

University of Wisconsin-La Crosse

Graduate Studies

Developing and Implementing a School-Sponsored Adapted Sport League
for High School Students with Disabilities

A Critical Analysis Project Submitted in Partial Fulfillment of the Requirements for the
Master of Science in Exercise and Sport Science-Physical Education Teaching
Adapted Physical Education Teaching Concentration

Maddie Iozzi

College of Science and Health
Department of Exercise and Sport Science
Adapted Physical Education Teaching Concentration

August, 2018

**ADAPTED PHYSICAL EDUCATION
CRITICAL ANALYSIS PROJECT
FINAL APPROVAL FORM**

Candidate: Maddie Iozzi

We recommend acceptance of this Critical Analysis Project in partial fulfillment of the candidate's requirements for the degree:

Master of Science in Exercise and Sport Science-Physical Education Teaching:
Adapted Physical Education Teaching Concentration

Garth Tymeson, Ph.D.
Signature of Critical Analysis Project Advisor

Date

Abigail Lee, M.S., CAPE
Signature of Committee Member

Date

ABSTRACT

Iozzi, M. Developing and implementing a school-sponsored adapted sport league for high school students with disabilities. Master of Science in Exercise and Sport Science-Physical Education Teaching, Adapted Physical Education Concentration, 2018, 105. (G. Tymeson)

Access to sport is a fundamental human right, as sport provides a range of positive opportunities and benefits for all participants. In order to derive the benefits of sport participation and combat physical inactivity, sport programs must be available and accessible for all. This includes providing adapted sport opportunities for students with disabilities (SWD). All SWD deserve the same opportunities as their nondisabled peers to participate in sport. Several sport program models and opportunities for sport involvement exist at the local, state, national, and international level. An important purpose of this critical analysis project was the development of a video that demonstrates to special education directors, adapted physical education teachers, parents, athletic administrators, and special education teachers how to develop and implement a school-sponsored adapted sport league (ASL) for high school SWD. While the video illustrates the positive impact sport has on the well-being of SWD, it also includes the following key components: an overview of ideas, resources, and procedures for implementing an ASL. Additionally, coaches, athletic directors, SWD and their parents will share their perceptions and experiences in current ASL programs.

ACKNOWLEDGEMENTS

I would like to genuinely thank Dr. Garth Tymeson for his dedication, commitment, and guidance during graduate school and in particular throughout the process of completing this critical analysis project. His mentorship has given me the confidence and knowledge to become a successful and compassionate adapted physical education teacher. Special thanks to Abigail Lee for serving as a committee member offering knowledge and expertise to the project. Additionally, I want to express sincere gratitude to Jessa Ellenbecker, School District of La Crosse, and Jana Yashinsky, School District of Onalaska, for their unwavering support and mentorship and for giving me the opportunity to gain invaluable hands on experience.

Thank you to Drs. Luis Columna and Michael Norris, Syracuse University, for believing in me and recommending that I choose the University of Wisconsin-La Crosse for graduate study in adapted physical education. It was during my volunteer work at Syracuse University when I realized that my passion was working with SWD.

Thanks to my family and friends for their unconditional love, support, and guidance throughout my college career. Even though I was miles away, I always felt connected and loved. Mom, thank you for being such a positive role model and for always encouraging me to live a happy, healthy lifestyle. Dad, thank you for always leading me in the right direction and for always having faith in me. I can always rely on you for excellent advice, whether it be sport, school, or life-related.

Lastly, a heartfelt thanks to my family away from home, my fellow graduate student colleagues: Maggie, Laura, Hannah, Alex, Brittany, Nick and Ian. It has been an amazing, rewarding year full of unforgettable memories, laughter, and tears.

TABLE OF CONTENTS

	PAGE
ABSTRACT.....	i
ACKNOWLEDGEMENTS.....	ii
LIST OF APPENDICES.....	v
I. INTRODUCTION.....	1
Historical Perspective: Development of Adapted Sport.....	2
Types of Sport Programs for Persons with Disabilities.....	3
Sport for Persons with Disabilities.....	8
Need for the Project.....	11
Purpose of the Project.....	12
Definition of Terms.....	13
Summary.....	14
II. REVIEW OF RELATED LITERATURE.....	16
Introduction.....	16
Benefits of Sport Participation for Persons with Disabilities...	17
Benefits of Sport for Persons with Physical Disabilities.....	20
Benefits of Sport for Persons with Cognitive Disabilities.....	28
Benefits of Sport for Persons with Sensory Disabilities.....	31
Summary.....	37
III. CRITICAL ANALYSIS.....	38
Introduction.....	38
Analysis of the “Dear Colleague Letter.....	39
Recommendations for Developing and Implementing an ASL..	41

	PAGE
Description of Project Video.....	46
Resources.....	48
Recommendations for Future Research.....	65
Recommendation for Future Critical Analysis Projects.....	66
REFERENCES.....	67
APPENDICES.....	73

LIST OF APPENDICES

	PAGE
A. Dear Colleague Letter.....	73
B. Q and A: Disability in Sport Dear Colleague Letter.....	84
C. Instructional Video Script.....	94

CHAPTER I

INTRODUCTION

High school sport is part of the American landscape. In 2015, a news release by The Sports and Fitness Industry unveiled promising results stating, “High School Sports Participation Increases for 26th Consecutive Year” (Sport and Fitness Industry Association, 2017). According to the annual High School Athletics Participation survey, administered by the National Federation of State High School Associations (NFHS), sport participation reached an all-time high of 7.8 million in 2016. Bob Gardner the NFHS executive director stated, “Despite other out-of-school opportunities that exist in some sports, this year’s survey is yet another confirmation that our model of education-based sports within the high school setting is the number 1 choice for boys and girls nationwide (Sport and Fitness Industry Association, 2017).

Sport participation for children and youth is valuable and has positive effects on participants in many areas: physical, cognitive, social, affective, and lifestyle (Bailey, 2006). Sport programs offer many benefits to participants including increased motor skills; improved physical fitness; improvement in health-related fitness; opportunity for social interaction; competition; enjoyment; independence; and improved self-esteem and self-confidence (Connecticut State Department of Education, 2017).

Unfortunately, students with disabilities (SWD) are often not afforded equal opportunity sport programming compared to their nondisabled peers (Rimmer & Rowland, 2008). Often SWD require accommodations for meaningful, rewarding sport experiences. School districts should consider developing and implementing sport opportunities to ensure that SWD are offered the same benefits from sport as nondisabled

peers. Low physical activity levels by SWD put them at risk health-wise (Davis, 2013). The President's Council on Physical Fitness and Sports Research Digest concluded that physical activity is 4.5 times lower for SWD compared to their nondisabled peers (Rimmer & Rowland, 2008). The Centers for Disease Control states "one in two people with disabilities are inactive" (Centers for Disease Control and Prevention, 1999).

Due to physical inactivity and limited involvement in sport programming, school-aged SWD are not reaping the benefits of sport participation. As a result, they are also more prone to obesity and related secondary conditions compared to their nondisabled peers. This health risk leads to other obesity related conditions such as fatigue, pain deconditioning, social isolation, and difficulty performing everyday tasks (Rimmer & Rowland, 2008).

The World Health Organization (WHO) has identified sport participation as important to the health and development of children, including prevention and maintenance of healthy weight (WHO, 2010). An effective strategy for reducing the risk of overweight/obesity for SWD is participation in school based sport. Despite the overwhelming benefits and participation in sport for SWD, these opportunities are not commonly offered, due to lack of programs. There is a need to address the legal mandates and history on the development of adapted sport for SWD.

Historical Perspective: Development of Adapted Sport

The Rehabilitation Act, Section 504 directive was not being followed by school districts. The main impetus behind equal opportunity sport programming was government legislature. Although Section 504 of the Rehabilitation Act in 1973 mandated equal opportunities, including athletic opportunities for SWD, not many school districts

adhered to the mandate. Discrimination of SWD continued, making it necessary to enact other laws, such as the Americans with Disabilities Act (ADA, 1990), and the Individuals with Disabilities Education Act (IDEA, 2004). In 2008, members of Congress felt the need to investigate the lack of extracurricular participation for SWD in public schools. They directed the Government Accountability Office (GAO) to complete an investigation (United States Government Accountability Office, 2010). The GAO identified factors that limited SWD participation in adapted sport stating: “It was realized that schools faced challenges integrating SWD; SWD participate at lower rates than their nondisabled peers; school districts stated that they lacked the training and knowledge to provide athletic opportunities” Educators requested that the U.S. Department of Education (USDE) provide them with guidance on their legal obligation to accommodate SWD and finally educators felt that the USDE didn’t offer enough guidance and support (Lakowski, 2013). Despite legislation intent, it was apparent that SWD were still not receiving the same sport opportunities, benefits, and results.

Types of Sport Programs for Persons with Disabilities

The Office of Civil Rights “Dear Colleague Letter” in 2013 paved the way for more SWD to participate in school-sponsored sport similar to how Title IX enabled sport participation for women (Davis, 2013). The letter clarified the responsibilities of school districts in providing equal extracurricular sport opportunities for SWD. It offered guidance in four areas: legal requirements of the Rehabilitation Act; use of generalizations and stereotypes concerning SWD; making sure that SWD are offered equal opportunity for sport participation; and offering separate or different opportunities (Lakowski, 2013). Organizations like the Inclusive Fitness Coalition (IFC) came into

existence to provide resources for school districts in offering equal opportunity for extracurricular activities for SWD (Lakowski, 2013). This sent a message to athletic directors and school districts that resources and consultation opportunities were available.

In response to the “Dear Colleague Letter,” several school districts within many states developed and implemented adapted sport programs: Alaska, Georgia, Maryland, Wisconsin, and Mississippi (Davis, 2013). Each school district has its own unique set of circumstances: demographics, location, community resources, community support, parental support, advocates for SWD, and adapted physical education teachers. The adapted sport models outlined below offer ideas, guidance, and suggestions for the development and implementation of programs for school districts.

For example, in response to the “Dear Colleague Letter” the Anchorage School District (ASD) in Alaska expanded and developed an after school sport program by including more team sports and outdoor adventure activities (Poulin, 2013). To meet Section 504 requirements, adapted equipment was purchased. Seated cross-country chairs offered cross-country skiing opportunities and all-court wheelchairs with soccer guards and hockey blades accommodated SWD. The ASD collaborated with Challenge Alaska and Special Olympics Alaska. Partnering with noneducation organizations is beneficial in supporting after school adapted sport programs. The motto of their program is ‘Success for All’ (Poulin, 2013).

To address their specific needs, Cherokee County (GA) APE teachers offered an adapted sport program in which SWD and their nondisabled peers competed together. A league called the Cherokee Ability Games was created and offered the following lifelong physical activities: bocce, bowling, and disc golf. A second program that is offered

through the Cherokee County is the Special Olympics Unified Sports Program. In this program, SWD compete on the same team as their nondisabled peers thus fostering an end to stereotypes and promoting social inclusion through sport (Martinez, 2013). The Special Olympics program also offers equally effective separate or different athletic opportunities. Athletes are funded to be transported and trained at a community facility. Their sport participation takes place away from their school, however, they are awarded varsity letters and recognized at the school athletic banquet for their sport participation. Therefore, SWD receive the same benefits and opportunities as their non-disabled peers (Martinez, 2013).

Maryland's response to the "Dear Colleague Letter" was the development of a school-based Corollary Sports program and a community based Life Enrichment Field Trip program (LEFT) (Aiello, 2013). Maryland is also known for passing the Fitness and Athletic Equity Act in 2008 that gave SWD equal opportunity for participation in general and adapted physical education classes. This law also gave birth to the Corollary Sports program. This unique program gave SWD and students without disabilities who didn't have the skills or desire to compete in varsity programs a chance to participate on school-based sports teams. Teams required equal representation by SWD and students without disability. Sports include sitting volleyball, goalball, beep baseball, wheelchair basketball, boccia, and cycling (Aiello, 2013). St. Mary's County Public Schools (SMCPS) also offers a community-based LEFT program. This program is a collaborative effort involving SMCPS, the U.S. Paralympics Southern Maryland Sports Club, and Special Olympics of St. Mary's County. It is offered for SWD and without disabilities

and its purpose is to “enhance our student’s’ knowledge, develop sportsmanship skills and increase their participation in adapted sports” (Aiello, 2013).

