

Meaningful Inclusion in Physical Education: Special Olympics Unified Sports® Curriculum

Speaker:

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St. Bonaventure, NY

AAHPERD National Convention & Expo

Wednesday, 2 April 2014

3:15 PM-5:15 PM

Convention Center: 275

Special Olympics



Program Description



- Developed Special Olympics inclusive physical education curriculum , “**Unified Sports Physical Education**”
- Involves students with and without intellectual disabilities
Goals: build sports skills, form new friendships and even participate in local Special Olympics competitions

Workshop – provide participants **all the necessary resources** to take back to their schools.

- Include discussion on **community and university partnerships**
- Support for **Section 504** of the Rehabilitation Act through inclusive Special Olympics programming (**CEUs**)

US Department of Education Guidance Calls for Leveling the Playing Field for Students with Disabilities: **504 Rehabilitation Act**



- Provide students with disabilities an **equal opportunity to participate** in extracurricular activities
- **Reasonable modifications** for children with disabilities to participate in **existing** sports activities required
- **Provide aids and services** to enable students with disabilities
- Adjustments in existing programs can be reasonably accomplished **without** creating real **safety issues** for students
- If students with disabilities can't be accommodated within programs, schools should work within accommodations to **broaden opportunities** for students



3-2-1 Reflection



For **past, present and future**, identify at least –

- ▶ **3 Powerful ideas**, new or significant insights, or “ah-ha” moments you’ve experienced for a Collaborative Unified Program on your campus
- ▶ **2 Practical Ideas** you’ve learned, tried, or wish to investigate for considerations of a Collaborative Unified on your campus
- ▶ **1 Lingering Question** you’d like to explore with the participants in your group

Unified Sports®



SO Washington Unified Soccer League Kick-off Event

- Is dedicated to promoting **social inclusion** through **shared sports training and competition experiences**
- Joins people **with & without** intellectual disabilities on same team
- Was inspired by a simple principle: training together and playing together is a quick path to **friendship and understanding**
(<http://www.specialolympics.org/unified-sports.aspx>)
- Teams composed of people with **similar age and ability**
- Makes practices more **fun** and games more **challenging & exciting** for all (having sport in common one more way that preconceptions and false ideas are swept away)
(http://resources.specialolympics.org/Topics/Sports/Unified_Sports.aspx)

It's All About Unity Video

Research: UMass-Boston



Result: **Social Inclusion**

Students without disabilities involved in Project UNIFY:

- **18%** more likely to talk with a student with ID
- **Twice** as likely to:
 - Participate in extracurricular activities
 - Spend time outside of school together
 - Invite a person with ID to their house
- **Three times** as likely to invite student with ID out with friends



Personal impacts of Project UNIFY



During Project UNIFY, students without disabilities ...

- met new people and developed new relationships
- learned about people with disabilities
- had positive experiences
- had fun!

“You don’t know how to act sometimes at first, but the kids make you feel so comfortable, just having so much fun. ... You become so close with them on a personal level – you see them in the hallways and they’ll run up and say hi to you and get so excited, really happy, because you’re impacting their day, but they’re impacting your day so much more.”

~ Unified partner

Special Olympics Unified Sports Models



**Unified Sports
Competitive**

**Unified Sports
Player Development**

**Unified Sports
Recreation**

*Inclusive Unified Sports
Opportunities*



Spotlight: Raymond Kellis HS Glendale, Arizona



Unified Sports Physical Education Class





Unified Sports Physical Education Course



How does it work?



