

Inclusive Physical Literacy Moving to Universal Accessibility

Andrea Carey and Colin Higgs



Agenda

1. What is Physical Literacy?
2. What is Inclusive Physical Literacy?
3. Why is it important?
4. What is Universal Accessibility?
5. Promising Practices
6. Portal and Workshops
7. Q&A
8. Thanks

Funded thru the RBC Learn to Play Project



**RBC
Learn to Play
Project**



Sport for Life



**Public Health
Agency of Canada**

**Agence de la santé
publique du Canada**



PARTICIPACTION

Physical Literacy Defined



Definition of Physical Literacy

Physical literacy is the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.

International Physical Literacy Association, May, 2014

The Elements of Physical Literacy

The definition of physical literacy includes four essential and interconnected elements whose relative importance may change throughout life.



Motivation and confidence (Affective)

Motivation and confidence refers to an individual's enthusiasm for, enjoyment of, and self-assurance in adopting physical activity as an integral part of life.



Physical competence (Physical)

Physical competence refers to an individual's ability to develop movement skills and patterns, and the capacity to experience a variety of movement intensities and durations. Enhanced physical competence enables an individual to participate in a wide range of physical activities and settings.



Knowledge and understanding (Cognitive)

Knowledge and understanding includes the ability to identify and express the essential qualities that influence movement, understand the health benefits of an active lifestyle, and appreciate appropriate safety features associated with physical activity in a variety of settings and physical environments.



Engagement in physical activities for life (Behavioural)

Engagement in physical activities for life refers to an individual taking personal responsibility for physical literacy by freely choosing to be active on a regular basis. This involves prioritizing and sustaining involvement in a range of meaningful and personally challenging activities, as an integral part of one's lifestyle.

Unstructured play is EXTINCT! Gone the way of the dinosaur.



“Come home when the street lights come on!” never to be heard again!

Playgrounds empty!



“Walk to School” has been eradicated in ONE generation.
2000 steps a day gone.

Why is physical literacy important?

Ability to function independently



Life is a physical event



A base for many jobs



Foundation of excellence



Helps in relationships



**PHYSICAL LITERACY is the base of
excellence and being active for life!**



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Literacy Model “Skill Based Literacies”

