

METHODOLOGICAL RECOMMENDATIONS FOR SPORT SERVICE PROVIDERS HOSTING INDIVIDUALS WITH DISABILITIES

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Abstract

The aim of the study is to provide theoretical and methodological support to services and organizations seeking to enhance the supply of recreational sport possibilities for individuals with disabilities. Best-practices are presented from Europe to offer help for sport services to improve and expand offerings for individuals with disabilities. The research focuses on providing methodological background as well as explaining types of disabilities, their specific needs arising during doing sports and the ideal characteristics of a supportive environment. The study highlights different special needs that may accrue during sports along with presenting the appropriate supportive environment which ensures the possibility of successful and enjoyable movement. The research examines and demonstrates training theory principles and recommends exercise patterns for sport activities involving individuals with disabilities.

1. Introduction

Modern sports science research places increasing emphasis on the social and individual impacts of physical activity, with regard to young adults and special target groups. In examining the institutional background of leisure and competitive sports, Kovács et al. [26] and Moravec [33; 34; 35] highlighted that higher education institutions in the Carpathian Basin play a decisive role in shaping the sporting habits of students. Physical activity during university years not only improves physical condition but also becomes part of the students' "health capital," which in turn affects their overall success [34]. This is further supported by research investigating the correlation between

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students' subjective well-being and sustainability [28], emphasizing the economic and management aspects of sport as well [3].

Research confirms that regular exercise is closely linked to health behavior and quality of life [50]. In developing a healthy lifestyle, nutrition plays a key role alongside physical activity [46]. Among active sport consumers, a positive attitude towards health-protective foods and dietary supplements can be observed. Modern research also emphasizes the importance of genetic-based, personalized nutrition among the Hungarian population, highlighting that attitudes toward nutrition and physical activity are mutually reinforcing factors [21; 40].

The impact of sports activity appears as early as the initial stages of life: out-of-school sports activities positively influence academic success [32; 33] and convey fundamental value preferences to young people [34]. The development of cognitive abilities and learner-centered teaching competencies is organically linked to movement-based activities [30; 31]. Furthermore, the pedagogical effectiveness of physical education significantly depends on the development of physical literacy and the implementation of adapted methodological tools [47; 48; 49]. At the same time, the recreational habits of youth and the leisure activities of families are significantly determined by their socio-economic background [22].

The community-building and touristic power of sport is also outstanding. Research by Borbély & Müller [10] sheds light on the synergy between sport and tourism, which can be a key element of regional competitiveness [15; 16]. Sport as a tool for social integration is particularly important for minorities and groups with special needs [17]. The inclusive approach in education and the opportunities and limitations of implementing inclusive physical education in public schooling provide the foundation for broader social integration [47]. Thus, the development of accessible sports services is no longer just a moral issue but a cornerstone of creating a sustainable and livable environment [2; 8].

Sport opportunities ensured for disabled individuals are becoming crucial in Europe due to better diagnostic methods and increased life expectancy. The importance of these opportunities is also claimed by the increasing number of disabled people. According to the estimation of Eurostat (2023) in Europe this number is about 101 million individuals, meaning that every fourth person is concerned. Doing sports is not just a free time activity, it improves physical and mental health [53; 9], quality of life [51; 52] as well as promotes social interaction [24]. The positive effects of doing sports on disabled people are claimed by several studies such as promoting the development of motor skills [38; 39], reduces the risk of complications and increases independence in everyday life. Moreover, sport is a major factor in psychosocial well-being as it reduces stress, increases self-confidence and helps to develop and maintain social relationships. Consequently, sport programs deliver positive effects not only on the health of individuals with disabilities, but also on their social integration [27].

Opportunities provided for individuals with disabilities by sport clubs serve as a corporate social responsibility (CSR) tool [5; 11; 41] and also as an economic benefit in the long-term. As a result, organizations that embrace inclusivity opportunities are able to reach new target groups, expand their customer base and enhance their social reputation. Moreover, it is a chance to contribute to the development of a fairer and more sustainable society. Both state and international organizations are increasingly encouraging the creation of equal opportunities in sport, which is also manifested in different application opportunities and subsidies. Therefore, for sport clubs and services, the development of inclusive sport opportunities is not only a moral obligation but can be a sustainable and advantageous strategic decision in the long term.

