



# The Inclusion Spectrum & other systems Level 2 module



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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



**FuturoDigitale**  
Non-profit Association

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 signature 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 Inclusion Spectrum and other systems

We recommend the use of the **S.T.E.P.** adaptation tool because:

- it's simple;
- easy to remember;
- and works for a wide range of activities and abilities.

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

Search for 'sports adaptation tools', 'adapting physical activity and sport' or similar.

Acronym	System explanation	Source

These alternative systems can generally be divided into three areas:

- **Frameworks** – overall structures for inclusion that incorporate adaptation methodologies;
- **Processes** – these are step 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<sup>1</sup>, 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. Some organisations have chosen to adapt it in different ways to fit with their specific needs.

## What is it?

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.

## A social/environmental emphasis

The Inclusion Spectrum provides a practical manifestation of the 'social model' approach to impairment and inclusion. This places the emphasis on the societal constraints and barriers which discriminate against and marginalize disabled people. The social, attitudinal, and environmental barriers constructed by society place the disabled individual at a permanent disadvantage and restrict or deny completely access to opportunity available to most non-disabled people.

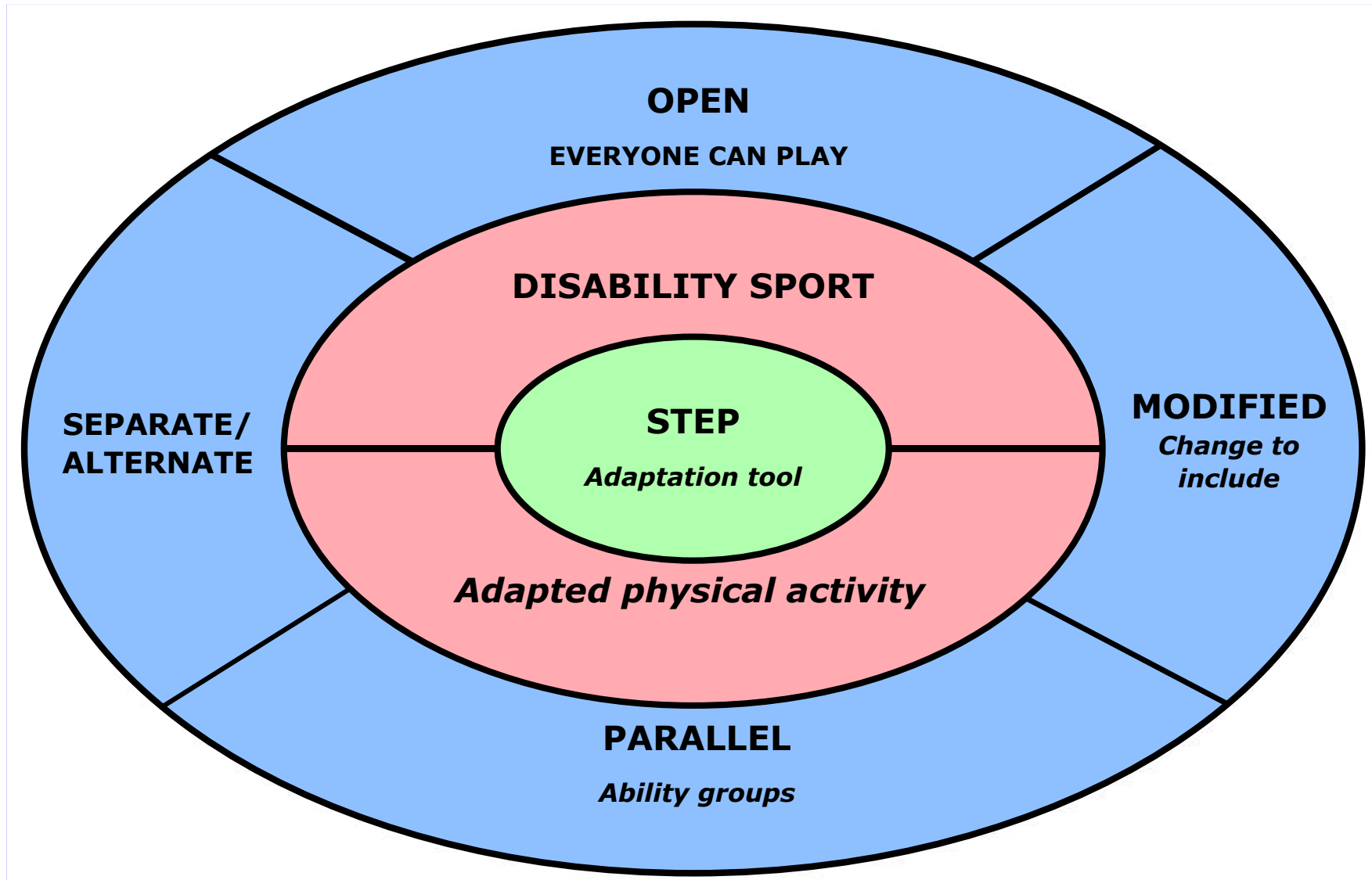
In practical terms, this puts the focus on the **actions** of coaches, teachers, volunteers, and others and upon not a **reaction** to individual impairments.

