

Report:

Train the Trainer Program

Judo Intellectual Disability Project (JIDP)

2024-26

Grant Agreement No.: 101133404-ES-SPO-SCP

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SUMMARY

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PART 1. EVALUATION OF THE TRAINING OF THE INSTRUCTORS

1.1 Aim and Rationale of the Report

This report presents the key activities and outcomes of the work carried out within the framework of the JIDP (Judo Intellectual Disability Project) programme. It provides a detailed analysis of participants' perspectives and experiences regarding the training process, with a particular focus on the preparation of instructors and volunteers who deliver adapted judo sessions for adolescents with intellectual disabilities.

The initiative responds to a pressing need for specialised, evidence-based training in this domain. A lack of adequate professional preparation has been consistently identified as a major barrier to meaningful inclusion in sport. In response, the JIDP project seeks to bridge this gap by equipping trainees with the necessary knowledge, pedagogical skills, and practical competencies to deliver safe, inclusive, and effective interventions. The overarching objective is to foster high-quality adapted judo programmes that promote the physical, social, and emotional development of adolescents with intellectual disabilities, while ensuring their full and dignified participation in sport.

1.2 Training Structure and Implementation

The training followed a blended learning approach, strategically combining online and face-to-face phases to maximise accessibility, flexibility, and practical skill development.

Online Phase

The online phase focused on the delivery of theoretical content through a dedicated virtual learning platform. This phase was structured into five independent courses, each comprising several thematic modules. Every module was accompanied by progress assessment tests to ensure comprehension and knowledge retention. The self-paced nature of the online component allowed participants to tailor their learning to their individual schedules and prior experience levels.

Face-to-Face Phases

Two face-to-face training phases were organised to complement and reinforce the online content. The first was held in Madrid, Spain, in May 2025 and the second in Poznan, Poland in June 2026. These sessions were practice-oriented, emphasising real-life application of adapted judo techniques, communication strategies, behaviour management, and safety protocols. Participants engaged in supervised practical activities, scenario-based exercises, and peer feedback sessions, which were essential for translating theoretical knowledge into inclusive coaching practice.

Course Content Breakdown

A detailed breakdown of the five online courses and their respective modules is provided below:

Course one: Disability Awareness Information and The Importance of Physical Activity

This course contains 8 sections:

- The Importance of Physical Activity
- Intellectual Disability (ID)
- Down Syndrome (DS)
- Autism (ASD)
- Cerebral Palsy (CP)
- Dyspraxia (DCD)
- Visually Impaired (VI)
- Hearing Impaired (HI)

Course 2: Learning Styles and Adapted Judo Rules

This course contains 9 sections:

- Introduction
- What is Adapted Judo?
- The Role of an Adapted Judo Coach
- Adapted Judo Play & Contest Rules
- Classification Skill Levels
- Learning Methods
- Coaching Styles – General
- Learning Styles – General
- What Learning Style am I?

Course 3: Learning Through Play and Lesson Planning

This course contains 5 sections:

- The Benefits of Learning through Play
- Judo Game Ideas
- The importance of Lesson Planning in general
- The Importance of Lesson Planning for adaptive Judo
- Sample Lesson Plans

Course 4: Sports Psychology and Nutrition & Hydration

This course contains 7 sections:

- Ability Assessment of New Adapted Judo Students
- Coaching Adapted Judo for Competition
- The Importance of Coach and Referee Cooperation
- The Evolution of Adapted Judo
- Sports Psychology
- The Importance of Nutrition in Sport - General
- The Importance of Nutrition for Adapted Athletes

Course 5: General Related Topics

This course contains 6 sections:

- Creating an Inclusive Activity Environment
- Utilising Support Materials in Adapted Judo Training
- A Guide to Information Management for Judo Coaches: Welcoming Students with Diverse Disabilities
- Positive Behavioural Management for Children with Disabilities in Sports and Judo
- The Transformative Power of Parental Involvement: Supporting Children with Diverse Disabilities in Judo
- The Therapeutic Benefits of Judo Kata for Individuals with Diverse Disabilities

Each course included between 6 and 9 modules, followed by a final assessment to certify completion. The modular structure allowed participants to progressively build their competencies before advancing to the face-to-face practical components.

1.3 Evaluation Methodology

To ensure a rigorous and holistic assessment of the JIDP training programme, a mixed-methods evaluation methodology was adopted. This approach combines quantitative and qualitative data collection instruments, allowing the project team to capture not only measurable outcomes but also the nuanced experiences and perceptions of all stakeholders involved. The mixed-methods design was considered essential for understanding both the effectiveness and the contextual appropriateness of the training process.

Quantitative Data Collection

Quantitative data were gathered through the following instruments and indicators:

Satisfaction Questionnaires: Following the final phase (online and face-to-face), participants, including instructors and volunteers, completed a structured satisfaction survey. This questionnaire used Likert-scale items to assess aspects such as content relevance, clarity of delivery, usability of learning materials, quality of virtual platform, organisation of face-to-face sessions, and overall satisfaction with trainers.

This data was collected using the following google questionnaire <https://forms.gle/QRDXrMaVMUtA4bBn6>

Results are attached in Appendix 1

Participation Rates: Attendance and engagement were tracked across all training modules, both online (login frequency, module completion rates, assessment submission) and face-to-face (daily attendance logs). This data provided insight into the accessibility and motivational appeal of the programme.

We can confirm that 61 participants started the program and 56 completed all phases, that is a participation success rate of 91.8%.

Dropout Rates: Participant attrition was recorded at each stage of the training. Dropout reasons were collected where possible (e.g., via exit surveys or coordinator feedback) to identify potential barriers to completion, such as time constraints, technical difficulties, or content difficulty.

We can confirm the dropout rate was 8.2% (5 participants) and was mainly due to other work/life commitments.

Incidence of Injuries: During the face-to-face practical sessions, any injuries, including minor incidents, were systematically logged by supervising trainers. This indicator served as a critical safety metric, helping to evaluate whether the adapted judo techniques and safety protocols taught during training were being correctly implemented.

We can confirm that we had zero injuries during our practical sessions.

Qualitative Data Collection

Qualitative data were collected to capture deeper insights into the learning experience and to contextualise the quantitative findings. The following stakeholder groups contributed:

Instructors and Volunteers (trainees): Semi-structured feedback forms and focus group discussions were conducted after the face-to-face phases. Topics included perceived changes in confidence, challenges encountered when applying adapted judo techniques, suggestions for training improvement, and reflections on inclusive coaching practices.

Trainers (educators delivering the programme): Trainers provided written debrief reports following each face-to-face session, highlighting observed strengths and weaknesses in participant engagement, common misunderstandings, and recommendations for future iterations of the training.

