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Using Play and Recreation for Concept Development from Preschool to Graduation and Beyond
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Developed for
Texas School for the Blind & Visually Impaired Outreach Programs
Using Play and Recreation for Concept Development from Preschool to Graduation and Beyond

Why Recreation and Leisure??

- Health Benefits
- Self esteem
- Improved Body concepts
- Self Determination
- Relationship Skills

Really Benefits the ECC

Creative instructors can easily tie rec and leisure into career skills, social skills, O&M skills, self determination and sensor efficiency skills.

Just throwing a child into a sport is likely to result in poor outcomes for everyone.

- There are foundational skills required to do well at most activities even in early elementary school
- As discussed in the last lecture, it’s important to teach these skills in sequence so that they can be better learned and implemented.

Other Barriers to Physical Activity

- The grief/adjustment process
  - Both parents’ and child’s
- Medicalizing the visual impairment resulting in automatic shutdown of possibility. “Vision can’t be corrected to where patient can see the ball, therefore the patient should not play this sport.
- Most PE teachers did not receive much if any education in the area of adapted PE (Lieberman et al., 2002)
- Fear of liability! <- Ugh.
Research shows overcoming barriers is possible

- Many studies have shown that VI does not directly cause poor physical skills or fitness.
- Lack of ability to perceive movement visually can affect the typical development, however with interventions many of these deficits are able to be overcome.

Collaboration is critical

- Clear communication of student’s visual impairment and real limitations rather than perceived ones to activities staff
- Offer assistance with adaptations and accessibility
- Observe the class to scaffold instruction and model appropriate teaching practices
- Ask PE educator to share goals for the year so that you can begin pre-teaching
- Invite PE educator to participate in the IEP process

Keep it fun

There is a child before there is a disability

Tips for Instruction

- Part to Whole Learning- Just like other forms of learning, a child with VI will not likely grasp the whole before understanding the parts.
- Student is part of the whole class, same expectations apply, dressing out, participation, etc.
- Make the environment auditorily meaningful to the student. Eliminate confusing or conflicting sounds.
- Orient the student to the space when it’s not busy, then rework the space when it is busy.
Tips cont’d

- Narrate the environment as it’s happening when introducing new activities
- Avoid overprotection
- Teach staff and instructors how to encourage independence
- Watch the lighting!
- Make sure student can access locks/lockers and dress without embarrassment
- Orient student to equipment

Moving around in a space

- Decide with PE teacher how this will happen
  - Human/sighted guide
  - Use of sound cues
  - Trailing
  - Cane

Principles of Adaptation Considerations:

- Participants functional abilities
- Objective of the activity or game
- Relevant IEP objectives/goals

Principles of Adaptation

- Include students in making adaptations
- Avoid overdoing adaptations, make the least amount of interventions necessary
- Don’t be afraid to get creative!
- Of course evaluation the effectiveness of the adaptation and over time if you can reduce adaptations and still maintain success
- Retain the original name of the activity
- Exclusion is the last option!
Examples of Visual Adaptations

- Lower baskets or nets to make them more visible
- Painting the goal/basket/target a higher contrast color
- Weaving bright ribbons through the volleyball net
- Make sure ball is contrasting color from background
- Increase size of bases
- Use a brightly colored frisbee in place of a puck or ball

Examples of Auditory Adaptations

- Adding sound source to goals
- Tying bells to a net to indicate placement of the net
- Sound sources at bases
- Use sound emitting balls

Miscellaneous Adaptations

- Softer balls like nerf balls, or deflated balls
- Using bigger or lighter bats
- Use large cones to mark the corners of the field

Rule Adaptations

- Allowing double bounce of a ball
- Changing distances involved in games or activities
- Allowing player to play only offense or defense
- Requiring all team members to have contact with ball before a score can be made
- Use of a batting tee
- Have everyone simulate the disability such as use of blindfolds or low vision simulators, or some on each team.
Common Game Adaptations

**Tag**
- Bright cones or flags for barriers
- Players walk
- “It” wears bright colors or bells
- Player with VI can have a guide
- Jump Rope

**Jump Rope**
- Beaded, plastic, or cloth rope
- Bells on the rope
- Jump at own pace
- Jump over stationary rope
- Use music to hold timing

**Organized Sports for VI**

**Goalball**
- Two teams of three players all blindfolded on a court the size of a volleyball court
- Ball with bells inside it is rolled across the floor and over the other team’s goal line to score
- Each team works together to prevent the ball from scoring

**Beep Baseball**
- 6 players on a team
- Pitcher is on the same team as the batter
- 3 bases including home plate
- When ball is struck umpire randomly activates a sound beacon on first or second base. Batter runs as fast as possible to the
appropriate base, if base is contacted before one of the 6 fielders catches the ball a run is scored

Some other sports/activities with relative ease of adaptability

- Bowling
- Cycling
- Paddle sports *canoe/kayak*
- Skiing
- Sailing
- Running/Walking
- Swimming
- Aerobics
- Wrestling
- Weightlifting
- Yoga

Organizations

- United States Association of Blind Athletes (USABA) www.usaba.org
- Paralympic Games www.paralympic.org
- International Blind Sports Federation www.ibsa.es

Lecture Heavily Influenced by:

Texas School for the Blind & Visually Impaired Outreach Programs

Figure 1 TSBVI logo.

Figure 2 IDEAs that Work logo and OSEP disclaimer.