be involved in their sport and recreation development.
- WADSA place emphasis on participation and the creation of a fun and safe environment.
- We highlight the creation of an environment where all participants are valued and encouraged

## EQUALITY VS EQUITY

For inclusion to happen we need to consider the unique circumstances of individuals and groups, build an understanding of the causes of disadvantage and then take steps to decrease or ideally remove that disadvantage. Importantly, in practice this may or may not mean treating people the same.



- Equality means that everyone is given the same resources to achieve their goals.
- Equity means that you are given the resources you need to achieve your goal to the same level as someone else.

## INCLUSION SPECTRUM

An effective tool that has been used with many sports to identify the range of choices that could be possible for people with a disability is The Inclusion Spectrum. The inclusion spectrum allows games and activities to be delivered in different ways, with more options. The aim is to encourage higher quality participation by people with a disability, both with or away from their able-bodied peers.



**NO MODIFICATIONS-** Mainstream sports that have made no adaptations.

**MINOR MODIFICATIONS-** Small changes are made to assist individual i.e., changing colours to assist with visual impairment.

**MAJOR MODIFICATIONS-** Modifications are made to the rules or equipment.

**PRIMARILY FOR PEOPLE WITH A DISABILITY-** The sport is designed to preference people with disabilities participating, able bodied peers may also compete.

**NON-PLAYING ROLE -** The opportunity to participate through coaching, umpiring, scoring, committee etc.

**ONLY FOR PEOPLE WITH A DISABILITY -** Sports designed specifically for people with a disability to exclusively compete i.e., Paralympic sports.

The following factors will influence the section/s of the spectrum an individual chooses to participate in:

- their functional ability
- the sport in which they are participating
- the opportunities within their local environment\their personal preferences.



## BARRIERS TO INCLUSION

People with a disability are likely to face a number of additional barriers to participation in sport. For those who live in regional, remote or rural locations, the barriers to inclusion are multiplied.

Barriers can be split into two categories Intrinsic (internal) and Extrinsic (external). Intrinsic barriers are personal barriers to the participant, such as understanding the advantages of exercise (education), poor attitude towards physical activity/ towards their disability, embarrassment, overprotected or may be afraid of failing. Extrinsic barriers may include transport, environmental obstacles, attitudes of others, communication, and inadequate emotional and physical support.

### Cost

Participation in sport and recreation comes at a much higher cost for people with disabilities due to their additional needs:

- Paying support workers to assist in attendance the additional cost of accessible transportation
- High cost of modified and adaptive equipment
- Even for those who receive NDIS funding, their other personal needs must be prioritised, and sport and recreation is often such a low-level priority that they do not have the funding available to attend.
- The cost of support workers is almost double on the weekend when most clubs hold activities/competitions

### Access

For a person with a disability, being able to access a recreation activity is not always straight forward.

- Buildings and facilities may not be accessible for those with mobility restraints
- Lack of appropriate access ramps, accessible parking, elevated surfaces
- The location of the activity may not be easy to travel to
- Too far from public transport regional and remote locations tend to be less

accessible.

### Transport

Getting to and from an activity may be the first reason a person with a disability chooses not to attend.

- Those who are not travelling independently will rely on support workers, family and friends to transport them
- There is a critically low number of accessible vehicles available for use - bookings often happen a week in advance for individuals in regional and remote areas
- The cost of transport is a lot higher, and availability is much lower.
- The distance is also likely to be far greater.

### Time

Timing is about more than just the hours of the activity. A person with a disability may have to contend with:

- Managing their time to attend between other appointments and services
- Rigid timetables that do not allow for flexibility in attendance
- Preparing to attend an activity may take a significant amount of time for a person with disabilities

- Having to attend activities in times that support workers are on shift can limit their options.

### Attitude

Without the community having the right attitude towards inclusion, people with disabilities are often segregated.

