



UNIT

IV

PHYSICAL EDUCATION AND SPORTS FOR CHILDREN WITH SPECIAL NEEDS

Overview

- ◆ Organizations promoting Disability Sports (Special Olympics; Paralympics; Deaflympics);
- ◆ Concept of Classification and Divisioning in Sports;
- ◆ Concept of Inclusion in sports, its need, and Implementation;
- ◆ Advantages of Physical Activities for children with special needs;
- ◆ Strategies to make Physical Activities assessable for children with special needs

LEARNING OUTCOMES

At the end of the chapter, children will be able to:

- ◆ Appreciate advantages of physical activities for children with special needs
- ◆ Differentiate between methods of categorization in sports for CWSN
- ◆ Understand concepts and importance of inclusion in sports
- ◆ Create advantages for Children with Special Need through Physical Activities
- ◆ Strategise physical activities accessible for children with special needs

The Commonwealth Games in Manchester, England in 2002, marked an extremely important change in the way disabled competitors were treated in athletics tournaments. For the first time, medals won by disabled competitors were counted towards their countries' final totals. Disabled competitors joined the procession of national teams, they lived together in the athletes' village, and their events were staged in the same stadiums at peak times alongside star names.

Read the following transcript of a radio interview with Desmond Green, a former





athlete on the changes in the Manchester Commonwealth Games.

Presenter: Do you think these changes are a welcome step forward?

Desmond Green: Much, much more than that. They are a revolution in sport. After yesterday we can't go back, though for certain the traditionalists will complain. No, it's a marvellous turning point. Calling someone a 'disabled athlete' will no longer be considered one of those second best, embarrassing expressions: it will stand for status of a sort that will appeal to the public.

Presenter: Surely, what the public want to see is first past the post, the world's fastest - that sort of thing...

Green: Ah, that's precisely what traditionalists will say! But it isn't like that. These decisions have turned sport upside down because, from now on, we shall acknowledge what individuals can do. Take Natalie du Toit. Since losing her leg in a road accident, she's trained relentlessly. Now she's in Manchester representing South Africa as a swimmer. What an achievement against the odds! That's the sort of story readers want. They're tired of muscles and speed and running the same old races in the same old ways. They want real competitors, people who are doing their best under very trying circumstances, just like them. The traditionalists can't handle that. They fear change and want athletics competitions to be the same as always.

Presenter: So you reckon spectators will like this?

Green: Of course. They've seen it in marathon events. You see, they want more than excellence. To see a magnificent performance by someone in a sporting wheelchair is moving and uplifting. You identify strongly with them, which is emotional. You could say that these changes give us a new version of an old sport, something fresh and exciting to talk about. But the real importance is that it inspires the spectators. How many of us who are burdened by unhappiness and depression will see the Games and ask ourselves why we can't overcome our difficulties and go and do something positive ourselves?

Presenter: I suppose you're also saying that these changes in the ways disabled athletes are treated mark a change in our attitudes towards them.

Green: Absolutely. They're taking a real part. No one can patronise them with second-class events that 'someone let us have because we are cripples', tagged on for the sake of political correctness. No patronising, that's the point. They're there in their own right. You know, 'political correctness' is necessary because it protects people - but it's marvellous when you can throw it out of the window and





start again.

Presenter: You feel very strongly about disability, don't you, Desmond?

Green: I do. There are many forms, and you and I could easily find ourselves classified in some way. When we talk about a minority, we forget how many real people there are out there and the important part they play in society. These games will help people to turn disability into normality. I've seen blind people skiing, and we both know about the work done by societies for horse-riding for the disabled. We all want to be accepted as normal, and this will help.

Presenter: Will the Games change disabled people's attitudes too?

Green: Anything that gives them the confidence they deserve is important. They will hear interviews with athletes and they'll say, 'Why can't we do something like that?'

Presenter: I can see why you mistrust traditionalists.

Green: They live in ivory towers, in the past. They talk about the pursuit of excellence and how athletes must be ruthless. They deride the participation of the disabled because they say that athletics is not suitable for them. But no organisation can protect itself from change. If it does, it withers away. These changes are important because they show that athletics is alive and that will gain public support and interest.

Presenter: Some disabled athletes argue that not enough has been done.

Green: There's a long way to go, but what has been done is radical. It'll take some time to digest. Then we can all think what we should add. It's not beyond us to invent other ways of celebrating the excellence of personal achievement.

Discussion

Every individual is different and therefore, has different capabilities and needs.

Discuss in a group

- ◆ In what ways are the students in your class different from each other? (e.g., some may be short or tall, or have different abilities)
- ◆ In what way do their different needs impact their learning capabilities?
- ◆ How important is it to respect individual differences and strengths? Share your views with the class.





4.1 Organizations promoting Disability Sports

Disability refers to limitations in individual functioning, including physical impairment, intellectual impairment, cognitive impairment, sensory impairment, mental illness and various types of chronic diseases. A person with disability is not able to participate in sports and physical education due to her/his impairment, attitudinal and environmental barriers.

Sports events for athletes with an impairment have existed for more than 100 years, and the first sport clubs for the deaf were already in existence in 1888 in Berlin. However, competitive games for people with special needs were widely introduced only after World War II. The purpose was to assist the large number of war veterans and those soldiers who had been injured during wartime. In 1948, on the occasion of the opening ceremony of London Olympic Games, Guttman conducted wheel chair competitions for the first time in history. He named these Games "Stoke Mandeville Games". These Games later became Paralympic Games which took place in 1960 at Rome. Sports for Intellectually disabled, which were later promoted as Special Olympics, began when Eunice Kennedy Shriver organised a summer Day Camp in the backyard of her Maryland home in 1960s. In July 1968, the world witnessed the first International Special Olympics Games at Soldier Field in Chicago. Sports for people with hearing impairment were also promoted through International Committee of Sports for the Deaf (ICSD) which is the governing body responsible for Deaflympics since 1924 with their first games known as International Silent Games at Paris in 1924. Since then, the Deaflympics are held every four years, except for a break during World War II. The Deaflympic Winter Games, were started in 1949. Paralympics, and Special Olympics are organisations recognized by International Olympics Committee. Today we have sports for athletes with special needs in the area of visual impairment, cerebral palsy and various other needs. In this chapter, we will read about promotion of sports by Paralympics, Special Olympics and Deaflympics.

Extension Activity

Find out the history of the following events:

1. Special Olympics Bharat
2. Special Olympics
3. Paralympics
4. Deaflympics





4.1.1 PARALYMPICS

Paralympics is a mega sports event involving athletes with a range of disabilities, and is organized by the International Paralympic Committee. The range of disabilities includes impaired muscle power (eg., paraplegia and quadriplegia, muscular dystrophy, post-polio syndrome, spina bifida), impaired passive range of movement, limb deficiency (eg., amputation or dysmelia), leg length difference, short stature, hypertonia, ataxia, athetosis, vision impairment and intellectual impairment. These disabilities are further divided into classifications which vary from sport to sport. The word Paralympics is derived from the Greek word para which means beside or alongside and Olympic. Combined, Paralympics means an international Games competition that is parallel to the Olympics. Thus, the word Paralympics refers to “a series of international contests for athletes with disabilities that are associated with and held following the summer and winter Olympic Games.” There are Winter and Summer Paralympic Games, which since the 1988 Summer Games in Seoul, South Korea, are held almost immediately following the respective Olympic Games. All Paralympic Games are governed by the International Paralympic Committee (IPC).



