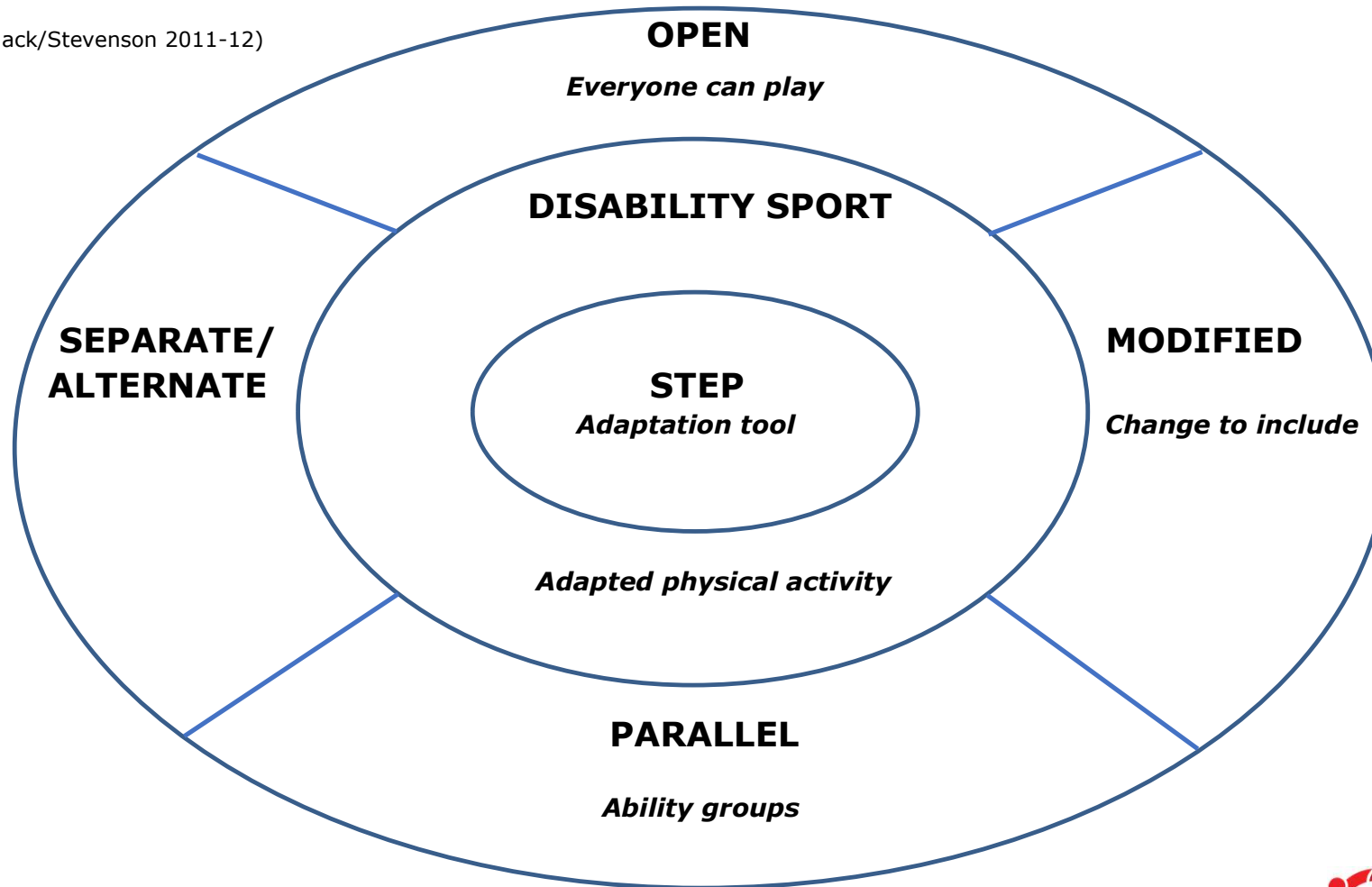


THE INCLUSION SPECTRUM FRAMEWORK

Incorporating the STEP adaptation tool