Sports clubs and service organizations must make comprehensive preparations. They must also make conscious planning. This is necessary for them to successfully open up to people with disabilities [42].

Firstly, different types of individuals with disabilities require different needs and challenges, therefore assessing the needs of the target group is essential. Understanding what accessibility is needed, what sports attracts interest and what forms of support contribute to the successful and active participation of disabled people in sports life is crucial [4; 25; 27]. Concurrently, it is crucial to evaluate the commitment and strategic plans of the company's sport clubs, facilities and coaches. Not every sport club possesses the necessary infrastructure or professional knowledge required to effectively support athletes with disabilities. Therefore, it is crucial to observe the necessary changes

to improve accessibility-whether it is architectural modifications, the acquisition of specialized sport equipment's or additional training of coaches. Moreover, ensuring that coaches and professionals are prepared for the task serves as a fundamental pillar for successfully launching inclusive sports. Expanding sports opportunities for people with disabilities requires not only empathy, but specialized training theory and pedagogical knowledge. Coaches need to be aware of the specificities of each type of disability, the adapted training methods, how to lead individual and group sessions, and how to communicate effectively with athletes, including through alternative methods.

In addition, collaboration with professional and civil society organizations that already established experience in this field is essential. Their involvement facilitates the development of programs that not only address the needs of athletes, but also support sport clubs establishing a sustainable and inclusive sports environment in the long term.

Overall, the successful implementation of sports opportunities for individuals with disabilities requires taking multiple factors into account: assessment of the needs of the target group, the preparation sports clubs and coaches, the development of infrastructure and the establishment of professional cooperation. Meeting the mentioned conditions enables the possibility of integration, providing an accessible and meaningful participation for individuals of all kind.

The aim of our study is to provide theoretical and methodological support to sports service providers and sports organizations that offer sports services to people with disabilities or wish to support their participation in sports, as well as to those who are already actively involved with them.

Previous studies have primarily examined the outcomes of sport participation, rather than the methodological background of inclusive sport service provision. While previous research has extensively examined the positive effects of sport on the physical, mental and social well-being of individuals with disabilities, there is a lack of integrative methodological guidance tailored to the needs of sport service providers. The literature often addresses inclusion at a conceptual level or within isolated case studies, but offers limited support for translating these principles into structured, disability-specific recreational sport programs. The present study responds to this gap by collecting and organizing European best practices and by outlining practical methodological recommendations that support the planning and implementation of inclusive leisure sport activities.

Our purpose is to use existing and effective ideas and models for developing leisure sports offerings for different target groups.

2. Material and method

Based on secondary research, this study assembles European best practices in the field of sports clubs and organizations that provide recreational sports services for people with disabilities. Through this, we present a brief analysis of the target group and the available recreational sports opportunities. Using the results of secondary and previous primary researches we gathered disability-specific theoretical and methodological knowledge in order to evolve sports provision for people with disabilities. The systematic organization of development strategies, training theory, methodological and pedagogical goals and tools enables service providers understanding the target group better as well as identifying their special needs and creating a supportive environment for them.

3. Results

3.1. Best-practice in Europe

Across Europe, several sport clubs and service providers offer specialized sport opportunities for individuals with disabilities, serving as positive models for other organizations. In the following sections, we present a selection of organizations and projects from different countries that support integrated sports for individuals with disabilities, taking into account the sports culture and available opportunities of the given country (Table 1).

Table 1: Best-practices in Europe in the field of sports clubs and projects providing recreational sports for individuals with disabilities.

