

1. DESCRIPTION

This course is designed to teach AYSO Instructors how to deliver the VIP Volunteer Training Course to a myriad of participants – coaches, referees, buddies, family members, region administrators. This course includes:

- Strategies for support of special needs families
- Understanding the AYSO culture and its philosophies
- Understanding and presenting the VIP Volunteer Training lesson plan.

2. GOALS

To prepare volunteers to represent the VIP instruction needs at the area level and to teach the VIP Volunteer Training at the regional or area level.

3. PREREQUISITES

- Introduction to Instruction
- VIP Volunteer Training (or formerly VIP Volunteer Coach/Referee Course)
- Working knowledge of players/people with disabilities is a great advantage

4. STUDENT MATERIALS

- VIP Volunteer Training lesson plan
- VIP Coach, Referee and Buddy/Family Manuals

5. INSTRUCTOR EQUIPMENT AND MATERIALS

- Course Roster
- Flip chart and markers
- Overhead projector or computer/LCD projector
- Screen
- Overheads or Power Point Presentation
- VIP Volunteer Training lesson plans cut into 20 minute “modules”
- Balls, cones, write-on transparencies, post-it notes, etc.
- Confirming multiple choice tests (attached)
- Instructor evaluation forms (attached)

6. ORDER OF PRESENTATION

- | | |
|---|--------------------------------|
| • Support Strategies | 30 minutes |
| • AYSO Basics: Our Culture and Philosophy | 20 minutes |
| • Practicum Information | 10 minutes |
| • Practicum Prep time | 20 minutes |
| • Practicum | 15 minutes + 5 minutes/student |

The instructor should be well versed in persons with disabilities, with the AYSO VIP program and with AYSO Policies, procedures, Rules and Regulations and Bylaws. Ability to evaluate the delivery of the adaptive coaching techniques is important – therefore if not the instructor, an additional person with such ability should be involved in the practicum evaluation.

LESSON PLAN

Lesson Plan: Class One Strategies for Support of Special Needs Families

I. Introduction **Overhead 1 Title Page**

Explain that this class will give the participants some general knowledge about families of special needs players. As instructors, it's helpful to know what these families face and to understand why they may have different needs than other families.

II. Body

A. Spirit or intent of developing strategies for working with special needs families: Why?

1. These families have unique needs. They may need to be approached differently.
2. Volunteers working to develop VIP programs will have more success if they learn strategies.

B. Must know elements: What? Overhead 2

1. Having children who have disabilities often makes the rest of the family feel like they are different.
2. Parents must deal with a variety of agencies and professionals in seeking help for their child with a disability. These may include
 - Social Services **Overhead 3**
 - Social Security
 - Crippled Children's Fund & other similar agencies
 - Department of Mental Retardation (or equivalent)
 - Special education – speech therapist, occupational/physical therapist, social worker, psychologist
 - Medical – various specialists, psychiatrist

Ask: How many of these people do parents routinely see for their mainstream child? How does this affect a family of a child with disabilities?

3. Emphasize this point: Parents may be reluctant to ask for any more services (such as recreational) since they are usually in the position of receiving, not giving, help.
4. Parents often respond better to personal contact rather than to flyers or advertisements.
- b. Siblings may feel isolated, lacking in parental attention, put-upon for extraordinary duties and resentful of the sibling with a disability.

C. Application: How can we support special needs families? Overhead 4

1. Be aware of their needs; advocate for them in your region.
 - Medical and/or financial
 - Daily care of child; difficulty getting breaks
 - Fields: accessibility, good condition
 - Scheduling – standard time for practice & games
2. Make personal contacts. **Overhead 5**
 - Call the Special Ed office in your district to find out about parent support groups or other parent meetings. Attend them.
 - Try to connect/build relationship with at least *one* parent. S/he will help bring in more.
3. Go the extra mile in making families feel accepted and invited. **Overhead 6**
 - Emphasize that their child can participate on any level at which s/he is capable.
 - Show an interest in learning about their child and about the disability. Ask questions.
 - Involve families (as consultants or assistants) in educating and training volunteers to work with VIP players.
 - Be flexible. Don't be critical when they don't show up every time.

Ask participants for other ideas; list them on flip chart.

