



PRIMAE

# Using the Inclusion Spectrum framework & S.T.E.P. adaptation tool in other settings

## Level 4



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# Contents

Project Partners .....	3
Areadne Lifelong Learning .....	3
Futuro Digitale .....	3
University of Cyprus .....	4
Euro-Net.....	4
Ikkaido Ltd.....	5
Institute for Studies in Social Inclusion, Diversity and Engagement (INSIDE EU) .....	6
Aux Couleurs du DEBA .....	6
Using the Inclusion Spectrum framework & S.T.E.P. adaptation tool in other settings .....	7
Outdoor activity .....	8
Open.....	9
Modified.....	9
Parallel .....	9
Separate/alternate.....	10
Adapted physical activity/disability sport.....	10
Indoor activity .....	12
Open.....	12
Modified.....	12
Parallel .....	12
Separate/alternate.....	12
APA/Disability sport .....	13
Communication.....	14
Emails and text messages (SMS).....	14
Applying the S.T.E.P. adaptation tool to the workplace .....	16
Contact us: .....	19
Legal Disclaimer .....	20

# 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**

**SEIT<sup>lab</sup>**

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



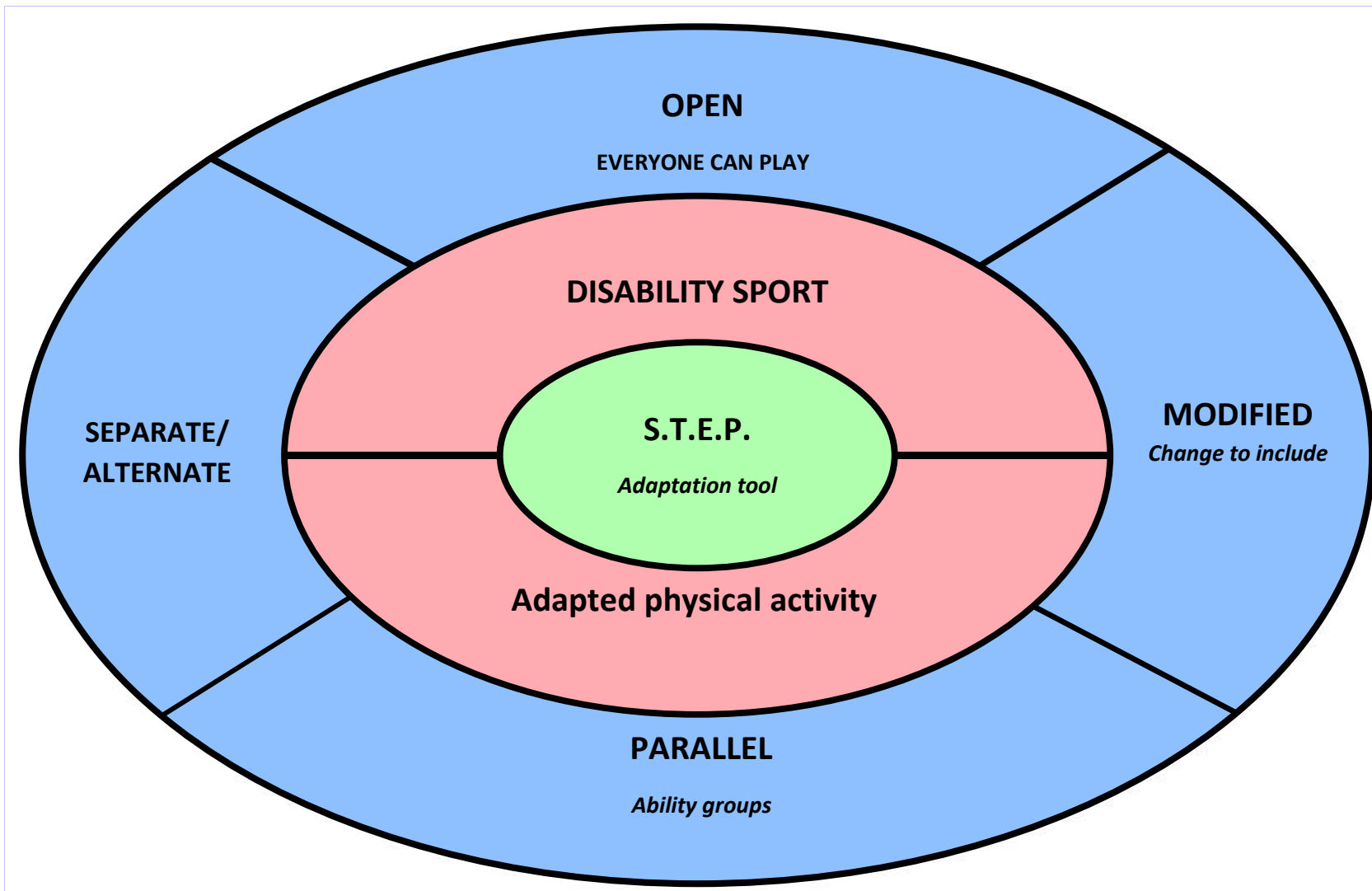
Aux Couleurs du DEBA is an association with 15 years of expertise in European projects, non-formal education, intercultural dialogue, active citizenship, and young people with fewer opportunities (NEETs), working in the fields of youth, training and education, employment and social entrepreneurship,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