- School board approved physical education course
- Approximately equal number of students with and without intellectual disabilities (30-40 students)
- Co-taught (Special Educator + Physical Educator)
- Participate in Unified Sports competitions
- Student's apply to take the course
- Aligned with Common Core & State Standards
(sample from Michigan provided)



Prepare for a Meaningful Experience



- Pre-requisites (complete application; gather teacher recommendations; interview; complete medical & consent forms; watch video; sign code of conduct)
- Grades – 75% effort and attitude; 25% journal
- Unified letter requirements
- Dress code and code of conduct
- Roles of teammates
- Confidentiality
- Strategies for handling situations effectively





Unified Sports Physical Education Course



Key Characteristics:

- Provide inclusive student leadership opportunities ... being good teammates and being good leaders
- Deliver hands-on training for future educators
- Provide education on disability history, terminology, advocacy, inclusion
- Meet mandates identified in Section 504 of the Rehabilitation Act



Aligning Grade Level Content & Expectation with PE Core Standards

Sample Program from Michigan



| Project UNIFY Goals | Examples of The National Common Core Standard numbers in ELA that identify with Project Unify Goals | | | | | Examples of Michigan Grade Level Content Expectations with Project UNIFY in Physical Education Including Behavioral Expectations | | | | |
|---|---|-----|-----|-----|-----|--|--|--|--|----------------------------------|
| 1. Inclusive Sport & Skill Development | | | | | | | | | | |
| 1a. Unified Sports Unified sports are defined as any sport, individual or team, that can be played with a Special Olympics athlete and an athlete whom does not qualify for Special Olympics playing together at the same time. | N/A | N/A | N/A | N/A | N/A | B.6.FB.1 B.5.PS.1 B.5.PS.2 B.6.RP.1 B.6.SB.1 | B.6.ID.3 B.6.FE.1 M.1.MS.4 M.1.MS.5 M.1.NG.1 | M.1.NG.2 B.6.PS.2 M.1.TG.1 M.1.TG.2 M.1.IG.1 | M.1.IG.2 M.1.SG.1 M.1.OP.2 M.1.OP.3 M.1.OP.4 | M.1.OP.5 M.1.MS.6 M.1.RA.1 |
| 1b. Unified Sports Player Development Development of the Special Olympics athlete or the Unified partner in the sport they will be participating in. | N/A | N/A | N/A | N/A | N/A | B.6.FB.1 B.5.PS.1 B.5.PS.2 B.6.RP.1 B.6.SB.1 | B.6.ID.3 B.6.FE.1 M.1.MS.4 M.1.MS.5 M.1.NG.1 | M.1.NG.2 B.6.PS.2 M.1.TG.1 M.1.TG.2 M.1.IG.1 | M.1.IG.2 M.1.SG.1 M.1.OP.2 M.1.OP.3 M.1.OP.4 | M.1.OP.5 M.1.MS.6 M.1.RA.1 |
| 1c. Unified Sports Coaches training and/or education for school personnel. | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2. Inclusive Youth Leadership and Youth Activation | | | | | | | | | | |
| 2a. Youth as project leaders. (Pep Club, Honor society, student council) | | | | | | Standards for Speaking and Listening Grades 11-12 topics, texts and issues. All goals under this Standard. Text types and purposes, all goals under this standard. | B.6.FB.1 B.5.PS.1 B.5.PS.2 B.6.RP.1 | B.6.SB.1 B.6.ID.3 B.6.FE.1 | | |
| 2b. Partner Clubs One non-disabled youth and one youth with Intellectual disabilities pair together and participate in activities and events as equal partners. | | | | | | Standards for Speaking and Listening Grades 11-12 topics, texts and issues. All goals under this Standard. Text types and purposes, all goals under this standard. | B.6.FB.1 B.5.PS.1 B.5.PS.2 B.6.RP.1 | B.6.SB.1 B.6.ID.3 B.6.FE.1 | | |
| 2c. Youth Rally Student led rallies around the cause of acceptance and respect of all people. | | | | | | Standards for Speaking and Listening Grades 11-12 topics, texts and issues. All goals under this Standard. Text types and purposes, all goals under this standard. | B.6.FB.1 B.5.PS.1 B.5.PS.2 B.6.RP.1 | B.6.SB.1 B.6.ID.3 B.6.FE.1 | | |
| 3. School Community Awareness | | | | | | | | | | |
| 3a. Get Into It Curriculum Curriculum that celebrates the diverse gifts of every student no matter his or her ability. | | | | | | Standards for Speaking and Listening Grades 11-12 topics, texts and issues. All goals under this Standard. Text types and purposes, all goals under this standard. | B.6.FB.1 B.5.PS.1 B.5.PS.2 B.6.RP.1 | B.6.SB.1 B.6.ID.3 B.6.FE.1 | | |
| 3b. Respect Rallies | | | | | | Standards for Speaking and Listening Grades 11-12 topics, texts and issues. All goals under this Standard. Text types and purposes, all goals under this standard. | B.6.FB.1 B.5.PS.1 B.5.PS.2 B.6.RP.1 | B.6.SB.1 B.6.ID.3 B.6.FE.1 | | |
| 3c. School Wide awareness events Reading writing and speaking preparing a proposal | | | | | | Standards for Speaking and Listening Grades 11-12 topics, texts and issues. All goals under this Standard. Text types and purposes, all goals under this standard. | B.6.FB.1 B.5.PS.1 B.5.PS.2 B.6.RP.1 | B.6.SB.1 B.6.ID.3 B.6.FE.1 | | |