Literacy

- ABC
- Words
- Sentences

Numeracy

- 123
- Fractions
- Equations

Music

- Do-re-mi
- Scale
- Score



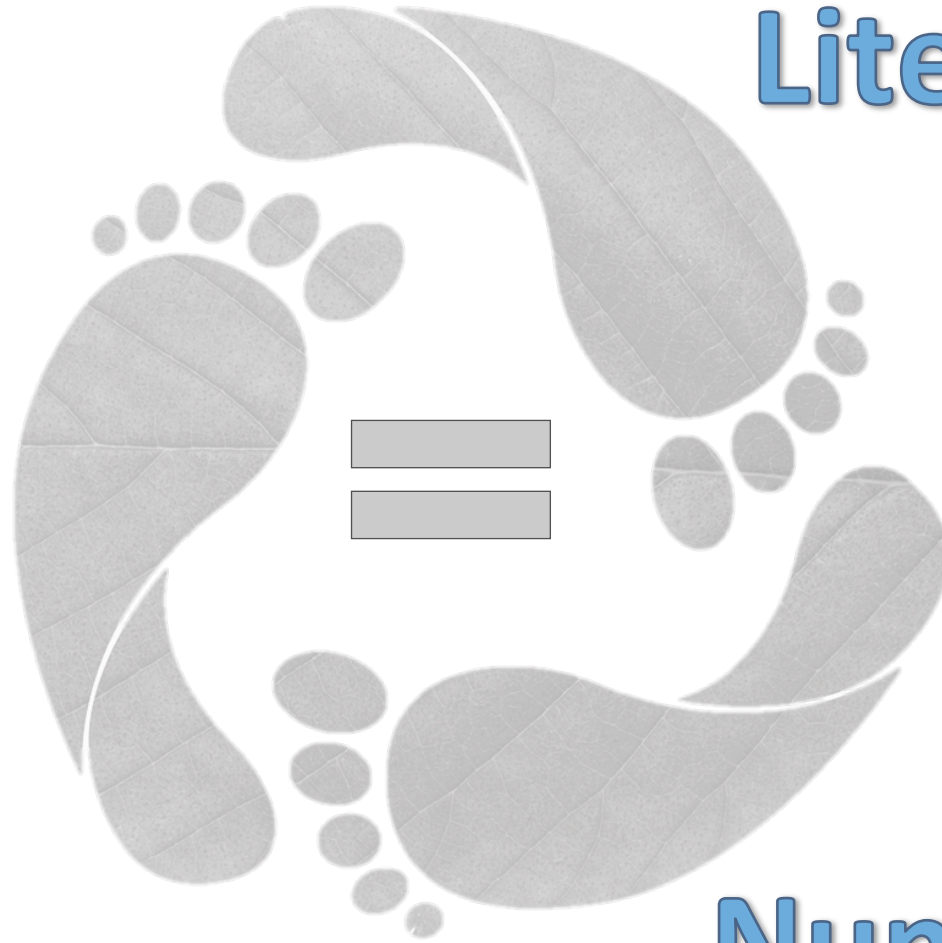
Physical Literacy

- Movement vocabulary
- Sequences
- Tasks



Physical
Literacy

Literacy



Numeracy

Types of fundamental movement skills

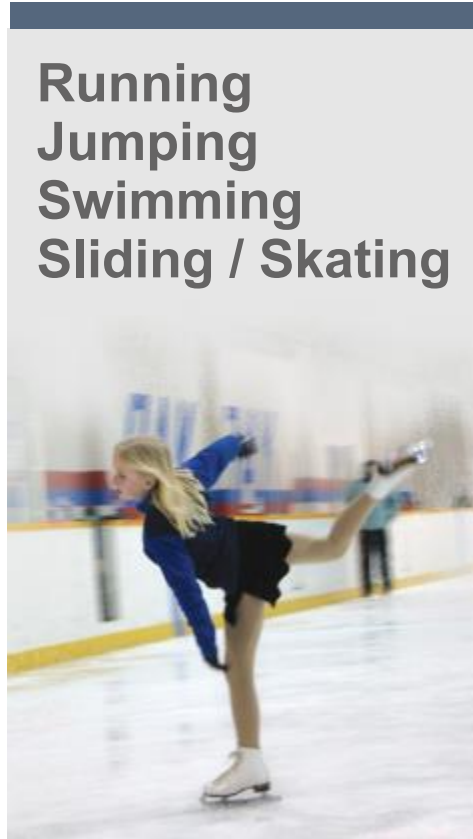
BODY

Agility
Balance
Coordination
Speed
Rhythm



LOCOMOTOR

Running
Jumping
Swimming
Sliding / Skating



















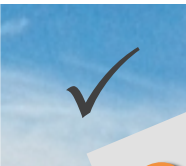


OBJECT

Sending
Receiving
Dribbling
Striking



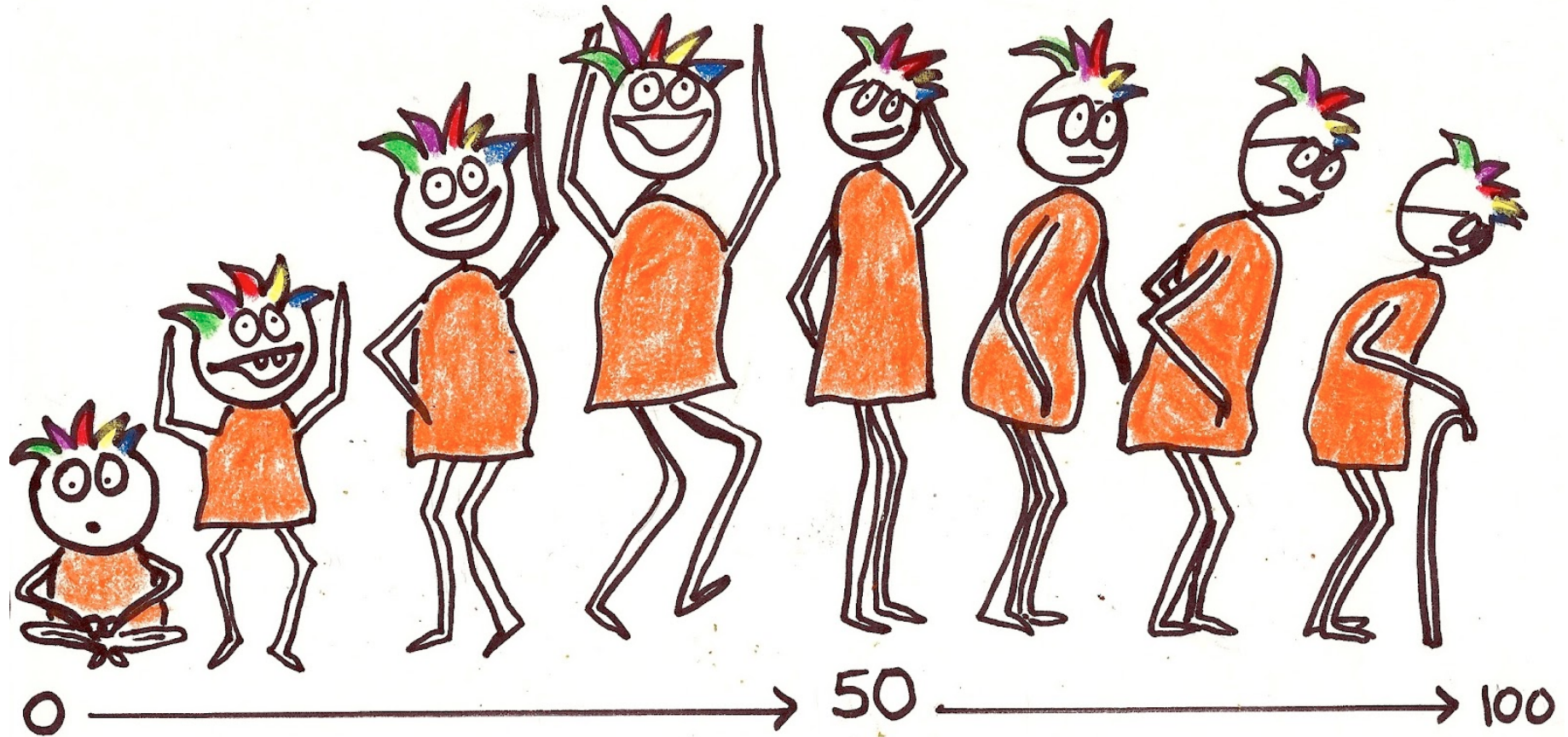
Physical literacy in a range of environments

| |  Ground |  Water |  Ice/ Snow |  Air |
|---|--|--|--|---|
|  Body |  |  |  |  |
|  Locomotor |  |  |  |  |
|  Object |  |  |  |  |