The Denton Independent School District (DISD) used a collaborative approach with a local university, Texas Woman’s University (TWU) and a national sports organization (American Association of Adapted Sport programs-AAASP) to establish a school-based sport program (Busse, 2013). In 2007, adapted physical education (APE) specialists from DISD met with APE professionals from TWU and organized adapted sport demonstration events. Three sports were showcased: wheelchair basketball, soccer, and football. Administrators, DISD staff, parents, and teachers were invited to these events and witnessed first hand the benefits of sport participation and the need for adapted sports. AAAPS were involved by conducting wheelchair basketball clinics at TWU. A brainstorming session between the DISD Athletic Director, university personnel, and the AAASP resulted in an adapted sport program called Partners PE in 2010. The Partners PE initiative included participation of SWD and students without disabilities. All three high schools in the district had Partner PE programs that were led by an APE specialist. The DISD used a collaborative approach to address the “Dear Colleague Letter” sport participation directive.

On a larger state wide scale, Minnesota’s school-based adapted sport program existed long before the OCR document. The Minnesota Adapted Athletic Association (MAAA) was incorporated in 1984 and serves as a pioneer model for other states and school districts. In its early development the league only included participants with physical disabilities until the Minnesota Special Interscholastic Sports Association (MSISA) was established and included students with cognitive disabilities (Doyle, 2013).

To manage the two Minnesota organizations, two divisions were created, physical impairment (PI) and cognitive impairment (CI). In 1992, after pressure from adapted athletes, parents, PE teachers, APE teachers, and school administrators, the Minnesota State High School League (MSHSL) approved the MAAA as a sanctioned sports league. As a result, adapted sport teams officially represented their schools just like any other sanctioned sport team in the state. Both PI and CI divisions have grown since 1992. The success of the MAAA is due to its strong executive board management, dedicated coaches and teachers, and realization that feasibility challenges can be resolved by combining athletes from multiple districts (Doyle, 2013).

Finally, the program that is the focus of this project was developed by several school districts in Western Wisconsin, and was adapted from the MAAA program. The Mississippi Valley Conference Adapted Sports League was developed in 2012 and was based on the MAAA model. An APE teacher from the Onalaska School District, Jim Cappuccino, researched the MAAA model, gained parental support, presented his findings to the school board, and requested a budget for program implementation. This western Wisconsin League has not reached the magnitude of the MAAA, however the league continues to grow. Currently there are three school districts and four high schools that compete in indoor soccer in the fall, indoor floor hockey in the winter, and indoor baseball/whiffle ball in the spring. The coaches from all four schools unanimously agree that students benefit from the League.

An APE teacher states that, “our adapted sport program provides our students with commensurate supports in their journey to success. To be recognized by fellow students, parents, and the community brings a degree of equity to our program and group

of our students who otherwise may navigate our schools unnoticed” (Anderson, 2016). Cappuccino encourages all schools to develop an ASL. He suggests that interested schools get parental support, start with a simple plan, and then build support (Cappuccino, 2013).

Sport for Persons with Disabilities

Adapted sport programs exist at the international, national, state, and local levels. Each program empowers SWD and is designed to address their specific needs. The effectiveness of programs, like the Special Olympics and Paralympics, have caused a ripple effect on state and local adapted sport programming. Whether it be at the international, national, state, or local level, each program and model is designed to meet the needs of SWD.

Paralympics and Special Olympics are often mistaken as being the same organization. They are in fact two unique worldwide programs. What they do have in common however, according to Tim Shriver, Chairman of Special Olympics International is that “we are both trying to use the power of sport to change the way the world sees people who have differences” (Kennedy, 2012).

For decades, Special Olympics has impacted the lives of individuals with intellectual disabilities in positive, profound ways, which helps individuals build self-confidence, life-long friendships, and self-esteem. Special Olympics offers programs for individuals to participate in sport and other activities at National, International, state and local levels. The emphasis is on sport participation, not competition and the programming runs year round. The Special Olympics are hosted by Special Olympic organizations. For example, the state of Wisconsin Special Olympics (SOWI) offers sport

participation year round to over 10,000 athletes. There are 18 Olympic sports that are available for athletes ages 8 and older, who have a desire to train and compete. The vision of SOWI is to unlock the joy of sport to inspire people to accept, include, and value those with intellectual disabilities in all aspects of life, and thereby unite people in a shared belief of a more just and welcoming world (Special Olympics Wisconsin, 2018).

The Paralympics is a global event that offers international multi-sport activities that include athletes with a wide range of disabilities. The Paralympics strive for equal treatment of nondisabled athletes even though there is still a funding gap between the Olympic and Paralympic athlete. The Paralympics provide high levels of competition to top tier athletes with physical disabilities. Since competition is an important component of Paralympics, not all SWD may benefit from this environment.

Sport participation, whether it is school-based (extracurricular, intramural, Corollary Sport, interscholastic) or community based (Special Olympics, Paralympics, Blaze Sports), is beneficial and has the potential to make a positive difference in the lives of SWD. School districts that are in the developmental stages of designing adapted sport programs can pick and choose what works best from the models presented here and give SWD in their school's equal opportunity for sport participation.

The American Association of Adapted Sports Program (AAASP) collaborates with state interscholastic athletic associations and assists them to provide infrastructure and support for establishing extracurricular interscholastic adapted athletics. The role of the AAASP is to ensure that students with physical disabilities are afforded the same benefits of athletic participation as their nondisabled peers (Storms, 2013). School

districts considering adapted sports implementation should seek the services and resources of this organization.

Minnesota was the first state to have a school-sponsored adapted sport program approved by a state high school association. The Minnesota Adapted Athletic Association is a successful adapted sport program that has impacted extracurricular athletics for SWD in Minnesota for over 40 years. This model is designed for students who have physical and cognitive disabilities. These students represent their schools by wearing school uniforms, purchase letter jackets, and participate in state tournaments just like other high school sport teams in the state for nondisabled students. Due to the support of athletes, parents, physical education teachers, adapted physical education teachers, and school administrators, the MAAA was approved in 1992 as a sanctioned sports league. The number of teams in each division has grown to as many as eight teams per season. The goal for MAAA is to provide SWD the same opportunities as their typically developing peers, ensuring that they enjoy the benefits of a quality high school sport program (Doyle, 2013).

The Mississippi Valley Conference Adapted Sport League (MVC-ASL) in West Central Wisconsin was developed in 2012 and was modeled after the MAAA program. The MVC-ASL is a successful local adapted sport program that adapted physical education teachers, special education teachers, and athletic administrators created to benefit their SWD. The school districts of Holmen, La Crosse, and Onalaska provide their students with school-sponsored sport opportunities. The MVC-ASL offers three indoor sports throughout the school year: soccer, floor hockey, and baseball/whiffle ball. Practices are held twice a week for most teams, ranging from 45-90 minutes. There are

weekly games and an end of season tournament for each sport season where all students, school faculty, family, and individuals from the community can support the program.

Sport has positive benefits for all students. However, these benefits can't be attained without proper programs. Schools should have a goal of equal sport opportunities for all students to derive benefits. These benefits include: improved physical fitness, increased socialization, new friendships, independence, increased confidence and self-esteem in leadership, develop sportsmanship skills, and overall an increased sense of wellbeing for the participant.

Need for the Project

Sport participation benefits all students, including those with disabilities. It is estimated in the US that 1 in 6, or about 15% of children, ages 3 to 17 years, have one or more developmental disabilities (Connecticut State Department of Education, 2017). This project is designed to assist special education directors, adapted physical education teachers, parents, athletic administrators, and special education teachers to develop and implement school-sponsored adapted sport program for high school SWD. The small percentage of SWD participating in sports is due to the lack of knowledge and awareness of programs that are offered and beneficial to athletes with disabilities. Children and adults with disabilities are at great risk for obesity. There are less than 3 in 10 high school students that get at least 60 minutes of physical activity every day (Connecticut State Department of Education, 2017). Adapted sport programs can offer much needed physical activity.

Providing sport participation in the form of an adapted sport league (ASL) allows SWD to participate in activities where they can form friendships, develop motor skills

and competencies, express creativity, achieve mental and physical health, and determine meaning and purpose in life (Murphy & Carbone, 2008). School districts need to offer these extracurricular leagues that provide a multitude of benefits to the participants. All SWD are entitled accommodations and opportunities for athletic programming comparable to their nondisabled peers. There is a need to develop and implement ASL for high school SWD so they are able to stay active, healthy, and participate in sport like their nondisabled peers.

Purpose of the Project

The primary purpose of this project was to develop an instructional video for special education directors, APE teachers, parents, athletic administrators, and special education teachers to assist them with designing and implementing a school-sponsored high school ASL. The ASL model accommodates students with all types of disabilities. The project explains existing adapted sport program models that can offer a framework for school-based programs. Although mandates exist that requires equal opportunity for SWD, there is still a significant participation disparity between SWD and their nondisabled peers. Physical activity and sport participation for SWD are critical for physical well-being and overall health. It has been documented that low levels of physical activity can adversely affect a child's health, as one in two people with disabilities are inactive (Centers for Disease Control and Prevention, 1999). Therefore, SWD should be given the opportunity to improve their overall well-being by participating in ASL.

Much of this project modeled after the Mississippi Valley Conference (MVC) ASL program in West Central Wisconsin. This adapted sport model is an exceptional example of how local special education teachers, adapted physical education teachers,

and athletic and special education administrators created a school-sponsored program to benefit SWD. The MVC-ASL was created to give SWD equal opportunities to compete in sports such as soccer, floor hockey, and baseball/whiffle ball against other high school teams. The instructional video aligned with this project will cover all requirements and procedures needed to implement an ASL.

Definition of Terms

The following terms are defined and used throughout the project.

Adapted Sport League (ASL): For the purposes of this project, an ASL is a standardized structure for school-based athletic competition for SWD. Students with all types of disabilities can take part in ASL by using assistive equipment and modified rules. Sometimes game rules are changed to mimic adult disability sport rules to accommodate children and to preserve the spirit of competition (American Association of Adapted Sports Program, 2012).

Adapted Sport: A sport that is designed for a person with disability and the sport is not easily infused with persons without disabilities (ex. goalball). Adapted sport refers to modified sport to meet the needs of individuals with disabilities. For example, volleyball can be modified to sit volleyball to become an adapted sport or basketball can be modified to wheelchair basketball for an adapted sport (Davis, 2017).

Extracurricular Activities: The following information relates to SWD and is presented in IDEA, 2004. The State must ensure the following: (a) Each public agency must take steps, including the provision of supplementary aids and services determined appropriate and necessary by the child's IEP Team, to provide non-academic and extracurricular services and activities in the manner necessary to afford children with disabilities an

equal opportunity for participation in those services and activities. (b) Non-academic and extracurricular services and activities may include counseling services, **athletics**, transportation, health services, recreational activities, special interest groups or clubs sponsored by the public agency (U.S. Department of Education – Office of Special Education and Rehabilitative Services, 2006).

Dear Colleague Letter-Office of Civil Rights: On January 25, 2013, the Office for Civil Rights (OCR) released a Dear Colleague Letter (“Guidance”) clarifying the existing obligations of school districts to provide students with disabilities an equal opportunity to participate in extracurricular athletics (U.S. Department of Education, 2013).

Student with a Disability: For the purpose of this project and ASL, a SWD must have an IEP and have one of the 14 IDEA disabilities. Defined by IDEA 2014, a child with mental retardation (intellectual disability), hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance, orthopaedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and who, by reason thereof, needs special education and related services (IDEA, 2004). The student must also have an IEP to qualify for the MVC-ASL.

Summary

Participation in extracurricular sport can benefit all students. Youth participation in organized sport is valuable for all students. Sport not only enhances quality of life by addressing the psychomotor, social, and emotional domains, it also teaches many life lessons such as discipline, hard work, teamwork, cooperation, tolerance, coping with success and failure, setting short and long term goals, and overcoming adversity. This

project is designed to further these benefits by providing guidelines and suggestions to school districts about how to design adapted sport programs.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

Access to sport is a fundamental human right, as sport provides a range of positive opportunities and benefits for all persons. Benefits include: increased resiliency, promotion of lifelong health, building self-esteem, connecting with others, reducing depression, contributing to physical and mental health, creating opportunities for advocacy, and social inclusion (Beutle, 2008). These benefits are the same for persons with disabilities (PWD). Since sport participation offers fundamental movement skill, development opportunities, children in sport at an early age are more likely to participate in sport later in life. In order to derive the benefits of sport participation and combat inactivity, sports programs must be available and accessible for all. This includes providing adapted sport opportunities for students with disabilities (SWD). All SWD are entitled to the same opportunities as their nondisabled peers to participate in sport.

There are several successful sport program models outlined in this project that serve as a starting point for school districts that are considering developing an adapted sport league (ASL). The purpose of this chapter is to review research that demonstrates how sport participation improves the quality of lives of its participants. This chapter reviews research on the following topics: benefits of sport participation for persons with disabilities, benefits of sport for persons with physical disabilities, benefits of sport for persons with intellectual/cognitive disabilities, and benefits of sport for persons with visual and hearing impairments.

