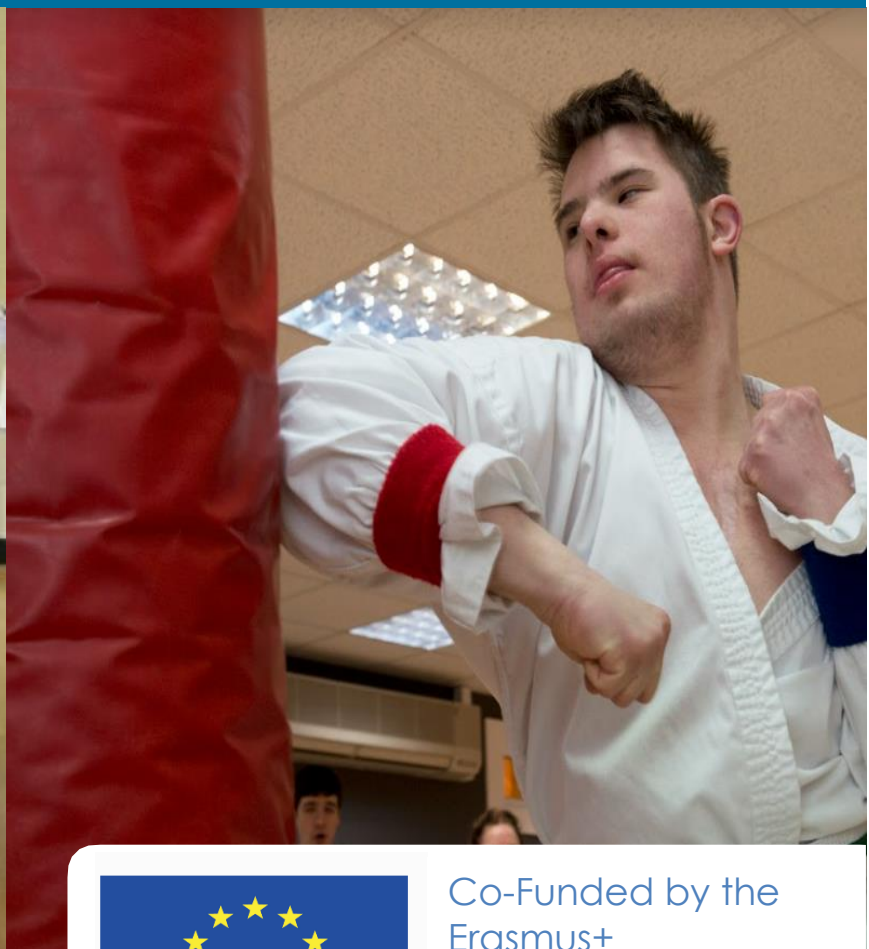




PRIMAE

S.T.E.P. Adaptation Tool

Level 1 Module



Co-Funded by the
Erasmus+
Programme of the
European Union

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Project Partners

Areadne Lifelong Learning



Areadne Lifelong Learning Centre is an accredited Lifelong Learning Centre offering European Qualification Framework level 5 and 7 online and face-to-face teacher training courses in Europe and beyond. Areadne also offer general education courses in ICT, languages, hospitality services, beauty and crafts courses. Areadne employs ten learning consultants, holding advanced postgraduate degrees and over ten years of experience, training around 100 teachers and 400 other learners from Greece per year. Areadne works with schools, universities, national and international training companies and organisations, Non-Governmental Organisations, Chambers of Commerce, Employer and Employee organisations, local, national and international corporations, designing and implementing transformational learning interventions. Areadne currently leads a KA2 Innovation partnership on refugees and art.

Futuro Digitale



Futuro Digitale is a nonprofit organisation that was founded on the 20th of February 2013 on the ideals of the Policoro project of the Italian Bishops Conference. Futuro Digitale works to strengthen the skills of young people through ICT and youth participation projects in small towns. Their mission is supported by enthusiastic volunteers and local youth community groups. Futuro Digitale believes that by being consistent and professional, you can really create development opportunities for young people. Futuro Digitale cooperates with institutions, schools and other social organisations. They are accredited as an

employment agency, a computer centre and a centre for teaching the Italian language. Futuro Digitale has a varied expertise that is expressed in entrepreneurial projects, Erasmus mobility projects and social research.