III. Conclusion

- A. Review: Quickly review and check for understanding on these key points:
 1. Special needs families have unique needs. It helps if VIP volunteers understand them.
 2. Special needs families respond better to personal contact. It is up to us to make sure they feel invited.
- B. Bridge: Link to "AYSO Basics"
- C. Give **Test #1** – the multiple choice test.

Lesson Plan: Class Two

AYSO Basics

I. Introduction

- A. The AYSO "Big Picture:" Why are we all here?
- B. Kids and Soccer – Which comes first?

II. Body

- A. Spirit or Intent of AYSO: Why?
 1. Talk about the AYSO Mission Statement and Philosophies **Overheads 7, 8**
 2. List AYSO values on a flip chart. Ask participants:
 - What is at the core of the AYSO experience?*
 - Why is this important?*

B. Must know elements: What?

1. Explain the function of culture **Overhead 9**
 - a. Culture holds people together
 - b. Culture provides continuity
 - c. Culture creates community
2. Elements needed to sustain and grow culture **Overhead 10**
 - a. A common set of values
 - b. A code of conventions (commonly accepted, agreed upon behaviors)
 - c. An identified purpose
 - d. A unified plan
 - e. A common language
 - f. A continuing dialog
 - g. An atmosphere of trust and respect
3. Explain the structure of AYSO
 - a. Region/Area/Section/National
 - b. Governance
 1. Executive members
 2. National Board of Directors
 3. National Support & Training Center

C. Application: How?

1. Real world applications
 - a. Ask: *How does this knowledge help when confronted by a noisy, abusive spectator?*
 - c. Ask: *Does the VIP Instructor have a role to model based on an understanding of what AYSO is?*
2. The need for training and certification **Overhead 11**
 - a. Training prepares volunteers for their jobs.
 - b. Certification teaches them about child and volunteer protection.
 - c. Both protect volunteers under the Volunteer Protection Act of 1997.
 - d. They reduce the likelihood of children being abused.
 - e. They reduce the likelihood of volunteers being accused.
 - f. They provide personal achievement and satisfaction.
 - g. Ask: *How is VIP Volunteer Training vital to your regions?*
 - h. Ask: *Is it important that this be AYSO training?*

III. Conclusion/Bridge

- A. Review : Quickly review and check for understanding on these key points:
 1. AYSO Mission/Philosophy
 2. R/A/S/N
 3. Importance of training
- B. Bridge: Link to "Practicum"
- C. Give **Test #2** – the multiple choice test

Lesson Plan: Class Three Practicum

I. Introduction

Tell participants that the practicum provides an opportunity for them to *practice* their presenting skills and receive valuable feedback.

II. Body **Overhead 12**

A. Spirit or intent of a practicum: Why?

1. Talk about the importance of *doing* or *practicing*.
2. It's not as easy as it looks, but the more it's done, the easier it gets.
3. Emphasize that "teaching what you know" increases likelihood of success

B. Must know elements: What? **Overhead 13**

1. Review the three presentation styles and apply to the practicum.
(Listen: I hear; See: I understand; Do: I know)
Ask: *Which one of these styles applies most to the practicum?*
2. This is their chance to put into *practice* all of the things they have learned.

C. Application: How?

1. Real world applications
 - a. Distribute a lesson plan module to each participant. Assign them 20 minutes depending on the number of participants. Shorten the time if need be, *but be sure to help them cut the lesson plan points* – do not let them hurry through to fit in too much information!
 - b. Allow 20 minutes for preparation time
 - c. Provide tools available – flip chart, markers, transparencies, etc.
 - d. Provide positive feedback to presenters about 5 min each
 - i. Ask: *How do you think you did?*
 - ii. Ask: *Do you think you can improve? How?*
 - iii. Ask classmates for their comments
2. The need for practice
 - a. Ask: *How is practice vital to your success?*
 - b. Ask: *Is it important to your students?*

III. Conclusion

- A. Review: Remind students that this was a pressure situation with not much preparation time. On their own, they will benefit from more planning and practice.
- B. Give the **VIP Volunteer Training** affirmation test (unless all students have just completed this training in the same time frame).
- C. Bridge: Transition to closing.

Closing:

Congratulate the attendees on their completion of the course. Ensure all have signed the attendance roster and have turned in the answer sheets. Inform them that:

- 1) their VIP Instructor course credit will be put into eAYSO;
- 2) after their tests are reviewed, they will be informed if they need to do anything further as designated by the instructor prior to becoming an official VIP Instructor
- 3) Acknowledge their value to AYSO and to the advancement of the VIP Program.

