



Project DITEAM12

Diverse and Inclusive teams for children under 12

Understanding inclusion



Asociación
Mi Hijo y Yo



PEDAGOŠKI INŠTITUT



SCHOLA EMPIRICA

NEODMA
PSICOLOGIA Y DEPORTE



Understanding inclusion

Aims

- Consider concepts of inclusion, exclusion & difference;
- Apply simple frameworks of inclusion and adaptation tools



Understanding inclusion

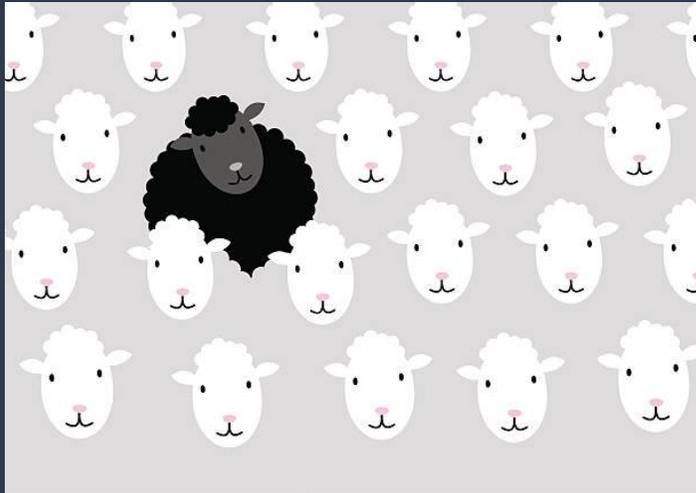
Learning Outcomes

Learners will:

- understand the use of easy-to-apply tools enabling them to create more inclusive practice in their own settings (home, school or sports session).



Understanding inclusion



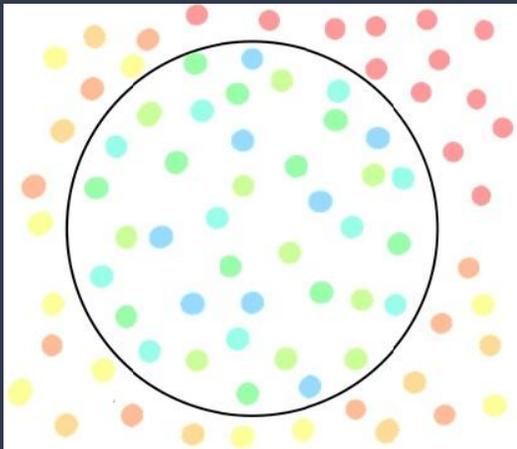
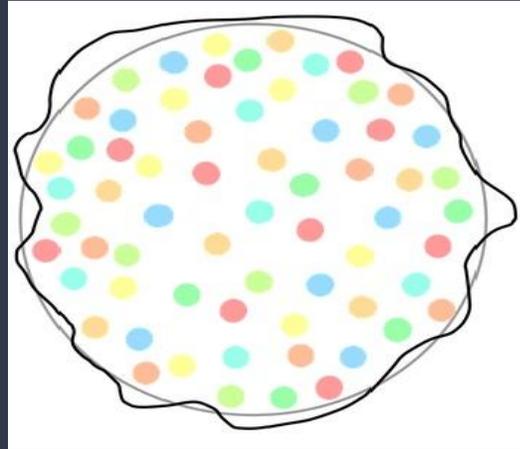
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The concept of inclusion means different things to different people.

- Being 'one of the gang'.
- Access to opportunity
- A fair society



Understanding inclusion-exclusion



maxpixel.net

Exercise

Think about times from your own experience when you have felt **included** and **excluded**.

Contrast the feelings you have when you are included compared to when you feel excluded.



Difference



spectrumadvisors.ca

What does difference mean to you?

Is it:

- always positive;
 - always negative?
- Why do we sometimes fear difference?
 - Diversity – celebrating difference!



What is inclusion to you?

Brainstorm inclusion –
everything you think that
it is.



pinclipart

Inclusion is feeling that:

- you are welcome
- you are involved
- you're respected and valued
- you have a choice
- you have access to opportunity
- there is information available
- people are listening to you.



