




Inclusive Training


Training For All



Our Goals


Increase awareness of the abilities, and rights of people with a disability

Educating professionals, care givers and persons with disability (PWDs) about the overall value of sport in rehabilitation and social inclusion.



Learning Objectives

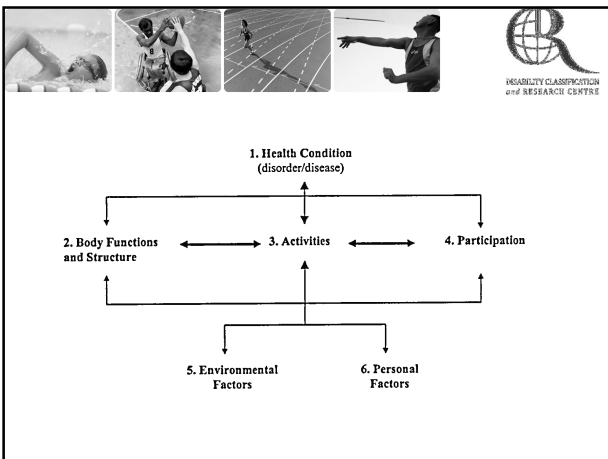

1. Understand the role and impact of physical activity
2. Understand the communication process and the channels used to disseminate information
3. Understand relationship building and consultation strategies
4. Understand the preparation steps for a physical education programme
5. Understand the steps of FAMME
6. Understand components of practices in physical activity
7. Understand movement capabilities and its elements
8. Understand basic adaptation and modifications in common games and sport



Inclusive Physical Activity

WHO

- International Classification of Functioning, Disability and Health' (ICF) - offers a framework for interrelations between functioning and disability.
- Provides a perspective on Health - domains of body, individual and societal perspectives
- Person Center → Context Centered
 - Contextual barriers removed
 - Environmental modifications
 - Task demands considered

Inclusive Physical Activity

WHO

IMAPA - Inclusive model of Ability in Physical Activity

- Emphasizes ability and constructing contexts for maximizing success
- Concepts of
 - Individual capability - choices and perception
 - Capability shifting - ↑ performance - skill level, context, or task



Rehabilitation through Sport

Sports is even more valuable for the disabled than able-bodied.

SPORT RESTORES ACTIVITY OF MIND

Sports has the power to restore self confidence and self dignity and self confidence in the disabled.



Effective Communication

- Effective communication would involve receiving and relaying information to others.
- Attentive listening and clear (transmission medium) and precise (content and form) talking are key traits for effective verbal communication
- For non verbal communications such as letters, reports, proposals, notices or flyers, it is important to keep it i) succinct, ii) clear, and iii) factual.



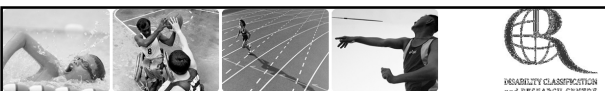
Key Audiences and Partners

- All Trainers will have dealings and interactions with the following:
 - Individuals
 - Parents or family members
 - Sport coaches or PE specialist
 - Physical Therapist
 - Occupational Therapist
 - Speech and Language Pathologists
 - General Educators
 - Psychologists
 - Nurses
 - Physicians
 - Recreation Therapists
 - Music Therapists
 - Orientation and Mobility Therapists



Developing Team Cohesion

1. Acquaint players with the responsibilities for other teammates
2. Create an enjoyable fun team atmosphere through humour and verbal and non verbal forms of praise.
3. Leaders should develop a close personal understanding of each member and be there for the member in good and in bad times.
4. Team and individual goals should be based on performance and not only on outcome.
5. Members should be made aware of their status in the team and be aware of how they can upgrade or maintain their status.



Developing Team Cohesion

1. No member should be permitted to hurt the feelings of teammates.
2. The formation of social cliques within a team should not be permitted.
3. Disciplining of members should be consistent for all team members.
4. Manage or reduce high turnover of support personnel
5. Encourage regular dialogue or communications between leaders and team members
6. Empower members to take on more leadership roles.