International Paralympic Committee (IPC) was formed on 22 September 1989 and is situated in Germany. IPC organizes Summer and Winter Paralympic Games and coordinates world championships and other competitions. The vision of IPC is ‘To enable Para athletes to achieve sporting excellence and inspire and excite the world.’

Do you know?

List of summer Paralympic sports for Tokyo 2020

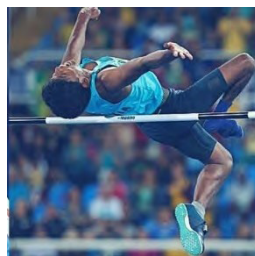
1. Archery (since 1960)
2. Athletics (since 1960)
3. Boccia (since 1984)
4. Cycling : Track & Road cycling (since 1984)
5. Equestrian (since 1996)





6. Football5-a-Side (since 2004)-for vision impaired
7. Goalball (since 1980)
8. Judo (since 1988)
9. Para-Badminton (since 2020)
10. Paracanoe (since 2016)
11. Paratriathlon (since 2016)
12. Para-Taekwondo (since 2020)
13. Powerlifting (since 1984)
14. Rowing (since 2008)
15. Shooting (since 1976)
16. Sitting Volleyball (since 1976)
17. Swimming (since 1960)
18. Table tennis (since 1960)
19. Wheelchair Basketball (since 1960)
20. Wheelchair Fencing (since 1960)
21. Wheelchair Rugby (since 2000)
22. Wheelchair Tennis (since 1992)

Although sports clubs for the deaf were already in existence in Berlin since 1888, and some sports competitions for athletes with an impairment had been organised for more than 100 years, it was not until after World War II, however, that they became widely accepted. The purpose at that time was to assist the large number of war veterans and civilians who had been injured during wartime.



Dr Ludwig Guttmann opened a spinal injuries centre at the Stoke Mandeville Hospital in Great Britain in 1944, and in time, rehabilitation sport developed to recreational sport and then to competitive sport.

On 29 July 1948, during the Opening Ceremony of the London 1948 Olympic Games, Dr Guttmann organised the first competition for wheelchair athletes which he named the Stoke Mandeville Games where 16 injured servicemen and women took part in archery. This was a milestone in Paralympics history. In 1952, Dutch ex-





servicemen also joined the Movement and the International Stoke Mandeville Games Federation (ISMGF) was founded which conducted its first Paralympic Games at Italy 1960 featuring athletes from 23 nations. These have now come to be recognised as the first Paralympic Games. There were various different organizations working for different disabilities and, therefore, there was a need to bring all impairments under one umbrella. A major effort in this direction was made in 1982. The ISMGF, along with International Sport Organisation for the Disabled (ISOD), which had been formed in 1964 for those who could not participate in Stoke Mandeville Games, created an international coordination committee along with two other organizations that focused on games for people with disabilities. These were the Cerebral Palsy International Sports and Recreation Association (CPISRA) founded in 1978 and International Blind Sports Federation (IBSA) founded in 1980. They joined together as the International Co-coordinating Committee Sports for the Disabled in the World” (ICC) in 1982. Later in 1986, International Sports Federations for Persons with an Intellectual Disability (INAS-FID) also joined the Internal Coordination Committee (ICC). Thus, a combination of these organizations led to formation of International Paralympics Committee (IPC) on 22nd September 1989 at Dusseldorf, Germany as a global governing body of paralympic movement.

The vision of the IPC is, “To enable Paralympic athletes to achieve sporting excellence and to inspire and excite the world.” The Paralympic anthem is “Hymne de l’Avenir” or “Anthem of the Future”. It was composed by Thierry Darnis and adopted as the official anthem of the IPC in March 1996.

Till 1988, Winter and Summer Paralympic Games were held as per a separate schedule. However, since the Summer Games of Seoul, Korea in 1988 and the Winter Games in Albertville, France in 1992 the Games have also been organised in the same cities and venues as the Olympics due to an agreement between the International Paralympic Committee (IPC) and the International Olympic Committee (IOC). All Paralympic Games are governed by the IPC.

Given the wide variety of disabilities that Paralympics athletes have, there are several categories in which the athletes compete. The allowable disabilities are broken down into ten eligible impairment types which vary from sport to sport.

Categories

A major challenge facing the organisers of para-sports is that the competition may become one sided and predictable, in which the least impaired athlete will always win. To prevent this, para-athletes are placed in categories for competition based on their impairment, these are called sport classes. Paralympic athletes have an





impairment in body structure and functions that leads to a competitive disadvantage in sports. Consequently, criteria are put in place to ensure that winning is determined by skill, fitness, power, endurance, tactical ability and mental focus. When an athlete starts competing, she/he is allocated a class that may be reviewed throughout the athlete's career.

The purpose of the criteria

- Defining the impairment group in which an athlete can compete in the various sports.
- Grouping athletes in classes defined by the degree of activity-limitation related to the impairment and/or specific to the task in the sport.

The IPC has established ten disability categories, including physical, visual, and intellectual impairment. Athletes with one of these disabilities can compete in the Paralympics though not every sport can allow for every disability category. These categories apply to both Summer and Winter Paralympics.

1. **Physical Impairment** - There are eight different types of physical impairment:

- **Impaired muscle power** - With impairments in this category, the force generated by muscles, such as the muscles of one limb, one side of the body or the lower half of the body is reduced. eg., spinal cord injury, spina bifida, post-polio syndrome.



- **Impaired passive range of movement** - The range of movement in one or more joints is reduced in a systematic way. Acute conditions such as arthritis are not included in this category.
- **Loss of limb or limb deficiency** - A total or partial absence of bones or joints from partial or total loss due to illness, trauma, or congenital limb deficiency. eg., amputation, dysmelia.
- **Leg-length difference** - Significant bone shortening occurs in one leg due to congenital deficiency or trauma.





- **Short stature** - Standing height is reduced due to shortened legs, arms and trunk, which are due to a Musculo-skeletal deficit of bone or cartilage structures. eg., achondroplasia, growth hormone deficiency, osteogenesis imperfecta.
 - **Hypertonia** - Hypertonia is marked by an abnormal increase in muscle tension and reduced ability of a muscle to stretch. Hypertonia may result from injury, disease, or conditions which involve damage to the central nervous system. eg., cerebral palsy.
 - **Ataxia** - Ataxia is an impairment that consists of a lack of coordination of muscle movements. eg., cerebral palsy, Friedreich's ataxia, multiple sclerosis.
 - **Athetosis** - Athetosis is generally characterized by unbalanced, involuntary movements and a difficulty maintaining a symmetrical posture (eg., cerebral palsy, choreoathetosis).
2. **Visual Impairment** - Athletes with visual impairment ranging from partial vision, sufficient to be judged legally blind, to total blindness. This includes impairment of one or more component of the visual system - eye structure, receptors, optic nerve pathway, and visual cortex. The sighted guides for athletes with a visual impairment are such a close and essential part of the competition that the athlete with visual impairment and the guide are considered a team. Beginning in 2012, these guides, along with sighted goalkeepers in 5-a-side football, became eligible to receive medals of their own.
 3. **Intellectual Disability** - Athletes with a significant impairment in intellectual functioning and associated limitations in adaptive behaviour fall under the category of intellectual disability. The IPC primarily serves athletes with physical disabilities, but the Intellectual Disability group has been added to some Paralympic Games. This includes only athletes with exceptional athletic ability who have intellectual disabilities diagnosed before the age of 18. However, the IOC recognized Special Olympics World Games are open to all people with intellectual disabilities.