University of Cyprus



The Software Engineering and Internet Technologies (SEIT) Laboratory focuses its research activities on Cloud Computing, Service-Oriented Architectures, Context-Aware Middleware Platforms and Smart and Mobile Computing. The Laboratory concentrates on the development of ICT-enabled Creativity and Enhanced Learning Environments, platforms and tools for implementing health monitoring and support services, Smart and Personalised services for Elders and Assistive Technologies for people with disabilities. The lab also pursues activities related to Technology Enhanced Learning, E-Business, E-Government and developing environments for elders' social inclusion, active ageing and independent living. SEIT was actively involved in 30 EU funded projects and attracted more than €5M in funding. The Laboratory currently has 10 personnel, including 4 post-doctoral scientists and 4 PhD researchers, and has access to extensive hardware and software facilities.

Euro-Net



EURO-NET is a not-for-profit association that is a member or associated

member of 57 international networks. It has realised more than 340 European projects. EURO-NET was chosen twice by the European Commission in the Pan-European Working Groups for its competencies and 3 times published for its best practices in the field of media and communications.

Ikkaido Ltd



Ikkaido is an NGO with Special Consultative Status to the United Nations, a Registered Charity, a signatory to the Marseilles Declaration and a member of UN Women. Ikkaido sits on the Diversity and Inclusion Working Group of the United Nations Global Compact for the Sustainable Development Goals. Ikkaido uses a Systems Thinking approach to disrupt social exclusion and non-participation and create innovative inclusive biopsychosocial methodologies for the emotional, physical, behavioural and cognitive development of persons with fewer opportunities. Ikkaido promotes martial arts inclusion as “The Way” – a journey of self-discovery.

Institute for Studies in Social Inclusion, Diversity and Engagement (INSIDE EU)



INSIDE EU was set up in Ireland by Dirk van der Merwe, a paraplegic wheelchair user, to provide empowering physical activity, education and employment for persons with fewer opportunities, especially persons with a disability. The Institute provides expertise in empowerment and inclusion for persons with fewer opportunities, especially persons with a disability, and provides training for youth workers, coaches, teaching assistants and teachers throughout the island of Ireland and Europe. INSIDE EU has vast experience in the development of inclusion tools and inclusive adapted and transferable gamification that can be used to develop persons with fewer opportunities, and to engage people with any ability or disability so that everyone can participate together in the same activity.

Aux Couleurs du DEBA



Aux Couleurs du DEBA is an association with 15 years of expertise in European projects, non-formal education, intercultural dialogue, active citizenship, and young people with fewer opportunities (NEETs), working in the fields of youth, training and education, employment and social entrepreneurship, and European mobility.

PRIMAE The S.T.E.P. adaptation tool

This module introduces you to the **S.T.E.P.** adaptation tool

S.T.E.P. is an acronym that can be adapted to your language as detailed below. It is a tool that enables you to adapt four simple things in different ways so that everyone can participate.

The ability to adapt activity to increase opportunities for disabled people is a key component in any inclusion process.

One tried and trusted method, developed and applied in practical projects in the United Kingdom and internationally, is the **S.T.E.P.** adaptation tool.

This is a simple system for making changes to physical education and sport activities so that everyone can be included and play together. It can be used to help organise thinking around activity adaptation and modification.

