Summer Program Report
Practical Academic Secondary Enrichment
Adventures in Sports

Student:
Dates: June 23 – July 4, 2013
Teacher:
Teaching Assistant:

PROGRAM OVERVIEW
All individuals learn best when they have the opportunity to practice and apply what they are learning in real life situations. Because students with visual impairments may be less able to pick up information and related concepts that sighted children see as they casually go through their day, they have an even greater need for real life learning experiences.

Students in the Practical Academic Summer Enrichment (PASE) program also benefit from learning and practicing skills in comfortable, enjoyable contexts that support their unique learning needs. Therefore, a primary goal of this program is to ensure that learning takes place within enjoyable activities.

Summer learning at TSBVI focuses on skills related to the Expanded Core Curriculum for Blind and Visually Impaired Students (ECC): compensatory academic skills, orientation and mobility, career education, assistive technology, visual efficiency skills, independent living, recreation and leisure, social interaction, and self determination skills. Functional applications of these skill areas include activities such as practicing academic skills like math (making a budget) and literacy (writing a thank you letter), recreational and domestic activities (community outings including travel skills, physical activities, meal planning, cooking, grocery shopping); communication (using appropriate language in various contexts, giving and following directions); planning, organizing, sequencing (planning and giving a party). Specific activities provided for individual students are described below.

DESCRIPTION OF CLASS: Adventures in Sports: Adaptations and the Community
In this two-week class, students were able to play and learn about many sports and related equipment. During the class, we also researched and learned about many sports that are adapted for the visually impaired. We read or watched short video clips on athletes that are visually impaired and who have been successful in competition. Students gained an understanding of an athlete’s rigorous daily regimen when they designed workout routines for themselves. The class planned meals and workouts that they put into practice during several class periods. Students also learned about nutrition, stretching, medical care, and coaching. We discussed, as a class, the importance of exploring one’s community in order to find
opportunities to play sports. Students learned that sports can be adapted to include all types of participants. TSBVI has facilities that offer many adaptations and specialized equipment related to sports that our students were able to explore and use during the summer program.

Listed below are activities and related facilities that we were able to visit this summer in order to learn more about participation in sports.

**University of Texas Underground Bowling**
Bowling is a great sport that allows adaptations for any participant. Bumper lanes, ramps, and lighter bowling balls all can be provided to a player. Providing support for the other players and learning how to score each turn was entertaining. The students practiced O&M while navigating the different levels and surfaces of the bowling “floor” and also had to troubleshoot how to choose the right bowling ball.

**Cross Fit and Gym Tours**
The students were able to tour and observe two styles of gyms. Tours of a small cross fit gym as well as a larger “chain” gym provided opportunities for comparing and contrasting the two styles. The equipment used is similar in some cases but there are quite a few differences in the style of workouts done in each gym. Students learned that cross fit is a new type of workout that engages the athlete in multiple ways to achieve a fitness goal.

**Adapted Sports Participation**
In our new, on-campus gym the students were able to learn about sports played at our school. Dodge blind, beep ball, and goal ball are a few that we learned about this summer. Staff encouraged the students to teach the games to their peers in their own home district so that their fellow students can play as well. Dodge blind involves students carrying yoga balls and calling out to each other, similar to the water sport, “Marco Polo.” Beep ball includes sports that utilize a special ball that has a high pitch beat in order to facilitate locating the ball.

**Stand Up Paddleboarding**
Our students had the opportunity to explore a new sport called “stand up paddleboarding.” Built like a surfboard and around twelve feet long, the paddleboard also utilizes a paddle. The paddles are normally a foot or so longer than the height of the paddler. This sport is currently very popular, as it provides a complete workout and allows participants to enjoy the outdoors. The students enjoyed the challenge and progress that was made over the paddleboard session. The sport is very similar to surfing and wind surfing, and the students were able to have this fun and unique experience on Town Lake.

**Nutrition and Sports Medicine**
As important as sports and exercise are, eating right and taking care of the body is equally as important. During our program, we talked at length about the proper foods to eat, how to stay hydrated, and how to take care of an injury. The students learned how to wrap ankles for support if needed.

**SPECIFIC EXPANDED CORE CURRICULUM AREAS ADDRESSED**
**Recreation and Leisure**
Recreation and leisure skills are a very important part of teenagers’ and adults’ lives and often occupy a large percentage of time. Students participated in recreation and leisure activities in the classroom as well as in the community to gain knowledge of activities they may want to pursue in the future. We visited the library, where an assortment of sports magazines and
books related to sports encouraged discussions in class. We visited the recreation center in order to have a lesson on tournament style brackets (a bracket is a tree diagram that represents the series of games played during a tournament) and played air hockey, which helped us learn about brackets. Additionally, we wrote journal entries, listened to music in class, and read books.

