**Infusing the Expanded Core Curriculum into Physical Education**

[JAY MORRIS] Hello everyone this is Jay Morris speaking from Perkins School for the Blind in Watertown, Massachusetts. We are getting ready to begin today's webinar called Infusing the Expanded Core Curriculum into Physical Education. I will give everyone another minute to get into the meeting and we will go ahead and get started. You will see on your screens there is a chat area where you can type in feedback and questions you may have, and at the conclusion of the session we will turn any questions you have over to Laura and give you feedback, and we will have a few video components that you will be seeing today as well. Enjoy the session. Another 30 seconds and we will go ahead and get started.

Why don't we begin? We will start recording this session. It is being recorded and this session and the PowerPoint you are seeing today will be made available to you following this session

Welcome to the Perkins eLearning webinar series. Today is Wednesday, May 20, 2015. My name is Jay Morris welcoming you to today’s presentation, “Infusing the Expanded Core Curriculum into Physical Education.” Perkins eLearning webinars are presented throughout the year on a monthly basis and you may register to attend live with no fee or view recorded webinars at a time and place that suites your schedule. The webinar series is just one of the offerings in our professional development program which includes publications, eNewsletters, webcasts, online and in-person classes, and self-paced study. You can see our entire listing on our website, PerkinseLearning.org.

Today's presentation is led by Lauren Lieberman, Ph.D. We will talk about the purpose and specific components of the expanded core curriculum, or ECC, and secondly, the goals and strategies for infusing the components of the ECC into physical education. Dr. Lieberman is the founder and director of Camp Abilities, a sports camp for children with visual impairments. Her efforts were recognized by the American Foundation for the Blind, who presented her with an Axis award, both for founding Camp Abilities, as well as her efforts to launch similar camps internationally. In addition to her teaching and work with Camp Abilities, she conducts research and writes books related to inclusion, physical activity, and sports for children with visual impairments and deafblindness.

Before we get started, I’d like to review a couple of things about the technology that we’re using today. Number one - to keep noise levels in control we have muted your lines. A question-and-answer space will be provided on the screen shortly and we encourage you to post your questions as they occur to you during the webinar and we will address them at the end during the Q&A.

We are using this virtual meeting room for audio. Make sure your volume is on and turned up. External speakers and personal headphones will give you the best audio. You do have individual controls on the screen both for audio and video. Part of this introduction is to give you time to make adjustments as you need them. Your audio and video may not be in sync. Wireless connections are a bit sketchy, so be aware of that if you’re on wireless. This event will be recorded and will be available tomorrow on the Perkins website, including a PDF version of the slide presentation. Thank-you for joining us for this event. We appreciate your feedback and topic suggestions. Now, it is my pleasure to introduce today’s speaker Lauren Lieberman.

[LAUREN LIEBERMAN] Thank you, Jay. And I just wanted to thank Phuong and Jay and Robin from the Perkins School for the Blind and the eLearning network; and Mary Zatta as well.

Welcome to Infusing the Expanded Core Curriculum into Physical Education. It’s the topic of the presentation today and whether you are a vision teacher, or a physical education teacher, or an adapted physical education teacher, all of this information is relevant to people who care about children with visual impairments.

So, I know that Jay said a little bit about me - I teach adapted physical education at the College at Brockport; undergraduate and graduate classes; and I also direct Camp Abilities Brockport. This is the 20th anniversary this year, so we’re pretty excited about that. I’ll talk a little bit more about Camp Abilities a little bit later and I’m also the co-director of the Institute for Movement Studies for Individuals with Visual Impairments here at Brockport, and we work on programming, leadership, education, and research in the area of movement studies and physical activities for people with visual impairments. If you have any questions about that, please feel free to ask me.

So I just want to start off with what is the purpose of the expanded core curriculum? The expanded core curriculum is the body of knowledge and skills that are needed by students with visual impairments due to their unique disabilities and specific needs. The expanded core curriculum has been around for a long time but the infusion of it in other core subject areas still needs to be addressed, in my opinion. Students with visual impairments need the expanded core curriculum in addition to the core academic curriculum of general education. The ECC should be infused as a framework for assessing students, planning individual goals, providing instruction, and planning for transition for the child's future. Without the ECC, a lot of kids would not be able to be independent adults and really reach their potential that they have the potential to reach.

So, the first thing I wanted to do is I want to explain each component. Some of you might already be very familiar with the ECC, so maybe just hang on there, but a lot of these definitions came right from the AFB website. So, the first one is compensatory or functional academic skills, including communication modes. This includes learning experiences such as concept development, spatial understanding, study and organizational skills, speaking and listening skills, and adaptations necessary for accessing all areas of the existing core curriculum, you know, things like math, science, English, and physical education.

Communication needs will vary depending on the degree of the functional vision, effects of additional disabilities, and the tasks to be done. Children can use braille, large print, print with the use of optic devices, regular print, tactile symbols, a calendar system, sign language, and/or recorded materials to communicate. A couple of examples for physical education of compensatory and functional skills are, for example, using a tactile board to understand a goalball court, or a basketball court, or volleyball; reading the history of a game or activity in braille, or using tactile symbols as parts of games or a calendar system.

Orientation and mobility - students will need to learn about themselves and the environment in which they move, from basic body image to independent travel. Examples in physical education are moving from the locker room to the pool, moving from the gym to the soccer field, and from the court to the bathroom; just some examples. The expanded core curriculum must include emphasis on the fundamental need and basic right of people with visual impairments to travel as independently as possible; enjoying and learning from the environment through which they are passing to the greatest extent possible.

Now, social interaction skills - almost all social skills used by sighted children and adults have been learned by visually observing the environment and other people, and behaving in socially appropriate ways based on that visual information. Social interaction skills are not learned casually and incidentally by people with visual impairments as they are by sighted persons. Social skills must be carefully, consciously, and sequentially taught to students who are visually impaired. Nothing in the existing core curriculum addresses this critical need in a satisfactory manner. Thus, instruction and social interaction skills become part of the expanded core curriculum as a need so fundamental that it can often mean the difference between social isolation and a satisfying and fulfilling life as an adult. In physical education, para-educators support in increasing social interactions, utilizing trained peer tutors, and social interactions in sports and games can improve this area, just for some examples.

Now, independent living skills - this area of the expanded core curriculum is often referred to as daily living skills. It consists of all the tasks and functions persons perform, in accordance with their abilities, in order to lead lives as independently as possible. These curriculum needs are varied, as they include skills in personal hygiene, food preparation, money management, time monitoring, organization, and skills like that. The skills and knowledge that sighted students acquire by casually and incidentally observing and interacting with their environment are often difficult, if not impossible, for students who are visually impaired to learn about without direct, sequential instruction by people that really understand what independent living skills are and how to access them. Some examples in physical education may be to access bowling independently, to learn how to dress and shower after swimming, or to join in a yoga class with a group or by oneself. And the picture on the screen is of one of our former athletes who is doing the Girls on the Run 5K, and in this Girls on the Run 5K, she hit so many ECC components because she is running with her school and actually her guide is her physical education teacher. So moving on—more components of the ECC.

Recreation and leisure skills—skills in recreation and leisure are seldom offered as part of the existing core curriculum. Rather, physical education in the form of team games and athletics are the usual way in which physical fitness needs are met for sighted students. Many of the activities in physical education are excellent and appropriate for students with visual impairments. In addition, these students need to develop activities and recreation and leisure that they can enjoy throughout their adult lives. Most often, sighted people select their recreation and leisure activity by visually observing activities and choosing those in which they wish to participate. The teaching of skills to students who are visually impaired has to be planned and deliberately taught and should focus on the development of lifelong skills. Recreation and leisure starts with a strong foundation of motor skills and fitness from physical education as a foundation for their lifetime recreation and leisure activities.

Next is career education. There is a need for general vocational education as offered in the traditional core curriculum, as well as a need for career education offered specifically for students who are blind and visually impaired. Many of the skills and knowledge offered to all students through vocational education can be a value to students who are blind and visually impaired. It will not be sufficient to prepare students for adult life since instruction assumes a basic knowledge of the world of work based on prior visual experiences. Intentional career education in an expanded core curriculum will provide the learner of all ages with the opportunity to learn first-hand the work done by a sports announcer, a sport journalist, a sport videographer, an inspirational speaker, a professional athlete, or a physical education teacher. It will provide the students opportunities to explore strengths and interests in a systematic, well-planned manner. Because unemployment and underemployment have been the leading problem facing adult people with visual impairments in the United States, this portion of the expanded core curriculum is vital to students and should be part of the expanded core curriculum for even the youngest of people with visual impairments.

Next is the use of assistive technology. Technology is a tool to unlock learning and expand the horizons of students. It’s not, in reality, a curriculum area, however it’s added to the expanded core curriculum because technology occupies a special place in the education of students who are blind and visually impaired. Technology can be a great equalizer in physical education and it may be mastering the use of the treadmill independently, using talking heart rate monitors during exercise, playing extra games on the computer such as Wii Tennis or Wii Bowling, or accessing daily physical activity through a Nike Fuel Band.

Next is sensory efficiency skills. Sensory efficiency includes instruction in the use of residual vision, hearing, and other senses; for example, learning how to use optical devices, hearing aids, augmentative communication devices, and the like. In addition, learning how to integrate all remaining senses to counter the impact of any missing or impaired sense is also integral to this area. For example, learning how to use tactile, gustatory, and olfactory input rather than visual cues to identify one’s personal possessions, or using hearing and other senses to identify people one knows without visual cues, fits into this area. Examples in physical education are the use of a beeper on the track to know how many laps have been run, playing goalball and using hearing and touch to be proficient in the game, or riding a bike and using the sound of the surroundings to know where one is the neighborhood.

