



{inclusion outreach}

1031 Lucas Avenue
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www.inclusionoutreach.ca

PE Levels of Participation

Students can participate in physical education activities at a variety of ways. The objectives are to promote inclusion and reinforce some of the student's skills. The level of participation may vary for different units and lessons. Active participation includes the expectation/attitude of inclusion in the group, using communication skills e.g., gestures, voice output, making choices, indicating if the student wants "more" of the activity, switch use, and fine or gross motor actions. While planning activities, involve classmates. They often have great ideas for how to meaningfully include their fellow classmates.



There are four distinct levels of participation along a continuum (*Kramer et al*):

1. Doing what everyone else is doing with or without adaptations
2. Fringe participation
3. Watching and waiting
4. Doing something different

Doing what everyone else is doing using whatever amount of support or adaptation required was associated with the greatest feelings of belonging, contribution, and inclusion.

Fringe participation occurred when youth could only participate in a small part of an activity. This led to less opportunities for authentic interaction but was still preferred over participating in activities alone or not at all. E.g. selecting the warm ups with a spinner, using a switch to turn the music on/off, giving a wave or sounding a horn to start for a race, participating in just the skills practice. focus on incorporating a specific skill such as choice making or switch use; etc

Respect

Competence

Inclusion

Presence

Choice



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Youth reported feelings of frustration and exclusion when required to wait or watch others for example Cheering or watching the game without taking an active role.

Doing something different resulted in the strongest feelings of exclusion. The student focuses on his/her own skills, often in a different space. E.g. works on physio exercise program, ball skills on own etc. While this may improve individual motor skills, it is not fostering inclusion.

Strategies:

- **Equipment:** Change the equipment used. E.g. everyone uses scooter boards or is blind folded; larger/lighter equipment is used such as nerf balls; partially deflated balls or balloons are used to slow down the speed; a netted ball is used for throwing; a bowling ramp is used; bright coloured pinnies assist students with visual impairments; etc.
- **Rules:** Change the rules of the game. E.g. additional strikes, throws, etc. are allowed; change the scoring system such as first base = home run; participate in partners; increase or decrease the number of players to on the teams;
- **Distances:** Change the distance involved; serve a volleyball closer to the net; modify boundary lines with bright orange pylons for increased visibility; lower nets; move closer to the target; etc.
- **Complexity:** Simplify the objective in the game or activity. E.g. in a basketball game, the student's job is to move with or follow one student with a matching pinny.

References:

"Moving To Inclusion" series from the Ministry Of Health. For more information, write to CIRA/CAHPER, 1600 James Naismith Drive, Gloucester, Ontario K1B 5N4. Tel: 613-748-5639

Kramer JM, Olsen S, Mermelstein M, Balcells A, Liljenquist K. Youth with disabilities' perspectives of the environment and participation: a qualitative meta-synthesis. *Child Care Health Dev.* 2012 Nov;38(6):763-77. doi: 10.1111/j.1365-2214.2012.01365.x. Epub 2012 Feb 28. PMID: 22372695.

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