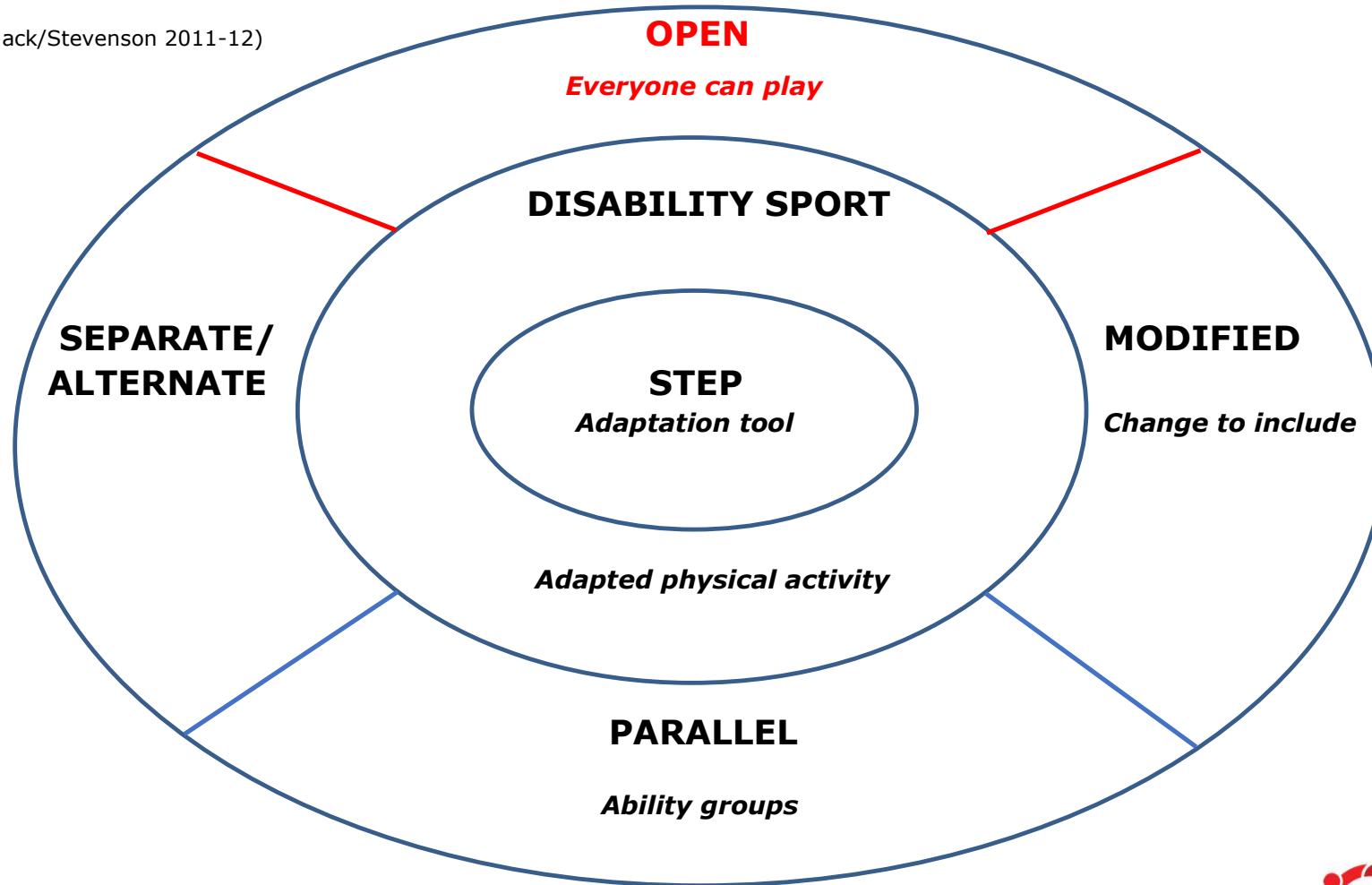
Inclusion Spectrum

(Black/Stevenson 2011-12)



Inclusion Spectrum

(Black/Stevenson 2011-12)



