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Disclosure of Relevant Financial Relationships
I have the following financial relationships to disclose:

Grant/Research support from: Georgia Department of Behavioral Health and Developmental Disabilities

Disclosure of Off-Label and/or investigative uses:
I will not discuss off label use and/or investigational use in my presentation

Speaker Name: Keiko Shikako-Thomas, PhD, OT

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I have the following financial relationships to disclose:

Grant/Research support from: Kids Brain Health Network (Networks of Centres of Excellence), AACPDM (Petal for Pete), Canadian Institutes of Health Research – CHILD-BRIGHT SPOR

Disclosure of Off-Label and/or investigative uses:
I will not discuss off label use and/or investigational use in my presentation

Speaker Name: Gavin Colquitt, EdD, CAPE, CSCS

Disclosure of Relevant Financial Relationships
I have the following financial relationships to disclose:

Grant/Research support from: New York State Developmental Disabilities Planning Council
Employee of: SUNY Upstate Medical University, Syracuse, New York

Disclosure of Off-Label and/or investigative uses:
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MEET ME IN THE ARENA: FIGHTING FOR LEISURE OPPORTUNITIES FOR CHILDREN AND YOUTH WITH DISABILITIES

Gavin Colquitt, EdD, CAPE, CSCS
Nienke P Dosa, MD, PhD
Jessica,
Keiko Shikako-Thomas, PhD, OT
And the AACPDM Adapted Sports and Recreation Committee

LEARNING OBJECTIVES

- Appreciate the scope of opportunities for accessing sports, recreation, and wellness activities and programs for children and youth with disabilities in the community and clinical settings.
- Understand the variety of policies at the local, regional, national and international levels that can influence physical activity and leisure programs for children and youth with disabilities.
- Identify specific strategies for leveraging local assets to create inclusive school- and community-based programs.
- Illustrate concrete actionable ways clinicians can support patients and families identifying and promoting engagement in physical and other leisure activities outside the clinical context.

COURSE OUTLINE

PART I: INTRODUCTION

1. Introduction
   - The Benefits of Leisure for all
   - Barriers to participation in leisure and physical activities
COURSE OUTLINE
PART II: SCHOOL (7 MIN)

2. School-based programming
   ▶ Adapted PhD. Role of the Adapted PE teacher within the ICF and care coordination (Jessica, Gavin)
   ▶ Introduction of IDEA: National Requirement (Gavin)
   ▶ Adaptive PE Teacher/Adaptive Physical Education National Standards (APENS)
   ▶ Partnerships with camps (Gavin)
   ▶ Examples of school-based programs (Rick Hansen Foundation, Abilities Center – Canada, Canadian Paralympic Committee, Keiko)

COURSE OUTLINE
PART III: COMMUNITY

3. Community-based programming
   ▶ Adapted playgrounds (Keiko)
   ▶ Jooay App (Keiko)
   ▶ Parks and recreation partnership (Nienke)
   ▶ National Context (U.S.)
   ▶ Inclusive Fitness Initiative for Young Adults aged 18-25 Years (NYS DDPC grant)
   ▶ Inclusive Fitness–based movements
   ▶ Adapted fitness programs (Nienke)
   ▶ Walks and talks video: https://vimeo.com/184005441
   ▶ Ability Fitness video: http://www.localsyr.com/bridge-street-as-seen-on/bridge-street-ability-fitness/387163797
   ▶ Adapted physical literacy review (Keiko)

COURSE OUTLINE
PART IV: POLICY

4. Policy and Advocacy
   ▶ Leveraging local, regional, national, and international policy
     ▶ UN CRPD (Keiko)
     ▶ Accessibility legislation, Canadian Paralympic Committee (Keiko)
     ▶ Provincial policy tables for leisure (Keiko)
     ▶ IDEA, ADA, Section 504 and Inclusive Sport; Therapist’s role in initiating action (Gavin)
COURSE OUTLINE
PART V: YOU!

- Interactive
  - Identify your individual needs and existing resources
  - Work on a program

THE BENEFITS OF LEISURE AND RECREATION
Fighting the good fight

BENEFITS OF RECREATION AND PHYSICAL ACTIVITY FOR INDIVIDUALS
Children and youth of all abilities, including those with the most complex needs, take part in sport and physical activity. Sport and physical activities provide natural short breaks when these are most needed. Sport and physical activity providers are informed, trained and enabled to include children and youth of all abilities levels. Children and youth with disabilities contribute to sport and physical activity, and have leadership opportunities. Aspirations and expectations of individuals and sport and activity providers are raised.

