

BLOG #1

1) A fundamental paradigm shift in how people with disabilities were viewed and treated historically occurred in the 1980's with the supports-based, inclusion paradigm. During this shift, individuals with disabilities were provided with support, either technical, natural or human so that they could be included in society and function in a natural setting. Having a disability was starting to be seen as merely a variation of the human condition, and the goal of this shift was to ensure that an inclusive environment was created and maintained in order to promote successful learning. Adapted physical education which focused on separating students with disabilities into their own classes and programs was no longer ideal as it was counterproductive to the inclusion paradigm being implemented. Instead it was redefined to heighten self-confidence and self-concept of the individuals who struggled with certain tasks, and was not solely limited to individuals with a disability. Another key advancement that occurred during this shift was the establishment of the International Paralympic Committee. Individuals with disabilities were attempting to reach the highest levels of athletic competition, as well as a significant increase in the number of those participating in recreational sports. The supports-based, inclusion paradigm was an essential shift in history as it allowed individuals with a disability to gain the self-confidence needed to pursue a variety of opportunities.

2) The aspects of the paradigms described by Reid strongly influence my thinking as a developing teacher as they show that just because an individual has a disability, that does not mean they are incapable of participating in activity. Adaptations may be necessary to accommodate those individuals who struggle with a certain task but it is important to ensure that these adaptations do not target an individual but rather allow them to participate with their peers in an inclusive manner. Furthermore, having a disability is more so seen as having a difference and as a teacher, I will come across many students with many differences and must learn to accommodate to all in order to create an inclusive classroom. Reading Reid's paradigms showed me how far society has come in the last century and that there are a variety of opportunities for individuals with disabilities to participate in activities without feeling judged. Having a disability does not define someone and should never exclude them from activity

BLOG #2

1. What are some of the principles and issues related to use of language/terminology in the field of adapted physical activity?

One of the principles related to the use of language/terminology in the field of adapted physical activity is the idea of person-first terminology. This means addressing someone you are working with as a person and not defining them by their disability. By using this type of language it shows respect and eliminates hurtful descriptors. When you say "child with a disability," you are placing the child

first and the condition second; as opposed to saying “a disabled child,” which defines the child by their condition. Person-first terminology does not apply when discussing “deaf people” as they classify themselves as having a separate linguistic culture rather than having a disability. One issue surrounding language/terminology when discussing people with disabilities is that people can tend to be too focused on not saying the wrong thing, which in turn can make someone with a disability feel self-conscious. Someone who has a disability lives with it every day of his or her life; so although it is important to be respectful of the terms we use, we must be sure not to create an uncomfortable situation by stumbling over words, bringing attention to that student.

2. Why does the language you use as a developing teacher matter?

The language I use as a developing teacher matters immensely because one word can mean the difference between students feeling included versus excluded. For example, say I was teaching my students how to play sitting volleyball because I had a student in the class who couldn't walk. While telling the students the rules of the game and there was a difference between service rules in standing volleyball versus sitting volleyball, and I said “In normal volleyball feet must be behind the line...” that one use of the word “normal” could really dishearten the student who isn't able to play standing volleyball. What is normal? As a teacher I can't judge what is normal and what is not. By using the word normal, the student with the disability could instantly feel abnormal and feel like something was wrong with him/her. Language is so important as a teacher because it creates the environment you and your students learn in. If I use inclusive language, then I am creating an inclusive environment, which means safety and comfort to many students.

BLOG #3

1. How might the ICF model inform your understanding of the participation of students with special needs in physical activity in general, and physical education in particular?

The ICF model provides a framework to understand an individual's ability to participate in activity by focusing on their physical and mental capabilities as well as environmental factors that can affect participation. When prescribing physical activity to a student with special needs or someone with a disability, there are 3 categories to take into consideration: dimension, problem and level. Dimension refers to the area of the ICF model we are looking at, the problem refers to what is impeding participation and the level is the way the person is being affected, either internally or externally. For example, if we are working with a student who needs a walker to get around and we prescribe 15 minutes of walking a day, environmental factors (dimension) could play a huge role in limiting this activity. The problem could be that it is raining outside, which causes the student to be hesitant as they don't want to slip when going outside for their walk, and this affects them on a personal level because it is limiting them from getting their exercise. The ICF model

must be used when dealing with students with special needs in a physical education setting because it takes the students perspective into consideration, which is crucial in understanding the best way to ensure maximum participation.