OPEN

everyone can play

- Everyone does the same activity with minimal or no adaptations to the environment or equipment; for example:
- Music or rhythm-based warm-ups



OPEN

everyone can play

- Everyone does the same activity with minimal or no adaptations to the environment or equipment; for example:
- Unstructured play



OPEN

everyone can play

- Everyone does the same activity with minimal or no adaptations to the environment or equipment; for example:
- Cooperative games



OPEN

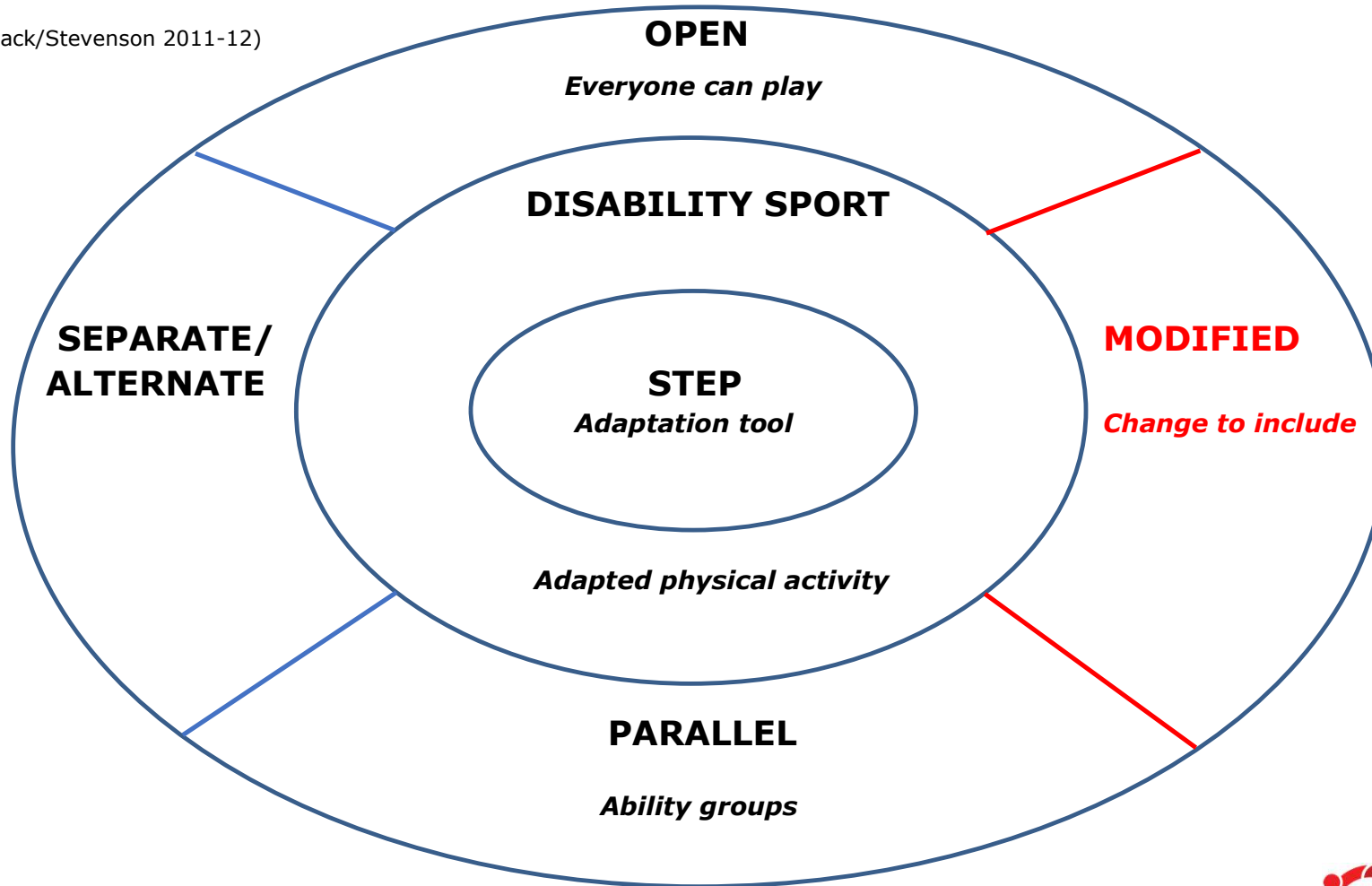
everyone can play

- Everyone does the same activity with minimal or no adaptations to the environment or equipment; for example:
- Collecting and gathering games