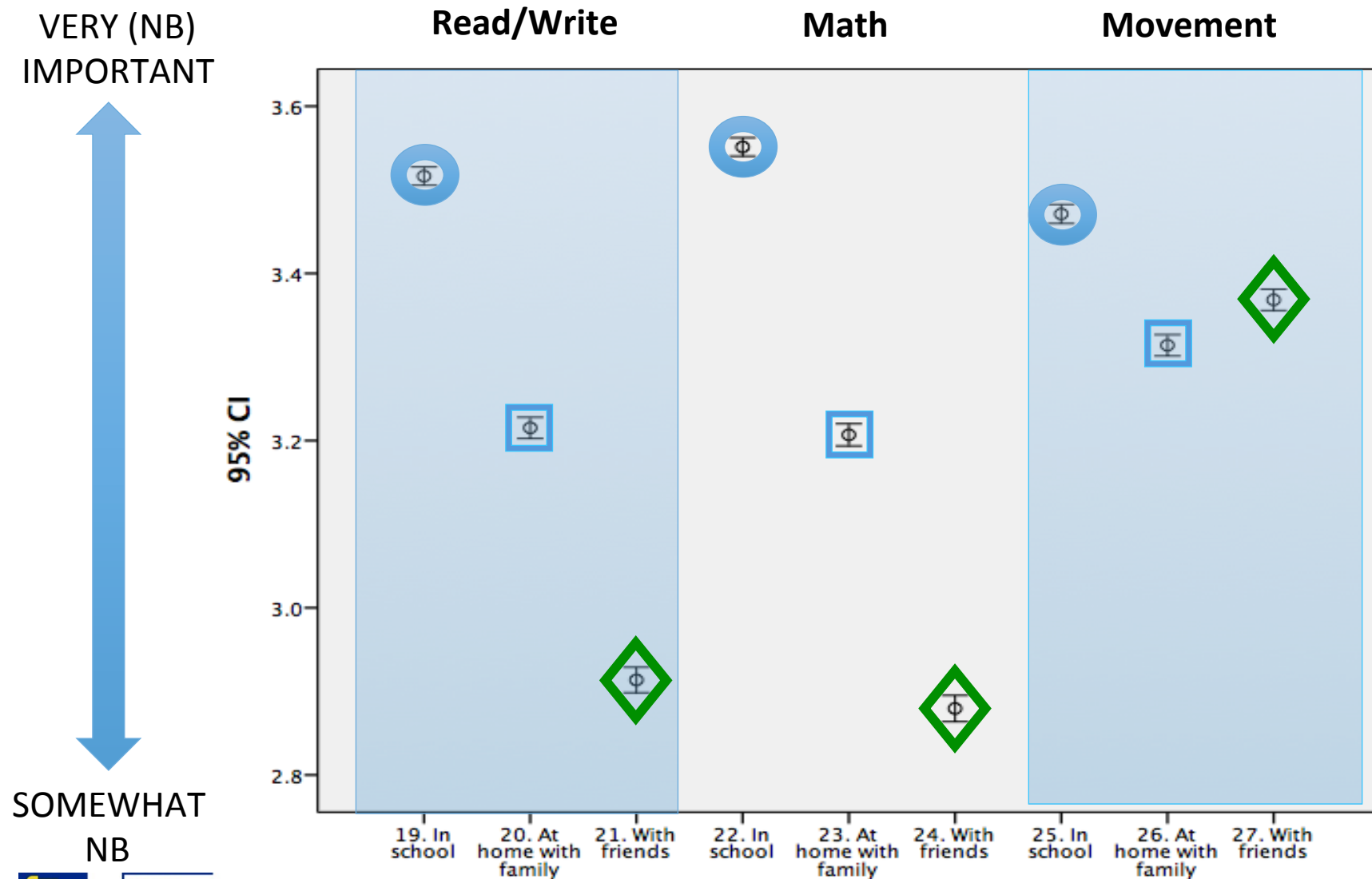
INDOORS

OUTDOORS

Physical literacy



Perceived Importance of Skill Based



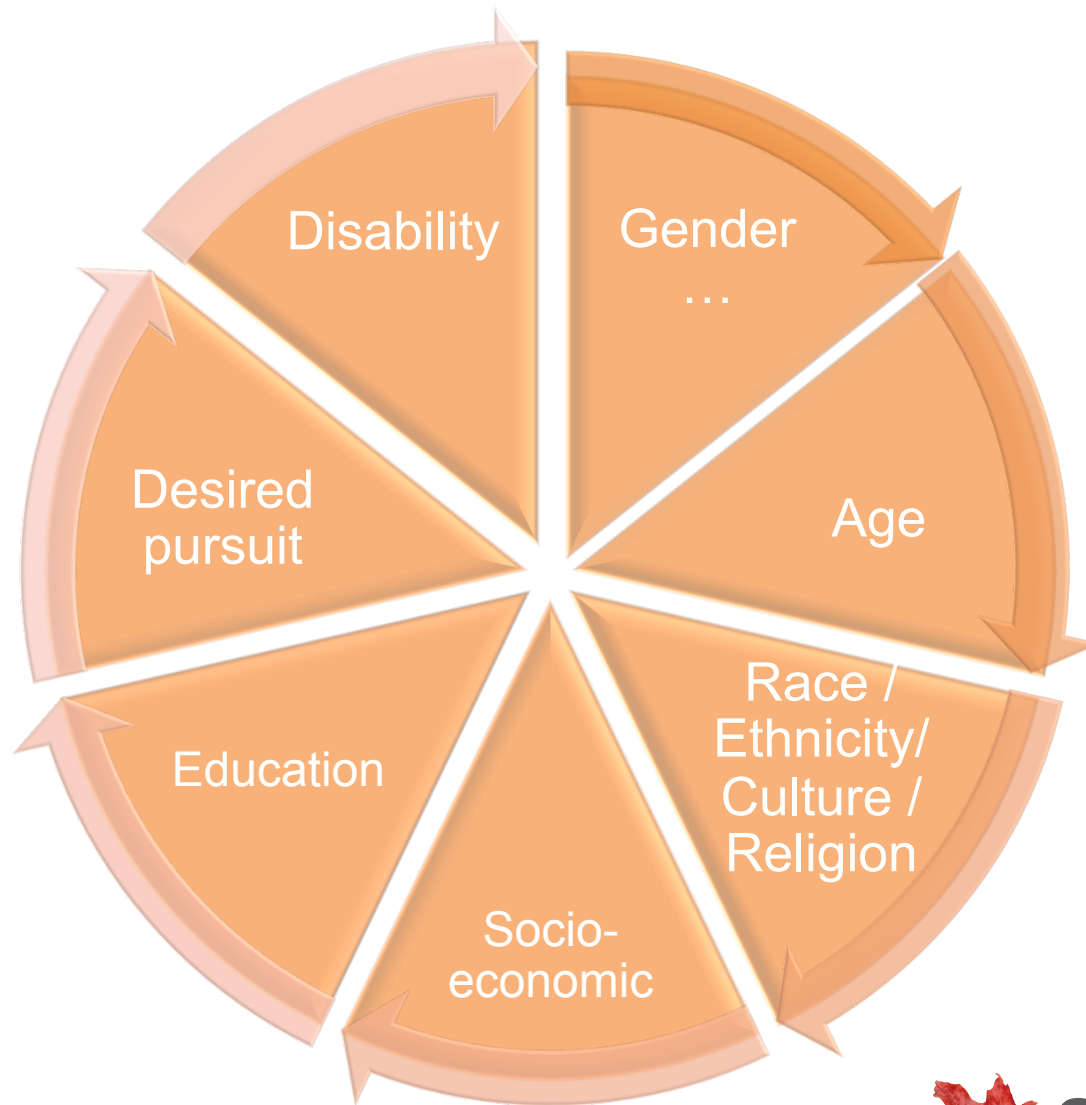
Physical literacy



Physical literacy:

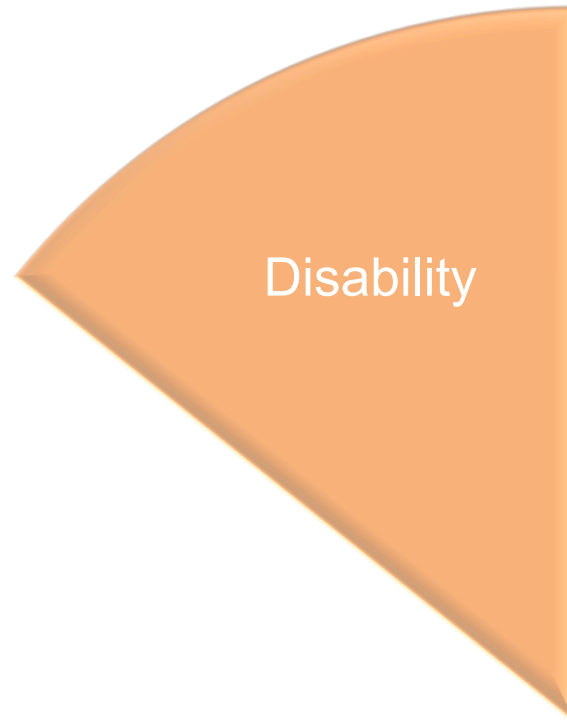
- is an inclusive concept accessible to all
- represents a unique journey for each individual
- can be cultivated and enjoyed through a range of experiences in different environments and contexts
- needs to be valued and nurtured throughout life
- contributes to the development of the whole person.

The inclusion spectrum (D. Kriellaars)



Types of disabilities

- Auditory
- Visual
- Physical
- Cognitive
- Autism spectrum
- Invisible/mental health
- Health (disease)



Why Have Inclusive Physical Literacy?

- Physical literacy is intrinsically inclusive
- We need to be deliberately inclusive of everybody
- And more specifically, of people living with a disability

Why You Should Care?

14.3% of Canadians have a disability...