Test #1 Class One—Strategies for Support of Special Needs Families

True/False

1. Families of individuals with disabilities have unique needs.
2. Understanding special needs families will prepare volunteers to work with them.
3. If no parents come to sign up their disabled children on Registration Day, that is a good indication that there are not enough potential players to support a VIP program.
4. It would be a good idea to distribute brochures to the many agencies dealing with special needs families.

Multiple Choice

5. Working with a variety of agencies and professionals may cause parents to
 - A. Feel overwhelmed and powerless
 - B. Become exhausted
 - C. Stop asking for more
 - D. All of the above
6. The best way to reach parents of potential VIP players is to
 - A. Stuff their child's backpack with fliers
 - B. Advertise through the media
 - C. Make personal contacts
7. Advocating for VIP families in your region means
 - A. Helping people understand their needs
 - B. Working with schedulers of fields and games
 - C. Ensuring VIP inclusion in regional events
 - D. All of the above

Answers for instructor:

1. T 2. T 3. F 4. T 5. D 6. C 7. D

Test #2 Class Two—AYSO Basics

True/False

1. AYSO's mission is to develop and deliver quality soccer programs in a fun, family environment.
2. Training prepares volunteers for their tasks.
3. Training reduces the likelihood of children being abused.
4. One reason culture is important is that it creates a sense of community.
5. The "section" is the local unit of AYSO—the grassroots.
6. The National Support & Training Center is the professional arm of AYSO.
7. AYSO's philosophy includes "Open Coaching."
8. Proper training protects volunteers under the Volunteer Protection Act of 1997.

Answers for instructor:

1. T 2. T 3. F 4. T 5. F 6. T 7. F 8. T

VIP Volunteer Training Test

True or False

1. Training prepares volunteers for their tasks.
2. Training reduces the possibility of children being abused.
3. Proper training protects volunteers under the Volunteer Protection Act of 1997.
4. It may be harder to get people to volunteer for VIP because they are uncertain about what to do.
5. VIP players are in many ways similar to all other players.
6. Volunteers should not assume that VIP players understand concepts such as "teams."
7. A player should play at least half of every game even if they are unwilling.
8. Tantrums with VIP players should be ignored. After all, they can't help it.
9. All VIP players need adapted skills taught to them.
10. Always encourage proper techniques for players who are able to perform them.
11. VIP players need lots of practice and repetition.
12. Some VIP players have trouble kicking with the instep of their foot.
13. The skills reviewed in this class should be all that VIP players will ever need to know.
14. VIP players deserve volunteers who are well trained and knowledgeable.
15. Following Safe Haven practices is not as critical when working with VIP players.
16. VIP players will learn better with drills rather than games or run activities.
17. Practices and games may be held together as a way of making it easier for everyone to participate.
18. Refereeing in VIP will bring referees closer to the Spirit of the Game.
19. All VIP games must have an official referee.
20. VIP players need to learn appropriate ways of playing soccer.
21. Some Laws of the Game are irrelevant for VIP soccer.
22. VIP players are allowed to use equipment that may not be allowed in mainstream play.
23. Younger VIP players should play on smaller fields, but if the players are older and full grown they should play on full-sized fields.
24. If buddies do their job well, sometimes they will no longer be needed on the field

by their VIP player-friend.

Multiple choice

25. It is all right to let a VIP player participate
 - A. Without a parent or parent's designee present during practice
 - B. At his or her own comfort level
 - C. Without shin guards

26. VIP players should be monitored for
 - A. Signs of stress or fatigue
 - B. Blood pressure
 - C. Drug levels

27. If at all possible,
 - A. Schedule practices/games at the same time each week
 - B. Play on the same fields each week
 - C. Both of the above

28. If you cannot demonstrate a skill, you should
 - A. Skip the skill
 - B. Use another volunteer or player to demonstrate
 - C. Pull a parent from the sideline

29. Coaches' and other skill instructors' knowledge and skills should improve
 - A. In order to challenge the players as their skills improve
 - B. Naturally—additional training is not really necessary
 - C. By watching videos

30. Many VIP players perform better when
 - A. They have a structured routine to follow
 - B. There is constant variety
 - C. They have their parent with them on the field