Coordinators (project management team): Coordinators maintained observation logs throughout the entire training process, documenting logistical issues, unexpected adaptations, and overall impressions of participant progress. These logs contributed to the process evaluation component of the study.

All qualitative data were analysed using thematic analysis, with key themes systematically coded and cross-referenced against quantitative indicators to identify patterns, corroborate findings, or highlight discrepancies.

Integration and Purpose of the Mixed-Methods Design

The integration of quantitative and qualitative data enabled a comprehensive evaluation of the entire training process from multiple perspectives. Specifically, this design allowed the project to:

- Measure the extent to which training objectives were achieved (e.g., high satisfaction scores combined with low dropout rates).
- Identify causal or explanatory factors behind observed trends (e.g., why certain modules had lower completion rates).
- Capture unanticipated outcomes, such as increased motivation among volunteers or emerging best practices in adapted judo.
- Generate actionable recommendations for scaling or replicating the training in other Erasmus+ contexts.

In summary, the mixed-methods evaluation methodology provided a robust, triangulated evidence base to assess the relevance, effectiveness, and impact of the JIDP training programme for instructors and volunteers working with adolescents with intellectual disabilities.

1.4 Main Results and Participants' Feedback

The JIDP training programme yielded high participation rates and consistently positive evaluations across all stakeholder groups. Participants expressed strong acceptance of the training in terms of content adequacy, practical usefulness for their daily work, and overall effectiveness in preparing them to lead adapted judo sessions for adolescents with intellectual disabilities.

The blended learning design, which combined online theoretical modules with face-to-face practical sessions, was repeatedly identified as a key strength of the programme. According to participant feedback, this structure allowed for flexible self-paced learning while still providing essential hands-on experience under expert supervision. **See results in Appendix 1.**

When analysed according to participant roles, several nuanced differences emerged. Volunteers, who often had limited prior exposure to adapted sport, highlighted the value of the practical sessions as indispensable for building their confidence and behavioural management skills. They reported that observing and then practising adapted judo techniques alongside experienced trainers transformed abstract concepts into actionable competencies.

Instructors, by contrast, placed greater emphasis on methodological adaptation. They particularly appreciated the modules that addressed how to modify judo techniques, communication styles, and session structures to accommodate varying levels of intellectual disability. Instructors noted that this methodological focus distinguished the JIDP training from generic disability awareness courses they had previously attended.

Trainers and coordinators, who observed the training process from a delivery and organisational perspective, noted high levels of engagement throughout both the online and face-to-face phases. They reported that participants consistently completed online assessments on time and actively contributed to discussions and practical exercises during the residential sessions. Trainers observed a marked progression in participant

confidence and competence between the first and second face-to-face training days, suggesting that the learning curve was both steep and sustained.

Despite the overwhelmingly positive reception, participants also provided constructive feedback that points towards clear areas for improvement. The most frequently cited suggestion was to increase the total amount of practical training time, particularly opportunities for supervised practice with adolescents with intellectual disabilities themselves, rather than only among peers. Several participants felt that while the theoretical foundation was solid, more rehearsal time would have consolidated their skills further. Additionally, both instructors and volunteers called for further development of specific content, including more detailed guidance on managing challenging behaviours, adapting judo sessions for participants with complex support needs, and using assistive communication tools during training. Some participants also expressed interest in supplemental resources such as video libraries of adapted techniques or case study repositories.

Taken together, the results indicate that the JIDP training programme successfully achieved its core objectives while also revealing realistic opportunities for refinement. The strong endorsement of the blended learning model, combined with role-specific insights and actionable recommendations, provides a solid evidence base for future iterations of the training or for scaling the approach to other inclusive sport contexts.

1.5 Conclusions

The JIDP train the trainer programme has proven to be a viable, well-accepted, and highly relevant initiative within the context of inclusive judo for adolescents with intellectual disabilities. The consistently positive feedback from participants across all roles, volunteers, instructors, trainers, and coordinators, confirms that the programme successfully addressed a genuine gap in professional preparation for adapted judo. The high participation rates, low dropout levels, and strong satisfaction scores further attest to the programme's feasibility and acceptability across different national and organisational settings.

Beyond mere acceptance, the training programme has demonstrated a tangible contribution to improving participants' knowledge, practical skills, and professional confidence. Participants reported not only a clearer understanding of intellectual disabilities and adapted judo techniques but also a greater sense of self-efficacy in delivering safe and inclusive sessions.

Importantly, the programme fostered a lasting inclusive approach to practice, shifting participants' attitudes towards viewing adolescents with intellectual disabilities as capable athletes rather than as beneficiaries of charity. This attitudinal change, repeatedly highlighted in qualitative feedback, represents one of the most significant outcomes of the training.

Overall, the JIDP training programme is closely aligned with the core objectives of the JIDP project, particularly those related to capacity building, social inclusion, and the promotion of adapted sport. The blended learning model, the role-sensitive content design, and the mixed-methods evaluation framework together constitute a robust and replicable model for future training initiatives. The programme therefore not only achieves its immediate goals but also provides a solid basis for scaling up, transferring to other sports, or adapting to other disability groups within the Erasmus+ framework and beyond.

1.6 What's Next for the Train the Trainer Program?

Looking beyond the immediate outcomes of the JIDP project, the sustainability and wider dissemination of the training programme remain a central priority. To ensure that the programme reaches the maximum possible number of individuals, organisations, and interested parties, all training materials have been systematically repurposed for long-term accessibility. Specifically, the online courses, including all theoretical modules, assessment tests, and supplementary resources, have been consolidated alongside practical guides and documentation from the face-to-face sessions. This comprehensive body of material has been converted into

an easy-to-download PDF format, which can be freely shared, printed, and used in low-technology environments where continuous internet access cannot be guaranteed.