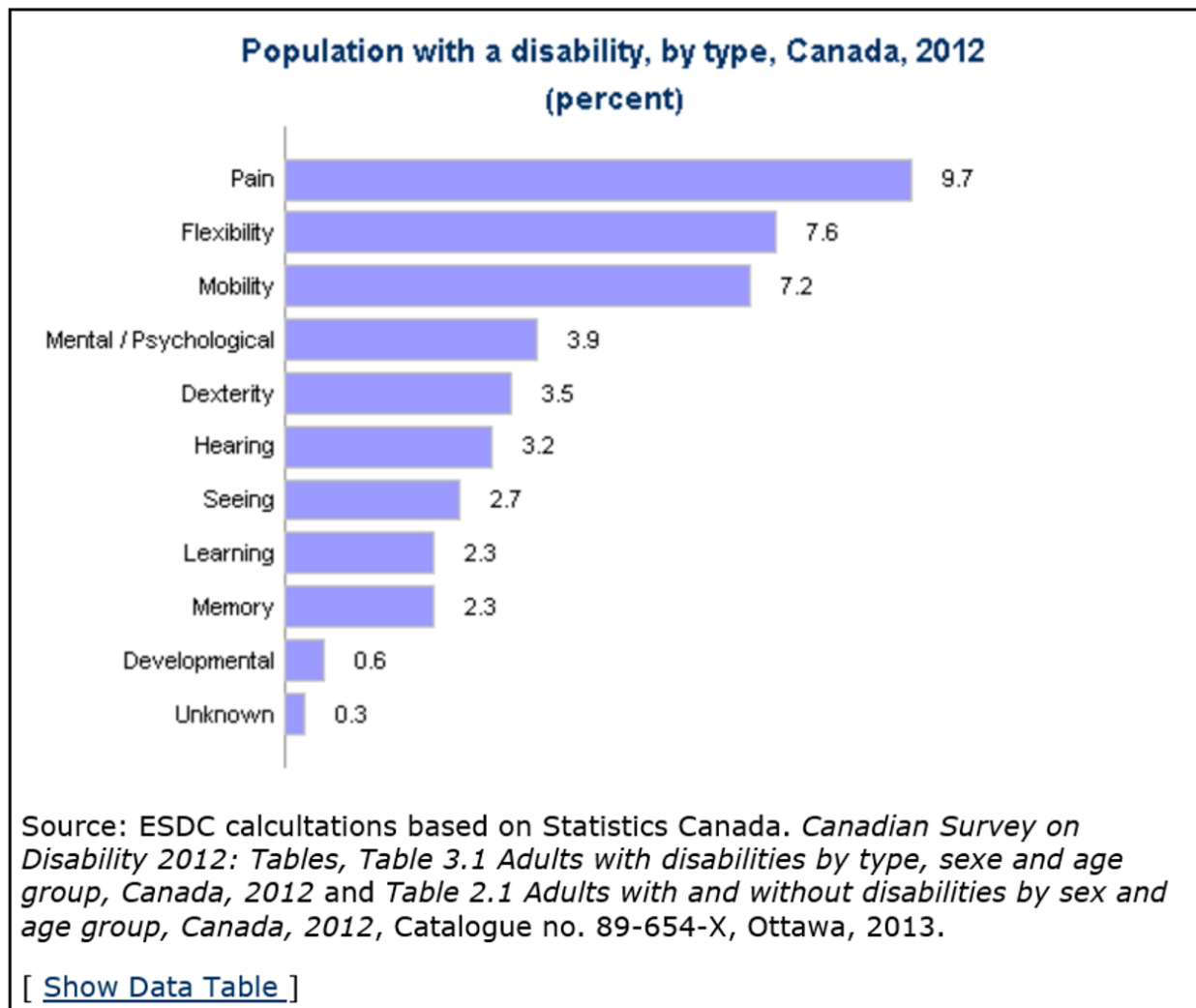
| | Adults with a disability | Able-bodied adults |
|----------------------------|--------------------------|--------------------|
| Poor health | 25% | <5% |
| Moderate physical activity | 3%* | 48% |
| Organized sport | 3%* | 30% |

*Age range is 5-54 years

(Advancing the Inclusion of Persons with Disabilities, 2004; Physical Activity Monitor, CFLRI 2008; Physical Activity and Limitation Survey, 2006)

Disability

- 1 out of every 7 Canadians has a disability
- 1 in 68 children are diagnosed with autism



The Handicap is Created by the Environment



The Challenge

If you don't include
everybody,
then you are excluding
somebody.



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Universal Accessibility



Universal Accessibility: a Definition

A product, process, service, information or environment that allows everyone:

- Independent,
- Identical or similar,
- Simultaneous use in a social inclusion approach.

Architectural (Facility and Equipment)



Communication



Programs and Services



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 **Sport for Life**

Attitudes



Promising Practices

- Special Olympics Canada
- Pacific Institute of Sport Excellence
- Défi sportif AlterGo
- Canadian Paralympic Committee
- Physical and Health Education of Canada
- Canucks Autism Network
- Let's Play

Who we are

Special Olympics Canada is dedicated to enriching the lives of **athletes with an intellectual disability** through sport.

Special Olympics Canada provides sport training and competitive opportunities to over **40,000** athletes supported by over **17,000** volunteer coaches.

Happening everyday in communities across Canada

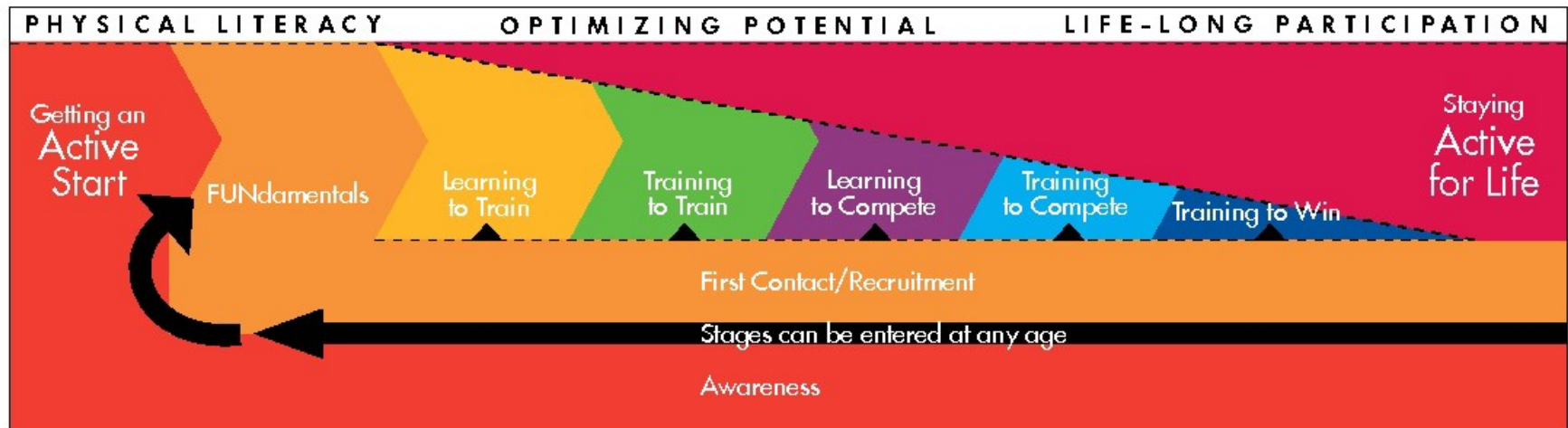


Cue the LTAD model

- 8 years and older
- No national program for youth
- Adults without basic motor skills



Long-Term Athlete Development Model for Athletes with an Intellectual Disability



How long participants stay in the LTAD stages depends on when they get started and their needs and interests.

