Using Inclusive Strategies With Games Based Approach to Learning

TGFU SIG 40th Anniversary Webinar Series
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I live in … upstate New York

NY

NYC

SUNY Cortland

Congratulations to SUNY Cortland's
2014-15 National Champions!!!

JOE GIARAMITA
2015 NCAA Division III
Wrestling
197-pound Champion

BASEBALL
2015 NCAA Division III
Champions

WOMEN'S LACROSSE
2015 NCAA Division III Champions

MADDY SCOZZIE
2015 NCGA Division III
Women's Gymnastics
Uneven Bars Champion

SUNY CORTLAND
ADAPTED PHYSICAL EDUCATION

Sensory Integration/Motor Sensory
(SIMS) Center

Established 2015

SIMS Center

SIMS/MSE
Multi Sensory Environment

Welcome to the *SIMS/MSE Lab!*

Sensory Integration Motor Sensory Lab

Multi-sensory Environment

Thinking about GBA/TGFU and Inclusion

Many perspectives …

Many experiences …

Many approaches …

One outcome!

One outcome ….

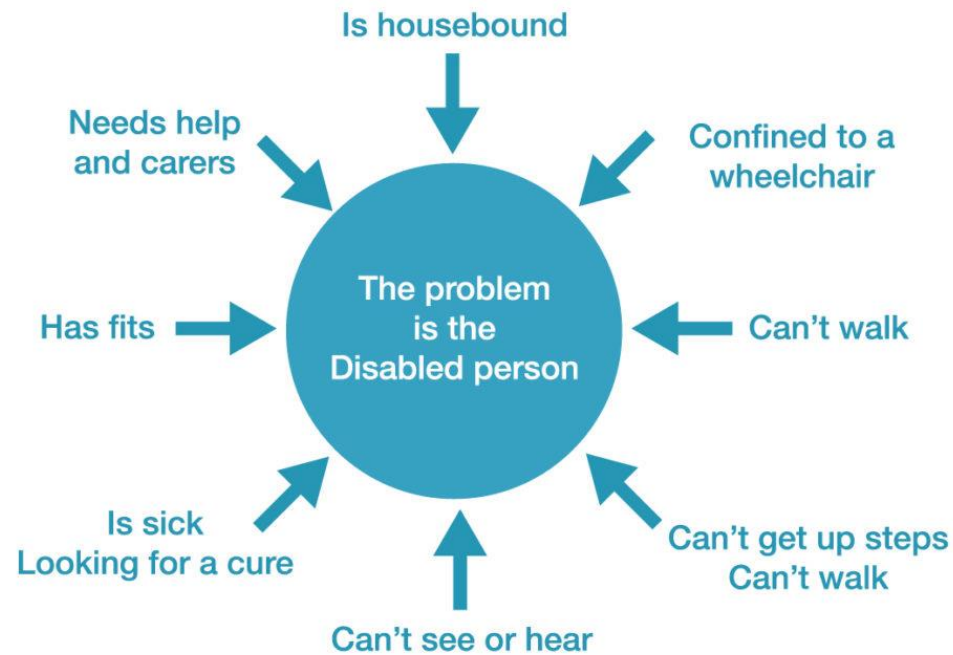Provide <u>differentiated or individually designed</u> instruction to meet the child's unique educational needs!

Presentation Objectives

- Introduce inclusive strategies that can be used for GBA/TGFU.

- Address "common sense" approach to understanding disability

- Connect **individuality** with **disability** and unique characteristics of the learner.

- Describe models of inclusive education/strategies

  - Universal Design for Learning (UDL)

  - STEP Model for Inclusive Play

  - Social Emotional Learning/CASEL Standards

Models of Disability

The Medical Model of Disability

- Is housebound
- Needs help and carers
- Confined to a wheelchair
- Has fits
- Can't walk
- Is sick Looking for a cure
- Can't get up steps Can't walk
- Can't see or hear

The problem is the Disabled person

This is a diagram of the traditional Medical Model of Disability, which the Social Model was developed to challenge.