And lastly, but most importantly, is self-determination. This area of the ECC highlights the importance of believing in one’s self while understanding one's abilities and limitations. Students learn from successes and failures how to achieve one’s goals in life. Self-determination is the ability for people to control their lives, reach goals they have set, and take part fully the world around them. Examples in physical education are many. Learning every unit their peers learn in physical education and how to access each sport and activity will give our students the opportunity to make choices and have control over their lives. If their peers are playing basketball, riding bikes, swimming, or exercising in the weight room, they will be able to join with some modification. Self-determination can only be possible if every person on the team works together to make sure the student accesses everything their peers learn at the same time and teach them how to overcome any barriers they may face. This expanded core curriculum is the heart of the responsibility of all educators serving students with visual impairments, so no matter what your job is, we all need to be on the same page to reach all of these core components of the ECC. The picture on the slide is a young girl who is rock climbing and she is deafblind and so she is getting some instructions from her instructor and learning a lot of the components of the ECC through rock climbing.

Facts are that many of the components of the ECC overlap, and I know it is interesting because sometimes, I think, in our field people try to put, for example, equipment or parts of curriculum, into a box - this is recreation; this is socialization. The reality is many components overlap. When a student does one activity in physical education, often it hits three, four, or five components of the ECC. And then, also physical education is one subject area that covers all ECC components. My goal is, by the end of this webinar, that you'll be convinced that physical education is an integral part of infusing all components of the ECC if it is intentionally thought out. That's why we are doing this webinar—so people can plan and intentionally infuse all of these components and it’s not very difficult because physical education lends itself well to the ECC.

Who are the players in infusing the ECC into physical education? Of course parents and the other thing is they can only be players if they understand the ECC, so one of my goals and our goals here has been to train different players on the expanded core curriculum. For example, some of you might have seen we wrote an article in JVIB and we have an article in PALAESTRA, which is the adaptive physical education journal on the ECC and physical education, so we’re trying to get the word out there because the vision teachers cannot do it themselves, so we have to educate classroom teachers.

Of course, teachers of the visually impaired know the ECC. Certified orientation and mobility specialists know the ECC. Physical educators; physical or occupational therapists; the paraeducators are key components. They are key players in implementing the ECC. And then for students who are deaf blind, intervenors need to be educated on the ECC and how to infuse all components during all classes, especially during physical education.

There is one picture of a teacher of the visually impaired working a student and there is another picture of three students riding a side-by-side bike on the Perkins track. It’s a great picture.

Again, teamwork is key - parents, teachers, paras, certified orientation mobility specialists, and TVIs. It can be individual meetings; it can also be working in IEP meetings or CSE meetings, and making sure that they are working together. So now I am going to go through components of the ECC and strategies for infusion. You will see on these slides that some of the points have a B next to it, some of them have a E, and some of them have a S. E means it can be infused best in elementary settings, and S is it will be infused best in secondary settings, and a B is it will be infused in both settings, and these components were taken from the article that was in PALAESTRA, that was written with Justin Hagel, and like I said, it was in the journal PALAESTRA.

So let's look at compensatory functional academic skills including communication skills. How do we infuse these into physical education? We should provide instructions to all activities in braille if the child is a braille reader. We need to teach the students a variety of techniques assay using a tether, using a sighted guide, using a guide wire, or treadmill. We need to include movement games and activities using sound sources as signals. Perhaps playing a tag game where the person is tagging with a bell or a beeper. Provide a tactile map of the floor seating. Provide a tactile board of the game. And then teach all student sports it uses sound sources and are inclusive and making sure that there is a beeper behind the basketball or there is a beeper behind the soccer goal or if they are running the hundred yard dash they are ready towards somebody calling their name are just some examples of compensatory functional skills. Some other strategies for compensatory functional skills are providing access to the rules of sports and activities using Braille or computer instead of handouts. Also, teaching strategies to access a control panel of equipment improving treadmills, or ellipticals, or exercise bikes and whether it’s high marks or if it is Braille, making sure that electronics are accessible to the students who is using it.

The next area is orientation and mobility. Strategy is to infuse orientation and mobility id for sure, pre-teaching the physical activity area game prior to class beginning, and we’ll talk a little more about pre-teaching, but I also want to share that pre-teaching is going to help with independence, self-determination, socialization, because if they don't understand the sports or activity before it starts the child is going to be behind because they are just going to be understanding, for example, what is a volleyball net? What is a volleyball? Where do they serve it from? What is the point of the game? When all the other kids are practicing so pre-teaching allows the child to access everything the other kids are getting through sight so pre-teaching is important. We could do a webinar just on pre-teaching, actually.

We need to collaborate with the mobility instructor to provide simulated environments for travel practice and a lot of my friends that are OM specialists say they would love to help with the pre-teaching and orientation to a track, or a pool, or a court, or the field because they are learning the orientation mobility something that is functional that they are going to be using. Another idea is to create an obstacle course that might allow all students to participate and practice fundamental movement patterns such as sliding, walking, running, galloping, and also understanding the concepts of over, under, through, around. That can be infused in physical education to help with orientation mobility. Also teaching the dimensions of courts and fields, for example using a tactile map and/or walking the child around that field and sharing the dimensions and where the positions are in the distance it is from different things. Teaching where the three-point line is a basketball in relation to the basketball hoop. Also teaching the process of traveling to and from the pool. At the pool at Brockport we have a plastic mat the kids can walk on to help them with their mobility so they know they could out of the locker room after they hang up their towel, they find that mat and it helps them get to the entrance of the pool. Also promoting body in spatial awareness the physical activities such as yoga or stretching or tai-chi helps with the body in spatial awareness and it can also help with orientation mobility. Another example is teaching kids how to run independently from home plate first base, so there’s so many options of physical education to teach kids orientation mobility.

So talking about pre-teaching this is a picture of a student using a tactile board to use the court. And having tactile representation before you learn the dimensions of the court is really helpful so kids understand where parts are in relation to each other. So where is the scoring line and where is the frontline and the overthrow line. Where is the center? That’s easily understood using a tactile board before the child walks around the court themselves. Also pre-teaching the child not only the dimensions of a court, or the rules of the game, or some of the skills they are going to be using so that when the teacher is doing that skill, it comes a lot more easily when they’re in the middle of class.

This is an example of a product that we are field testing right now. Sport court touch and play it has 13 tactile sport courts with braille and it is magnetized. It will have 13 mini sport courts, six figures, and it will be figures that are people and figures that are Xs and os so you can teach strategy once a child knows the game. It is also going to come with an instructors manual so a lot of people right now are making their own tactile courts and it will be exciting when this comes out and we won't have to do that ourselves.

Also promoting independent movement. As I stated earlier, putting markings on treadmills, ellipticals, bikes, is going to help promote independence for kids with visual impairments.

Social interaction skills. Physical education is an excellent medium to promote social interactions and friendships and some strategies for infusing social interactions are teaching physical activities in which the sighted peers can play with children with visual impairments by making simple modifications such as adding bells to a ball or using beeping balls, such as a beeping kickball. We can train peer tutors, either same age peer tutors, or peer tutors that are a little older. And train paraeducators how to facilitate social interactions during class. Often times our kids with visual impairments are left out of social interactions or friendships when kids are getting into teams or picking partners. The kids with visual impairments will often be the last to get a partner or be picked for a group because they don’t see what’s going on, so it has to be intentional during physical education.

Teaching team sports, highlights the importance of teamwork to achieve and working together and often times when you set up an activity that promotes cooperation as opposed to competition it actually helps the socialization even more instead of winners and losers, everyone is a winner and that is very helpful.

Also some more social interaction skills ideas including teambuilding games and adventure-based learning units to facilitate communication among all students and that can relate to the cooperation is supposed to competition and encouraging students to participate in sports camps and recreation activities designed for those with those outside of school can help them also gain socialization and friendships with disabilities or social impairments. And often times I find it is great for kids to have friends who are sighted and friends who are visually impaired because they can relate in a different way to their peer that are visually impaired and share a lot of things that other kids wouldn’t really understand.

Rotating roles between all students within a group and making sure kids with visual impairments leading a group stretch being a team captain, taking attendance, passing out equipment, being a referee, all of those things have the child experience different components of a sport and skill and this overlaps a bit with the idea of career education because a child might be able to experience being an announcer or being a journalist, like a sports journalist for a sport ed model volleyball or basketball so having different roles gives them different opportunities for socialization and also gives them different experiences related to different sports.

I am looking at independent living skills. Strategies for infusion into physical education: one is to emphasize health topics during the class, for example “What are running shoes?”, which is a difficult concept for some kids with visual impairment because they often don't wear appropriate running shoes. What is the wick away material that is good for wearing in hot weather? What is the appropriate sports attire? What are healthy snacks and when should they be eaten? And how much? And encourage a bath or shower after participating in activities. Independent living includes these components and much more. We teach dressing skills for things like swimming, such as changing into your suit, taking a shower, changing out of your suit. Ice skating, changing your shoes and putting on your jacket. These are independent living skills.

