

Let's Get Physical:

Education and therapy collaborations to create authentic inclusion in HPE

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Acknowledgement of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.



Learning Outcomes

- Understand the role PTs and AVTs can play in supporting students with diverse learning needs.
- Understand how the language of movement can be used to develop inclusive programs.
- Understand the Australian Curriculum glossary of movement terms.



Scenarios

- Have you ever tried to support a student in a wheelchair to engage in skipping?
- Have you tried to engage student who is blind in basketball?





Equality



Equity



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Differentiation occurs at each level of planning and becomes increasingly personalised

Provision of whole curriculum

Year and/or band plans

Unit plans

Differentiated and explicit teaching: for all students

Focused teaching: for identified students

Intensive teaching: for a small number of students

PT role & support available

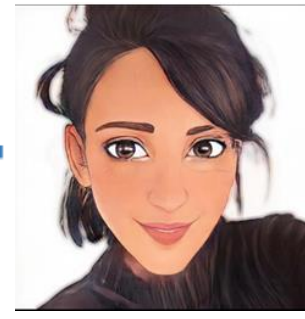
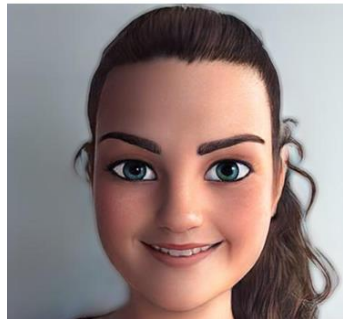
- **Individualised services for students:** Providing specific advice around appropriate adjustments to the teaching and assessment of an identified student.
- **Services for schools:**
 - E.g. providing suggestions to scaffold the teaching for a small number of students identified as needing more support with motor planning, or
 - Working with the HPE teacher, HOC, and/or AVT-PI to plan units and assessment tasks, considering the needs of the student cohort (including those with disability).



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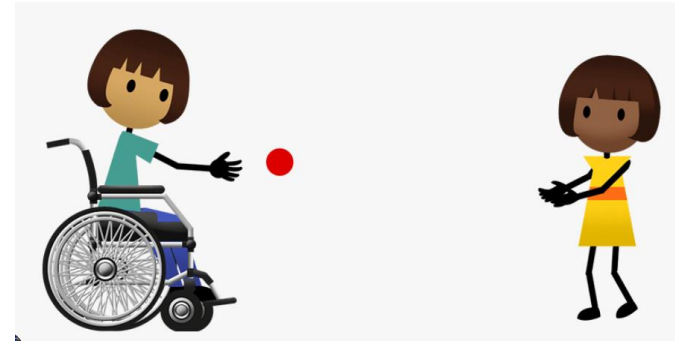
AVT-PI role

- The role of the therapist is to **assess the skill level or function of the student** to determine access and participation.
- The **AVT has the understanding of the curriculum demands and can therefore assist schools to tailor adjustments to the curriculum** once it is understood what the student can do (from the therapist).
- AVT and PT work **collaboratively** to ensure that the student is able to access, participate and achieve in the H/PE curriculum.



Planning for inclusion in HPE

- Consider Universal Design for Learning (UDL) Principles
 - Design for learner variability
 - Make adjustments available for all students
- Ongoing formative assessment, particularly pre-assessment, is critical to ensure that learning area content and adjustments align with student needs
- Collaborate with the student about adjustments





Inclusive Language of Movement

Example unit

Students practise and refine fundamental movement skills to perform long-rope, partner and individual skipping sequences.

Adjusted unit

Students demonstrate ways of skipping or jumping with/without using ropes and other equipment, to a rhyme.

- Describes learning (knowledge, understandings & skills) and achievement
 - Focusing on the learning rather than the activity taking place
- Supports flexibility in the design of instruction and assessment
- Allows for more than one way to ‘demonstrate’ achievement





TREE Model

Teaching style	<ul style="list-style-type: none"> - Visual supports - Simplifying instructions - Video examples - Peer or adult support
Rules	<ul style="list-style-type: none"> - Change the rules to accommodate all students e.g. seated volleyball, walking instead of running
Equipment	<ul style="list-style-type: none"> - Lighter and larger equipment - Bell balls - Additional wheelchairs for basketball, cross country, etc.
Environment	<ul style="list-style-type: none"> - Indoor space/court size - Smooth surface - Shorter distance - Player numbers