Benefits of Sport Participation for Persons with Disabilities

Several researchers have examined the important social dynamics (e.g., motivation) of children and youth involved in sport and physical activity (Brustad, 1996). Examining PWD and sport is considered important because many PWD are inactive and this inactivity often worsens the detrimental effects of a disability (Longmuir & Bar-Or, 2000). Increased activity, that is obtained through sport participation, can positively influence health-related quality of life, as youth sport can be an effective vehicle in promoting important psychosocial qualities (Rejeski, Brawley, & Shumaker, 1996). This includes self-esteem because SWD are often socially isolated, so having opportunities to be with peers and develop friendships are important.

Martin and Smith (2002) conducted a study defining friendship quality as the degree to which friendship with a best friend in sport provides psycho-social benefits, such as self-esteem enhancement. They also examined friendship quality because the influence that friends have on such critical self-perceptions as competence, enjoyment, and self-esteem is dependent on the quality of the friendship (Martin & Smith, 2002). There were 150 individuals in the study, 85 males and 65 females, from four countries ages 9-18 years, and all students competed in track and field and swimming. This study was not disability specific, as there were a range of different disabilities that were involved such as physical disabilities, intellectual disabilities, hearing and visual impairments, spinal cord injuries, Down syndrome, and cerebral palsy. Data from this study were collected with the Sport Friendship Quality Scale (SFQS) (Weiss & Smith, 1999). The participants completed the 22 item multidimensional, six factor SFQS that assessed the quality of youth sport friendships. Participants responded on a 1 to 5 point

Likert scale with anchors of not at all true and really true. The SFQS assessed four factors: a) self-esteem enhancement and supportiveness, b) loyalty and intimacy, c) things in common, and d) companionship and pleasant play with four items each. Each participant was instructed to think about their best friend in disability sport and then write that person's name at the top of the SFQS. Then the participants were told to read each item and circle the response that best reflected their feelings about their best friend in their disability sport.

There were two major findings. The first indicated that SWD did not distinguish the positive experiences of their friendship into the six functions or factors (e.g., pleasant play, loyalty, and intimacy) but rather athletes viewed their friendships as having a positive and negative dimension to them. The second finding was the presence of gender differences in perceptions of friendship quality with a best friend. Females reported higher levels of positive friendship acts compared to males. Although, females did not report difference in perceptions of the negative dimension of friendship. Reasons for why females perceived more benefits from their friendships in disability sport than males did was because the females identified that they can talk to their friends about anything, that their friends stick up for each other in sport, and their friends look out for one another (Martin & Smith, 2002). The questions in which females scored higher than males were viewed as representing loyalty and providing intimacy. The female participants also reported to have more things in common with one another than the males.

This research outlined the many benefits of friendship quality and how it is linked to sport. Essentially, all major theories of human behavior such as: social cognitive theory and competence motivation theory address individual's psycho-social

development in sport discussing the important roles that peers have in such areas as motivation, competence, and self-esteem development (Martin & Smith, 2002). This reveals how it is clear that friends have a major influence on youth sport participation. Another example is how sport psychology research highlights the important role that friends play in sport enjoyment and participation, motivation, competence development, and commitment (Scanlan, Carpenter, Lobel, & Simons, 1993).

Lastly, this research examined friendship in youth disability sport because individuals who are perceived to be different (having a physical disability) or seem to lack strong motor skills (developmental coordination disorder) may be at increased risk for peer rejection or neglect (Asher & Dodge, 1986). For SWD, sports may feel psychologically safe because they are not alone in their disability. Individuals with disabilities in general have less extensive social networks and fewer friendships compared to their typically developing peers (Asher & Dodge, 1986). Therefore, the sport setting is a potentially attractive social opportunity for youth who may essentially have fewer friends.

This study provides evidence for why SWD should be involved in sport. Sport provides SWD with opportunities to interact with friends and provides them with a variety of important self-enhancing benefits. It is beneficial for all persons to be involved in sport to have positive peer relations.

Rimmer and Rowland (2008) discuss the benefits of sport for SWD, and state that SWD are significantly less active and more obese than their nondisabled peers. Participation in sport can have a profound impact on overall growth and development. There are psychosocial and physical benefits associated with sport including: increased

bone density and lean muscle tissue, better management of body weight, lower risk of high blood pressure in adulthood and reduced feelings of depression and social isolation (Rimmer & Rowland, 2008). Data from a national study that was conducted in Canada, compared the health risk behaviors of 319 adolescents with disabilities to 7020 nondisabled adolescents. The participants were split up into three age groups (11-12, 13-14, 15-16 years). The results indicated that SWD had 4.5 times higher rates of physical inactivity and less sport participation compared to their nondisabled peers. The low rate of sport participation reported among SWD is of great concern because this health behavior generally tracks into adulthood. Therefore, lower levels of sport participation during childhood and adolescence are likely to contribute to an increased risk of obesity, inactivity, and other adverse health conditions in adulthood (Rimmer & Rowland, 2008).

The research suggests overwhelming evidence of the benefits of sport for SWD. Through sport, psychosocial benefits allow SWD the opportunity to interact with their peers in a meaningful way and develop friendships.

Benefits of Sport for Persons with Physical Disabilities

There are many individuals with physical disabilities (PD) with poor general health, limited community participation, and low quality of life (Santiago & Coyle, 2004). Sport is an avenue that can benefit students with PD since it can improve an individual's health, enhance quality of life, increase quality time with family, and improve social life (Groff, Lundberg, & Zabriskie, 2009). Much research has documented the benefits of sport for these persons. Developing and implementing an ASL for persons with a PD is beneficial, as sport can build valuable social connections.

A study by Yazicioglu, Yavuz, Goktepe, and Tan (2012) examined the relationship between participation in adapted sport, quality of life (QoL), and life satisfaction among individuals with PD who participated in adapted sports, compared to individuals with PD that did not participate. A cross-sectional study was conducted to compare the results between both groups. A total of 60 individuals with PD were enrolled in the study. They were divided into two groups based on sport and nonsport participation. The group with individuals participating in adapted sport entailed 30 elite athletes that participated in: basketball (9); archery (9); air pistol shooting (4); and amputee football (8). The second group (control group) included 30 individuals that were not in any sport activity. All participants were over the age of 18 years and gave their written informed consent to participate in the study (Yazicioglu et al., 2012).

Both groups completed a four-part self-administered questionnaire: socio-demographic, the World Health Organization Quality of Life (WHOOoL-BREF), Satisfaction with Life Scale (SWLS), and two open ended questions on reasons for the priority they place on sports with regard to participation in the community and QoL (Yazicioglu et al., 2012). Scores were compared between the WHOOoL-BREF and the SWLS within the two groups. Participation in the community and QoL was studied as a reflection of participant's significance on sport participation.

Group one, individuals with PD participating in adapted sports, scored significantly higher than the control group in every area including: WHOOoL-BREF physical, psychological, and social domain scores; SWLS scores; QoL, and general health scores. Results indicated that individuals with PD who participated in adapted sport had significantly higher QoL and life satisfaction scores compared to individuals

with PD not involved in adapted sport. The results reveal that participation in adapted sport is beneficial to SWD, supporting the need for participation by more SWD. Not only do individuals with a PD who participate in sport have an improved quality of life, but achieving and maintaining health offers them a sense of well-being.

Research by Wilhite and Shank (2009) described how participating in sport helps a person with a PD achieve and maintain health and health-related components of well-being. The study explored sport as a mechanism of health for people with a PD. Participants were 12 individuals, five women and seven men, ages 29-58 with a PD who participated in sports. The study explored the physical recreation and sport participation of PWD and the factors influencing their experience and their process of involvement in sport and how sport benefits them. The participants responded to an in-depth interview to explore their sport participation. After each interview, the information was transcribed verbatim and analyzed using a grounded theory approach. The International Classification of Functioning (ICF) was used to frame the analysis and discussion of the narrative of the participants.

Results revealed that participation in sport has the potential to positively address specific body function, helping to secure and promote functional and structural health for individuals with a PD (Wilhite & Shank, 2009). There are many benefits to sports such as: enhanced functional capacity, health promotion, relationship development, increased optimism, and inclusion in meaningful life activities and roles (Wilhite & Shank, 2009). Health professionals play a key role in introducing and encouraging PWD to participate in sport, as sport helps maintain health and fitness.

Overall, there are many overriding reasons for developing and implementing ASL for persons with a PD. This research emphasizes that sport is a valuable and promising mechanism for individuals with a PD, to develop social relationships. An adapted sport program is a vehicle for persons with a PD to feel socially accepted and included. Motivation is also a crucial factor for individuals with a PD participating in sports. The following study addresses this issue.

Pelletier and colleagues (1995) conducted a study to describe intrinsic motivation for sport as three separate forms: to know, to accomplish, and to experience stimulation. To know is described as the motivation that leads an individual to participate in sport to learn skills and knowledge. To accomplish is described as the desire to reach sport performance goals, thereby giving an individual a sense of satisfaction within sport. To experience stimulation is considered as an individual's inclination to perform sport for the fun or excitement that is gained during participation in sport (Pelletier et al., 1995). An individual with a PD does not need to demonstrate all three of these features to be intrinsically motivated to participate in an adapted sport program.

Benefits for students with PD to participate in sport are enjoyment, health, and the social aspects related with sport. A study by McLoughlin, Fecske, Castaneda, Gwin, and Graber (2017) examined motivation and athletic development in adapted sport participation for individuals with PD. There were 23 athletes with PD, 17 males and 6 females, ages 19-58 years, who participated. PD varied and included 11 individuals with spinal cord injury, four with cerebral palsy, three with spina bifida, two with limb amputations, one with osteogenesis, and one with transverse myelitis. Out of the 23 participants, 13 participated in wheelchair basketball, 9 participated in track/road racing,

and one participated in swimming. An analysis was conducted and interviews were coded that showed how individuals with PD became engaged and committed to adapted sport, demonstrating positive health outcomes and perceived enjoyment.

Participants expressed intrinsic motivation “to know” as their passion for learning new skills and new strategies in their respective sports (Pelletier et al., 1995). Participants related to intrinsic motivation “to accomplish,” as they felt fulfillment when reaching their goal by being selected to a team which also increased their level of participation. Lastly, intrinsic motivation “experience stimulation” was addressed when participants highlighted how they felt when they were able to overcome the constraints of their disability when working with others while participating in adapted sport (McLoughlin et al., 2017). Many SWD become involved in sport due to the enjoyment and fun they experience. Motivation plays a critical role for participation in sport for individuals with PD. This reinforces why it is important to develop and implement an ASL for SWD to have them get involved in team sports with their peers.

For individuals who have spinal cord injuries (SCI), the relationship between pre and post injury participation in sport becomes increasingly important in their rehabilitation. Individuals with SCI’s benefit from sport participation post injury, as sport helps reduce clinical depression, decrease rehospitalization, improve family and social interaction, and prolong life expectancy among SCI patients (Jackson, 1987). Sheng and Williams (2001) examined individuals with SCI comparing sport participation profiles of athletes who were active to those who were inactive before sustaining their SCI, specifically their patterns of socialization into sport after injury (Sheng & Williams, 2001). Subjects were 143 individuals with SCI, including 132 males and 11 females who

lived in the United Kingdom and participated in wheelchair basketball, rugby, and tennis. Of the 132 participants, 112 were active preinjury and 31 were inactive before sustaining a SCI.

Sheng and Williams (2001) developed a questionnaire on Disability Sport Participation that was used for data collection in the study and was distributed to all subjects to compare who was active and inactive preinjury. Both groups intended to play sports after their injury but the results revealed that the group of athletes who were active before their SCI, took up regular sport participation much sooner after their SCI, and as a result, had longer sporting careers when surveyed. After both groups were introduced to sport after injury, all athletes experienced some difficulties such as, getting appropriate sporting wheelchairs, and experienced major problems learning new skills for their wheelchair sport. The group who was not active before their injury reported many more problems with training than those who had been active before their injury, suggesting they did not know how to train properly or were not used to the high intensity training in sport.

Results of this study concluded that the main reasons for sport participation for persons with SCI after injury included fitness, fun, health, competition, rehabilitation, and especially for the social aspects. ASL encourage individuals with SCI to participate in wheelchair sports, learn how to use their wheelchair for sporting purposes, be physically active after injury, pursue lifelong physical activities, and experience the benefits of positive social interaction with their peers.

