Physical Literacy for People Experiencing Disability

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2:20-3:20pm
Session C

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About The Steadward Centre (TSC) and Adapted Physical Activity (APA)
Review of Physical Literacy and the Long Term Athlete Development Model (LTAD)
Inclusion: things to think about
Modifications and equipment
Teaching Tips and Behaviour Management
Troubleshooting and Questions
The Steadward Centre

- Physical Activity and research centre at the University of Alberta. We provide direct service delivery to individuals ages 4+ experiencing disability. A lifespan approach.
- A “living lab” for students completing their applied learning opportunities

Four main programming areas:
- Adapted Fitness Programs for Adults (AFPA)
- Community Transition (adult and youth)
- Athlete Development for Disability Sport (ADDS)
- Free2BMe: Physical Activity for Children and Youth with Disabilities
History of the Centre

- Founded by Dr. Robert Steadward in 1978
- Housed within the Faculty of Physical Education and Recreation, UofA
- Initial focus on development of athletes with a disability
- Adult fitness programs
- Training ground for students, scholars and researchers
- International reach
- Addition of the Children and Youth Program (Free2BMe) in 2005
Free2BMe
What is Adapted Physical Activity (APA)?

Adapted Physical Activity means:

• A service delivery profession (not a placement)
• An academic specialization
• A cross disciplinary body of knowledge
• An emerging discipline or sub-discipline
• A philosophy or set of beliefs that guides practices
• A lifespan approach
WHAT IS LITERACY?

Reading
A, B, C’s
Words
(. ; , “?”)
Sentences
Paragraphs
Math
1, 2, 3
934, 809
+ - x ÷
1+1 = 2
Music
Note
Instrument
Melody
Symphony
Physical
Balance
FMS
Object
Action
Game

\[ f(x)dx = \lim_{n \to \infty} \frac{1}{n} \left( \frac{k+1}{n} \right)^{1/2} \left( \frac{k+1}{n} \right)^{1/3} \]

Itty of Physical Education & Recreation | University of Alberta
Physical Literacy
Physical Literacy Defined:

“Physical literacy is the development of fundamental movement skills and fundamental sport skills that permit a child to move confidently and with control, in a wide range of physical activity, rhythmic (dance) and sport situations.”

“Individuals who are physically literate move with more competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.”
Children who perceive their abilities as low are not likely to persist in physical activities and realize the associated health and psychosocial benefits.”

- Weiss, (1993)
Meaningful Progressions

- Stability and Balance Skills
- Locomotor Skills
- Object Manipulative Skills
Teaching Games for Understanding (TGfU)

- A student centered approach to teaching games.
- Breaks all formal sports/games into 4 categories
- Focuses on the WHY instead of the HOW
Target

• Staying relaxed and confident
• Deciding whether to play it safe or risk more for higher points
• Concentration on task
Net & Wall

- Sending objects to open areas
- Position yourself to provide coverage
- Adjusting the play so “anticipation” is not easy
Fielding/Striking

- Sending objects to open space
- Position for best coverage
- Backing up team mates/working together
Invasion/Territory

- Creating and moving to open space
- Changing from offense to defence
- Communicating effectively with teammates
Physical Literacy =
Fundamental Sport Skills +
Fundamental Movement Skills
Long Term Athlete Development for Athletes with Physical Disabilities

Long Term Athlete Development for Athletes with an Intellectual Disability
Figure 6: Consequences of missing a Fundamental skill (CS4L)
Basic Principles of APA

1. Include the person with the disability in making decisions

2. Give the individual as many choices as possible

3. Partial participation or physical assistance is preferred over not participating

4. People with disabilities should be offered the same variety of sports, games and recreational activities as their peers

5. Community based activities should be taught in the community whenever possible
What does a label tell us?

Cerebral Palsy (CP)

Autism Spectrum Disorder (ASD)

Global Developmental Delay (GDD)
Myths and Facts about Inclusion

<table>
<thead>
<tr>
<th>MYTH</th>
<th>FACT</th>
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<tbody>
<tr>
<td>An APA specialist will work 1:1 at all times with students in an inclusive setting</td>
<td>Most serve as consultants who provide important information and support. They rarely work 1:1 in inclusive settings</td>
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<tr>
<td>Students with disabilities can be included without support in general PE</td>
<td>Many benefit from a small teacher/student ratio. Peer support works well!</td>
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<td>APA specialists will write the individual goals for children</td>
<td>The person who works most often with the student should write the goals. Always include the student and parent</td>
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What parents say about inclusion

“...when you ask to join a community program, [community leaders] will either wring their hands and say ‘I don’t know we’ve never done this before’ or they will say ‘sure, we accept everybody’ but then ignore your child because they don’t know what to do”. – (Goodwin et al, 2006 p.172)

“Sometimes in the community people don’t have compassion or understand, especially if your child makes vocalizations or is slow”. – Free2BMe Parent, 2014

“If you’ve got a physical disability, but no cognitive impairment you have lots of options. If you have a cognitive impairment but no physical disabilities, you’ve got options; but if you have both then all of a sudden those options become more limited”. – Free2BMe Parent, 2014
Adapting Games

1) Rule Modifications
   - ratios of teams, number of points, offsides etc

2) Environmental Modifications
   Physical, temporal and psychosocial
   - the space (size, lighting, sound, temperature, surface, boundaries, distractions etc
   - time structure, speed of instruction or activities etc
   - learning or competitive goals

3) Equipment Modifications
   - size, weight, type…

4) Instructional Modifications
Environmental Modifications...
Instructional Modifications

…let’s try it!

1. Start with a square piece of paper

2. Fold in half to form a triangle

3. Next fold both corners in until the upper side is parallel with the bottom of the triangle

4. For the final fold, fold the top open from both sides. Now you can open the top and fill with water or any other beverage
Instructional Modifications

Step 1

Step 2

Step 3
Visual Learners

1) Overview of the day
2) Timers and Countdowns
3) Hand, feet or place markers
4) I pads

(Smith & Patterson, 2012)
Adapted Equipment
Other “Specialized” Equipment
Teaching Strategies

• Keep instructions short and clear
• Reduce amount of transitions
• Try to establish a consistent routine
• Theme days – more than one try at an activity
• Reward systems (individual or group)
Behavior Management Tips:

• Outline your rules. Be firm and consistent.
• Use communication tools as needed.
• Give opportunity for choice!
• Use motivators or rewards. Learn what these are.
• If you ask a question, you must listen to the answer. **Do not phrase instruction as a question.**
• Praise good behaviour!
• Prevention! Know the warning signs
  - decreased attention, covering ears, flapping arms, becoming agitated, running away, unusual amount of talking, etc.
Resources

Edmonton Sport Council
http://www.edmontonsport.com/issues_and_initiatives/play_edmonton

Physical & Health Education Canada
http://www.phecanada.ca/programs/physical-literacy

Hop Skip and a Jump (free download - early childhood resource)

Active For Life
www.activeforlife.ca

Canadian Sport for Life
www.canadiansportforlife.ca

Special Olympics
http://www.specialolympics.ca/be-involved/athletes/for-the-young-athlete/
References


Questions?

Contact me anytime!

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