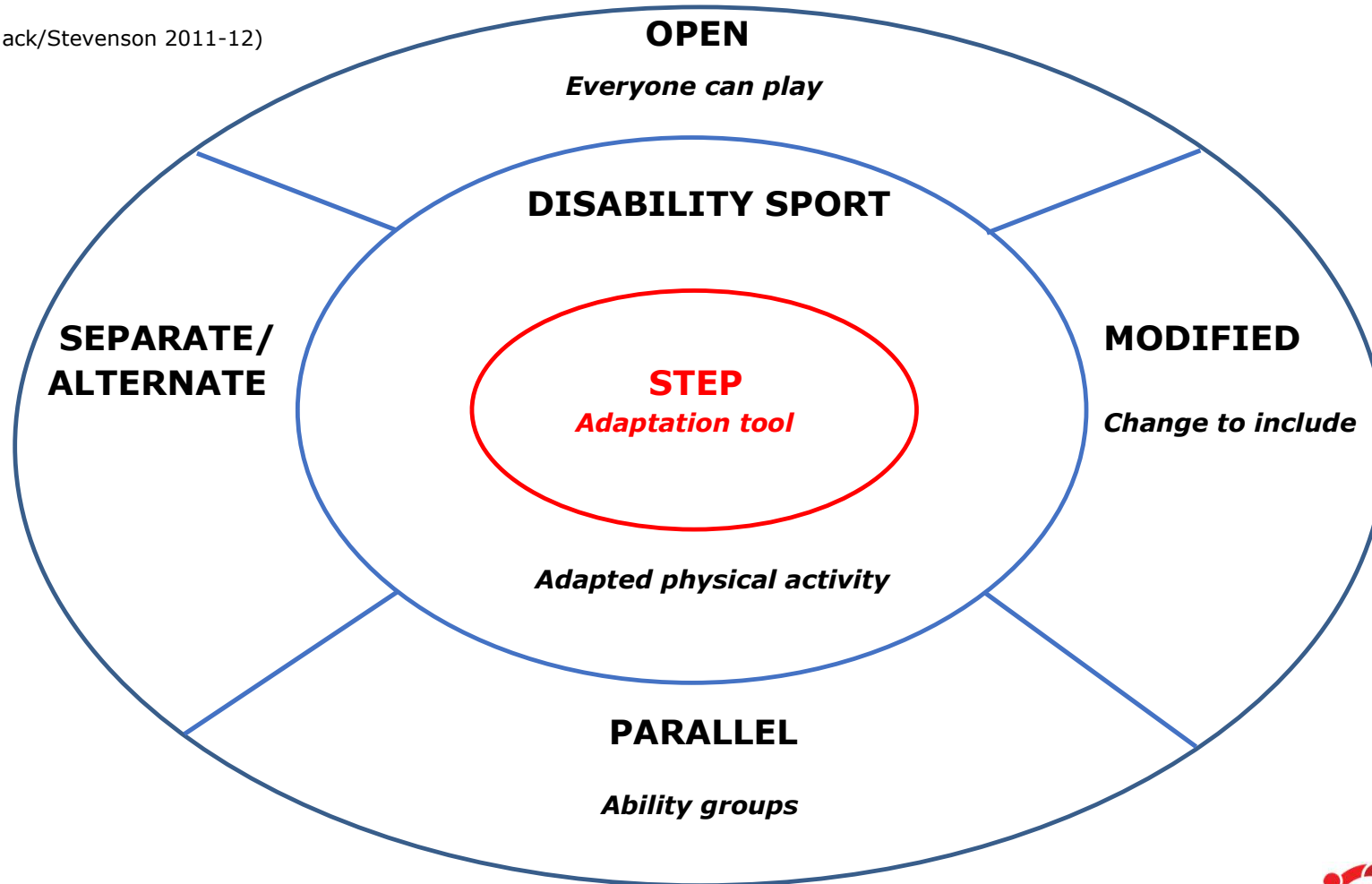
Inclusion Spectrum

(Black/Stevenson 2011-12)