Another research study by Giacobbi, Stancil, Hardin, and Bryant (2008) examined the impact of sport on the quality of life experienced by highly active individuals with

PD. In the study, not only were physical benefits observed, but SWD also experienced a better psychological state: better moods, less stress, and greater self-efficacy (Giacobbi et al., 2008). The study involved 26 participants, 12 males and 14 females, between the ages 18-54, that reported one or more conditions impacting their daily living such as spina bifida, paraplegia, or cerebral palsy. Twenty-five out of the 26 participants were active in wheelchair basketball. The participants completed the Physical Activity Scale for Individuals with PD, a 13 item scale that measures the physical activity, health, and overall function in daily living (Giacobbi et al., 2008). An interview was also conducted in which open-ended questions were asked about the participants' disability, motivation to stay involved in physical activity, perceived benefits of sport, and evaluations about ones' life (Giacobbi et al., 2008).

The results were coded into five factors: psychological benefits, physical health, social influences, social opportunities, and increased overall quality of life (Giacobbi et al., 2008). Psychological benefits were the most valued theme that arose from the participants' data. The participants stated many psychological benefits and 10 of the 26 participants said that they benefitted cognitively due to the concentration, focus, strategies, and tactics of wheelchair basketball (Giacobbi et al., 2008). Other participants noticed improved skill acquisition, positive self-perception, increased confidence, and improved behaviors such as working harder in school, work, or daily routines (Giacobbi et al., 2008).

The next most common theme from the participant's data was the health benefits they experienced. The participants not only recognized the benefits that being physically active through sport had on their current physical health, but how it also prevented health

risks in the future. Participants felt that sports, like wheelchair basketball, helped prevent health risks such as weight gain and high cholesterol, and helped them stay in good physical condition (Giacobbi et al., 2008).

The next two highest occurring themes were social influence and social opportunities. Many participants stated that they got involved with sports and physical activity due to the social influences of family, friends, and other peers with disabilities, and health professionals. A majority of the participants said that the social opportunities that arise from sport are significant. These social opportunities include valued interactions with others, being able to connect and form relationships with others of all ability levels, having the opportunity to go to college, and travel (Giacobbi et al., 2008).

The final evolving theme included the impact sport had on an individual's quality of life. Participants expressed their overall happiness in relation to their sport or physical activity (Giacobbi et al., 2008). Participants discussed how physical activity and sport has made their life better than they imagined. One participant stated, "Sport is probably the single most important thing or has been the single most important thing since I've been injured. If I could turn back the hands of time, I'd still be sitting here in this chair. I wouldn't change a thing. Because I know it's made my life so much better" (Giacobbi et al., 2008, pg. 202). Another participant discussed how it had brought her happiness in many other aspects of her life, stating, "...I've been able to compete on an international level. I've been able to win national championships athletically. I have two incredible kids, great wife, good job. I live in a place where I'm happy" (Giacobbi et al., 2008, pg. 202). These statements demonstrate the true impact sport can have on an individual with

a PD. It is clear that sport can affect many different aspects of individual's lives and has the potential to bring people happiness and health.

This study included a plethora of benefits that sport offers individuals with PD: social, physical and emotional well-being. Developing and implementing ASL not only benefits individuals with PD, but also benefits individuals with cognitive disabilities which further substantiated the need for ASL.

Benefits of Sport for Persons with Cognitive Disabilities

People with an intellectual disability (ID) need varying supports, but have the same expectations, hopes, and abilities as everyone else, including the desire to contribute, participate, form relationships and friendships, and compete in sport. It has been reported that 29-50% of individuals with ID worldwide are classified as being overweight (Horwitz, Kerker, Owens, & Zigler, 2000). This section of the review of literature explains why it is vital to develop and implement adapted sport for persons with ID. Sport can be very beneficial to these individuals, since they tend to struggle with social interactions and participation with peers and within the community.

A study by Grandisson, Tetreault, and Freeman (2012) explored the outcomes of sport participation for adolescents with ID. The main purpose of the study was to gain a better understanding of the factors associated with the integration of adolescents with ID in sports alongside their nondisabled peers. Participants were 59 individuals from two groups: adolescents with ID (20 students) and their parents, and staff working with individuals with ID (39 students) where all students were between the ages 12-19 years. All students in the study had to be diagnosed with mild or moderate ID. The participants

were divided into two subgroups: those who were participating in organized sports at the time of the study and those who were not.

Both groups had semi-structured interviews that were used to gather information from adolescents with ID and their parents. An occupational therapist (OT) conducted all of the interviews. For each interview, the parent explained the activities their child was involved in and both the parent and child answered their perceptions of the outcomes of sport participation of students with ID and the barriers and facilitators to the integration of these individuals in integrated sports. After all interviews were complete, the data from all sources were analyzed to identify the potential variables involved in the integration of adolescents with ID in sports.

The outcomes from participation in sport for an adolescent with ID include: improved health, self-esteem development, increased social inclusion, development of motor, social and cognitive abilities, and the opportunity to have fun being a part of a sports team. The outcomes from the parent's perspective was the feeling the pride in their child, and there will be improvement in the parent child relationship.

Overall, this study revealed that participation in sport can contribute to improvements in health and quality of life by helping individuals with ID develop healthy life habits (Grandisson, et al., 2012). Participation can also enhance self-esteem, athletic ability, and social competency for individuals with ID. The power of sport is the vehicle that can positively change the lives of people with ID (Kirk, 2005). Participation in sport programming creates opportunities for individuals with ID to become physically fit, experiment with different types of equipment, and learn the rules to play specific games, which is why it is imperative to develop and implement an ASL for students with ID.

The following research study discusses parents' experiences and decisions on inclusive sport participation of their children with ID. Hiu-Lun Tsai and Fung (2009) examined the experiences of parents of persons with ID. The results indicated that parents desire inclusive sport participation for their children. This study took place in Hong Kong where face to face semi structured in-depth interviews were conducted with 49 parents of persons with ID, 85% were women and 15% were men, ages ranging from 39 to 85 years. Participants were recruited from 11 organizations that provided services and recreation and sport programs for individuals with ID. Among the 50 children interviewed, 14 had mild ID, 15 had moderate ID, 13 had both mild ID and autism, 1 had autism, and 7 had Down syndrome. Their ages ranged from 12-50 years.

Qualitative data analysis was conducted to identify common themes from the parent's responses from the interviews. The analysis showed that most parents wanted inclusive sport involvement for their children but soon gave up their effort due to rejection by staff and other participants. This was due to the fact that there was a lack of meaningful interactions between people with and without ID and a lack of understanding of people with ID. This study offered explanations as to why some parents didn't push inclusive sport participation for their children. Contributing factors included lack of entitlement, low sport values, and the fact that they felt they lacked information and opportunities on inclusive sport programming (Hiu-Lun Tsai & Fung, 2009).

Results indicated that most parents were unaware of the sporting opportunities provided for their children, as most parents relied on their children's schools to provide and coordinate sport activities for their children. It is imperative to develop and implement adapted sport programs for individuals with ID and to promote it to parents,

administrators, adapted physical education teachers so they are aware of the many sporting opportunities their children can take part in that can help this individual for a lifetime. Not only is an adapted sport program beneficial for individuals with ID, but also significant for individuals with sensory disabilities (visual and hearing impairments).

Benefits of Sport for Persons with Sensory Disabilities

Sport benefits children who are visually impaired and hearing impaired. There are many opportunities for individuals who have a hearing impairment (HI) to participate in sports with peers. A study by Ellis and Stewart (2005) examined schools that expose deaf children to sports in the Deaf community and programs that enable these children to become active participants in Deaf sport as athletes (Ellis & Stewart, 2005). This study revealed that individuals with HI who do not participate in sports are at risk of being overweight and physically unfit. The study examined the prevalence of overweight cases in a sample of 151 deaf children aged 6-11 years. Participants were deaf students attending six elementary schools, both regular education and special education, in four states. Body mass index (BMI) was calculated using height and weight, plotted on the Centers for Disease Control and Prevention (CDC) U.S. BMI-for-age growth charts, then compared to national values for same age and gender (CDC, 1999).

The results indicated that the prevalence of overweight deaf children, ages 6-11 years, was above the national percentage for same age and gender. A larger percentage of boys were overweight (24.7%) than girls (20.4%). After age 8 years, girls showed a consistent increase in BMI with increasing age, a trend not demonstrated by boys. As a group, deaf children demonstrate a higher prevalence of obesity than national averages (Ellis & Stewart, 2005). Sport participation would help reverse this trend and also offer

physical fitness benefits. Children who are deaf participated in an inclusive exercise program with the assistance of peer tutors and results indicated that they increased their moderate to vigorous activity level from 22 to 41% (Ellis & Stewart, 2005). Therefore, sport participation for children who are HI is important, as it will help these individuals with obesity and increase exercise levels. Also, individuals who have HI experience difficulties in their individual development, which may reflect on their social, emotional, cognitive, language, and motor development when it comes to sports (Bat-Chava, Martin, & Kosciw, 2005).

Research by Hartman, Houwen, and Visscher (2011) discusses how it is essential for individuals with HI to increase their motor skills, as these skills will contribute to lifelong enjoyment of physical activity, participation in sport, and a healthy lifestyle. Sport participation is important for deaf children, as participants experience physical, psychological, and social benefits. The purpose of the study was to examine motor performance in deaf elementary children and the association with sport participation.

The participants were 42 deaf children ages 6-12 (24 girls and 18 boys) whose hearing ranged from 80 to 120 dB. The participant's motor skills were assessed using the Movement Assessment Battery for Children (MSBC) and a questionnaire was administered to determine the children's active involvement in organized sports. The MSBC is a standardized assessment of motor performance in children with or without movement difficulties, which measures four age bands (4-6, 7-8, 9-10, and 11-12) and includes three subtests: manual dexterity (3 items), ball skills (2 items), and static and dynamic balance (3 items) (Hartman et al., 2011). Each item is scored on a scale from 0-5.

The questionnaire asked about the children's active involvement in organized sports. The term organized sport was defined as “being performed under the supervision of a trainer on a regular basis, within a sports club setting, and involving regular training or competition for a minimum of 1 hour per week” (Hartman et al., 2011). The questionnaire response determined two things: the number of hours of sport participation per week and the type of sport played.

The results of all children that participated in the study who had borderline and definite motor problems were 61.9% for manual dexterity, 52% for ball skills, and 45.3% for balance skills. Deaf children with below-average IQ did not differ significantly from the children with average or above average IQ on the three subtests: manual dexterity, ball skills, and balance skills (Hartman et al., 2011). In the study, 18 children (42.9%) stated that they participated in organized sports for a minimum of 1 hour per week. The sports played were: soccer 38.8%, basketball 16.7%, judo 11.1%, hockey 11.1%, gymnastics 5.6%, horseback riding 5.6%, cycle racing 5.6%, and water polo 5.6% (Hartman et al., 2011).

The study revealed that on the three subtests, (manual dexterity, ball skills, and balance), many of the deaf children were classified as having borderline and definite motor problems compared to the normative sample. The results determined that the highest percentage of children with borderline and definite motor problems was obtained from the eye-hand coordination and static balance subtests. The children who participated in sports did not show deficient motor performance results as compared with children who did not, but they had lower (better) scores on specific motor items like catching a moving object, aiming at a goal, and dynamic balance. The findings indicated an

association between ball skills and sport participation. Deaf children performed the ball skills more successfully compared to eye-hand coordination and static balance (Hartman et al., 2011). Sport participation improved their ball skills performance and ball game participation increased the levels of the student's skills such as kicking, throwing, catching, and rolling (Hartman et al., 2011). Deaf children who participated in organized sports performed considerably better on dynamic balance while moving fast. This item is an extremely important factor when it comes to participation in many sports.

This study determined that the performance on dynamic balance was related to the performance on running, which is a very important fundamental motor skill for many sports. Results from the Hartman et al study are in line with Smyth and Anderson (2001) that found a relationship between balance skills and participation in soccer, which was the biggest contribution to dynamic balance while moving fast (Smyth & Anderson, 2001). Hartman et al revealed two findings: deaf elementary school children have inferior motor performance; in particular, they experience poor performance on eye-hand coordination and static balance. The second finding revealed that deaf children who participated in organized sports showed better performance on ball skills and dynamic balance than children who did not. The increased levels of specific motor skills contribute positively to deaf children's sport participation. The results of this study are in line with the following study that discusses children with other sensory impairments (visual impairments) and show an association between object control skills and sport participation but not between locomotor skills and sport participation.

Individuals with visual impairments (VI) often have fewer opportunities to interact with the environment, which may lead to limited gross motor experiences and

decreased opportunities to participate in adapted sports (Schneekloth, 1989). Due to the many barriers and misconceptions about their abilities, approximately 70% of the nearly 59,000 school age children who are blind and visually impaired in the U.S. do not participate in sports programs (Schneekloth, 1989). Very few of them even participate in physical education classes (Lieberman & Lucas, 2013). If given the opportunity, individuals with VI can improve gross motor skills by sport participation (Houwen, Visscher, Hartman, & Lemmink, 2013).