- There is a negative stigma around disability which means that the community may not be open to inclusion
- Some communities/sports/cent res want to seem inclusive, but are not actively increasing their accessibility
- There is a "too hard" attitude when it comes to taking steps to include people with disabilities

### Environment

The environment that an activity takes place can be a major barrier to inclusion;

- Inaccessible, unwelcoming venues and spaces
- Lack of building/facility accessibility such as not having adequate parking spaces, ramps, accessible toilets etc.
- Impractical accessibility additions, i.e.,

Ramps that are too steep, accessible toilets filled with cleaning supplies, doors that are too heavy to open

### Equipment

Not having the right equipment available can affect the ability of a person with disability to participate with their peers

- Lack of knowledge on the available equipment and assistive technology high price of specialist equipment
- Limited availability of modified equipment for use in most locations

### Delivery

The way that an activity is planned and delivered can greatly impact how a person with disability is able to participate

- Programs are not designed with flexibility in mind
- There is a lack of knowledge about the correct terminology and how to address a person with disability and their needs
- Staff, volunteers and community members who are not educated on how to be inclusive





## 7 PILLARS OF INCLUSION

### ACCESS

- Creating a welcoming environment, having accessible facilities. Facilitating good first impressions for new people with disabilities to attend your club or organisation.

### ATTITUDE

- Being welcoming and having a positive attitude towards inclusion. Provide training and upskilling to those involved to take away the fear and stigma around including people with disabilities.

### CHOICE

- Helping people be involved in a way that empowers them. Being participant centered encourages participants to take advantage of their skills and abilities.

### PARTNERSHIPS

- Building effective relationships between your organizations and the participants. Establish partnerships with other organizations with inclusion in mind- working with WADSA to upskill your clubs.

### COMMUNICATION

- Advertising activities in multiple forms to make them accessible i.e. paper form, online etc. Being open and upfront about what you can and cannot offer.
- Take time to learn about the person's needs and how they want to be involved- Have conversations.

### POLICY

- Having clear procedures and putting actions in place that allow for and push forward inclusion. Policies that support staff to achieve greater inclusion.

### OPPORTUNITIES

- Having multiple ways for people to get involved. Building a knowledge of what other options may be available for people with disabilities.
- Fulfilling the other pillars of inclusion is vital to ensuring that there are opportunities available.

## GREETING A PERSON WITH A DISABILITY



### What are some questions you may ask?

Consider any questions that are particularly relevant to the disabled community.

- Does the individual need support?
- What kind of support is necessary?
- Are there any medical implications of physical activity that should be discussed?
- Is there anything in particular that triggers negative feelings for them?

Always speak to the participant, not the support staff. If the participant is unable to respond to you, still address them and include them in the conversation. Be open and prepared for change. Do not feel guilty for refusing unreasonable requests but explain why it is not possible. For example, requests of recreation staff providing manual handling assistance when they have not had the appropriate training.

### Greet the person, not the disability

- Smile and make eye contact.
- Only begin greeting when you have the person's full attention.
- If they are being accompanied, greet both parties, then speak directly to the participant, not their support staff.
- Be prepared to be gentle on handshake or to take a step back as touching of hands may put someone in an uncomfortable position.
- If the person requires a service animal do not pet the animal or interfere with their work.

## TERMINOLOGY TOOLKIT

### Disabled Person vs Person with a Disability

- Identify the person followed by the disability.
- People with disabilities are often defined solely by their disability, marginalized and pitied. Disability is viewed as one component of life. The language that is used to describe people with disabilities has an impact on impressions and attitudes. The consensus is to always refer to the person first rather than the disability. For example, 'person with cerebral palsy', 'person with downs syndrome.'

### Mentally Disabled vs Intellectually Disabled

- Currently, a number of countries use "intellectual disability" as their preferred label of choice, including Ireland (Inclusion Ireland 2013), Canada (Canadian Association for Community Living, 2017), the USA (Schalock, 2007), Australia and New Zealand (Higgins, 2014).
- Mentally disabled means that a person suffers from a mental disease or defect which renders him or her incapable of appraising the nature of his or her conduct.
- Intellectual disability affects a person's ability to process information. Not all intellectual disabilities are the same and people's abilities will vary greatly.

### Neurodivergent vs Behavioural Problems

- Behavior patterns that are disruptive and damaging to you and those around you are categorised as behavioral disorders. (Childhood substance abuse, low self-esteem, parental substance abuse, traumatic events)
- Although the term "neurodiversity" refers to the diversity of all individuals, it is frequently used in relation to autism spectrum disorder (ASD), as well as other neurological or developmental diseases like ADHD or learning difficulties like dyslexia.