However, dissemination is not merely a matter of distributing documents. The project has deliberately adopted a Train the Trainer cascading model as its primary mechanism for sustainable capacity building. Under this model, all programme participants, including instructors, volunteers, and coordinators who have successfully completed the training, have been formally invited to act as multipliers. Each participant will be encouraged to share the PDF resource package with a number of individuals, organisations, and interested parties within their own regions and countries. This cascading approach ensures that knowledge is not confined to the original trainees but continues to flow outward through existing professional and community networks. Access to this resource is available at <http://jidp.eu>

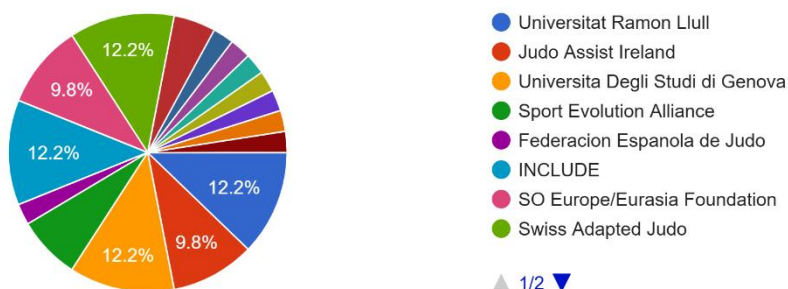
The potential reach of this strategy is substantial. With over sixty participants drawn from fourteen different countries, the programme already possesses a significant and geographically diverse base of trained multipliers. Each of these individuals is uniquely positioned to introduce adapted judo practices to local sports clubs, special education centres, disability service providers, and volunteer networks. As these new contacts subsequently integrate the training into their own work, the impact of the JIDP project can continue to grow organically, long after the formal project period has concluded.

We are therefore confident that this programme is only just beginning. What has been developed, tested, and refined through the JIDP project represents not an endpoint but a foundation. The combination of freely accessible digital materials and a structured cascading dissemination model offers a realistic, low-cost, and high-impact pathway towards embedding inclusive judo training across Europe and potentially beyond.

1.7 Appendix 1

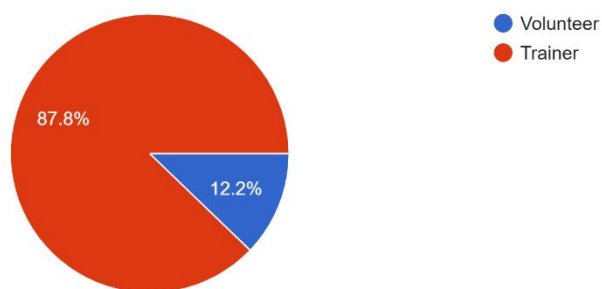
General Information

Partner and other Organizations
41 responses



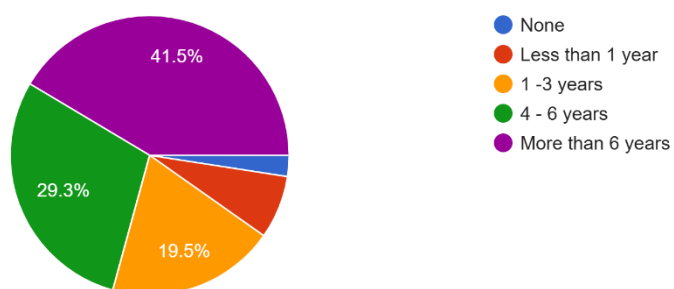
What role or capacity did you fill during the course

41 responses



Prior to this training course, how many years of experience did you have working with people with intellectual disabilities

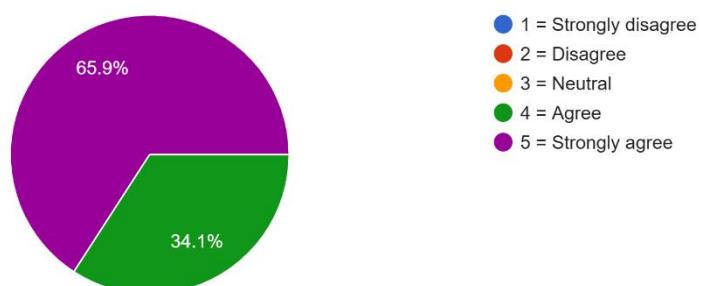
41 responses



Overall Satisfaction

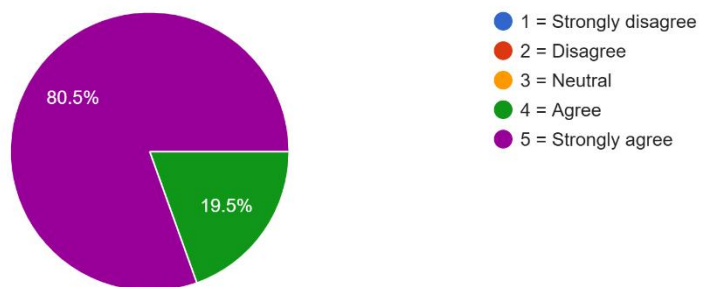
The training met my expectations

41 responses



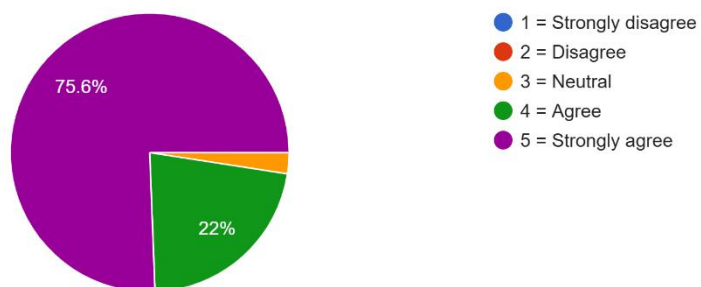
The content was relevant to my work with adolescents with intellectual disabilities.

41 responses



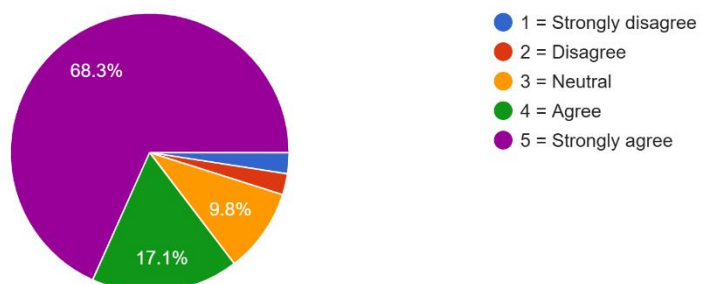
The training was well organized and easy to follow

41 responses



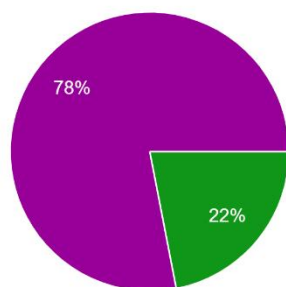
The duration of the training was appropriate