Programs

- There were a # of programs operating in our P/T Chapters
- National initiative with an expert working group





Active Start

- Turn-Key Resource Guide
- 12 lesson plans
- Basic Fundamental Movement Skills (FMS)
- Safety
- Motor Skill Development
- Fun Day Finale



FUNdamentals

- Turn-Key Resource Guide
- 12 lesson plans
- Basic Sport Movement Skills Safety
- Motor Skill Development
- Planning an Activity
- Goals and Goal Setting
- Fun Day Finale
- Transitioning into Community programs

Special Olympics
Olympiques spéciaux
Canada

- 2 small hoops
- 2 large hoops
- 3 soft sticky balls
- 1 short rod
- 1 long rod
- 1 mesh bag
- 5 bean bag balls
- 1 set of numbered (0-9) mats
- 2 small paddles
- 2 plastic bricks
- 1 foam balance beam
- 5 scarves
- 2 foam baseballs
- 6 fleece beanbags





Rigid → Versatile

- In-school programs
- After-school programs
- Day-care centres
- Gymnastic clubs
- Community programs



Coaching Program

- FMS Workshop
- How to coach athletes with an intellectual disability
- Safety
- Guides/Resources
- CAC approval



Nutrition

- Built into each FUNdamentals Activity plan
- Start athletes on the right path to a healthy lifestyle
- 40 healthy, easy, kid-focused recipes
- 10 Fun Activities



Young Athletes Nutrition Guide



Parent/Caregiver Involvement

- ACTIVE participation
- Volunteers



Impact

- Increase in registration numbers
- Partnerships
- Improvement in athletes' Fundamental Movement Skills
- Provincial/Territorial/National Team Programs



Challenges



- Growth rate → volunteers
- Identifying athletes at an early age
- Organizational awareness
- Additional activities
- Adult athletes without AS/
FUN training



What's next?



- Transition program
- Online Presence
- Expansion resource

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Twitter and Facebook @SpecialOCanada

PISE's Best Practices in Delivering Inclusive Physical Literacy Programming

**Sarah LeBlanc – Physical Literacy
Supervisor**

sleblanc@piseworld.com



Pacific Institute for Sport Excellence

What is PISE?

- Not-for-profit organisation
- Brings together:
 - Community sport and active healthy living development
 - Sport and exercise education
 - World class athlete performance services
 - Sport technology research



Physical Literacy and PISE

- 60 Programs
- 25 locations
- Over 4500 children
- Ages 18 months and up

Adapted

- 13 Programs
- 4 locations
- 120 children and youth



Partnering with Organisations



Family Based Approach



- Increases sibling and parent interaction
- Parents become active role models for their children
- Reduces barriers of child care



Passionate Volunteers

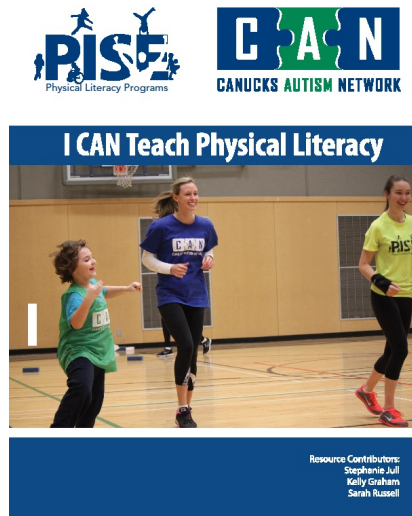


- Students from Sport Programs at Camosun and University of Victoria
- Consistent volunteers helps build rapport with participants
- Reduces participant to staff ratio from 5:1 to 1:1
- Volunteer retention leads to future job opportunities with PISE



PISE Resources

- Maximum Engagement in Games and Activities (MEGA) – activeforlife.com
- MEGA 2.0- includes adaptations and game variations for inclusive physical literacy programs
- I CAN Teach Physical Literacy- piseworld.com



Maximum Engagement in Games and Activities

(MEGA DOCUMENT)

An instructor guide that includes:

- age-appropriate games
- sample lesson plans
- approaches to maximizing student engagement in physical activity



PISE

By: Kelly Graham
and Andie Pask
from The Pacific Institute
for Sport Excellence (PISE)

Brought to you by Active For Life
ACTIVE FOR LIFE



Défi sportif AlterGo

April 25th to May 1st

Presented by Maryse Filion



DÉFI SPORTIF
ALTERGO

A World unique event



Elite athletes



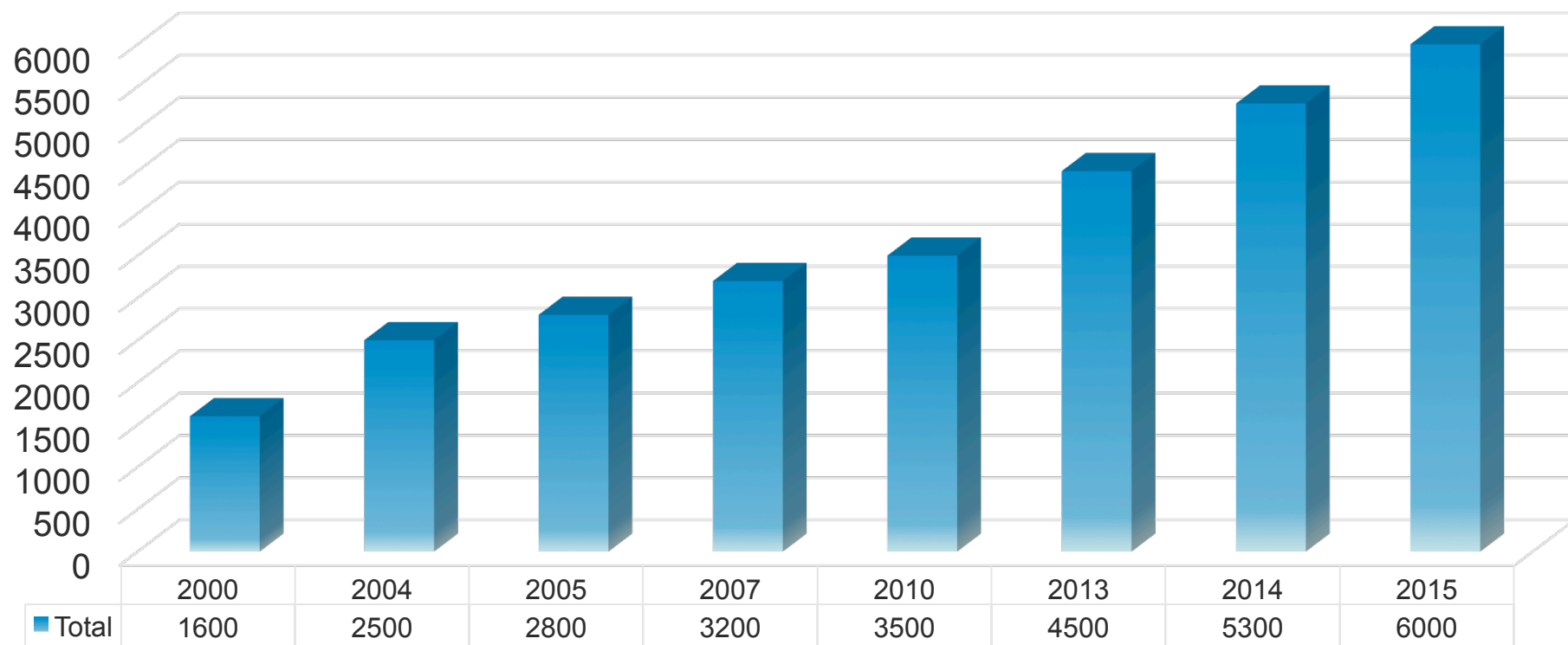
Upcoming athletes



Volunteers: the heart and the soul



Reaching new heights



Be your best



DÉFI SPORTIF
ALTERGO



Be your best

To make more young Quebecers with a disability are able to adopt an active lifestyle as a result of the manifested leadership and influence of Defi sportif AlterGo.