## COMMUNICATION TIPS

### PHYSICAL DISABILITY

Physical disability indicates any physical limitations or disabilities that inhibit the physical function of one or more limbs of a certain person. It can be temporary or permanent. Only 4.4% of people living with a disability use a wheelchair. Of people living with disabilities in Australia, 76.8% report a physical disability as their primary disability. (ABS Disability, Ageing and Carers Australia, 2018 Census).

- Speak directly to the participant, not to the support staff or family. Be aware of using inclusive language, and if the participant uses a mobility aid such as frame or wheelchair, always seek permission before touching it, and only do so if necessary.

### VISION IMPAIRMENT

Vision impairment means that a person's eyesight cannot be corrected to a 'normal' level. Vision impairment may be caused by a loss of visual acuity, where the eye does not see objects as clearly as usual. It is estimated that over 13 million Australians have one or more chronic (long-term) eye conditions that affect the quality of their vision (ABS 2018).

- Identify yourself when approaching the individual or before speaking, do not assume they will recognise your voice immediately.
- If you need to guide a person, first ask them if they would like your assistance, then allow them to take your arm. Do not drag them and do not grab them. You may also place a hand in the middle of their back to help guide them if they are comfortable doing so.
- Speak clearly and reduce other background noises.
- Be specific with your instructions, always remember they may not see what you see in the same way. "Over there" is not productive direction but '5 steps to your left' is.

### INTELLECTUAL DISABILITY

Intellectual Disability (ID) is a term used when there are limits to a person's ability to learn at an expected level and function in daily life. A tested IQ of below 5 indicates ID. 460,000 Australians have an intellectual disability. (Inclusion Australia Report, 2021)

- Use simple language, focusing on one instruction at a time.
- Use visual cues to assist understanding.
- Limit distractions around you when having a conversation.
- Make eye contact and use the individuals' name to get their attention.
- Having an open and friendly body language
- Using gesticulation and facial expressions to help convey your information.
- Give clear demonstrations of the activity separate to verbal instruction.
- Speak directly to the participant, not to the support staff or family.

### Autism Spectrum Disorder (ASD) and Neurodiversity

An estimated 30-40% of the Australian population are neurodiverse (ABS, 2018); one in 150 Australians are on the ASD Spectrum.

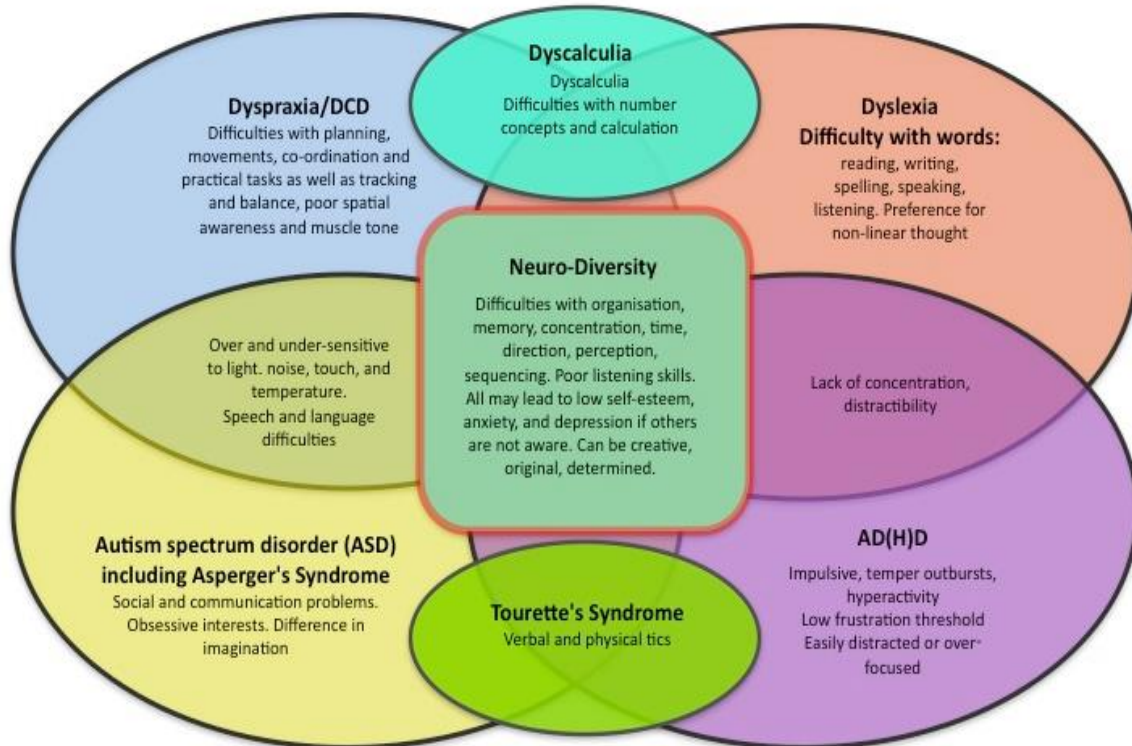
- Keep your communication short, relevant, and simple. Give stimulation breaks when needed.
- Do not force eye contact – people with neurodiversity or ASD may feel uncomfortable with