BLOG #4

1. What is the system of least prompts?

2. How could you use this system as a physical education teacher?

1) The system of least prompts is designed to help students who have complex needs, be able to perform various tasks on their own. The 3 stages of the system progress from verbal information alone, then to verbal and visual information and then finally verbal, visual and physical intervention. It includes providing a cue or direction, then waiting 3-5 seconds for a response and then progressing to the next cue if nothing happens. This wait time is crucial as this system is implemented on students with intellectual disabilities, therefore they need to be allotted wait time to process the information given to them. Using this system allows the educator to monitor progress and help the student become more independent. By using as little prompts as manageable, this independence can be achieved.

2) As a physical education teacher this system can be used when teaching your class a specific skill. For example, if the class is working on volleyball serves and you have one child with a disability, the rest of the class can go off and practice their serves after you demonstrate, and then you will have time to individually work with that one student. To teach them the serve you will have to break up the task into specific steps and then guide the student step by step using verbal, visual and possibly physical cues. Some of the steps may not require any cues from you, as the student may independently be able to perform what is asked of them. Steps of the serve: 1) Stand with feet shoulder-width apart with one foot placed further forward 2) Hold ball in non-dominant hand 3) Toss ball up into the air with non-dominant hand 4) Strike ball with dominant hand when ball is above forehead 5) Follow through after making contact with ball. These are just an example of how the serve can be broken up into steps and dictate when cues need to be given.

BLOG #5

Our focus this week has been on inclusion of students with special needs. With particular emphasis on the student's perspective and a student-centered approach.

Draw on the Goodwin and Watkinson article and Janine Roy's presentation to reflect on what you can do as a physical educator to help students with special needs feel included and become the best they can be.

Inclusion within the classroom starts by getting to know the student you are working with and finding out what their capabilities are. In class we discussed how many students with disabilities want to participate in activities that allow them to be successful. A student may have a passion for golf because they have been successful when playing, and may not have that similar positive experience in a sport such as basketball due to a disability. As an educator it is important to determine whether or not you can forego a basketball unit and replace it with a golf unit in order to create a more inclusive environment that allows the student to feel success again. All students should experience this feeling of success because it is what keeps them engaged in physical activity.

Drawing on the Goodwin and Watkinson article, some of the students who were interviewed mentioned that bad days at camp boiled down to acts of social isolation (being ignored, laughed at, etc.), restricted participation (lack of support from teachers, lack of engagement with peers, etc.), and having their competence questioned (standard performance being expected from peers). These factors can all lead to dropout in activity because students don't feel accepted. As an educator it is important to set rules in the classroom that eliminate negativity and exclusive acts so that all feel welcome. Janine's presentation focused on strategies and structures for supporting all students. The most important thing to do is talk to the student in a one on one conference to see what they are comfortable with and capable of. This creates the foundation for a trusting relationship, which is important in making the student feel safe. In order to set up a schedule that focuses on the students needs, you must identify the goals outlined in the IEP, plan with colleagues and support teacher, and develop a plan that outlines adaptations and modifications to activities that allow maximum participation from the student.

BLOG #6

Intellectual disabilities result in significant limitations in intellectual functioning and adaptive behavior. These disabilities always start before the age of 18. According to the American Association on Intellectual and Developmental Disabilities, intellectual functioning "refers to general mental capacity, such as learning, reasoning, problem solving, and so on (2013)." Adaptive behaviors are "conceptual, social, and practical skills that are learned and performed by people in their everyday lives (2013)." Because of limitations in these 2 categories, those individuals with intellectual disabilities often struggle with one or more of the following areas: communication, self-care, home living, social skills, use of community resources, self-direction, functional academic skills and work, leisure and sport, health and safety. Some implications of students with ID's can involve concentration and attention issues, aggressive behavior, appropriate social behavior, working independently, tolerance for frustration and retention of information. As a teacher there are many ways to deal with these issues for example, if a student has trouble retaining information, it is important to repeat activities and drills frequently and allow for many reps of a skill within a session. If a student has aggressive behavior, it is important to teach that student what is appropriate and inappropriate behavior and praise them when

they display correct behavior. If a student has concentration and attention issues, keep instruction brief and concise and use attention grabbers such as photos to keep student engaged.

