



Inclusive Physical Activity in Schools

Ontario Parasport Collective Summit
November 7th, 2023 | 11:00am – 12:00pm

Ophea's Vision

All children and youth value and enjoy the lifelong benefits of healthy, active living.

- Ophea is a not-for-profit organization, a Provincial Subject Association for Health and Physical Education (H&PE), and a registered provincial charity.
- Ophea provides essential tools, resources, supports, and professional learning necessary to teach students the fundamentals of healthy, active living. When delivered as part of a healthy school, our supports can further encourage students to value and enjoy the benefits of well-being for a lifetime.
- All of Ophea's supports are developed in partnership with sector and subject-matter leaders.

CLASSROOMS



SCHOOLS



REGIONS



THE PROVINCE



Ophea's work takes place on traditional Indigenous territories all across Ontario.

We are grateful for the opportunity to meet and work on these territories and recognize the enduring presence of Indigenous Peoples on this land.

1. Introductions
2. Presentation Overview
3. The Education Landscape
4. Disability-Centred Movement: Supporting Inclusive Physical Education
5. Connecting the Dots: Building Educator & Community Organization Capacity
6. What's Next
7. Question Period

Over the past 2 years, Ophea and the OPC have been working together to support inclusive physical education and physical literacy programming for children and youth across Ontario.

This work has resulted in numerous resources for educators and community activity providers:

- Disability-Centred Movement resource
- Disability at the Forefront: Q&A Power Panel Live Webinar
- Disability-Centred Movement: Supporting Inclusive Physical Education e-Learning Module
- Disability-Centred Movement In-Person and Virtual Workshops and Learning Labs
- Physical Education Activities
- Working with Schools 101 Mini-Series

Presentation Focus & Objectives:

- Discuss the Education Landscape over recent years as it relates to inclusive and accessible Physical & Health Education
- Contextualize the work Ophea is doing in collaboration with the OPC
- Share the resources that have been developed over the past 2 years (how we developed them, what they are, how to use them, where to find them)
- Share high-level outcomes/the impact of this work on Ontario educators
- Outline what work is currently underway and what's to come

Ophea 2010-2020

- Ophea's *Steps to Inclusion* resource, 2010
- Increase in request for support for professional learning when teaching students with disabilities.
- Gaps:
 - Resources for educators and physical activity providers when designing a physical education and activity program.
 - Knowledge and understanding with Individual Education Plans in the curricular setting in physical education.
 - Collaboration with parents/caregivers, educators, health professionals when supporting students with disabilities.
 - Making personalized physical education programs with individualized accommodations and modifications
 - Program planning using a Universal Design approach

Needs Assessment, 2020

- A 2020 needs assessment conducted by Ophea found that teachers, especially generalist elementary teachers without a background in Health and Physical Education, may face significant challenges in delivering inclusive Physical Education programming
- Teachers expressed difficulty in applying an inclusive and accessible lens to their Physical Education teaching, both from the perspective of universal design and from the perspective of meeting individual student needs
- Based on a preliminary environmental scan, there were very few teaching supports available specific to inclusive Physical Education

Project 1: November 2021 – April 2022

**Disability-Centred Movement:
Supporting Inclusive Physical Education**

- *Disability-Centred Movement: Supporting Inclusive Physical Education* launched in October of 2022
 - Is a free online resource available to support educators in designing a physical education program for students with disabilities, and approaches for physical activity providers to engage students with disabilities in enriching experiences to develop their physical skills.
- Overview of Content:
 - "Where to Start"
 - Understanding the Individualized Education Plan Process
 - Program Planning in Various Settings
 - Program Planning Outside of the Classroom
 - Glossary

**Tour of Ophea's
*Disability-Centred Movement:
Supporting Inclusive Physical Activity*
resource**

Section 1: Where do I Start?

This section provides educators with:

- Information on different types of disabilities with examples of strengths and needs pertaining to physical activity and movement.
- Accommodation ideas and examples for each disability grouping to support educators and students through instruction and assessment as well as environmental strategies to determine and meet curriculum expectations and individual learning goals.
- Suggested community partners and supporting organizations to help connect educators with partners with expertise on each disability grouping.

Where do I Start?