In a related research study, Houwen et al (2013) examined two groups: one group included children who were VI and the other group did not. Group one consisted of 20 children with VI (11 boys and 9 girls) between the ages 6-11 years. The VI children in this study attended age-appropriate classes at a mainstream school, which implies that their cognitive and social development was in the normal range (Houwen et al., 2013). Out of the 20 participants, 7 had a severe VI and 13 had moderate VI. The second group involved 100 sighted children, ranging in age from 6-11 years (49 boys and 51 girls).

The Test of Gross Motor Development-Second Edition (TGMD-2) was administered to assess the gross motor skills of the two groups. The 11 gross motor skills were subdivided into two separate skill areas: locomotor including running, galloping, hopping, leaping, jumping, and sliding, and object control including two-hand strike, kicking, catching, overhand throwing, and underhand rolling (Houwen et al., 2013). The study was slightly adapted to enable the children with VI to perform the test by using big, bright, orange-colored cones to indicate the beginning and the end of the course (Houwen et al., 2013). Children were tested individually at their school gym and playground (Houwen et al., 2013). For group one, out of the 20 children with a VI, 10 classified as

sport participants and 10 classified as nonparticipants; 5 participated in one organized sport including soccer, hockey, basketball, and aerobics; 4 children participated in at least 2 different sports and the last individual participated only in a nonorganized sport which was swimming (Houwen et al., 2013). In group two, 82% (77) of sighted students participated in sport and 18% (17 students) did not (Houwen et al., 2013).

The results of the TGMD-2 testing concluded that there were no significant differences between the two groups for the locomotor and object control subtest and for the overall total test (Houwen et al., 2013). Comparisons between the two groups revealed that children who participated in sports obtained significantly higher object control skill scores and total scores than children who did not, and that there was no significant main effect of sport participation on the TGMD-2 raw scores of the sighted children (Houwen et al., 2013).

Overall, the aim of the study was to compare children with VI to children without VI on their gross motor skill performance and sport participation. There was no difference in performance of locomotor skills between the groups, but the children with VI didn't perform as well on the object control test due to their VI. Children with VI who participated in sports had higher object control skills than children who did not (Houwen et al., 2013). Due to the association between object control skills and sport participation, it is beneficial for individuals with VI to be involved in adapted sport where modifications in equipment and rules can be made to accommodate these participants. Given the opportunity, the health and fitness of hearing impaired and visually impaired children would improve by participation in adapted sport and school based sport would provide these individuals with this opportunity.

Summary

For the majority of children and youth, school is the main environment for being physically active, through physical education classes and after school sports programs (Ellis & Stewart, 2005). Therefore, in order to counter the trend of inactivity, accessible school based adapted sport needs to be available in all school districts for SWD. As reported in this literature review, all SWD, whether physical, intellectual, or sensory disabilities, deserve the opportunity to benefit from sport participation.

CHAPTER III

CRITICAL ANALYSIS

Introduction

Students with disabilities (SWD) are not often afforded the same opportunities for sport programming compared to their nondisabled peers (Rimmer & Rowland, 2008). Only a few programs exist that provide school-sponsored sport opportunities for SWD (Connecticut State Department of Education, 2017). As a result, most SWD do not receive the physical, emotional, and social benefits that sport provides. School districts need proper resources, direction, guidance, and effective models to develop and implement an adapted sport program in their school district. The Office of Civil Rights of the U.S. Department of Education “Dear Colleague Letter” in 2013 provided guidance for school districts about how to provide SWD with equal access to extracurricular sport. The “Dear Colleague Letter” guidelines is located in Appendix A.

This chapter describes an in depth analysis of the “Dear Colleague Letter.” In addition, it also discusses the important components necessary to develop and implement a school-sponsored adapted sport league (ASL) for high school students with disabilities. Information presented will align with the Mississippi Valley Conference (MVC-ASL) in West Central Wisconsin that provides a practical and proven school-sponsored adapted sport model that addresses development and implementation strategies for adapted sport programming. This chapter also provides the following resources: legal policy documents supporting extracurricular adapted sport programs, adapted sport journal articles, books, magazines, and recommendations for future research studies and critical analysis projects related to adapted sport.

Analysis of the “Dear Colleague Letter”

On January 24, 2013 the Office for Civil Rights issued a “Dear Colleague Letter” (DCL) clarifying schools’ obligations under the Rehabilitation Act of 1973 to provide extracurricular opportunities for SWD. In addition, the United States Government Accountability Office (GAO) published a report that encouraged access to, and participation in, extracurricular athletic opportunities that provide important health and social benefits to all students, particularly those SWD (U.S. Government Accountability Office GAO, 2010). These benefits include socialization, improved teamwork, leadership skills, and fitness (U.S. Department of Education- Dear Colleague Letter, 2013). Based on the findings of the GAO, it was determined that school districts needed guidance and clarification on the existing Section 504 of the Rehabilitation Act of 1973. The DCL presented the requirements of the Office of Civil Rights for school districts to provide equal opportunities for SWD to participate in extracurricular activities.

The DCL is not a government mandate sentences. It offers guidance and clarification in four main areas: general legal requirements of the Rehabilitation Act; negating generalizations and stereotypes; providing equal opportunity for sport participation; offering separate or different athletic opportunities (Lakowski, 2013).

The Rehabilitation Act requires schools to offer the same extracurricular and intramural opportunities to SWD and students without disabilities. It also specifies that SWD have the right to participate in sports alongside their nondisabled peers if safe and appropriate. Different programs for SWD are only required if students are unable to effectively participate in regular sport programming. SWD must be provided with

meaningful participation, equal opportunities, and inclusion with students without disabilities to the maximum extent possible (Lakowski, 2013).

Secondly, the DCL states that school districts are forbidden to act on generalizations, stereotypes, or prejudices about the disability. They are not allowed to have preconceived ideas about what students with a specific disability are capable or incapable of doing. Two students with the same disability will have different strengths and weaknesses and may experience success with different sports (U.S. Department of Education-Office for Civil Rights, 2013).

Thirdly, the DCL ensures equal opportunity for SWD to participate in extracurricular athletics. Modifications, accommodations, and safety issues must be considered by each school district. The DCL specifies that equal opportunity does not mean that all SWD are guaranteed a spot on the team. The expectation is that school districts make reasonable modifications to its policy, practices, and procedures. If modifications are needed, schools are required to do it unless safety is an issue or if the modification changes the fundamental nature of the sport (U.S. Department of Education-Office for Civil Rights, 2013).

The final DCL directive relates to offering separate or different athletic opportunities. The SWD that are unable to participate in their school's current extracurricular events, even with modifications and accommodations, are still entitled to equal opportunity sport programming. Additional, separate opportunities may be created within the school or district allowing SWD to reap the benefits of sport participation. As a result of the DCL, some school districts have developed and implemented ASL. The leagues offer competitive experience and are equally supported like other athletic teams.

Many general physical educators, adapted physical educators, and school district administrators responded to the DCL by adhering to Section 504 of the Rehabilitation Act and by implementing interscholastic athletics and community sport programming for SWD. The DCL was instrumental in reducing discrimination and creating equal opportunity extracurricular programming for SWD. The following section provides recommendations for putting the DCL suggestions to practice in a school district.

Recommendations for Developing and Implementing a School-Sponsored Adapted Sport League for High School Students with Disabilities

When developing and implementing a school-sponsored adapted sport program for a school district, the beginning stages for each school will look different. The steps listed below are not going to be in the same sequence for all situations.

Administrative and Parental Support

Designing an adapted sport program for SWD begins with securing the support of administration in the school district. The coach of the adapted sport team should prepare a written proposal to present to the athletic director of a school district and other appropriate school officials to approve the sport program. By approaching the administration and discussing the specific steps and procedures of implementing an adapted sport program, the coach will show the importance of the program and will gain the support from administration to help create a successful program for SWD.

Parental support is also extremely critical for developing a successful adapted sport program. Parent involvement plays a major role in supporting their children for participation in sport. To determine parent interest, parents could complete a survey to express interest for their children's participation in an adapted sport program. Parent

involvement could include organizing booster clubs and fundraisers for adapted sport teams just like other school extracurriculars. They can also assist with program development by making administrators aware of their child's interests and needs. Communication with the athletic directors, other administrators, and parents, is important before starting the program. Much planning is involved and should be mapped out months in advance to get organized and prepared.

Securing a Budget

A very essential early step in the process of developing a school-sponsored adapted sport program is establishing a budget. The coaching staff should develop a preliminary budget to present to administration for transportation, equipment, uniforms, coach stipends, and other costs. Starting a program is often not very expensive and is usually only a very small percentage of a school's extracurricular budget. Most often equipment is present in the schools and only minimal new equipment is necessary.

Similar to many other extracurriculars, fundraisers are critical in developing and sustaining an adapted sport program and allows for parent and player involvement. Fundraisers can help with many aspects such as uniform and equipment purchases. The school district should assist cover the cost for transportation. Fundraising ideas include: bake sales, car washes, bingo, dance-A-thons, walk-A-thons, silent auctions, 50-50 raffle tickets, and aluminium can collection. Receiving grants is another funding option to help lower the costs for the program. Holmen High School in Wisconsin started fundraisers as soon as the program was approved and raised over \$4,000 to cover the start-up costs for uniforms and equipment.

Coaching Staff

When organizing an adapted sport program, the coaching staff is a major consideration. The Mississippi Valley Conference schools in Onalaska, La Crosse, and Holmen Wisconsin have coaching staffs composed of adapted physical education teachers, special education teachers, and teaching assistants. High school and college student volunteers assist with practices and officiating games. The coaching staff, paraprofessionals, and volunteers are experienced, qualified, and understand the needs of SWD. Multiple staff members and volunteers guarantee that each athlete gets the attention needed and ensures that the environment is safe and supportive. Many student-athletes will be very independent during practice and games. However, one on one support may be required for some students who have significant needs.

Player Eligibility

Student eligibility differs depending on the school district or league. Each school has criteria for the student's disability and age. Each student is required to complete a medical release form prior to participation in the school's adapted sport program. In the MVC-ASL, all participating students must have an IEP and due to their disability they are unable to participate successfully in regular sport programming with nondisabled students. The MVC-ASL was created to ensure that majority of SWD were benefiting from sport programming.

Sport Selection and Seasons for Play

The coaching staff of the adapted sport program decides on sport selection prior to developing the program. School districts select sports with many factors in mind such as safety, facilities, cost, and equipment that meets the needs of their students. Therefore,

sport selection varies from district to district. Maximum participation should be obtained by accommodating students and modifying programs to address their needs. All students deserve to be active participants, not side line spectators. The sport selection should allow the highest level of participation for the most students. The MVC-ASL selected three sports based on those played in the Minnesota Adapted Athletics Association. The students in the adapted sport program participate and compete throughout the school year, in indoor soccer in the fall, floor hockey in the winter, and indoor baseball in the spring. Indoor activities eliminate environmental distractions and weather, ensuring that students are playing in a consistent, safe setting.

Facilities

Facilities are important to schedule in advance; as indoor gym space is often limited do to many competing programs. Coaches need to be flexible when determining where games and practices will be held, as gym space for practices and games is also shared with other sport teams. The coaching staff of the adapted sport teams develop a written plan to inform their school district athletic director of the times and dates when they request gym space for practices and games months in advanced. Coaches need to have good communication with the facilities director when reserving gym space and to have open communication with other adapted physical education teachers, teaching assistants, administration, and parents of the players. Practice and game sites may differ based on schools. For example, a school may practice at their middle school and have their games at the high school due to scheduling and space availability.

It is important for parents to always know where and when their child is going to be every day for practices and games and the time these sessions will be held.

Communication with parents on a regular basis is essential and ensures that there is no confusion as to when and where they pick up their child after practices/games. Once coaches determine practice and game times, a schedule should be sent out to the parents. Schedules could be posted on social media as well, so parents, community members, school leaders, and businesses can offer their support and attend the games.

Scheduling Competitions and Practices

Considerations such as game schedules and practices should be clearly planned and referees and scoreboard operators should be notified well in advance of the competition dates. The MVC-ASL aligns their sport seasons with the other high school teams and uses the three seasons and 3-sport model: each season lasts about 8-9 weeks. Coaches schedule games throughout each season. The teams in the MVC-ASL have all created ASL Facebook pages for parents, students, and other community members to communicate schedules. Having websites and Facebook pages for parents and community members is an effective way of communicating practices, games, fundraisers, changes in location or times, and cancellations. Attendance is likely to increase if the schedule is readily available and accessible.