Inclusion Spectrum

(Black/Stevenson 2011-12)



STEP adaptation tool

- **Space**
- **Task**
- **Equipment**
- **People**



STEP adaptation tool

■ **Space**

■ **Task**

■ **Equipment**

■ **People**

- Increase or decrease the size of the playing area:
 - a smaller space encourages more interaction
 - a bigger space promotes increased mobility.

STEP adaptation tool

■ Space

■ Task

■ Equipment

■ People

- In target activities, vary the distance to the target. For example, in basketball, football, golf, rugby, boccia & similar:
 - if a shot is successful, move further away from the target; if the target is missed, move closer.

STEP adaptation tool

■ Space

■ Task

■ Equipment

■ People

- Modify the playing space, for example:
 - create ability-based zones as part of the whole game;
 - include 'safe zones' where vulnerable players cannot be marked or tackled.

STEP adaptation tool

- Space

- Task

- Equipment

- People



STEP adaptation tool

- Space
- **Task**
- Equipment
- People



STEP adaptation tool

- Space
- **Task**
- Equipment
- People



STEP adaptation tool

■ Space

■ Task

■ Equipment

■ People

- Perform the task in different way, for example:
 - in **throwing**, try underarm, overarm, dart-type throw;
 - break the skill down into smaller components; so in **triple jump**, the hop, step and jump may be learned individually before combining into a partial or whole sequence.

STEP adaptation tool

■ Space

■ Task

■ Equipment

■ People

- Three main aspects here:
 - use regular equipment in a modified way;
 - adapt regular equipment for specific purposes on individuals;
 - specially adapted equipment

STEP adaptation tool

■ Space

■ Task

■ Equipment

■ People

- Use regular equipment in a modified way, for example:
 - change the size of a ball to make throwing and catching easier – or harder!
 - a large ball facilitates catching; a small ball is easier to throw.

STEP adaptation tool

- **Space**
 - **Task**
 - **Equipment**
 - **People**
- Adapt regular equipment for specific purposes or individuals



STEP adaptation tool

■ Space

■ Task

■ Equipment

■ People

- Specially adapted equipment, for example:
 - bell balls
 - foam javelins
 - mobility equipment
- Equipment made from available materials, for example:
 - newspapers, plastic water bottles, cardboard tubes

STEP adaptation tool

■ Space

■ Task

■ Equipment

■ People

- Adapt the way that players interact, for example:
 - match players of similar ability for practise, small-sided games or competition.
 - vary team numbers; teams do not always need to be of equal size!

