

Abstract No. 1.6 Tuesday 5th September 2017 at 12:00-12:45

Title: Adapted Physical Activity: from idea to reality - Unlocking potentials

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Main focus: Mainly practice, Both congenital and acquired deafblindness

Abstract:

Adapted physical activities (APA) is a practice - the key to all people with disabilities can play sports or be involved in movement with others. APA makes use of methods that make sport accessible to all, and to focus on opportunities rather than limitations. Adapted physical activity includes, but is not limited to, physical education, sport, recreation and rehabilitation.

We as teachers found strong relevance of APA within the field of deafblindness in 2008. We found the potential in adapting the idea to students with deafblindness in our school. According to the education act in Denmark we created a definition of APA within the field of deafblindness, in order to valid APA as a school subject. Our constructed definition equals social connectedness and closeness with the improvement of physical-, technical-, and tactical skills. In our classes, we create time, safe and innovative space with a known structure.

Case study: Unlocking potentials

When we started the APA group, one of the students was a shy boy of 12 with CHARGE syndrome who had a low self-esteem, found social relations difficult, did not benefit much from, nor found much pleasure in, Physical Education and was very dependent on his main teacher as his only route of communication and trusty adult. Through the sporting and social elements, which are the central principles of APA teaching, he developed slowly but surely. He started to expand his routes of communication, to interact with the other students, express the activities in words and signs. His self-esteem was increased through experiences of success and thus he gained the energy to help the other students in the group. He felt at ease with the exercises and himself. In the end he took a kind of leadership role in the group. This made us realize the potential of a positive role model. We found literature concerned the peer tutor concept. Through that we felt inspired to test the peer tutor concept on him. We focused on giving him the skills to structure and present a topic in the APA-class. This he now brings in to his everyday life. We have been working with him for two years now with great success. We see that he grows with the role and gains good competences in selecting information and preparing, presenting and carrying out the lessons - though still with the guidance and support by us as teacher. We evaluate each lesson with him and the result of the evaluation is used in the next lesson. We will through videos and theory show the remarkable development in order for you to get inspired.