

Third Project Forum Leuven, 22nd – 26th of March 2006

Minutes

Participants:

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The representatives of Germany, Latvia, Spain and Portugal did not attend the forum.

Thursday 23rd of March 2006

Morning Session

- **Presentation of the Outline of Educational Booklet up to date**

All participants received an overview of the written material collected up to date. A series of useful contributions was already submitted. However, at the moment we have several separate chapters instead of one book.

Chapter 1: Introduction

As proposed in Cagliari, the booklet should start from a series of profiles of children, which could be used for illustration of theoretical concepts and adaptation strategies later in the book - 7 profiles were prepared.

It was decided to keep these profiles but they should then be used throughout the book.

Some preparatory notes on the introduction were prepared by Jyrki. The introduction will be written when the booklet is in a more advanced stage.

Chapter 2: Characteristics of the Children

Specific characteristics of several disability groups (Bartosz)

Planning inclusion and assessment (Aija)

Change the title? Possible proposals “Challenges of Inclusion” or “Abilities and challenges of children with disabilities” to change the focus from disabilities to abilities.

Should we start from the categorical or non-categorical approach?

Chapter 3: What is APA? What is Inclusion?

Definitions of APA, ecological approach, inclusion (Hana)

Inclusion spectrum (different levels of inclusion) (Mieke, Jyrki)

APA and Inclusion in Europe (Anna)

The definitions should be relevant for the target group, therefore, we should give more practical definitions.

Chapter 4: Motivational Chapter (Inge)

Motivating reader by questioning him. Major questions are addressed (Why, How, Where, Who) Direct writing style, by addressing the reader, can this be used throughout the book?

Chapter 5: Adaptation Strategies

Adaptation strategies classified by

-level of disability (Anna)

-type of disability (Hana)

-type of sport (Bartosz)

-type of adaptation (Mieke)

Choose one approach?

Chapter 6: Examples of Good Practice

Examples of good practice will be illustrated in DVD, a selection of max 10 examples should be made, together with a general framework on how to present them (population, setting, activities, adaptation strategies)

Some general remarks to this outline of the book up to date:

-Writing style: the writing style should be clarified, we chose the direct writing style (address reader personally) with textboxes for definitions or additional information

Hana: There is already a lot of information but it is not one book, there should be one main approach to pull all information together

Inge: There are 3 things needed: general definitions, addressing reader directly to motivate them and explain inclusion and practical examples, the information should be short. Question reader to force them to think?

Aristea: It is important to have a clear structure, therefore, connect disciplines with different disabilities

Inge: This will limit the chances for the children, if you link disabilities with sports, it should be open

- **Presentation of additional visual materials available for chapter 6**

Some visual examples were already presented in Cagliari, to have a more complete overview, the examples gathered since Cagliari were presented on this meeting.

France: Compilation of movies about inclusive physical activity in 3 special schools. Very good illustration of different adaptations strategies and different levels of inclusion - Could be used as a possible example to start from. Possible to use only last video (if consent from children or

school). If interviews with children, parents and peers are used, subtitles or voice-over is needed.

Also pictures from special days and inclusive activities available

Lithuania: Illustration of recreational activities (outdoor activities) in a sports club for people with a disability. Olympic day – inclusive activity. Case study of a 6-year old boy (CP) that benefited from PA, activities in swimming pool and dolphin therapy

Italy: Case study of girl with mental disability in inclusive education – CD-Rom with 3 chapters, videos about situation in classroom and PE, picture about activities (also out of school), additional information on the school

Hungary: floorball in special primary school – inclusive Boccia – swimming, game of floorball is good game for inclusion as it is a no-contact game

Finland: gymnastics – adapted winter sports – family oriented outdoor leisure time activities

Bulgaria: Dreams and Teams project – martial arts for children with visual impairment

Afternoon Session

Work in workgroups

Group 1: Chapters 1 to 5

Group 2: Chapter 6 – DVD

At the end of the afternoon sessions, both workgroups shortly presented their results;

Group 1:

Main approach to the book is to start from motivation of the target group.

Chpt 1: Profiles of children with disabilities as well as profiles of the target group. The reader should be able to identify with the profiles presented.