eye contact

- Use demonstrations. Be clear about instructions, expectations, and any changes
- Ensure your body language is friendly and open
- Use the individuals name to capture their attention before starting
- Limit other distractions

### The Make-up of Neuro-Diversity

This is a document for discussion, concentrating mainly on the difficulties of those with neuro-diversity. It must however be pointed out that many such people are excellent at maths, co-ordination, reading etc. We are people of extremes.



Created by Mary Colley

### HEARING IMPAIRMENT

The four types of hearing loss are sensorineural, conductive, mixed (sensorineural and conductive) and auditory neuropathy spectrum disorder (ANSO). 1 in 6 Australians are affected by some level of hearing loss. (ABS Disability, Ageing and Carers Australia, 2018 Census).

- Position yourself where the individual can clearly see you.
- Speak clearly, steadily and in a normal tone, do not shout and do not exaggerate your mouth movements. Speak then demonstrate.
- Allow time for the individual to process each instruction or for it to be interpreted/ before moving on.
- Written or visual cues. Use gestures and motions to assist understanding. Maintain eye contact with the individual.
- Enlist the help of an interpreter and/or use AUSLAN where appropriate – if using an interpreter, still speak directly to the individual, address them conversationally, do not speak “to” the interpreter i.e., asking “are you ready to start Jane?” instead of “is Jane ready to start?”
- Get the individuals attention before you start talking- use their name, or gesture to them

- Do not attempt to speak to a deaf or hard of hearing individual from behind them, or while moving around
- Limit background noises when possible

## BEHAVIOURS OF CONCERN (CHALLENGING BEHAVIOURS)

Behaviours of concern are escalated behaviours that can impact the wellbeing or physical safety of the person or people around them. This behaviour can disrupt day-to-day life and activities.

- When a participant is engaged in aggressive or disruptive behaviour, the primary focus should be the safety of the individual and those around them.
- Discussing trigger or signs of the participant becoming upset prior to the activity starting will help to manage behaviour.
- Acknowledge the upcoming trigger and distract with different task or change of approach/challenge
- Reducing stressors by moving to a calmer area or providing a calm activity
- Remain calm, gentle and patient - individuals will look to you to mirror emotions
- Provide clear and simple instructions
- Praise attempts to self-regulate, i.e., attempts at deep breaths
- Once the situation is calm, discuss what happened, how it can be avoided next time and different strategies for coping

## ADAPTIVE VOLLEYBALL

### VOLLEYBALL MODIFICATION METHODS

#### Coaching Style

- Modifying the way you deliver the activity to be inclusive of all levels of ability and understanding.
- Consider the way that you communicate. Use short and simple instructions, body language, and visual cues.
- Allow participants opportunities to demonstrate and lead where appropriate.
- "Where is the free space to score?" "Where should you set up to receive a serve? How are you standing?"
- Ensure a clear line of vision for people with hearing impairments.
- Colour coordination
- Short pointer "reminder cues" displayed on a board.
- Clear, accurate demonstration.
- Indicate start time and duration of drill.
- Modifications and adaption options to allow self-learning/progression

#### Area Of Play

Changing the area of play can increase opportunities for participation. Increasing space for wheelchairs, safety, decision making etc. Decrease space for low fitness and low mobility.