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<sup>1</sup> Note that the original model was represented as a 'spectrum' – a hierarchical continuum - while the subsequent and current circular formats stress that all approaches are of equal importance and value.

# Inclusion Spectrum

(Black/Stevenson 2011-12)



Inclusion Spectrum approach	Explanation
<b><i>Open activities – Everyone can play</i></b>	<ul style="list-style-type: none"> <li>• Everyone does the same activity with minimal or no adaptations to the environment or equipment; open activities are by their nature inclusive so that the activity suits every participant.</li> <li>• For example, warm-up or cool down, and cooperative or unstructured movement games (like collecting games, play canopy games, or action songs and activities).</li> </ul>
<b><i>Modified activities – Change to include</i></b>	<ul style="list-style-type: none"> <li>• Everyone plays the same game or performs the same activity but adaptations based on aspects such as the rules, equipment or area of activity are employed to promote the inclusion of all individuals regardless of their abilities.</li> <li>• For example, playing basketball with a variety of targets, such as a lowered basket, a hoop taped to the wall or a box on the floor so that participants choose to score in the target most suited to their abilities. Or balance an activity between mobility-impaired and non-disabled participants by restricting the space available to the agile partner. (See the <b>S.T.E.P.</b> model for ideas on modifying activities).</li> </ul>
<b><i>Parallel activities – ability groups</i></b>	<ul style="list-style-type: none"> <li>• In this approach, although participants follow a common activity theme, they do so at their own pace and level by working in groups based on their abilities.</li> <li>• For example, two groups can play a seated and standing version of a game where participants access the version most suited to their abilities. Or in a net-wall game (like volleyball) participants, in three groups, play with no barrier, a low net, or a net at regulation height.</li> <li>• One consideration in the parallel approach is that abilities can change dependent upon the activity; for example, someone playing a complex version of a racquet sport may move to a less challenging group if the activity switches to games based on football or rugby.</li> </ul>

<p><b>Separate or alternate activities</b></p>	<ul style="list-style-type: none"> <li>• This approach emphasises that, on occasions, it may be better for a young person to practice sports individually or with their disabled peers.</li> <li>• For example, it may be more effective to withdraw an individual (not necessarily a disabled participant) in order to practice individual physical education and sports competencies to enable successful integration into a game situation with the rest of the group.</li> <li>• Or athletes may need to train separately with peers to prepare for a competition. An example of this would be a wheelchair-basketball group included in a local basketball club, or girls-only netball squad in training.</li> </ul>
<p><b>Disability sport – adapted physical activity</b></p>	<ul style="list-style-type: none"> <li>• This is 'reverse integration' where non-disabled young people are included in disability sports together with disabled peers.</li> <li>• For example, using the Paralympic sports of goalball, boccia, or sitting volleyball as a basis for an inclusive game. Reverse integration sessions improve attitudes towards disability sports and raise the self-esteem of disabled participants who may have proficiency in these activities.</li> </ul>

**Exercise: applying the Inclusion Spectrum to martial arts**

Review the above examples and consider how you could apply the Inclusion Spectrum approaches to your own setting

Inclusion Spectrum	Martial arts application

## Some suggested examples

<b>Inclusion Spectrum</b>	<b>Martial arts application</b>
<b><i>Open</i></b>	An inclusive warm-up (and cool down at the end) enables everyone to participate together in the way that is right for them.
<b><i>Modified</i></b>	Adapt activity for specific individuals or for the whole group so that an individual can be included more successfully.
<b><i>Parallel</i></b>	Divide the class into two or more smaller groups; individuals work on the same theme but with the tasks adapted to suit abilities.
<b><i>Separate/alternate</i></b>	An individual or small group can work separately on specific skills to enable more successful later re-integration into the class.
<b><i>Disability sport/APA</i></b>	Challenge the whole class to try skills differently; for example, everyone sits to practice.

