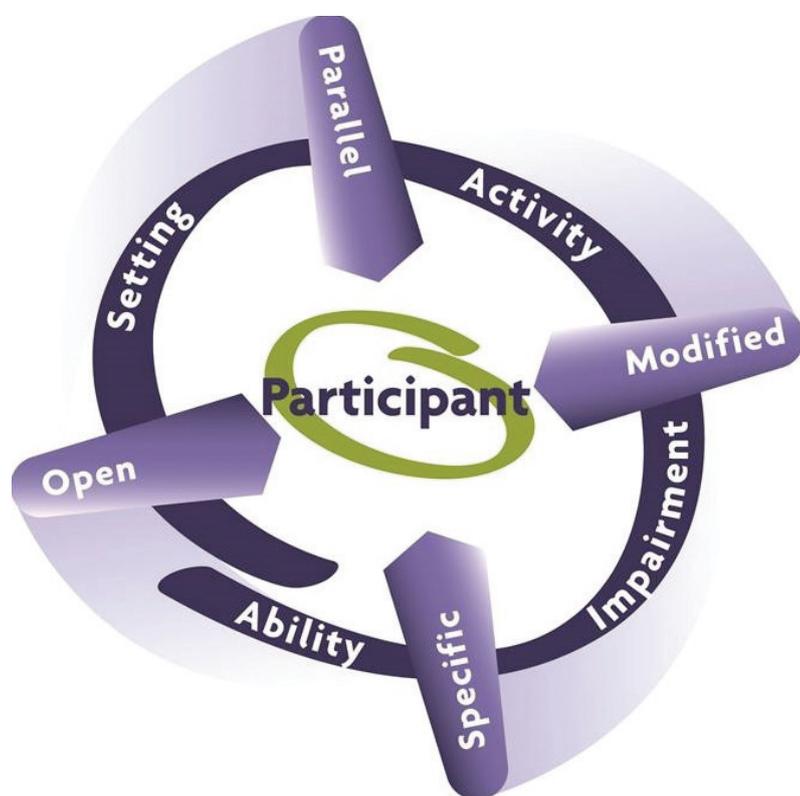


Activity Inclusion Model (AIM) Guidance incorporating STEP

(4th Generation: The Activity Inclusion Model April 2017)



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AIM evolved from Black & Stevenson's Inclusion Spectrum and aligned to the WHO's International Classification of Functioning, Disability and Health.

Open activities – Everyone can play

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. For example, warm-up or cool down, and cooperative or unstructured movement games (like collecting games).

Modified activities – Change to include

Everyone plays the same game or performs the same activity but the rules, equipment or area of activity are adapted to promote the inclusion of all individuals regardless of their abilities. For example throwing activity using full weight implements, sportshall equipment or a tennis ball etc (See the STEP model for ideas on modifying activities).

Parallel activities – Ability groups

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. For example, two groups can play a seated and standing

version of a game where participants access the version most suited to their abilities.

One consideration in the parallel approach is that abilities can change dependent upon the activity; for example, someone performing a complex version of a jumping activity may move to a less challenging group if the activity switches to a throwing activity.

Specific activities

This approach emphasises that, on occasions, it may be better for a person to practise sports individually or with their disabled peers. For example, it may be more effective to withdraw an individual (not necessarily a disabled participant) in order to practise individual physical education and sports competencies to enable successful integration into a game situation with the rest of the group.

An example of this might be for a wheelchair user during jumping activities where a throwing activity may be more appropriate. Or athletes may need to train separately with peers to prepare for a competition. An

example of this would be a wheelchair-racing group included in a local athletics club.

Applying AIM

An important aspect of the of the AIM model is that its application is not restricted to assisting the inclusion of people who have special educational needs or disability, but it can be used to provide opportunities at appropriate levels to all participants. For example, the Parallel approach can be used to group young people where there is a range of competencies across the whole group. In a hurdles activity, for example, the participants can be arranged into skill levels. One group can work over throw down lines; for a second group, a low barrier can be introduced using mini hurdle; the third group can use a regulation height hurdle. As skills improve, athletes can move to a more challenging setting, or at each station level of difficulty can be increased. The AIM model can be applied in different ways. For example, the model could be the basis of an entire session, as follows:

- ◆ Open warm-up in which everyone participates at their own level;
- ◆ Modifications can be used to ensure the inclusion of one or more people;
- ◆ Parallel ability groups can be employed to enable people to participate in a version of an overall theme most appropriate to their abilities;
- ◆ if necessary, one or more people can practise specific activities which may be different to the group 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.

There are four factors which influence inclusion for each participant and as a result how you use the Activity Inclusion Model. These are; ability, activity, impairment and the environment. The greater the impact of ability, activity, impairment or the environment, the greater the likelihood that modified, parallel or specific activity will be required.

Disability sport – adapted physical activity

This is 'reverse integration' where non-disabled people are included in disability sports together with disabled peers. For example, using Paralympic sports/events 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.

The STEP tool

The STEP tool is a simple system for making changes to physical education and sport activities so that everyone can be included and participate together. It can be used to help organise thinking around activity adaptation and modification in support of the AIM model or as a stand-alone tool.

For example, changes can be made to an activity where there are:

- ◆ children and young people of different ages
- ◆ disabled and non-disabled people in the group
- ◆ girls and boys participating together.

Changes in the way the activity is delivered can be made in one or more of the STEP areas (Space, Task, Equipment, People). This simple system helps practitioners to adapt the sport, game or activity for different abilities and ages.

STEP examples

Space – increase or decrease the size of the activity area; vary the distance to be covered to suit different abilities or mobility levels; use zoning, e.g. where participants are matched by ability and therefore have more opportunity to participate.

Task – ensure that everyone has equal opportunity to participate, e.g. break down complex skills into smaller component parts if this helps participants to more easily develop skills; ensure there is adequate opportunity for participants to practise skills or components individually or with a partner before including in a small-sided team game.

Equipment – increase or decrease the size of the equipment to suit the ability or age range of the participants, or depending on the kind of skill being practised; provide options that enable people to participate in different ways, e.g. using a javelin ball to grip better, a wheelchair to move; the use of bell or rattle balls can assist the inclusion of some players.

People – match participants of similar ability in small-sided or close marking activities; 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 participants and maximise participation of others.

STEP provides an easy way of structuring changes to the activity.