References:

Definition of Intellectual Disability. (2013). Retrieved February 24, 2015, from <http://aaidd.org/intellectual-disability/definition#.VOv238aBg7A>

BLOG #7

Our focus this week has been on Autism Spectrum Disorders. Use information from the lecture on Thursday and the Reid et al. (2006) article to reflect on how your beliefs and practices/strategies may influence the successful inclusion of with students with ASD

One of the characteristics of individuals with ASD is to engage in more solitary play rather than interact with peers. As an educator it is important to create an inclusive environment so that these students feel welcome and respected. When teaching a student with ASD, you need to familiarize yourself with them by letting them know you want to interact with them but not force it as many students with ASD need time to adjust and explore. Using a visual schedule is another strategy to use in the classroom as it allows the student to see what exactly will be happening in the lesson and it is easy for them to understand. When giving instructions it is important to be clear and straightforward as well as avoiding questions that can be answered with a "no." Many students with ASD can feel overwhelmed around loud noises, sudden changes in a routine, or activities that forces them to be surrounded by many people. For example if you are going to blow a whistle to stop the class, walking over to the student with ASD and simply telling them you are going to blow the whistle is enough to prevent frustration. If loud noises are a huge no for the student, you can simply flick the lights on and off in order to get students to stop and listen. When they feel overwhelmed, it can lead to frustration and a meltdown. In order to minimize breakdowns, you can use priming in order to transition to the next activity or next class. Simply informing the student of what the next activity will be or what will be happening next class prepares them and allows them to adjust. One strategy to create an inclusive environment is to modify tasks so that students with ASD can experience success. When they feel success it motivates them to continue participation. Changing equipment, rules, distances, etc can modify tasks. For example, when teaching basketball, if a student cant shoot the ball at the hoop, the game can be modified so that garbage cans are placed on the ground and the ball needs to be thrown in the can in order to score a point.

BLOG #8

Our focus this week has been on cerebral palsy and the role of school-based therapists.

1. Describe something from Erin and Jason's presentation that made an impression on you.

One thing that made an impression on me from the presentation was the dodgeball game that was played at the start of the class. There were many individuals that were assigned a role and had to use a walker, had a visual impairment, were in a wheelchair, etc., who were expected to play in the game as well. What shocked me was the follow up discussion of the game with Erin and Jason about how those individuals who were role playing in the class were representing actual students who were in a middle or high school PE class out in the community who were actually expected to participate in a dodgeball game. This demonstrates how exclusive some physical education classes can be, and for the student with the visual impairment, how were they expected to catch a ball once they had been hit? It strongly reveals the need for more inclusive games within PE lessons so that all students can participate fairly.

2. What are some of the roles of a school-based physiotherapist?

School-based physiotherapists evaluate how a student's ability to function in a school is influenced by his/her physical status and by environmental factors at home, school, or in the community. They address posture and movement concerns, use and fit of braces, school accessibility and inclusion, and gross motor skill development.

3. How might you collaborate with school-based therapists as a professional physical educator?

Teachers must create an inclusive environment for all students they teach. Collaborating with school-based therapists is necessary to achieve this goal as they offer suggestions of how to adapt a classroom to make it fun for everyone. Some of the ways to structure the class would be to have a warm up that included basic gross motor skills, skill-based activities building up to a game, and a cool down with stretching. Furthermore, peer monitoring would be very supportive by allowing the students to help each other. This creates a two-way learning system that benefits both the students.

BLOG #9

The focus of this week's blog is Doug Nutting's presentation.

1. What types of services does Recreation Integration Victoria (RIV) offer?
2. As a physical educator, how could you use the services of an organization like RIV to benefit students with disabilities that you may teach?

1. Recreation Integration Victoria offers socialization, life skills and opportunities for people with disabilities to get involved in leisure and recreation activities through community-based support. They offer a sailing association for people with disabilities, equipment loans, summer inclusion services, supported child development, parks and recreation staff training, and provide the opportunity to work as a volunteer with a person with a disability to help them get active and outdoors. They have done kayaking and river-rafting trips that integrate people with disabilities with trained able-bodies to get an authentic experience.

2. RIV would be very beneficial to seek help if you have a student with a disability who wishes to participate in outdoor recreational activity in a safe manner. RIV can be contacted to figure out how to integrate a disabled person into an activity by offering their expertise on proper use of equipment, and providing skills to volunteers who wish to safely work with the individual. If you are organizing a 3-day kayaking trip with your PE class and have a student with a disability wishing to partake on this trip, RIV should be contacted to determine if and how it is possible to make this happen. Another great benefit of RIV is the peer support service that is offered. If you have a student in your class, disabled or not, they can go to RIV as a volunteer or as an individual seeking a friend who shares a common interest. Relationships can be built between the volunteer and the individual that keep them active outside of school and forms new friendships. As a teacher, there will always be plenty of students wanting to help in any way they can and the peer service offered by RIV is an extremely humbling and beneficial experience.