- Adjust the overall size of the game area; reduce the court
- Breaking the area into zones to stop crowding
- Keeping clear boundaries to avoid injury and using coloured place markers if needed
- Choose a playing surface that may work best for the group

#### How To Score

Keeping score can be a barrier to participation if competitiveness affects inclusion.

- Consider removing scoring when attempting to teach a skill. Start the activity using just a handful of the rules (easy to remember). Modify the way that you score to enhance participation or focus on a skill. i.e., score for consecutive passes.
- Count the number of successful passes; score by landing the ball in a certain area of the court; remove scoring entirely etc. Fundamental skills need to be understood before you add scoring drills or games to make sure the participant knows how to properly perform the skill.

#### Number Of Players

Changing the number of players can increase enjoyment and participation opportunities. Having bigger groups allows for more rest time, and lower physical exertion. Smaller groups allow for better participation for each individual.

- Practicing setting in pairs
- Rolling rotations
- Grow groups as skills and confidence develop

#### Game Rules

Rule changes may only be minor, but they have a big impact on the enjoyment and participation opportunities. Taking away complicated/technical rules can help people participate and be actively involved without affecting the flow of an activity. Implementing additional rules may be helpful to make the game safe and accessible, i.e., no tackling.

- Allow double touch while setting
- Participants can touch and throw the ball up for themselves or a pair to set
- No blocking
- Increase number of touches allowed
- Reduce serving distance.

### Equipment

Changing equipment is an easy way to directly impact someone's ability to participate.

- The size, weight, and length of equipment may be changed to account for mobility, strength, and dexterity of individuals.
- The colour of the equipment may need to be changed to assist those with visual impairments, i.e., using a ball that stands out from the colour of the court or field.
- Try using different sized balls, height of net etc. to accommodate needs of participants. Participants who lack strength may need to play with a lighter ball, sitting down can be accommodated by a lowered net.
- Use visual cues for umpiring as well as auditory i.e., a flag and a whistle.



### Inclusion

Inclusion is all about making sure everyone is presented with an equal and equitable opportunity to participate. Inclusion can be affected by the culture of a club/organisation, facilities, and opportunity. Being included may not always mean playing the sport; there are a multitude of ways that an individual may want to be included.

- Engage participants in modifications- ask them questions about the activity, what they found hard/easy, how they could do it different.
- Allow participants to find their level of involvement that they are comfortable with.
- Volunteering, refereeing, and coaching opportunities can all be inclusive.

### Time

Having an activity that is too long or at the wrong time may be a barrier for people to participate. Shorter games may be appropriate, along with longer rest times or the option to sub in and out.



## TIPS ON HOW TO ADAPT THE GAME FOR SPECIFIC NEEDS

### Deaf/Hearing Impairment

- Make sure that there is no background noise, for example hold the balls while talking for less distraction.
- Provide a visual demonstration of skills when learning.
- Use flags instead of whistles.
- Establish basic hand communication.

### Intellectual Disability

- Present instruction slow, clear, and with the use of demonstration.
- Allow ball to bounce.
- Catch the ball instead.
- Move serving line forward.
- Lower the net.
- Use a lighter volleyball, balloon, or use an object bigger in size, such as a beach or foam ball.
- Allow a self-toss and then a set.

### Visual Impairment

- Allow the students to catch the ball and return it with a throw. Point is scored when:
  - a. The ball rolls out of bounds before it is trapped.
  - b. The ball goes into the net.
  - c. The ball is thrown and does not land in the opponent's court.
- Use an audible volleyball (Aud-a-ball); bigger and brightly coloured ball also could be helpful.
- Have peers tell student which direction to face and pass or serve the ball.
- Place a noise device in the location of the net.
- Mark the floor with poly dots or other coloured material pieces to help the student find floor position.
- Place coloured markers, streamers, or other devices on the net.
- Have teammates wear brightly coloured bibs/t-shirts.
- Allow student to be permitted to be all time server during the game and take part if able to see well enough.