Disability Groupings: Descriptions, Examples & Accommodations

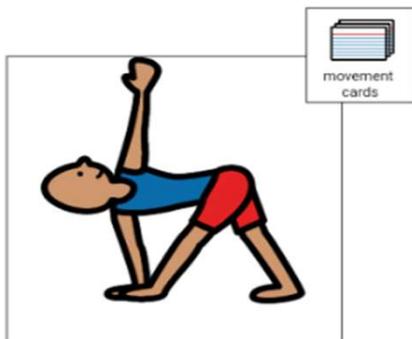
The content of the *Disability Groupings: Descriptions, Examples & Accommodations* section has been developed in collaboration with subject matter experts with professional and/or lived experience with the disability groupings identified. Numerous organizations and individuals have contributed to the content of this section, including: Ontario Parasport Collective, Dwarf Athletic Association of Canada, Little People of Ontario, Special Olympics Ontario, Ontario Association of the Deaf, Autism Ontario, PowerHockey Canada, PowerHockey Toronto, and York Region District School Board.

- [Students Ambulating Independently or with an Assistive Device](#)
- [Students who are Wheelchair Users](#)
- [Students who are Blind or Low Vision](#)
- [Students with Cognitive Disabilities \(Memory, Processing Speed, Attention, Focus, Impulsivity\)](#)
- [Students with Communication Disabilities](#)
- [Students with Sensory Processing/Integration Disabilities](#)
- [Students with Motor Coordination Disabilities](#)

Instructional Accommodations

- Provide instruction with visuals.
- Use of individualized schedule boards.
- Use of behaviour management tools (e.g., token system) designed to reward positive behaviour by allowing access to a preferred activity or item.

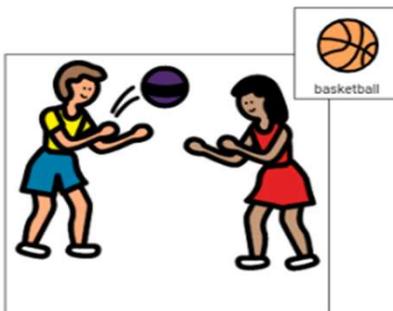
Movement with a Partner



Choose a movement card.

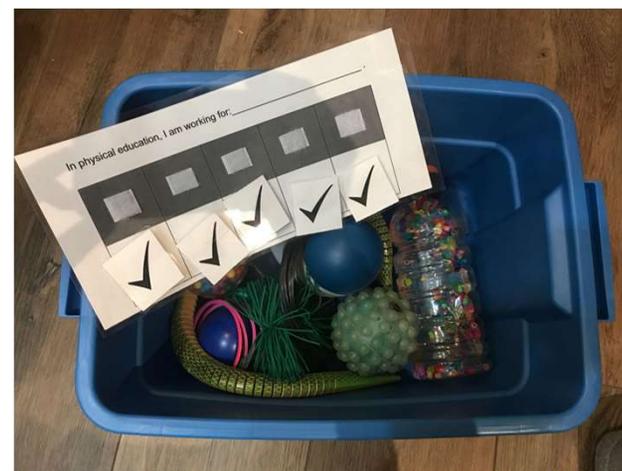
Copy your partner. Repeat 5 times.

