VIDEOS

https://youtu.be/O2HPDWR-gJM

UNIVERSAL DESIGN IN RECREATION

PRESENTED BY:
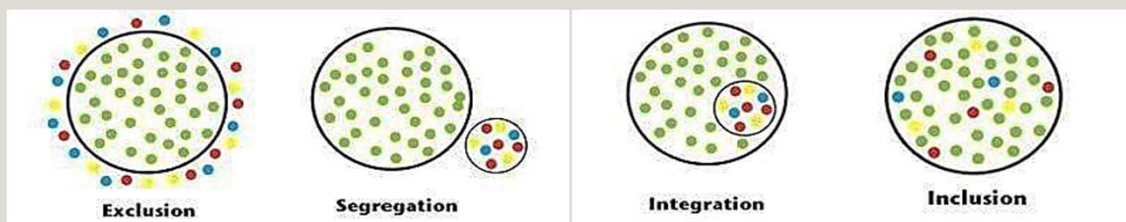
ALEX THOMPSON, OT

KARI OLESEN, PT

ROBYN HOLMGREN, PT

SHAPE OF THE SESSION

- Inclusion
  - What is it?
- Universal Design for Learning
  - What is it?
- Elements of Inclusion
- Practical Applications

THANK YOU DEB MURIN SURREY SCHOOLS!! PARENTS, COLLEAGUES, KIDDOS!

FOUNDATIONAL KNOWLEDGE AND LANGUAGE

2. INCLUSION

Exclusion **Segregation** **Integration** **Inclusion**

What if we could see the movement of inclusion in a spectrum?
Where are you at when implementing inclusive practices?
What does it mean for you to move 2 inches and grow in your practice?

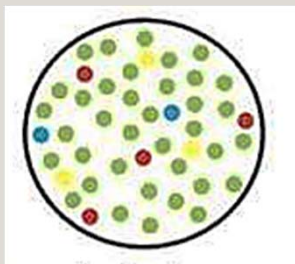Adapted from Shelley Moore's Lectures Shelley Moore, 2018

THE GOAL TODAY FOR YOU…

- To move you forward to become more ethical, self-aware, responsible and accountable in your practice regarding inclusion.

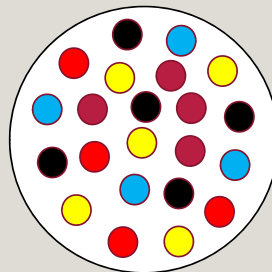- What does this look like for you today?
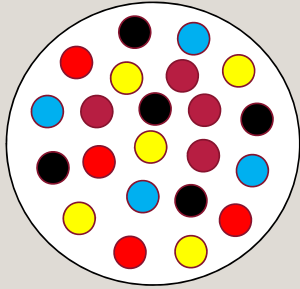
(White, 2008).

INCLUSION WHICH PICTURE IS IT ?

1.

2.

Adapted from Shelley Moore's Lectures Shelley Moore, 2018

INCLUSION- DEFINTION

Embracing Diversity
everyone is different

- Inclusion is both an **ongoing** and **active process** and **an outcome.** When organizations and individuals adapt practices and behaviors to respond to others, people feel included. Inclusion is a **complex, individualized and ever changing process.**

(Vista Sport, Govt of BC, BC Alliance for Healthy Living, 2018)

ZONE OF OPTIMAL DEVELOPMENT

There are three primary states or zones in which people exist.

1. Comfort Zone: everything is calm, no disequilibrium

2. Stretch Zone: interest is piqued, our senses are enlivened, and there is some disequilibrium.

3. Panic Zone: stress is so high information cannot be integrated and high adrenaline makes it impossible to settle into learning environment.

Panic Zone

Stretch Zone

Comfort Zone
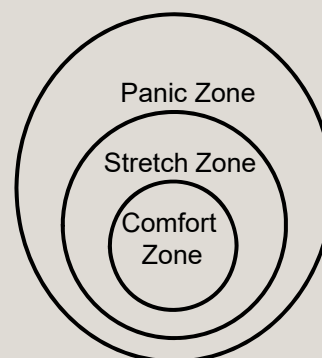
(Prouty et al., 2007)

WHAT'S YOUR ZONE?