41 responses



Overall, I am satisfied with the JIDP training programme

41 responses

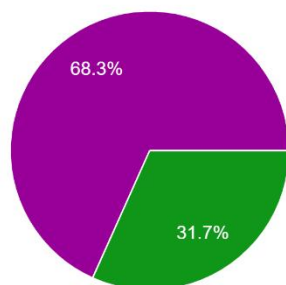


- 1 = Strongly disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly agree

Online Phase Satisfaction

The virtual learning platform was user-friendly

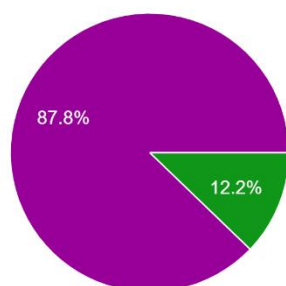
41 responses



- 1 = Strongly disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly agree

The online modules were clear and well structured

41 responses



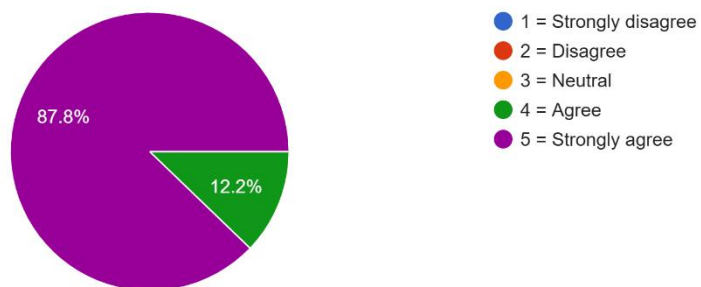
- 1 = Strongly disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly agree



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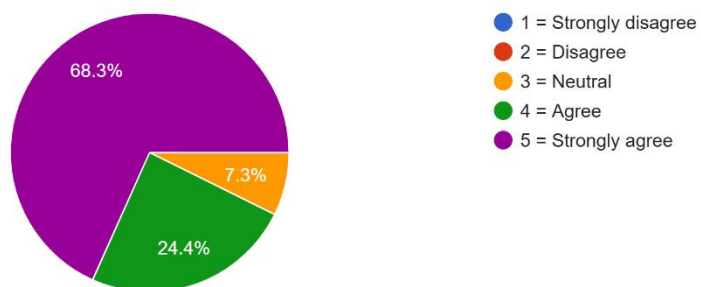
The online modules were clear and well structured

41 responses



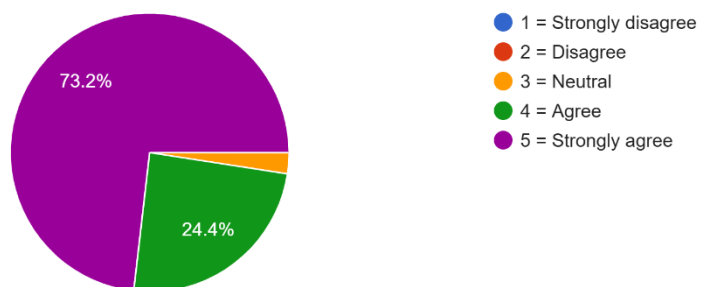
The assessment tests helped me check my understanding

41 responses



The online content prepared me well for the face-to-face sessions

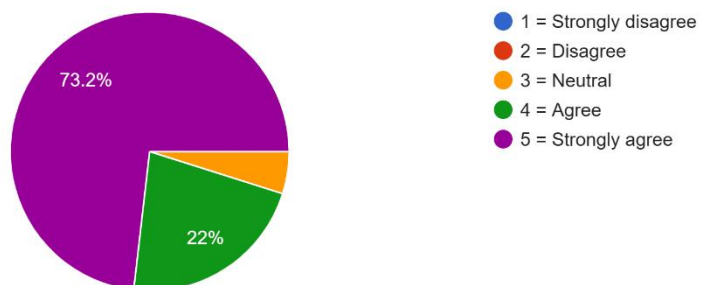
41 responses



Face to face Phase Satisfaction

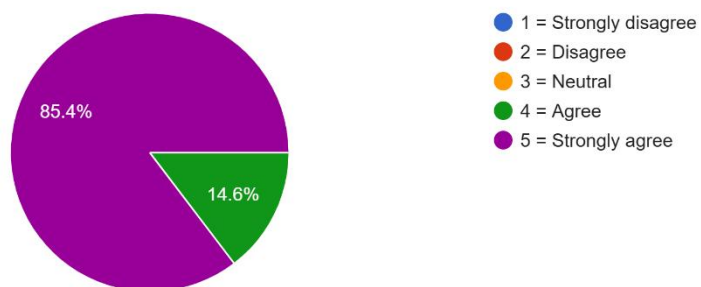
The practical sessions were useful for developing my skills

41 responses



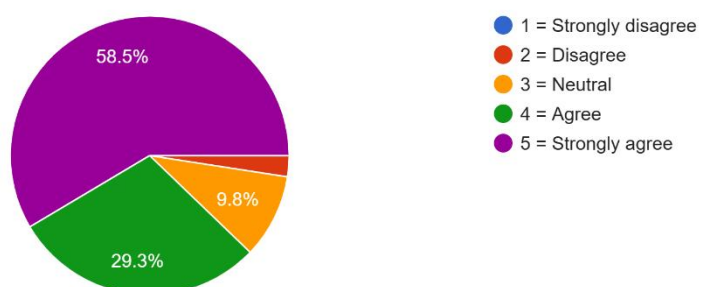
The trainers were knowledgeable and supportive

41 responses



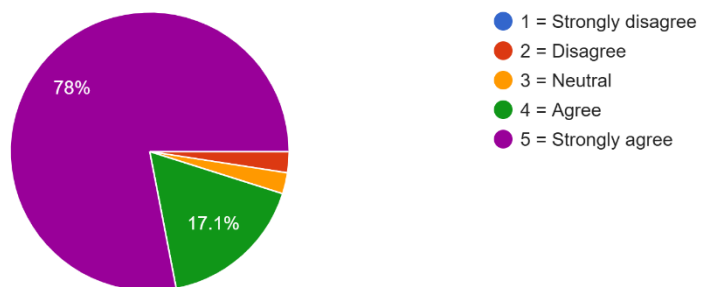
There was sufficient opportunity for supervised practice

41 responses



The safety and risk management instruction was clear and practical

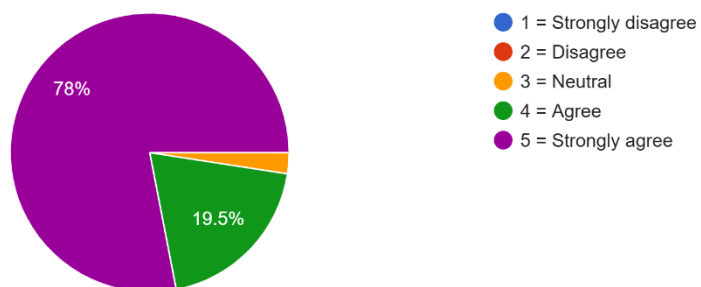
41 responses



Perceived Competence and Confidence

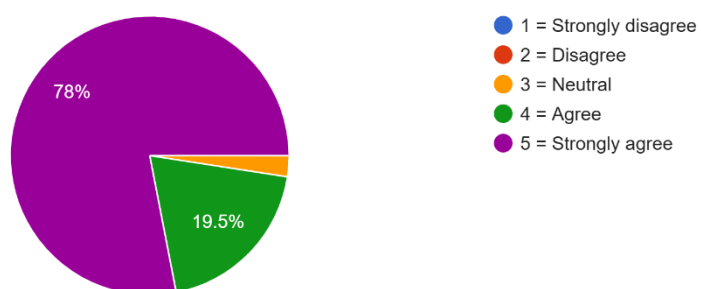
After the training, I feel more knowledgeable about intellectual disabilities in judo