Objective 1 - *Past*



1. Participants will be able to explore the success/ challenges of **past programs** by identifying previous **Collaborative Inclusive Unified Programs** on our own campuses

Identify at least –

- ▶ **3 Powerful ideas**, new or significant insights, or “ah-ha” moments you’ve experienced in the **PAST** for a Collaborative Unified Program on your campus
- ▶ **2 Practical Ideas** you’ve learned, tried, or wished to investigate for considerations of a Collaborative Unified on your campus
- ▶ **1 Lingering Question** you’d like to explore with the participants in your group

Collaboration – Special Olympics New York & St. Bonaventure University



Partnership between St. Bonaventure and Special Olympics



- St. Bonaventure student-athletes and students **volunteered their time** with local school children, including SONY athletes, with basketball
- **Planned by students** in the “Leadership through Special Olympics: Serving, Learning and Leading” course
- Served as an **official Special Olympics competition**
- Students assigned **different responsibilities** for conducting this competition
- Local neighboring school districts formed teams for **Unified competition**
- Bona students and athletes served as **coaches and volunteers** for the teams
- Each team participated in **many events** throughout the day
- **Positive and unifying experience** for St. Bonaventure, Olean and Allegany community and Special Olympics



ST. BONAVENTURE
UNIVERSITY



Special
Olympics
New York

St. Bonaventure University – Special Olympics Programs



Special Olympics College Credit Course

- ▶ Coaching Course in the Physical Education Department
- ▶ Special Topics Course: Leadership through Special Olympics
- ▶ Senior Forum Course - Special Olympics - Event Management Project Open to all students on campus

Pre-Service PDS – Physical Education Field Block – Unit and Lesson Plan Development

SIFE (Student in Free Enterprise)

- ▶ Polar Plunge – \$10,000 Goal
- ▶ Train Students – on campus
 - Coaching certification
 - Volunteer certification
 - Event Management certification
 - Volleyball Coaches Clinic and training program on campus (coaching & service learning)
 - Bahamas Service Learning Trip
 - Train students on Campus: Track and Field Coaching certification
 - Conduct Special Olympics Track and Field Competition at Beacon School

Physical Education, Inclusion & Service Learning ... You can have it all with Inclusive Sports Programs



Program description

- St. Bonaventure University and Special Olympics co-present **new physical education-based sports program**
- Goal of Special Olympics school-based programs – give students of all ability levels the chance to use their Physical Education experiences to participate in year-round sports **at no charge**
- Your physical education classes and Special Olympics sports-related programs create **Service Learning opportunities**, enhance and promote inclusion and acceptance among all students