Throwing with a Partner



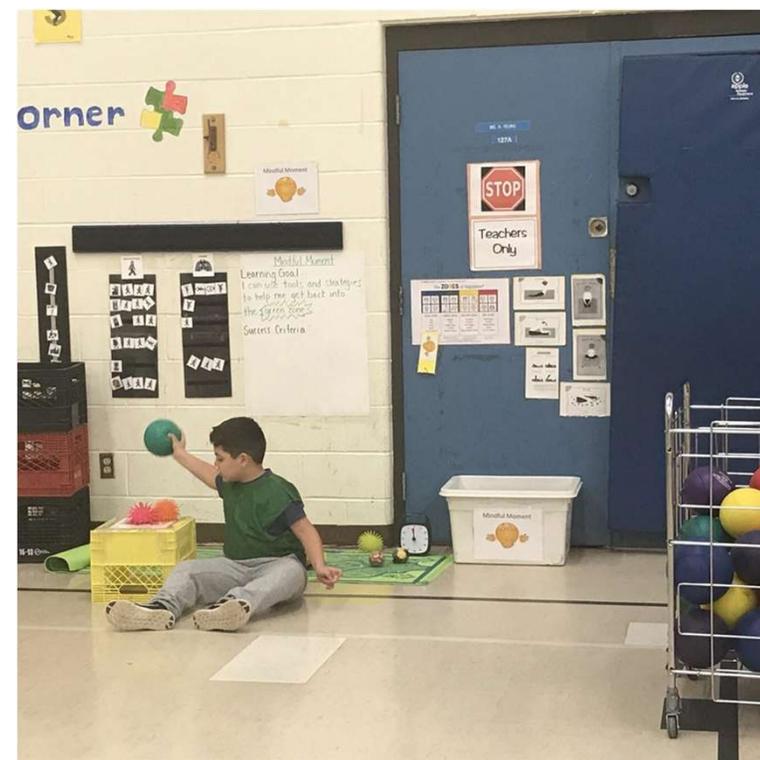
Stand 5 feet away from your partner.

Throw the ball to your partner 5 times.



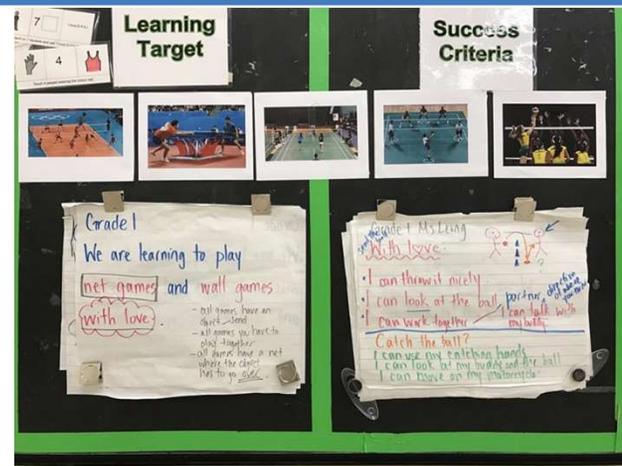
Environmental Accommodations

- Provide visuals in the learning space to enhance understanding of instructions and create a flow.
- Provide flexible seating and/or standing.
- Ensure the playing area is physically accessible.



Assessment Accommodations

- Provide multiple opportunities for the student to demonstrate the skill in different ways.
- Involve the student in the assessment process, giving them a voice to share how they would like to demonstrate their learning of the skills.
- Share with the student the learning goals and co-create the success criteria.



Section 2: Understanding the Individual Education Plan in Physical Education

This section provides educators support with:

- navigating the IEP process and contextualizing it to planning, instruction, and assessment in Health & Physical Education;
- determining if the student requires Accommodations, Modifications, and/or Alternative Programming, and;
- collaborating with parents/caregivers, school and board staff (e.g., support staff), and other professionals who support the student.

Understanding the Individual Education Plan in Physical Education

Examples of Physical Education Program Expectations for the IEP

The following examples are meant to support educators in creating [IEP](#) expectations for the Physical Education [program page](#) with [accommodations](#), [modified expectations](#), and [alternative expectations](#). These elementary and secondary subject/strand-specific examples provide educators with general ideas for how to adjust curriculum expectations to meet a student's learning profile and are not meant to be exhaustive. While all examples provide educators with diverse accommodation and modification ideas, please consult the examples that pertain to your specific educational setting (e.g., grade/division). Please refer to the IEP Implementation Framework (Figure 1) to appropriately program for your student's unique strengths and needs.

The Examples of Physical Education Program Expectations for the IEP are also illustrated in a printable PDF [chart format](#).

