

Giving Voice to Students with Severe Disabilities in Physical Education

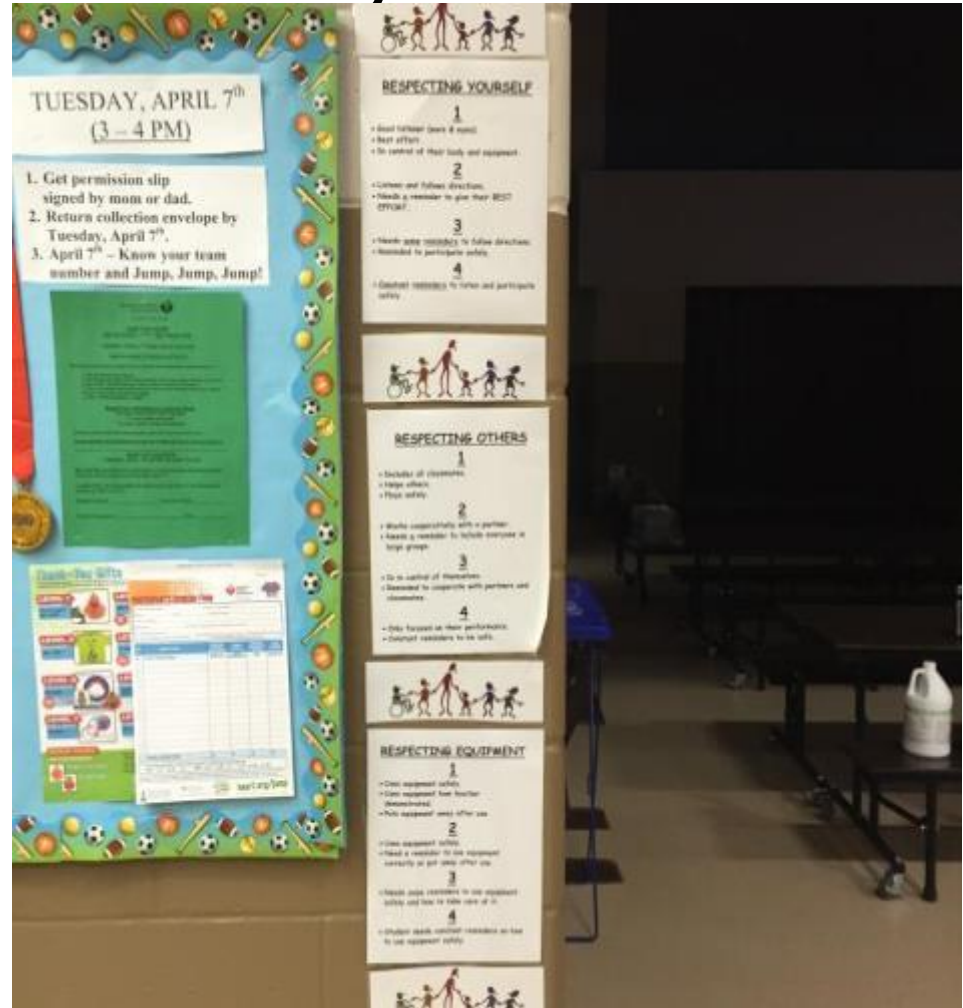
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My journey & the 'floating island scenario'

Alison & Sophie

Fostering a Respectful Classroom Community

- Respectful member of the classroom community.
- Actively engaged in their own learning.
- Develop reciprocal relationships with their peers while actively participating and achieving lesson goals.



How do students with severe disabilities access the General Physical Education Curriculum?

- What was missing in my teaching to guide SMD develop reciprocal relationships and be a part of the classroom community? – not an outsider.
 - Holistic view of the student. – strengths, abilities, needs, how they communicate.
 - Where can I go for answers?

Collaborative Model

Developing Communicative Reciprocal Relationships:

From whom and where can I learn about their abilities?

How do students with severe disabilities communicate?