• To further explore your zones, try the following experiential exercise. In the following scenarios, move the zone that each scenario would cause you to be in.

• In your experience, in which zone were you in when the experience became so powerful in your life?

(Prouty et al., 2007)

ZONE OF OPTIMAL DEVELOPMENT

Experience has shown that learning occurs when people are in their _____. Intellectual development, personal growth do not occur if there is no disequilibrium in a person's current thinking or feeling. However, learning will also shut down if that disequilibrium gets so high that the person enters the panic zone (Prouty et al., 2007)

Pictures retrieved from: https://www.guideposts.org/better-living/health-and-wellness/exercise/5-scriptures-for-your-workout

WHAT DOES IT MEAN TO FEEL INCLUDED?

ACHIEVEMENT NOT JUST PARTICIPATION!

GOALS OF RECREATION

Recreation & Participation

Activities of Daily Living

Self-Determination

Socialization

Independence
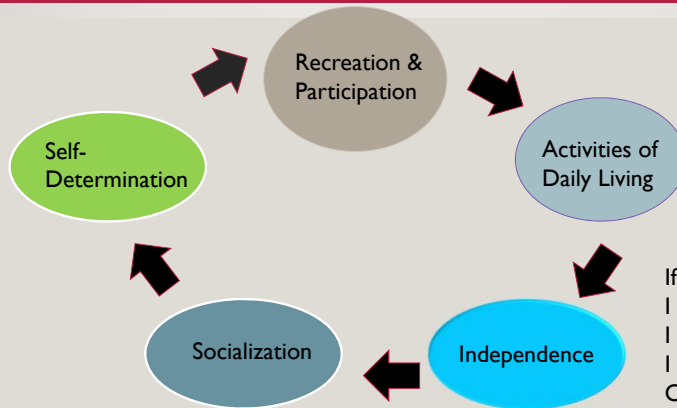
If I can hold a ball and throw it,
I can reach and put my jacket on;
I can reach a spoon and feed myself;
I can put my hand out and say stop
Or ask for help…

(Lieberman, 2018)

UNIVERSAL DESIGN FOR LEARNING IS…

- A way of engaging a diverse group of learners
- Based on science that applies to a variety of fields
- Flexible
- A tool to help balance the person, the environment and the tasks that individuals are presented with.

(Center for Excellence in Universal Design, 2019)

UNIVERSAL DESIGN FOR LEARNING IS NOT…

UDL IS NOT…

- A recipe, an app or
- For "those kids"

(Center for Excellence in Universal Design, 2019)

ELEMENTS OF INCLUSION

TASK

PERSON

ENVIRONMENT

When the person is demonstrating difficulty or an inability to perform the tasks we give them to do, we look at the environment and the task… as we modify these two elements We can bring the person to achievement! It is a fluid and organic process.