Name of the organization and online availability	Aim, target group	Offered sport services
Disability Sports Coach (United Kingdom) https://www.disabilitysportscoach.co.uk/	Ensuring sports opportunities for people with disabilities and their families, developing inclusive sport.	More than 15 social clubs, different sports (e.g.: boccia, wheelchair basketball, sitting volleyball), sport coach training, health and safety advice, school sports, teacher mentoring.
Behinderten- und Rehabilitationssportverband Nordrhein-Westfalen (Germany) https://www.brsnw.de/	1400+ sport clubs for individual with disabilities, support for rehabilitation sports, training for coaches and teachers to promote inclusive sports.	Mentoring sports and rehabilitation programs (swimming, athletics, gymnastics), mentoring coaches and teachers, supporting local sport clubs.
Fédération Française Handisport (France) https://www.handisport.org/	30000+ members, provision of inclusive sport opportunities for children, young people and professionals.	Competitions and training in different sports (skiing, cycling, fencing, wheelchair rugby), rehabilitation and leisure sport, coach training, community events.
Koninklijke Nederlandse Schaatsenrijders Bond (KNSB, Hollandia) https://knsb.nl/	Making sport, especially winter sports (skating, skiing) available for people with disabilities.	Adaptive sport programs, social events, workouts, inclusive sport development.
ReSport Projekt https://www.humanprofess.hu/hu/projektek/resport-projekt-europai-sporthalozat-a-fogyatékkal-elo-szemelyek-rehabolotaciojaert	Increasing the sport activity of people with disabilities in order of rehabilitation and social integration.	Programs organized in different sport types, rehabilitation and community sports activities.

England: The Disability Sport Coach organization in London operates more than 15 community clubs, where different sport facilities are provided for people with various disabilities. Participants are able to try out different sport types such as boccia, wheelchair basketball or sitting volleyball, reaching more than 21 000 people with disabilities and their families through the power of inclusive sport and physical activity. Their community clubs gather people with disabilities by the unique power of sport improving their physical well-being and mental health. In order to provide physical activity for people with disabilities, the club organized sport facilities that are appropriate for them. Sport coaching training, health and safety advice, school sports, teacher mentoring and training is also provided.

Germany: The Behinderten-Sportverband Nordrhein-Westfalen association encompasses more than 1400 sports clubs, that offer a wide range of sport facilities for individuals with disabilities, including swimming, athletics and dymnastics. The website of the association, known as BRSNW (Behinderten- und Rehabilitationssportverband NRW) provides access to various sports and rehabilitation programs improving their physical condition and mental well-being of participants. In collaboration with local sports organizations, the BRSNW provides opportunity for active sport for

people with disabilities. Behinderten- und Rehabilitationssportverband Nordrhein-Westfalen e.V. (Németország).

France: The Fédération Française Handisport association with more than 30000 members organises competitions and training for individuals with disabilities in various sports types such as skiing, cycling and fencing. The website of Handisport.org supports the sport facilities of individuals with disabilities in France. The website offers information of different sports, including wheelchair rugby, as well as rehabilitation and recreational sports. The website ensure connection with local sport clubs and informs children, young adult and professionals about the sports facilities. Moreover, it offers coach training, events and supporting programs in order to help inclusive sports and community participation. Fédération Française Handisport (Franciaország).

The KNSB (Koninklijke Nederlandse Schaatsenrijders Bond) is a nationally active organization based in Amsterdam, serving as a prominent example within Europe for its inclusive approach to sports. The KNSB provides comprehensive sports facilities for individuals with disabilities and their families. The aim of the organization is to make sports, such as skating, skiing and other winter sports, available for all. In order to achieve their aim, KNSB offers a variety of adaptive sports programs, social sessions and social events, that contributes to the physical and mental development of individuals with disabilities.

ReSport Projekt: The aim of the ReSport Projekt is to encourage physical activity among individuals with disabilities facilitating their rehabilitation and social integration. Within the framework of the project a range of programs are organized that are available and enjoyable for individuals with disabilities.

3.2. Methodological aspects supporting recreational sports for individuals with disabilities

Different types of disabilities means different special needs, which require an appropriate supportive environment for successful and safe sports participation [29]. Below we describe the different types of disabilities, their specific needs, the special demands that arise during sports, and the characteristics of an ideal supportive environment. We illustrate what special needs different disabilities require and what supporting environment insure their successful and enjoyable possibility of movement.