**BENEFITS FOR PROGRAMS**

**SCHOOL LEVEL PROGRAMMING**

**BARRIERS AND FACILITATORS**

- Video QUALA study
Course Outline
Part II: School

2. School-based programming:
   - Adapted PEEd, Role of the Adapted PE teacher within the ICF and care coordination (Jessica, Gavin)
   - Introduction of IDEA: National Requirement (Gavin)
   - Adaptive PE Teacher/Adaptive Physical Education National Standards (APENS)
   - Partnerships with camps (Gavin)
   - Examples of school-based programs (Rick Hansen Foundation, Abilities Center – Canada, Canadian Paralympic Committee - Keiko)

IDEA: PHYSICAL EDUCATION REQUIREMENTS

- Physical Education:
  - Physical and motor fitness
  - Fundamental motor skills and patterns
  - Skills in aquatics, dance, individual and group games and sports

- Public Agencies Requirement:
  - Physical education services must be made available to every child with a disability receiving free and public education***
  - Regular Physical Activity
  - Special physical education

CONTINUUM OF PLACEMENT

Adapted from Adapted Physical Education and Sport, 6th Ed: Figure 2.10 continuum of alternative instructional placements in physical education
Adaptive Physical Education National Standards (APENS)

- Human development
- Motor behavior
- Exercise science
- Measurement and evaluation
- History and philosophy
- Unique attributes of learners
- Curriculum theory and development

- Assessment
- Instructional design and planning
- Teaching
- Consultation and staff development
- Student and program evaluation
- Continuing education
- Ethics
- Communication

Adapted Physical Literacy

15 research articles included
What does research tell us?

- Most studies are descriptive
- Emphasis on Physical Education (PE) or adapted PE rather than Physical literacy (PL)
- None of the programs described included all the PL constructs
- Only 4 studies had specific evaluations of program outcomes:
  - physical activity levels (cardiovascular endurance, muscular strength and endurance, flexibility)
  - feedback from teachers on the participation of kids.

Measurement:
How do you know you’re doing what you say you’re doing?

<table>
<thead>
<tr>
<th>Component</th>
<th>Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical fitness</td>
<td>strength and capacity assessment</td>
</tr>
<tr>
<td>Physical activity behavior</td>
<td>monitoring daily behavior – pedometer</td>
</tr>
<tr>
<td>Motor skills</td>
<td>gross motor skills</td>
</tr>
<tr>
<td>Knowledge, awareness and understanding</td>
<td>questionnaires</td>
</tr>
</tbody>
</table>

What factors were helpful?

- Adapting physical activities to individual needs of children with disability
- Involvement of parents, PE teachers and peers of children with disabilities
- Obtaining and providing regular feedback from teachers, parents and children
- Easy to use, fun activities for motivation
- Targeting knowledge users both at organizational and individual level:
  - At the organizational level: managers, administrators and collaborators working with different health centers, universities, local foundations and after school programs
  - At the individual level: children with disabilities, their teachers, parents, mentors and peers
What populations were included

- Autism Spectrum Disorder (N=2)
- Intellectual Disabilities (N=4)
- Mild to moderate motor deficits, mixed disabilities

Where did APL programs happen?

- General education settings: include children with and without disability (N=10)
- Self-contained adapted settings/ Special school settings: include children only with disability (N=2)
- Community (N=5)

Examples of programs

<table>
<thead>
<tr>
<th>Skill Training Activities</th>
<th>Mentee Activities</th>
<th>Mentee Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical competence: Providing training on movement skills (walking, running), sport skills.</td>
<td>Activities: enhancing self-esteem, improving social skills, healthy nutrition.</td>
<td>ASD, ID, MPD</td>
</tr>
<tr>
<td>Knowledge and awareness: Seminars on the rights of children with disabilities, healthy nutrition.</td>
<td>Activities: Enhancing self-esteem, improving social skills.</td>
<td>ASD, ID</td>
</tr>
<tr>
<td>Strengthening, balance, flexibility, cardiovascular activity: Motivate, Adapt and Play (MAP).</td>
<td>Activities: Enhancing self-esteem, improving social skills.</td>
<td>ID</td>
</tr>
<tr>
<td>Awareness: Individual level - aerobic activities, flexibility, muscle and bone strengthening activities.</td>
<td>Activities: Enhancing self-esteem, improving social skills.</td>
<td>ASD, ID</td>
</tr>
<tr>
<td>Organizational level: The mentor was expected to collaborate with recreation centers to provide indoor space for the program; social children and youth with disabilities and their mentors, who were oriented to the program.</td>
<td>Activities: Enhancing self-esteem, improving social skills.</td>
<td>ASD, ID</td>
</tr>
<tr>
<td>Group level: The mentors collaborated three times during 8 weeks to attend to the making, testing, quality, communication, and motivational strategies in developing safe physical activity, attend socialization, and learn safety practices.</td>
<td>Activities: Enhancing self-esteem, improving social skills.</td>
<td>ASD, ID</td>
</tr>
</tbody>
</table>
SCHOOL-BASED PROGRAMS

- Rick Hansen Foundation School Program
- Canadian Paralympic Committee

COMMUNITY LEVEL

3. Community-based programming
   - Adapted playgrounds
   - Jooay App
   - Parks and recreation partnership
   - National Context (U.S.)
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