



PRIMAE

# Applying the Inclusion Spectrum Framework

## Level 3



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## Contents

Project Partners .....	3
Areadne Lifelong Learning .....	3
Futuro Digitale.....	4
University of Cyprus .....	5
Euro-Net .....	6
Ikkaido Ltd .....	6
Institute for Studies in Social Inclusion, Diversity and Engagement (INSIDE EU) .....	7
Aux Couleurs du DEBA.....	7
PRIMAE .....	8
Level 4 module Applying the Inclusion Spectrum framework.....	8
The Inclusion Spectrum – a review.....	9
Planning a session using the Inclusion Spectrum .....	14
Inclusion Spectrum .....	14
Exercise: Plan your own session using the Inclusion Spectrum framework .....	16
The Inclusion Spectrum as an analysis tool .....	17
Exercise: use the template below to assess a session by placing an estimated percentage of time spent on each approach.....	18
The Inclusion Spectrum – some organisations who use it in their programmes .....	19
Inclusion Spectrum references .....	20
Contact us:.....	21
Legal Disclaimer .....	22

# 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 non-profit 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

## Level 4 module Applying the Inclusion Spectrum framework

In the first module we looked at the **S.T.E.P.** adaptation tool and its application in practical settings.

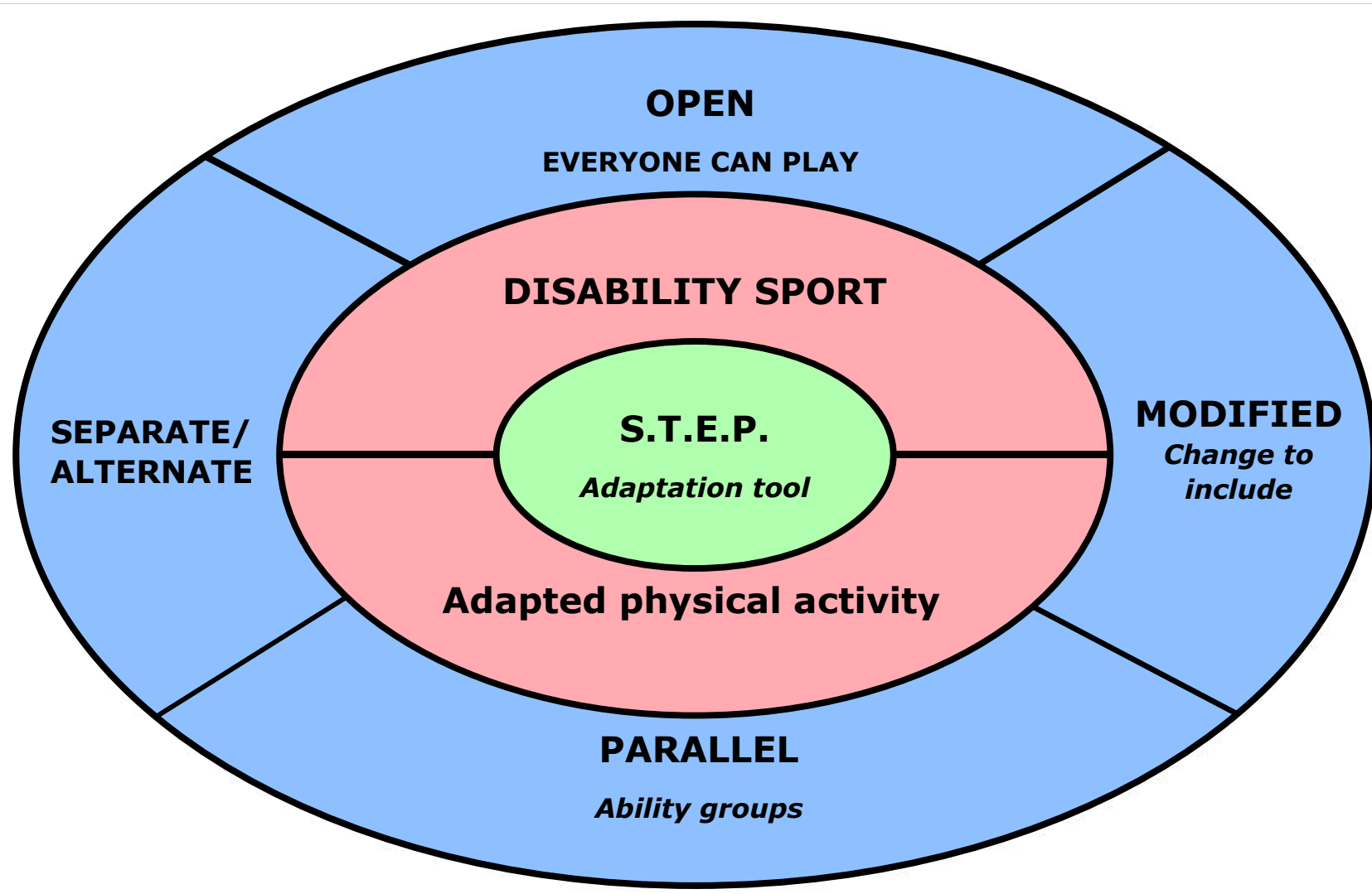
Last time we explored inclusion frameworks, processes and other adaptation tools.