Mobility impairment (for instance amputation, spinal cord injury, cerebral palsy)

Limited mobility, decreased muscle strength and balance problems tend to be the biggest challenges among people with mobility impairments [23; 14]. In most cases, wheelchairs, walking frames or other orthopedic tools are required for transportation and sport activities. Individuals in this target group often suffer from orthopedic problems, which requires more adaptation during sport activities.

In the field of sports, the availability of accessible sports facilities that ensure wheelchair access and proper hygienic environment is one of the most important aspect for them [4; 27]. Special sports equipment designed for individuals with limited mobility, such as wheelchair and para-athletics, can significantly increase their opportunities to participate. Incorporating the adapted movement patterns into training allows safe and effective sport for the discussed target group.

Accessible changing rooms and sports facilities are essential for a supportive environment as well as coaches are needed to be trained in adapted sport to effectively support the development of athletes with disabilities. In addition, physiotherapy and rehabilitation support play a crucial part in improving performance and maintaining health.

Visual impairment (low vision, blindness)

The biggest challenge for visually impaired individuals are the communication barriers due to difficulty of orientation and lack of visual information. The aspect mentioned can significantly influence sports opportunities and safety.

Due to the nature of the disability, the amount of physical activity of visually impaired children is significantly lower than that of children with normal vision. The negative consequence is that there is an increased rate in overweight and obese children in the field of visually impaired children.

In sports, auditory and tactile cues, such as audio signals and guideline, play a prominent role, helping the athletes in orientation. Special sports, such as rattle ball or tandem cycling, provide active

movement and competition. The presence of blind guide assistants also increases the safety and confidence of the athletes. In a supportive environment, it is particularly important to provide audio signals and guide strips on sports fields, as well as tactile markings to help athletes find their way around. In addition, supportive teammates and properly trained coaches play a key role in supporting visually impaired athletes.

Hearing impairment

The biggest challenge for hearing impaired athletes is the lack of oral communication. Using sign language or written communication in most cases is indispensable during training.

Visual instructions, for instance light signal and visual start pistols, ensure huge help providing clear communication. Several deaf athletes participate in sport clubs especially organized for deaf individuals, where training is facilitated due to supporting and adapted environment. In the case of some team sports, adaptation to communicative methods is essential because of effective cooperation [18].

As a part of supportive environment, coaches are required to know sign language or other alternative communicative strategies. Written and visual communication also helps in orientation. Moreover, quite and visually well-structured sport environment contributes to undisturbed training.

Intellectual disability

Retardation rate is indicated by the fact whether the individual lives with mild, moderate or severe intellectual disability. The main challenges for this target group are learning difficulties, slower information processing and the lack of the supportive environment. In the case of the supportive environment, coaches are needed to use clear and easy instructions and visual tools, for instance pictograms in order to help effective communication [43]. Furthermore, patience and support demonstrated by the coaches is crucial in order to ensure athletes confident and joyful participation. In the Special Olympics of intellectual disability integration ensures compliance and enjoyment of the game. It could be a possible solution in events regarding individuals with intellectual disabilities [19].

Autism spectrum disorder

The biggest challenge for individuals with autism spectrum disorder is sensory sensitivity, social communication problems and the importance of routine. In most cases this target group struggle with motor skills deficits, asymmetrical movement and coordination and balance problems [36; 38; 39]. The appropriate environment for them is silent, computable and structured. Individual or small group training sessions ensure their comfort. In order to reduce sensory overload, it is worth using dimmed lights and noise filtering. In addition, a stable and computable training plan is crucial. Coaches should assist athletes with a calm, supportive attitude.

The needs, special needs, and main characteristics of the supportive environment that determine the sports activities of people with different disabilities are summarized in a table (Table 2).

