MOVE & PLAY...
THE INCLUSIVE WAY!

THE STEADWARD CENTRE FOR PERSONAL
& PHYSICAL ACHIEVEMENT/ UNIVERSITY OF AL
WWW.STEADWARDCENTRE.UALBERTA.CA

Acknowledgements

We would like to thank the following agencies for the funding to support the development of this project:

We are grateful to the foll
their support in developin

Lindsay Wright
Be Fit For Life

Amanda Ebert
The Steadward Centre

Overview

- **Building Capacity through Partnership**
- **The Move and Play Resource**
- **APA and Inclusion**
  - Content of the cards
- **The Inclusive Way - using your cards**
- **Exploring & questions**

Be Fit For Life Network

Vision:
Albertans are confident, competent and motivated to engage in physical activity for life.

Mission:
Mobilize partnerships and work collectively to get Albertans moving more.

Funded by:
Alberta Tourism, Parks and Recreation

Alberta Sport Connection & Sport Canada

active ALBERTA

Alberta Government

Canadian Heritage Patrimoine canadien
Sport Canada

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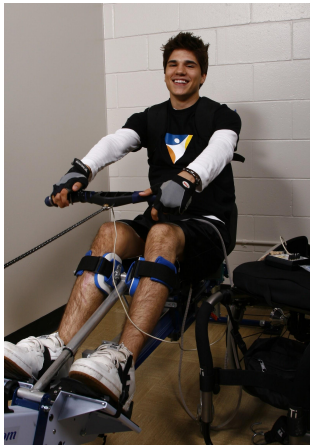
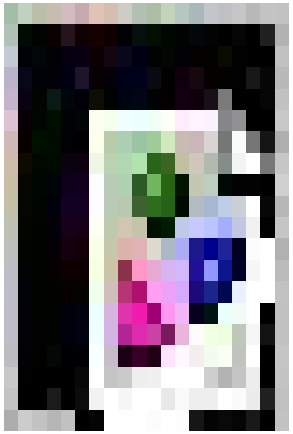
The Steadward Centre for Personal & Physical Achievement



Adapted Fitness for Adults, Athlete Development, FES, Community Transition, Free2BMe - Children and Youth

Direct Service Delivery for over 1100 individuals experiencing disability
Applied Learning Opportunities for 250 students annually

Work with community recreation centres, school boards and hospitals to create *more* opportunities for anyone to be active!!



MOVE & PLAY
Through Physical Literacy

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www.befitforlife.ca

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Government of Alberta

Alberta Sport, Recreation Parks & Wildlife Foundation

Alberta
Freedom To Create. Spirit To Achieve.

Canada

Canadian Heritage
Patrimoine canadien
Sport Canada

We are grateful to the following partners for their support in developing this resource:

The Be Fit For Life Network
Ever Active Schools
Canadian Sport for Life Alberta Community Recreation & Sport Work Group
Canadian Sport for Life Alberta Ambassador Network

We get married.

INCLUSION TIPS

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Simplify

Working on multiple tasks at once can be difficult to process. If the goal of an activity is too difficult, simplify the task by slowing things down and providing instructions one step at a time. Some verbal or visual prompting may be necessary for students who have difficulty making decisions. Be aware of those who may need more time to process information.

Be Flexible

Sometimes a small exception to the rules or equipment can provide a much more relaxing and fun environment. Allow more than one touch, change the equipment or allow extensions of time to foster success. Activities where one person is left standing or isolated may increase anxiety. Some people may need to take "breaks" between activities, especially in large groups or loud spaces. Let individuals know this is okay and establish areas that this is appropriate.

Motivation

Like all of us, if we are not motivated by an activity, we lose interest. The use of pictures, or specific equipment can be made ready for those who are non-verbal or may have difficulty making choices. Use reward systems like earning stickers after completing an activity or working towards something at the end of the session can reduce behaviors and increase participation.

LANGUAGE

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USE	DON'T USE
Person/ Individual living with impairment or experiencing disability	Disabled, Crippled, handicapped, handicap, physically challenged, invalid (literally means "not valid")
Person who lives with, person with (e.g., person who has cerebral palsy)	Victim, afflicted with (e.g., victim of cerebral palsy)
Uses a wheelchair	Restricted or confined to a wheelchair, wheelchair bound
People without impairment/ disability (able-bodied)	Normal (referring to nondisabled persons as "normal" insinuates that people with disabilities are abnormal)
Deaf, Hard of Hearing	Deaf-mute, Deaf and dumb
Born with	Birth defect
Psychiatric history, psychiatric impairment/disability, emotional disorder, mental illness, consumer of mental health services	Crazy, insane, mental patient, wacko, a lunatic, a psychotic, a schizophrenic
Epilepsy, seizures	Fits
Learning disability, intellectual disability, developmental disability, cognitive disability, ADD/ADHD	Mental retardation, slow, retarded, lazy, stupid, underachiever
Disability Community (is still acceptable and preferred over "disabled"	Disabled Community
Para-sport (played by people with physical impairment) or Special Olympic sport (played by people with intellectual impairment)	Disabled Sport