Program Objectives

1. Learn how to use a **school's current physical education curriculum** as a Special Olympics training program
2. Learn how to use **sports based service learning and character education** to better achieve inclusion and acceptance through out the school
3. Learn about a **Free Character Education Curriculum** that focuses on inclusion, acceptance, understanding, and service learning

Special Olympics Certification



Program Description

A certification program designed to allow participants the opportunity to offer Special Olympics training and competition within the school or community setting

Program Objectives

1. Receive a **history, overview and general orientation** of Special Olympics
2. Receive **sport-specific information** regarding training and competition rules for different sports
3. Receive information and have hands-on experiences in **teaching and coaching individuals with intellectual disabilities**
4. Become **eligible to train students with intellectual disabilities** and enroll them in Special Olympics events free of charge

Integrating Special Olympics Manuals into Lesson Plans



St. Bonaventure students in Field Block (Internship) used Special Olympics Football (Soccer) Coaches Guides to integrate skill work into their lesson plans



Skills Assessment



[Here](#) is one example of a lesson plan that incorporated skill assessment right from the Football (Soccer) Coaches Guide

Adapted from Individual Skills competition, Football Coaches Manual (*p 12-14*)

<http://media.specialolympics.org/soi/files/sports/Football/ecbctnqr/football.pdf>



Written Assessments



Written Assessments

SOCCER PICTURE-WORD MATCH

Directions: Put the number of each word in the circle next to the picture it matches.

- Soccer Ball
- Goalie
- Passing
- Offense
- Defense
- Dribbling
- Soccer Field
- Goal
- Shooting
- Trapping

SOCCER WORD SEARCH

NAME: _____ CLASS: _____

Directions: Find the following soccer terms in the grid of letters. The words will be written in various directions: forward, backward, diagonal, up, or down. When the word is located, circle the letters in the grid then cross out the word from the list. **GOOD LUCK!**

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| D | V | S | O | C | C | E | R | T | O | X |
| R | S | K | M | Y | B | S | B | H | Z | K |
| I | E | R | C | F | G | N | Q | P | C | A |
| B | A | L | L | U | Z | E | K | A | K | R |
| B | O | X | J | L | I | F | B | S | E | F |
| L | T | S | N | L | G | F | N | S | L | O |
| E | U | H | A | B | L | O | F | W | I | R |
| F | P | O | M | A | T | E | A | M | D | W |
| L | G | O | H | C | J | Y | C | L | H | A |
| A | C | T | B | K | V | M | G | P | B | R |
| V | S | X | D | E | S | N | E | F | E | D |
| T | R | A | P | U | T | Y | O | K | S | Z |

SOC
GOAL
PASS
TRAP
DRIBBL
SHOOT
FULLBA
HALFBA
FORWA
GOALIE
DEFENS
OFFENS
BALL
TEAM

SOCCER RUBRIC

RUBRIC RATING SCALE:
3 = 25 points or more on Soccer Bowl, 10 or more questions answered correctly on Soccer Quiz, & 100% in "Always" column of Cooperative Learning Grid
2 = at least 15 points on Soccer Quiz, & 100% in "Always or Mostly" column of Cooperative Learning Grid
1 = less than 15 points on Soccer Quiz, & falls below "Mostly" column on Cooperative Learning Grid

COOPERATIVE LEARNING GRID

| CRITERIA | ALWAYS | MOSTLY | SELDOM | NEVER |
|-----------------------------------|--------|--------|--------|-------|
| PREPARATION | | | | |
| PARTICIPATION (ABSENCES INCLUDED) | | | | |
| HONEST EFFORT | | | | |
| LISTENS WELL DURING INSTRUCTION | | | | |
| ACCURATELY INTERPRETS DIRECTION | | | | |
| FOLLOWS ALL SAFETY RULES | | | | |