41 responses



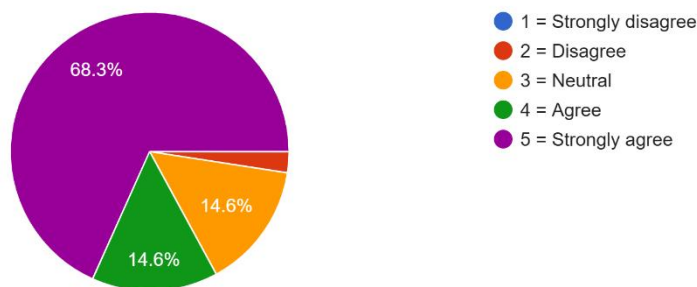
After the training, I feel more confident delivering adapted judo sessions

41 responses



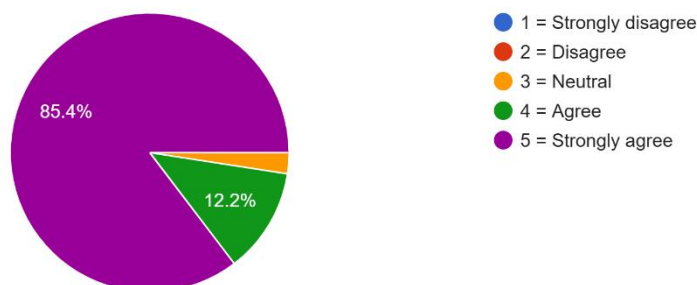
After the training, I feel better prepared to manage challenging behaviours

41 responses



The training has strengthened my commitment to inclusive judo

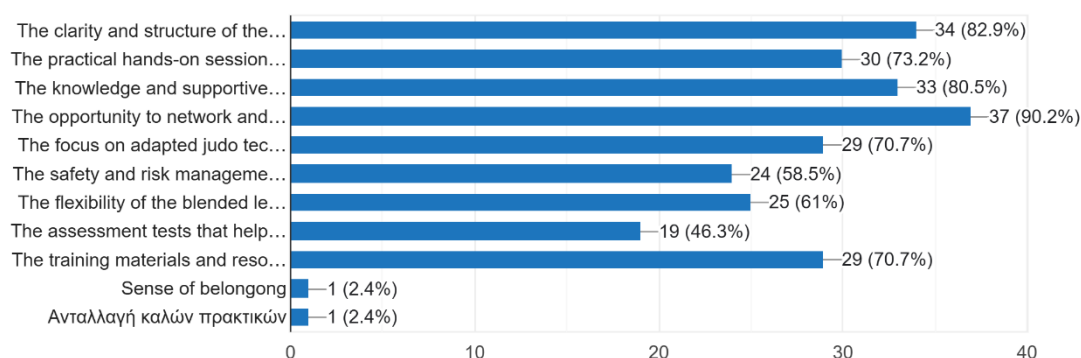
41 responses



Feedback on Training Strengths and Areas for Improvement

What did you find most useful about the JIDP training programme? (please tick all that apply)

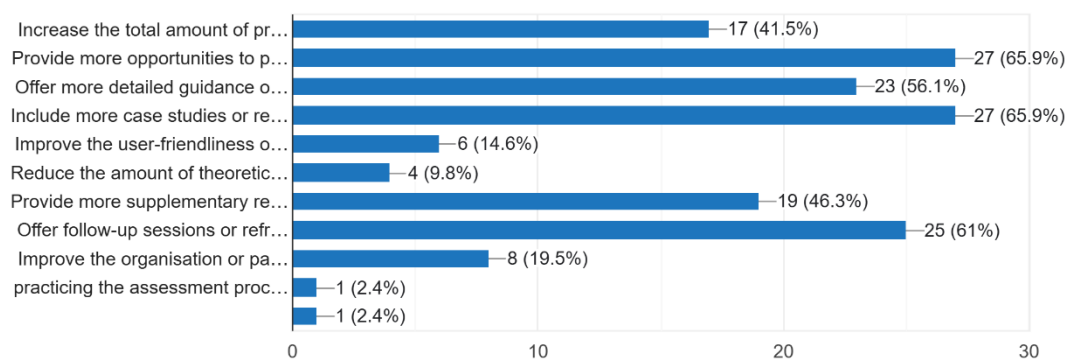
41 responses



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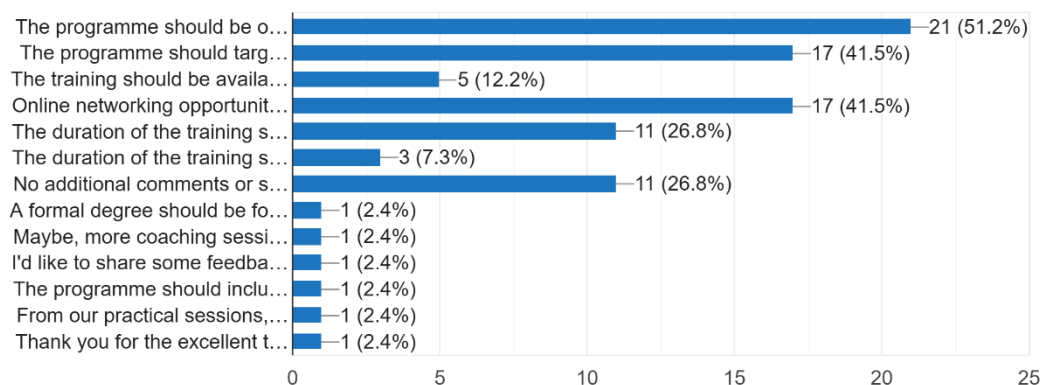
What aspects of the training could be improved in the future? ? (please tick all that apply)

41 responses



Do you have any additional comments or suggestions for future editions of the programme? (please tick all that apply)

41 responses



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2 PART 2. PEDAGOGICAL MATERIAL FOR TRAIN THE TRAINER PROGRAM

2.1 INTRODUCTION

This report presents a collection of visual materials designed to serve as a clear and accessible resource on the project's virtual platform (official website). It aims to support both new and existing users by visually guiding them through key aspects of the online learning environment. The report includes:

- Step-by-step screenshots illustrating the registration and login process for participants;
- A curated selection of actual learning materials available within the online platform, offering insight into the course content and structure;
- A direct link to the program's continuous updates section, ensuring users can easily access the most current information and resources.