Chpt 2: Motivational chapter, this chapter should be moved forward. By questioning the reader they are motivated to actively find solutions for their problems in the specific setting they are faced with

Chpt 3: Definitions on APA, Inclusion, Inclusion spectrum

Chpt 4: Adaptation strategies classified by type of adaptation with illustrations

Comments:

The main needs of PE teachers are more knowledge about disabilities and sports activities for people with disabilities, therefore, both aspects should be included in the start of the booklet (Barosz)

After long discussion about the general approach, it was decided to keep the chapters of the disability and sports adaptations but not to start with it.

It is not possible in the scope of this project to write a textbook on inclusive PE, the approach will be to guide the reader on how to find information themselves.

Group 2:

Different categories of examples:

Proposal: Physical Education, Leisure and Sports.

There was a discussion on the interpretation of the term Sports. This term is interpreted in different ways in different countries- sometimes under the term sport just the top level sport is understood (Jean-Claude). The term “sports” will be changed into “sports activities” for the purpose of this booklet as top level – competitive sport is not going to be taken under consideration while giving examples of good practice of inclusion.

Physical education: examples of good practice in physical education settings in school
Leisure: all activities performed with families or peers in the free time that cannot be labelled as sport activities such as camping, canoeing, etc
Sport activities: all games plays and movement situation that are link to the competitive sports.

Not every type of disability should be illustrated in every category.
An important criterion for selection is the technical quality.
Discussion about movies that were shown in the morning.
Wheelchair dance (Jean-Claude) can be fitted in Sports activities as well as leisure. This led to a decision to combine two categories leisure and sport activities into one general category.
The movies should illustrate as many techniques and ideas from the book as possible.
After the coffee break the group watched some movies that were not shown in the morning and discussed on the possibilities of using it.

Friday 24th of March 2006

Morning Session

- **Proposal formats promotional CD-ROM**

The target group of the CD-ROM are children with disabilities, with this CD-ROM we want to show them different opportunities for participating in physical activities, in inclusive and separate settings. The main format will be similar to Adapt II.

Option 1 (price ± 6000 Euro, copies not included)

In this option the CD-rom is monolingual (in English). The interface gives access to 3 times 3 video's of ±3 minutes each. (rough estimate). The video's contain a collection of images pertaining to a specific item.

Each video is accompanied by 1 text of max 1500 characters, and a few urls.

Target audience is adult users.

There is no additional interface for a younger audience.

Option 2 (price ± 7200 Euro, copies not included)

In this option there are 1 + 16 language versions

The idea is that the user makes his/her language choice on the first screen of the CD-rom.

In this concept, even though you have 17 language versions, you only have 1 CD-rom as output of the project.

To keep costs low, we suggest that the translations of the text (we could start with building the English version e.g.) are coordinated and carried within the project (by the project partners e.g.).

Option 3 (price ± 10000 Euro, copies not included)

To make this CD-rom accessible for children and teenagers, we want to propose the idea to really target this still very wide audience, by using an animated character.

We would like to suggest a radio or television figure. Ultimately the character will be integrated in the CD-rom in a more 3D look. In this concept each of the 9 video's will have an accompanying onscreen text (as in option 2). Next we'll need a simplified version of this onscreen text; which will be used for the voice of the animated TV or Radio Character.

The idea being that you can either read the text, or listen to the cartoon figure 'interpreting' the text.

To make the process more cost effective; quite some collaboration will be demanded of the project partners; we would like to have each partner select on or two possible voices for their own language. We would like to coordinate the recording of the 17 different voices using modern communication technology. We will probably suggest using some kind of webconferencing tool (Flashmeeting e.g.) to record the voices from a distance, but centralized and coordinated by the team producing the CD-rom.

The quality of the recording will not have the level of a professional studio-recording, but it will fit the character of the TV or Radio figure used in the CD-Rom.

We selected Option 2 – within the budget and timeframe this will be the most feasible. There is additional budget from the staff costs to pay for translations done by the partners (not by professional firms). Each partner will then have to translate a short text for each video. An important dissemination strategy will be through schools and organisations, they can then guide the children through the CD-ROM.

- **Work in workgroups**

During the rest of the morning session and the afternoon session, the people worked in workgroups again.

Group 1: Chapter 1 to 5

Group 2: Chapter 6 and CD-ROM

At the end of the afternoon, once again the results were reported.

