

UNIT-4

Physical Education and Sports for CWSN (children with special needs- Divyang)

Aims and Objectives of Adaptive Physical Education

To identify the disabled children so many programmes have been conducted by the government. Some of these are corrective physical education, remedial physical education, physical therapy, corrective therapy development physical education and individual physical education.

Adaptive Physical Education is a modified program of games, sports and other development activities that is suited to the interest, capacities and limitations of students and individuals with special needs. It is created for students with special needs so they can also enjoy the experience of sports and recreations. Every school has students who are differently abled and require special service to be able to realize their maximum potential.

It can be stated that adapted physical education is basically a specially designed physical education programmed for differently abled students.

Aim of Adaptive physical education:

- To help differently abled students to achieve physical, mental, emotional and social growth proportionate to their potential through special planned programme of regular physical education and recreational activities.
- To provide equal opportunity to the differently abled students to participate in physical education programmes, safely and successfully in a least restrictive environment.

Objectives:

- Ensure services to meet special needs: It ensure that a differently abled student is provided with physical education services that meet his/her unique or special need approximately.
- Develop motor skills: Motor skills are essential for performing not only specific tasks but daily routine activities also. These skills enable physically disabled students to become active and agile.
- Enhance self-esteem and self-image: All students can do activities according to their abilities. If the goals set are realistic then, students can achieve them by working on their motor skills, thus increasing their self-esteem and self-image.
- Ensure participation of students in physical education programmes: It ensures that each student actively participate in physical education programmes regularly at his/her own level and that the student is integrated into the regular education

programme whenever possible.

- Improve physical fitness: To improve the physical fitness of differently abled students, adaptive exercises are provided in the programmes of adaptive physical education.
- Motivate students to protect themselves: To motivate differently abled students to protect themselves under any condition that may be aggravated through certain physical activities.
- Promote sportsmanship qualities: Participation in adaptive physical education programmes naturally improves sportsman qualities.
- Develop knowledge of good mechanics: Adaptive physical education helps each individual to develop knowledge and sense of appreciation with regards to good body mechanics.
- Improve social adjustments: Social adjustments are essential especially in today's society. Participation in programmes of adaptive physical education helps differently abled students to make social adjustments.

Organizations promoting adaptive sports (special Olympics bharat, Paralympics, deaflympics)

Special Olympic Bharat:

Special Olympics Bharat is an officially recognized programme of Special Olympics International which was started by Eunice Kennedy Shriver, sister of John F Kennedy, the former president of USA.

This organization prepares the progress with physical and mental disability for special Olympic. At national level, they are trained to participate in 24 single and team games by the sports authority of India. This organization was established in 2001 as per the act of 1982. its aims is to increase the participation of differently abled person's in games and sports. It's another objectives was to develop leadership quality and healthy. This organization organizes sports competition at state level. It also serves talented players and trains them for international games. After 2002, about 23,750 participants have participated in national games. Between 1987 and 2013, a total of 671 Indian athletes participated in Olympic. They won 246 Gold medals, 265 Silver medals, 27 bronze medals and they raised the glory of the country in the world.

Today around 1 million athletes are the members of this organization and 84905 coaches train these athletes. This organization does the all round development of the players through games and sports.

Mission:

- To provide sports training and sports competition for children and adults with intellectual disabilities.
- To provide persistent opportunities to develop physical fitness, demonstrate courage, experience joy and to participate in sharing of gifts, skills and friendship with their families.

Vision:

- It empowers people with intellectual disabilities to realize their full potential and develop their skills through intense sports training and competitions.
- They become fulfilled and productive members of their families and the communities in which they live.
- It is an experience that is energizing, healthy, skillful and joyful.
- They share common belief in dignity, equality and opportunity for all people.

Oath:

“Let me win. But if I cannot win, let me be brave in the attempt.”

Goal:

Its goal is to provide chance to differently abled people to develop physical fitness and focus on their holistic development.

Paralympic Games

Paralympic Games are major international multi-sport events for the athletes with various disabilities. It is held at an interval of every four years following the Olympic Games. These games are governed by the International Paralympic Committee. The first Paralympic Games were held in Rome in 1960. The Paralympic word was used officially in 1988 Summer Olympic Games which were held in Seoul. The first Winter Paralympic Games were held in 1976 in Sweden and it is also held after every four years.

International Paralympic Committee

It is a global governing body of the Paralympic movement. It organizes the Summer and winter Paralympic Games and also serves as the International Federation for nine sports, for which it supervises and coordinate the world championships and other competitions. It was established on 22nd September, 1989. Its headquarters is in Bonn (Germany).

Vision of IPC: “To enable Paralympic athletes to achieve sporting excellence and inspire and excite the world”.

Aim of IPC: To develop sports opportunities for all the people with impairment from the beginner to the elite level.

Deaflympics

The ‘Deaflympics’ are games for deaf athletes. Previously they were called the International

games for the Deaf. These games are organised by “The International committee of sports for the Deaf” since the first event and they are sanctioned by International Olympic committee. The deaflympion cannot be guided by sounds for example, the starter gun, bullhorn commands or referees whistles. The Deaflympics were held in Paris in 1924 and were also the first ever international sporting events for athletes with disability.