Table 2: The needs, special demands of sports and the characteristics of the supportive environment that determine the leisure sports activities of people with different disabilities [14; 18; 19; 23; 36; 38; 39]

Type of disability	Special aspects, special needs	Special need in the field of sports	Supportive environment
Mobility impairment (for instance amputation, spinal cord injury, cerebral palsy)	Limited movement, loss of muscle strength, imbalance. Use of ancillary tools (wheelchair, walking frame) Frequent orthopedic problems	Barrier-free sport facilities Special sport tools (wheelchair basketball, para athletic equipment) Adapted forms of movement during training	Barrier-free facilities and changing rooms Appropriate coach training for the adapted sports Additional physical therapy

Visual impairment (low vision, blindness)	Orientation difficulties Challenges in communication due to the lack of visual information	Auditory and tactile cues (e.g., beeps, guide lines) Special sports (e.g., rattle ball, tandem bicycle) Blind driving assistant Application	Providing audible signals and guidance lanes Tactile markings on the sports field Using assistant sports partners and coaches
Hearing impairment (deafness)	Challenges with oral communication Signal language or written communication is needed	Visualized instructions (e.g. light signals, visual start pistols) Participation in sports clubs for the deaf Adaptation to communication in team sports	Coaches who use sign language Written and visual communication (e.g. boards, light signs) Silent, visually well-structured sport environment
Intellectual disability (mild, moderate, severe)	Learning difficulties Slower information processing Supportive environment is needed	Simplified rules and instructions Structured training plans Social and emotional support	Simple and easily understandable instructions Visual tools (e.g. pictograms) Patient and supportive attitude from the coaches
Autism spectrum disorder	Sensory activity Challenges in social communication Importance of routine Lack of movement Asymmetric movement, lack of coordination and balance	Silent and computable training environment Individual or group training with limited members Reducing sensory overload	Stable and computable training plan Reduction of sensory stimuli (e.g., dim lights, noise reduction) – Supportive and calm coaching
Speech and language disorders	Difficulties in communication Slower information processing and understanding	Support with nonverbal communication Use of alternative communication methods (e.g., pictures, gestures)	Alternative communicative tools (e.g., picture cards, gestures) Clear, slow speech and visual support Patience and encouraging feedbacks
Psychosocial disabilities (e.g., ADHD, depression, anxiety)	Mood swings, attention deficit disorder Challenges in social relationships	Structured and computable trainings Stress-free environment Emphasizing positive feedback	Calm and computable environment Flexible training pace Individual feedback and positive reinforcement

In the case of sports activities the use of simplified rules and instructions is essential to make the the information easier to understand. Structured training programs can contribute to individuals development, while social and emotional support is essential to maintaining motivation.

The following table demonstrates the theoretical and methodological principles of exercise and the recommended forms of exercise to be applied during sports, specific to each disability (Table 3). However, this disability-type-driven concept can be useful when specialist teachers, coaches and sports providers or organizations that welcome people with disabilities would like to promote sport among people with disabilities [29]. It is a group-orientated and generalizing approach, which does not take account the individual differences. However, individual differences can be significant for

groups with disabilities, so these suggestions cannot be applied automatically and individual consideration is needed for each individual in choosing a sport motivation method.

Table 3. Theoretical training principles and recommended forms of exercise applied during leisure sports and training of people with various disabilities

Type of disability	Principles to consider during training	Recommended forms of exercise
Mobility impairment (for instance amputation, spinal cord injury, cerebral palsy)	Providing a barrier-free environment Enhancement and low intensity training Improvement in balance and coordination	Wheelchair basketball, sitting volleyball Para swimming, rowing Strength training with band and body weight training
Visual impairment (low vision, blindness)	Auditive and tactile reference point Hiring a member who helps during sport activities Creating a safe environment	Rattle ball, tandem cycling Combat sports (e.g. judo, wrestling) Swimming, athletics (with helper)
Hearing impairment (deafness)	Visual communication (e.g. sign language, light signals) Ensuring written communication Using alternative communication methods in team sport	Athletics (running, jumping, toss) Swimming, rowing Combat sports (karate, judo)
Intellectual disability (mild, moderate, severe)	Easy and understandable instructions Repetition and use of visual tools Regular positive feedback	Ball games (e.g. boccia, floorball) Swimming, gymnastics Cycling, light strength training
Autism spectrum disorder	Peaceful and computable environment Establishing a routine and visual planning Decreasing sensory stimuli Individual or small group sessions	Yoga, Pilates Individual athletic sports (e.g. running, jumping) Swimming, rowing
Speech and language disorders	Slower, computable communication Use of alternative methods (pictures, gestures) Interactive and playful training methods	Ball games (e.g. badminton, tennis) Tug of war, martial arts Dance, rhythmic gymnastics
Psychosocial disabilities (e.g., ADHD, depression, anxiety)	Gradation and computable training structure Motivational, supporting environment Stress-free, positive reinforcement training	Yoga, relaxation exercises Individual and group sport (e.g. football, basketball) Nature walks, hiking

In the target group of individuals with disabilities, special attention should also be paid to methodological solutions during leisure sports activities training sessions or movement development classes.

