During this workshop we will:

- Overview the need for physical activity program for children with disabilities.
- Discuss the connection between these programs and service-learning.
- Provide an overview of the PETE’s PALs Program at Purdue University.
- Provide time for small and large group discussions and idea sharing.
- Exchange contact information to continue the discussions after the workshop.

Benefits of physical activity are well documented (USDHHS, 2008)

Children with disabilities experience similar benefits (Murphy & Carbone, 2008; Durstine et al., 2000)

- Psychosocial benefits
- Confidence and self-esteem
- Maintenance and development of skill and fitness

Opportunities for children with disabilities to be active are limited (Newacheck et al., 1998)

- Leads to higher levels of obesity and lower levels of physical fitness (Murphy & Carbone, 2008)
**University-Based PA Programming**

- Began in the 1970s with the initiation of legislation to protect the rights of individuals with disabilities (e.g., ADA, IDEA).
- Many are housed in departments that include PE and/or APE teacher education programs.
- Often pairs university students with children with disabilities in a pool/gym setting.
- Provide PA to the children and service-learning experiences for the university students.
- These programs appear common, but the literature-based is not well established.

**Service-Learning Programming**

- Volunteerism in the United States.
- Service-Learning in College Courses.
  - Experiential Learning Application of skills in the real world (Dewey, 1938).
  - Students practice what they have learned while serving the communities in which they live.
- Three key components (Bringle & Hatcher, 1996):
  - Relevant/meaningful service in the community,
  - Enhanced academic learning,
  - Purposeful civic learning.
- Reflection is key to successful service-learning experiences (Domangue & Carson, 2008).

**PETE’s PALs at Purdue University**

*Video Clip*
Target Population and Recruitment
- Children/adolescents between 3 and 18 years old.
- Range of physical, cognitive, and emotional disabilities.
- Inclusion philosophy.
- Relationship with special education teachers.
- Connection to other community organizations.
- Flyers, mailings, word of mouth, and website.

School-University Connection
- One coordinator is a special education teacher.
- Provides strong ties into the local school corporations.
- Community of special educators across local school districts.
- Since the target population is so specific, these connections are vital.

Structure of PETE's PALS
- Multi-layered organization.
- Administrative Volunteers:
  - Program Coordinators,
  - Onsite Activities Directors,
  - Clinician Coordinator.
- Clinical Volunteers:
  - Head Clinicians,
  - Clinicians.
- Clinician Recruitment:
  - Adapted Physical Education,
  - HK Department,
  - Cross-campus recruitment,
Community Connection

- PETE's PALs is held in a large community center.
- Partnership with community center over several years.
- Provides a wider audience access to the program.
- Gym space and zero-entry are ideal for SWD.
- Meeting rooms to connect with parents and caregivers.

Clinician Training

- Typically a week before the program begins.
- General and logistical information.
- Information about partner (disability, contact info, etc.).
- Role play simulation.
- Gymnasium activities and aquatics preparation.
- Clinicians connect and learn from one another.

Physical Activity Curriculum

- Curriculum Overview:
  - Skill Themes and Movement Concepts (Graham et al, 2007).
  - Large group activities,
  - Small group instruction,
  - Station activities.
- Intended Outcomes:
  - Psychomotor,
  - Affective,
  - Cognitive.
- Assessment and individualized instruction.
Aquatics Curriculum

- **Curriculum Overview:**
  - Levels of swimming proficiency,
  - Large group instruction,
  - Swim instruction,
  - Unstructured activity time.

- **Intended Outcomes:**
  - Skill improvement,
  - Aquatic/social interaction,
  - Improve self-efficacy.

- **Assessment and individualized instruction.**

Small Group Discussions (20 Minutes)

- Please make sure that you are seated with a group of 5-6 people who are **NOT** from the same university as you.

- Please use the prompted questions at your tables to discuss different elements of PA programs for SWD.
  - Feel free to introduce other topics not on the question list.

- Have someone in your group take summary notes (bullet points) of your discussion.

Large Group Discussion (20 Minutes)

- Based on your small group discussions, please share:
  - Key take away points.
  - Strategies that you thought were interesting or innovative.
  - Things that you would like to try in your own context.
  - Other interesting topics that came up during discussions.
Large Group Discussion

1. Briefly describe your program in a couple sentences – Does your program contain pool and gymnasium components? What are some of the goals that you seek to accomplish?

2. How do you recruit participants (SWD and college students)?

3. How are you able to juggle the finances of the program?

4. What types of community connections does your program seek (e.g., business/school support)?

5. How do you manage the day-to-day logistics of the program operations?

6. What instructional strategies or curricula do you implement in the pool and/or gym?

7. Do you conduct research or program evaluations? Please explain.

8. What is the most challenging part of running the program and how are you working to overcome it?

9. What is the most rewarding experience of your involvement with the program?

10. What advice would you give someone who is thinking about starting a new program?
Final Thoughts

- Summary of small and large discussion.
- Future directions for PA programming for SWD – Research and Scholarship.
  - Ongoing projects at Purdue University and Oregon State University.
  - Intersection of service, scholarship, and teaching (Richards, Wilson, & Leverenz, In Press)
- Need to continue these discussions after this workshops!
  - Create an informal consortium of PA programs for SWD.
  - Sign-up for listserv to connect via email.

Programming Physical Activity for Children with Disabilities
A Discussion-Based Workshop

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