Inclusion principles



- A social approach to inclusion
- A wider interpretation supporting different individuals in different ways
- Creating an inclusion environment – not just physical access, but also attitudinal, institutional and societal
- Focus on ability and aspiration



Adaptation



David Northcott

- Applying a social/environmental approach to inclusion
- Emphasis on the **actions** of the teacher/coach/parent/volunteer and not a **reaction** to an individual's impairment
- Focus on the factors that you can control and less on those that you cannot.



The STEP adaptation tool

Changes to the:

- Space
- Task
- Equipment
- People

Enables the participation together
of:

- children and young people of different ages
- disabled and non-disabled young people
- different genders.



The STEP adaptation tool

Space
Task
Equipment
People



Concept: Chan Wen Jie

Space

- The playing space, the space between players or the distance to targets can be altered to suit individual abilities.

Task

- The way in which young people perform skills can be simplified to support understanding, or made more complex to challenge and extend.

Equipment

- Equipment can be modified or specifically-designed to address needs; or regular equipment can be used in a modified way.

People

- The relationship between players, including specific roles within an activity, group organisation or team numbers can all be amended to support inclusion.



STEP	Examples
Space	<ul style="list-style-type: none"> • increase or decrease the size of the playing area; vary the distance to be covered in practices to suit different abilities or mobility levels; • use zoning, for example, where players are matched by ability and therefore have more opportunity to participate.
Task	<ul style="list-style-type: none"> • ensure that everyone has equal opportunity to participate, e.g. in a ball game, all the players have the chance to carry/dribble, pass or shoot; • break down complex skills into smaller component parts if this helps players to more easily develop skills; • ensure there is adequate opportunity for players to practice skills or components individually or with a partner before being included in a small-sided team game; • add or remove a time limit to challenge skilful players or support those still developing their skills.
Equipment	<ul style="list-style-type: none"> • in ball games, increase or decrease the size of the ball to suit the ability or age range of the players, or depending on the kind of skill being practiced; • provide options that enable people to send or receive a ball in different ways, for example, using a chute or gutter to send, a catching mitt to receive; • the use of bell or rattle balls can assist some players to track or follow the movement of the ball.
People	<ul style="list-style-type: none"> • match players of similar ability in small-sided or close marking activities; • balance team numbers according to the overall ability of the group, i.e. it may be preferable to play with teams of unequal numbers to facilitate inclusion of some players and maximise participation of others; • give players a specific role in a game that emphasises their abilities.

Exercise

Your activity/sport:	
STEP component	Adaptations
Space	
Task	
Equipment	
People	

Exercise

- Apply the STEP adaptation tool to a specific activity.
- Think about a sport or activity – or maybe one specific component of skill development.
- Using the STEP matrix as a guide, think of ways in which you can use the STEP adaptation tool to develop alternatives that will enable the inclusion of a wider range of abilities.