## ADAPTIVE VOLLEYBALL RESOURCES FOR COACHES AND OFFICIALS

### WA AND NATIONAL ADAPTIVE VOLLEYBALL PAGES

- Volleyball WA Adaptive Volley <https://volleyballwa.com.au/adaptive-volley/>
- Volleyball Australia ParaVolley <https://volleyball.org.au/performance/paravolley/> /

### PARAVOLLEY CODES

- World ParaVolley <https://www.worldparavolley.org/>
- Sitting Volleyball (Paralympic Games Code)  
<https://www.worldparavolley.org/disciplines/sitting-volleyball/>
- Beach ParaVolley <https://www.worldparavolley.org/disciplines/beach-paravolley/>
- Standing Volleyball <https://www.worldparavolley.org/disciplines/standing-volleyball/> /
- Beach Sitting Volleyball <https://www.worldparavolley.org/disciplines/sitting-beach-volleyball/>

### COACHING RESOURCES

- Volleyball Australia Inclusive Coaching <https://volleyball.org.au/get-involved/coaching-refereeing/coaching/coach-resources/intermediate-coaching-general-principals-chapter-6/>
- Sports Ability Volley-All <https://volleyball.org.au/wp-content/uploads/2021/10/SportsAbility-Volley-all.pdf>
- Sports Ability Sitting Volleyball [https://volleyball.org.au/wp-content/uploads/2021/10/SportsAbility-Sitting\\_Volleyball.pdf](https://volleyball.org.au/wp-content/uploads/2021/10/SportsAbility-Sitting_Volleyball.pdf)
- Get Into It Sitting Volleyball [https://volleyball.org.au/wp-content/uploads/2021/10/GetIntolt-Sitting\\_Volleyball.pdf](https://volleyball.org.au/wp-content/uploads/2021/10/GetIntolt-Sitting_Volleyball.pdf)
- Paralympic School Day Sitting Volleyball [https://volleyball.org.au/wp-content/uploads/2021/10/ParalympicSchoolDay-Card\\_4\\_Sitting\\_Volleyball.pdf](https://volleyball.org.au/wp-content/uploads/2021/10/ParalympicSchoolDay-Card_4_Sitting_Volleyball.pdf)
- VolleySlide <https://www.worldparavolley.org/volleyslide/>
- Special Olympics Volleyball Coaching Guide <https://resources.specialolympics.org/sports-essentials/sports-and-coaching/volleyball/indoor-volleyball>

### CLASSIFICATION

- Disability Sport Australia <https://dsa.lexi.global/sitting-volleyball>
- World ParaVolley <https://www.worldparavolley.org/classification/>

### FREE ONLINE ADAPTIVE VOLLEY COURSES

- World ParaVolley Education <https://www.worldparavolley.org/education/>
- Disability Sports Australia Accessibility Champion Course  
<https://www.sports.org.au/accessibility-champion>
- Special Olympics Australia <https://www.specialolympics.com.au/inclusive-sport-academy>
- The Australian Sporting Alliance for People with a Disability, (ASAPD) -  
<https://asapd.org/resources/>
- Light Volley - <https://volleyball.org.au/get-involved/have-a-go/light-volley/>

### INTERNATIONAL RULEBOOKS FOR OFFICIALS

- Standing Beach Volleyball [http://www.worldparavolley.org/wp-content/uploads/2019/09/WPV-BPV08-2019-2020-World-ParaVolley-Beach-ParaVolley-Rules-Rev\\_1a.pdf](http://www.worldparavolley.org/wp-content/uploads/2019/09/WPV-BPV08-2019-2020-World-ParaVolley-Beach-ParaVolley-Rules-Rev_1a.pdf)

- Sitting Volleyball <https://usavolleyball.org/wp-content/uploads/2020/12/2017-2020-SITTING-Volleyball-Rules-with-Diagrams.pdf>

#### KEY CONTACTS

1. Volleyball WA Diversity and Inclusion Coordinator [discover@volleyballwa.com.au](mailto:discover@volleyballwa.com.au)
2. WADSA- [reception@wadsa.org.au](mailto:reception@wadsa.org.au) or 08 9470 1442



Brad Barclay- WA and AUS ParaVolley athlete