Handbook for Training at Home – Nutrition Guidelines for a Balanced Diet



- Eat lots of different kinds of food: vegetables, fruits, fish, meats, dairy produce and grains
- Eat fresh food rather than ready prepared, canned or frozen foods
- Eat a high proportion of complex carbohydrate-rich foods
- Grill, steam or bake foods; avoid boiling or frying
- Avoid fatty meals and sweet and salty snacks
- Check fiber intake by eating whole grain breads, cereals, pastas
- Eat brown rice instead of white rice
- Flavor food with herbs and spices rather than salt
- Drink small amounts of water and fruit juices often

More Coaches Manuals



- Football (Soccer) is just one sport that has a Special Olympics Coaches Guide
- Other sports where a similar model could be adapted to lessons include: aquatics, badminton, basketball, bowling, floor hockey, handball, etc. (there are over 30)
- Special Olympics Sport-specific Coaching Guides found at...

<http://www.specialolympics.org/sports.aspx>

Special Olympics North America University Curriculum

Training of Coaches, Athletes and
Competition Management Personnel

Special Olympics



Benefits of Certification



1. Credible and verifiable service learning

- Teaching and coaching Special Olympics athletes
- Preparing for and conducting Special Olympics competition

2. Meaningful coaching education certificate from Special Olympics, an accredited coaching education program by NCACE (National Council for the Accreditation of Coaching Education)

3. Measure of protection against liability

4. Addition to a student's experiences, resume and portfolio to assist his or her job potential

Approved Seminars or Courses

- **Utilize** the following courses or course design; **personalize** a variety of training formats to meet the needs of coaches, as long as the **standards and competencies are achieved**
- University may choose to **assist the area or state Special Olympics Program by incorporating** part or all of the following course modules into existing physical education, coaching or sport management curricula

Suggested Alignment of Special Olympics Modules with University Courses



Special Olympics Modules

Foundation:

Special Olympics General Orientation

(formerly General Session) and

Protective Behaviors (Both are pre-requisites before any certification is given)

Suggested University Courses

- Introduction to Coaching
- Foundations of Physical Education
- Introduction to Recreation or Sport Management
- Adapted Physical Education
- Sport History or Sport Social Culture

Module 1A: Coaching Special Olympics Athletes

Coaching of Special Olympics Athletes

** Standalone course or incorporated into Adapted PE Class or Advanced Theory of Coaching Course*

Sport-specific Skills and Tactics Courses, such as **Basic Basketball Skills**

Module 1B: Skills Courses – also consider

- **1C: Coaching Unified Sports**
- **1D: Motor Activities Training Program**

Module 2: Principles of Coaching

Advanced Theory of Coaching

Module 3: Tactics Courses

Sport-specific Coaching Course

Module 4: Sport-specific Comprehensive Mentoring

- Field Experience or Internship Course Activity
- Games Management Course
- Leadership Courses/Service Learning

Competition Management Team Member Responsibilities - Goals



1. Providing a safe competition environment for all involved.
2. Providing a competition in which all teams and individuals have an opportunity to compete against others of similar abilities
3. Providing a competition that is fair, honest and consistent with to the highest standards of sportsmanship
4. Creating an "Olympic" atmosphere around the event
5. Providing a positive and inspiring experience for participants, volunteers, and spectators
6. Increasing public awareness, education and appreciation for the abilities of individuals with cognitive disability

Event Jobs



- Event Coordinator
- Venue Coordinator
- Officials Coordinator
- Sports Rules Coordinator
- Volunteer Coordinator
- Equipment Coordinator
- Ceremonies / Special Events Coordinator



Managing an Event



Unified Teams



Allegheny-Limestone Gators



Olean Huskies



SBU Soccer Team



- Conducted Soccer Coaches Training session
- Hosted Unified Skills Clinic in the Fall
- Hosted Soccer Skills Competition for Western NY as pre-game program to SBU Women's Soccer home opener and postgame competition