Example 1: Grade 1



Example 2: Grade 5



Example 3: Grade 8



Example 4: Grade 10



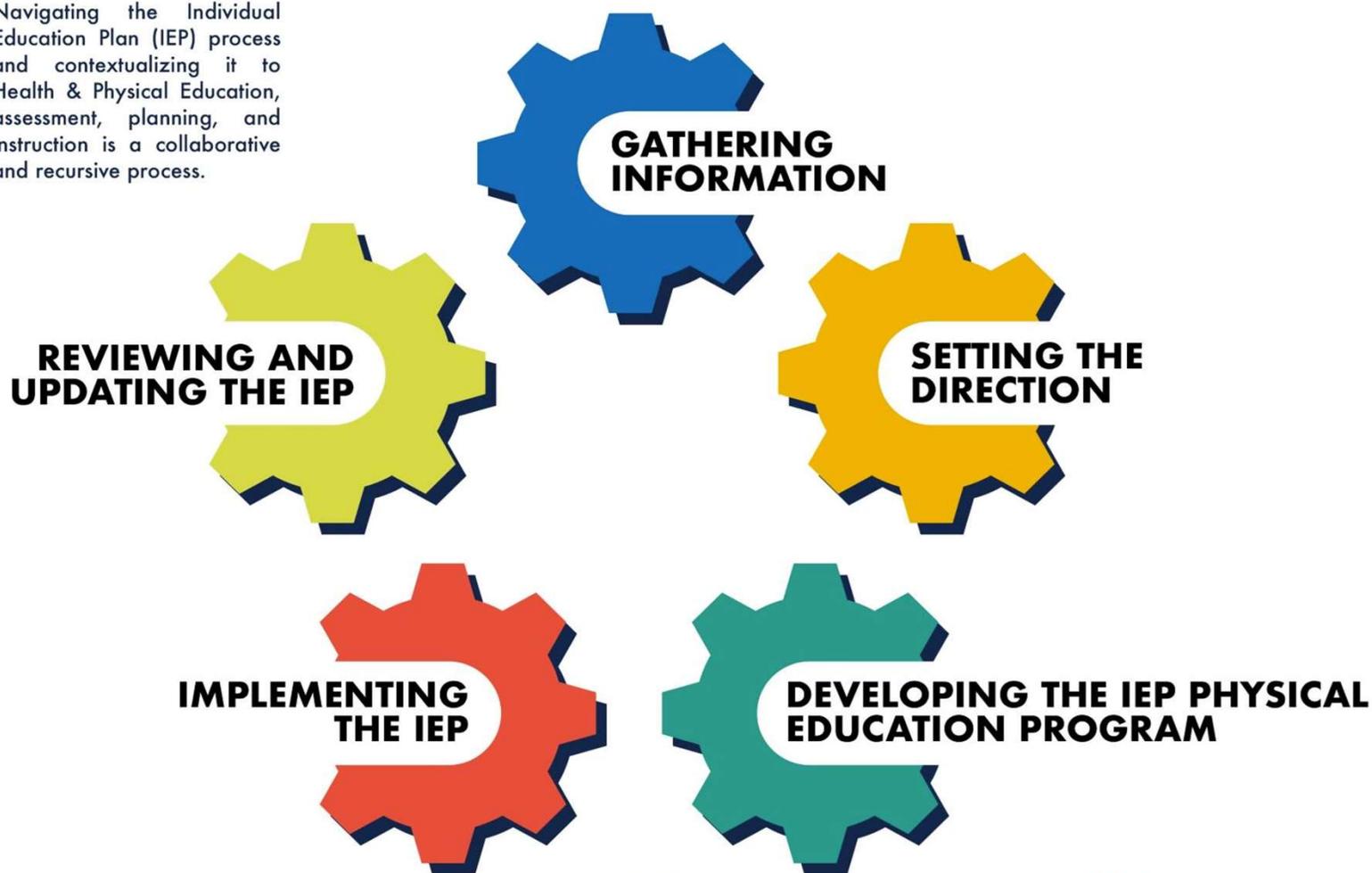
Example 5: Grade 12



Components of the IEP Process:

IEP IMPLEMENTATION FRAMEWORK

Navigating the Individual Education Plan (IEP) process and contextualizing it to Health & Physical Education, assessment, planning, and instruction is a collaborative and recursive process.



Section 3: Physical Education Program Planning in Various Settings

This section provides educators support with:

- deepening their understanding of the three settings in which Physical Education can occur: Self-Contained, Integration, Reverse Integration;
- exploring the benefits of each setting to promote quality Physical Education;
- using the guiding questions for support with program planning, and;
- program planning through sample scenarios.

