

EDUCATIONAL KIT: Book with guidelines for integration

Target group: everyone who wants to use APA for integration and inclusion of children who need special support

Title: "Count Me In"

Subtitle: "Including young people with special needs in physical activity"

Chapters

Chapter 1: Introduction

General introduction: Motivating the target group, especially PE teachers and coaches in sportsclubs to use APA for the inclusion of children and youngsters with special needs in physical activity

Examples: Presentation of a few children with different abilities. Children will be presented with a picture or drawing and a little text to inform the reader on their personality and functional abilities. Functional abilities will be emphasized, pathology will not be mentioned. (cfr. Brochure Jyrki).
In these presentations, we can shortly report the children's achievements in physical activity and their likes and dislikes in sports and physical activity through their mouth. This way we can illustrate they are not much different from their peers and inclusion is important.
In these examples both experiences in PE and sports clubs could be addressed.

Proposal: profiles of 4-6 children with different personalities and functional abilities could be presented with an illustration of the child and in a 10-line text.

Mieke

CHAPTER 2: Characteristics of the child

Functional description, problems for inclusion/integration for these children from the introduction, the presented examples of children can return throughout the book (if that would be done, important to start first with making the examples and chapter 1)

Bartosz - Aija Klavina - Mieke

CHAPTER 3: What is APA?

Practical definition of APA

Activity: which activities are appropriate to help solve problems children encounter

Different levels of inclusion

REMARK: maybe this chapter could be theoretical chapter: what is APA, what is inclusion, different levels of inclusion
The actual adaptations can then be combined with chapter 4.

Hana

CHAPTER 4: Motivational chapter

From value to action: every child has to right to participate fully in all aspects of social life. How to implement this?

Based on the education program of Beitestolen (Inge Morisbak)
Change the way of thinking of the target group by questioning. Raise awareness on the importance on inclusion and make target group realize that it is possible in every situation.

Inge - Herman - Jyrki

CHAPTER 5: Ways of adapting

Strategies for adaptations:

What can be adapted: rules of the game, pedagogy (communication methods), content of the activities, environment (accessibility, equipment, ...)

Again, these adaptations can be explained by examples based on the children presented in chapter 1.

Hana – Pedro – Anna – Bartosz - Mieke

CHAPTER 6: Introduction of good examples in different activities ("European" DVD with videos)

A series of examples from different settings to illustrate the feasibility of inclusion and integration

In this chapter 5, different settings should be addressed: sports clubs settings, PE settings, recreational and competitive, main emphasis on inclusive activities

For each example maximum 1 page of explanation in writing on the setting, objectives, inclusion strategies. Also in the description it is important to focus on the abilities of all participants and how to adapt the situation to functional abilities of all participants.

A proposed structure for these descriptions could be:

- Population
- Setting (PE, mainstream sportsclub, inclusive recreational group etc.)
- Activity
- Strategies for adaptations

Visual material for each example will be published on the DVD.

Possible examples might be:

Case study of inclusive PE setting (good example)

Inclusive recreational activities (eg the wheelchair dance, horsecamps, etc.)

Inclusive competitions (eg ergometer or fencing)

etc

ALL NATIONAL PARTNERS

Other remarks

The total length of the book should be 40-50 pages, with emphasis on practical examples.

The first deadline is 15th of January.

If the examples of the children from the first chapter will serve as examples throughout chapters 2-5, deadline for chapter 1 should be much earlier.

Which examples should be included to have examples from the full range of possible functional profiles of children?

The stress on practical examples can also be addressed by including little textboxes with experiences of people guiding inclusive activities (coaches, teachers, volunteers).

Each chapter can include a list of interesting references