Medical Aspects

Many SWD often have medical or health issues that need to be monitored. Parents of each student-athlete should be required to fill out a medical information form at the beginning of the season. Necessary medications and supplies for athletes should be known to coaches and readily available at practices and games. It is imperative that the coaching staff is aware of all possible medical issues and should be trained and certified in First Aid and CPR. The coaching staff should also have a medical kit with them during

all practices and games and know the emergency plans, as athletic trainers are not always available for games or practices.

In summary, there are many significant steps necessary for developing and implementing an ASL for SWD in a school district. The steps taken to form a league or program will differ from school to school according to local needs and circumstances. Development of an adapted sport program is multifaceted: obtaining administrative, parental and community support, securing a budget, selecting dependable coaching staff, safe facilities; adapted equipment; proper sport selection and seasons must be established and planned. In addition, prior to implementation of an adapted sport program, player eligibility, scheduling, and medical information must be considered.

Description of Project Video

The video that accompanies this project was designed as a resource for special education teachers and directors, adapted physical education teachers, parents, athletic administrators, and others to provide a step-by-step approach on how to develop and implement a school-sponsored high school adapted sport program. The adapted sport model accommodates students with all types of disabilities. Below is a summary of the video by each major section.

The first section of my video is the introduction, which includes the benefits of extracurricular sport for all students and the benefits of sport participation among SWD. It outlines the sport participation disparity between SWD and their nondisabled peers and highlights the fact that SWD are not afforded equal opportunity sport programming. It also discusses governmental influence including special education law and The Office of Civil Rights “Dear Colleague Letter” (U.S. Department of Education).

Section two includes Adapted Sport Models at the international, national, state and local levels. National and international adapted sport programs include Special Olympics, and Paralympics, American Association of Adapted Sports Program (AAASP), and Adaptive Sport USA. The Mississippi Valley Conference Adapted Sport League (MVC-ASL) in Western Wisconsin is discussed to illustrate how to create a local school district program or league. In this section an interview will be conducted with players from ASL teams where the players will answer the question “what is the best part of ASL?”

Section three outlines the development of an adapted sport program in a school district. The first step involves acquiring administrative and parental support. It is imperative that athletic directors and parents of students are on board with creating a program. Once support is achieved it is necessary to secure a budget. A preliminary budget takes into consideration items such as transportation, equipment, uniforms, coaches, and staff stipends. To help offset budget costs, fundraising ideas are provided. The next step is locating appropriate facilities for practices and games with keeping safety of the players in mind. It will be necessary to arrange referees and scoreboard operators ahead of time. A successful sport program requires compassionate, qualified, experienced coaches, as well as dedicated volunteers and paraprofessionals. The coaches involved in the program will select sports and seasons to best meet the needs of student athletes and available facilities. Once the program is developed, player eligibility has to be determined and all participants must have medical clearance forms completed. Throughout this section, there will be multiple interviews with ASL coaches, athletic directors, and parents on their personal opinions and experiences from ASL.

The fourth section of the video outlines the process of implementing an adapted sport program in a school district. The use of social media is helpful in communicating to parents and the community regarding ASL information (practice and game times). Of utmost importance is an updated list of all medications participants' need or knowledge of health concerns or behavioral issues that could interfere with their participation in sport. The final part of this section includes interviews with adapted sport coaches. The coaches share their rewarding experiences and offer advice to start up programs. In this section there will be an interview with ASL coaches.

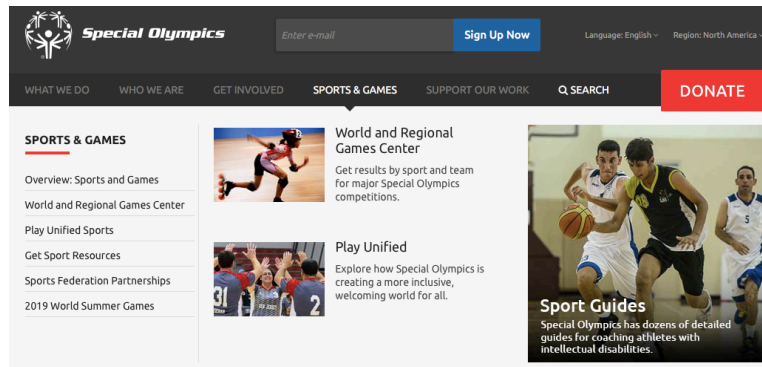
The fifth section is the summary and includes the justification and benefits for developing and implementing a school-sponsored ASL for SWD. It highlights the fact that each school district will offer a unique program that is dependent on the needs of their students. Within each district there will be common program goals, expectations and rules. Finally, the need for an increase in ASL is emphasized. SWD deserve the same sport experiences as their nondisabled peers.

Resources

This section includes resources for coaches, parents, student-athletes, individuals in the community, and school staff members who are interested in adapted sport. Resources include websites for popular international, national, state, and local adapted sport organizations and programs for SWD. Books, book chapters, professional journal articles, legal documents, and YouTube videos are also included.

Websites for Adapted Sport Organizations/Programs

1. Special Olympics:



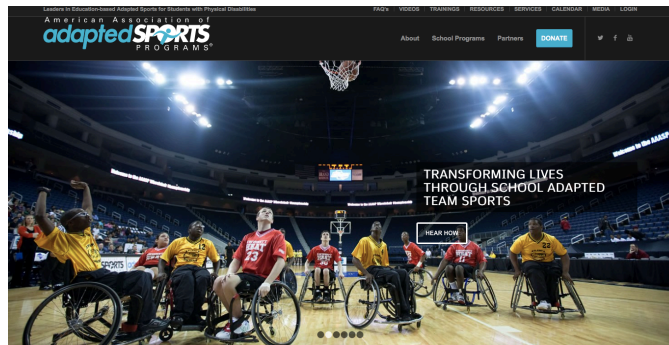
For over 50 years, Special Olympics has impacted the lives of individuals with intellectual disabilities in positive, profound ways, to help individuals build self-confidence, life-long friendships, and self-esteem. Special Olympics offer programs for individuals to participate in sport and other activities at all levels. Special Olympics creates world-class competition, inspirational experiences, and inclusion for all. The program is the world's largest sports organization for children and adults providing year-round training and competitions to 5.7 million athletes and Unified Sports partners in 172 countries. Competitions are held all around the world, including local, national, and regional competitions, adding up to more than 100,000 events a year. More information can be found at their website: <https://www.specialolympics.org>.

2. Paralympics:



Paralympics is a global program that offers international multi-sport activities for athletes with a wide range of disabilities. The Paralympics strives for treatment equal like nondisabled athletes even though there is still a funding gap between the Olympic and Paralympic athlete. Paralympics provide high levels of competition to top tier athletes with physical disabilities, sensory disabilities, and intellectual impairments. Given the wide variety of disabilities that Paralympic athletes have, there are several categories in which the athletes compete. The allowable disabilities are broken down into ten eligible impairment types. The categories are impaired muscle power, impaired passive range of movement, limb deficiency, leg length difference, short stature, hypertonia, ataxia, athetosis, vision impairment, and intellectual impairment. These categories are further broken down into classifications, which vary from sport to sport. More information can be found at their website: www.paralympic.org.

3. American Association of Adapted Sports Program (AAASP):



The American Association of Adapted Sports Program (AAASP) collaborates with state interscholastic athletic associations and assists them to provide infrastructure and support for establishing extracurricular interscholastic adapted athletics. The role of the AAASP is to ensure that students with physical disabilities are afforded the same benefits of athletic participation as their nondisabled peers. School districts considering

adapted sport implementation should seek the services and resources of this organization. The AAASP envisions a society where all children with physical disabilities can experience the rewards and satisfaction of competitive school-based sports. Their mission is to develop and support a standardized structure for school-based athletic competition to improve the wellbeing of students with physical disabilities. More information can be found at their website: <http://adaptedsports.org>.

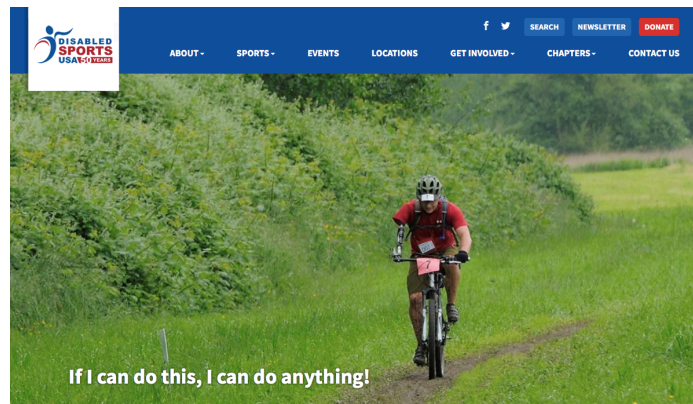
4. Adaptive Sports USA:



Adaptive Sports USA is an organization that offers regional and national outreach to engage, evolve, and empower individuals with disabilities to get involved in sport. Adaptive Sports USA focuses on the sports of archery, track & field, powerlifting, shooting, swimming, and table tennis. Junior Nationals is an avenue for young athletes to showcase their abilities through sport and to promote physical activity and socialization. Additionally, the Championships serve as an opportunity for individuals to advance along the athlete pipeline that may one day lead them to compete at the international level and the Paralympic Games. Athletes must be under the age of 23, and be an amputee, a dwarf, have cerebral palsy, a visual impairment, or be a wheelchair athlete who is classifiable under the International Paralympic Committee classification system. This organization

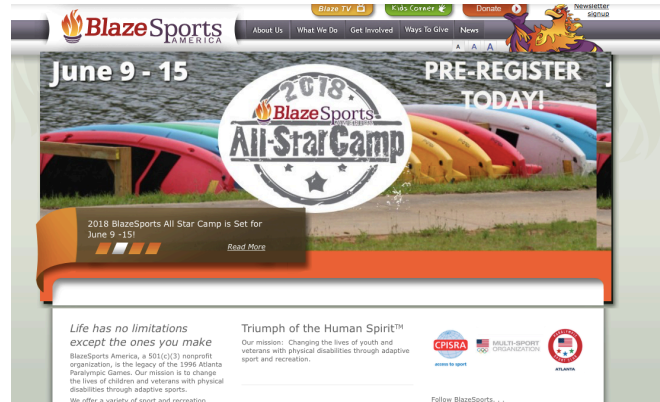
has education, coaching expertise, and competition that support athletes through all stages of development. Adaptive Sports USA creates a community outreach program, and increases opportunities for individuals with disabilities and are a gateway to regional, national, and international multi-sport competitions. More information can be found at their website: <https://adaptivesportsusa.org>.

5. Disabled Sports USA:



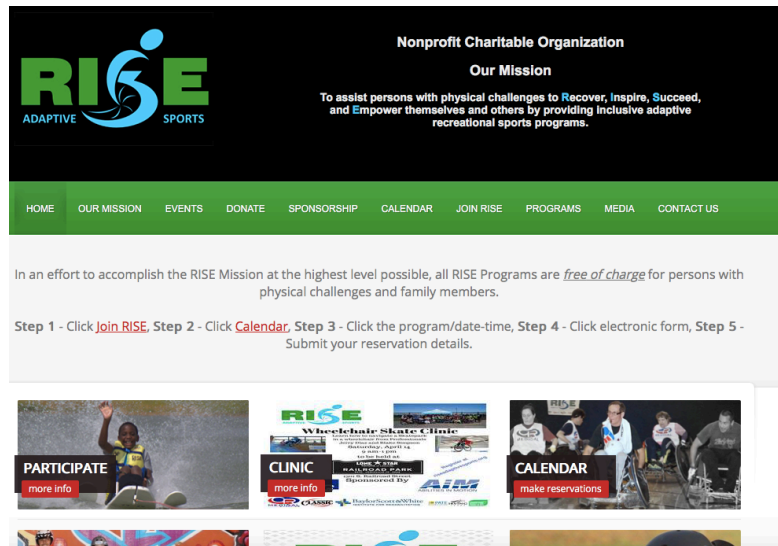
Disabled Sports USA serves more than 60,000 athletes with disabilities annually, making it one of the largest national multi-sport, multi-disability organizations in the U.S. Disabled Sports USA is a U.S.-based non-profit organization founded in 1967 and based in Rockville, Maryland, providing opportunities youth and adults with disabilities to develop independence, confidence, and fitness through participation in disabled sports. The vision of Disabled Sports USA is that every person, regardless of ability, has an equal opportunity to participate in sports and recreation in their community. Their website offers resources for athletes, coaches, and volunteers who want to start adapted sport programs or attend adapted sport programs across the U.S. More information can be found at their website: <https://www.disabledsportsusa.org/about/our-mission/>.