Consultation Models

- Understanding the intervention styles of Team members
 - Mental health Consultation Model
 - Behavioral Consultation Model
 - Process Consultation Model
- Collaborative Consultative Model (4 steps)
 - Needs identification
 - Data collection and analysis
 - Implementation
 - Evaluation



Mental Health Consultation Model

- Concerned with the relationship among people
- Focus is on the teacher's needs and not on the participant
- Consultation role is mainly supportive



Behavioral Consultation Model

- Focus is on changing participant's behaviour by changing the teacher's behaviour
- Focus on identifying the problem behaviours in individuals and designing strategies for remediation
 - New skills and knowledge for the teacher
- A liner process with 5 steps
 - Problem identification
 - Data collection
 - Solution selection
 - Intervention
 - Evaluation



Process Consultation Model

- Focus is on system or group and not individuals
- Group dynamics, group function & interpersonal skills
- Focused on processes rather than the outcome or product
- Highlights importance of communication - interaction with many levels - Planning - administrators - students
- Able to impact entire group as a whole but might fail to remedy individual needs or concerns



Collaborative Strategies

- Creating time
- Creating Positive Relationships
- Co-Teaching
- One Teaching, one Observing
- Station Instruction
- Parallel Instruction
- Team Teaching




Documentation

- Multi level teams and administrators
- Different trainers or teachers who will implement programme
- Need to have all proper records for collection and tracking progress
- Should be consistent with the goals and interventions determined by the team - Track progress in a systematic way.
- Important to have intra team positive relationships




Assessment

- An integral part in effective PA instruction
- An on going process - before, during & after programming
- Purpose
 - Legal requirements
 - Screening
 - Support decisions
 - Planning and instruction
 - Progress
 - Sports Classification

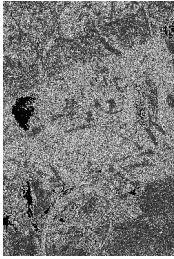



Assessment

- General Test characteristics
 - Is it appropriate?
 - Is it reliable and valid for the ind/ perf test
 - Is it sensitive enough to detect changes in performance
- Strategies
 - Formal Vs informal assessment tools
 - Norm-reference and criterion-reference tests
 - Authentic assessment tools
- What are we testing for?
 - Movements, reflexes, fundamental motor skills, play participation, locomotor and nonlocomotor skills, object control skills, movement concepts, sports skills and fitness




Preparing a Physical Education Programme

Preparing a Physical Education Programme


- All physical activity programmes requires a series of steps to ensure equal access and optimal programming for everyone

1. Identifying ability, needs and ensuring access
2. Promoting positive physical activity environments
3. Planning for instruction
4. Programme assessment and feedback




Identifying Ability, Needs and ensuring Access

- Understand how individuals can gain access and obtain necessary services for physical activity (referrals, contacts)
- Educate participants, administrators, supervisors, parents and family members regarding opportunities, rights, benefits, and guidelines regarding inclusive programming



Promoting Positive Physical Activity Environments

- Prepare participants for inclusive and individualized approach
 - Written materials, handouts & programme details
 - Invite individuals to view programme (promotion)
 - Have sharing session with existing participants or staff
 - Open day for first timers
 - Prepare able bodies participants so that they are familiar with the wide range of participants who will be joining the programme
- Prepare staff and related personnel providing programme support




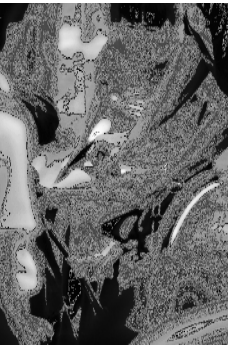

Planning for Instruction

- Identify and employ resources for support
- Advocate for increased experience and competency development among support network
- Determine priorities and goals for PA
- Identify who will be responsible for implementing the PA programme
- Develop an individualized PA plan
- Determine necessary modifications
- Understand and obtain supports needed for participation




Programme Assessment and Feedback

- Evaluate participant progress
- Assess programme effectiveness and programme environment

FAMME

- Functional Approach to Modifying Movement Experiences
- A process guide & framework for making activities inclusive for everyone