# Using the Inclusion Spectrum framework & S.T.E.P. adaptation tool in other settings

In previous modules we have looked at how the Inclusion Spectrum framework and **S.T.E.P.** adaptation tool can be applied to support inclusive physical activity and sport. This module explores the ways in which they can be used to support inclusive practice in other settings.

# Outdoor activity

The Inclusion Spectrum model can be used ensure that organised or individual activity in an outdoor environment enables everyone to participate. We can use a specific example – **trail-following** or **rambling** (walking in the countryside) to illustrate this.





## Open

A venue can be selected that requires little or no modification. For example, a flat, urban park with even paths presenting no issues for individuals who are using mobility equipment such as wheelchairs, walking frames, powered mobility scooters (individual electric vehicles).

Rest areas along the route, perhaps with bench seating, enable stopping off points where people can rest briefly, take in the view and have a chat with each other.

## Modified

In this approach, adaptations might include changes at the venue, the equipment employed and the need for additional personnel.

*Venue adaptations* might include temporary signage around the proposed route to ensure that individuals can participate independently. For example, brightly coloured discs placed on small stakes in the ground as a guide for people who have decreased vision. (These are removed after the event).

In terms of *equipment*, some people may be able to walk around the flat parts of the route but require wheelchair assistance or the support of an assistant to negotiate gradients.

Where the venue is large and not contained within a discrete border (fence or railings), and paths are not clearly defined, individuals may prefer to be *accompanied* by someone with whom they can travel around the proposed route.

## Parallel

To meet the needs of individuals who have different abilities, there can be two or more alternative routes.

For example, one option that uses available paths and avoids steep gradients and may be suitable for people who are using mobility aids or whose exercise tolerance is inhibited.

At the same time, an alternative route, travelling in the same general direction, can include off-road, challenging surfaces, climbs and natural obstacles.

These routes should run in parallel and from time to time coincide, bringing the groups together for short interactions, perhaps at an interesting viewpoint. Ideally both groups should complete the route within a few minutes of each other.

## **Separate/alternate**

On occasions, it may benefit an individual to experience a cross-country ramble away from a larger group. This could be to orientate themselves to a proposed route before participating together with others. Or they may need some guidance and support, perhaps to develop confidence about being in an unfamiliar situation.

Once this is established and they feel comfortable in this new environment, they can join in with other people when they feel ready.

## **Adapted physical activity/disability sport**

When using the Inclusion Spectrum framework, this is often referred to as 'reverse integration'.

Here everyone is given the opportunity to participate in an adapted version of an activity. This establishes the activity as something that is open to all and not just for specific people.

For example, TrailO was developed as an alternative to other forms of orienteering. TrailO provides an orienteering experience on equal terms for people of all levels of physical ability, including those who are physically challenged.

In simple terms, instead of searching for 'controls' (waypoints on the orienteering trail) based on their location on a map, in TrailO a number of controls are visible at various points around the route. The participant has to indicate on their own map which of these controls corresponds to the one indicated on their individual map.

This can provide a different kind of physical and intellectual challenge for people of all abilities.

**Exercise: how can you create an inclusive environment outdoors?**

Think about taking an individual or a small or large group to an outdoor venue. Using the Inclusion Spectrum, how can you ensure that activities are as inclusive as possible and give everyone the opportunity to take part?

<b>Open</b>	'Open' means everyone doing the same things with little or no adaptation or modification. What kinds of activities can you build into this visit to maximise this approach? For example, what kind of open activities, with everyone participating together, could you do at the start and end of the visit?
<b>Modified</b>	In this approach, everyone is still doing the same activity but you may have to make adjustments for specific individuals or for the whole group in order to support the inclusion of all. So, thinking about your own example, what kinds of modifications do you think that you might have to make?
<b>Parallel</b>	Here the whole group is divided into two or more smaller groups based upon ability. Imagine your own planned visit, and think about when this strategy might need to be employed. For example, where there is a variety of terrain in the outdoor venue that you have chosen to visit.
<b>Separate/alternate</b>	Can you foresee a situation where you may have to support an individual away from the whole group – or visit the venue on a separate occasion?
<b>APA/Disability sport</b>	You might decide to include an adapted activity for the <i>whole</i> group. The example of TrailO is given above. What other adapted games or activities could you play with everyone?