Disability-Centred Movement: Supporting Inclusive Physical Education

About

Glossary

Where Do I Start? ▾

Understanding the Individual Education Plan in Physical Education ▾

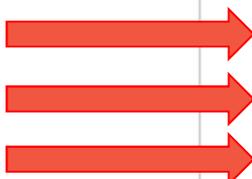
Physical Education Program Planning in Various Settings ▲

Self-Contained

Integration

Reverse Integration

Physical Activity Programming Outside of the Classroom & in Community Settings ▾



Self-Contained Setting

What is a Self-Contained Setting?

Students with disabilities who share the same and/or similar academic requirements learn in a Physical Education setting segregated from the mainstream Physical Education setting.

A Self-Contained Setting may be Best if...

- Students are more successful in a small group environment that offers more personalized supports (e.g., [educational assistant](#), direct teaching).
- Students are currently learning in a self-contained setting in other subjects and require the consistency of a personalized program in Physical Education and/or in an activity.

Benefits

- Emphasis on student-specific learning expectations are the priority and can be worked on in a small teacher-to-student ratio.
- Students are able to work in a setting that is familiar and comfortable for them without the distraction of other students.

Questions for Program Planning

- Are activities adapted and reflective of the students' diverse backgrounds and aligned with their [Individual Education Program \(IEP\)](#) learning expectations? For more information, reference the [Understanding the Individual Education Plan in Physical Education](#) section of this resource.
- How might collaborating with other staff and student services to learn about additional interventions further support your curriculum learning expectations and delivery? (e.g., suggestions from a student's special education resource teacher, educational assistant, [physiotherapist/occupational therapist](#))
- What changes to the social and physical environment may be needed to enhance the student experience? (e.g., addressing existing physical barriers; being aware if students are hesitant to participate in an activity and allowing them a choice of how they would like to participate in the activity, for example determining what role might they play in a game)

Scenario 1: Elementary Classroom ▾

Scenario 2: Secondary Classroom ▾

Self-Contained

Copy the balance while holding or balancing the object.

		
---	---	---

Travel on the pods and try not to touch the floor.

		
---	---	---

Find different ways to balance on the equipment without falling down.

			
---	---	---	---

Jump through the ladder and try the following pattern:

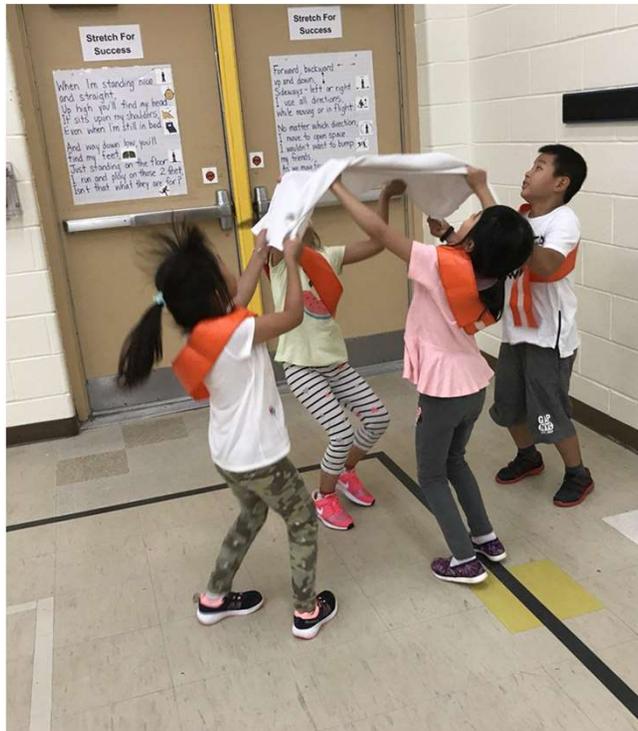
		
---	---	---

Travel through space and draw shape with ribbon.

	
---	---



Integrated Setting



127A
Community Corner

Ms. Naidu & Ms. Seckington

If my buddy...	I can...
Does not understand the activity... ?	I can use nice words with a nice voice to explain it in a different way.
Talks or communicates in a different way than me...	I can ask a friend or teacher for help. I can talk with my hands. I can use a device/pictures.
Cannot do the activity... ?	I can create a plan. I can use different equipment.