We also need to teach skills for community involvement such as bowling and bowling alleys, so going in the front door and being able to pay. Getting your shoe size. Finding a place to sit down that’s open. Finding your ball is the right weight and size for you, are all promoting independence. Accessing health clubs and skating rinks are all teaching independence. In a health club, finding your locker room. Finding your locker, putting your clothes in your locker, and changing your clothes. Finding your way to the gym to play basketball or to the fitness room or to the pool. That is a great way to promote independent living skills.

More ideas are to discuss accommodations needed during fitness units. So if in a fitness unit if the class is doing yoga how is that student going to access the yoga moves during that fitness unit? If the child is using the fitness center at the school, how are they going to access the treadmill and different weight machines and understand the machine and how to change the weight on the machine. That is important to discuss that because it helps with advocacy which is also a component of independence. So not only knowing how a child can access the weight room or a gym or a yoga class but also being able to speak up for themselves and get what they need.

So if it is possible take field trips to community recreation facilities to practice navigating and using various environments. Only so much can be taught in a school. Where this needs to take place is in real-life that situation. Accessing the hiking trail or accessing an ice skating rink and learning barriers or the variations that happened along the way is going to be most helpful for kids with visual impairments of you could talk about it all you want when you get off the bus you’re going to find that trail you have to sign in on the trail, really show them how to do that's going to be more beneficial. If the school doesn't have a lot of money for field trips, which in our area filters have been canceled because of lack of funding. I think it is a great idea to send home to parents to try to help the kids access recreation physical activities in their community so it is not such an unknown and so they understand how to access those areas and variations and barriers that they might face.

So social interaction skills, you can see this is at the Beijing school for the blind. I was at the school a few weeks ago and it was awesome to see the kids with jump ropes and they took turns jump roping and you might not think of it as a social skill that the kids were excited in they did jump rope together and it various types of jump rope together so being creative and thinking of ways that you can help kids socialize doing different sports and skills is important so these boys figured out a way to jump rope together and one is holding onto the other and this wasn't the only group kids were doing group jump roping together and it was great to see. Social interactions can be built into anything even individual sports like running and swimming can be social if you build it in.

Also, as I mentioned earlier, teaching the paraeducators and the teacher aides how to facilitate socialization because research has shown that oftentimes the paraeducator is the barrier to socialization and is not the facilitator so when you do your paraeducator training, which I hope everybody does, making sure you have some time to talk about different units and different ways to ensure socialization is infused into each unit. You also see a picture of a little girl playing goalball on this slide. We need to make sure we teach games that promote equality and games can help other kids understand visual impairment and also could help other kids increase socialization with the kids with visual impairments because now they can act as a leader and teach the rules and strategies that are related to goalball. So at this time we will watch a short video.

[Video is being shown]

It is so different than any other sport out there. To play it is different than watching it. You have seen basketball and soccer in the uniqueness of what training is great. You can get more of feel for what is done with a blindfolded they have a ball going 35 or 40 miles an hour and you and hand ear your coordination is such a different feeling and I think that is the bigger draw. It is something different. This is the first time since Sydney that the athletes village is near the competition site which is great for us, from a transportation standpoint and being able to support teammates as well and we were impressed with that set up they are looking forward to support the US delegation as well. We left Bejing with that gold medal and that’s obviously what we are going back for, to defend the title and the first step is to get out of the pool pay and win the cross over, and set our sights up on a medal so we take it in four steps at a time. One step at a time and our ultimate goal is going to be to hear the US national anthem. This is the top of the sport for the Olympics to represent your country is huge. We put on the red white and blue for the US and the Stars & Stripes and it is our time to represent our country and take it home.

[Lieberman] That was an example of goalball as you can see goalball can infuse many components of the ECC.

The next component we’re going to look at right now is sensory efficiency skills and some strategies to infuse sensory efficiency skills into physical education are using music sound and other modalities that indicate a beginning or an ending of activity. Infusing games like goalball and beat baseball to promote the use of hearing to play the game for every player as each one is blindfolded during the sport, and for student with low-vision to use brightly colored tape to outline boundaries. For example the top of the volleyball net, you want to put some bright pink or yellow tape on top of the volleyball net. Making cones on the edge of the basketball court to distinguish between the end of the court and beginning of another one are a few examples of sensory efficiency skills. Some other sensory efficiency skills, for example target sports like archery or bowling, places the sound source behind the target to assist in localization. In movement activities such as printing how the sound can be the target for the student to move to. Many of you know the American printing house for the blind sells awesome localization boxes that you can change the sound and changes the rate of the beeping and they are a great source to buy sound sources.