# 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.**) was developed to focus on the *process* of adaptation and modification, outlining a step 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><b>S. t. e. p 1</b> – 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><b>S. t. e. p 2</b> – 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><b>S. t. e. p 3</b> – 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><b>S. t. e. p 4</b> – 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><b>F.o.u.n.d.a.t.i.o.n. (Foundation)</b> - 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><b>A.w.a.r.e.n.e.s.s. (Awareness)</b> – 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><b>I.m.p.l.e.m.e.n.t.a.t.i.o.n. (Implementation)</b> – 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><b>E.v.a.l.u.a.t.i.o.n. (Evaluation)</b> – 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>

***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.



Try to apply a process to your own activity setting. For this exercise, we will use a simplified process method.

**Exercise: Applying the Activity – Modify – Review process**

Think about a specific individual and apply a simple activity-modify-review process. In other words:

- start with a planned skill or activity;
- modify the task for the individual to enable them to be more successful;
- review the success of the change(s) you have made;
- repeat the cycle until the individual finds the optimum way of performing the skill or activity.

<b>Activity or skill</b>	
<b>Modification</b>	
<b>Review</b>	
<b>Repeat (further modification as required)</b>	

# 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.

<b>T.e.a.c.h.i.n.g</b> (Teaching / coaching style)	How the teacher/coach organises, leads and communicates
<b>R.u.l.e.s.</b> (Regulations)	Changes to the rules governing games and activities to promote inclusion
<b>E.n.v.i.r.o.n.m.e.n.t</b> (Environment)	Changes to the space, for the whole group or individuals within the group
<b>E.q.u.i.p.m.e.n.t</b> (Equipment)	As in <b>S.T.E.P.</b> , change the size, weight, colour, texture

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

<b>C</b>	<b>C.o.a.c.h.i.n.g.</b> (Coaching)
<b>H</b>	<b>H.o.w. y.o.u. s.c.o.r.e.</b> (How you score)
<b>A</b>	<b>p.l.a.y.i.n.g. A.r.e.a.</b> (playing area)
<b>N</b>	<b>N.u.m.b.e.r. o.f. p.l.a.y.e.r.s.</b> (Number of Players)
<b>G</b>	<b>G.a.m.e. r.u.l.e.s.</b> (Game Rules)
<b>E</b>	<b>E.q.u.i.p.m.e.n.t.</b> (Equipment)
<b>I</b>	<b>I.n.t.e.n.s.i.t.y.</b> (Intensity)
<b>T</b>	<b>T.i.m.e.</b> (Time)

'**C.h.a.n.g.e. i.t.**' is a useful *aide mémoire* 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.

Select one of these adaptation tools (or perhaps an alternative that you have found on the internet or one that you have created yourself). Apply it to your own setting.

<b>T.R.E.E. component</b>	<b>Martial arts application</b>
<b>T.e.a.c.h.i.n.g. c.o.a.c.h.i.n.g.) s.t.y.l.e.</b> (Teaching / Coaching Style)	
<b>R.u.l.e.s.</b> (Rules)	
<b>E.n.v.i.r.o.n.m.e.n.t.</b> (Environment)	
<b>E.q.u.i.p.m.e.n.t.</b> (Equipment)	

<b>Change it component</b>	<b>Martial arts application</b>
<b>C.o.a.c.h.i.n.g.</b> (Coaching)	
<b>H.o.w. y.o.u. s.c.o.r.e.</b> (How you score)	
<b>p.l.a.y.i.n.g. A.r.e.a.</b> (Playing Area)	
<b>N.u.m.b.e.r. o.f. p.l.a.y.e.r.s.</b> (Number of Players)	
<b>G.a.m.e. r.u.l.e.s.</b> (Game Rules)	
<b>E.q.u.i.p.m.e.n.t.</b> (Equipment)	
<b>I.n.t.e.n.s.i.t.y.</b> (Intensity)	
<b>T.i.m.e.</b> (Time)	

# References

## **S.T.E.P.**

Black, Ken (2011) 'Coaching disabled children'. In Stafford, Ian (ed.) *Coaching Children in Sport*. London: Routledge

# Processes

## **F.A.M.M.E.**

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# Other adaptation tools

## **T.R.E.E.**

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