Tailored supports - groups and individuals

HPE unit planning

Groups and individuals	Considerations	Any barriers?	Adjustments required
All students	Clarity of materials and resources	Yes	For instructions or materials that are text heavy: <ul style="list-style-type: none"> • teacher and/or students physically model strategy/technique/skills/steps • use video or clear images.
EAL/D students	Literacy and language demands	Yes	<ul style="list-style-type: none"> • Addressed above (all students) • Increase use of non-verbal communication e.g. pointing, hand gestures, facial expression.
	Culturally appropriate materials and activities	No	
Gifted student	Opportunities to demonstrate knowledge, understanding and skills against aligned aspects of higher achievement standard	Yes	<ul style="list-style-type: none"> • Adjust marking guide. • Ensure opportunities are provided for student to demonstrate range of performance on adjusted marking guide
Student with disability	Accessibility to physical and movement activities	Yes	<ul style="list-style-type: none"> • A ball used, court size, player numbers and/or rules



Differentiated teaching and learning

Who?	All students
Why?	Every student engaged and learning successfully
What?	Identify and respond to diverse learning needs
How?	<p>Plan to remove barriers from the outset or during delivery by responding to community, whole school, cohort, class, group and individual needs, in a way that supports every student to:</p> <ul style="list-style-type: none">- engage in learning;- demonstrate what they know and can do; and- access their learning environment.





HPE

- 2 strands

Personal, Social and Community Health

Movement and Physical Activity





Achievement Standard (Yr 5 & 6)

Movement and Physical Activity Strand

Students **demonstrate** fair play and skills to work collaboratively.

They **perform** specialised movement skills and sequences and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges.

They **apply** the elements of movement when composing and performing movement sequences.





Glossary of Terms

Health and Physical Education



Understand how Health and Physical Education works



Glossary

Glossary

[Read More >>](#)



Verbs

- Demonstrate

demonstrate

To show by example, give a practical exhibition or explanation.

- Apply

apply

To use in a particular situation.

- Perform

perform

To execute a movement or movement sequence such as a volleyball set, folk dance, ball skills or teamwork skills.



Practical ideas

Demonstrate

Example - a student is able to give an explanation about how to play netball.

Apply

Example – can be applied to another sport or activity that the student is able to engage in.

Perform

Example – engage in basketball but all students are in wheelchairs.



Case Study – Percy

- Year 2 student
- Mainstream primary school
- Physical Impairment –
Cerebral Palsy, spastic quadriplegia
- Support requested to review Percy's swimming program and participation in swimming lessons in PE



PT Assessment

- Discussion with PE Teacher & Teacher Aide
- Observations during PE lesson
 - use of swimming checklist
 - photos/videos taken

SWIMMING CHECKLIST



Name: _____

Date: _____

Entry / Exit:

- Safe entry/exit
 Safety jump
 Climbs/slides in from edge
 Dives in safely

• Observations: _____

Forward recovery:

- Assistance
 In shallow water
 In deep water

Floating on back:

- Legs and arms out
 Legs/arms by sides

Length of time floating: _____ seconds

Breath control:

- Puts mouth under water
 Blows egg across water
 Blows bubbles in water
 Blows bubbles underwater
 Takes breaths when swimming

Rolling over:

- Assistance
 One way only
 Independent

Going underwater to pick swim ring up:

- Egg step
 Puts head under
 Ducks down
 Swims down in shallow water
 Swims down in deep water

Swimming underwater:

- Pushes off step/wall and glides
 Pushes off step and kicks
 Swims under and comes up in shallow water
 Swims in deep water

Kicking on tummy:

- Hip/jog, noodle / kickboard
 Dog paddle
 Freestyle

• Distance: _____

• Observations: _____

Kicking on back:

- Hip/jog, noodle / kickboard
 Independent
 Backstroke

• Distance: _____

• Observations: _____

PT Assessment

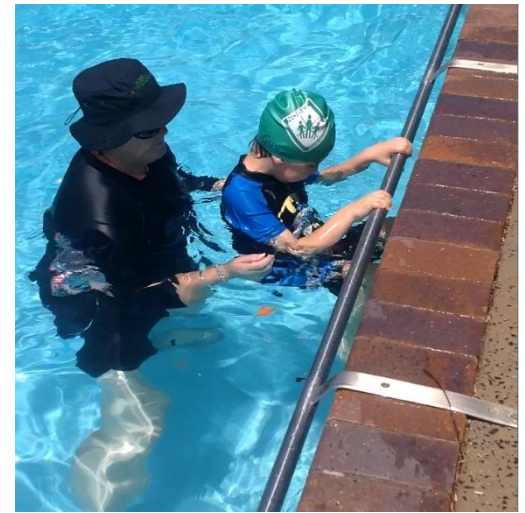
Entry/exit



Forward recovery



Moving around pool



Kicking on tummy



Floating on back



Breath control



Collaboration




- Discussion with student about swimming activities
- Swimming program provided by PT
- Meeting with SET, AVT-PI & PT
 - Review of year 2 curriculum (assessment & reporting)

Department of Education and Training

Physiotherapy Services

LEARN TO MOVE • MOVE TO LEARN

Swimming Program, Term 1 2018: Percy

GOALS FOR PERCY'S SWIMMING PROGRAM	
<ul style="list-style-type: none"> • Safely enter and exit the pool with assistance • Improve water confidence and his independence in the water • Be able to float and kick on his back/stomach with support • Improve breath control – be able to put head in the water and hold breath, be able to blow bubbles 	
THINGS TO NOTE	
<ul style="list-style-type: none"> • Most of these activities are the same/similar to what his peers are doing, with just a few adjustments. • Complete as many of the activities as the times allows. • Encourage Percy to be as independent as safely possible with the activities. • Percy can briefly kick his legs in an alternating pattern, but he mainly finds it easiest to kick both legs at the same time – so it is best to stick with what is most comfortable for him. 	
ACTIVITIES	
<p>Pool Entry</p> <ul style="list-style-type: none"> • Mat positioned by the edge of the pool. • Percy assisted to stand from his wheelchair and then be lowered to the mat. • Once the teacher aide is in the pool, Percy crawls to the edge. • Percy assisted to sit on the edge with feet in the water. • Percy assisted to slide safely into the pool. 	
<p>Monkey-Monkey Around the Edge of the Pool</p> <ul style="list-style-type: none"> • Start in the shallow end with Percy putting his feet on the bottom of the pool (naturally he legs will float up into a curled position as he starts moving). • Percy to independently move himself around the edge of the pool using the bar. • Staff member to closely supervise Percy and provide assistance as needed if he starts to slip. • Practice going to the left and to the right (note: Percy finds it easier going to the left). 	
<p>Kicking on Stomach</p> <ul style="list-style-type: none"> • With a kickboard – staff member to support Percy head to stay out of the water as he kicks across the pool. May also like to trial placing a noodle under Percy's hips/knees to help his legs stay afloat. • With a noodle, under Percy's arms – staff member to support Percy as he kick across the pool. • Practice 3-4 times of each and providing a rest break as needed. 	

Curriculum documents



Swim: Tadpole tales – Model response

- Task: Students demonstrate aquatic skills and strokes in a variety of movement sequences and situations. They *perform the recognised strokes of freestyle and backstroke* in continuous movement sequences that incorporate the elements of movement: body awareness, effort (flow) and space awareness.



Curriculum documents



Content descriptions

- Perform fundamental movement skills in a variety of movement sequences and situations (ACPMPO25)
- Discuss the body's reactions to participating in physical activities (ACPMPO25)
- Propose a range of alternatives and test their effectiveness when solving movement challenges (ACPMPO25)



Outcomes

- AVT-PI & SET adjusted assessment task
- SET discussed with PE teacher
- AVT-PI/PT continued to advise & provided support as needed
- Student went from "Support Required" for Semester 1 to "Sound" achievement in Semester 2



Key takeaways



- Understand the role therapists and AVTs can play in supporting H/PE teachers to plan for students with diverse learning needs.
- Understand how the language of movement can be used to develop inclusive programs.
- Understand the Australian Curriculum glossary of movement terms.
- What will you take away from this presentation to inform practice/identify next steps when creating authentic inclusion in H/PE?





Links to Resources

- Link to Janice Aitkin
<https://janiceatkin.com/resources-2-2/primary-hpe/>
- <https://www.australiancurriculum.edu.au/resources/student-diversity/meeting-the-needs-of-students-with-a-disability/>
- https://www.sportaus.gov.au/sports_ability/using_tree





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