Self-determination: strategies for infusing self-determination are preparing students to be successful in different activities using sports as a medium and one of the things that I always making sure that the activities that they learn in physical education always mirror their peers. Kids with visual impairments should not be learning different units they should be learning the same units, with modifications if necessary. So the next point is to teach the same sports and units as peers and this is only way they are going to have choices in the future. If we never teach a child how to play hockey, they are not going to have that as a choice. I was at a school a few weeks ago and the physical education teacher said he did not want the student to play hockey because he wanted her to learn skills that she is going to use in the future. He is making a choice that she is not going to learn hockey or be able to play in the future if he doesn’t teach it to her. It is the student's choice. They need to decide if they like it or not because it's not going to be a future skill, if they don't learn how to do it. Also, to provide a variety of choices in terms of sports, that may allow students to develop a sense of autonomy, competence, and at the same time allow them to relate to their peers and family members. So for example, when given choices give them a variety of choices or when it is free time give them a variety of choices to choose from with modifications. And then include students in the process of making accommodations. A lot of the students choose the size of the ball, the color of the ball, the texture, the sound. In some cases, like in middle school some kids don't want modifications. They prefer to play the way the peers play and be as successful as they will be but it is important to ask the kids about the modifications.

Other strategies. A lot of students make choices with what accommodations they need to participate. Don't assume based on previous students. If you have a student that liked to use a guide wire during relay races and they used a guide wire or a student ran along the wall that may have been great for that student but not every child wants those accommodations so it should be based on that student's individual preferences. You don’t want to say to a student, “Jessica didn’t need a sighted guide during that activity,” so it is based on their own needs. Keep track of personal bests and of athletic goals, beating those records can lead to higher self-confidence. So keeping track of the distance that they jumped in track, we also time the kids, how fast you can run from home base to first base in baseball? How far can you hit a ball off of a T? They can set goals for themselves and beat those goals. Teach lifelong activities of students can choose to participate in after graduation including what modification students may need to participate.

So this should not start in the secondary. This should start in elementary school. What activities do you like? What are you good at? How could you expand that to be a lifelong activity? Transition starts when the child is young it does not start when the child is 16. So infusing self-determination into physical education at a young age will help our kids be self-determined when they grow up.

And so we want to talk about goal setting and here I want to share some guide running techniques, we mentioned these techniques. A human guide using a tether or a small rope between two people. Using a guide wire or a long rope to run along guide wire. Using a sound source, or a clapping, or a beeper. Running independently is also a choice. Circular running is when you have a stake in the middle of the child runs along the outside and using a treadmill.

We're going to watch this video about Elexis Gillette.

[VIDEO]

[newscaster] Athletes are preparing to give their best performance when the summer games in Beijing start next month and they are hoping to bring back the gold but for one athlete it is not just about the medal count. Standing on the podium will send a message to others that one can overcome any obstacle life throws your way.

[Runners prompting each other]

[newscaster] Elexis Gillette is preparing for the summer games the silver medalist for the long jump in 2004 will be competing in six events including the 100 and 200 meters. But Elexis Gillette is not your typical athlete. He lost his sight to childhood Glaucoma.

[Gillette] I had pretty good vision until seven or eight and things started getting complicated. I had nine or ten surgeries in 1992 and after the last one they could not do anything.

[newscaster] It took Elexis awhile to adjust to being visually impaired.

[Gillette] It was tough at first. It was pretty hard to go from one extreme to the other.

[newscaster] But now he does not let his disability get in the way of seeing his dreams come true.

[Gillette] This is what I do and this is what I love to do.

[newscaster] Because he is visually impaired he has to rely on his training partner.

[Gillette] This is a trusting relationship. I just pretty much have to trust everything that he says and trust that he is going to lead me in the right direction on the track.

[Williams] Us being really good friends really helps out on the track because he knows my intentions and verbal commands, it’s not slang and stuff like that, but the more communicative we are the better it is for him.

[newscaster] Wes Williams is there to guide him in his long jump and since he is a former track athlete himself, he’s there every step of the way even in the sprints, even when Elexis competes in the Paralympics in Beijing.

[Williams] Being out here with him is totally fulfilling. We accomplished it from day one, we got out here in January and here we are competing in six events. It is all we can ask for. Hopefully we will bring home some gold hardware but I know we will bring home some medals.

[End video]

[Lieberman] If you think about it, Elexis Gillette is not just a great role model but also track and field and running promotes independence, orientation mobility, mobility, socialization self-determination. Several ECC components are met through track and running. Here is an example of using some visual boundaries. They can be a different colored mat on the floor. It can be tape on the floor. It can be cones on either side, but just making sure that the kids have visual boundaries so not only do they know where to go but they are also safe. And one of the questions that we strive for all the time in Physical Education is to promote emotional safety and that is promoting physical safety.

Here is an example during the class, of putting contrasting tape of the ground so that kids can do the fundamental skills whether it is an obstacle course or motor skills and they know where their space is and their peers know where their space is.

This is an example of an electronic dart board. Some of you might know Jim Mastro, and this is Jim Mastro accessing a dart board. I think we can all agree that this is technology, independence, mobility, sensory efficiency, socialization self-determination. So many components of the ECC through this electronic dart board.