Changes can be made to an activity, not just where children and adults who have impairments are involved, but also where there are:

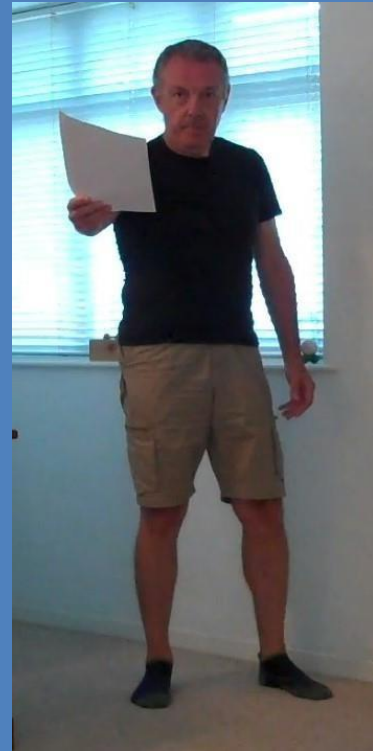
- children and adults of different ages.
- both sexes participating together.
- ethnic, cultural or lifestyle differences.

Before continuing, try this brief activity to set the scene

Paper drop game

This activity can be done from a standing or seated position. It is designed to help you think about how adaptation and modification is a natural component of all physical activity and sport.

- Find a suitable personal space, clear of obstructions.
- Take a piece of paper, A4 size or similar.
- Hold the paper with outstretched arm high above your head.
- Drop the paper to the ground (flick the fingers to propel the paper slightly). Repeat a couple of times.
- Consider how the paper falls – is it erratic or does it always fall the same way?
- Try again; this time try to catch the paper before it touches the floor/ground.
- Can you do this easily? Or is it a challenge?
- Remember how well you did – we'll return to this activity shortly.



S.T.E.P. is an acronym meaning **S.p.a.c.e.**, **T.a.s.k.**, **E.q.u.i.p.m.e.n.t.** and **P.e.o.p.l.e.**

These are four areas of any activity that can be manipulated to make them more inclusive.

This simple system helps practitioners to adapt the sport, game or activity for different abilities and ages.

For example:

S.T.E.P. element	Generic change examples
S.p.a.c.e.	<ul style="list-style-type: none"> increase or decrease the size of the playing area; vary the distance to be covered in practices to suit different abilities or mobility levels.
T.a.s.k.	<ul style="list-style-type: none"> ensure that everyone has equal opportunity to participate, for example, in a ball game, all the players have the chance to carry/dribble, pass or shoot; break down complex skills into smaller component parts if this helps players to more easily develop skills.
E.q.u.i.p.m.e.n.t.	<ul style="list-style-type: none"> in ball games, increase or decrease the size of the ball to suit the ability or age range of the players, or depending on the kind of skill being practiced;
P.e.o.p.l.e.	<ul style="list-style-type: none"> balance team numbers according to the overall ability of the group, i.e. it may be preferable to play with teams of unequal numbers to facilitate inclusion of some players and maximise participation of others; give players a specific role in a game that emphasises their abilities.

Alterations can be made in one or more areas – beginning with the aspects that seem to be creating the most issues.

The key is **flexibility** of approach.

Let's return to the Paper drop game.

Paper drop 2

Find some space – or from a seated position – and repeat the paper drop activity.

- Drop the paper from a raised, outstretched arm.
- Try to catch the paper before it touches the floor.
- How can you make the game easier – so that you catch the paper more often?

Now

- Imagine a small group of young people or adults playing this game. In a circle formation, one player drops the paper, the others try to catch it
- How can you apply S.T.E.P. to this scenario?
For example: the players are finding the game too easy - they catch the paper before it drops every time. What changes can you suggest?

S.p.a.c.e.

T.a.s.k.

E.q.u.i.p.m.e.n.t.

P.e.o.p.l.e.

Paper drop 2 – example answers

Easier

- Stand/sit closer together.
- Use a larger, therefore slower-moving, piece of paper.

Example scenario:

- A small group are playing the paper drop game (one player drops the paper, the others try to catch it).
- The players are finding the game too easy - they catch the paper before it drops every time.

Suggestions can include:

S.p.a.c.e.

The players stand further apart, further from the paper drop.

T.a.s.k.

Add a condition; for example, players can catch using only one hand.

E.q.u.i.p.m.e.n.t.

Use a smaller piece of paper – harder to catch.

P.e.o.p.l.e.

Use a smaller piece of paper – harder to catch.

The next exercise steers the activity closer towards a martial arts scenario.

Knee Tap game

In this activity, imagine a group of players organised in pairs. (See images). The object of the game is for players to try and touch their opponent's knees while avoiding being touched themselves.



Think how S.T.E.P. can be used to 'balance' this activity for different abilities. For example: one player is scoring more 'hits' than the other. It could be that this player is more mobile or skillful.

How can you use S.T.E.P. to change the activity to challenge the more successful player and give the other more opportunity to succeed?

S.p.a.c.e.

T.a.s.k.

E.q.u.i.p.m.e.n.t.

P.e.o.p.l.e.

Knee tap – example answers

Working in pairs, the object of the game is for players to try and touch their opponent's knees while avoiding being touched themselves.

How can you balance the activity if one player is scoring more hits than the other.

Suggestions can include:

S.p.a.c.e.

Reduce the playing space. This gives a less mobile player more opportunity to score.

T.a.s.k.

Place a condition on the more successful player; for example, they can only use one hand while the other player continues with two.

E.q.u.i.p.m.e.n.t.

Support a player by allowing them to use a rolled-up newspaper. This extends their reach (safely) against a more mobile opponent.

P.e.o.p.l.e.

Select partners who have similar abilities.

Based on the previous short exercises, think about ways in which S.T.E.P. can support inclusion in martial arts activities.

Remember, manipulating one or more of the S.T.E.P. adaptation tool components (**S.p.a.c.e.**, **T.a.s.k.**, **E.q.u.i.p.m.e.n.t.**, **P.e.o.p.l.e.**) can create a more inclusive environment and ensure that everyone is able to maximise their ability.

Applying S.T.E.P. to martial arts

S.p.a.c.e.

T.a.s.k.

E.q.u.i.p.m.e.n.t.

P.e.o.p.l.e.

Guidelines

- Think about ways to include rather than exclude.
- Discuss options with the players – identify their skill level and extend activity from there.
- Look at finding earlier entry points into activities – identify a player's start point – for them – and build on this.

Suggested adaptations might include:

S.T.E.P. element	Martial arts examples
S.p.a.c.e.	<ul style="list-style-type: none"> • more turning or moving space for certain individuals; for example, those using mobility aids; • space between players/opponents or to a practice punch pad; increase or decrease to support or to challenge.
T.a.s.k.	<ul style="list-style-type: none"> • consider skill breakdown in terms of balance, coordination and agility; for example, core balance and stability, coordinating movements from simple to complex and then introduce speed and increased mobility.
E.q.u.i.p.m.e.n.t.	<ul style="list-style-type: none"> • use colour-coordinated target pads / bags if appropriate; • coloured wristbands can substitute for left/right in order to simplify instructions.
P.e.o.p.l.e.	<ul style="list-style-type: none"> • match players of similar ability in some activities; • find out how much players who have sensory impairments can see/hear and what adjustments may be required of the coach, for example, voice, positioning.

S.T.E.P. is a flexible acronym that can be adapted for use in different languages and cultures. Look at these other **S.T.E.P.** versions.

Spanish	
In Spanish, 'S.T.E.P' is P.A.S.O. Note that in order to form the acronym, it is not necessary to use the initial letters of each word.	
S.p.a.c.e.	e.s. P.a.c.i.o
T.a.s.k.	t. A.r.e.a.
E.q.u.i.p.m.e.n.t.	e.q.u.i.p.o. S.
P.e.o.p.l.e.	p.e.r.s. O.n.a.s.

Mandarin	
This is a simple translation. In Mandarin, S.T.E.P. is 脚步 Jiǎobù	
S.p.a.c.e.	空间 Kōngjiān
T.a.s.k.	任务 Rènwù
E.q.u.i.p.m.e.n.t.	体育器材 Tìyù qìcái
P.e.o.p.l.e.	人 Rén

Amharic (Ethiopia)	
In Amharic the words for the S.T.E.P. components do not make the word ' S.T.E.P. '. So, an alternative word was chosen that could link the four words. This was BESO – a popular non-alcoholic beverage.	
S.p.a.c.e.	tege B ar
T.a.s.k.	h E zebe
E.q.u.i.p.m.e.n.t.	qu S aquse
P.e.o.p.l.e.	b O ta

Create your own **S.T.E.P** acronym here – perhaps in another language, or you can use your own memorable word.