The principals, practical implementation characteristics and application results are summarized in the table below (Table 4).

Table 4. Methodological principles of movement development along the Comenius didactic principles for SEN and disadvantaged children [37]

Principle of movement	Practical implementation	Result
Perceptiveness	Verbally and visually depending on the abilities of the child and adult (taking into account disability specifics: verbal for the blind, visual for the deaf, complex for the able bodied) Verbal	Better understanding of the task, formation of the image of movement
Consciousness	During movement teaching, we need to make people aware of what and why we are doing it, and we need to correct mistakes verbally, through demonstration, or even through the use of challenging situations.	The learned movement can be applied in various circumstances or under changing conditions.
Performance	Taking into account the ability to perform, age, gender, health status, nature of disability or disadvantage and adjusted accordingly.	The most optimal movement development, adapted to the child's condition with differentiated movement development and load dosing.
Gradualness and regularity	Moving from the simple to the more complex or intricate during movement development. Regular physical exercise and repetitive movement development can help develop and maintain motor skills or improve technique.	Concentric expansion and development of knowledge and abilities. Improvement of conditioning and coordination abilities.
Strenght	The permanent imprinting of movements is the consolidation of learned knowledge and its application.	Movement constancy, performance constancy, ability to reproduce movements, solidified movement patterns, dynamic stereotypes (fixed movements).
Personalization	Reducing and overcoming gaps and disadvantages during individual development.	Development tailored to individual needs.
Motivation	Finding the movement for the individual that motivates to perform (intrinsic motivation).	Providing movement experience and joy.
Activity	Active and proactive participation is necessary.	Satisfying the need for movement.
Working together and individual treatment	The motor development of children with SEN and disadvantaged situations does not require individual treatment in a homogeneous group, but rather in a community.	Promoting social integration, inclusion. Supporting socialization.

When planning and implementing recreational sports activities for individuals with disabilities it is essential to adapt educational and developmental principles to the individual needs, abilities and limitations. Below we demonstrate how these principles should be applied in practice to make sure that physical activity is effective, enjoyable and inclusive for participants.

- **Perceptiveness:** During the physical activity it is crucial that education is picturesque and understandable for different target groups of individuals with disabilities. The demonstration of the tasks depends on the sensing and perception characteristics of the participants.

- In the case of blind verbal explanations play a crucial role as visual explanation is not relevant for them. The detailed description of the movement, body positions, body part position sensing and voice-based navigation (e.g. „take two steps forward”, „lift your left leg”) helps the mastering the tasks.

- In the case of hearing impaired individuals visual demonstration and the use of sign language is required. Instructions should be supplemented with gestures, hand signals or visual materials.

- In the case of normal or mild disabilities, the combination of verbal and visual guidance is the most effective. The goal is to make the movement understandable and easy to follow for everyone, which helps to ensure accurate execution of the tasks and the development of an internal image of the movement.

Consciousness: During teaching movements it is important that the participants are aware of what they do and why. Conscious learning helps the accurate implementation of the movements and their independent application in changing circumstances. Trainers are required to explain the purpose and the importance of the exercise, for instance how a movement effect and helps the improvement of balance or coordination. Ratification of the mistakes can be done verbally (by explanation), by demonstration (by showing correct execution) or by using forcing situations (for instance, if somebody cannot perform the movement correctly, touching them it is able to help by gently guide their hands or feet). The advantage of conscious movement teaching is that the participants are able to use the mastered movements in various circumstances. As a result, they are able to acquire the methods they learnt in everyday life.