BLOG #10

1. What are some of the key things you could do in the classroom and gym to help students with DCD be more successful?

DCD can present itself by revealing difficulties with coordination or associated learning problems such as trouble remaining attentive. Because of the different characteristics present with this disorder there are various management techniques in the classroom and the gym. Within the classroom, many children with DCD can struggle with fine motor movements, making printing very difficult. In order to help the student be more successful, you can allow the child more time when handing out work that needs to be written. Introducing the child to computers is very beneficial because it is a life skill that will stay with them as they grow into adulthood. Typing on a keyboard will still be difficult at first but as they practice more, they will

improve this skill. If possible, introduce the child to different methods of presenting their work such as orally, by drawing, a video, etc. This allows them to find success in a medium that presents them with less of a struggle. In the gymnasium, students with DCD may appear very clumsy, making it difficult to coordinate and learn new skills. It is important to break a skill down into different parts so that they can understand how to manage their body more successfully. Modification of equipment can help the student as well because sometimes they tend to be delayed with their responses. For example, if doing a basketball unit, replace the basketball with a beach ball giving the student more time to process an incoming pass. This adaptation also creates a new challenge for the other students keeping the game fun. When learning the rules of a sport, make sure they are clearly understood by the student so that they can have a better understanding of how to move their body in the right way. Lastly, you want to give encouraging feedback to the student so that they can make modifications to their movement and feel success with the correct technique.

BLOG #11

1. What are some key considerations when implementing peer tutoring in physical education?

If choosing to implement peer tutoring in the classroom it is important to ensure that the peer tutor is a volunteer and is a good role model. This will ensure that the child wants to work with another student and will help them out to the best of their abilities. Generally, female peer tutors can tend to be very mothering and want to help the student so much that they actually smother them, impeding both their own and the students learning. It is important to train the students so that they understand that they need to work together and not act as a 'boss' or as if they have 'seniority.' It is also important to train the peer tutor so that they know what they are meant to do with the tutee, how they need to communicate, provide feedback, use system of least prompts, and in the case of a child with a disability potentially learn to guide or sign.

2. Explain what might influence your decision to use or not use peer tutoring in PE.

Peer tutoring can be an extremely beneficial form of learning for both students. I would choose to implement peer tutoring in the class if I had a student who had difficulty completing tasks on their own, needed to improve their skills, had trouble making friends and interacting with peers, or wanted to place students in leadership roles. There is an immense opportunity for growth when students help teach other students. As a teacher, it is important to help students learn in the best environment possible and there are some things that a teacher can't do as well as other students. For example, if a student has a hard time making friends in the class, having the teacher step in to try and form peer interactions can be embarrassing for the student. By partnering the student with a peer tutor, a friendship can form naturally. Implementing peer tutoring also creates an inclusive classroom environment if

there is a child with a disability because than that student is not singled out, but rather a part of a union.

FINAL BLOG

Describe TWO key things that you have learned in this course, and reflect on how those things may influence your teaching and/or the experiences of students that you teach.

This course has been extremely beneficial to me as a future educator because it has taught me so much about how I can create an inclusive environment allowing all my students to thrive. One of the most important things that I have taken away from this class is the importance of “finding out some stuff.” Almost all disabilities spread across a spectrum that can mean having very mild symptoms, to very extreme ones. Getting to know your student and discovering what they are capable of is essential to creating the safest environment. For example, if you have a student in your class who has Down Syndrome and you are going to the pool for a lesson, it is crucial that you find out if the student has laxity of the C1/C2 vertebrae. If you don’t know this and allow the student to dive into a pool, it could cause them to break their neck, compromising the spinal cord. If you have a student in a wheelchair that actively participates in wheelchair sports, or lifts weights for their arms, and you have them sit off to the side during PE because you’re worried they might not be able to participate properly, you are damaging their physical health and overall PE experience. Talk to parents, read their IEP, find out what they like to do and by doing this you can give the student they best experience possible. The other key takeaway I got from this class was learning how to use the system of least prompts. This system is used to monitor a student’s progression and allow them to be more independent when doing physical activities. It is important to break a skill up and then deliver a task direction, wait 3-5 seconds, if the student doesn’t respond then deliver first prompt, wait, still no response then deliver a second more ‘intrusive’ response and so on. By doing so, you are allowing the student the opportunity to perform tasks more independently. Learning about these two key points from class will influence my teaching immensely because before this course I can’t say I knew how to create an inclusive environment. Getting to know your students is crucial and being able to help them become more independent is an important life skill that will benefit them long after they graduate. Having a child sit off on the sidelines while the rest of the class plays games is detrimental to overall health and as a teacher it is my job to make everyone feel welcome and included!