Adapted from the Model of Occupational Performance, Law 1996.
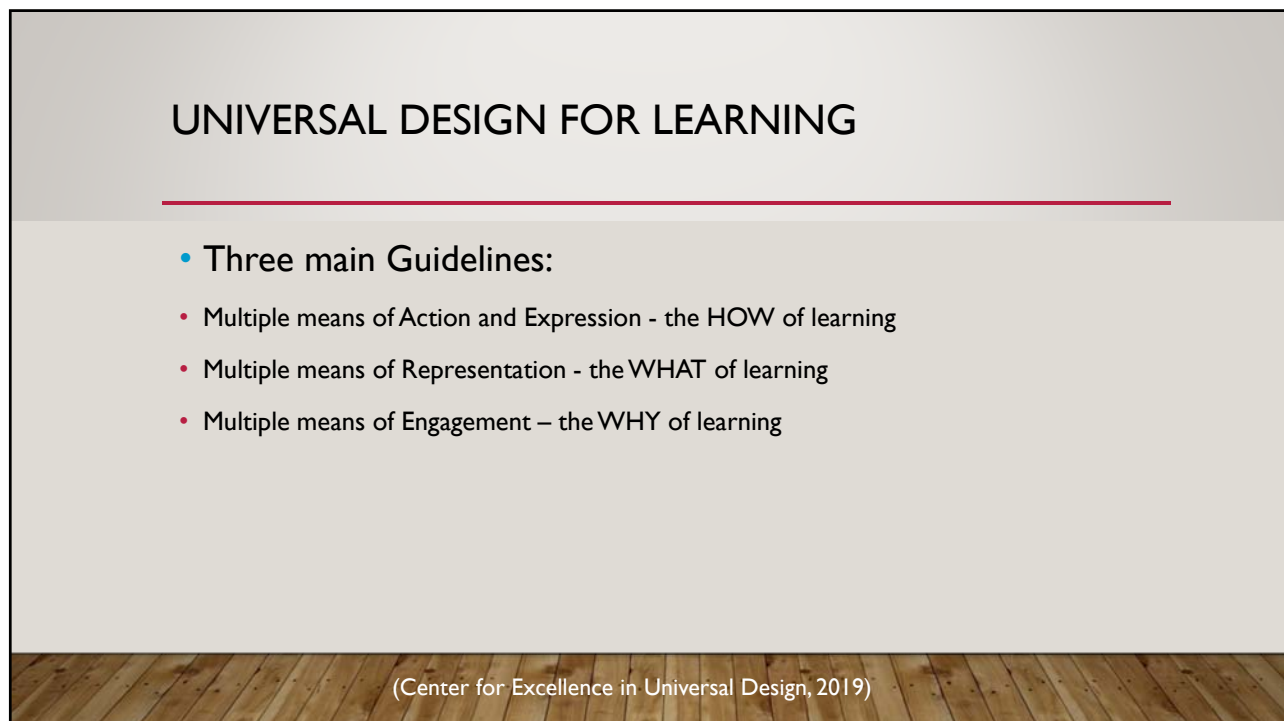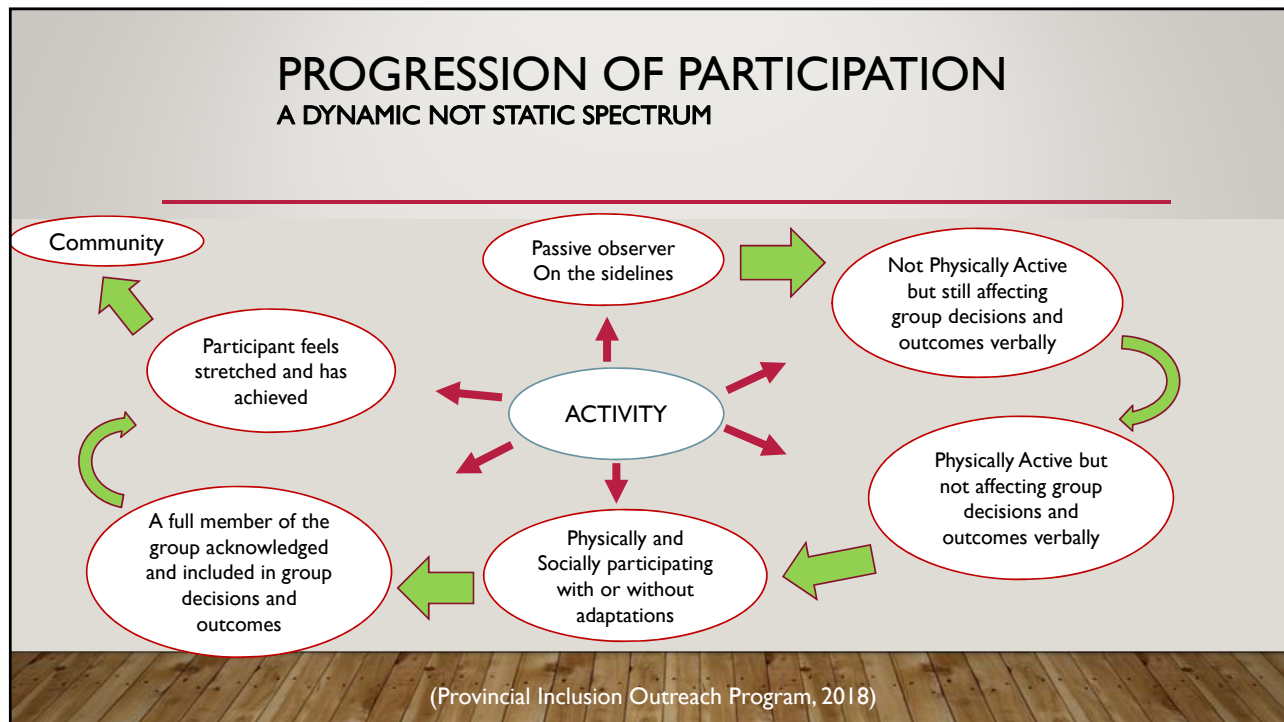
UDL ELEMENTS ASSESSMENT