Literacy
Each student kept a personal journal/scrapbook of his summer experience at TSBVI. The journals were created in the student’s personal literacy medium (e.g., Braille, large print, pictures). Weekly grocery shopping lists were created by each student and used within our shopping program. The students used labels on the dorm to know where to store items after shopping. Recipes and cooking directions were read within our cooking program.

Math
Each student paid for grocery items we purchased, using the concept of "a dollar more" system. Using this method, students are taught that whenever the cost of an item contains a certain number of dollars and a certain number of cents, they should just pay the next higher dollar and receive the change (e.g., if the cost is $5.75, pay $6.00). This is a good method to use for students who have difficulty understanding how to pay the cents to the right of the decimal point. Money folding techniques and money identification were explored.

Social Skills/Self-Advocacy
Social skills were infused into every aspect of this unit. Skills such as proper greetings, interactions with strangers, requesting assistance, waiting, turn taking, as well as lessons on how to conduct oneself in a variety of public places, were discussed and practiced. Students also worked on sharing their ideas and giving input, which helped them increase their self esteem and self determination. They were encouraged to voice their opinion, listen to the opinion of others, and work on their decision-making skills.

Independent Living Skills
The students worked on greater independence in all aspects of their daily routines. Before grocery shopping and planning their meals, we discussed healthy food choices and the importance of incorporating the five basic food groups. The students then had to plan meals and use social skills to agree as a group. Each student created a shopping list and navigated the grocery store to find their items. During the cooking programs, students prepared their own breakfast every morning, as well as their lunch three times a week. Everyone practiced different skills throughout the program, such as using appliances, measuring, pouring, mixing, spreading, opening containers, and using proper table manners. The students learned and used social skills throughout these activities, such as taking turns, requesting help, and making judgments and decisions. Students also went out to eat at a restaurant two times during the session. They had an opportunity to make healthy choices, practice interacting with restaurant staff, practice budgeting skills, and learn appropriate restaurant etiquette.

INDIVIDUAL COMMENTS

OTHER CLASSES, GROUPS, AND SERVICES
Yoga
Students with visual impairments often have difficulty finding recreation and leisure activities that they enjoy and in which they can participate. This Yoga class incorporated both exercise and relaxation techniques to relieve stress, release excess energy, and ultimately improve
mental focus and physical health. Relaxation techniques help individuals bring some balance into their busy lives and assert some control while releasing stress. Yoga is a fun activity that is highly accessible and available to all people because all it requires is a mat, knowledge of a few physical movements (postures), and knowing how to breathe deeply. Participating in these postures helps students become more aware of their body and how it moves through space. This can be both challenging and rewarding for students, whether visually impaired or not. Yoga is an amazing way to develop strength, flexibility, better posture, knowledge of how to safely move through space, and self-confidence.

This summer, we explored a variety of yoga techniques in order to introduce ways that yoga can be used for both exercise and relaxation. These techniques included guided deep breathing, movement paired with music, held postures for stretching and flexibility, and guided relaxation techniques. Yoga concepts that were covered included the importance of good posture, balance, body awareness in space, and communication. The students were encouraged to do the positions slowly and gently and always listen to their body and not stretch too far. The class started with deep, slow breathing paired with warm-up activities that encouraged good posture while stretching, and slowly moving their body through postures. By the end of the program the students were encouraged to choose a posture and teach it to their classmates. This activity focused on communication, assertiveness, memory, self-determination, and ultimately leadership.

Skills infused from the Expanded Core Curriculum included:
- Sensory Efficiency Skills
- Orientation & Mobility
- Recreation and Leisure Skills
- Social Interaction Skills
- Self-Determination
- Compensatory Skills
- Independent Living Skills

Music
During the PASE music class, students were given many opportunities to explore the world of music. Class activities incorporated instrument exploration, singing, movement, listening, music appreciation, making choices, and creating music and dance with a group. Instruments explored during several different activities included drums, percussion instruments, and microphone beat boxing. Several audio recordings were also made.

In addition to exploring a variety of musical instruments and techniques, students were able to perform on a small classroom stage, using a microphone while singing along to familiar songs, and creating unique songs. Movement activities included dancing with a partner, solo dancing, interpretive movement, and movement/dancing with a parachute, hoops and juggling props. Students chose a variety of songs and listened to many new genres of music during the music appreciation and choice-making activities.