These visual aids are intended to enhance user experience, promote ease of access, and support ongoing engagement with the platform's educational offerings.

2.2 REGISTRATION AND LOGIN PROCESS

The following section provides a series of annotated screenshots that outline the step-by-step registration and login process required for participants to access the online learning materials. This visual walkthrough is designed to support ease of access and ensure a smooth onboarding experience for all users.

Upon successful registration, each participant gains access to the designated phase of the training program. Participants are expected to complete all learning activities and assessments within the time allocated to that phase. Once the phase is successfully completed, they will be automatically issued a Phase Certificate - examples of which are included in this report.

Following certification, the system will automatically enrol the participant into the next phase of the program.

This structured, phase-based progression ensures that learners engage with the material in a logical and cumulative manner, reinforcing knowledge and encouraging continued participation throughout the course.



JIDP Train the Trainer registration and login instructions

Please follow the instructions below to register for phase 1 of the JIDP Train the Trainer Online Course

The red circles indicate where to click at each stage of the process

To get started please click here

<https://jmdp.eu/courses/jmdp-adaptive-judo-coaching-course/>

JIDP Adaptive Judo Coaching Course

Admin | Disability Awareness

Lifetime | Beginner | 8 Lessons | 2 Quizzes | 2 Students

Overview | Curriculum | Instructor

This first phase of the JIDP Adaptive Judo Coaching Course is designed to inform and educate coaches in Disability Awareness.

This phase contains an introductory disability awareness quiz, a number of disability information modules and finishes with a disability awareness test. This phase is designed to help the learner understand the basics of each disability that they may encounter on their adaptive judo coaching journey.

Phase one learning period is June 2024 to end of August 2024

Phase two will be released in September 2024

Phase three will be released in December 2024

Free

Start Now

Recent Posts

- JIDP at 1st Scientific-Professional Conference Rome
- JIDP at the 2024 BRICSCESS Conference India
- JIDP Kick-off Meeting

Home > Checkout

Checkout

No payment method is available.

Please log in to enroll in the course!

Sign in

Username or email *

Email or username

Password *

Password

☐ Remember me

Don't have an account? **Sign up.**

Your order

JIDP Adaptive Judo Coaching Course	€0.00
Subtotal	€0.00
Total	€0.00



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Checkout

No payment method is available.

Please log in to enroll in the course!

Sign up

Email address *

info@blackeaglejudo.com

Username *

joebloggs

Password *

••••••••



Confirm Password *

••••••••



First name

Joe

Last name

Bloggs

Display name

JoeBloggs

Already had an account? [Sign in.](#)

Note to administrator

Place order



Your order



JIDP Adaptive Judo Coaching Course

€0.00

Subtotal

€0.00

Total

€0.00

Checkout

No payment method is available.

Thank you. Your order has been received.

Order Number	#0000000256
Status	Completed
Item	JIDP Adaptive Judo Coaching Course (#125)
Date	April 26, 2024
Total	€0.00



Admin

Disability Awareness

JIDP Adaptive Judo Coaching Course

Lifetime

Beginner

8 Lessons

2 Quizzes

3 Students

Continue

Lessons completed: 0/8

Quizzes finished: 0/2

Course progress: 0%

Overview

Curriculum

Instructor

Materials

This first phase of the JIDP Adaptive Judo Coaching Course is designed to inform and educate coaches in Disability Awareness.

This phase contains an introductory disability awareness quiz, a number of disability information modules and finishes with a disability awareness test. This phase is designed to help the learner understand the basics of each disability that they may encounter on their adaptive judo coaching journey.

JIDP Adaptive Judo Coaching Course

0 of 10 items

Disability Questionnaire

This quick questionnaire is just to gauge your own understanding and does not form part of any final assessment

Questions: 13 Duration: 01:00:00 Passing grade: 80%

Start

To log-in or re-visit your course click on the profile link here

<https://jidp.eu/lp-profile/> and log in

Login

Username or email *

Email or username

Password *

Password

☐ Remember me

Login

Recent Posts

JIDP at 1st Scientific-Professional Conference Rome

JIDP at the 2024 BRICSCESS Conference India

JIDP Kick-off Meeting



Courses

My Courses

Quizzes

Orders

Settings

Logout

Total Course	Published Course	Pending Course	Total Student	Student Completed	Student In-progress
0	0	0	0	0	0

All | Publish | Pending

No Course available!

Courses

My Courses

Quizzes

Orders

Settings

Logout

Enrolled Course	Inprogress Course	Finished Course	Passed Course	Failed Course
1	1	0	0	0

All | In Progress | Finished | Passed | Failed

	Name	Result	Expiration time	End time
	JIDP Adaptive...	0%	Never	-

Admin

Disability Awareness

JIDP Adaptive Judo Coaching Course

Lifetime

Beginner

8 Lessons

2 Quizzes

4 Students

Continue

Lessons completed: 0/8

Quizzes finished: 0/2

Course progress: 0%

Overview

Curriculum

Instructor

Materials

This first phase of the JIDP Adaptive Judo Coaching Course is designed to inform and educate coaches in Disability Awareness.

This phase contains an introductory disability awareness quiz, a number of disability information modules and

Certificate Examples



2.3 LEARNING MATERIAL SCREENSHOTS

Below you will find a curated selection of actual learning materials available within the online platform, offering insight into the course content and structure.

Search for course content

Q

Disability Awareness

10

Disability Questionnaire

13 Questions 1 Hour

✓

Disability Module - Autism

✓

Disability Module - Down Syndrome

✓

Disability Module - Dyspraxia

✓

Disability Module - Cerebral Palsy

✓

Disability Module - Intellectual Disability

✓

Disability Module - Visual Impairment

✓

Disability Module - Hearing Impairment

✓

Importance of Physical Activity

✓

Disability Awareness Test

15 Questions 2 Hours

✓

JIDP Adaptive Judo Coaching Course

9 of 10 items

Disability Awareness Test

Below is a series of questions designed to test your knowledge on the disability information modules recently completed.

You are aiming for 100% score however 80% is the pass rate.

You can have three attempts to achieve your pass score

Questions: 15 Duration: 02:00:00 Passing grade: 80%

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What is Adaptive Judo?