Consideration of performance: During the development of movement it is essential to take into account the individual characteristics of the participants, including age, characteristics of gender, health condition and the nature of the disability [29]. Exercises tailored to individual performance levels ensure that each participant is challenged without becoming overwhelmed. The aim of the differentiated movement development is to offer development for everyone at their own level, for instance, a child with a weaker sense of balance can be given simpler balance exercises, while participant with more advanced abilities can be given more complex movement sequences.

Gradualness and regularity: Progressing from simple to complex and ensuring regularity are essential in developing motor skills. During movement training participant first are required to perform easier and then increasingly complex tasks. Regular and repetitive practice helps to develop movement consistency and motor skills.

Strength: The learned movement should be constantly repeated for permanent fixation. The purpose is to make movement automatic so that the participants are able to use them safely and at a consistent level of performance.

Personalization: Each participant has different abilities that is why individual development needs are needed to be taken into account. Individualized education reduces gaps and supports movement development.

Motivation: One of the aspects to encourage physical activity is to engage the participant in an activity that brings them joy. If the activity itself is enjoyable, intrinsic motivation is strengthened and the participant is more likely to engage in sports.

Activity: Movement development is effective if the individual participate actively in the exercises. Instead of passive participation, it is crucial to that every participant tries the movements themselves, as it is the only way one can develop.

Working together and individual treatment: One of the principle of movement development is that although consideration of individual needs is important the development takes part in community. Shared physical activities promote inclusion and social integration. Moreover, individualized treatment ensures that everyone receives the attention and support they need.

During recreational sports activities for individual with disabilities different goals are formulated which can be aimed at motivation, developing conditioning and coordination, maintaining health, which can be achieved with different means and achieve different methods.

The planning and implementation of leisure sports activities for people with disabilities requires special attention from the perspective of the goals and tools of physical development. Targeted and personalized development processes contribute to the physical, cognitive and social development of participants, facilitating an active and joyful movement experience. The primary goal is to stimulate interest in exercise, which can be achieved by taking individual motivation and preferences into account. The positive attitude developed contributes to making exercise a regular activity, which in itself is a source of pleasure. The development of conditioned abilities-including strength, speed and endurance- is carried out through purposefully selected tasks. As a result, the energetic background of the participants 'movements is strengthened, which promotes more efficient performance and endurance. The use of diverse movement tasks and tools plays a key role in the development of coordination and motor skills. Through diverse movement experiences, the participants' movements become more coordinated and economical, which results in more precise execution and at the same time provides a sense of success for the leisure sports activities of people with disabilities. Increasing performance can be achieved by regularly practicing sports activities and gradually changing the load components, which is important not only for healthy people, but also for people with disabilities. This ensures gradual development for the participants and an increase in load capacity and fitness. The basis for expanding the range of motion is the consolidation of existing movement patterns and the acquisition of new elements, which enriches the movement repertoire of the participants. The development of balance ability occurs by strengthening the vestibular system and using balance positions, which manifests itself in stable movement. The development of this ability is particularly important for individuals diagnosed with ASD (Autism Spectrum Disorder), as their balancing ability is realized at a lower level [36; 39]. Addressing motor coordination issues is also an important aspect of the development process. Incorrectly recorded or uncoordinated movements are corrected through practice and error-correction methods, which promote more precise movement execution. The development of goal-directed movements is aided by movement tasks performed in varying conditions, so that participants learn to apply the acquired movement forms. The development of imitation skills occurs through movements combined with storytelling, animal-imitating movement exercises and rhymes, which expand the range of movements in a playful way. During the development of body awareness, the conscious involvement of body parts in movement helps the development of the participants' cognitive abilities. Laterality - that is, the development of bilateral movements - plays an important role in the development of motor skills, which can be achieved, for example, by practicing throwing and kicking with both limbs. Finally, the development of seriality, i.e. teaching the sequence of movements and element relationships, contributes to the participants' movement being more organized and structured. Overall, the planning and implementation of leisure sports activities for people with disabilities requires a comprehensive approach, in which the joy of movement, personalized development and ensuring continuous improvement all play an important role. Table 5 provides assistance in this regard.

