INCLUSION TRAINING

Because everyone deserves to play
“It’s not so much overcoming adversity as it is opening ourselves up to it, embracing it, grappling with it, maybe even dancing with it. Perhaps if we see adversity as natural, consistent, and useful, we will feel less burdened by the presence of it.”

- Aimee Mullins
Meet Ezra French

“I don’t feel different when I’m playing sports. I’ve learned how to be confident in myself. I’ve learned to be strong.”
Recognizing and Celebrating Difference

- Inclusion practices benefit young people with disabilities AND their same-aged peers.
- Children who grow up interacting with individuals with disabilities and chronic illness come to view these differences as a normal part of life.
• 1 in 5 people has a physical disability
• 15% of children aged 3 through 17 years have one or more developmental disabilities.
• People with disabilities make up the largest minority group in the U.S.
Explaining Differences

- Children have a natural curiosity to try and understand the world around them, including differences among themselves and others.
- Children learn to view differences with acceptance, when adults model respectful behavior and acknowledge curiosity with honest explanations that children can understand.

**Tip:** Treat comments about difference as questions.
Person First Language

- Say he/she uses a wheelchair (not wheelchair bound)
- Say children with illness or children who are differently abled (not cancer patients, disabled kids, etc.)
- Say same age peers or children without disabilities (not normal, able-bodied, etc.)

Types of limitations:
- Mobility impairment
- Cognitive impairment
- Vision impairment
- Speech impairment
- Hearing impairment
- Asthma
Communication

- Speak directly to the student (as opposed to their caretaker)
- Be clear and comprehensive
- Avoid assuming preferences
- Ask questions
- Relax
Cognitive Impairment Inclusion

A student with a cognitive impairment may:

• Have a short attention span
• Have speech and language difficulties
• Have a range of difficulty with physical/motor skills
• Be overwhelmed by a large amount of new information at once
• View each learning experience as new, instead of attaching new knowledge to prior learned ideas
• Behave inappropriately due to difficulty reading social situations
• Have low self-esteem

Types of Cognitive Impairment

• Difficulty Processing Information (Sensory Processing Disorder)
• Attention Deficit Hyperactivity Disorder (ADHD)
• Autism Spectrum Disorder (ASD)
• Cerebral Palsy
• Down Syndrome
• Developmental Delay
Cognitive Impairment Inclusion

- Repeat instructions
- Provide frequent feedback
- Break down tasks into smaller steps
- Display rules
- Prepare students for transitions
- Reduce distractions
- Buddy student up with a strong student or volunteer

- Find out the student's strengths and emphasize them
- Be flexible about expectations
- Seek advice from parents/guardians
- Be patient
Wheelchair Inclusion

• Speak with student at eye-level when possible
• Do not talk loudly and/or slowly unless you know that doing so is necessary to communicate
• Ask permission before pushing
• Make conversation
Wheelchair Inclusion

Modifications for sports:

- Students may hold the ball in their laps for periods of time
- If a student can’t dribble see if they can tap their wheels before passing instead
- Offer pitched ball, rolled ball, or a t-ball
- Offer alternate drills if footwork is involved
- Hold all activities either indoor or on turf for easier maneuvering
Vision Impairment Inclusion

- Provide student with clear, accurate verbal directions about all parts of the activity
- Keep the space clear and tidy to allow for easier movement
- Keep frequently used resources in the same accessible place
- Adjust lighting to student’s preference
- Use the student’s name to gain attention
- Make sure the student knows when you have finished and are moving away from them
Vision Impairment Inclusion

ART TIPS

• Incorporate tactile materials
• For low-vision, use materials with strong contrast and present materials on trays with contrasting color
• Guide student’s hand to landmarks with verbal descriptions
• Use mesh screening or sandpaper to help student color in an area
Vision Impairment Inclusion

SPORTS TIPS

• Use balls with bells
• Instead of using a regular ball that is thrown or pitched try a softer foam ball either rolled or balanced on top of a small plastic or cardboard tube
• Use a marker cone and balance a ball on top for kicking
Hearing Loss Inclusion

• Obtain attention before speaking
• Reduce background noise
• Avoid hands in front of face, make sure mustaches are well-trimmed, no gum chewing
• Face your students and make eye contact when speaking
• Clearly enunciate speech
• Repeat other’s comments and/or questions before responding
• Always stand close to the student(s) hard of hearing when giving instructions
• Use visual supplements (whiteboard, examples, demonstrations etc)
• Use facial expressions, gestures and body language to help convey your message, but don't overdo it
Asthma Inclusion

- Always start with a 15-minute warm-up to let lungs adjust to the bigger demand for air
- Allow and encourage frequent breaks
- Keep the student involved when any temporary or major modification is required
- Review the type and length of any activity limitations based on the student’s current asthma status and modify activity accordingly. Ensure that students have convenient access to their medications
- Always end with a 15-minute cool-down rather than stopping suddenly
Speech Impairment Inclusion

When speaking with people who have difficulties with speech, you should:

- Be patient- don’t rush them or finish their sentences
- Always ensure you understand what the person has said before proceeding
- Ask the student, if necessary, to repeat what they have said or write it down
- Consider working out a better way of communicating with each other- use pictures, diagrams and drawings to make or clarify your point
Limited use of hands or arms inclusion

SPORTS

• If young people have difficulty throwing or sending a ball by hand try using a chute, plastic tube or a piece of folded board.

• You can even use a Velcro mitt or makeshift glove to help retain a firm grip.

• Athletic tape and an Ace bandage wrap are two simple solutions to maintain a proper grip.

• Use the lightest possible bat or racquet

• Orthopedic racquet holders and “grasping gloves” are available if more support is required.
Limited use of hands or arms inclusion

ART
- Modeling clay as a gripper for pens, pencils, crayons, and paintbrushes.
- Provide the option of table easels.
- Stabilize materials using tape, velcro, nonskid backing.
- Fishing weights or drapery weights placed on the end of the tools.
- Paintbrushes, chalk, and crayons with rounded ends are available for children who are most comfortable with a fist grip.
- When it is difficult for students to use squeeze tubes, they can use sticky boards that already have stick
Learning from the Pope!

Holly Pope that is! Holly is an incredible CoachArt volunteer who adapted her martial arts lessons for a small group of students with Cerebral Palsy. Here are some of her words of wisdom:

- My approach to teaching children who are differently abled is to accept the way things are. I can’t change nature, but I can work in harmony with it!
- Be patient with yourself and with the student and listen to what their body language is saying. They will tell you how best to work with them.
- I see so much, perhaps, untapped potential in all of the children I work with. I know they can do anything they put their attention on, and do it well.
Think outside the box

- Be creative!
- Challenge conventionality
- There are ALWAYS options for adaptation
- Reach out if you would like more resources
- Be confident!
- Have fun!
“All you really need is one person to show you the epiphany of your own power and you’re off.”

- Aimee Mullins
References