SBU Basketball Team



- Conducted Basketball Coaches Training session November & February
- Anticipated Basketball Skills Competition, January, Freeport Grand Bahamas Island
- Anticipated Basketball Skills training and Competition Beacon School, January, Freeport Bahamas
- SBU Annual Basketball Sports Clinic for Western & Central Region of SONY, April



Objective 2 - *Present*



2. Participants will be able to identify the success/challenges of **present programs** by sharing present practices on campus at St. Bonaventure University & your campuses for Collaborative Inclusive Unified Programs

Identify at least –

- ▶ **3 Powerful ideas**, new or significant insights, or “ah-ha” moments you are experiencing in the **PRESENT** for a Collaborative Unified Program on your campus
- ▶ **2 Practical Ideas** you’re learning, trying or wishing to investigate for considerations of a Collaborative Unified on your campus
- ▶ **1 Lingering Question** you are exploring with the participants in your group

Why Engage College Students?



College students are twice as likely to volunteer as individuals of the same age who are not enrolled in an institution of higher education (30.2% & 15.1%, respectively).

Volunteering as a college student is a strong predictor of volunteering later in life.

Data of High School Students currently engaged with Special Olympics:

Number of High Schools: 1028

Number of Students Involved: 1,375,904

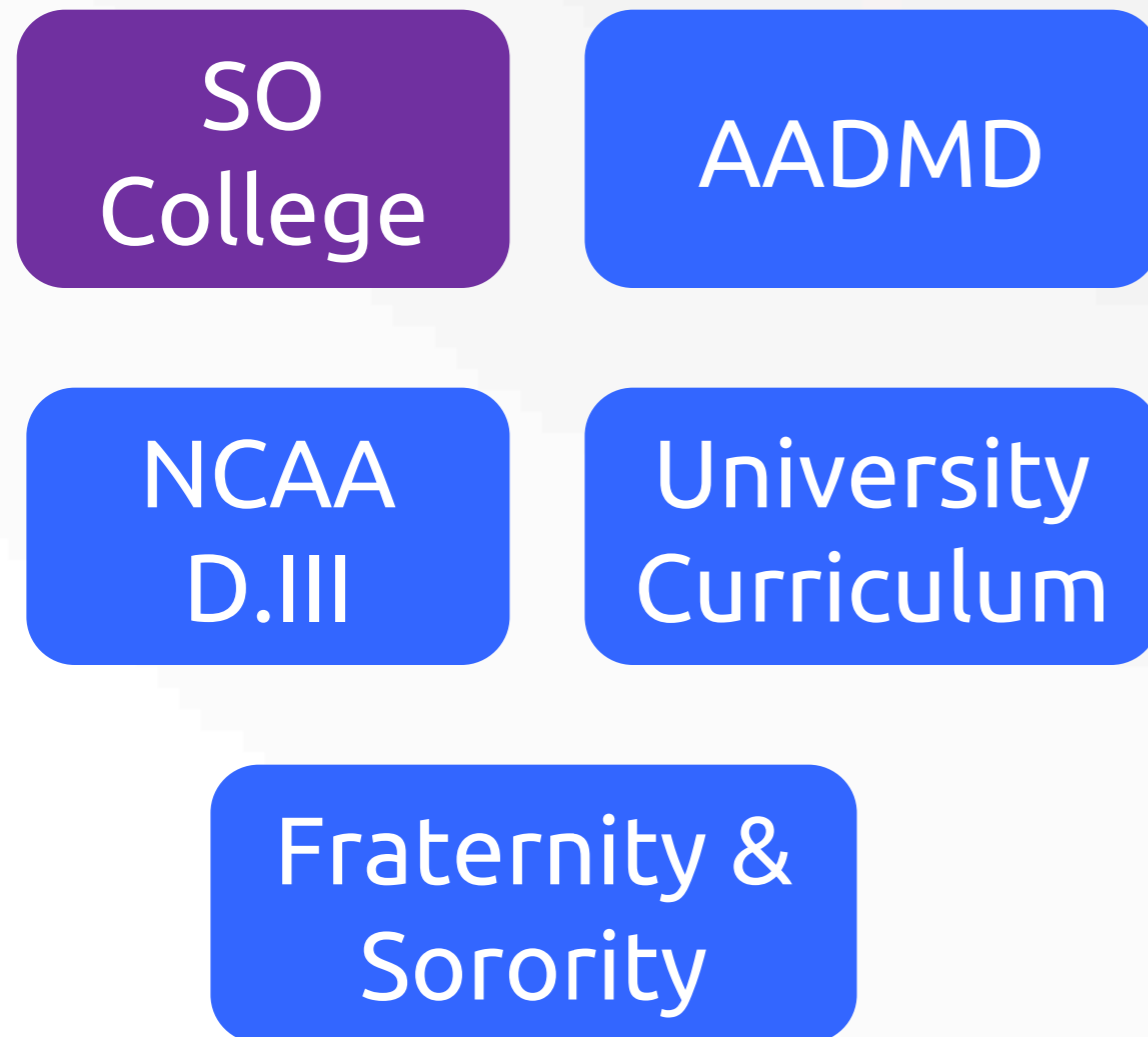
44.1 percent of college student volunteers engage in "regular" volunteering (volunteering 12 or more weeks a year with their main organization).