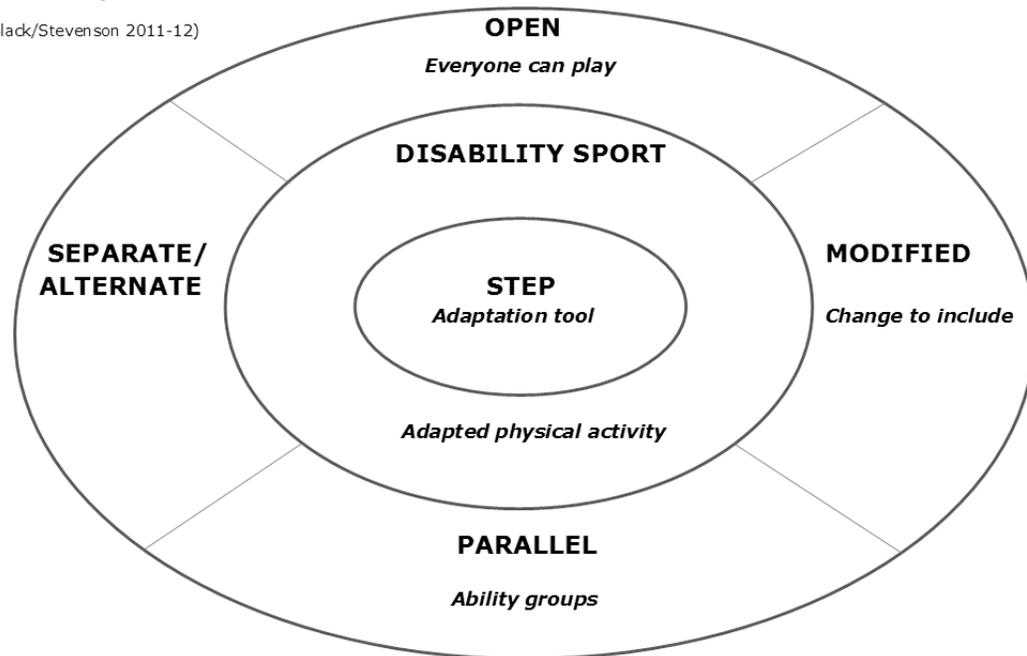


The Inclusion Spectrum

incorporating STEP

Inclusion Spectrum

(Black/Stevenson 2011-12)



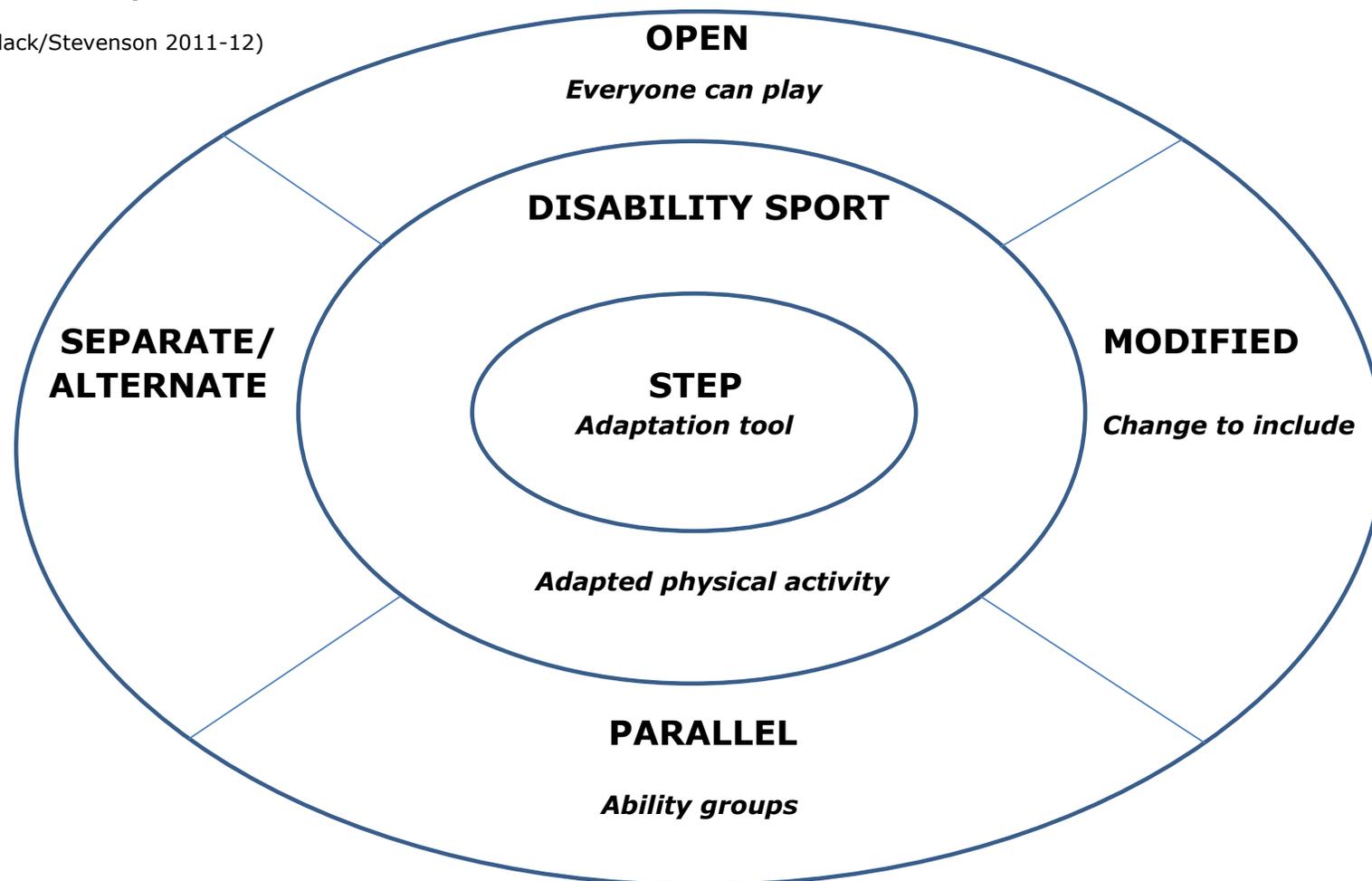
The Inclusion Spectrum is:

- a framework for inclusive practice
- effective across a wide range of abilities and almost every activity
- supports a social/environmental approach to inclusion (i.e. focus on the actions of the practitioner).

The Inclusion Spectrum incorporating STEP (Black/Stevenson 2011-12)

Inclusion Spectrum

(Black/Stevenson 2011-12)





How does the Inclusion Spectrum work?

By presenting activities differently we can balance different needs within a group and help to maximise the potential of all young people.

The Inclusion Spectrum (incorporating STEP) helps practitioners working with young disabled people in physical education and sport to represent the social/environmental interpretation of disability and inclusion in practical situations.



Open activities

Everyone can play

- Everyone does the same activity with minimal or no adaptations to the environment or equipment; open activities are by their nature inclusive so that the activity suits every participant.
- For example, warm-up or cool down, and cooperative or unstructured movement games (like collecting games, play canopy games, or action songs and activities).



Modified activities

Change to include

- Everyone plays the same game or performs the same activity but the rules, equipment or playing space are adapted to promote the inclusion of all individuals regardless of their abilities.
- For example, playing basketball with a variety of targets, such as the regulation basket, a hoop taped to the wall and a floor target (or similar, such as a box on the floor) so that participants choose to score in the target most suited to their abilities. Or balance an activity between mobility-impaired and non-disabled participants by restricting the space available to the agile partner.



Parallel activities

Ability groups

- In this approach, although participants follow a common activity theme, they do so at their own pace and level by working in groups based on their abilities.
- For example, two groups can play a seated and standing version of a game where participants access the version most suited to their abilities. Or in a net-wall game (like volleyball) participants, in three groups, play with no barrier, a low net, or a net at regulation height.
- One consideration in the parallel approach is that abilities can change dependent upon the activity; for example, someone who is confident playing a complex version of a racket sport may move to a less challenging group if the activity switches to a game based on football or rugby.



Separate or alternate activities

- This approach emphasises that, on occasions, it may be better for a young person to practice sports individually or with their disabled peers.
- For example, it may be more effective to withdraw an individual (not necessarily a disabled participant) in order to practice individual physical education and sports competencies to enable successful integration at a later stage into a game situation with the rest of the group.
- Or athletes may need to train separately with peers to prepare for a competition. An example of this would be a wheelchair-basketball group included in a local basketball club, or girls-only football group training for competition.



Disability sport

Adapted physical activity

- This is ‘reverse integration’ where non-disabled young people are included in disability sports together with disabled peers; for example, using the Paralympic sports of goalball, boccia, or sitting volleyball as a basis for an inclusive game.
- Reverse integration sessions improve attitudes towards disability sports and raise the self-esteem of disabled participants who may have proficiency in these activities.



Exercise

Using the information and suggestions shown above, select two of the Inclusion Spectrum approaches and show how you can use them to create an inclusive version of any specific activity.

For example, in a Parallel activity, show three different versions of the same activity that will accommodate young people working at different levels of ability.

Rationale

- The main objective behind the development of the Inclusion Spectrum framework and STEP adaptation tool (note that other similar models exist) is to create a sports landscape that welcomes and accepts difference and actively works to find positive ways to include everyone in physical activity, maximising participation.

Sources/resources

- IOC (2019) 'Sport Values in Every Classroom' toolkit. [Olympic World Library - Sport values in every classroom : teaching respect, equity and inclusion to 8-12 year-old students / UNESCO - Detail \(olympics.com\)](#)
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- The Inclusion Club – www.theinclusionclub.com – 'Episodes' tab, Episode 17