This final part focuses upon the Inclusion Spectrum framework – which was explained briefly in the last module – and the ways in which it can support inclusive practice.



# The Inclusion Spectrum – a review

(Black/Stevenson 2011-12)



As described in the previous module, the Inclusion Spectrum is an activity-centred framework consisting of five approaches in which physical activity can be taught or coached. Each of these approaches outlines ways in which activity can be organised and taught to ensure that every individual is included and able to maximise their potential.

<b>Inclusion Spectrum approach</b>	<b>Explanation</b>
<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> </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> </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> </ul>
<b><i>Separate or alternate activities</i></b>	<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> </ul>
<b><i>Disability sport – adapted physical activity</i></b>	<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> </ul>

Note that the framework is supported by the **S.T.E.P. adaptation tool**. This is used to modify and adapt activity in each of the Spectrum approaches.

### Examples

Spectrum approach	S.T.E.P. component
Open activity	Open activities tend to be naturally inclusive and require little or no modification. However, you may want to ensure that there is sufficient <b>s.p.a.c.e.</b> in which everyone in the group can move safely. For example, room to turn and manoeuvre for those using mobility aids.
Modified activity	<p>Modified activity is where <b>S.T.E.P.</b> is used most.</p> <p>Here, one or more of the four <b>S.T.E.P.</b> components can be used to adapt the activity; for example:</p> <ul style="list-style-type: none"> <li>• modifying the <b>s.p.a.c.e.</b> (space) used (more, less, or sub-divided);</li> <li>• adjusting the <b>t.a.s.k.</b> (task) to suit the functional abilities of each participant;</li> <li>• adapting <b>e.q.u.i.p.m.e.n.t.</b> (equipment) to match individual needs;</li> <li>• considering the ways in which <b>p.e.o.p.l.e.</b> (people) interact and are organised.</li> </ul>
Parallel activity	<p>In this approach, the whole group is divided into two or more smaller groups; these follow the same topic or theme but with adaptations to support the abilities in each group. For example:</p> <ul style="list-style-type: none"> <li>• the playing <b>s.p.a.c.e.</b> (space) can vary; bigger to enable vigorous movement where the group is fully functional; smaller where participants have mobility impairments and cover less ground;</li> <li>• the <b>t.a.s.k.</b> (task) can be simplified for some groups, more complex for others;</li> <li>• the <b>e.q.u.i.p.m.e.n.t.</b> (equipment) used can be different for different groups; in punching pad work some groups can use a regular punch pad to strike; another group might be using</li> </ul>

	<p>their flat hand and a balloon or beach ball;</p> <ul style="list-style-type: none"> <li>• <b>p.e.o.p.l.e.</b> (people) who require more support can be grouped together; those who can work independently working on their own or with a partner.</li> </ul>
Adapted physical activity / disability sport	<p>This approach is about 'reverse integration' where the focus of the activity is based upon a disability sport or adapted version. <b>S.T.E.P.</b> can be used here to enable the widest possible range of abilities to participate in activities aimed at specific populations.</p> <p>For example, way that people play <b>(t.a.s.k.)</b> (task) can be varied:</p> <ul style="list-style-type: none"> <li>• in wheelchair Forms, all the participants are seated on the floor.</li> </ul> <p>Or the <b>e.q.u.i.p.m.e.n.t</b> (equipment) can be adjusted:</p> <ul style="list-style-type: none"> <li>• in practice for players who have vision impairment, sighted participants also wear eyeshades.</li> </ul>
Separate/alternate	<p>This is about finding a meaningful alternative to an activity that can enable a young person to:</p> <ul style="list-style-type: none"> <li>• practice on an individual basis before successfully reintegrating into the main group;</li> <li>• other versions of an activity; like a modified Form carried out in a smaller space.</li> </ul>

**Exercise: what does the Inclusion Spectrum look like for you?**

In your sport or physical education class, try to apply the different Spectrum approaches to ensure that the widest possible range of abilities can participate.