6. BlazeSports America:



BlazeSports America is a nonprofit organization and is the legacy of the 1996 Atlanta Paralympic Games. BlazeSports mission is to change the lives of children and veterans with physical and visual disabilities through adaptive sports. They offer a variety of sport and recreation programs for kids and veterans with disabilities. These include spina bifida, spinal cord injury, traumatic brain injury, cerebral palsy, dwarfism, amputations, spina bifida, and visual impairments. All of BlazeSports programs provide participants the opportunities to increase physical activity, create new friendships, develop new skills, and increase independence. They serve a wide range of ability levels from recreational beginner to competitive Paralympians. BlazeSports provides professional development workshops for certifications in adapted sport coaching, as well as knowledge to work with general and adapted physical education teachers to develop and implement local adapted sport programs in their school district. More information can be found at their website: <http://www.blazesports.org>.

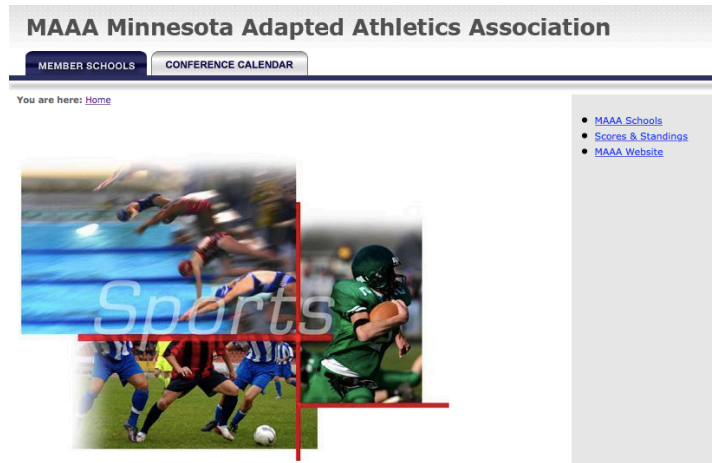
7. RISE Adaptive Sports:



RISE Adaptive Sports in Texas is a non-profit organization that assist persons with physical challenges to recover, inspire, succeed, and empower themselves and others by providing inclusive adaptive recreational sports programs. RISE utilizes three levels of participation. Level one- introduction to the program basics taught by experienced peers and coaches. Level 2- has structured practices including warm-ups and drills. Level 3- has structured scrimmage play. All ages, males and females, can participate in RISE and disabilities include: amputee, arthritis, asthma, atonic diplegia, blind/vision impaired, burns, cancer/tumor, cerebral palsy, Charcot-Marie-Tooth, deaf/hearing impaired, epilepsy, juvenile rheumatoid, legg-perthes polio, lupus, multiple sclerosis, muscular dystrophy, neuro muscular disease, paralysis stroke, phocomelia, rickets, scolios, sickle cell, spina bifida, spinal cord injury, stroke and other ambulatory and physical disabilities. RISE programs are all supported by volunteers and individuals have the opportunity to donate, join, and sponsor this program. The RISE Adaptive Sports website offers links to join various events, practices, and scrimmages for individuals with

physical disabilities to participate in. More information can be found at their website:
<http://www.riseadaptivesports.org/wp/>.

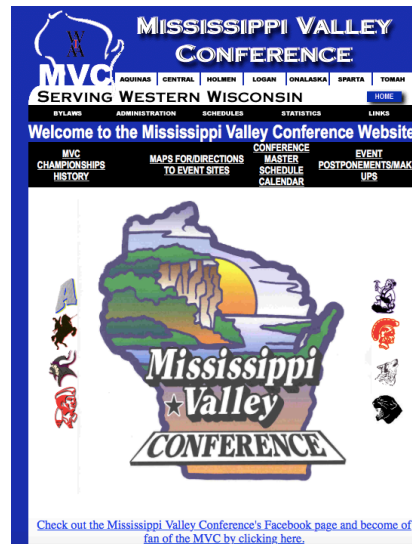
8. Minnesota Adapted Athletics Association (MAAA):



The Minnesota Adapted Athletics Association (MAAA) was the first association to implement a separate adapted sport program approved by a state high school league. The MAAA is a successful adapted sport program that has impacted extracurricular athletics for SWD for 40 years. This model is designed for students who have physical and cognitive disabilities. These students represent their schools by wearing school uniforms, letter jackets, and participate in state tournaments just like other high school sport teams in the state without disabilities. The MAAA started in 1992 as a sanctioned sports league. The goal for MAAA is to provide SWD the same opportunities as their typically developing peers, ensuring that they enjoy the benefits of a quality high school sport program. The MAAA website is an excellent resource for athletes, parents, physical education teachers, adapted physical education teachers, and school administrators who want to develop and implement an ASL for their school district and for parents to see a

high quality ASL program for their children. More information can be found at their website: <http://www.maaconference.org/g5-bin/client.cgi?G5genie=175>.

9. Mississippi Valley Conference Adapted Sport League (Wisconsin):



The Mississippi Valley Conference Adapted Sports League (MVC-ASL) was developed to provide school-sponsored sports to SWD. The program was modelled after the MAAA. One high school initially started the program and was quickly followed by three other high schools from two other conference school districts. This western Wisconsin league was formed just a few years ago, but coaches already see much growth in their players and how it has changed the culture of their schools.

The MVC-ASL is an example of how adapted physical education and special education teachers designed and implemented a program to benefit their SWD in a school district. The MVC-ASL is composed of three school districts: La Crosse, Holmen, and Onalaska, and additional districts are in the planning stages to join. There are three sports offered during the school year: soccer, floor hockey, and baseball. All sports are played indoor. The MVC-ASL gives high school SWD the chance to represent their school and

to participate in extracurricular sports. The athletes feel connected to their school community and have pride while representing their schools. More information can be found at their website: <http://www.gomvc.org>.

Book/Book Chapters

1. Fitzgerald, H. (2009). *Disability and youth sport: Physical education and youth sport*. Champaign, IL: Human Kinetics.

The topics covered in this text discuss research on disability and youth sport, inclusion policy on physical education and youth sport, disability through youth sport, the voices of young individuals with disabilities, and the historical context of disability sport. This book describes recent policy developments in physical education and youth sport related to inclusion. Within chapters, this book has personal insights from young individuals with disabilities and focuses on the views and insights of youth sport and highlights the importance of engaging with young people about their experiences.

2. Hassan, D. (2015). *Sport, coaching, and intellectual disability*. Champaign, IL: Human Kinetics.

The aim of this book is to improve the understanding and professional skills of coaches, teachers, practitioners, and researchers. This book promotes awareness of successful programs addressing the needs of young individuals with disabilities and to challenge the prevailing myths and stereotypes surrounding their abilities. With contributions from leading researchers and practitioners around the world, this book explores the topic of sport and intellectual disability from a coaching perspective. Including both theoretical discussion and empirical case studies, the book covers a full range of contemporary issues and themes, including training and coaching, family support, perceptions of disability, athlete motivation, positive sport experiences, motor

development programmes, and social and cultural aspects of disability. This text is important reading for any student, researcher, coach, parent, teacher, manager, or policy maker with an interest in disability sport, physical education, coaching, or mainstream disability studies.

3. Davis, R. (2011). *Teaching disability sport: A guide for physical educators* (2nd ed.) Champaign, IL: Human Kinetics.

The book contains a guide for physical educators to learn how to use disability sports in their curriculum. This book also provides a DVD that describes the stages of program planning, assessment, implementation, teaching, and evaluating an adapted sport league for a school district. It also has over 200 games and activities on disability sports for teachers to plan and implement sport skill-related lessons in an inclusive physical education program. Teaching Disability Sports talks about seven disability sports and covers the rules of each sport, drills to develop skills, and as well as inclusion strategies.

4. Davis, R. (2017). Adapted Sport. In J. Winnick (6th ed.). *Adapted physical education and sport* (pp. 102-123). Champaign, IL: Human Kinetics.

The chapter on adapted sport presents a Sport Framework for Individuals with Disabilities model to help develop and implement sport programs. This chapter describes the importance of a physical educator's role and their responsibility in understanding and advocating for appropriate sport selection for SWD in the school and in the community.

The chapter discusses the importance and benefits of sport participation for SWD.

5. Grenier, M., & Lieberman, L. (2017). Physical education for children with moderate to severe disabilities. Champaign, IL: Human Kinetics.

This book discusses the role of the teacher and coach in disability sport and how you can incorporate disability sport in physical education. It explains that most physical

education, adapted physical education, special education teachers, and coaches understand the contribution of extracurricular activities such as sports to children's development, as sport provides appropriate skill development opportunities while instilling a sense of joy from participating in physical activities and sports in every student. There is also a chapter in this book that focuses on sport opportunities for children with severe disabilities that includes modified activities such as: para table tennis, power soccer, power hockey, table cricket, and sit volleyball. This book is an excellent resource for physical education teachers who want to incorporate sports for SWD into their units.

6. Tymeson, G. & Davis, R. (2016). What every parent should know about equal rights for students with disabilities participating in interscholastic athletes and sports In R. Aiello, *Sports, fitness, and motor activities for children with disabilities* (pp.53-70). Lanham, MA: Rowman & Littlefield.

This book chapter assists parents with children with disabilities understand their children should be guaranteed opportunities to participate in school-sponsored extracurricular sports. The chapter outlines ideas and tips on how to work collaboratively with the school district special education programs and other service deliveries to obtain equal rights for all students' participation in school-sponsored extracurricular sports.

7. Barber, G. (2010). Sports for young athletes with sensory impairments In G. Barber, *Different speeds and different needs* (pp. 161-168). Baltimore, MA: Brookes Publishing.

This chapter identifies techniques that can support the participation of students with hearing or visual challenges. This book chapter also addresses that young athletes with sensory impairments are fully capable of successful participation in sport if these individuals are provided with modifications and accommodations (if necessary) in the adapted sport program. This book chapter goes through different

techniques for teaching a student who is deaf or hear of hearing and how these students rely on visual cues and eye contact with the teacher are important for visual demonstrations. This chapter promotes inclusion for students with visual impairments in sports and how modifications from this chapter can be successful for students with a visual impairment participating in sport.

Professional Journals and Articles

PALESTRA is a journal that provides valuable information about sport, physical education, and recreation for individuals with disabilities. This journal is a valuable resource for parents in all aspects of physical activity and sport, to increase the knowledge base of professionals working with children and adults with disabilities to make them aware of the possibilities of equipment, sports, and facilities. PALESTRA can help adult readers learn the value physical activity and sport holds for increased wellness. The website can be found at www.palaestra.com.

The Journal of Physical Education, Recreation, & Dance (JOPERD) is SHAPE America's most read, most frequently published, and most wide-ranging journal. It is SHAPE America's cornerstone journal, providing information on a variety of health, physical education, recreation, and dance issues. Each issue of JOPERD contains APE related article that discuss issues on adapted sport related aspects. The website of the magazine can be found at <https://www.shapeamerica.org/publications/journals/joperd/>.

Sports ‘N Spokes is a magazine for wheelchair sports and recreation that has been in existence for over 40 years. Sports ‘N Spokes provides subscribers with monthly updates on adapted sport and recreation. Collegiate and Paralympic game and tournament updates are among the many highlights the magazine provides. In addition to the sport

highlights, resources for coaches and athletes to get in contact with local and national sport associations are provided. The magazine's website can be found at

<http://pvamag.com/sns/magazine/issue/>.

1. Busse, S., & Davis, R. (2016). Utilizing the virtual communication sport-delivery model to promote extracurricular athletics for students with disabilities. *Journal of Physical Education, Recreation, & Dance*, 87(9), 48-54.

This article discusses how APE teachers implemented a new sport framework that addresses an approach for providing extracurricular sport programs for SWD. The article talks about sport settings for SWD including school-based, interscholastic, community, and college. It also talks about sport delivery options on how sports can be taught and presents five sport delivery options such as virtual communication, parallel, segregated, unified, and general (regular).

2. Morey, M., Parks, E., & Katsiyannis, A. (2018). Promoting athletic participation for students with disabilities: Trends and issues. *Journal of Physical Education, Recreation, & Dance*, 89(4), 34-38.

This article addresses how SWD should be engaging in physical activity and sport and why it is important for school age children to develop a healthy and active lifestyle. It also discusses the barriers to participation in sport and physical activity and how they often prevent SWD from engaging in these activities. This article highlights current trends and issues and offers suggestions for how schools and school districts can promote athletic participation for all students.