4.1.2 SPECIAL OLYMPICS

Special Olympics is the world's largest sports organization for children and adults with intellectual and physical disabilities, providing year-round training and competitions to 5 million athletes and Unified Sports partners in 172 countries. The concept was the brainchild of Eunice Kennedy Shriver, who in 1962 initiated a day camp called Camp Shriver for children with intellectual disabilities at her home in Potomac, Maryland. The camp sought to address the concern that children with special needs had very little opportunity to participate in organised athletic events. With Camp Shriver as an example, Kennedy Shriver, head of the Joseph P. Kennedy Jr. Foundation and a member of President John F. Kennedy's Panel on Mental Retardation, promoted the concept of involvement in physical activity and other opportunities for people with intellectual disabilities.



The Logo of Special Olympics is based on the sculpture "Joy and Happiness to All the Children of the World" by Zurab

Tsereteli and was adopted in 1979. It reflects joy, happiness, confidence among children and adults with special needs who are learning coordination, mastering skills, participating in competitions and preparing themselves for richer, more productive lives.

The mission of Special Olympics is to provide year-round sports training and athletic competition in a variety of Olympic-type sports for children and adults with intellectual disabilities, giving them continuing opportunities to develop physical fitness, demonstrate courage, experience joy and participate in events like Athletics (Track and Field), Badminton, Basketball, Bocce, Bowling, Cricket, Cycling, Equestrian sports, Figure Skating, Floorball, Floor Hockey, Football (Soccer), Golf, Gymnastics - Artistic and Rhythmic, Handball, Judo, Kayaking, Netball, Powerlifting, Roller Skating, Sailing, Snowboarding, Snowshoe running, Skiing - Alpine and Cross-Country, Softball, Speed Skating - Short-track, Swimming - Pool and Open-Water, Table Tennis, Tennis, Triathlon and Volleyball.





There are a large number of benefits for people with intellectual disabilities as a result of participating in activities organized by Special Olympics. Apart from physical and health benefits, it provides psychological benefits including higher self-confidence, self-esteem and social competence. The transformative power of sports in instilling confidence, improving health and inspiring a sense of competition lies at the core of Special Olympics.

Extension Activity

Working in groups, investigate the history of the Indian Paralympic and Special Olympics teams. Who have been the most successful athletes?

Select one and find out more about him/her. Present your findings to the class in the form of a Power Point Presentation.

One of the major events of Special Olympics is World Games, which was first held in July 1968 at Chicago with around 1000 participants from U.S. and Canada. Special Olympic Winter Games were initiated in 1977 at Colorado, US. Special Olympics also conducts Unified Sports Programme for inclusion. Sports Participants who have attained 8 years of age along with condition of intellectual disabilities, cognitive delays identified by the agency or a professional can participate in sports competitions.

The Special Olympics was officially recognized by the International Olympic Committee (IOC) in 1988. It provides year-round training and competitions to 5 million athletes and Unified Sports partners in 172 countries. Special Olympics competitions are held every day, all around the world—including local, national and regional competitions, adding up to more than 100,000 events a year. Like the IPC, the Special Olympics organization is recognized by the IOC; however, unlike the Paralympic Games, Special Olympics World Games are not held in the same year or in conjunction with the Olympic Games.

History of Special Olympics

In June 1962, Eunice Kennedy Shriver started a day camp called Camp Shriver for children with intellectual and physical disabilities at her home in Potomac, Maryland. The camp sought to address the concern that children with special needs had very little opportunity to participate in organised athletic events. With Camp Shriver as an example, Kennedy Shriver, head of the Joseph P. Kennedy, Jr. Foundation and a member of President John F. Kennedy's Panel on Mental Retardation, promoted the concept of involvement in physical activity and other opportunities for people with





intellectual disabilities. Camp Shriver became an annual event, and the Kennedy Foundation gave grants to universities, recreation departments, and community centres to hold similar camps. The first games were held on July 20, 1968 in Chicago, Illinois, with about 1000 athletes from the U.S. and Canada. International participation expanded in subsequent games. In 2003, the first Special Olympics Summer Games to be held outside the United States, were held in Dublin, Ireland with 7000 athletes from 150 countries. The first World Winter Games were held in 1977 in Steamboat Springs, Colorado. Austria hosted the first Winter Games outside the United States in 1993. The World Games alternate between Summer and Winter Games, in two-year cycles, recurring every fourth year.

Recognition Like the International Paralympic Committee, the Special Olympics organization is recognized by the International Olympic Committee; however, unlike the Paralympic Games, the Special Olympics World Games is a major event put on by the Special Olympics.

Logo and Oath

The Special Olympics logo is based on the sculpture “Joy and Happiness to All the Children of the World” by Zurab Tsereteli. The logo is a symbol of growth, confidence and joy among children and adults with disabilities who are learning coordination, mastering skills, participating in competitions and preparing themselves for richer, more productive lives. The Special Olympics athlete’s oath, which was first introduced by Eunice Kennedy Shriver at the inaugural Special Olympics international games in Chicago in 1968, is “Let me win. But if I cannot win, let me be brave in the attempt.”

Programmes run by Special Olympics around the world

Young Athlete Programme

For young people with and without intellectual disabilities between the ages of 2-7, Special Olympics has a Young Athletes Programme – an inclusive sport and play programme with a focus on activities that are important to mental and physical growth. Children engage in games and activities that develop motor skills and hand-eye co-ordination.

Unified Sports Programme

In recent years, Special Olympics has pioneered the concept of Unified Sports, bringing together athletes with and without intellectual disabilities as teammates. The basic concept is that training together and playing together can create a path





to friendship and understanding. The programme has expanded beyond the U.S. and North America: more than 1.4 million people worldwide now take part in Special Olympics Unified Sports. The goal is to break down stereotypes about people with intellectual disabilities and promote unity.

Healthy Athletes Programme-

This Programme offers health screenings to athletes in need. In 1997, Special Olympics began an initiative called Healthy Athletes that currently offers health screenings in seven areas: Fit Feet (podiatry), FUN fitness (physical therapy), Health Promotion (better health and well-being), Healthy Hearing (audiology), MedFest (sports physical exam), Opening Eyes (vision) and Special Smiles (dentistry). Screenings educate athletes on health issues and also identify problems that may need additional follow-up. For example, the FUNfitness Programme that assesses flexibility, strength, balance, and aerobic fitness of the athlete. Following the screening, the physical therapist provides instructions on how to optimize their physical fitness in the area as screened.

Special Olympic Sports Rules/Guidelines

- Athletes shall be divided into competition division based upon their ability, age and sex. Competition divisions are structured so that an athlete competes against another athlete of similar ability
- Special Olympics has more than 30 Olympic-type individual and team sports that provide meaningful training and competition opportunities for people with intellectual disabilities.
- At competitions, medals are awarded to the first, second and third-place winners in each event, and ribbons are awarded to athletes who finish in fourth through eighth place.

To participate in Special Olympics, a person must be at least 8 years old and identified by an agency or professional as having one of the following conditions: intellectual disabilities, cognitive delays as measured by formal assessment, or significant learning or vocational problems due to cognitive delay that requires or has required specially designed instruction.

4.1.3 Deaflympics





Sports for hearing impaired were started long back, the first games, known as the International Silent Games, were held in 1924 in Paris with 148 athletes from nine (9) European nations participating. The Silent Games were the first ever for any group of people with disabilities and also the secondly created internally competed games after Olympics. Winter Games were instituted in 1949 at Seefeld, Austria.

The event was organized by Le Comité International des Sports Silencieux (the International Committee of Silent Sports), commonly known as the CISS which was formed in 1924 at France. In 1955, the CISS was admitted into the International Olympic Committee, the IOC, as an International Federation with Olympic standing. The flag of the IOC has flown next to the flag representing CISS/ICSD at the Summer/ Winter Deaflympics since 1985.

CISS was lately changed as Le Comité International des Sports des Sourds (The International Committee of Sports for the Deaf) or referred as ICSD. At present, the International Committee of Sports for the Deaf (ICSD) is the main governing body responsible for the organization of Deaflympics and other World Deaf Championships. ICSD is the organization behind the building, evolving and fortifying the tradition of inviting deaf/hard of hearing elite athletes from all of the world to come together not only to compete in their respective sports, but to also develop comradeship between their countries. The most recent name, the "Deaflympics," was formally adopted in 2001. Deaflympics is being organised and managed by ICSD across the world with its national partners and associate members.

The Deaflympics are distinguished from all other IOC-sanctioned games by the fact that they are organized and run exclusively by members of the community they serve. Only people with hearing impairment are eligible to serve on the ICSD board and executive bodies. Deaflympics are held every four years starting from 1924, Paris, with exceptions of 1943 and 1947 games which were cancelled due to world war-ii.



24th Summer Deaflympics





4.1.3.1 Logo



DEAFLYMPICS

The logo of Deaflympics, designed in 2003 is a positive and powerful symbol of the international deaf sports community. It ties together strong elements: Sign language, deaf and international cultures, unity and continuity.

The hand shapes, “ok”, “good”, and “great” that overlap each other in a circle, represent the original sign for “deaflympics”. Together, the hand shapes represent the sign for “united”.

The centre of the logo represents the iris of the eye, which defines deaf people as visual people; they must use their eyes to communicate.

The logo incorporates the four colours of the national flags of the world. The red, blue, yellow and green represent the four regional confederations - the Asia Pacific Deaf Sports Confederation, the European Deaf Sports Organization, the Pan American Deaf Sports Organization and the Confederation of African Deaf Sports.

I. Tick the correct options

1. The International Paralympics Committee was founded in the year
 - a. 1960
 - b. 1948
 - c. 1900
 - d. 1989
2. The reason Paralympic Games got their name was because
 - a. they were meant for athletes suffering from paraplegia.
 - b. they run alongside or parallel to the Olympic Games.
 - c. the athletes are paragons of their sports.
 - d. they are attended by a large number of paramedics.





3. Paralympic Games was a 1948 sporting competition held at Stoke Mandeville hospital in
 - a. England
 - b. United States of America
 - c. Germany
 - d. Greece
4. The founder of Special Olympics was
 - a. Eunice Kennedy Shriver
 - b. John F. Kennedy
 - c. Lyndon B. Johnson
 - d. Donald Trump
5. The first Deaflympics Games were held in the year
 - a. 1924
 - b. 1948
 - c. 1954
 - d. 1988

II. Answer the following questions.

1. When and where did Paralympics start? What was the purpose of these games?
2. What is the vision of the International Paralympic Committee?
3. What is the anthem of the Paralympics? What, according to you, is its relevance?
4. What do you understand by the term hypertonia?
5. Differentiate between Special Olympics, Deaflympics and Paralympics.
6. What do you know about logo of Deaflympics?

III. Answer the following questions in 150-200 words.

1. What was the major challenge facing the organisers of para-sports? How did they deal with this challenge?
2. Write a short note on Special Olympics.
3. List the Programmes run by Special Olympics around the world.



4.2 Concept of Classification and Divisioning in Sports

The concept of Classification and Divisioning is a process used in disability sports for providing even and fair competition for athletes with disability through grouping of athletes. The purpose is very much similar to grouping system used in mainstream sports according to their age-group, gender, weight etc. The general goal of any classification or divisioning in disability sports is to reduce or minimize the effect of sports performance due to any of the above-mentioned variables like age, gender, weight or even abilities. In this chapter we will understand the two terms -- 'classification' and 'divisioning', wherein 'classification' is a grouping process associated with Paralympics and para-athletes, and 'divisioning' is a process of grouping associated with Special Olympics. Classification process adopted by Paralympics assigns categories to athletes based on different types of disabilities, on the other hand divisioning process of Special Olympics is a performance based system of grouping athletes bases on their skill level.

4.2.1 Classification in Paralympics

Paralympic Games, through the international paralympic committee (IPC), has developed classification process which can contribute "to sporting excellence for all Athletes and sports in the Paralympic Movement, and providing equitable competition. Classification is undertaken to ensure that an Athlete's impairment is relevant to sport performance, and to ensure that the Athlete competes equitably with other Athletes" with fair chance to all participant athletes engaging in competitive sports. According to the IPC, the classification process serves two roles. The first is to determine who is eligible and the second is to group sportspeople for the purpose of competition. The eligibility minimum is an impairment that limits the sportsperson's ability to participate in an activity and the disability needs to be permanent in nature.

Classification Process

Classification for Paralympics sports generally has three or four steps. The first step is generally a medical assessment. The second is generally a functional assessment which involves two parts: first observing a sportsperson in training and then observing the sportsperson in competition. There are a number of people involved in this process beyond the sportsperson, including individual classifiers, medical classifiers, technical classifiers, a chief classifier, a head of classification, a classification panel and a classification committee.





4.2.2 10 Classifications in PARALYMPICS (eligible impairments)

1. **Physical Impairment** - There are eight different types of physical impairment:
 - **Impaired muscle power** - With impairments in this category, the force generated by muscles, such as the muscles of one limb, one side of the body or the lower half of the body is reduced. eg., spinal cord injury, spina bifida, post-polio syndrome.
 - **Impaired passive range of movement** - Range of movement in one or more joints is reduced in a systematic way. Acute conditions such as arthritis are not included in this category.
 - **Loss of limb or limb deficiency** - A total or partial absence of bones or joints from partial or total loss due to illness, trauma, or congenital limb deficiency. eg., amputation, dysmelia.
 - **Leg-length difference** - Significant bone shortening occurs in one leg due to congenital deficiency or trauma.
 - **Short stature** - Standing height is reduced due to shortened legs, arms and trunk, which are due to a musculoskeletal deficit of bone or cartilage structures. eg., achondroplasia, growth hormone deficiency, osteogenesis imperfecta.
 - **Hypertonia** - Hypertonia is marked by an abnormal increase in muscle tension and reduced ability of a muscle to stretch. Hypertonia may result from injury, disease, or conditions which involve damage to the central nervous system. eg., cerebral palsy.
 - **Ataxia** - Ataxia is an impairment that consists of a lack of coordination of muscle movements. eg., cerebral palsy, Friedreich's ataxia, multiple sclerosis.
 - **Athetosis** - Athetosis is generally characterized by unbalanced, involuntary movements and a difficulty maintaining a symmetrical posture. eg., cerebral palsy, choreoathetosis.

4.2.3. Divisioning in Sports by Special Olympics

Special Olympics uses a competitive-level matching or grouping referred to as 'divisioning', which is a fundamental rule at Special Olympics. Athletes in competitions are matched with others of the same gender, about the same age and most importantly, of about the same competitive ability.





The fundamental difference between Special Olympics competitions and those of other sports organizations is that athletes of all ability levels are encouraged to participate, and every athlete is recognized for his/her performance. Competitions are structured so that athletes compete with other athletes of similar ability in equitable divisions

4.2.4 Implementation of Divisioning

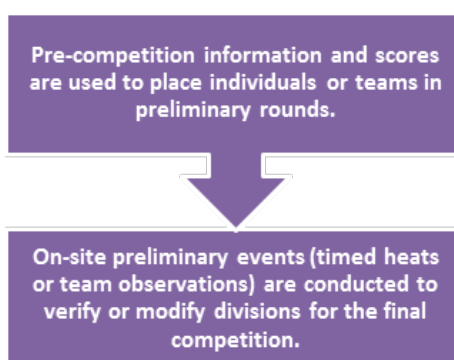
An athlete's ability is the primary factor in divisioning Special Olympics competitions. The ability of an athlete or team is determined by an entry score from a prior competition or the result of a seeding round or preliminary event at the competition itself. Other factors that are significant in establishing competitive divisions are age and sex. In the process of divisioning, athletes are firstly categorised as per their age group which is different for individual and team sports, followed by Gender and lastly by their ability.

4.2.5. Process of Divisioning :

1. Age

Team Sports	Individual Sports
15 & under	8-11 years
16-21 years	12 – 15 years
22 and above	16-21 years
	22-29 years
	30 and above

- Gender:** In the second step, athletes are grouped as per gender, in some circumstances gender can be combined too.
- Ability :** Finally athletes in Special Olympics are grouped according to their skill abilities scores which are recorded by committee through preliminary and on-site events.





This makes Divisioning in Special Olympics a process in which, before each competition, a time, score or skill assessment is submitted for each athlete or team. For events that are not timed or measured, such as football and badminton, there is a series of short games between athletes or teams or an assessment of each athlete or team's ability by a committee. The divisions are then set up based on the information on each athlete's skill level so that each set of competitors is closely matched. Towards fair divisioning, Athletes as well as coaches are expected to follow the Special Olympics Official Sport Rules and the Athlete's Code of Conduct.

Maximum Effort Rule : To achieve the intentions of fairness, there is a 'maximum efforts rule', wherein athletes are expected to give their maximum effort during divisioning process and coaches are expected to motivate all athletes towards giving their best. Special Olympics Athletes who do not participate honestly and do not adhere to the maximum effort rule in all preliminary trials or final rounds violate the true spirit of competition and may even be disqualified from competition.

I. Tick the correct options

1. Grouping process associated with Paralympics is referred as :
 - a. Divisioning
 - b. Classification
 - c. Grouping
 - d. Categorization

2. Grouping process associated with Special Olympics is referred as?
 - a. Divisioning
 - b. Classification
 - c. Grouping
 - d. Categorization

3. Rule used by Special Olympics to achieve the intentions of fairness is referred as :
 - a. Maximum Effort Rule
 - b. Honest Effort Rule
 - c. Best Effort Rule
 - d. Minimum Effort Rule





4. Which is the first step used in classification for Paralympics
 - a. Medical Assessment
 - b. Functional Assessment
 - c. Observation
 - d. Competition

II. Answer the following questions.

1. Describe 'Maximum Effort Rule' used in Special Olympics?
2. Describe the concept of classification in Paralympics?
3. Difference between Classification and Divisioning in disability sports?

III. Answer the following questions in 150-200 words.

1. Explain the objective and need for classification and divisioning in disability sports?

4.3 Concept of Inclusion in Sports, its need and implementation

With the introduction of the Right to Education, which makes education a fundamental right of every child between the ages of 6 and 14 all children - including those who are physically and mentally challenged, or afflicted with various types of disabilities and disorders - have the right to come to school to develop their abilities through the process of education. It is, therefore, the duty of all schools to provide them with such opportunities that they develop their learning.

Do you know

According to the WHO:

Disability is an umbrella term, covering impairments, activity limitations, and participation restrictions. An impairment is a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing tasks or actions. Problems experienced by an individual in life situations are called participation restrictions.

In other words, disability is not just one health problem. It is a complex phenomenon, reflecting the interaction between features of a person's body and features of the society in which he or she lives.





Disability is more common among women, older people, children and adults who are poor. People with disabilities often have less education and have deprived living conditions—including insufficient food, poor housing, lack of access to safe water and sanitation. This causes disabled individuals to have the highest risks for infectious and non-infectious diseases.

People with disabilities often do not receive the needed health care and approximately half cannot afford it. Data from four countries in the Region found that only 26% to 55% of people received the medical rehabilitation they needed, while only 17% to 37% received the assistive devices they needed such as wheelchairs, prostheses and hearing aids.

4.3.1 Encouraging Inclusion through Physical Education and Sports

1. **Role of Family** - The role of family in encouraging a healthy, sports-oriented lifestyle for a child with a disability is crucial. At times the family may find it difficult to accept reality, and may give up on the child. It is essential to promote awareness and to treat a CWSN as equal in the family. A CWSN may require a structured life routine where participation in recreational games and sports plays a very important role in developing a healthy mind and body of the child. Parents should observe certain different abilities of the child and take professional help to enable her/him to excel in the area.
2. **Role of School** - School gives a structured programme to a child or a group where co-scholastic activities and sports are a part of the regular routine. All schools must have trained APE teachers to give a specially-abled child access to games where equipment and movements are adapted in a fun way for her/his holistic development. Here, a teacher or a coach helps a child to transit towards competitive sports under different organizations such as Special Olympics, Paralympics etc.. The school should take care to provide infrastructure that is compatible with the needs of CWSN e.g., a ramp along with stairs. Schools must run sensitization programmes so that CWSN are recognised for their efforts and organise intramural and extramural sports competitions or carnivals.
3. **Role of Organisations** - There are some organizations working at the grass root level to promote adapted sports. These organizations are responsible for training teachers and coaches for teaching, coaching and organizing sports events at Zonal, District, State, National and International levels.



4.3.2 INCLUSION - ITS NEEDS AND IMPLICATION

Each individual is different in terms of his physical, social, emotional and cognitive characteristics. This diversity is a reality, and everyone should respect the differences in each other. Inclusion is a vast concept that implies including everyone in education without being judgmental about the abilities, appearance, economic condition etc. of the participants. Inclusion in education refers to a model wherein CWSN spend most or all of their time with students with non-special needs. It is based on the notion that Inclusive Education is more effective for students with special needs since they get a mixed experience. This social interaction leads to success in later life.

Inclusion plays a big role in creating a safe, comfortable and emotionally secure environment in any educational institution. Inclusion is not a law to be forced on anyone. It is a process which enables a child smooth transition to understand, accept and implement the culture of inclusion in different situations. Physical education and sports play a very important role in promoting inclusion in any educational institute.

Need for Inclusive Education

Inclusive education provides a student training for real life situations as all students, with or without disabilities, learn to interact and work collectively.

1. **Builds Self Esteem** - Inclusive classrooms are filled with diverse learners. This lets kids observe and talk about diverse learning patterns and the manner in which everyone learns in their own way. CWSN may find that they have more in common with other students and this goes a long way in building self-esteem. It also helps reduce stigma faced by those who have learning and attention issues. Differently-abled individuals show marked improvement in self- confidence if they have studied in a regular school. It can also help students build and maintain friendships.
2. **Improves Social and Communication Skills:** Inclusive education provides ample opportunities for all students - students with disabilities and those without disabilities - to have better social relations amongst themselves. Since social skills are better learnt through observation and imitation, students with special needs get a better understanding of the world around them by being part of a regular classroom. This is especially true of students with intellectual impairment like autistic students.





3. **Enhances Sensitivity** - It has been noted that students without disabilities become more sensitive if they study in a classroom where they have students with special needs. They understand and appreciate their emotions and feelings and become more sensitive and caring towards them. They learn how to be more patient and to empathise with others. When children are involved in helping their peers, they not only derive immense satisfaction out of it, but often strike lifelong friendships with them.
4. **Creates Better Understanding and Appreciation of others** - In an inclusive classroom, students with or without special needs understand and appreciate the strengths and weaknesses of their classmates. They learn to understand and appreciate these differences.
5. **Creates a Sense of Belonging** - All children are able to be part of a community and develop a sense of belonging. This makes them better prepared for life as they learn to value each other despite their differences. CWSN enjoy the acceptance and develop a feeling of belonging to the group of students with or without special needs.
6. **Enhances Academic Performance** - Inclusive education leads to better academic performance than in exclusive education. It provides better opportunities for learning as children with varying abilities are often better motivated when they learn in classes surrounded by other children.
7. **Improves Performance** - Since the expectations of all the children are higher in a mixed abilities classroom, inclusion attempts to develop an individual's strengths and gifts by stretching each individual to optimal performance.

Implementation of Inclusive Education in India

In India, the number of children/persons with disabilities or special needs is really large. As a result, they have a number of problems in getting education, especially inclusive education. It is important to implement inclusive education in India not only to provide benefits of inclusion to all individuals but also to ensure optimal utilisation of resources.

India should emphasize on the following measures for effective implementation of inclusive education.

1. Ensuring effective implementation of the Right to Education in all states so that no child is left out of the ambit of education so that we are able to take care of the needs of CWSN.





2. Equipping teachers, especially in rural areas, through appropriate training and in-service workshops to teach CWSN in an inclusive classroom.
3. Developing a support team through regular analysis of schools, curriculum and amenities in order to give access to the regular curriculum methods to children with difficulties in learning.
4. Encouraging a flexible approach towards curriculum transaction whereby teachers and students are able to diagnose and resolve the problems that they face during the teaching learning process.
5. Involving parents as partners and as a resource in the decision-making process for enhancing their child's learning so that a collaborative effort results in effective inclusive education.
6. Looking at all children at what they can do rather than what they cannot do. It is important for the student's self-esteem that a child with special needs is not looked at with sympathy, but is recognised for her/his talents, capabilities and abilities.
7. Designing schools and classes in ways that help children learn and achieve to their fullest potential. Enrolling of CWSN in regular schools requires a lot of adjustments in terms of classrooms, transport facilities and educational materials and assistive devices such as audio textbooks or Braille text books, etc.
8. Developing education goals according to each child's abilities. Curriculum experts should carefully design programmes so that the curriculum is made parallel for all the children with or without special needs in inclusive education. This also means that children do not need to have the same education goals in order to learn together in regular classes and will require the designing of a suitable examination system and putting in place periodic evaluation of CWSN to meet the challenges and changing trends.
9. Making sincere efforts to develop good relations and understanding between families of students with disabilities and without disabilities. In this way, all students will also develop good relations among themselves and thereby create an appropriate environment for implementing inclusive education.
10. Providing students related materials like uniforms, books, stationery, transport allowance, stipend for girls, boarding and lodging facilities, therapeutic services, teaching and learning materials, assistive devices, etc., to CWSN from the school.





11. While Inclusive Education implies that all children are educated in regular classrooms, it does not, however, mean that individual children cannot leave the classroom for specific reasons. For example, a child may require one-on-one assistance in a particular subject. This may or may not happen during regular class time. Once schools are inclusive, serious thought is given to how often a child may be out of regular classroom and the reasons why this may be happening. It does not mean that children with certain characteristics (for example, those who have disabilities) are grouped together in separate classrooms for all or part of the school day.

I. Tick the correct options

1. Inclusion is vast concept that implies
 - a. including learners with differing abilities, appearance and economic conditions in education
 - b. including learners with an emotional or intellectual impairment in mainstream education
 - c. integrating all children with intellectual disabilities into main stream schooling
 - d. integrating all children with physical disabilities into mainstream schooling
2. Right to education provides free education for all children within the age group of :
 - a. 5-10yrs
 - b. 6-14 yrs
 - c. 10-18 yrs
 - d. 2-7 yrs
3. Which of the following will be an inclusive school:
 - a. Mainstream school with separate classrooms for different abilities
 - b. Mainstream school with same classrooms for different abilities
 - c. Separate schools for Mainstream and for children with disability
 - d. All of the above





II. Answer the following questions.

1. What do you understand by inclusion in education?
2. How does inclusion in PE help improve communication skills of learners?
3. What do you understand by inclusion in education?
4. What do you understand by inclusion in physical education?
5. How does inclusion in PE help improve communication skills of learners?
6. List two benefits of inclusive education.

III. Answer the following questions in 150-200 words.

1. How does inclusion in Physical Education benefit CWSN?
2. How does inclusive education help integration of CWSN in society?
3. How can inclusive education be implemented in India?

4.4 Advantages of Physical Activities for CWSN

It is no secret that physical activities are an important aspect of a healthy lifestyle and can provide significant benefits for children in all developmental stages. Children with special needs have less opportunities to be less physically active and, therefore, are at higher risk for complications associated with inactivity. Regular physical activity for children with special needs provides physical, emotional and social advantages. CWSN demonstrate strength gains, increased flexibility, improved bone health, better endurance and cardiovascular fitness as a result of regular physical activity. In case of children with movement disabilities, physical activity is important in maintenance of mobility during the aging process. With enhanced physical health, children are better able to fight problems such as obesity and the associated health complications that may follow. Physical activity can also improve general mood and wellness. Regular fitness can be linked to improved self-esteem, social awareness, and self-confidence, which aid in empowering the lives of children with special needs.

1. **Physical benefits** - Scientific studies of disability groups have demonstrated that participation in physical activity and sport leads to improved levels of well-being and physical health. Children with intellectual disabilities may have additional physical disabilities resulting in below age-level performance in typical motor skills. Regular involvement in physical education and sport can help them to develop their gross motor and fine motor skills which may





improve their overall performance. When encouraged to participate in a regular fitness routine, many CWSN show improvement in everything from their hand-eye coordination and flexibility, to their muscle strength, endurance, and even cardiovascular efficiency. These are all simply the natural benefits of exercise. This development of better motor skills and enhanced physical health helps individuals to fight back against problems such as obesity, and the health complications that follow.

2. **Mode of Recreation and Fun** - CWSN frequently miss out on social activities, recreation and fun. Participation in extracurricular and sports activities can help them overcome this obstacle, providing them with the ability to engage in social interactions, make friends and initiate social skills.
3. **Improved Emotional Health** - Including physical activity in a healthy lifestyle is proven to decrease rates of depression. CWSN often tend to have more emotional problems like depression. Participating in regular exercise can be a life-changing benefit by improving mental health and wellbeing. Physical activity can also improve general mood and wellness, which aids in empowering the lives of children with special needs.
4. **Channelizing the Surplus Energy** - Children with disabilities like ADHD display hyperactivity which, if appropriately directed, can bear positive results related to cognitive benefits and constructive behaviour.
5. **Psychological benefits** - Regular participation in sports and physical activities is not just beneficial for the body, it is beneficial for the mind, too. Physical activity improves general mood and wellness in CWSN by improving their self-esteem, social awareness, and self-confidence, all of which are factors essential for empowering their lives. On the one hand the physical outlet provided by sports and physical activity reduces anxiety, stress and depression, and on the other, interaction and involvement with other students gives children a sense of accomplishment and confidence. For CWSN, developing a sense of self-esteem is particularly important, as they may often feel isolated and removed from the group.
6. **Healthy lifestyle** - CWSN are about twice as likely as other children to be overweight or obese often due to the greater likelihood of being sedentary due to their disability. As a result of their disability, their levels of participation in sports and physical activity is much lower than that of their peers. It is imperative that these children, as much or more, than other students must learn about the steps to leading a healthy lifestyle, within the context of the abilities and limitations of their respective conditions.





7. **Behavioural Benefits** - The energetic nature of physical education leads to cognitive improvements in CWSN, allowing them to develop skills that they may not develop in a traditional classroom setting. Sports and Games are a structured activity with a set of rules and organisation. They help the child learn to practice self-regulation and enhance their decision-making skills. In addition, CWSN can learn to focus on specific goals, and work on their verbal communication by interacting with peers on the sports field. Sports and Physical education teach children a range of skills that include teamwork, problem solving abilities, increased attention span, and focus on task-based behaviour. Eventually, these skills can transfer into other classroom settings too, so that CWSN have a greater ability to learn and engage with their peers outside of physical education.
8. **Increased Independence** - Participation in Physical Education and Sports is a mode to transit towards greater independence due to improved daily life skills. For a person with a disability, an increase in physical activity can lead to more independence and freedom. Increased physical strength and energy that comes from regular exercise allows persons with disability to do more daily tasks without assistance.

4.5 Strategies to Make Physical Activities Accessible for CWSN

Participation in physical activity is beneficial for all children, including those with disabilities. In fact, participation of children with disabilities in sports and recreational activities promotes inclusion, minimizes deconditioning, optimizes physical functioning, and enhances overall well-being. Despite these benefits, children with disabilities are more restricted in their participation, have lower levels of fitness, and have higher levels of obesity than their peers without disabilities. Well-informed decisions regarding each child's participation must consider certain well-devised strategies.

Communication - Advance information about activity, space, resource person or any change in activity should be communicated clearly. A variety of different instructional strategies such as verbal, visual and peer teaching should be used for performing various types of physical activities so that children get opportunity to participate in physical activity. The teacher could use visuals or social story about the activity. Give positive, corrective or specific feedback. As per the ability of the child,

specific instruction must be provided in simple words and sentences. The tone should be low and one instruction should be given at a time. If necessary, a communication





board or communication book could be used.



Space - For CWSN, space should be approachable for people having physical disability. The area for the physical activity should be limited. Space for activities should be disturbance free (noise, heat, cold, texture of floor, audience etc.) It is always better to start with indoor space. Boundaries should be demarked clearly as starting point, finishing point, sitting area. In case of children who have autism, they must be provided specific area because they may need some time to relax. Once behaviours, discipline, understanding of instructions are clear then one can transit towards outdoor space also. It does not mean that one is not allowed to go to outdoor sports.



Equipment - A lack of appropriate equipment, coupled with a lack of professionals trained to support physical activity among children and youth with different ability levels, discourages participation. There are a growing number of disabled people who are interested in recreation and sport activities. In recent years several modified devices are on offer for adapted sports. There are many examples of simple and sophisticated equipment, including computerized devices like wheelchairs for recreation and sport activities. There are sport competitions involving four groups of disabled sportspersons, namely 1) the deaf, 2) people with physical disability, 3) people with intellectual (mental) disability, 4) people supported by specially





designed high level engineering equipment. All of them can use many kinds of equipment and facilities.



Table 7.4 Equipment Characteristics

Weight	Lighter	↔	Heavier
Size	Smaller	↔	Larger
Shape	Regular	↔	Irregular
Height	Lower	↔	Higher
Speed	Slower	↔	Faster
Distance	Closer	↔	Farther
Sound	Soft	↔	Noisy
Color	Pale	↔	Bright
Trajectory	Medium level	↔	High or low level
Direction	Forward	↔	Backward and sideways (right and left)
Surface contact	Increased	↔	Decreased
Surface or texture	Level or smooth	↔	Rough or uneven
Length	Shorter	↔	Longer
Resiliency	Less	↔	More





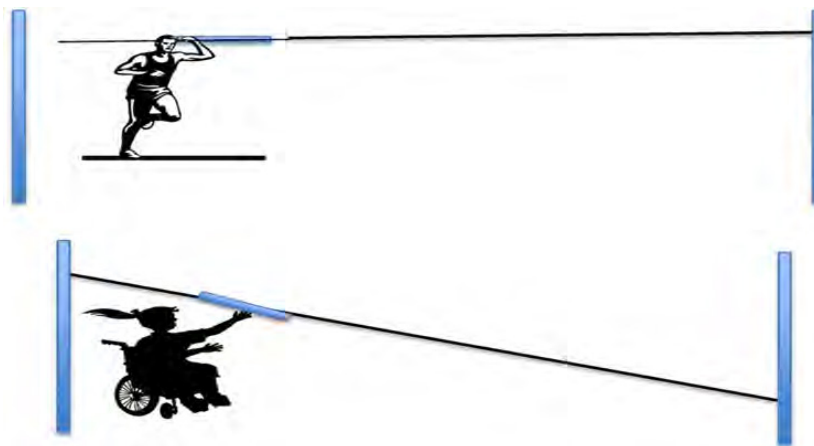
Graded Activities- During initial stage activities should be simple and each activity should be based on a single action. There should be a gradual move from non-locomotor to locomotor to manipulated activities. For these activities, the level of assistance should be physical, verbal and independent. CWSN need help in learning a fundamental motor skill. It will need to be practised with the students so they are able to visualize it through the teacher's body action. In addition, one can use videos. As they watch the video, words or phrases that highlight the important part on which the demonstration is focusing must be used. They could also be asked to demonstrate the skill to ensure the instructions have been understood before commencing practise and they must start practice immediately after viewing a demonstration. The activity must be practised with progressive count, or even performed dramatically with rhymes or songs with voice modulation so they enjoy the activities.

Do you know?

Locomotor skills include running, jumping, hopping, galloping, rolling, leaping and dodging, horizontal jump, slide.

Manipulative skills are throwing, catching, kicking, striking and trapping, dribble, overhand throw, and underhand roll

Stability skills are balance, twisting, turning and bending



Social strategies - A CWSN must be allowed to choose a sport she/he enjoys. It's easier for children to be motivated when they enjoy the activity. At first, the CWSN should be encouraged to watch others. Once the child sees people having fun as they play, she/he will be motivated to participate too. Then, the child could be started on individual training, and transferred to a small group with supervision and reminder. The Teacher must act as a mediator, helping the CWSN to interact





with other members of group. There should be individual check on each person who is participating and they should be motivated with reminders whenever they get distracted. Each person should be greeted before the session and each lesson should end with positive feedback.

Psychological strategies - Because of previous exclusion or limited access, children with disabilities need a lot of motivation to participate in physical activity. It's all about the cycle of conditioning: active kids who stay active grow stronger and more physically literate as they age. The cycle of deconditioning works the same way: for children who don't participate, the less they do, the less they're able to do. In fact, "Psychological barriers are the most influential. Changing attitudes is the key to increasing participation..." These barriers include attitudes, opinions and perceptions preventing participation in sport.

- Personal attitudes of persons with disability
- Attitudes of non-disabled people

All individuals benefit from regular physical activity and children with special needs especially gain from these physical, mental and social benefits of being active. Once children see improvements in muscle strength, coordination, and flexibility and experience better balance, motor skills and body awareness, they will have positive changes towards sports. It has been found that children with a disability choose to play sport for a number of reasons including

- to improve and learn new skills,
- to have fun,
- stay fit
- be physically challenged

While children often choose easier tasks to obtain rewards, doing this decreases the child's enjoyment of and intrinsic motivation for the activity. So, the selection of a challenging activity may be a strong influence in children's participation in sport. However, it may be possible that if the challenge becomes too great, the intrinsic motivation to participate may decrease. Because the level of challenge frequently increases more quickly for the disabled it is likely that this is a strong factor in participation. Therefore, it is better to let the child initially participate with her/his own disability group. Coaches are also often afraid to 'push' individuals with a disability too far and causing 'harm' to the individuals. In contrast to intrinsic motivation, extrinsic motivation involves motivators from the environment (e.g. friends, parents and coaches).





Certainly, amongst children it can be expected that a huge part of their reasoning for participation in sport is to make friends. Children with strong peer relationships are more self-motivated in sport and, in addition, enjoy themselves more. It has also been found that a greater competence in sport coincides with stronger peer relationships. A PE teacher in UK revealed that her pupils “actively encourage and support the pupils with disabilities” in sport and that those pupils “grow in confidence as a result of their involvement”. Disability in sport is, evidently, becoming more accepted than it ever has been.

I. Tick the correct options

1. Development of Gross Motor and Fine Motor skills are benefits which are part of :
 - a. Physical benefits
 - b. Mental benefits
 - c. Social benefits
 - d. Emotional benefits
2. Graded activities as strategy for effective inclusive physical education program includes:
 - a. Complex to simple activities
 - b. Simple to complex activities
 - c. Challenging abilities
 - d. None of the above
3. Which of the following is least preferred strategy for making physical activities accessible:
 - a. Appropriate Space
 - b. Age appropriate Equipments
 - c. Trained coaches and scientific resources
 - d. Exclusive training venue for specific disability sports
 - e. Common venue with accessibility for multiple disability sports

II. Answer the following questions briefly.

1. How will you communicate with a classmate suffering from cognitive disability?



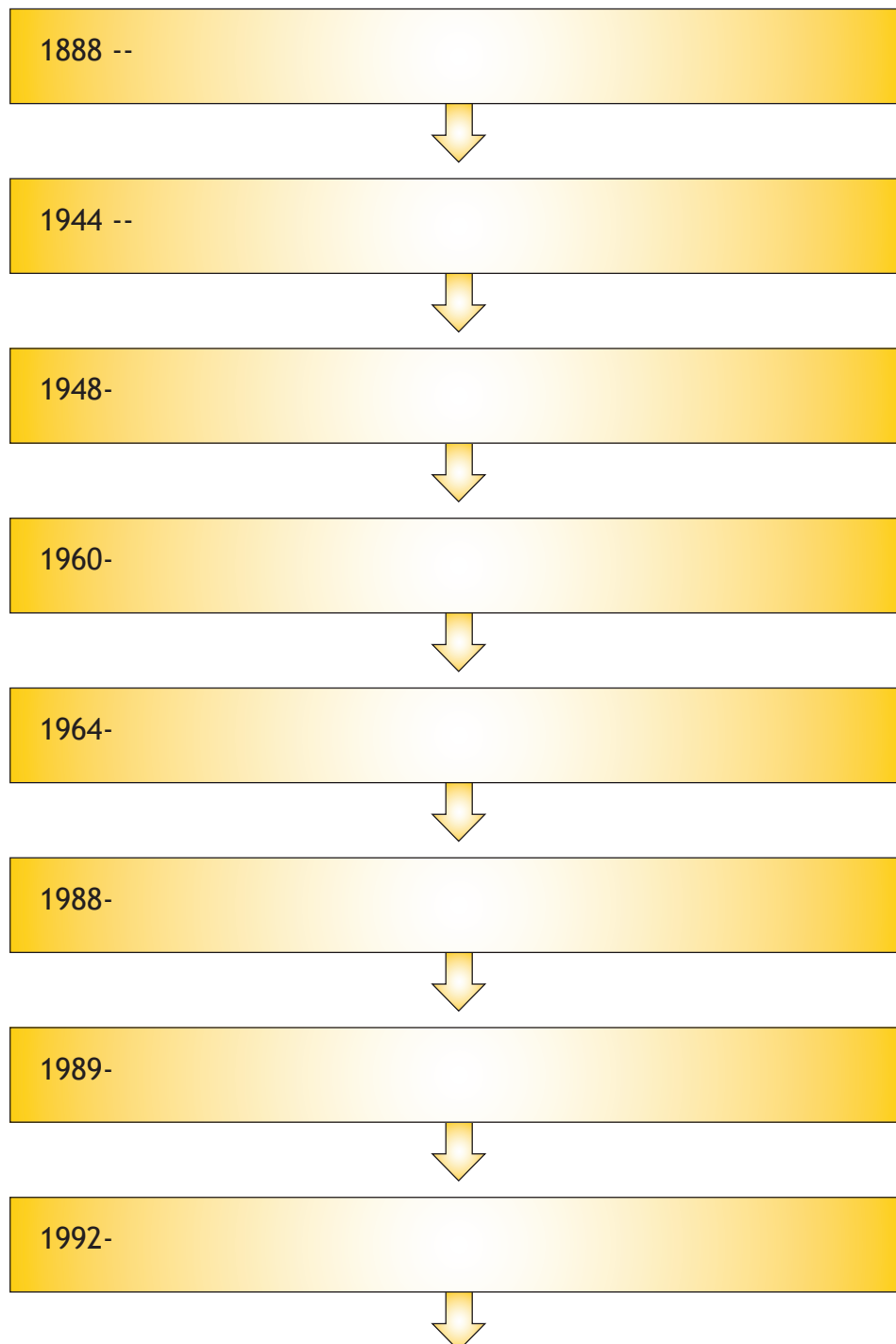


2. In what ways does participation in sports and games benefit a person with disability?

III. Answer the following question in 150-200 words.

1. How will you motivate a classmate with disability to take part in games and sports?

IV Complete the flowchart outlining the history of Sports for People With Special Needs and Paralympics.





V. Case Study Question

1. In relation to the pictures, answer the following questions.



- What is the mission of the first organisation?
- What is the Motto of the first organisation?
- Until 1965 the games in the second picture were known as _____
- Second picture games are conducted after every _____years.

VI. Art Integration - CREATING ZERO COST MATERIAL FOR CWSN

CWSN are at times excluded from PE activities. As a result, they are likely to have poorer health, less education, and have to deal with greater inequalities than their peers.

One of your classmates is a child with special needs. You would like to include her/him in your Sports/Games.

Using the available material, design equipment for her/him that is safe and usable so that she/he is able to participate in Physical Exercise.

Weblinks

https://en.wikipedia.org/wiki/Adapted_physical_education

<https://blog.firstcrayon.com/the-essential-guide-to-special-needs-education-in-india-47769fc4d234>

<http://www.ymcacollege.ac.in/special-school.html>