Ms. Safdari & Ms. Seckington

If my buddy/group...	I can...
If my buddy runs away...	I can use my words, I can follow my buddy, and I can hold their hand. <i>tell my buddy how I feel</i>
If my buddy does not know what to do... ?	I can tell them <u>how</u> to do the activity, I can show them how to do it.
If my buddy is not listening...	I can talk with my buddy and take turns with a solution.

Reverse Integrated Setting



Section 4: Physical Activity Opportunities Outside of the Classroom & in Community Settings

Examples of Physical Activity Approaches

The following examples are meant to support opportunities for students with disabilities to engage in meaningful physical activity experiences outside of the classroom environment, and support community partners with creating personalized goals for participants with disabilities in a [self-contained](#) and [integrated](#) environment. These examples are meant to provide facilitators with general ideas for how to adjust physical activity goals to meet participants' unique strengths/needs and are not meant to be exhaustive. Please refer to the [Where Do I Start?](#) section of this resource to identify the specific needs of your participants.

The Examples of Physical Activity Approaches are also illustrated in a printable PDF [chart format](#).

Physical Activity Environment: Self-Contained Setting

Note that the [accommodation](#) ideas provide sample accommodations to guide organizations in designing accommodations appropriate for their participants. Accommodations should always be designed with individual participant-specific needs, strengths, and abilities in mind. The Physical Activity Approaches outlined in this section are suggested examples of how to deliver the physical activity program using modified goals and are subject to change depending on the participant's specific needs, strengths, and abilities in a group setting.

Example Scenario: Community Setting



Physical Activity Environment: Integration Setting

Note that the [accommodation](#) ideas provide sample accommodations to guide organizations in designing accommodations appropriate for their participants. Accommodations should always be designed with individual participant-specific needs, strengths, and abilities in mind. The Physical Activity Approaches outlined in this section are suggested examples of how to deliver the physical activity program using modified goals and are subject to change depending on the participant's specific needs, strengths, and abilities in a group setting.

Example Scenario: Intramurals



Example Scenario: Community Setting



- Disability at the Forefront: Q&A Power Panel Live Webinar



MEET THE PANELISTS


Jennifer Kil
Secondary,
Health & Physical
Education Teacher


Aneka Porter
Child & Youth
Worker


Laura Seckington
Elementary,
Special Education
Resource Teacher


Jake Wttewaall
Youth Advocate

- Blog Recap



 Log in EN FR

[About Us](#) [Donate](#) [Positions](#) [Safety Standards](#) 

[Planning](#) [Resources](#) [Tools and Templates](#) [Programs](#) [Professional Learning](#)

[Home](#) > [Disability at the Forefront: Q&A Power Panel Webinar Recap](#)