## Indoor activity

This can be where individuals or groups participate in an activity in an indoor venue – home, sports & leisure facility (commercial or public), club or multi-use area. For this example, let's imagine a weekly or bi-weekly ***martial arts club*** setting.

## Open

As we have seen in previous 'open' examples, these are activities or elements of a sport or activity that are naturally inclusive and enable people to participate in their own way. So, for example, in certain martial arts disciplines the 'kata' or form is used to enable individuals to perform a sequenced pattern of movements integral to the specific system.

## Modified

In an inclusive sports club environment, people will have different functional abilities. To fully maximise their abilities, it may be necessary to adapt movements in order that people who have different abilities can take part. This means accepting, and indeed welcoming, these differences. The individuals cannot change, but the coach or teacher can easily change the activity. In the example of the kata, this can be modified with alternative movements.

## Parallel

Ability groups can be formed based upon a simple 'beginner, intermediate and advanced' model.

However, the parallel approach is more nuanced than this. For example, two or more groups can follow a similar theme, but with variations in complexity. A sequence of movements can be simplified to a basic level whilst other groups might include a wider range of skills or more complex order of movements.

## Separate/alternate

In this situation, some people may require some individual support to provide them with the time and space to develop their skills without the pressure of trying to 'keep up' with the rest of the group.

It is important, however, that this solution is not employed all the time. Only when required and with the intention that the individual will be re-integrated with the main group as soon as possible – when their skill and/or confidence has improved.

## APA/Disability sport

It may be an interesting challenge for everybody in the group to try an adapted form of activity. For example, judo for vision impaired players is part of the Paralympic programme. Vision impaired judokas score points in exactly the same way but begin each bout or re-start already in contact.

Sighted players might enjoy the challenge of playing to vision impaired rules and even wearing eyeshades. This can help them to 'feel' changes in movement and weight in their opponents.

<p><b>Exercise: how can you positively include all the elements of the Inclusion Spectrum in a sports session?</b></p> <p>Plan a session based on any sport or activity for a group of individuals of mixed ability.</p>	
<b>Open</b>	What parts of your planned session can be open to all and enable everyone to participate together in their own way? (We have looked at lots of examples over recent modules).
<b>Modified</b>	In your chosen sport or activity, apply <b>two</b> modifications. One for a specific individual. Another for the whole group.
<b>Parallel</b>	How could ability groups work in your chosen activity? For example, can you develop two or more versions that enable people with different abilities to participate at the level that matches their functional abilities?
<b>Separate/alternate</b>	Think of a specific individual and develop a short programme that would enable this person to practise skills independently.
<b>APA/Disability sport</b>	Research an adapted or disability sport version of your chosen sport/activity. (Check the Paralympic programme for example <a href="#">Paralympic Sports - List of Para Sports and Events   International Paralympic Committee</a> ).

# Communication

## Emails and text messages (SMS)

Most of us communicate using email or text messaging (SMS) on our mobile phones. As long as WE can see and understand what we are writing then we rarely think about how it might look to the receiver.

We can use the **S.T.E.P.** adaptation tool to highlight a few simple adaptations that will make all of our communication easier for the recipient.

<b>S.T.E.P. component</b>	<b>Adaptation</b>
<b>S.p.a.c.e.</b>	<ul style="list-style-type: none"> <li>In electronic communication we are not saving space, or paper, by using small font sizes; use large font options in emails – 12pt absolute minimum – 14pt and above much better.</li> </ul>
<b>T.a.s.k.</b>	<ul style="list-style-type: none"> <li>Use regular upper and lower case in emails and texts; some people find CAPITALS more difficult to read.</li> <li>Plain font types – like Verdana or Arial – are clearer than ‘serif’ typefaces (like Times New Roman, Goudy Old Style or Mongolian Baiti!).</li> </ul>
<b>E.q.u.i.p.m.e.n.t.</b>	<ul style="list-style-type: none"> <li>There are tools and resources that can help you to improve your communication. For example:               <ul style="list-style-type: none"> <li>- <a href="http://www.easy-read-online.co.uk">www.easy-read-online.co.uk</a> translates documents into Easy Read format</li> <li>- <a href="https://hemingwayapp.com/">https://hemingwayapp.com/</a> suggests shorter sentences and simpler word replacements</li> </ul> </li> </ul>
<b>P.e.o.p.l.e.</b>	<ul style="list-style-type: none"> <li>Not everyone prefers, or is able, to use social media. Think about ways of keeping people informed in other ways. (In two recent surveys, in the UK and Australia), disabled people got most of their information about events and activities by word of mouth!).</li> </ul>

***Exercise: Write an email or letter***

In the space below, write an email or letter to someone (perhaps have a specific person in mind) and try to use:

- clear, simple language
- helpful font (text) size and type
- an easy-to-read layout.