STEP adaptation tool

■ Space

■ Task

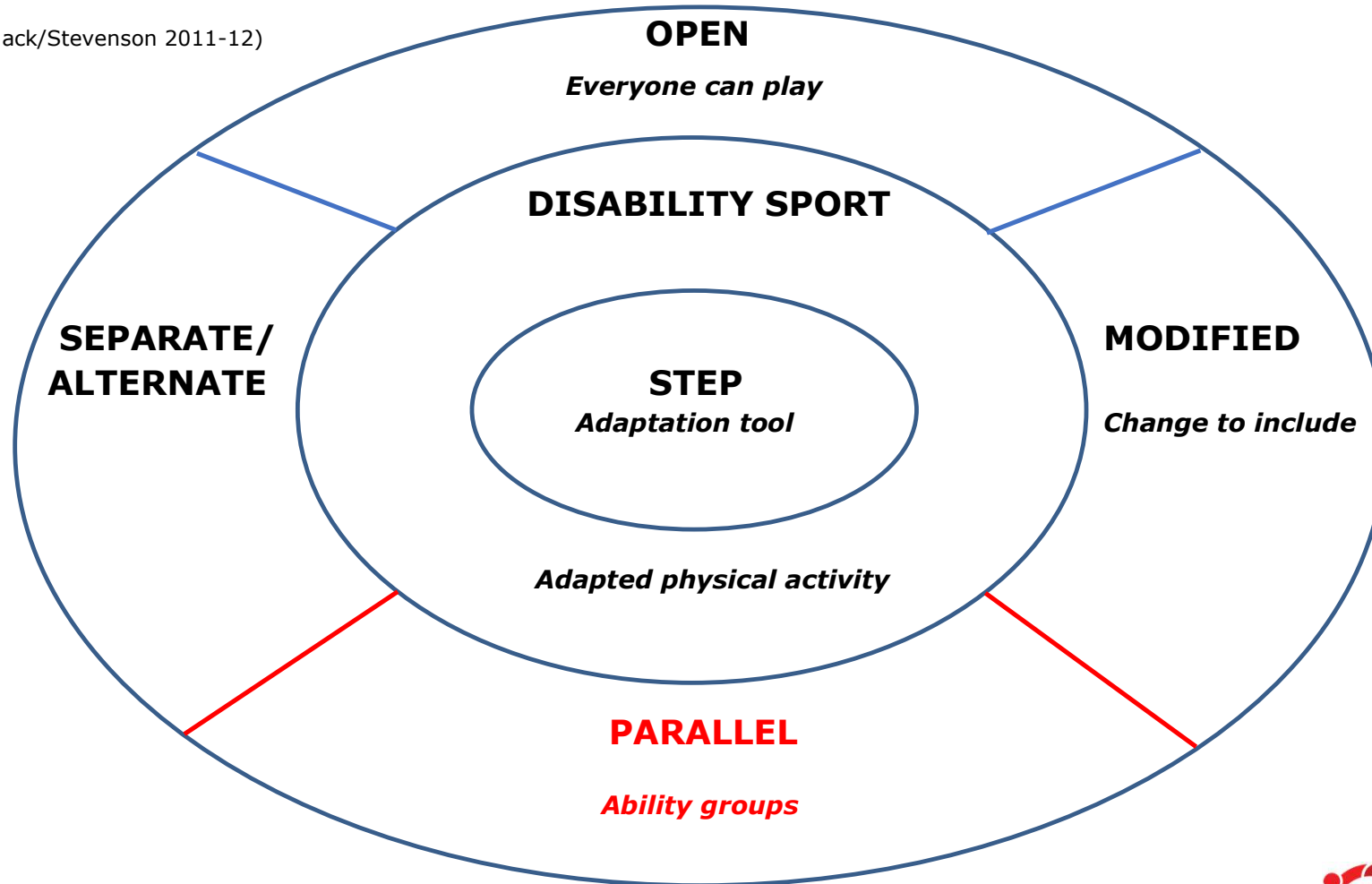
■ Equipment

■ People

- Some individuals may require one-to-one support, for example:
 - guidance and target orientation for young people who have vision impairments;
 - alternative or innovative methods of communication and explanation for some young people.

Inclusion Spectrum

(Black/Stevenson 2011-12)



Parallel Ability groups

- Players work on the same activity or theme, but do so in groups based upon their ability



Parallel Ability groups

- Players work on the same activity or theme, but do so in groups based upon their ability
- Sitting volleyball example



Parallel Ability groups

- Players work on the same activity or theme, but do so in groups based upon their ability
- Sitting volleyball example