The Social Model of Disability

- Badly designed buildings
- Poor job prospects
- Stairs not ramps No lifts
- Isolated families
- Special schools
- Inaccessible transport No parking places
- Discrimination
- Few sign language interpreters

The problem is the disabling world

The Social Model of Disability states that the oppression and exclusion people with impairments face is caused by the way society is run and organised.

https://www.inclusionlondon.org.uk/disability-in-london/social-model/the-social-model-of-disability-and-the-cultural-model-of-deafness/

IDEA 14 Categories of Disability

1. Autism
2. Deaf-blindness
3. Deafness
4. Developmental delay (DD)
5. Emotional disturbance (ED)
6. Hearing impairment
7. Intellectual disability
8. Multiple disabilities (MDS)
9. Orthopedic impairment
10. Other health impairment (OHI)
11. Specific learning disability (SLD)
12. Speech or language impairment
13. Traumatic brain injury (TBI)
14. Visual impairment, including blindness

Games Based Approach

- Creates a sense of fun

- Keeps kids moving, more moderate to vigorous physical exercise

- Enables the coach/teacher to isolate and focus on specific skills

- Allows the coach/teacher to teach to the strengths of individual children

- Enables the coach/teacher to better control the group.

- Allows creative/expressive play within the practice.

- Allows for versatility, from beginner to adult - addresses wide range of ability!

- Fosters a positive learning environment

- Accommodates children of all skill levels and abilities.

Kin Ball Example (www.Omnikin.com)

https://www.youtube.com/watch?v=gzXaglFg8GM

How do we include a student with severe disability in soccer, hockey, etc?
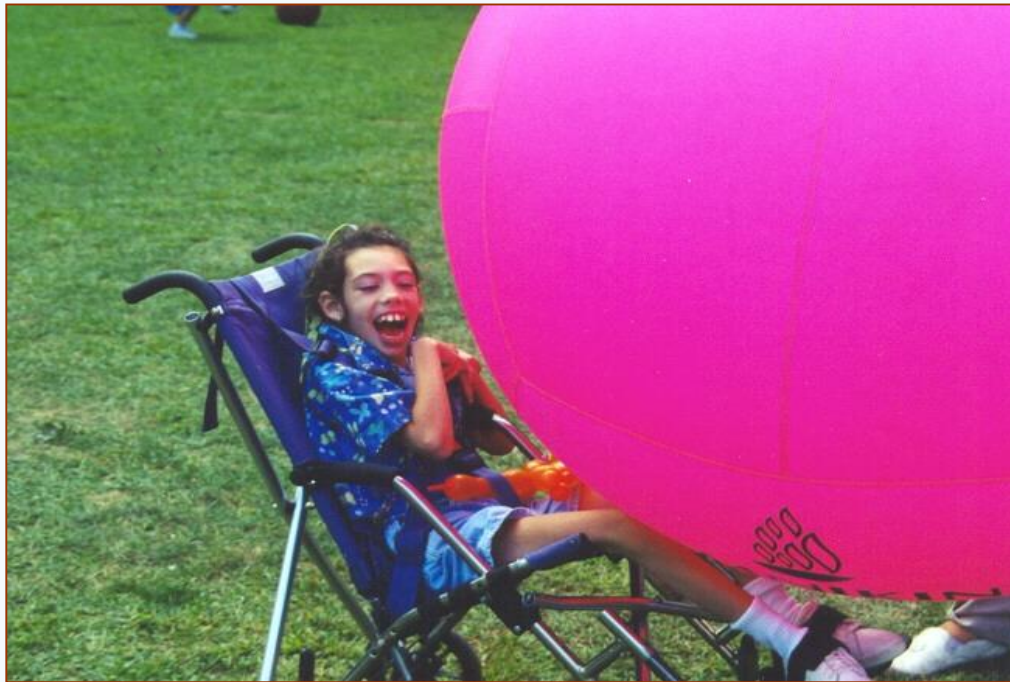
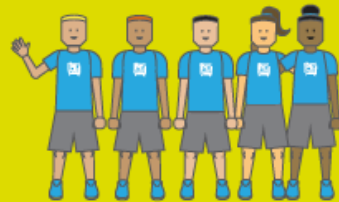**SPACE** - bigger or smaller playing area