Table 5. Objectives and tools of movement development applied during leisure sports activities [37]

Goal	Tool	Result
Stimulating the need and interest in movement.	Consideration of motivation and individual preferences.	Regular exercise, motivated by the joy of the activity itself.
Development of conditional abilities (strength, speed and endurance and their manifestations).	Purposefully selected movement tasks.	The validity of the energetic background of movements.
Development of coordination and mobility.	Use of a variety of tools and movement tasks.	Coordinated, organized movement, effective and economic execution of the movement. Precise execution.
Performance development.	Changing the performance components, regular exercise and sports.	Increased load capacity.
Expanding the range of motion, developing basic movements.	Consolidation of existing movement patterns, acquisition of new ones.	Movement repertoire expands.
Balance development.	Vestibular system development, application of uncertain balance situations. Static and dynamic balance development.	Stable movement execution.
Correcting incorrectly recorded or uncoordinated, movements.	Error correction, practice, forced situations.	More precise, movement execution.
Developing purposeful movement.	Movement task applied under varying conditions.	Application-level knowledge.
Development of imitation skills.	Exercises combined with presentations, storytelling, animal-imitating movement tasks, and rhymes.	Expanding range of motion.
Developing body awareness.	Involving and applying body parts in movement tasks.	Cognitive abilities are developing.
Development of laterality.	Using movement tasks performed with both limbs, on both sides (e.g. throwing with the left and right hand, kicking with the left and right foot, turning left and right etc.)	Motor skills development.
Serialization development.	Successive execution of movements and element connections, familiar and different element connections.	Learning order.

4. Summary

Creating opportunities for people with disabilities to play sports requires a complex approach, which includes assessing the needs of those affected, preparing sports clubs and coaches, developing infrastructure and establishing professional cooperation. If these conditions are met, sport can become a real integration tool that makes movement accessible and enjoyable for everyone. The aim of our study was to provide theoretical and methodological support to sports providers and organizations that want to promote sports for people with disabilities. The collection of European good practices helps to develop leisure sports provision, taking into account the sports

culture of each country and the specific needs of people with disabilities [20]. Different types of disabilities have different sports needs, which need to be provided with an appropriate supportive environment. For people with disabilities, accessible sports facilities and adapted sports equipment are essential. Visually impaired athletes need auditory and tactile cues, while hearing impaired athletes need visual communication tools. For people with intellectual disabilities, simplified rules and visual aids help the learning process, while for people with autism spectrum disorders, predictable, structured environments and individual training programs provide adequate support. Disability-specific methodological approaches are useful when planning sports activities, but individual differences should also be taken into account [29].

The key to the success of sports is the use of appropriate educational and development methods that are adapted to individual abilities and needs, ensuring safe, motivating and enjoyable exercise opportunities for all concerned. If we succeed in developing a love of sport by developing a disability-specific and personalized leisure sport offer, it will be integrated into our lifestyles, thus helping to maintain our physical and mental well-being, improve our quality of life and life satisfaction [13]. By promoting social inclusion and implementing inclusion, sports providers can contribute to a more accepting and supportive community through corporate social responsibility (CSR) [12]. Through appropriate attitude formation, sensitization and education, prejudices can be reduced and opportunities for social participation can be increased for people with disabilities. Inclusive sports programs not only support the physical activity and health of participants, but also promote self-confidence, social connections and community integration. This trend can be observed across Europe primarily in football, where teams in the Premier League and La Liga are at the forefront of introducing such measures and promoting related programs [43, 44]. The long-term goal is to create a sustainable sports model in which development opportunities tailored to individual needs become available to all stakeholders, thereby ensuring the true integration role of sport in society [1].

Limitations

One limitation of this study is that it is primarily based on secondary research and the synthesis of findings from previous studies; therefore, the methodological recommendations presented are not derived from an independent primary data collection. While the overview of European best practices provides a comprehensive perspective, differences in national, institutional, and organizational contexts may limit the direct transferability of the results. In addition, individuals with disabilities represent a highly heterogeneous group, which means that the practical application of the presented principles requires careful adaptation to individual needs and local conditions.

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