DÉFI SPORTIF
ALTERGO



Two major goals

Encourage young Quebecers with a disability to **easily adopt healthy and active lifestyles** through education, awareness, support and sport participation.

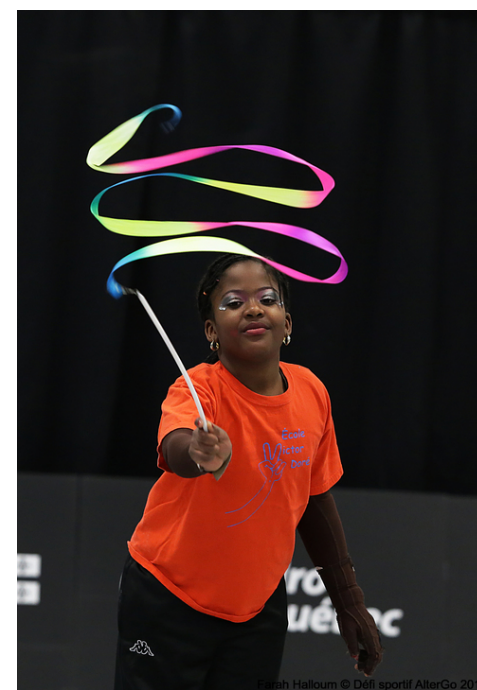
Work to **eliminate any systemic barriers** that prevent young Quebecers with a disability to embrace active and healthy lifestyles.



DÉFI SPORTIF
ALTERGO



Realisations



DÉFI SPORTIF
ALTERGO





Choisir de Gagner : Le défi des saines habitudes de vie pour les jeunes ayant une limitation fonctionnelle



Rapport sur l'étude des facteurs facilitant l'adoption de saines habitudes de vie et la pratique d'activités physiques et sportives par les jeunes ayant une limitation fonctionnelle



Mai 2013

Une initiative du



rendue possible grâce au soutien et à l'appui financier de



Choisir de Gagner : Le défi des saines habitudes de vie pour les jeunes ayant une limitation fonctionnelle



Guide facilitant les interventions lors de la pratique d'activités physiques et sportives chez les jeunes ayant un TROUBLE DU SPECTRE DE L'AUTISME

Juillet 2014



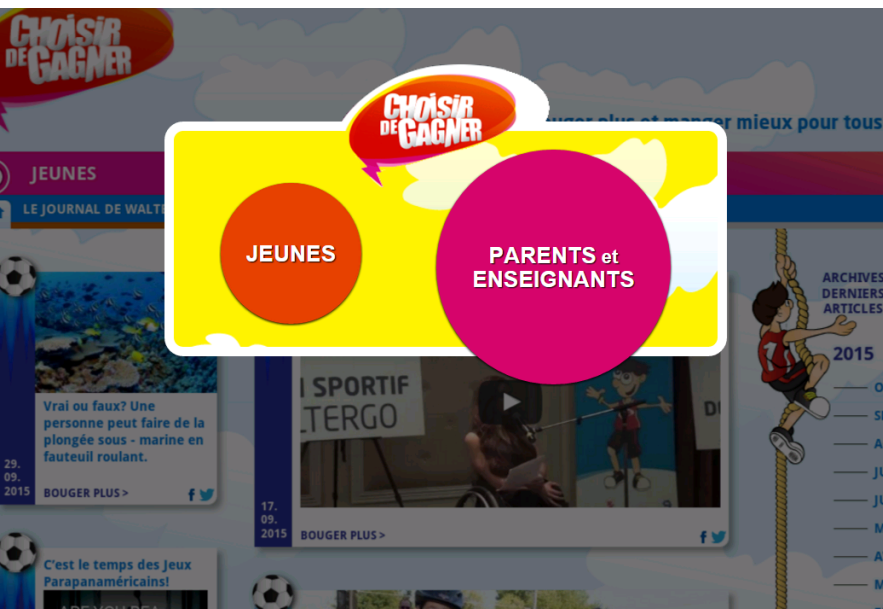
Une initiative du



rendue possible grâce au soutien et à l'appui financier de



Choisirdegagner.com



DÉFI SPORTIF
ALTERGO



Thank you!

Maryse Fillion, maryse@defisportif.com

www.defisportif.com



DÉFI SPORTIF
ALTERGO



CANADIAN PARALYMPIC COMMITTEE

Presented by Amber Muir



WHO WE ARE

Our mission

To lead the development of a sustainable Paralympic sport system in Canada to enable athletes to reach the podium at the Paralympic Games.



SYSTEM DEVELOPMENT & EDUCATION

- Educational programming
 - Outreach initiatives
 - Athlete recruitment & development activities
 - Support local and provincial organizations
-
- ✓ Increase awareness
 - ✓ Support sustainable opportunities
 - ✓ Drive participation



LTAD FOR ATHLETES WITH IMPAIRMENTS





LTAD - May Look a Little Different

- Awareness and First Involvement
 - Additional stages
- Timing of impairment acquisition
 - Congenital/childhood/late
- Sport specificity
 - Opportunities, Classification





AWARENESS – Paralympic Schools Week





THE PARALYMPIC FUNDAMENTALS RESOURCE

a/#/courses/course/179169

PARALYMPIC FUNDAMENTALS PHYSICAL LITERACY RESOURCE

Interactive Introduction - Grades 2-3

- Grades 2-3 [Launch]

Resources - Grades 2-3

- ✓ Resource Purpose and Design [Launch]
- ✓ Goalball [Launch]
- ✓ Athletics [Launch]
- ⓘ Boccia [Launch]
- ⓘ Sitting Volleyball [Launch]
- ⓘ Appendix [Launch]

Curriculum Links

- ⓘ Curriculum Links [Launch]

Interactive Introduction - Grades 4-6

- Grades 4-6 [Launch]

Resources - Grades 4-6

- ⓘ Resource Purpose and Design [Launch]
- ⓘ Goalball [Launch]

www.education.paralympic.ca

Grades 2-3

Overview Inclusion Integration Development Assessment Safety

INCLUSION

NEXT



THE PARALYMPIC FUNDAMENTALS RESOURCE

- First of its kind internationally
- Inclusive, integrated approach (not an add-on)
- Parasport as vehicle to promote physical literacy
- Online, interactive tool – Phase II & videos under development
- Grades 2-6, linked to provincial curriculum
- Low cost/no equipment
- Support for family activities at home



Athletics, Sitting Volleyball, Boccia, Goalball





Amber Muir education@paralympic.ca

THANKS!