TIME - more or less time allowed to complete a task

TASK - different task individualised to students needs

EQUIPMENT - different or modified equipment to help all students experience success and access learning

PEOPLE - how you group pupils for games or skill practices.

We must know our learner!

FIRST, I am not an expert on TGFU/GBA....

However, as an Adapted Physical Education Teacher ... I do:

- Modify Games and Lesson Activities

- Use Adapted Equipment

- Focus on the ABILITY of my students to ensure their success

- Place them in situations that are safe

- Understand their unique characteristics

- Work with General PE teacher to ensure modifications used benefit ALL students

Universal Design of Learning (UDL)

The Universal Design for Learning Guidelines

CAST | Until learning has no limits

Provide multiple means of Engagement
Affective Networks
The "WHY" of Learning

Provide multiple means of Representation
Recognition Networks
The "WHAT" of Learning

Provide multiple means of Action & Expression
Strategic Networks
The "HOW" of Learning

Access

Provide options for Recruiting Interest (7)
- Optimize individual choice and autonomy (7.1)
- Optimize relevance, value, and authenticity (7.2)
- Minimize threats and distractions (7.3)

Provide options for Perception (1)
- Offer ways of customizing the display of information (1.1)
- Offer alternatives for auditory information (1.2)
- Offer alternatives for visual information (1.3)

Provide options for Physical Action (4)
- Vary the methods for response and navigation (4.1)
- Optimize access to tools and assistive technologies (4.2)

Build

Provide options for Sustaining Effort & Persistence (8)
- Heighten salience of goals and objectives (8.1)
- Vary demands and resources to optimize challenge (8.2)
- Foster collaboration and community (8.3)
- Increase mastery-oriented feedback (8.4)

Provide options for Language & Symbols (2)
- Clarify vocabulary and symbols (2.1)
- Clarify syntax and structure (2.2)
- Support decoding of text, mathematical notation, and symbols (2.3)
- Promote understanding across languages (2.4)
- Illustrate through multiple media (2.5)

Provide options for Expression & Communication (5)
- Use multiple media for communication (5.1)
- Use multiple tools for construction and composition (5.2)
- Build fluencies with graduated levels of support for practice and performance (5.3)

Internalize

Provide options for Self Regulation (9)
- Promote expectations and beliefs that optimize motivation (9.1)
- Facilitate personal coping skills and strategies (9.2)
- Develop self-assessment and reflection (9.3)

Provide options for Comprehension (3)
- Activate or supply background knowledge (3.1)
- Highlight patterns, critical features, big ideas, and relationships (3.2)
- Guide information processing and visualization (3.3)
- Maximize transfer and generalization (3.4)