Group 2: Chapter 6

Some general advices for successful inclusion were outlined:

- Ask for the opinion/ motivation of the child
- Activity must be attractive and possible to perform for all children as well disabled as able bodied → good choice of the activity
- Assure fair play
- Consider the whole group
- Look for the possibilities, be realistic
- Take under consideration the medical assessment and contraindications
- At this point the discussion went on terms of the need on putting such a strong word as contraindications in the main advices. Part of the group supported the idea of Jean Claude de Potter that using this term is too strong and will move us back to listing the disabilities. Other participants agreed with Bartosz that for some of the recipients of the booklet this is one of the most important information to be familiarized with. Bartosz stated that health should be the most important issue to be considered and we cannot risk that by being too concentrated on inclusion we will forget about safety rules.
- After a dynamic exchange of opinions the compromise was reached. The group decided that we should keep the advice in the form: Health is important; take under consideration the indications and medical assessment
- Think what adaptation can be made in the particular situation
- When choosing the position of participants i.e. in the game; start from the disabled children, then adjust the position of the other peers
- If it is necessary to maintain the interest of all participants make a division into groups

- Observe and evaluate the process of integration and inclusion (i.e. by asking the children if they enjoyed the participation in the activity)
- Do not expect the perfect movement performance. Concentrate on inclusion and participation
- Do not try to normalize: consider different skills (participation is more important)
- If necessary choose different task to involve everyone in the same time.
- Choose for competitive situations in the way that you provide equal opportunities of winning for everyone (by the means of good adaptations)
- Never hesitate to adapt!

The following movies were selected to be presented in chapter 6.

- Jean C: wheelchair dancing
- Germany
- Skiing- Jyrki
- Movie from the school (Claire)
- Claire's movie from Cagliari
- Italy- diving
- Ireland- swimming
- Gymnastic: leuven, Jyrki
- Family leuven Jyrki
- Winter sports leuven Jyrki
- Hockey – Slovakia
- Street basketball leuven Irena (rather for the CD than DVD)
- Poland- examples of different sports,
- Poland – integration curling
- Germany – movement exercises

Group 2 CD-Rom

CD-ROM will be divided into three 'chapters':

- Basic movement
- Games/plays leisure time
- Sport activities

The CD should motivate children to participate in different movement situation. It should be attractive for the children. The most important goal of the CD is to catch attention of children and to motivate them to participate.

Material available

- Basic movement
 - Exercises in the swimmingpool
 - Hippotherapy
 - Sherborne
 - Dolphins
 -
- Games and leisure
 - Swimming with children with CP

- Goal ball
- Sailing for children with paraplegia
- Diving for blind children
- Skiing
- Movies presented yesterday (canoeing, activities with family)
- Sport activities
 - Skiing (from adapt 2)
 - Wheelchair basketball
 - Fencing
 - Gymnastic
 - School sport activities
 -

In the third part we will enclose a small video clip presenting the top level sport. By doing that we will show that there are lots of possibilities for those children and their disability should not be an obstacle on the way to success.

Group 1:

The content of the profiles of the target group were further addressed.

3 groups:

- parents and peers
- PA experts (with no knowledge on disability) eg. PE teachers, coaches, etc
- Disability experts (with no knowledge on physical activity eg. educators)

The children's profiles were should be adapted to a more realistic situation.

Most time was spent on the motivational chapter: for each question, a short discussion with some people of the target group will be written to start the discussion.

In the third chapter, practical definitions of APA and inclusion are given, together with some adaptation strategies

It was proposed to put a list of the disabilities, sports and movement activities and adapted equipment in the appendix.

Saturday 25th of March

We started with a long discussion on the new approach in the booklet (chapters 1-5).

In attachment you can find the new outline of the booklet that was created as a compromise.

For the CD-ROM a similar system of these children's profiles will be used, so the children that use the CD-ROM can identify with these examples.

Copyright agreements:

For existing material: agreement between the owner of the copyrights and the Joint Actions project or partner must be made.

Important aspects:

- non-profit aspect of the project
- for educational purposes

- fragments or full film will be used
- with reference to producer of the existing materials
- in exchange for some CD's
- If children occur in the movie, you might need their parents agreement (depending on national legislation)

Between the partners of the project:

Standard letter (adapted from thenapa project)

Important aspects:

- material may only be used within scope of project
- newly developed material can be used for free, the partner that developed it keeps copyrights
- collective materials are in English, material can be used by partners if referred to Joint Actions Project
- products may be translated for non-profit purposes
- during project, coordinator is copyright holder
- after project, each partner holds copyright for personal contributions

Every partner will have to get this form signed and stamped and send it back to the project secretary (see attachment)

All agreements should be in written form to avoid further problems

Finances:

On 31st of January a second progress report submitted, we reported that more than 90 % of first installment was spent and requested a second installment. The budget used until now mainly covered Travel and subsistence, Staff costs – contribution partners legislation report, Production of the leaflet and the webmaster.