- When connecting with work teams and observing:
- What is the goal?
  - What is the purpose?
  - What is their contribution?
- What are the barriers?
- Problem solving as a team

BANG HEAD HERE

The goal of this assessment is to have the team move forward in the way they practice Inclusion, where is the team at and what does it mean for them to move two inches?

PROGRESSION OF PARTICIPATION
A DYNAMIC NOT STATIC SPECTRUM

Community

Passive observer
On the sidelines

Not Physically Active
but still affecting
group decisions and
outcomes verbally

Participant feels
stretched and has
achieved

ACTIVITY

Physically Active but
not affecting group
decisions and
outcomes verbally

A full member of the
group acknowledged
and included in group
decisions and
outcomes

Physically and
Socially participating
with or without
adaptations

(Provincial Inclusion Outreach Program, 2018)

UNIVERSAL DESIGN FOR LEARNING

- Three main Guidelines:
- Multiple means of Action and Expression - the HOW of learning
- Multiple means of Representation - the WHAT of learning
- Multiple means of Engagement – the WHY of learning

(Center for Excellence in Universal Design, 2019)

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UNIVERSAL DESIGN FOR LEARNING

- MULTIPLE MEANS OF ENGAGEMENT:
  - Thinking about how can this client participate meaningfully in the activity, what can they do? What would engage the client's interest and stretch their ability?
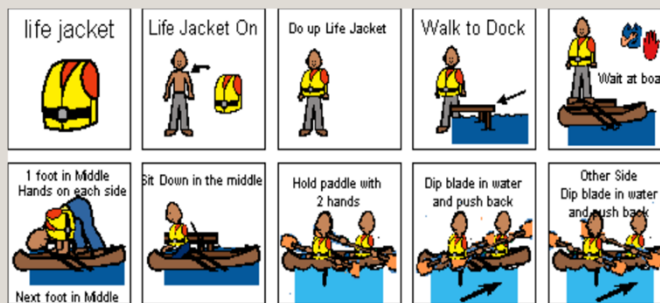

(Center for Excellence in Universal Design, 2019)

UNIVERSAL DESIGN FOR LEARNING

- MULTIPLE MEANS OF REPRESENTATION:
  - Differentiated ways to instruct – multi-sensory

(Center for Excellence in Universal Design, 2019)

UNIVERSAL DESIGN FOR LEARNING

MULTIPLE MEANS OF
ACTION/EXPRESSION:
- Diversified ways for clients to demonstrate achievement of skills: drawing, verbalizing according to their level of function. Avoid assuming that client cannot do or participate and leaving them out. Find a way to adapt the activity through task analysis.

(Center for Excellence in Universal Design, 2019)

INSTRUCTIONAL STRATEGIES

✓ Pre-Teaching

✓ Tactile Modeling

✓ Coactive Movement

✓ Whole-Part-Whole

(Lieberman, 2018)

PRE-TEACHING

o Instruction that occurs prior to the start of session/unit/program

o Reviews equipment, activity layout (pool area, playground areas, etc.), rules, strategies, teaching cues

o Can happen individually or in very small groups

o Provides an opportunity to practice/learn the equipment

o Visual challenges: use of tactile boards

o Rehearsal story for activity

    o DIY Example: Magnet board with wikki stix

o Previous knowledge or experience of activity

(Lieberman, 2018)

DETAILS OF PRE-TEACHING

❑ Must occur before a unit of instruction

❑ Must include details of the setting, equipment, terminology, scoring, etc.