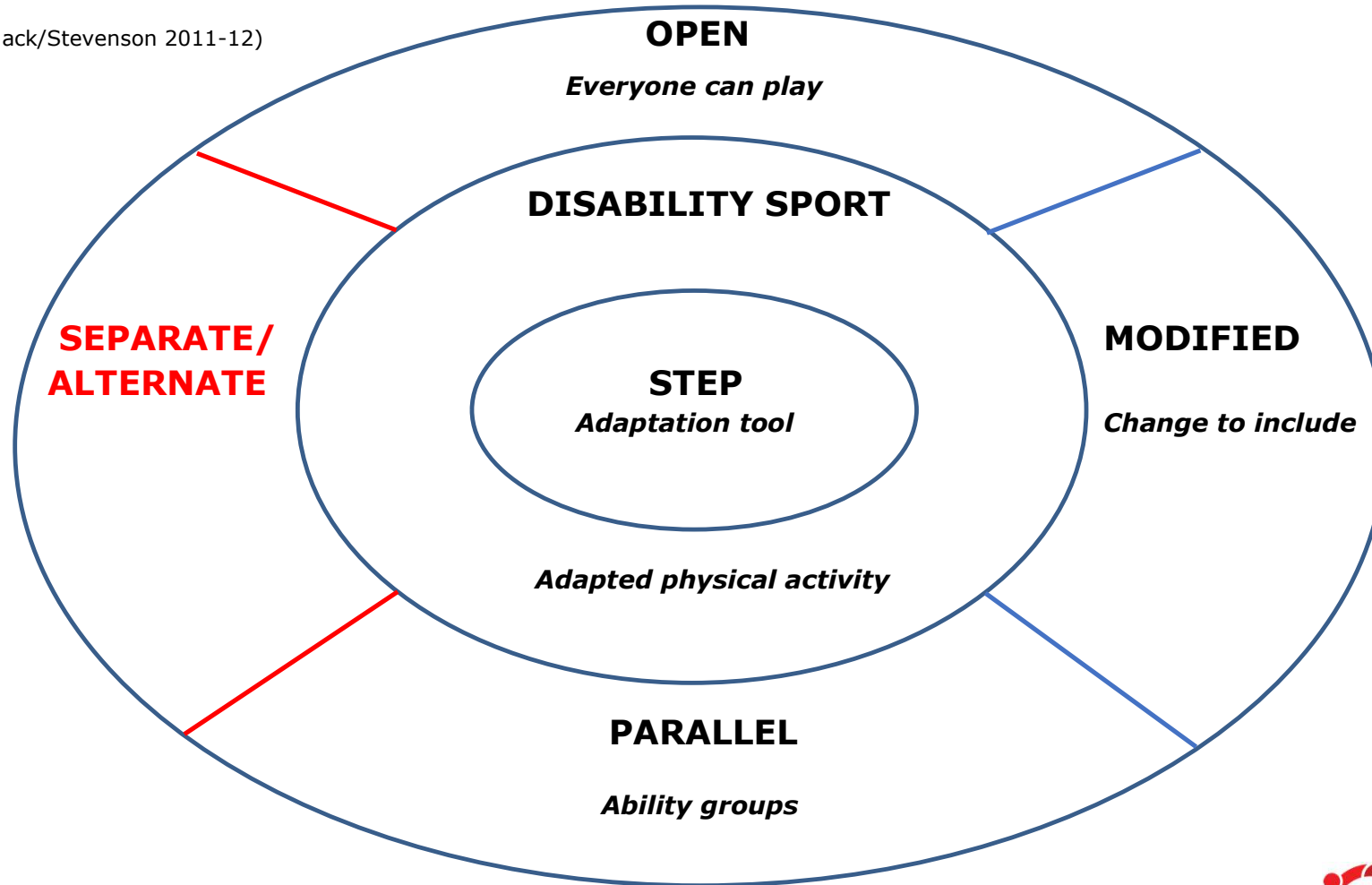
Parallel Ability groups

- Players work on the same activity or theme, but do so in groups based upon their ability
- Sitting volleyball example



Inclusion Spectrum

(Black/Stevenson 2011-12)