**Activity:**

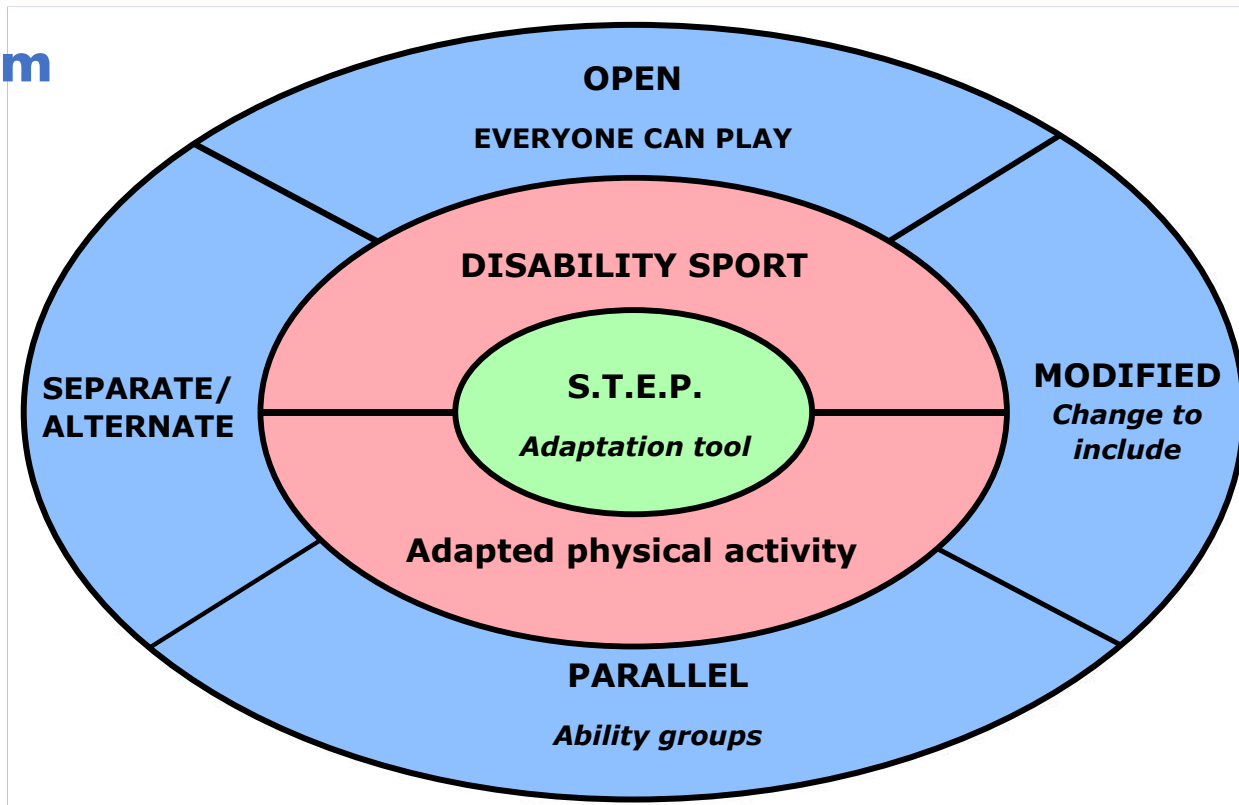
<b>Open</b>	
<b>Modified</b>	
<b>Parallel</b>	
<b>Adapted physical activity/disability sport</b>	
<b>Separate/alternate</b>	

# Planning a session using the Inclusion Spectrum

The Inclusion Spectrum model can be applied in many different ways. For example, the model could be the basis of an entire session, as follows:

## Inclusion Spectrum

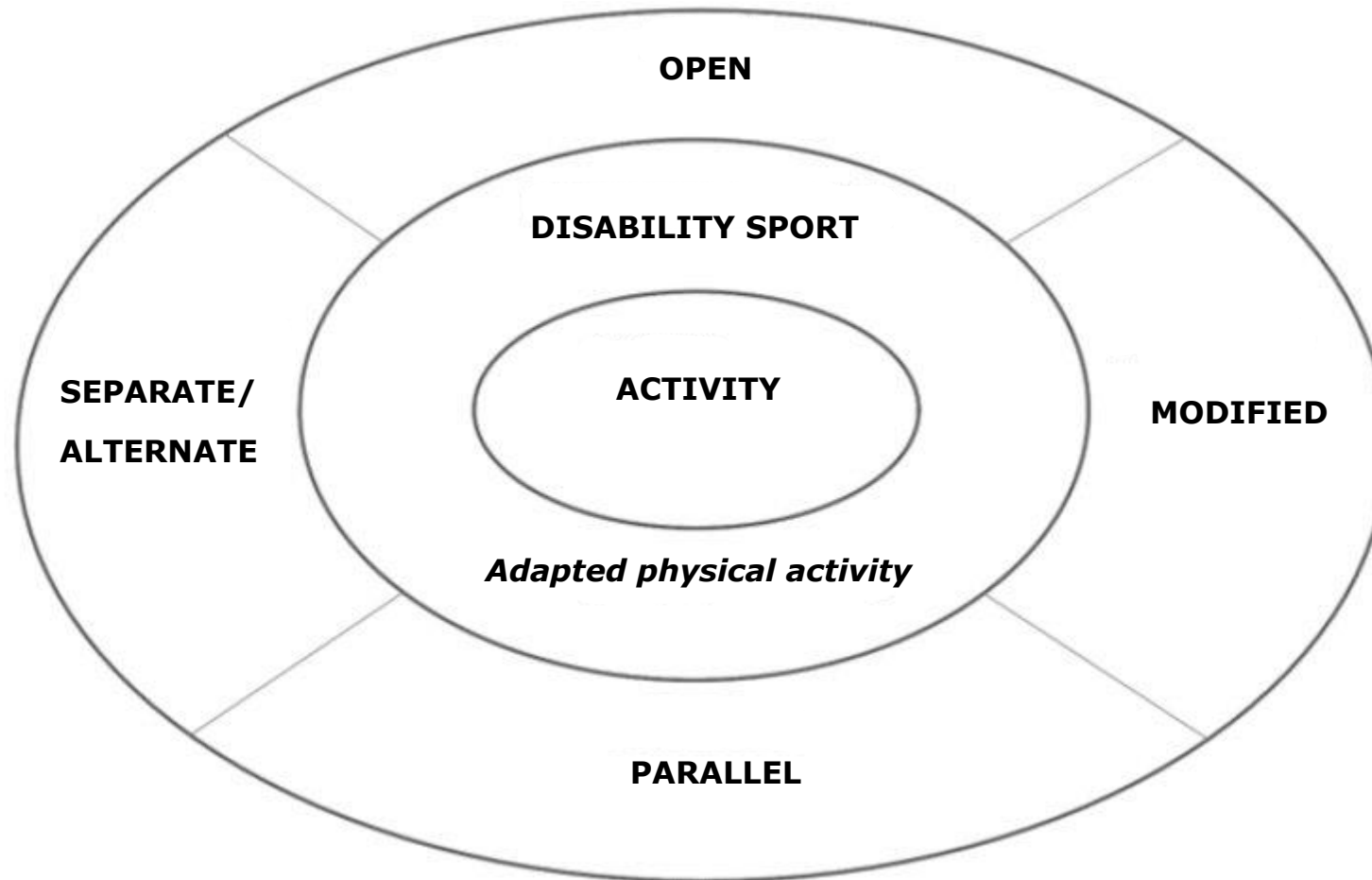
(Black/Stevenson 2011-12)



- **Open** warm-up in which everyone participates at their own level;
- **Modifications** can be used to ensure the inclusion of one or more young people;
- **Parallel** ability groups can be employed to enable young people to participate in a version of an overall theme most appropriate to their abilities;
- if necessary, one or more young people can practice **separately** to enable more successful re-integration into an activity;
- A **Disability sport** activity can be introduced to provide a unique challenge and platform for participation of disabled and non-disabled young people together;
- An **Open** cool-down for everyone can conclude the session.

## Exercise: Plan your own session using the Inclusion Spectrum framework

Use the blank Inclusion Spectrum template below to plan a session. Choose a specific activity and then write in each space a brief description of how you would use the different Spectrum approaches to construct an inclusive session. For example: "Begin with an Open warm-up based on the theme of ...."