31. In no case should a volunteer
 - A. Come on the field to assist VIP players
 - B. Hug a player
 - C. Ignore violent behavior

32. It is important to find out
 - A. What medications the players take and when
 - B. What may trigger certain behaviors
 - C. If a parent or parent's designee is present
 - D. All of the above

33. VIP parents should be encouraged

- A. To be on the field every chance they can get
- B. To take a break and enjoy being a fan
- C. To drop off their player so they can run errands

34. VIP volunteers should have

- A. CPR training in order to be certified
- B. A degree in special education
- C. VIP Volunteer training as part of the certification process

35. VIP games should always

- A. Be 30 minutes long
- B. Include buddies on the field
- C. Be played short-sided

36. It is easier for VIP players if

- A. Sides are not switched at half time
- B. Fields are not full-sized
- C. Both of the above

37. The ideal referee for VIP games is one who

- A. Strictly enforces the letter of the Law
- B. Explains every infraction to the players
- C. Is relaxed, flexible, and friendly

38. Stop play when any player is exhibiting extreme behavior that is a potential threat to the safety of others, and

- A. Personally carry the player off the field
- B. Call for the parent/and or coach
- C. Call the police

39. VIP coaches and referees should have

- A. National level certifications
- B. Safe Haven Certification
- C. No VIP specific training

40. **Everyone Plays** in AYSO means

- A. Every player plays at least one half of every game
- B. Everyone (in the right age range) can play AYSO soccer
- C. Both of the above – if a VIP program is available!



VIP Volunteer Training Test Answer Sheet

Name _____ Date _____
(please print)

Instructor _____ Location _____

Write 'T' for true, 'F' for false, or the correct letter in the space corresponding to each numbered question under the appropriate test column.

- | | | | | |
|-----------|-----------|-----------|-----------|-----------|
| 1. _____ | 2. _____ | 3. _____ | 4. _____ | 5. _____ |
| 6. _____ | 7. _____ | 8. _____ | 9. _____ | 10. _____ |
| 11. _____ | 12. _____ | 13. _____ | 14. _____ | 15. _____ |
| 16. _____ | 17. _____ | 18. _____ | 19. _____ | 20. _____ |
| 21. _____ | 22. _____ | 23. _____ | 24. _____ | 25. _____ |
| 26. _____ | 27. _____ | 28. _____ | 29. _____ | 30. _____ |
| 31. _____ | 32. _____ | 33. _____ | 34. _____ | 35. _____ |
| 36. _____ | 37. _____ | 38. _____ | 39. _____ | 40. _____ |

AYSO Program: Instructor

Instructor requirements: VIP Instructor
OR Advanced Management, Coach or
Referee Instructor with VIP Volunteer
Training

VIP Instructor

Latest Revision 7-18-07
Length: 3 hours
Lesson Plan Number: (Number)
Page: 5 of 15

VIP Instructor Course Evaluation Form



Candidate Name _____

Evaluator Name _____

VIP Module Presented _____

Location of Course _____ **Date** _____

1= Fails to meet minimum standards
3 = Meets minimum standards

2 = Sometimes meets minimum standards
4 = Exceeds minimum standards

Observation	1	2	3	4	Comments
<u>Pre-Presentation</u>					
Appearance of Instructor					
Organization					
<u>Presentation</u>					
Gave adequate introduction					
Appeared confident					
Adapted presentation as needed					
Demonstrated creativity					
Obtained adequate class participation					
Involved students/asked questions					
Used training aids properly					
Answered questions adequately					
Completed presentation on time					
Met lesson plan module objectives					
<u>Knowledge</u>					
Has AYSO information specific to presentation					
Has knowledge of VIP Program					
Able to correct any factual errors suggested by students					

AYSO Program: Instructor
Instructor requirements: VIP Instructor
OR Advanced Management, Coach or
Referee Instructor with VIP Volunteer
Training

VIP Instructor

Latest Revision 7-18-07
Length: 3 hours
Lesson Plan Number: (Number)
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ADDITIONAL EVALUATOR COMMENTS

Follows Lesson Plan

Respond to Student Questions – Asks Questions

Demonstrates Knowledge of Subject Matter

Uses Lecture, Demonstration and/or Guided Participation Appropriately

Additional Comments

Student's presentation meets the standards

Passed_____

Needs additional work _____

If additional work needed, describe plan below and date for completion:
