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Professional Goalball Course

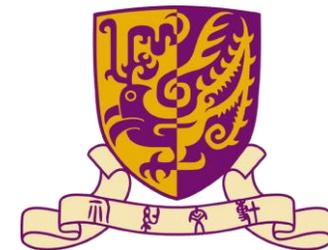
Chinese University of Hong Kong

6th & 7th November 2019

John Bestebroer & Kwok Ng, PhD



賽馬會「運動無界限」青少年展翅高飛計劃
JOCKEY CLUB "SPORTS WITHOUT LIMITS"
YOUTH EMPOWERMENT PROGRAMME



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Course Outline



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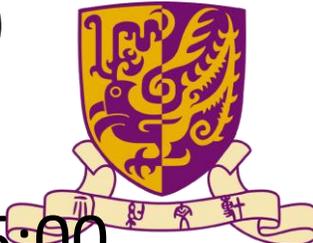


Day 1

- Morning session 10:00-12:00
- Lunch 12:00-13:15
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- Break 14:45-15:00
- Afternoon 2 session 15:00-17:15

Day 2

- Morning session 10:00-12:00
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Theory Exam
- Break 15:00-15:15
- Afternoon 2 session 15:15-17:15
Practical Exam



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History of Goalball

1832 - Perkins school for the blind opened and in 1837, a response to lack of fitness was to have physical exercise everyday.

1907 - Telegraphic track meet for athletes with visual impairments

1946 – Hanz Lorenzen & Sepp Reindle created Torball, later to be called goalball

1972 – Demonstration sport at the 1972 Summer Paralympics (Heidelberg)

1976 – Full inclusion in Summer Paralympics (Toronto)

2001 – International Blind Sports Federation was formed

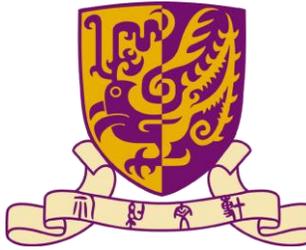
2011 – World Goalball Association formed



1896, Tommy Stringer and Joseph Rodgrigo deafblind, riding a sociable tricycle



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Inclusive PA

- Inclusive physical activity is the philosophy and practice of ensuring that all individuals, regardless of ability or age, have **equal opportunity** in physical activity. This opportunity should include **options** and **decision making** and create **meaningful participation** and success that **empower** all participants.
- In other words, inclusive physical activity is defined as accessible physical activity programs provided to all individuals across the life span in diverse settings. (Kasser, 2012)



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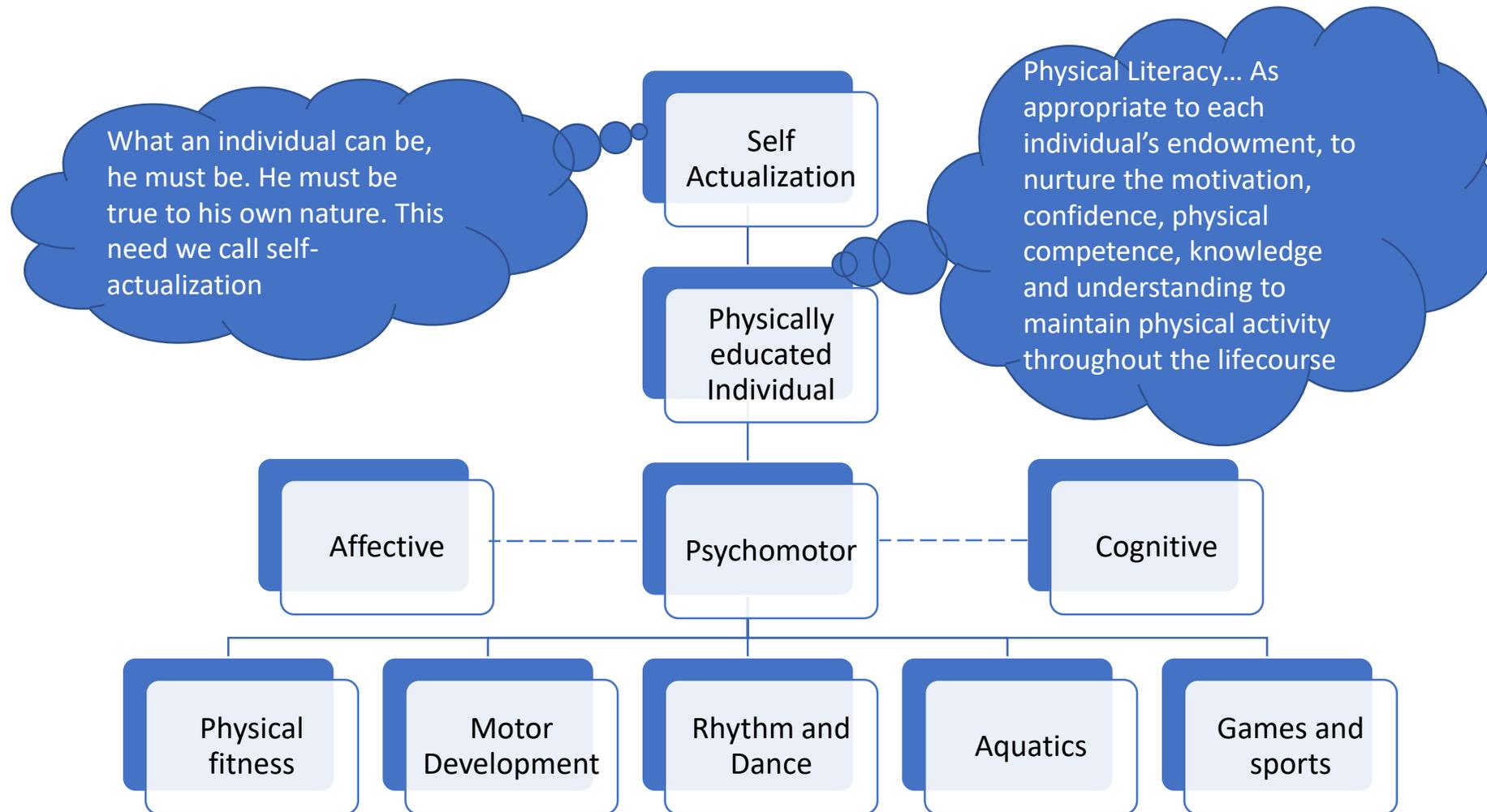


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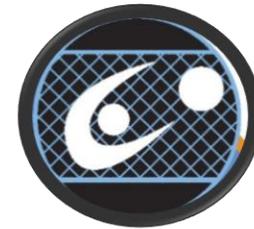
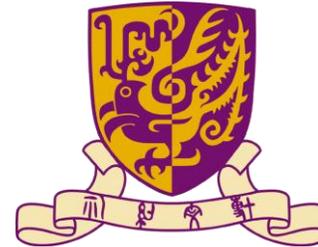
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Aims and Goals for APE



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Winnick, 2011, Modified from Sherrill's humanistic philosophy, 2004

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Education and Culture DG

Lifelong Learning Programme

EUSAPA

<http://eusapa.upol.cz/>

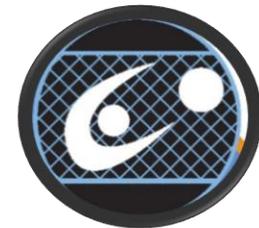
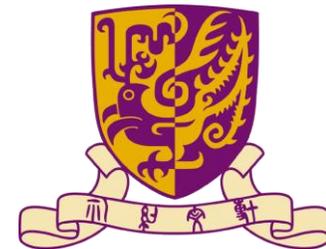
European Standards in Adapted Physical Activities



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PALACKY UNIVERSITY OLOMOUC
Faculty of Physical Culture



European Standards in Adapted Physical Activity

Olomouc 2010

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Publication EUSAPA (European Standards in Adapted Physical Activities)



Dear colleagues, I would like to take this opportunity to announce the publication of the main outcome of project EUSAPA (European Standards in Adapted Physical Activities) on line. You can download it by clicking on EUSAPA BOOK (English, Flemish, France, Latvian, Poland, Portugal). It will also be placed among other documents available at RESOURCES section of website <http://www.eufapa.eu>.

For those of you interested in ordering hard copy of book (limited numbers) for your library or personal use, please send an e-mail titled "Order of EUSAPA book" to our secretary Miroslava HOLUBIKOVA (miroslava.holubikova@upol.cz) including your name and mailing address to which book will be sent. As the book is the outcome of project (142271-LLP-1-2008-1-CZ-ERASMUS-EMHE) it will be sent to you free of charge.

Appendix 1:

EUSAPA Functional Map – Adapted Physical Education

Key Area	Key Roles	Key Functions
A Plan developmentally appropriate learning experiences in physical education (PE), which are also suitable for students with special educational needs (SEN)	A.1 Assess the needs (current level of performance) of students with (SEN).	A.1.1 Identify the special needs of students in relation to adapted physical education (APE) (e.g. information from family, using appropriate screening tests).
		A.1.2 Identify the support services and resources, which can facilitate APE (e.g., assistant personnel, equipment, environment)
		A.1.3 Identify special needs for the purposes of prescription of individual goals and the most appropriate teaching strategies.
		A.1.4 Identify competencies and attitudes of students, teachers and other staff in relation to participation of students with SEN in physical education.
	A.2 Adapt school curriculum in physical education to meet the individual needs of all students with special educational needs.	A.2.1 Identify the strengths and weaknesses in school physical education curriculum in relation to adapted physical education.
A.3 Plan developmentally appropriate learning experiences in adapted physical education.		A.3.1 Prepare individual educational plan for the physical education of students with special educational needs.
		A.3.2 Identify the most appropriate level of support (e.g. no support/ part time support/ full time support).
		A.3.3 Plan the most appropriate communication strategies in relation to students with special education needs.
A.4 Prepare teaching environment before arrival of student with special educational needs.		A.3.4 Plan the most appropriate behavioural management strategies in relation to students with special education needs.
		A.4.1 Prepare assistant personnel (e.g., teacher assistants, peer tutors)
		A.4.2 Prepare other students
A.5 Collaborate with out of school organisations.		A.4.3 Prepare school staff
		A.4.4 Ensure that facilities, equipment and environment are appropriate and safe.
		A.5.1 Contact relevant community based disability organisations for potential cooperation (e.g. Special Olympics, Local sports clubs).

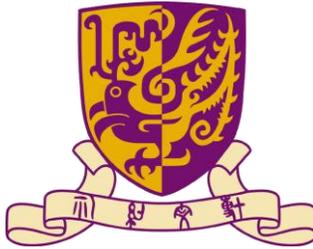
Martina Holubikova
(President)

EUSAPA – European Standards 1/2

- ASSESS THE NEEDS OF STUDENTS WITH SEN
- ADAPT SCHOOL CURRICULUM IN PE TO MEET THE INDIVIDUAL NEEDS OF ALL STUDENTS WITH SEN
- PLAN DEVELOPMENTALLY APPROPRIATE LEARNING EXPERIENCES IN APE
- PREPARE TEACHING ENVIRONMENT BEFORE ARRIVAL OF STUDENT WITH SEN
- ADAPT TEACHING IN ORDER TO MEET THE NEEDS OF ALL STUDENTS IN PE
- MANAGE STUDENTS' BEHAVIOUR TO ASSURE THE MOST APPROPRIATE AND SAFE LEARNING FOR ALL STUDENTS IN PE
- COMMUNICATE WITH STUDENTS WITH SEN TO ENSURE THEIR UNDERSTANDING AND MAXIMUM PARTICIPATION



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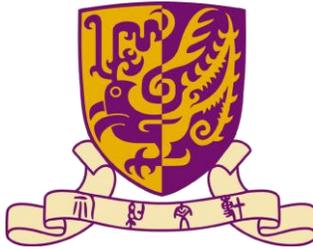
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EUSAPA – European Standards 2/2

- EVALUATE LEARNING PROGRESS OF STUDENT WITH SEN IN RELATION TO HIS/HER IEP GOALS
- EVALUATE THE SUUITABILITY OF THE CURRICULUM ADAPTATIONS TO STUDENTS WITH SEN
- EVALUATE THE EFFECTIVENESS OF APPLIED TEACHING STRATEGIES
- COLLABORATE WITH VARIOUS RELEVANT PROFESSIONALS, OTHER ADVOCATES OF STUDENTS WITH SEN
- IMPROVE PROFESSIONAL SKILLS AND KNOWLEDGE
- ADVOCATE FOR THE NEEDS AND RIGHTS OF STUDENTS WITH SEN



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Inclusion Support Levels (Block & Krebs, 1992)

Continuum of Services

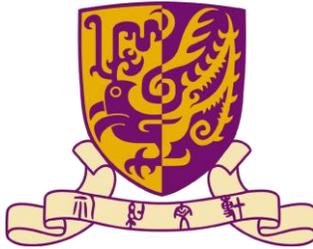
- Level 1 Regular Physical Education (RPE)
- Level 2 RPE with APE consultation
- Level 3 APE direct services in RPE
- Level 4 Part-time APE / Part-time RPE
- Level 5 Reverse Mainstreaming
- Level 6 Self-contained APE

Inclusion Support Levels (Block & Krebs, 1992)

- Level 1 – No support needed
 - 1.1 Student can make necessary modifications on his or her own.
 - 1.2 GPE teacher feels comfortable working with student.
- Level 2 – APE consultation
 - 2.1 No extra assistance is needed.
 - 2.2 Peer tutor watches out for student.
 - 2.3 Peer tutor assists student.
 - 2.4 Paraprofessional assists student.



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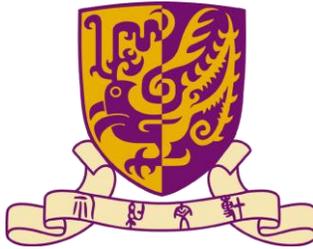
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Inclusion Support Levels (Block & Krebs, 1992)

- Level 3 – GPE 1/2 times per week
 - 3.1 Peer tutor watches out for student.
 - 3.2 Peer tutor assists student.
 - 3.3 Paraprofessional assists student.
- Level 4 – part time APE/GPE
 - 4.1 Flexible schedule with reverse mainstreaming.
 - 4.2 Fixed schedule with reverse mainstreaming.



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Inclusion Support Levels (Block & Krebs, 1992)

- Level 5 – Reverse Mainstream

- 5.1 Students from special school go to general school for GPE.

- 5.2 Students without disabilities go to special school for GPE.

- 5.3 Students with and without disabilities meet in community for recreation training.

- Level 6 – Self-contained APE

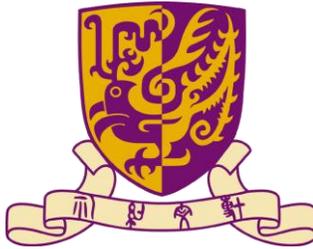
- 6.1 APE provided at the school at which the student is enrolled by the APE teacher

- 6.2 APE provided by legally identified personnel at the school in which the student is enrolled.

- 6.3 Amount of APE instructional time is based on the IEP



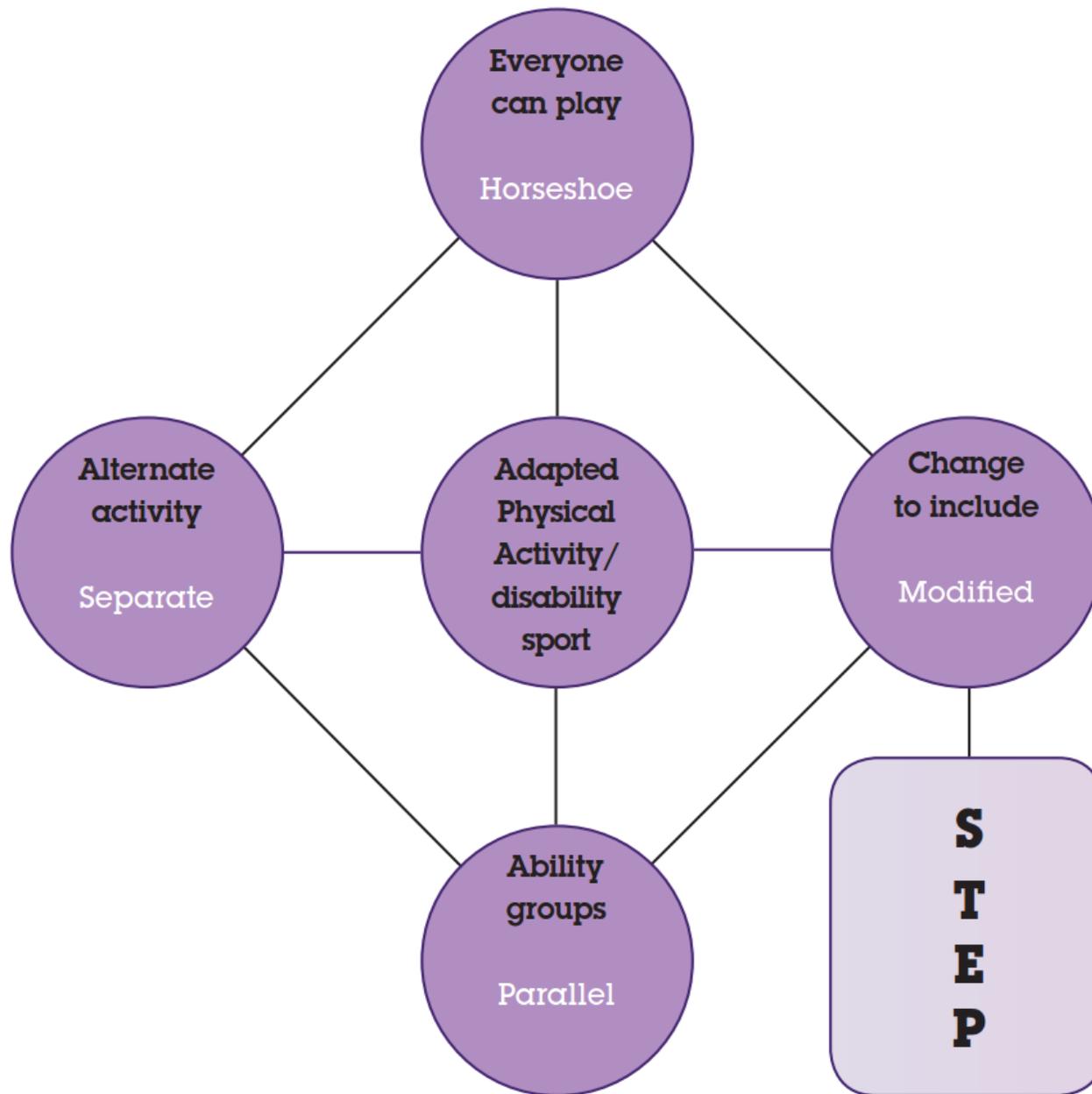
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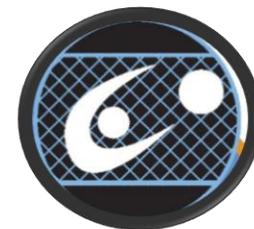
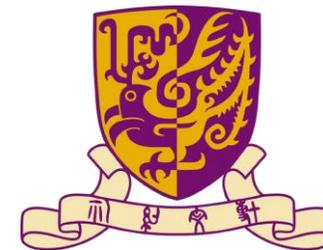
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STEP for Goalball

- Space
 - Ensure there is sufficient distance between teams, particularly if an official goalball is being used. These are quite heavy (1.25kg)
- Task
 - The teacher is key to controlling the game. You must let the players know what is going on
 - Use a whistle or voice to indicate aspects of the play
 - Change the time to throw the ball, number of throws by players
- Equipment
 - Use alternatives if a goalball is not available. For example, wrap a basketball in a plastic bag
 - Eyeshades or alternatives should block out all vision. In competitions they are rigorously checked, but for practice improvised eyeshades can be used
 - The lines on the court and the players orientation marks must be tactile enabling players to feel them with their fingers or feet. In practice, only the players' orientation lines and the lines defining the team area need to be tactile – the rest is visual for the teacher, referee or coach
- People
 - For beginners, play without eyeshades initially. If eyeshades are used, make sure the players use one pair only (for hygiene reasons)
 - Players who have hearing impairments or some mobility impairments, can play without eyeshades and defend a specific area



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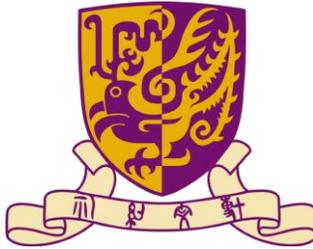
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Summary

- Physical activity for people with visual impairment is very important for their health and overall functioning
- Inclusive physical education gives individuals the opportunity to improve their physical, social and mental health (affective, psychomotor, cognitive domains → self-actualisation).
- The use of the STEP model (Space, Task, Equipment, People) is a tool for adaptation for inclusion
- Goalball is an adapted sport that can be adapted further based on individual needs and levels.



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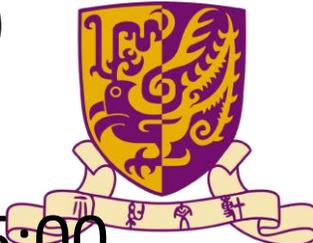


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Theory Exam
- Break 15:00-15:15
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Practical Exam



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Practical Exam



Takes place on
Thursday
afternoon



Each pair is
assigned a
particular activity
to instruct



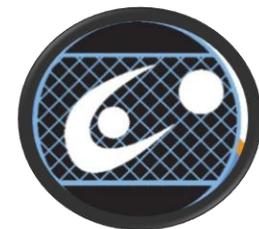
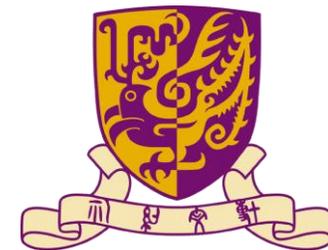
Each activity lasts
a total of 10
minutes
(including,
instruction,
equipment set up,
activity and
debrief)



All other
participants are
expected to be
participate in the
instruction



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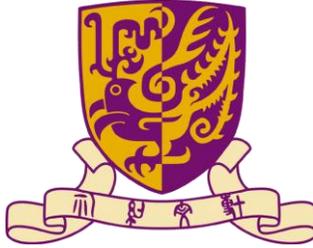
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Practical Exam Activities

1. Warm up activities
2. Orientation for visual impairment
3. Throwing actions
4. Defensive Actions
5. Passing & Communications



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