Now – why not do it that way **all the time!**

# Applying the S.T.E.P. adaptation tool to the workplace

Lots of current and recent research supports the view that disabled people are both undervalued and under-utilised in working environments.

The **S.T.E.P.** adaptation tool can be applied to the workplace too. Here are some examples.

<b>S.T.E.P. element</b>	<b>Work-related example</b>
<b>S.p.a.c.e.</b>	<p><b>S.p.a.c.e.</b> can be interpreted in a number of ways.</p> <ul style="list-style-type: none"> <li>• In a functional and practical way – adapting the working area to enable a person who has a mobility impairment and uses a wheelchair, walking or standing frame or sticks or crutches to get around – and provide a free flow of movement for everyone;</li> <li>• A working space for each individual that enables them to maximise their abilities; for example:               <ul style="list-style-type: none"> <li>- some people will function better with reduced clutter around where they work – just what they need for the task in hand;</li> <li>- noise reduction – others will prefer quiet surroundings allowing them to focus and avoid needless distraction; this may even mean less social chatting;</li> </ul> </li> <li>• ‘<b>S.p.a.c.e.</b>’ to absorb and assimilate information and instruction; once internalised, people will work efficiently but rushing initial orientation can be counter-productive.</li> </ul>
<b>T.a.s.k.</b>	<p>This applies to what the person actually <i>does</i>; their role, duties and job functions.</p> <ul style="list-style-type: none"> <li>• Where a task consists of a series of individual elements as part of a sequence, these may initially be broken down into smaller component parts to enable each separate required skill to be absorbed and understood. Once this is achieved, then the components can be combined into an effective sequence.</li> <li>• It can assist people to know the ways in which their tasks contribute to wider aims. Some relatively simple tasks may be easy to learn and</li> </ul>



	<p>repeat. However, if their association with the 'bigger picture' is not established then these tasks can become meaningless.</p> <ul style="list-style-type: none"> <li>• Always take the opportunity to enable people who have disabilities to explain their preferred way of doing things. It may actually be more efficient!</li> <li>• Employees who have disabilities are also sources of information and should be allowed to share their knowledge with others; for example, in training new members of staff.</li> </ul>
<b>E.q.u.i.p.m.e.n.t.</b>	<p>Numerous equipment adaptations are available to enable people who have disabilities to be both effective and comfortable in the working environment. For example:</p> <ul style="list-style-type: none"> <li>• standing frames enable people who have mobility impairments to work comfortably for prolonged periods at a desk or workstation - and reduce the negative effects of extended periods of sitting;</li> <li>• computer software to assist the inclusion of people who have vision impairments;</li> <li>• numerous tool adaptations to make physical tasks associated with construction, horticulture and fabrication.</li> </ul>
<b>P.e.o.p.l.e.</b>	<p>This refers to ways in which the person who has a disability interacts with others in the workplace as part of a team or work group.</p> <ul style="list-style-type: none"> <li>• A 'buddy' or partner system can assist initial introduction to the workplace – but can also provide mutually beneficial support into the future. It is important that an experienced partner provides support only where necessary.</li> <li>• Communication may have to be modified; for example: <ul style="list-style-type: none"> <li>- avoiding reliance on esoteric language, job-related acronyms and jargon associated with specific work until the disabled employee is familiar and comfortable with these terms;</li> <li>- describing one element of a task at a time rather than providing long, convoluted explanations;</li> <li>- understanding that conversations are two-way and that it is important to check that instructions or tasks have been understood before leaving someone to their own devices.</li> </ul> </li> <li>• Information that is provided to the workforce, for example, general announcements, should be</li> </ul>

	provided in formats that enable every member of the staff to access and know what is going on.
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**Exercise: Applying the S.T.E.P. adaptation tool to YOUR workplace.**

Think about your own place of work. (If you work from home or do not work, then recall somewhere you have worked in the past or have visited).

How can you apply the **S.T.E.P.** adaptation tool, as shown in the above examples, directly to your own place of work?

In each **S.T.E.P.** component, try to give 2-3 examples where workplace conditions or practices can be improved.

<b>S.p.a.c.e.</b>	
<b>T.a.s.k.</b>	
<b>E.q.u.i.p.m.e.n.t.</b>	
<b>P.e.o.p.l.e.</b>	

**S.T.E.P.** can be used to adapt and modify working practices related to specific employments. However, adopting an 'inclusion mentality' will be of benefit to everyone in the workplace by, for example, simplifying and streamlining tasks, roles and responsibility and creating clutter-free environments.

Use these tools – the Inclusion Spectrum framework and the **S.T.E.P.** adaptation tool – and the many examples we have shared to enhance your own sessions and settings and provide better opportunities for EVERYONE!

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