The remaining funds will be spent to cover production costs of the Educational kit and CD-ROM. Additional funds for staff costs – contributions for national partners are available.

For reimbursement of the tickets of this forum, please send following information to the project assistant:

If paid by you personally:

Address of account holder

Bank name and Address

IBAN, SWIFT or BIC code for international money transfer

The original Boarding passes and some proof of the total price of the tickets

If paid by your university:

An invoice from your university for the price of your ticket – preferably with a copy of the bill.

Final Report:

Official end of the project: 31/07/2006

To submit 31/08/06

ALL INVOICES HAVE TO BE PAID BEFORE END OF THE PROJECT

For this report, we need a short report (1-2 pages) on dissemination strategies used in your country. The national strategies for dissemination should be addressed in this report.

Dissemination report (1-2 pages) that can be submitted together with the final report.

Title Booklet

Count me in is used in one of the books of Peter Downs, hang on to this title?

Other possibilities:

Let Me In

Let's play together

Better together

Let Me Join

Do it together

The same title will be used for all products, with different subtitles to clarify the content of each of the products.

Educational Kit - Book

Chapter 1: Introduction

Profiles of children with Disabilities: Presentation of 7 children with disabilities. Children will be presented to inform the reader on their personality and functional abilities. Functional abilities will be emphasized, pathology will not be mentioned – these will be used throughout the book as practical examples

Remark: Profiles will be written bit more realistic (less positive), profile of severely disabled child will be added.

Profiles of Target group: Presentation of some people that are targeted in this booklet. Parents and peers, physical activity specialists (coaches, PE teachers and volunteers), specialists of disability (educators, physiotherapists)

The target group should be able to identify themselves with one of the situations presented.

General introduction: Shortly explain what can be found further in the book, who is it written for.

CHAPTER 2: Motivational chapter

Aim: To increase the motivation of reader to include children with disability in physical activity at all levels (family oriented, recreational, PE, sports activities).

Format: By questioning the reader.

Start with a positive example: compilation of movies in different settings (PE, recreational, family oriented ...) or refer to the movies that are used in chapter 4.

Questions: Why, How, Where, Who, which competencies are needed?

For each question, a short dialogue will be written between some of the presented people in the first chapter. Reader is asked to continue this discussion with a “focus group”.

Possible answers to the questions are given

Reader should be challenged to think actively about these questions.

CHAPTER 3: APA, Inclusion, Assessment

APA :

Practical definition of APA (not official definition)

Model of Adaptation: triangle between Individual, the environment and the activity

Inclusion:

Practical definition of Inclusion

Different levels of Inclusion (Inclusion spectrum)

Participation:

Different levels to life-long participation, going from an external motivation to the inner motivation to practice physical activity.

Process to adaptation:

Shortly address assessment, not assessment by professional tools, but by bringing together the knowledge from different people that know the child (teachers, parents, physiotherapists, medical doctors). (cfr. Also Aija Klavina)

Shortly address the further process to adapt plus reference (more pedagogical approach for professionals)

CHAPTER 4: Adaptation Strategies:

Principles:

Equipment modification – Rule or task modification – Instructional modification (not different teaching styles, too detailed) – Peer interactions – Environmental modification

Each strategy will be illustrated by using children's profile.

One activity (eg. Throwing) will be worked out for each of the children's profiles

The overview schedule (Hana) will be used with the names of children in the top row, instead of the disabilities.

As an illustration, the list of adaptation in different sports activities and games will be added.

A list with adapted equipment will also be included (Adapted equipment in Cycling, Wintersports, "Home made" materials, Swimming pool, Gym) (Not an attempt to describe all equipment but as an illustration of the importance of being creative in adapting)

An overview of major disability groups with specific adaptations and advices will be included (Bartek)

CHAPTER 5: Examples of good practice

These examples can be used separately but will also be referred to in the first 3 chapters of the book. One example can be referred to illustrate different aspects of inclusion and adaptation.

Description example in 1-2 pages Population – Setting – Activity – Adaptation Strategies.