REFLECTION AND CRITICAL THINKING

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- Is everyone engaged in the activity? Are they on task, following directions and expressing enjoyment?
- What is the skill being taught? Does the skill vary based on the mobility level of the child ie. locomotion with walker, crutches, or wheelchair?
- Can I make any modifications to equipment or the environment to simplify or extend the game? *(see card 8 Modifying Activities)*
- What alternative cues or explanations can I provide that the child can relate to? *(see card 4 Cueing and Prompting)*
- Have I provided opportunities for choice?
- Although the skill is performed proficiently, is there understanding of game play concepts and when to use these skills? *(see card 9 TGfU)*
- Am I focusing on what the individuals can do, and utilizing these strengths?
- Are specialized equipment or activity modifications necessary? Has the individual requiring modifications been included in making these decisions?
- Did I provide opportunities for peer to peer connection and interaction?
- Do you have the necessary skills and knowledge to include everyone in your program?

Example--Locomotor Skills

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Cross the Pond

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Equipment

- Open activity space
- Poly spots
- Skipping ropes or a predetermined boundary, such as a basketball key or circle

Activity Description

- Place skipping ropes in pond formation as a boundary on the floor (2 to 3 ropes or about 3 metres across for a group of 5 or 6) or use predetermined boundaries. Place coloured poly spots throughout the inside of the pond as "stepping stones".
- Develop the skills
  - Leap (push off from 1 foot and land on the opposite foot)
  - Hop (take off and land on the same leg)
  - Jump (2-foot take off, 2-foot landing).
  - Progress to a leap with 2-foot landing (push off from 1 foot and land on 2 feet).
- Have participants try to make it to the other side of the pond without spending more than 3 seconds on any 1 stepping stone.

LOCOMOTOR GAMES - WHEELING

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Pirates of the snow (Active Start, Card 16)

Consider playing in zones if the playing space is too large.
Place some equipment in close proximity to reduce the distance to be travelled.
Play the game on a smooth surface, such as a paved playground or basketball court.

Train Station (Active Start, Card 23)

To ensure quality of movement, it is recommended not to have the learners linked together through physical contact. Exploring different directions, sharp turns, forward and backward locomotion is encouraged.

Cross the Pond (Learning to Train, Card 7)

Instead of activities such as leap, hop and jump – have them practice moving their chair in different ways (ie: wheelies, wheeling backwards, turning).

LOCOMOTOR SKILLS - WHEELING

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Wheeling, like running is an essential locomotor skill and necessary for the successful participation in many activities. Efficient wheelchair skills include: forward and backward propelling, stopping (feathered stop, quick 2-hand stop); turning, and wheelies. When possible, experienced wheelchair users should be used to teach these skills. *****Excellent opportunity for reverse integration activity.*****

Refining Cue:	• Grasp the hand rim and push evenly (at the same time) with both hands. • Lean forward and push "lean, push, lean push" • Long and smooth strides versus lots of short pushes. "11:00 to 2:00 long and smooth" (if children/youth understand an analogue clock this works very well; if not stickers or tape on the wheels can be used)—"tape to tape, long and smooth"
Simplifying Task:	• Shorten distance • Use "lean, push" (skill mands)
Extending Task:	• Lengthen distance • Set times for distance to be completed
Applying Task:	• Practice length of street crossing (10 meters), in the 30 seconds allotted to cross the street. Hold up a picture of the walk symbol, flashing hand symbol and solid hand symbol. • Once stopping is introduced, play red light green light.

MODIFYING ACTIVITIES

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Ways to Modify Activities

Rule Modifications

- Amount of time
- Boundaries
- Direction
- Speed/time

Environmental Modifications

- Size or weight
- Temporal: planned vs. unplanned, structure, duration of instruction
- Physical: space, lighting, sounds, surface, temperature
- Psychosocial: goals of activity (team building, competitive, skill development)

Instructional Modifications

- Teaching style
- Type of feedback
- Type of demonstration
- Level of assistance
- Physical distance between leader/learner
- Participant variables

Equipment Modifications

- Size or weight
- Colour
- Texture
- Shape
- Sound

You try!
Exploring the cards

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Questions?

To order your Move and Play Cards, or for more information please contact:

Lindsay Wright, Coordinator
Be Fit For Life
780-492-4435
befitforlife.ca
@bfflnetwork

Amanda Ebert
The Steadward Centre
steadwardcentre.ualberta.ca
@steadwardcentre

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