Fundamental Movement Skills Resource Series

Tricia Zakaria
Program Manager

Physical and Health Education Canada



Fundamental Movement Skills Series

The **Fundamental Movement Skills (FMS)** resources are designed to support generalists teachers, physical education specialists, and coaches, as well as others tasked with teaching motor skill development.



www.phecanada.ca/store/books/fms-series-2.html

Fundamental Movement Skills Resource

Active Start & FUNdamentals Stages For Children with Physical Disabilities



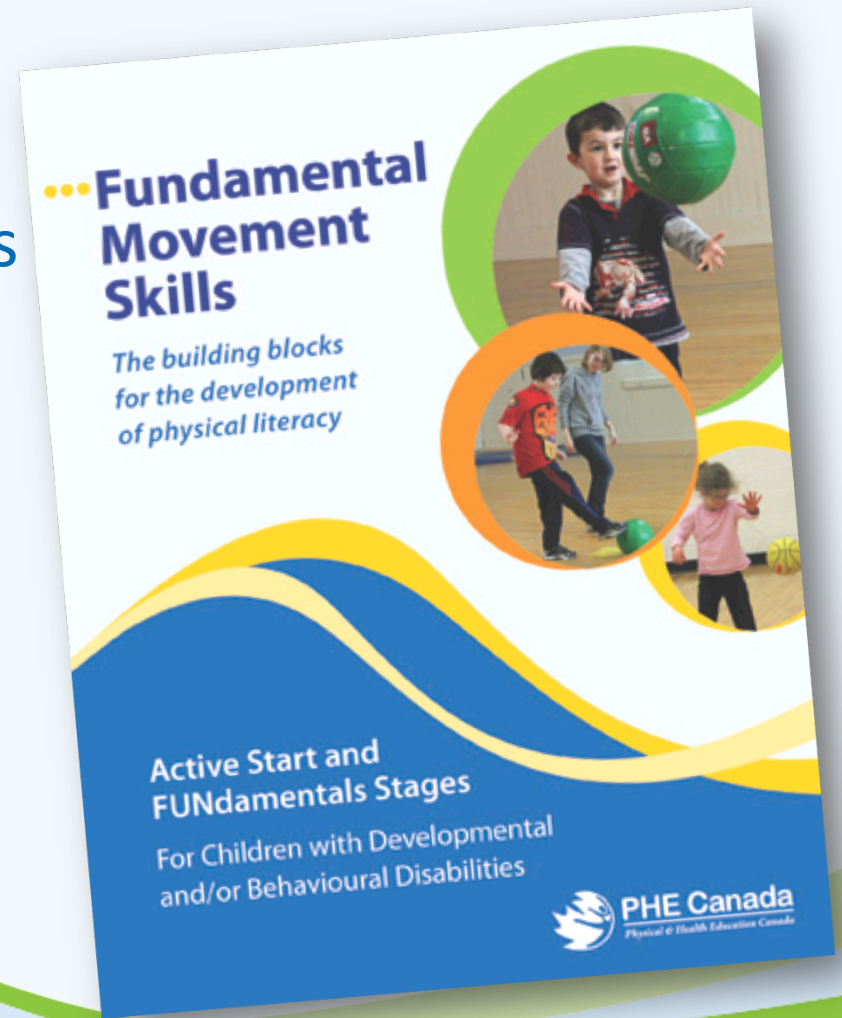
Children with Physical and/or Sensory Disabilities

- Children with cerebral palsy
- Children with a spinal cord injury
- Children with spina bifida
- Children with an amputation
- Children with a visual impairment
- Children with a hearing impairment



Fundamental Movement Skills Resource

Active Start & FUNdamentals Stages For Children with Developmental and/or Behavioural Disabilities



Children with Developmental and/or Behavioural Disabilities

- Children with Down syndrome
- Children with Autism Spectrum Disorders
- Children with a global developmental delay (with or without a specific diagnosis)
- Children with Attention Deficit Hyperactivity Disorder
- Children with Developmental Coordination Disorder
- Children with Oppositional Defiant Disorder



Online Video Collection

Video with graphic enhancement

Description of skill characteristics

The screenshot displays a video player interface. The main video shows a child in a blue tracksuit standing in a gymnasium, preparing to catch a ball. Text overlays on the video include "Elbows bent!" and "Hands ready!" in blue, and "Ensure that the thrower verbally communicates with the child so that child is aware of incoming ball" in red. Below the video player, there is a section titled "Catch Visual Impairment Side" with 10 views, 7 years ago. It includes characteristics: "Arms out in front, palms cupped; elbows flexed" and cue words for children: "Hands ready". To the right of the video player is a list of other videos, including "Run Deaf Child Front" (190 views), "Run Deaf Child Side" (182 views), "Catch Visual Impairment Front" (190 views), "Catch Visual Impairment Side" (184 views), "Catch Deaf Child Front" (184 views), "Catch Deaf Child Side" (156 views), and "Throw Underhand Visual Impairment Front" (137 views). A red arrow points from the "Video with graphic enhancement" text to the main video player. Another red arrow points from the "Description of skill characteristics" text to the "Catch Visual Impairment Side" video description. A red arrow points from the "Key positions" text to the "Run Deaf Child Front" video. A red arrow points from the "Print" text to the "Catch Visual Impairment Side" video. A red arrow points from the "Freeze single frames" text to the "Catch Deaf Child Front" video.

Elbows bent!
Hands ready!

Ensure that the thrower verbally communicates with the child so that child is aware of incoming ball

Run Deaf Child Front
12/19/09 00:05 190 views

Run Deaf Child Side
12/19/09 00:05 182 views

Catch Visual Impairment Front
12/17/09 00:02 190 views

Catch Visual Impairment Side
12/17/09 00:02 184 views

Catch Deaf Child Front
12/17/09 00:08 184 views

Catch Deaf Child Side
12/17/09 00:08 156 views

Throw Underhand Visual Impairment Front
12/17/09 00:01 137 views

Info Download Attachments (0)

▲ Catch Visual Impairment Side 10 views | 7 years ago

Characteristics: Arms out in front, palms cupped; elbows flexed

Cue Words for Children: Hands ready

In video
Catch Visual Impairment Side

Keywords
No keywords...

Key positions

Print

Freeze single frames

www.phecanada.ca/resources/fms-videos

Thank you!

www.phecanada.ca

tricia@phecanada.ca

Inclusive Physical Literacy

February 25, 2016



Caitlyn Van Dijk, Physical Literacy Program Coordinator

- Non-profit founded in 2008
- Mission: *To provide year round, innovative, high quality sports, recreational and social programs for individuals and families living with autism, and to build awareness and capacity through community networks across BC*
- \$25/year to access programs
- 1:1 support is provided



Canucks Autism Network

Programs offered in BC:

- Physical Literacy
- Soccer
- Basketball
- Swim
- Skate
- Hockey
- Music
- Gymnastics
- Ski/Snowboard
- Yoga
- Fitness
- Bike Camps
- Multisport Camp
- Outdoor Recreation
- Family Adventures
- Kids Camp/Family Camp



Programs

- Community Festivals
- Events
- Conferences
- Workshops



Awareness: Community Events

Supporting Children with Autism in Community Recreation

Presented by Stephanie Jull, PhD, BCBA-D, Program Director at Canucks Autism Network



WHEN: Saturday, May 30th, from 9:30am-2:30pm

WHERE: The Westerly Hotel & Convention Centre

COST: The event is FREE but spots are limited.

REGISTER: RSVP to comoxvalleyautismparentgroup@gmail.com

ADDITIONAL INFO: A light lunch will be provided.