The Deaflympic winter games, was added in 1949. The games began as a small gathering of 148 athletes. Now these games are grown into a global movement. To qualify for the games, athletes must have a hearing loss of at least 55decibel in their “better ear”. Hearing aids, cochlear implants are not allowed to be used in competition.

Deaflympions cannot be guided by sounds so alternative methods are used to address the athletes. For example, the football referees wave a flag instead of blowing a whistle, on the track races are started by using a light, instead of using a starting pistol.

Concept of inclusion:

A defining characteristic of an excellent physical education program is that it includes students with a diverse range of abilities, needs, interests and learning styles in meaningful learning experiences. The term "Inclusive Physical Education" reflects a program where respect and acceptance of all students, specifically students with disabilities, is an essential component of the classroom environment and teaching strategies.

Inclusion is about creating a classroom in which every student is welcomed, valued, respected and enabled to reach his full potential. In a successful Inclusive Physical Education program, all students are fully engaged in instructional activities, sharing equally and learning together. Although the activities may be modified or adapted, students with disabilities learn the same concepts, skills and content as all other students in the class. The result is educational equity and access for all students!

Inclusive Physical Education requires educators to believe in the concept that success for each student can be different the educator must be willing to modify and adapt lessons and activities to ensure that every student learns and achieves success at his own pace and according to his own abilities. Educators see the abilities of all students as contributing to the whole class. Effective teaching for students with disabilities is basically the same as effective teaching for all students.

Need of inclusive education:

Inclusion in physical education helps the students with disabilities to increase their social skills and in making trends.

A child feels that he/she also belongs to the entire group of class so a feeling of belongingness is developed.

Inclusion helps a child to increase his/her motor skills and experience success with peers.

- For self-esteem: It helps in improving self-confidence, self-efficacy and self-esteem of

the students with disabilities. They develop confidence in their ability to interact with one another and the society in which they live.

- For better social skills and communication: They feel exhilarated about being part of the regular community. As a matter of fact, social skills are learnt properly through observation and imitation. Their social and communication skills are improved a lot.
- Greater sensitivity: It is usually observed that students without disabilities become more sensitive by learning along with students with special needs. They understand how words can hurt. They practice patience and learn empathy.
- For better understanding of strengths and weaknesses: Students with or without special needs in inclusive schools learn that each and every individual has strengths as well as weaknesses. They learn to appreciate these differences.
- Higher academic achievement: Inclusive education is beneficial for the students with special needs because research studies conducted in this field show that these students have done academically well than in exclusive education.

Implementation of inclusive education in India

To make inclusion work, general classroom teachers, support specialist, parents and students themselves must work together to create the best educational environment possible. With knowledge of inclusive practices and strategies, teachers can manage classrooms that encourage learning and discovery among all students, regardless of physical abilities.

School principals must cooperate and share the message that all staff members, not just special education teachers, are expected to be involved in education children with disabilities.

Inclusion also requires specially trained staff. Since classroom teachers need training and ongoing support to effectively teach many types of learners, they must meet regularly with inclusion specialists.

- The Right to Education is to be made effective in all states.
- Teachers, especially in rural areas, are to be trained well so they are equipped with the required knowledge to teach children with special needs in an inclusive system of education.
- Regular analysis of schools, curriculum and amenities are to be done to develop a support team to give access to the regular curriculum methods to children with difficulties in learning.
- Parents should be taken as a resource and be involved in decision-making

process to enhance their child's learning.

- Student should be treated equally as normal students not sympathetically. They should be recognized by their talents, capabilities and abilities.
- A suitable examination system and periodic evaluation of children with special needs to be in place to meet the challenges and changing trends in special education.

Role of various professionals for children with special needs

School Counselor

Special education counselors work with special need children in elementary school, middle schools and high schools to ensure they have the support services they need in order to achieve their highest potential in the areas of academics, personal and social and career development.

Physiotherapist

Physiotherapists are the best-known therapist who works with children with special needs. They use exercises to help their patients and keep the best possible use of their bodies. They also try to improve breathing to prevent the development of deformities and to slowdown the deterioration caused by some progressive diseases.

Occupational Therapist

The goods of occupational therapy for a child are to improve participation and performance of a child and all the child's "occupation" like self care, play, school and other daily activities. The occupational therapist well assess the child and modify the environment, or the way of doing a task to promote a better participation and independence.

Physical Education Teacher

Physical education program plays a very progressive role in improving cognitive functions and academic performance. Social skills and collaborative team work can also be enhanced through the different programs of physical education. The physical education teacher helps in executing these programs.

Speech Therapist

Speech therapist is known by many names like speech language pathologist, speech pathologist and speech teacher. They work with children with a variety of delays and disorders spanning from mild articulation delays to more complex disorders such as autism, down syndromes, hearing impairment, motor speech disorders and other developmental delays. Speech teacher helps your child with speech, talking and communication.

Special Education Teacher

Special education teachers work in classrooms or resource centers that only include students with disabilities. Students with disability may attend classes with general education student's also known as inclusive classrooms. Special education teacher's duties vary by the type of setting they work in, student disabilities and teacher specialty.