The key is that the four components, **S.p.a.c.e.**, **T.a.s.k.**, **E.q.u.i.p.m.e.n.t.** and **P.e.o.p.l.e.** must be included.

ORIGINAL	My S.T.E.P acronym
S.p.a.c.e.	
T.a.s.k.	
E.q.u.i.p.m.e.n.t.	
P.e.o.p.l.e.	

A quick internet search will reveal that there are other acronym-based physical activity and sport adaptation systems.

To conclude this module, search for 'sports adaptation tools', 'adapting physical activity and sport' or similar.

Acronym	System explanation	Source

Note that these systems can generally be divided into three areas:

- **frameworks** – overall structures for inclusion that incorporate adaptation methodologies;
- **processes** – these are **S.T.E.P.** sequences applied to the assessment of individuals;
- **adaptation tools** – practical ways of adapting and modifying sport and physical activity similar to **S.T.E.P.**

In your web search you may find some of the examples shown below.

Frameworks

An important example used in many parts of the world is the ***Inclusion Spectrum***, developed in the late-1990s in the UK to provide a structure for inclusion, initially aimed at teachers and support staff working in mainstream schools to help them to better include young people who have special educational needs and disability in physical education programmes.

Its use soon spread to other areas such as coaching, higher education, sports development and volunteering.

Briefly, the Inclusion Spectrum consists of five different approaches to the organisation of physical activity arranged in a continuum of participation. The most appropriate level of inclusion can be selected according to the situation, such as age, ability and composition of the group, nature of the activity, environment, equipment and number of available staff or volunteers.

In this way, the teacher or coach can use the framework as the basis for the creation of inclusive settings regardless of the activities taking place or the abilities of the participants.

The Inclusion Spectrum will feature in detail in a future module.

Processes

We'll look at two, essentially similar, 'plan, implement, review' systems.

The **F.A.M.M.E.** model a **F.u.n.c.t.i.o.n.a.l. A.p.p.r.o.a.c.h.** for **M.o.d.i.f.y.i.n.g. M.o.v.e.m.e.n.t. E.x.p.e.r.i.e.n.c.e.s.** (Functional Model for Modifying Movement Experiences) was developed to focus on the *process* of adaptation and modification, outlining a **S.T.E.P.** sequence aimed at the inclusion of all abilities in physical activity. Using this logical process, the practitioner (or coach) can apply their imagination and observational skills to modify activities appropriately for each participant.

F.A.M.M.E. works by following a four-step procedure (our examples added):

<p>S. T. E. P. 1 – Determine underlying components of skills; in other words, what components are necessary to successfully perform a movement activity or skill.</p>	<p>For example, moving to catch a ball involves eye-hand coordination, but it also involves speed, balance and spatial awareness. Differences affecting any of these components will require a modified approach.</p>
<p>S. T. E. P. 2 – Determine current capabilities of the individual.</p>	<p>For example, a difference in age will affect skill acquisition, with an early-years child obviously having less strength than a young teen.</p>
<p>S. T. E. P. 3 – Match modification efforts to capabilities.</p>	<p>For example, ensuring that modifications are necessary and support inclusion. If an individual is capable of holding a lightweight bat or racquet, then their existing capabilities are reduced if the coach insists on attaching a full-size implement to the individual's arm using a glove-bat.</p>
<p>S. T. E. P. 4 – Evaluate modification effectiveness; here the coach uses their powers of observation and analysis to check whether any suggested modification or adaptation is contributing to skill acquisition and development, or failing to support, or even hindering, the process.</p>	<p>For example, asking an individual who has balance difficulties to sit in a chair to perform a throw, when they may be capable of doing so from a standing position with an adjustment in their stance, could be seen as a retrograde step</p>