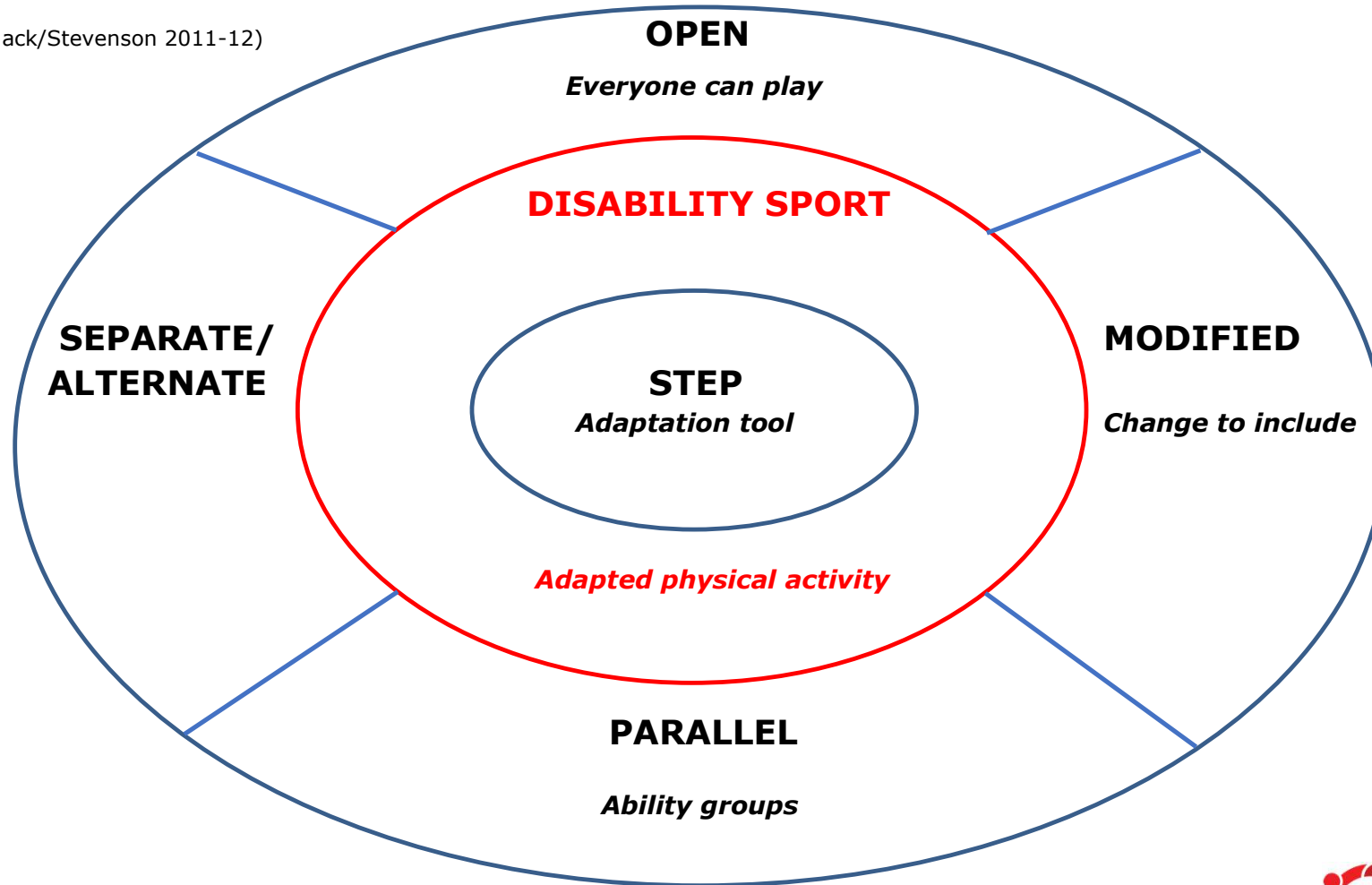


Separate / alternate

- This approach gives coaches the flexibility to enable young people to work individually or with peers of similar ability to:
- Giving them time to develop skill levels enabling them to be re-integrated into the main group
- Practising specific skills, for example preparation for competition.
- **NOTE! This should not be most of the time!**

Inclusion Spectrum

(Black/Stevenson 2011-12)



Disability sport adapted physical activity

- This represents 'reverse integration' where non-disabled players are included in disability sport or adapted physical activity with their disabled peers.
- Example: Special Olympics Unified Sports, wheelchair sports, boccia, goalball – and more!



Some links

www.theinclusionclub.com

<http://theinclusionclub.com/inclusive-lockdown-games/>

<http://theinclusionclub.com/lockdown-games-2/>

Some links

www.youthsporttrust.org

<https://www.youthsporttrust.org/inclusive-sports-programme>

Some links



<https://youtu.be/y99RoyFimww>

<https://youtu.be/CIq8J0tmZZA>