- Define the concept of adaptive judo.
- Describe the historical development and objectives of adaptive judo.

The Role of an Adaptive Judo Trainer

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Adaptive Judo Play and Contest Rules

Safety rules are an essential part of adaptive judo training and competition. These rules were created with one purpose in mind – the safety of our judo players.

Although the play and contest rules may vary slightly among organisations, we have laid out an overview of the most important safety elements of the rules below and added some visuals to assist you in learning and understanding these rules.

We have also included in this module an outline of the reasons behind the rules. This is important information, as it will help us as trainers to better adapt our coaching practices to further ensure the safety and enjoyment of the sport for our students.

A full set of the Special Olympic and EJU rules can be found at the end of the section.

We will begin with the starting positions;

Starting positions

In Tachi-waza, there are two possible starting positions:

1. In the usual way, according to normal tournament regulations;
2. In the case where one or both of the judoka have a visual impairment or are blind, or have a disability that impairs the execution of a correct kumi-kata, the judoka will bow at the edge of the contest area as normal. The coach or corner referee is permitted to support the judoka if needed. The judoka will then approach mat centre and perform basic kumi-kata (sleeve, lapel). The referee announces Ha-jime.

In Ne-Waza, starting positions can vary depending on the following procedures:

- If a judoka can walk by themselves or is supported by a coach or referee, they will bow at the edge of the contest area as normal and bow in the normal central position, then kneel down. The referee will then announce Ha-jime.
- If either judoka has a visual impairment or is blind, the match will start in basic kumi-kata (sleeve- lapel).
- In this starting position, both players knees must be level, so no unfair advantage is given.

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The Benefits of Learning Through Play

The Benefits of Learning Through Play

Learning through play is a concept that emphasises the importance of play in children's intellectual, emotional, and social development. This approach to learning, endorsed by educators and psychologists alike, involves engaging children in playful activities that stimulate curiosity, creativity, and critical thinking. Learning through play fosters an environment where exploration and discovery are at the forefront, allowing children to grasp concepts naturally and intuitively.

General Benefits of Learning Through Play

Cognitive Development: Play helps in enhancing memory, problem-solving abilities, and decision-making skills. Through imaginative and interactive play, children develop reasoning abilities and can apply these to real-world situations.

Social Skills: Children learn how to interact with others, share, cooperate, and resolve conflicts during play. These are key life skills that contribute to emotional intelligence and relationship-building.

Emotional Regulation: Play allows children to express their emotions in a healthy way. By engaging in different scenarios, they learn to cope with frustrations and celebrate achievements, building resilience and a sense of accomplishment.

Creativity and Innovation: Play, particularly free-form or imaginative play, encourages creative thinking. Children invent stories, solve problems, and explore different solutions, fostering an innovative mindset from an early age.

Physical Development: Active play helps children develop motor skills, coordination, and physical fitness. The use of various muscles and body movements improves overall physical health and agility.

Unveiling the Multifaceted Benefits of Learning through Play

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Lesson Planning for Adaptive Judo Players

The Importance of Lesson Planning for Coaches of Adaptive Judo Players

In the world of adaptive sports, the role of a coach goes beyond technical instruction; it requires empathy, flexibility, and thoughtful preparation. This is especially true in adaptive judo, where coaches work with athletes with various physical, sensory, and intellectual disabilities. Lesson planning is crucial for these coaches to meet the unique needs of each athlete, create a safe and inclusive environment, and foster development both on and off the mat.

Here's a closer look at why lesson planning is essential for coaches working with adaptive judo players.

Effective Lesson Planning Adaptive Judo

Inclusivity and Respect

Fostering an inclusive and respectful environment

Communication and Feedback

Tailored communication strategies for athletes

Skill Progression

Structured advancement of judo skills

Social and Emotional Growth

Encouraging teamwork and emotional development

Ensuring Safety and Minimising Risks: Safety is paramount in judo due to the sport's physical nature and contact requirements. For adaptive athletes, additional considerations come into play, such as mobility limitations, sensory impairments, or cognitive challenges. Through careful lesson planning, coaches can identify potential safety hazards and modify techniques, equipment, or exercises to suit individual needs.

For example, a visually impaired judo player may need verbal cues and tactile feedback to understand positioning, while an athlete with limited mobility might benefit from modified throws or holds. By planning in advance, coaches can create a controlled, safe environment that minimises risks and allows athletes to focus on learning and enjoying the sport.

Building Consistency and Structure: Adaptive judo athletes, like all athletes, benefit from a structured approach. However, for many athletes with disabilities, consistency and predictability are even more important as they

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Ability Assessment of New Adapted Judo Students

Importance of Ability Assessment

Welcoming new students into our adapted judo clubs is a critical process that ensures each individual has a positive and personalised experience. The more information we gather about a student, the better we can tailor their judo journey to meet their needs.

The assessment process begins with the very first contact, often initiated by a parent or caregiver inquiring about judo for their child. This initial conversation provides an opportunity to collect key details. It is beneficial to ask specific questions regarding the child's understanding, behaviour, and preferences. Understanding potential triggers for overstimulation and how they manifest can also help create a supportive training environment. Additionally, parents or caregivers may have specific expectations or goals for their child, which should be taken into account when planning their judo experience.

Motivation in Judo: Intrinsic and Extrinsic

Intrinsic motivation, which comes from within, is a strong driving force in sports. However, it is rare for young judoka with ID or ASD to have an intrinsic motivation to try judo. In some cases, they may have seen siblings practice or watched videos online, sparking their interest. More commonly, parents or caregivers see judo as a beneficial activity, emphasising the advantages of belonging to a club, engaging in structured play, and developing key skills.

While intrinsic motivation fosters commitment and resilience in overcoming challenges, extrinsic motivation also plays a significant role. Examples of extrinsic motivation include receiving praise from parents, earning rewards such as choosing a game, or progressing through belt ranks. A well-structured judo program nurtures both forms of motivation to ensure a balanced and engaging experience.

Motivation and Personalisation in Judo Training

Self-driven skill mastery

Self-driven skill mastery fosters independence and personal growth.

Intrinsic Motivation

Natural Interest in judo

High Personalisation

Extrinsic Motivation

Tailored reward systems

Tailored reward systems enhance engagement through personalized incentives.

Parental encouragement

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Sports Psychology

What is Sport Psychology?

- The application to the Performance of competitors in all types of sports or research into skills and psychological factors associated with athletic performance. – Oxford Dictionary of Psychology.
- The scientific study of the mental state of sports people looking at issues such as motivation, concentration, stress and self-confidence. –Dictionary of Sports and Exercise Science.