At this point I would like to share what kids with visual impairments need to feel included.

[Video: “I Feel Included When…” ]

[Various speakers] The purpose of this video is to help teachers, administrators, professors, paraeducators, understand what children with visual impairments want and need to feel included in physical education.

[Children doing various activities with guidance, riding bikes, fishing, horseback riding, basketball]

[Various children speaking] What makes me feel included in my gym class is when my peers and friends include me in whatever activity they are doing and I am not just left on the sidelines.

When I am working out in the weight room.

When my coach explains and helps me.

When I get first pick on the team.

When I get to participate in running sports

I am able to compete and have fun with my friends.

When people cheer me on during some of the games that we play.

When I excel and help my team at sports that have been modified so I can participate within the group.

When they have the right equipment for me, and my friends agree to help me.

When the teacher modifies the activities for me instead of just having me do something else.

When people ask me if I want to play.

When they ask me first if I want the modification, sometimes I would rather decide for myself if I need it.

Don’t say I can’t do something just because I’m blind. I can.

Try to figure out what they want to do what they feel comfortable with and try to do things to make that possible and let them be with the group.

[Song] A loss of sight is not loss of vision. If you believe you can achieve. You are strong. You are able. You can climb, you can hike, you can tumble, you can swim.

[Fades to background as various children speak]

We are all normal kids.

We want to be treated that way.

We just need help sometimes.

We just want to play with the rest of them.

[End Video]

[Lieberman] I thought it was important to show what kids with visual impairment want and need to be included in physical education because that is where they are going to access these components for the expanded core curriculum. So looking at recreation and leisure skills, strategies for infusion would be pre-teaching the sport skills in the classroom and facilitate participation in the community by contacting sports clubs and recreation facilities that students can visit. And pre-teaching occurs again here and it occurs a lot in our field and we need to promote that. We need to teach kids how to navigate trails and bike paths in parks and teach fundamental skills for lifelong leisure and activities. And one of the things we know this, sometimes kids with visual impairments are not taught specifically how to do fundamental skills like running, sliding, leaping, batting, kicking, or rolling. Those are foundational skills for life-long leisure and we have to make sure it is intentionally taught. So here is a picture of a boy learning how to do some ball skills and in that picture that ball is a beep kickball and it has become very popular and it is not too hard to get the beep kickball. You can look up beepkickball.com.

That is one area of gross motor skills. The other picture is my friend who is at Perkins teaching a student who is blind how to run. The components of running such as swinging your arms and the flight phase are so important so that kids feel good about their movements. So not only having the proper clothing but also learning how to do the skill properly so they like it, and their movement is efficient and they are good at it. So taking the time we need to teach gross motor skills will help kids in the long run achieve recreation and leisure and it all starts in elementary school.

Career education. Strategies to infuse career education are introducing guest speakers who are visually impaired to talk about their career opportunities. For example we had Joe Strechae come to our Camp Abilities to talk about careers and vocational needs for kids with visual impairments. Whether they want to go to college or they want to get a job out of school. If they want to get a job in the sports field such as a journalist or videographer or being a professional athlete those are all options and bringing in guest speakers is helpful.

Also connect with individuals who are visually impaired with careers in sports and recreation. You can also connect with them by email. You can write them a letter or create a pen pal relationship with someone who is out there doing that vocation. You can also take kids on a field trip. You can go to a newsroom where there is a person with a visual impairment that is a news anchor talking about sports and experience what they do. I have a good friend David Block who is visually impaired and he is a videographer. Going to his studio and meeting him and seeing videos he made would be an excellent idea to promote career education.

Also performing Internet searches for people who are visually impaired who are athletes, coaches, or are involved in sports and recreation. Utilizing a sport ed model so students learn about careers in sports. The sport ed model is a secondary curriculum approach that allows each child to be a part of the whole sports season. For example where the coach for part of the season. You were the coach, announcer, journalist, sports statistician. You can be the photographer and a videographer. All these opportunities give ideas for different types of careers.

Also discussing how a higher level of physical fitness may increase an individual's marketability while job searching. I had some friends that work at a hospital and they collect towels and sheets and blankets and bring them down to the laundry room and they take the laundry that is washed and bring that around the hospital. They need a lot of stamina for a job like that and the ability to have more stamina and be more fit will open more doors for people with visual impairments. If a person gets out of breath walking into an interview or walking up the stairs to get into an office, that employer might not look at them as someone who is fit to get that job. So the better fit we are the more components of the ECC we are going to meet and we're also going to be better prepared for more jobs.