# The Inclusion Spectrum as an analysis tool

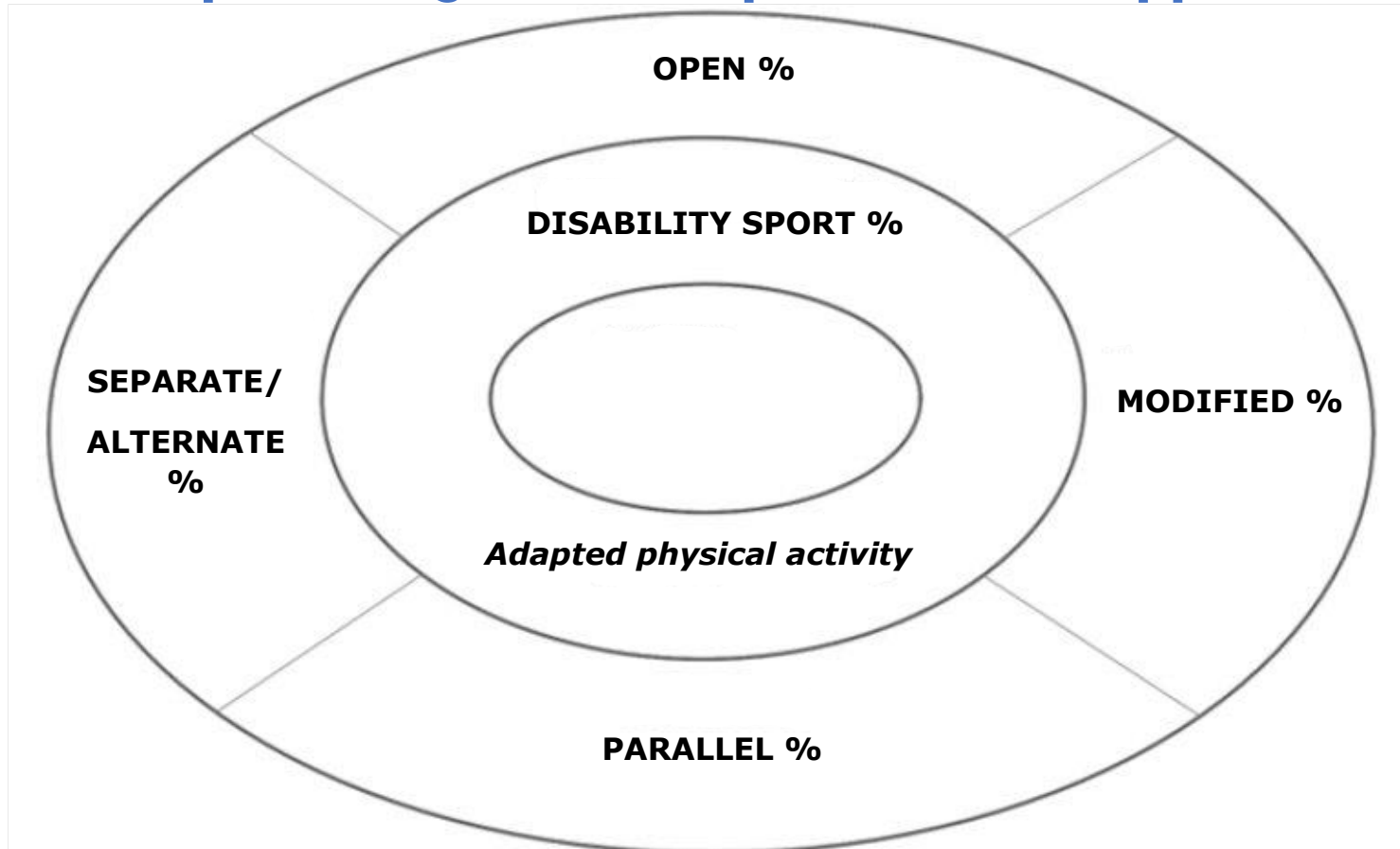
You can use the Inclusion Spectrum framework to measure to what extent your sessions are inclusive.

Most teachers and coaches can begin, and end, with an **open** warm-up or cool-down that enables individuals to participate in the way that works best for them.

And all coaches and teachers **modify** activity to a greater or lesser extent. This can *always* be improved to ensure that everyone is not only participating but also improving.

However, if you find that for a large part of the session some young people are working **separately** and not as part of, or parallel to, the main group, then this indicates an area that requires change.

**Exercise: use the template below to assess a session by placing an estimated percentage of time spent on each approach.**



Ideally, there should be a balance of time spent across all the different parts of the session.

# The Inclusion Spectrum – some organisations who use it in their programmes



In a range of education and training resources



Supporting inclusive coaching workshops



Formerly the English Federation of Disability Sport



Used in the 2000 UK National Curriculum for PE



An adapted version supported the Sports Connect and the Disability Education Program



Finnish Association of Persons with Disabilities and Young Finland in the 'Ota Minut Mukaan' program



The International Council of Sports Science & Physical Education – in the PRIME inclusive martial arts programme

# Inclusion Spectrum references

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The Inclusion Club – [www.theinclusionclub.com](http://www.theinclusionclub.com) – ‘Episodes’ tab, Episode 17

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