Provide options for Executive Functions (6)
- Guide appropriate goal-setting (6.1)
- Support planning and strategy development (6.2)
- Facilitate managing information and resources (6.3)
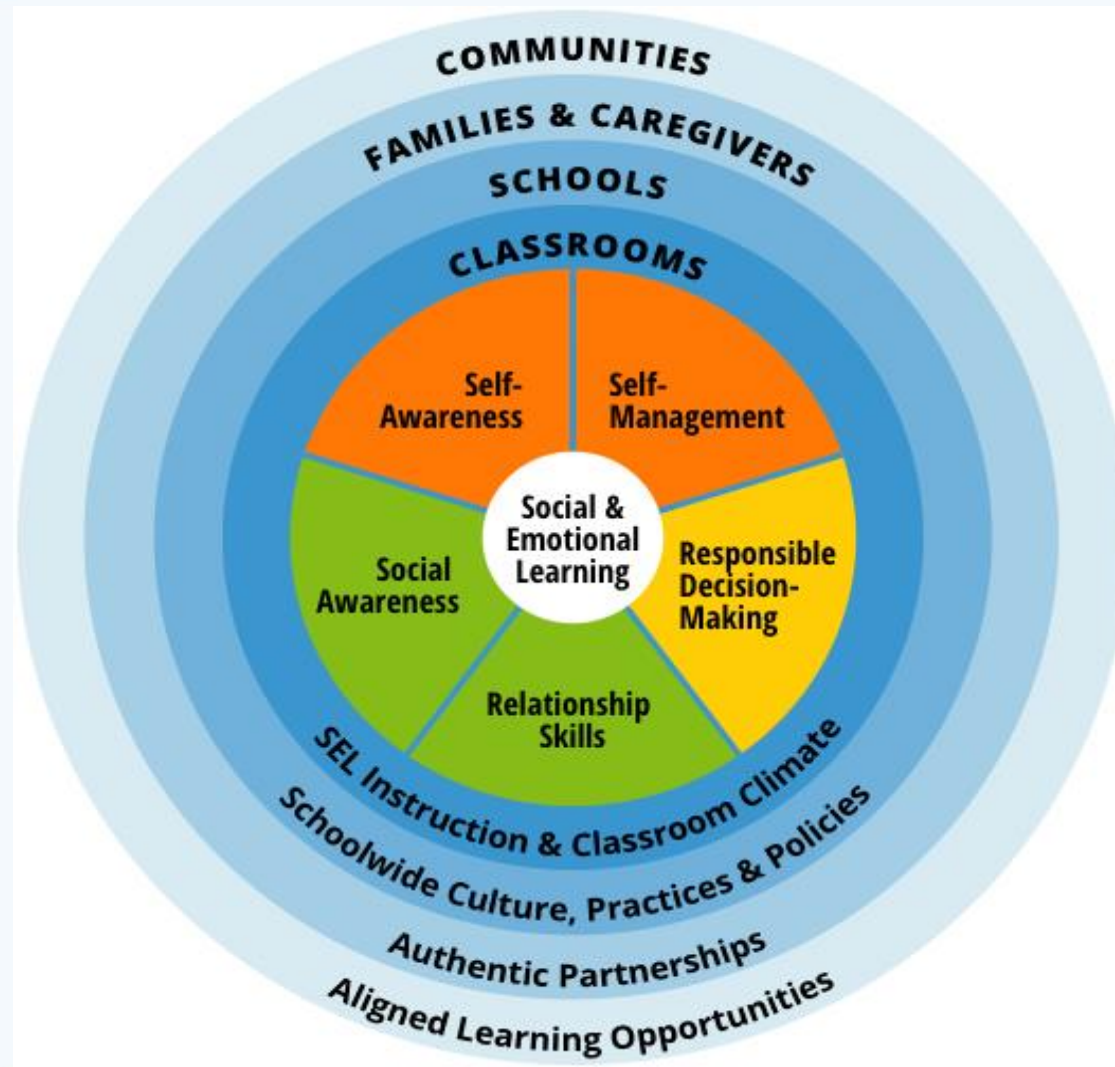- Enhance capacity for monitoring progress (6.4)

Goal

Expert learners who are...

Purposeful & Motivated

Resourceful & Knowledgeable

Strategic & Goal-Directed

CASEL Social Emotional and Character Learning Standards

Resource:

http://www.tgfu.info/blog/differentiating-instruction-using-tgfu-new-insights-from-instructional-models-in-physical-education-4th-ed

Metzler & Colquitt (2021)

Thank you! Have a great day!

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