How information transfers to the physical education lesson?



Communicative Dictionary/Language

Alison's dictionary:

- Alison's field of vision is best on the right diagonal side. She is also right handed.
- Turning to look at you – interested
- Reach to touch – want something, saying hi, interested
- Swaying back and forth – engaged, interested
- Smile – recognizing face, voice or music
- Head down, turn away – tired, done
- Making noise – interested, or not feeling well
- Bubbling – working hard, concentrating

Sophie's dictionary:

- Sophie is right handed & diagonal field of vision is the best.
- Turning to look at you - interested.
- Reach to touch – want, interested.
- Smiles, laughs – happy.
- Flips her bell: attention, happy.
- Moves legs and flaps arms – interested.
- Grimacing – does not like.
- Vocalizations – “Woo, Woo” – something not feeling right.
- Hands together – content.
- Retraction of arms – not wanting something to continue.
- “mmm” – more, continue.

SUPERHERO SURPRISE



- Communication is key that is going to bring people together to build reciprocal relationships.
- How many of you read someone's mind and scored 1,2,3, more points?
- In what ways were others respectful to you when playing the game?
- What is one way that someone communicated with you that they wanted to play the game with you?
- In what ways do you think a person with disabilities communicates in the same ways we do?

OT and Alison

Alison and Speech Therapist

Scripts & Cues

Sophie's Dictionary excerpts:

- Right handed, diagonal field of vision is best.
- Turn to look at you – interested
- Reach to touch – wants to engage.

Reciprocal Relationships in PE

Phase 1= Peer initiates interaction with response from student with multiple disabilities.



Phase 2 = Student with multiple disabilities initiates interaction.



Phase 3 = Interaction spontaneously occurs during PE



Phase 1-Listening and Responding

Excerpts
Alison's
Dictionary:

*Look toward
speaker –
interested.

*Reach to
Grasp – want.

*Swaying head,
Body –
engaged.

Phase 2-Initiating, listening and responding
with scripts and cues.

Phase 3 – Spontaneous Interactions

Reciprocal relationships

'Speed of Play'

- Choose 2 peers partnered with student.
- 'Speed of Play'
- Toggling – peers & para-professional.
- Para – professional, peers and student with disabilities have established communicating with each other.

PE Lesson plan – with communicative scripts, visual cues, therapy / PE goals and modifications

ADD IT UP ARCHERY

- Students will be paired up with a partner trying to score as many points for their team as they can. Each arrow that hits the target is a point.
- Students will shoot 3 arrows and then switch with their partner.
- Safety –bow and arrow only point at the target.
- Whistle system – 2-one foot over shooting line, 1-load bow, shoot, 3-bow down.
- Shooting cues – Okay grip, knock arrow under knock locator, anchor, aim, release, and after hold.

Sophie - Modified Equipment – bow mounted horizontal, with bell on bowstring, arrow tips felt & Velcro target.

Sophie scripts/cues – peer will approach on her right side with the arrow and say: ‘SOPHIE’, wait for visual contact and say: ‘LET’S SHOOT ARROWS’, peer will knock the arrow and say: ‘HOLD BELL, PULL, LET GO’, adult will give hand-under-hand assist..

Teaching – demonstrating & explaining communication

Debriefing

Creating Reciprocal Relationships

1. Collaborate with Educational Team
 - Create communicative dictionaries.
 - Design communicative scripts and cues.
 - Pair OT, PT & Speech learning goals with PE learning goals.
2. Develop PE lesson plans with scripts, cues, pairing OT, PT and speech goals with PE goals and modifications for participation.
3. Review lesson plans with Education team and para-professional.
4. When demonstration participation in the lesson imbed the communicative scripts and cues used for student with disabilities and peers to interact.
5. Be mindful of 'Speed of Play'.
6. Use debriefing to check for understanding, reinforcing student's successes and respectful efforts at developing reciprocal relationships while achieving PE learning objectives.

Conclusion

Questions & Comments

Thank you