2/3 of college students believe it is VERY important to help others

Special Olympics College Engagement: *Where are we now?*



College/University Engagement Opportunities



Existing Partnerships/ Collaboration



Collegiate Activities



College Engagement: Goal



Continued Engagement

- Multiple events/ opportunities each semester
- Create a pipeline
- Enhance youth leadership
- Benefit Programs





SO College
(Campus
Club)

Unified Sports, STW,
club meetings,
awareness campaign

**Continued
engagement**

Host clinics,
awareness events,
host local events,
Unified teams

NCAA DIII
SAAC

Fraternity
& Sorority

Fundraising,
awareness events,
hosting events on
campus, volunteering

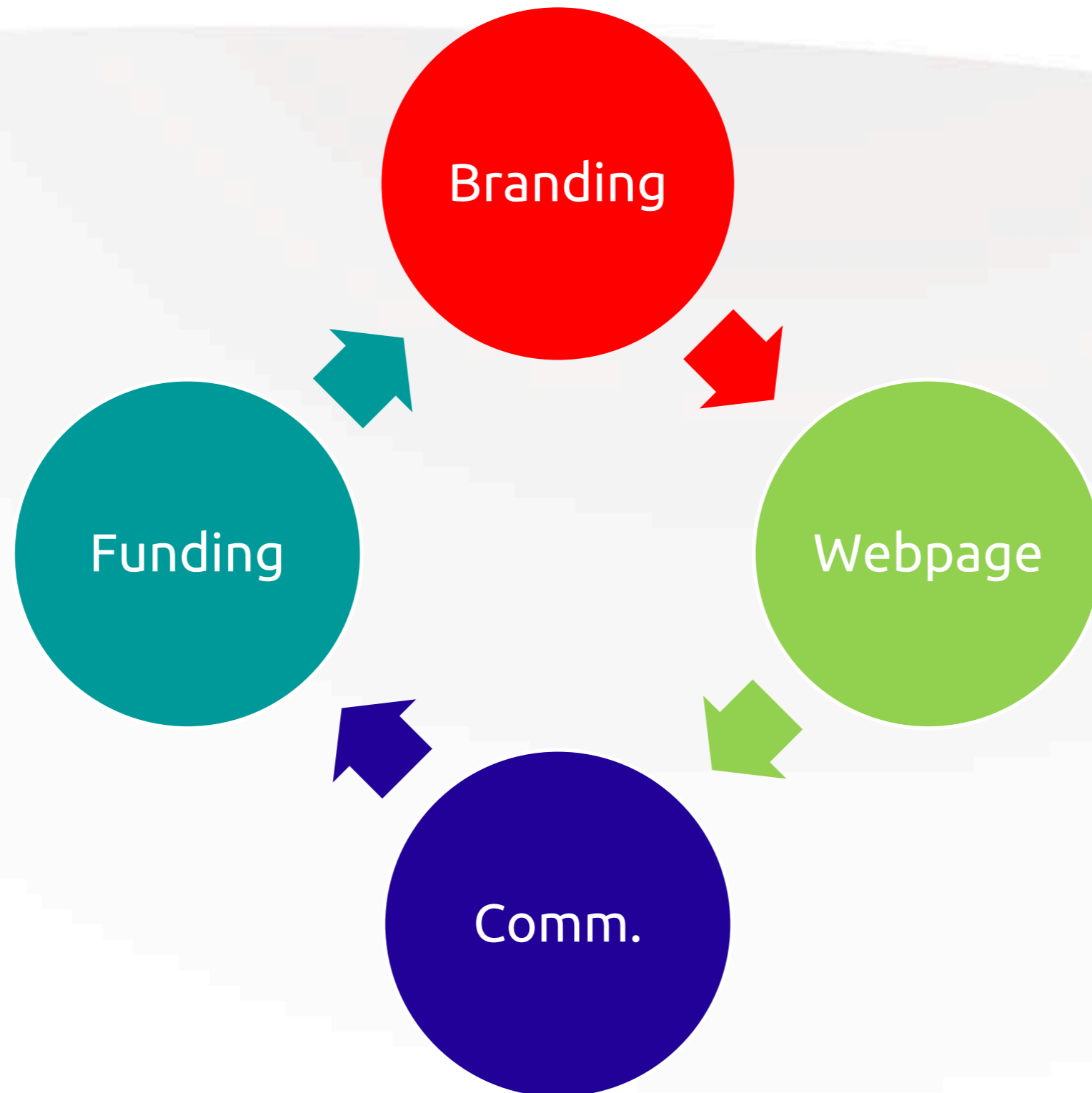
Host Healthily
Athletes / Special
Smiles Clinics,
awareness events,
STW, club meetings

AADMD

University
Curriculum

Coach training,
education,
volunteering, coaching

SONA Next Steps





A club lock-up can be used to give primacy to the actual college club name. This acknowledges the importance of local college clubs within Special Olympics and facilitates the creation of distinct club identities within a program.

1. The name of the college club has primacy on the lockup. The choice of typeface and design of this element is at the discretion of the program. Decide with your club on the name; choose what represents your university best which empowers you as members! *You can choose to represent your college club through a letter, an icon or a motif.*
2. The name of the Accredited Program to which the college club is affiliated is set in all capitals in Ubuntu Bold as illustrated here.
3. The Special Olympics symbol is centered beneath the Program name.



Questions for State Programs



How do we promote these opportunities?

How do we promote strategic growth?

How does this become a priority?

How can your Program dedicate staff time to college engagement?

How would this model function in your Program?

What has been successful for your Program in the past?

Objective 3 - *Future*



3. Participants will **explore the future together** by a brainstorming how to implement and /or improve Collaborative Inclusive Unified Programs on campuses

Identify at least –

- ▶ **3 Powerful ideas**, new or significant insights, or “ah-ha” moments you envisioning will happen in the **FUTURE** for a Collaborative Unified Program on your campus
- ▶ **2 Practical Ideas** you will try or wish to investigate for considerations of a Collaborative Unified program on your campus
- ▶ **1 Lingering Question** you will explore with the participants in your group

Wrap-Up



1. Gained information and best practices regarding a collaborative inclusive sport program called **Unified Sports**
2. Gained **3-5 Powerful Ideas** for such a program on your campus or in your school
3. Gained **3-5 Practical Ideas** on how to implement the program
4. Uncovered any **lingering questions** you would like to explore with your colleagues
5. Have support to meet the 504 Rehabilitation Act

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Special Olympics





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