We will look at two key areas here, namely Anxiety and Motivation and how to apply these in practice.

What is Anxiety?

- Anxiety is a double edged sword and heavily depends on how the individual interprets their “nerves” and how this in turn effects their response.
- Anxiety can present in two ways known as State Anxiety (Where the athlete presents as anxious in a certain situation) and Trait Anxiety (Where the athlete is of a nervous disposition in their everyday life).
- Anxiety can have a somatic (physical) response on the body, this can present itself in a number of forms including but not limited to Vomiting, increased Toileting, peruse Sweating, Adrenaline response (Fight, Flight or Freeze) and can also lead to an adrenaline dump.

The Catastrophe Theory

The Catastrophe theory suggests that as an individual’s arousal state increases, so too does their performance level. This is until it reaches a peak, following this the individual is over aroused (or Overwhelmed) and their performance begins to deteriorate. Leading to poorer athletic outcomes. This why it is important to give athletes the skills and support to manage anxiety.

The diagram illustrates the relationship between arousal and performance. It is divided into four quadrants by a horizontal and vertical dashed line. The top-left quadrant is red and labeled 'Overwhelmed Performance', with a subtext 'Excessive arousal causes a decline in performance.' and an icon of a person with a lightning bolt. The top-right quadrant is blue and labeled 'Under-Stimulated Performance', with a subtext 'Performance suffers due to lack of sufficient arousal.' and an icon of a person with a lightning bolt. The bottom-left quadrant is purple and labeled 'Low Arousal, Poor Performance', with an icon of a person with a lightning bolt. The bottom-right quadrant is green and labeled 'Optimal Performance', with an icon of a person with a lightning bolt. Navigation arrows 'Prev' and 'Next' are at the bottom.

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The Importance of Nutrition in Sport – General

The Importance of Nutrition in Sport

Module Overview

This training module explores the critical role of nutrition in athletic performance, recovery, and overall health. Athletes must fuel their bodies effectively to enhance endurance, strength, and mental focus while reducing the risk of injury and illness.

Why Nutrition Matters in Sport

The diagram shows the impact of nutrition on athletic performance. It is divided into four quadrants by a horizontal and vertical dashed line. The top-left quadrant is green and labeled 'Macronutrients', with subtext 'Proteins for muscle repair' and 'Carbohydrates for energy'. The top-right quadrant is blue and labeled 'Hydration', with subtext 'Electrolyte replacement' and 'Fluid balance'. The bottom-left quadrant is blue and labeled 'Micronutrients', with subtext 'Iron for oxygen transport' and 'Calcium for bone strength'. The bottom-right quadrant is orange and labeled 'Timing and Strategy', with subtext 'Pre-workout meals' and 'Post workout recovery'. Navigation arrows 'Prev' and 'Next' are at the bottom.

2.4 PROGRAMS CONTINUOUS UPDATES

Our projects official website has a direct link to the program's continuous updates section, ensuring users can easily access the most current information and resources.

Below are visuals of its content and a direct link for viewing in real-time.

<https://jmdp.eu/train-the-trainer-program>



Judo Intellectual Disability Project

EU Funded Erasmus+ Project

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Train the Trainer Program

Program Updates

Phase Five - Madrid 2025

added 14.07.25



JIDP Phase 5 – Train the Trainer Program & International Congress on Social Inclusion Through Judo - Madrid, Spain | 10–12 July 2025

A total of 86 participants from 14 countries came together in the vibrant city of Madrid to take part in the Judo Intellectual Disability Project (JIDP) Phase 5 – Train the Trainer Program, alongside the International Congress on Social Inclusion Through Judo. The energy, commitment, and sense of purpose shared among participants were both palpable and inspiring.

read the full story here <https://jmdp.eu/2025/07/15/jmdp-madrid-inclusion-congress/>

Recent Posts

- [JIDP Madrid Inclusion Congress](#)
- [Project Update Madrid 2025](#)
- [JIDP Presented Stateside](#)
- [Greek JIDP Program visit](#)
- [Celebrating World Autism Day](#)



Phase Four Launch

added 04.03.25



Co-funded by the Erasmus+ Programme of the European Union

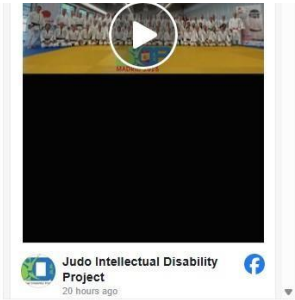
Adaptive Judo Coaching Course PHASE 4 Sports Psychology Nutrition/Hydration

Following the successful completion of phase 3 of our JIDP Train the Trainer program, we are delighted to announce the launch of Phase 4.

Phase 4 comprises of modules on

- Coaching for Contest
- Ability assessment of New Adapted Judo Students
- Coaching Adapted Judo for Contest
- The Importance of Coach & Referee Cooperation
- The Evolution of Adapted Judo
- Sports Psychology
- The Importance of Nutrition in Sport – General
- The Importance of Nutrition for Adapted Athletes

We wish all our participants a continued happy learning experience.



Impact of Train the Trainer Program added 07.08.24



This JIDP European Erasmus+ project has many objectives and ambitions, one of which is our Train the Trainer program. This program consists of a 4-phase comprehensive online adaptive coaching course plus two international face-to-face interventions in Spain and Poland over the next two years.

Our aim is not just to produce a large number of new, professional adaptive judo trainers, but also to produce trainers that can go on and produce other adaptive judo trainers.

The chart below illustrates how the initial 60 trainers can lead to a substantial number of individuals being trained and coached, potentially impacting over 15,000 new adaptive judo athletes.

Participation Stats added 22.05.24

Registration has now reached its limit and we are delighted and proud to announce that we have 62 participants from 17 countries/15 organisations. Our legacy is to produce as many NEW adaptive judo coaches as possible. Our program's aim was to recruit a minimum of 50% NEW adaptive judo coaches from our total target. This we have achieved and more. The split is 68% new coaches to adaptive judo and 32% with some experience.

The program will commence on the 1st June 2024 with phase 1 of 4 of our online JIDP adaptive judo coaching course. We wish all our candidates an enjoyable journey into the wonderful world of adaptive judo!

Below is a visual of the breakdowns



In conclusion, our program continues to evolve—not only in terms of content, but also in the enthusiasm, energy, and unwavering commitment of everyone involved. This dynamic growth reflects our deep dedication to creating meaningful, impactful learning experiences. We are committed to delivering the highest quality educational materials and support, both online and in person, to meet the diverse needs of our learners. Our goal is not just to inform, but to inspire—and to ensure the long-term success, accessibility, and sustainability of the project for years to come.