FAMME MODEL

- Step 1 - Determine underlying components of skill
- Step 2 - Determine current capabilities of the individual
- Step 3 - Match Modification efforts to capabilities
- Step 4 - Evaluate modification effectiveness



Step 1 - Determine underlying components of skill

- Basic underlying components of all activities
 - Strength
 - Flexibility/ROM
 - Balance/ Postural Control
 - Coordination (HE-EF, body)
 - Speed/ Agility
 - Endurance
 - Concept Understanding
 - Self-responsibility
 - Attention
 - Sensory Perception



Step 2 - Determine current capabilities of the individual

- Focus on the capabilities of the individual and not their label/ category
- Based on current capabilities* needed to participate and perform the task.
 - *not permanent - Fn of the person, task and context. Changes with practice and modifications



Disability Classification and Research Centre

Capabilities:


- Experience
- Age
- Genetics
- Abilities
- Medical condition



Disability Classification and Research Centre

Step 3 - Match Modification efforts to capabilities


- Directing modifications to the underlying skill components
- Capabilities change over time - Person, Context or task - affecting performance
 - Person-centered changes
 - Modifying the task
 - Modifying the context



Disability Classification and Research Centre

Modifying the Task


- Closed to open skill progression
- Skill extensions
- Skill switching
- Individualized Goal Setting



Disability Classification and Research Centre

Modifying the Context


- Presenting Activities
- Organising and Managing the Instructional Setting
 - Grouping, time, space & equipment
- Selecting Instructional Strategies
 - Styles, Whole-part practice, Activity procedures, feedback



Disability Classification and Research Centre

Step 4 - Evaluate modification effectiveness

- Is it age appropriate?
- Is it functionally appropriate?
- Does it allow individual independence?
- Does it ensure maximum participation by the individual
- Does it avoid highlighting low/high ability individuals
- Does it allow for optimal challenge for all individuals
- Is it safe?



Disability Classification and Research Centre

Movement Skills and Concepts

- Applying FAMME to movements skills and concepts
- Trainers should strive to create variations for fundamental movement skills and concepts that permit enjoyable physical activity experiences
- Basic skills and concepts → with refinement & practice → Natural movement skill & experience
- Well learnt basic skills are a prerequisite for advance learning
- Fundamental movement skills - Locomotor, nonlocomotor and manipulative skills



Task Elements

- Trainers must know
 - Task's purpose
 - The movement patterns and techniques involved*
 - Critical elements or features for effective results*
 - Common sources of errors
- *basis for analysis and assessment of performance
- Direction for modification efforts
- Developed through experience from observation, and professional development from literature
- Allows for prioritization of elements that need to be modified.



Differences in Movement Capabilities

- With disability, some identified critical elements may not be seen clearly
 - Eg use of WC or crutches
- Understanding the influence of specific elements on skill outcome allows for modifications of some elements to achieve similar performance outcomes



Differences in Movement Capabilities

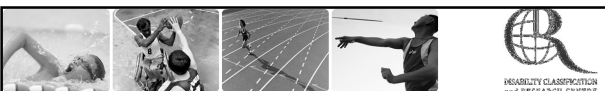
- Considerations
- Can Instructions be modified to provided successful opportunities for all?
 - Can concepts of flow, force, time or levels be altered to provide optimal challenge?
 - Does equipment size, no. people, space - affect participants?
 - Does modified task elicit best performance?
 - Does the modified task assess the psychomotor, cognitive, or affective content it was designed to assess
 - Are goals and involvement for all still being realised?