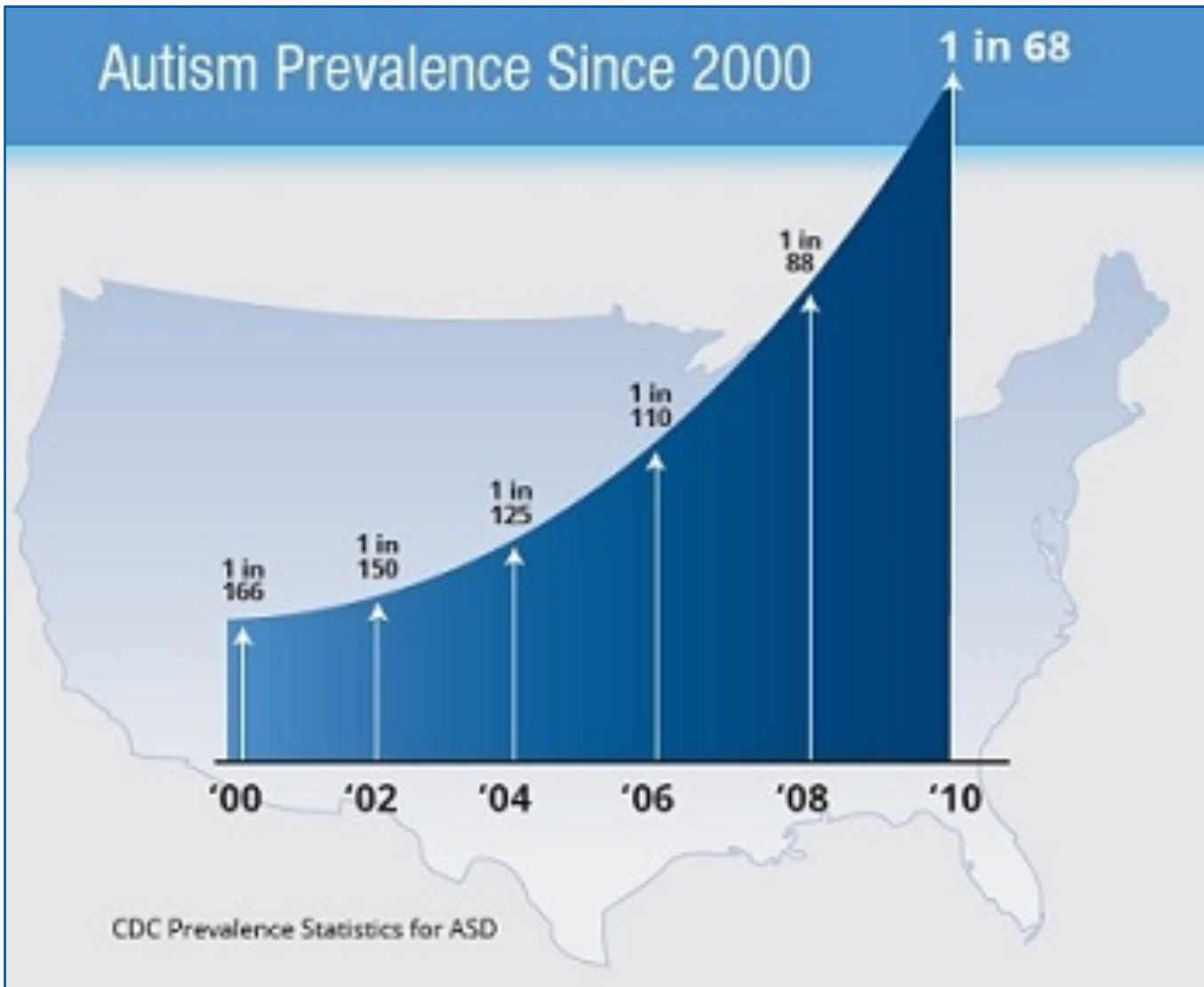
NO COST!
*Spots are limited
RSVP is required

canucksautism.ca



Training

Autism Prevalence Since 2000



Autism

Current estimate (2014) from
US Centers for Disease Control:
1 in 68 children; 1 in 42 boys



Autism Prevalence



- Physical activity is important for health and well-being
- Provides the confidence and competence for an individual to be active for life

Why Physical Literacy?



- Consistently lower amongst children, adolescents & adults (Orsmond, Krauss, & Seltzer, 2004)
- Less active, especially into adolescence and beyond (Pan & Frey, 2006)

Participation in Recreation

- 1 hour lessons, once per week, for 6 weeks
- 10 participants with autism aged 3-6 and 7-11
- Supported by 2 coaches, 9 support workers and 5 volunteers
- 17 programs in 2015/2016



CAN: Physical Literacy Program

- Pacific Institute for Sports Excellence (PISE)



- PacificSport Vancouver Island



- City of Surrey (I AM Game)



CAN: Program Partners

- Visual supports
- Activity adaptations
- Equipment modifications
- Communication tools
- Prompting



CAN: Support Strategies



CAN: Support Strategies

- Canucks Autism Network:
<http://www.canucksautism.ca/>
- Canucks Autism Network Physical Literacy:
http://www.canucksautism.ca/Programs/Sports_Programs/Physical_Literacy.htm
- CAN/PISE – I CAN Develop Physical Literacy Resources
<http://piseworld.com/physical-literacy-resources/>
- Caitlyn Van Dijk – Program Coordinator
caitlyn@canucksautism.ca
604-685-4049 ext 209

Contact Info



Let's Play

A division of BC Wheelchair Basketball Society

Marni Abbott-Peter, Director

www.letsplaybc.ca

info@letsplaybc.ca



What is Let's Play?

- An innovative equipment program to promote physical literacy for children with physical disabilities ages 4 years and up.
- We provides support and resources to teachers and community leaders to deliver inclusive play opportunities.
- We focus on play and physical activity not rehabilitation.



We believe:



Every child has the right to play.





Children with disabilities are not their disabilities. They need to be challenged like any other child.





When children play, they gain strength, confidence, self-esteem, problem-solving skills & social skills.



When children learn physical literacy and wheelchair movements skills at a young age, they build a strong foundation that will lead to an active life, including possible para-sport participation.



Both children with disabilities and able-bodied children benefit from inclusion.



Program Successes

Let's Play kids
transitioning
into
wheelchair
sports
programs

60 Children
with Let's
Play
wheelchairs

Inventory of
165 child
sized sport
wheelchairs

Active in
25 cities in
BC

12
Community
Chair
Champion
partnerships



We ignite kids' passion for play, giving kids the confidence to dream big.



The Let's Play Program has been made possible by....



- The Rick Hansen Institute
- Canadian Tire JumpStart
- Canadian Paralympic Committee
- The Province of British Columbia
- ViaSport
- BCWSA
- Variety -The Children's Charity
- The Woodward Foundation
- Imagine (Northern Health)
- TELUS Vancouver Community Board
- The Vancouver Foundation.



Inclusive Physical Literacy Project

- Funded through RBC Learn to Play Initiative
- Development of theoretical framework of Inclusive Physical Literacy
- Development of Physical Literacy 501 workshops
- Integration of Inclusive Physical Literacy in Physical Literacy 101-201-301
- Web portal
- Pilot sessions of Physical Literacy 501
 - Victoria BC on March 29th (English pilot)
 - Quebec TBA (French pilot)
- Series of Inclusive Physical Literacy Video



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Thank you!

Comments and questions!



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Thank you!

Check out the Portal:

[http://www.physicalliteracy.ca/
inclusion](http://www.physicalliteracy.ca/inclusion)



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