Use of assistive technology. Teaching the use of exercise technology such as talking pedometers and talking heart rate monitors infuses assistive technology into physical education. Incorporating modified Wii exercises into the physical education curriculum is also a way to infuse technology. There are modified versions of the Wii so if you go to vifit.org, you can access modifications for games like tennis, bowling, Wii skiing, and games like that. Also helping children to navigate the web before assignments on blind sports and role modelsor the history of a sport would also be a way to infuse assistive technology into physical education. And there is a lot of great history in some of the blind sports. For example the game of showdown, tandem biking, beep baseball has some great history kids can research.

More assistive technology ideas are using sound services or sound balls, and physical education activities. Navigating the Internet to find sports related opportunities, doing a search looking for summer sports camp, or equipment, or sports organizations will help them be self-determined and be able to use assistive technology.

This is an example of some of my favorite role models. Some of you probably know Trischa Zorn. Trischa has won more medals than any olympian or paraolympian and she is a swimmer. Martha Reuther is going to be in her first Olympics next summer she is going to be going to Rio and she is a paraolympic swimmer and she is on the team. I just think it is great for kids to learn about role models because it can really help with so many components of the ECC such as career development and socialization, independence, self-determination and hopefully meeting role models will give them friends for life like we have at our camp.

Now we’re going to show a short video about or camp, Camp Abilities

[Video: What Can a Child Accomplish at Camp Abilities]

[Sky] What is a pirate’s favorite place to eat? Arrrrrrrbys

[Song in background] A loss of sight is not loss of vision. If you believe you can achieve. You are strong. You are able. You can climb, you can hike, you can tumble, you can swim.]

[Various Speakers]

It’s an individualized camp for each kid and they will get out of it what they want to get out of it.

I think it is fun and special.

It is remarkable. It’s almost beyond words, really.

You notice instantly it’s a positive vibe.

The kids are put on a pedestal and looked up to as opposed to look down on. Everyone values our contribution. Not what they can't do so they have a feeling of totally fitting in. They are totally included.

I get to be away from home and I get to be with kids just like me.

Coming in and meeting new people.

It's fun and a good opportunity very

It's a one-week vacation. And if you love sports this is the place to be.

I love being able to work on the sports I have done before and improve on the sports I have done here.

You can do things you haven't done a your house or your school.

You can do what you can’t do back at home, because we don't fill comfortable doing that because you are afraid of how they will look at you and judging because of your visual impairment.

I actually did 38 laps on a single bike, so that’s 9 miles.

This is basically the confidence boost and activities that kids need.

If someone says you can’t do a certain sport, say yes I can with modifications.

It can change a person‘s outlook on being blind.

[End video]

[Lieberman] If anyone is interested in learning more please see our website Campabilities.org and if you're interested to come and visit our camp or one of the camps around the country we have camp's all across the US and other countries.

Some of the resources I wanted to share is the American Printing House for the Blind website. You can get some physical education equipment on quota funds. If you go to this could put physical education in the search bar and click on that site and look at products all of the products are there.

Campabilities.org and the US ADA the United States for Association for blind athletes has sports information for Paralympics and you have modifications and tip sheets for coaches for afterschool sports.

And AFP.org has great books and resources there is physical education and sports for people with visual impairments and that book is available through that website and there are additional webinars if you are interested on physical education, physical activity, motor development and motor learning so I encourage people if they are interested in more of these webinars to go to that site.

So infusing the ECC into physical education requires communication, collaboration, some assessment, advocacy, and independence. But we have to honor the individual and believe that every child can meet the potential with our support.

And I just wanted to leave it open to questions. And this is a picture of Kyle meeting his goal of independently kayaking. So I was pretty excited about that one. At this point we will open it up for questions.

[Jay Morris] Hi, this is Jay speaking from Perkins, and one question that we had come through was from Stacy. She asks, do we know when sport courts will be available? That looks like a great tool to use.

[Lieberman]Soon I feel testing will happen this summer and in the fall and my guess is it would be available, we cannot make any definitive answers. When it will be out. We're moving forward which is great.

[jay Morris] We have run a little bit over. It did not look like there were additional questions in the Que. We have people from all over. We have people from Alberta Canada that are on the call. There are people from Brooklyn New York. So a wide demographic coming in today. So I would like to thank everyone for addressing this important topic. We appreciate it. We hope that the participants found this webinar to be informative and we hope you will have a chance to join us for future webinars that we have.

Again, this presentation was recorded in the presentation recording and the PowerPoint will be available at Perkins websites within the next 24 hours. So I want to thank you for joining and thank Lauren Lieberman for her time and expertise today.

[Lieberman] So I would like to thank everyone for joining I want to thank everyone from Perkins for making this elearning opportunity possible. It is a topic that is very near and dear to my heart and it is wonderful to be part of this webinar.

[Jay Morris] Great. Thank you so much and we wish you all would have a great day. Thank you so much.

[Lieberman] Thank-you.

[Event concluded]