Disability at the Forefront: Q&A Power Panel Webinar Recap

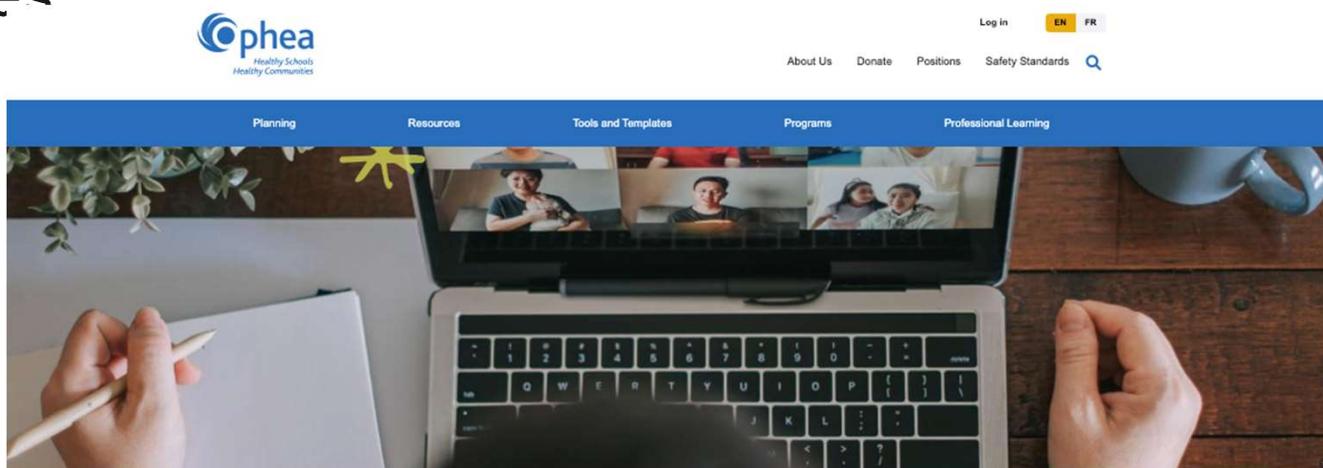
Tue, 11/08/2022 - 00:00

On October 18, 2022, Ophea hosted a panel discussion webinar to address some of the common themes educators face when teaching students with disabilities. Ophea's new resource [Disability-Centred Movement: Supporting Inclusive Physical Education](#) was launching just a few days later, and the webinar served as a timely opportunity to start the conversation about disability with a fellow panel of unique contributors. With an open Q&A panel discussion moderated by Ophea's Health and Physical Education Curriculum Consultant, Andrea Haefele, the participants who joined were able to ask their own questions as the panelists presented their views and knowledge of disability.

We would like to thank Ontario Parasport Collective and the Ontario Trillium Foundation for their partnership and support for the development of this resource and the delivery of this webinar. In addition, we thank the panelists for sharing their expertise and lived experience with our audience:



Designed to support educators in creating a meaningful, inclusive physical education program for students with disabilities to develop their physical literacy skills and to enrich their physical activity experiences



Home > Professional Learning > Disability-Centred Movement: Supporting Inclusive Physical Education e-Learning Module

Audience(s)

- Elementary Educator
- Secondary Educator
- Public Health
- Recreation

Topic(s)

- Physical Activity

Disability-Centred Movement: Supporting Inclusive Physical Education e-Learning Module

Note: Following the launch of the new ophea.net website in July 2022, users wishing to access Ophea's e-Learning modules will be required to [create a new account](#). [Learn more about our exciting updates](#).

This e-Learning module is designed to support educators in creating a meaningful, inclusive physical education program for students with disabilities to develop their physical literacy skills and to enrich their physical activity experiences.

By completing this e-Learning module, we hope that you will have the opportunity to:

- Increase your awareness of a variety of disabilities and accommodations that may be used to support students in developing their movement competence in various physical activity settings;
- Deepen your understanding of the three types of accommodations that may be needed for students with disabilities - Instructional, environmental and assessment;
- Explore examples of how each type of accommodation may be used to assist students in achieving their individual learning goals;

- Elementary and secondary educators
- Elementary and secondary support staff
- Physiotherapy and Occupational Therapy Departments
- Kinesiology undergraduate programs
- Faculty of education
- Community partnerships
- Provincial and National Conferences
- Learning Labs



Disability-Centred Movement resource

Between October 17th, 2022 and October 17th, 2023:

- 16,600 Views (English)
- 1,700 Views (French)

Disability at the Forefront: Q&A Power Panel Live Webinar

- 192 registrants
- 116 attendees

Disability-Centred Movement e-Learning Module

- 283 completions (EN) and 60 completions (FR) so far this school year (August 2023 – current)

100% of respondents agreed (“Strongly Agree” or “Agree”) that the resource includes content that will:

- increase educator confidence in planning and using accommodations and modifications within a physical education setting.
- increase knowledge and understanding, amongst most educators, of universal design.
- increase educator confidence in applying strategies, accommodations, and modifications to help meet students’ individualized needs.
- increase educator capacity and confidence in developing a Physical Education program page in the IEP.

In-Person and Virtual Workshops

Almost all participants indicated an increase in knowledge and understanding in the ideas and practices covered in the workshop:

- Knowledge of disabilities and understanding on where to start when supporting the facilitation of an effective physical education program
- Examining the Physical Education curriculum and learning how to co-create individualized physical education and/or physical activity plans, contextualizing them to their role within the school community
- Deepening their understanding of Physical Education and considerations for engaging students meaningfully in their learning

Project 2: February 2023 – November 2023

OPC Legacy Project:
Connecting the Dots

Background

- Since February, Ophea and the OPC have been working on another project, the *OPC Legacy Project*
- As the OPC sunsets in 2023, establishing direct pathways between school-based physical activity initiatives and community parasport is an important legacy of this collective work.
- Building upon the work Ophea and the OPC have done to date, the OPC legacy project will utilize H&PE as a pathway for creating inclusive physical activity environments where every student can participate and introduce parasport activities and community opportunities.