❑ Can be conducted by parents (home), EAS, peers or siblings when appropriate

❑ Must be delivered at child's developmental and functional level

    ❑ Some ideas:

        ❑ Explore the space

        ❑ Let them touch the equipment

        ❑ Let them meet the peer/mentor/coach ahead of time

        ❑ Tape areas to indicate where body parts needs to be placed (i.e. paddle where hands need to be placed, paddle blade side that faces client)

(Lieberman, 2018)

Our Pool Social Story

(Thompson, 2018)

TACTILE MODELING

o Demonstration of an activity by having the child (learner) feel the demonstrator's actions by touching parts of the body or objects involved in the action

o Student feels teacher or peer going through the movement required for task

o Can use a doll to role model movement and /or skill

(Lieberman, 2018)

- Peer/Teacher/Coach moves learner through the motion
- Hand over hand instruction
- Can be a tap on the body part that needs to be activated to perform motion/task

(Lieberman & Thompson, 2018)

CO-ACTIVE MOVEMENT

- Teacher and student move through movement/task together
- Name the skills (does not have to be technical, can be fun and relevant to student) as you go through so student can associate name with task and it aids in recall of steps/tasks

(Lieberman & Thompson, 2018)

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TOP DOWN OR BOTTOM UP LEARNING

- BOTTOM UP is just working on foundational skills for example:
  - Balance
  - Stability
  - Strength
- TOP DOWN the activity is the vehicle to learn skills, for example:
  - Paddleboarding to teach balance, strength and endurance
  - Tag to teach walking or running in the water
  - Bean Bag/Ball and Hula hoop game to teach grasp and release
  - Upper body strength through Hungry Hippo Game on scooter boards

(Lieberman & Thompson, 2018)

QUESTIONS

EXPERIENTIAL LABS

- Split into groups
- Choose a station:
  - Group games like Tag
  - Parachute
  - Scooters
  - Ball Sports
  - Basketball
- Demo use of running rope, running safety zones in gym, ramp, etc.
- Discuss ways to use equipment and adapt activities
- Be prepared to discuss the one client you chose for your activity and one top idea

EXTRA-RESOURCES

GYM CONSIDERATIONS

- ✓ Dividing the space into smaller zones to be inclusive of all abilities
  - ✓ Running/wheeling, skipping, walking/wheeling, crawling, etc.
- ✓ Placement and Type of Equipment
  - ✓ Speed and size of balls, modifying game rules to fit all needs, etc.
- ✓ Transfers for kids needing support for mobility
- ✓ 1:1 instruction for those who need it
- ✓ Positioning in relation to others
- ✓ Mindful of safety concerns
- ✓ Consultation and Training for Lifts/Mobility with Therapist as this is child-specific
- ✓ AAC devices (placement, use of low tech, etc)

- PE/ gym – controlled environment and activity
- Playground – variable environment and activity (more independence and self-determination
- Community –(i.e. field trips) -increasing variables to consider, preparation for life beyond school

## WHERE – EVERYWHERE!

WHAT TO EXPECT IN THE LEARNING PROCESS?

LEARNING PROCESS SUMMARY

COGNITIVE STAGE	ASSOCIATIVE STAGE	AUTONOMOUS STAGE
+++++Direction, Guidance or Cueing, Repetition	+++ Direction, Guidance or Cueing, Repetition	+ Direction, Guidance or Cueing, Repetition
+++++ Errors during practice	+++ Errors during practice	+ Errors during practice
+++++ Dependence	+++ Dependence	Independence
+++++ **Working Memory & Cognitive Effort**	+++ **Working Memory & Cognitive Effort**	+ **Working Memory & Cognitive Effort**

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APPLYING MOTOR LEARNING THEORY

GOAL OF MOTOR LEARNING PROCESS
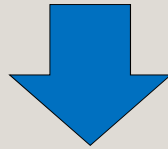
AUTOMATICITY

ATHLETES OATH

Let me win. But if I cannot win, let me be brave in the attempt.

VIDEOS

https://youtu.be/QazSXM8ygz4

VIDEOS

• https://youtu.be/mVltPgzPP9A