F.A.I.E.R. is another example of a process devised to meet the needs of a specific population, but with wider application in other settings. It is essentially an individual-centred structure within which the practitioner (or coach) can seek creative solutions, in progressive steps, to ensure the inclusion of young people in physical activity. The **F.A.I.E.R.** process is organised along a similar activity-modify-review process to that of **F.A.M.M.E.** (again we have added examples):

<p>F.o.u.n.d.a.t.i.o.n. (Foundation) – this involves identifying achievable goals for each participant, and the activities likely to lead to the goals being met. In other words, the creation of a start point for each individual specific to each activity.</p>	<p>For example, a strengthening activity leading to a long-term goal of improved performance in a throw. At this stage, it is also important to identify the strengths, capabilities and preferences of the individual.</p>
<p>A.w.a.r.e.n.e.s.s. – (Awareness) here the practitioner/coach takes into consideration any aspects specific to the individual.</p>	<p>For example, certain communication methods may be required, such as ‘finger Braille’ for deaf-blind participants, or regular reinforcement and repetition of key messages. These considerations should not be central to the process, but act more as ‘supporting information’.</p>
<p>I.m.p.l.e.m.e.n.t.a.t.i.o.n. (Implementation) – in this phase, the activity is constructed based upon the factors identified in the foundation and awareness stages.</p>	<p>This can include modification of the activity or equipment used if this is necessary for the successful completion of the activity goal and progress towards the long-term goal.</p>
<p>E.v.a.l.u.a.t.i.o.n. (Evaluation) – is where the practitioner/coach observes the performance of the individual, suggesting modifications or changes in technique or equipment.</p>	<p>For example, manual guidance may be needed to help reinforce verbal instruction. The safety of the activity can also be assessed.</p>
<p>R.e.f.i.n.e.m.e.n.t. (Refinement)– the practitioner/coach analyses the performance and suggests changes that might be required to further challenge the individual, or to develop a specific aspect leading towards attainment of the long-term goal.</p>	

Adaptation tools

Again, we will consider two alternatives to **S.T.E.P.** here.

T.R.E.E. operates in a similar way to **S.T.E.P.** by presenting four aspects of any activity that can be modified in order to accommodate the inclusion of any ability.

T.e.a.c.h.i.n.g. / c.o.a.c.h.i.n.g. s.t.y.l.e.	How the Teacher /coach organises, leads and communicates
R.u.l.e.s. a.n.d. r.e.g.u.l.a.t.i.o.n.s.	Changes to the Rules governing games and activities to promote inclusion
E.n.v.i.r.o.n.m.e.n.t.	Changes to the Environment , for the whole group or individuals within the group
E.q.u.i.p.m.e.n.t.	As in S.T.E.P. , change the Equipment in size, weight, colour, texture.

The '**C.h.a.n.g.e. i.t.**' (Change It) principle is designed to assist teachers, coaches and sports leaders in how to make activities different in order to promote inclusion of all abilities.

C	C.o.a.c.h.i.n.g. (Coaching)
H	H.o.w. y.o.u. s.c.o.r.e. (How you score)
A	P.l.a.y.i.n.g. A.r.e.a. (Playing area)
N	N.u.m.b.e.r. o.f. p.l.a.y.e.r.s. (Number of players)
G	G.a.m.e. r.u.l.e.s. (Game rules)
E	E.q.u.i.p.m.e.n.t. (Equipment)
I	I.n.t.e.n.s.i.t.y.
T	T.i.m.e.

'**C.h.a.n.g.e. i.t.**' is a useful *memory aid* for coaches but is perhaps overlong and therefore it is more difficult to remember each component.

The key factor in all these systems, including **S.T.E.P.**, is their flexibility, with application possible across any physical activity and sport setting and with a range of abilities. These systems empower the coach, giving them the ability to change their approach or modify their delivery to provide optimum opportunities for every participant.

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