Goals & Objectives

- Among Ontario educators, increased awareness of opportunities for student participation in parasport activities inside and outside of H&PE
- Among OPC partners, increased understanding of the role of community sport leaders in the Ontario education system, and increased capacity to work with schools

Planning & Development

- Environmental scan of existing resources
 - i.e., activities specifically focused on inclusion and/or highlighting parasports and/or Special Olympic sports
- Parasport & Special Olympic sport research
- Draft concepts for both the activity cards and Working with Schools 101 mini-series
- Focus Groups held in July of 2023 to fine-tune the concepts
- Multiple rounds of review with educators and OPC members and subject-matter experts

Outputs:

1. Activity Cards

- Developed for educators to be used in a variety of settings including during Physical and Health Education class, or extracurricular activity such as intramurals
- Directly reference parasports and Special Olympic sports to increase awareness and knowledge among both educators and students

2. Working With Schools 101 Mini-Series

- Capacity-building tool for community sport organizations
- 3-episode "mini-series" with various panelists on connecting and working with schools

Activity Cards

- Designed using 2 approaches:
 1. Universal Design
 2. Teaching Games for Understanding
- Provide students with opportunities to acquire the skills and strategies needed to develop the competency to participate in a wide range of games and sports for people of every ability
- Enhance educator capacity to approach Health & Physical Education programming with every student in mind
- Model how to integrate curriculum-connected activities into lesson planning that highlights sports and activities for people of varying disabilities and abilities in action

Working With Schools 101 Mini-Series

Episode 1) Getting Started: Entry Points and Logistics

Episode 2) What's Working: Hearing from Organizations

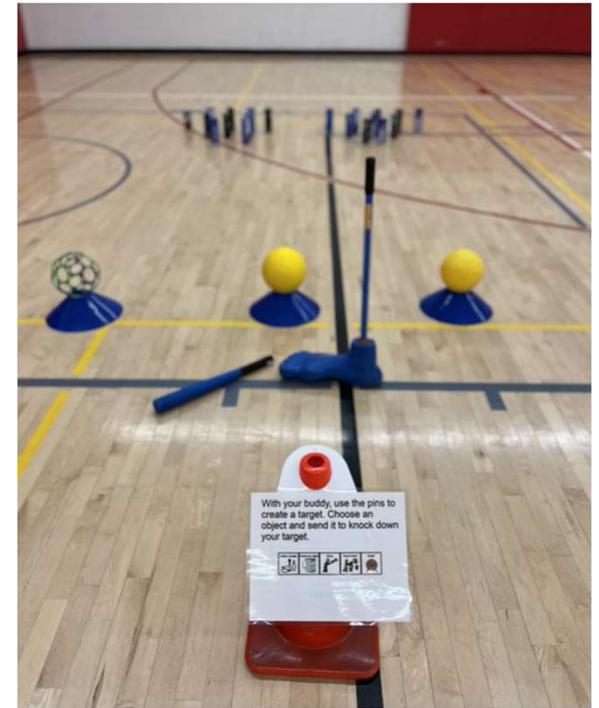
Episode 3) What's Needed: Hearing from Schools



Where & when will these new resources be available?

- Activity Cards:
 - Available on Ophea's website - Ophea.net
 - Launching at the end of November
- Working with Schools 101 Mini-Series
- Working with Schools 101 Mini-Series: On the ParaSport Ontario Resource Hub – parasportontario.ca

Workshops & Learning Labs



Participant Handout:

<https://bit.ly/OPCOphea>





For project information please contact:

Alex House

alexandra@ophea.org

416-426-7157

For more information on Ophea resources and services please visit:

Ophea.net

Sign up for our monthly e-newsletter eConnection today!

Ophea.net/econnection

Follow Ophea on social media at:

@OpheaCanada