Fundamental movement skills and concepts

- Teaching Fundamental movement skills and concepts requires individual practice leading to partner or small group activity
- Progression of fundamental skills and concept practice

Simple	Complex
Closed Skill	Open Skill
Individual	Partner to small group
Single Skill/ concept	Combined skill or concept
Cooperative	Competitive
Offence	Defence



Fundamental movement skills and concepts

- Using modification of tasks and context to develop/ refine movement skills and concepts
 - Context
 - Instruction, Organisational or equipment variation
- Cooperative Environments Vs competitive environments
- Cooperative - work towards common goal
 - Small group setting
 - More accepting of less ability members
 - Less fear of practice
- Competitive - elements of challenge
 - Learning offence techniques before defensive techniques
 - ↑Complexity - by adding defender



Fundamental movement skills and concepts

- Task
- Manipulating movement concepts
 - Spatial awareness, effort & relationships



Basic skills/ capabilities required

- Basic underlying components of all activities
 - Strength
 - Flexibility/ROM
 - Balance/ Postural Control
 - Coordination (HE-EF, body)
 - Speed/ Agility
 - Endurance
 - Concept Understanding
 - Self-responsibility
 - Attention
 - Sensory Perception



Activity

- Modifications (task/context) that can be used for difference in
 - Locomotor capabilities
 - Objective propulsion
 - Object reception
- Simple to complex - easy to difficult



Play

- Natural and Spontaneous
- No formal or technical rules
- Pleasurable, done for own sake with little thought of consequence
- Play aids in the learn process of tasks - cognitive and somatic imaging



Games and sport

- Involves players and elements of play
- Have rules and predictable outcome based on the goal of winning
- Spontaneous → competitive elements
- AKA Contests - Playful competition
 - Game structure built around physical skill, strategy or chance either singularly or in combination.
- Beneficial only if participants have a chance of succeeding
- All Sports are games but sport is more than just a competitive game
 - Societal beliefs, values, community festival or celebration



Games and sport

- Can be categorized based on how they are played and the game structure
- Invasion Games
- Court Games
- Field run scoring Games
- Target Games
- Core elements of: Equipment, Players, Movement Patterns, Organisation and rules
- Core elements & Purpose of game - used in making modifications based on functional capabilities of ind.



Games and Sport

- Purpose
- Physical Skills
 - Social and psychological dynamics
 - Fitness
 - Cognitive skills



Invasion Games

- Soccer, Basketball
- Skills - running, chasing, fleeing, dodging, catching and throwing
- Offensive and defensive elements
- Off the ball and on ball movements
- Invasion of opponents territory to score



Court Games

- Tennis, volleyball, badminton
- Skills - striking with implement, running, turning, twisting, balancing, jumping, and volleying
- Offensive and defensive elements
- Off the ball and on ball movements
- Setting up to attack, defending or creating space



Field run scoring Games

- Baseball, softball, cricket
- Skill - striking with implement, running, throwing, catching, turning, twisting and fleeing.
- Offensive strategies - getting to base and advancing to next base.
- Defensive - preventing opponents from scoring.



Target Games

- Golf, bowling, darts
- Skills - striking with implement, walking, rolling, twisting, turning, throwing and transferring weight
- Propelling an object with accuracy
- Strategies of reducing no. of hits or strokes, knocking an opponent away, hitting or rolling a ball with spin.



Games and sport

- Purpose - Specific learning purpose - not just for fun.

Purpose	Benefits
Physical Skills	↑ Skills or combination of skills
Social & psychological dynamics	↑ Peer interaction, communication skills, cooperation, self concept & body image, self esteem, stress reduction
Fitness	↑ Muscular strength and endurance, cardiovascular, flexibility, body composition
Cognitive skills	↑ Problem solving skills, content knowledge and strategy



Elements of Games and Sport

- Purpose
- Equipment
- Player
 - Participants, No./ individual/ team
 - Who - classified by gender, age or ability
- Movement patterns
 - Includes all skills required and movement concepts related to those skills
- Organisation
 - Parameters and dynamics of playing space
- Rules
 - Structure of game and parameters for play.



Modifying Games and sport

- All elements can be changed to increase success for individuals involved.
- Variations should allow for optimal performance by all participants based on the FAMME model.
- Changing of game element can influence several functional components
 - Strength
 - ROM
 - Balance/ Postural control
 - Eye-hand coordination
 - Speed and agility
 - Endurance
 - Concept understanding
 - Visual Perception



Modifying Games and sport

- Through analyzing participants' functional skills, elements of any game or sports can be modified to meet a desired outcome
- Form of modification is limited only by the trainer's imagination.



Thank You