3. DeMartini, A. (2016). Student-athletes with disabilities have the right to participate. *Journal of Physical Education, Recreation, & Dance*, 87(2), 49-51.

This journal article discusses how participation in extracurricular athletics can be a critical part of a student's overall education experience. Athletic opportunities provide important health and social benefits to all students, especially to SWD. This article gives

an example on a high school student from Ohio and how he was discriminated against on the basis of his disability preventing him from participating in his high school sport program.

4. Vaughn, B. (2012). Beyond physical education: Interscholastic sports. *Journal of Physical Education, Recreation, & Dance*, 83(3), 32-33.

This article provides convincing evidence of why it is beneficial to include adapted sport opportunities for students in general physical education (GPE) and in extracurricular settings. Successful implementation of adapted sport in a GPE class may require teachers to reach out beyond the gymnasium walls. It explains that opportunities do exist to expand sport for SWD into a school-based interscholastic setting.

5. Walsh, J., & Mushett, M. (2012). The organization of Paralympic sport in the United States. *Journal of Physical Education, Recreation, & Dance*, 83(3), 23-33.

This article explains how adapted sports can provide many positive opportunities to increase students' awareness of and appreciation for individuals with physical disabilities. Introducing adapted sports into GPE or interscholastic programs allows SWD to be included in the school culture. This article talks about how school sports are meant to be fun and appealing for all students, regardless of their skill level. It also discusses how sport, including adapted sport, can play a key role in developing a student's independence, socialization, inclusion, teamwork, and empowerment.

Federal Documents Regarding Sport for SWD

Government Accountability Office (GAO) Report:

In addition to the "Dear Colleague Letter," the U.S. Department of Education published a report entitled "The 2010 United States Government Accountability Office (GAO)." This report by the U.S. GAO identified factors that limited SWD participation

in adapted sport and outlined the importance of providing SWD an equal opportunity to participate in extracurricular sport programs. A study was conducted and it was apparent that SWD were not receiving the same sport opportunities, benefits, and results that their typically developing peers were getting. The study also addresses the many barriers that schools face and gives recommendations for school districts. "Sports can provide invaluable lessons in discipline, selflessness, passion and courage, and this guidance will help schools ensure that students with disabilities have an equal opportunity to benefit from the life lessons they can learn on the playing field or on the court," said Education Secretary Arne Duncan. The guidance letter provides examples of the types of reasonable modifications that schools may be required to make to existing policies, practices, or procedures for students with intellectual, developmental, physical, or any other type of disability. The guidance also notes that the law does not require that a student with a disability be allowed to participate in any selective or competitive program offered by a school district, so long as the selection or competition criteria are not discriminatory. The link can be found at: <https://www.gao.gov/assets/310/305770.pdf>.

U.S. Department of Education Report:

The Department's Office for Civil Rights issued guidance clarifying school districts' existing legal obligations to provide equal access to extracurricular athletic activities to students with disabilities. In addition to explaining those legal obligations, the guidance urges school districts to work with community organizations to increase athletic opportunities for students with disabilities, such as opportunities outside of the existing extracurricular athletic program. Students with disabilities have the right, under Section 504 of the Rehabilitation Act, to an equal opportunity to participate in their

schools' extracurricular activities. The link can be found at:

<https://www.ed.gov/news/press-releases/us-department-education-clarifies-schools-obligation-provide-equal-opportunity-s>.

Q and A: Disability in Sport Dear Colleague Letter by Terri Lakowski:

This Dear Colleague Letter provides a clear roadmap for interpreting the guidance so that schools can better integrate students with disabilities into mainstream athletic programs and create adapted programs for SWD. This Q and A discusses the many benefits of sport participation for SWD, guidance, legal obligations, and creating adapted sport programs for SWD to be able to participate in sport. This document helps address any questions from parents, coaches, or athletic directors regarding the “Dear Colleague Letter” on creating adapted sport programs for SWD. This link can be found at:

http://www.niaaa.org/assets/OCR-Dear-Colleague_Q-and-A_2-15-13.pdf.

YouTube Videos

The American Association of Adapted Sports Programs (AAASP) has produced several videos that discuss their programs and services. Videos are provided to show examples of wheelchair basketball, wheelchair track and field, wheelchair handball, and wheelchair football. These resources provide personal perspectives of coaches and athletes on how these programs can be life changing for these athletes with disabilities.

More information is found at:

<https://www.youtube.com/channel/UCPAyQgrQjLEh6m4iRS9x1Ew>

BlazeSports America provides a very helpful video resource that outlines the importance of sport and the programs they offer for SWD. BlazeSports shows numerous clips on their camps, local and national adapted sport tournaments, goal setting for

success, individual athletes, and why sport is important. Information is at:

<http://goo.gl/uZxXch>.

Recommendations for Future Research

Further research is necessary in regards to developing and implementing school-sponsored adapted sport opportunities and programs for high school SWD. The benefits for SWD participating in sport are numerous and some school districts are leading the way by implementing programs. However, all SWD deserve this opportunity. Districts need to make school-sponsored ASL accessible to their SWD. To substantiate the benefits of adapted sport programs for SWD, future research is required. Potential research questions include:

1. What are determining factors when coaches are considering sport selection for high school SWD?
2. Follow-up studies must continue beyond high school to demonstrate whether or not participation in sport for SWD leads to active sport participation and physical activity in adulthood. What adulthood individual or team-based sporting activities are most prevalent among SWD?
3. What social media platforms (Facebook, Twitter, Instagram) are best for marketing ASL to other professionals and parents throughout the country and how can they be used to their fullest potential?
4. How would the inclusion of outdoor sports benefit SWD compared to indoor participation?
5. What are effective methods to evaluate the specific benefits of ASL participation?
6. What are the best eligibility standards for SWD who participate in ASL?

Recommendations for Future Critical Analysis Projects

Future critical analysis projects are needed to develop the quality of current and future school-sponsored ASL for SWD. Future critical analysis projects can increase the awareness of benefits of adapted sport for high school students. By creating awareness, parents and school staff members are more knowledgeable about the benefits of ASL. Listed below are recommendations for future projects.

1. A video on the roles, responsibilities, and qualifications of an ASL coaching staff.
2. A manual on how to develop parental involvement and their roles as advocates for supporting and maximizing physical activity participation for their child.
3. A manual outlining budget requirements and fundraising suggestions for developing, implementing, and sustaining an ASL.
4. A video showing the benefits of social interaction and motor skill development for SWD who participate in ASL.
5. An instructional video on modifications, adaptations, and uses of adapted sport equipment for students with physical disabilities.
6. A manual or a video outlining community-based sport programming for SWD transitioning out of the public school system into adulthood.
7. A video designed to promote a wide variety of sports beyond the current ASL offerings (i.e., basketball, wheelchair basketball, bowling, sledge hockey, and outdoor soccer).

References

- Aiello, R. (2013). Maryland's corollary sports and life enrichment field trip programs addressing the Dear Colleague Letter. *Journal of Physical Education, Recreation, and Dance*, 84(8), 29-32.
- American Association of Adapted Sports Program (AAASP). (2012). Retrieved from <http://www.cerebralpalsy.org/information/sports/adaptive-sports>.
- Americans with Disabilities Act of 1990. L. No. 101-336, 2, 104 Stat. 328 (1991).
- Anderson, S. (2016). In the game. Retrieved from, https://wasb.org/wp-content/uploads/2017/03/in_the_game_JanFeb_2016.pdf.
- Asher, S., & Dodge, K. (1986). Identifying children who are rejected by their peers. *Developmental Psychology*, 22(4), 444-449.
- Bailey, R. (2006). Physical education and sports in schools: A review of benefits and outcomes. *American School Health Association*, 76(8), 397-401.
- Barber, G. (2010). Attitudes, participation, and the development of friendships in sports (pp. 59-68). Baltimore, MA: Brookes Publishing.
- Barber, G. (2010). Sports for young athletes with sensory impairments In G. Barber, *Different speeds and different needs* (pp. 161-168). Baltimore, MA: Brookes Publishing.
- Bat-Chava, Y., Martin, D., & Kosciw, J. (2005). Longitudinal improvements in communication and socialization of deaf children with cochlear implants and hearing aids: Evidence from parental reports. *Journal of Child Psychology and Psychiatry, and Allied Disciplines*, 46(12), 1287-1296.
- Beutle, I. (2008). Sport serving development and peace: Achieving the goals of the United Nations through sport. *Sport in Society*, 11(4), 359-369.
- Brustad, J. (1996). Attraction to physical activity in urban school children: Parental socialization and gender influences. *Research Quarterly for Exercise and Sport*, 67(3), 316-323.
- Busse, S. (2013). Using collaboration to develop a school-based adapted sports program. *Journal of Physical Education, Recreation, and Dance*, 84(8), 32-33.
- Busse, S., & Davis, R. (2016). Utilizing the virtual communication sport-delivery model to promote extracurricular athletics for students with disabilities. *Journal of Physical Education, Recreation, & Dance*, 87(9), 48-54.

- Cappuccino, J. (2013). How one Wisconsin school district is moving forward while addressing the OCR guidance letter. *Journal of Physical Education, Recreation, and Dance*, 84(8), 34-35.
- Centers for Disease Control and Prevention (1999). Physical activity and health: A report of the Surgeon General. Atlanta, GA: US Department of Health and Human Service. Retrieved November 10, 2017, from <https://www.cdc.gov/nccdphp/sgr/index.htm>.
- Connecticut State Department of Education (2017). Guidelines for adapted physical education. Retrieved November 10th, 2017, from <http://www.sde.ct.gov/sde/lib/sde/pdf/publications/apeguide/apeguide.pdf>.
- Davis, R. (2011). *Teaching disability sport: A guide for physical educators* (2nd ed.) Champaign, IL: Human Kinetics.
- Davis, R. (2013). Helping general physical educators and adapted physical educators address the office of civil rights dear colleague guidance letter. *Journal of Physical Education, Recreation, and Dance*, 84(8), 20-23.
- Davis, R. (2017). Adapted Sport. In J. Winnick (6th ed.). *Adapted physical education and sport* (pp. 102-123). Champaign, IL: Human Kinetics.
- DeMartini, A. (2016). Student-athletes with disabilities have the right to participate. *Journal of Physical Education, Recreation, & Dance*, 87(2), 49-51.
- Disabled Sports USA. (2009). Sports and employment among Americans with disabilities. Retrieved from, <http://www.disabledsportsusa.org/wp-content/uploads/2013/02/Sports-andEmployment-Among-People-With-Disabilities.pdf>
- Doyle, M. (2013). Minnesota's model sports program to address interscholastic extracurricular athletics and office of civil rights guidance. *Journal of Physical Education, Recreation, and Dance*, 84(8), 31-32.
- Ellis, K., & Stewart, D. (2005). Sports and the deaf child. *Project Muse*, 150(1), 59-66.
- Fitzgerald, H. (2009). *Disability and youth sport: Physical education and youth sport*. Champaign, IL: Human Kinetics.
- Giacobbi, P., Stancil, M., Hardin, B., & Bryant. (2008). Physical activity and quality of life experienced by highly active individuals with physical disabilities. *Adapted Physical Activity Quarterly*, 25(3), 189-207.

- Grandisson, M., Tetreault, S., & Freeman, A. (2012). Enabling integration in sports for adolescents with intellectual disabilities. *Journal of Applied Research in Intellectual Disabilities, 25*(3), 217-230.
- Grenier, M., & Lieberman, L. (2017). Physical education for children with moderate to severe disabilities. Champaign, IL: Human Kinetics.
- Groff, D., Lundberg, N., & Zabriskie, R. (2009). Influence of adapted sport on quality of life: Perceptions of athletes with cerebral palsy. *Disability Rehabilitation Act, 31*(4), 318-326.
- Hartman, E., Houwen, S., & Visscher, C. (2011). Motor skill performance and sports participation in deaf elementary school children. *Adapted Physical Activity Quarterly, 28*(2), 132-145.
- Hassan, D. (2015). *Sport, coaching, and intellectual disability*. Champaign, IL: Human Kinetics.
- Hiu-Lun Tsai, E., & Fung, L. (2009). Parents' experiences and decisions on inclusive sport participation of their children with intellectual disabilities. *Adapted Physical Activity Quarterly, 26*(2), 151-171.
- Horwitz, S., Kerker, B., Owens, L., & Zigler, E. (2000). The health status and needs of individuals with mental retardation. *Department of Epidemiology and Public Health*. Retrieved from, http://www.specialolympics.org/research_studies.aspx
- Houwen, S., Visscher, C., Hartman, E., & Lemmink, K. (2013). Gross motor skills and sports participation of children with visual impairments. *Research Quarterly for Exercise and Sport, 78*(2), 16-23.
- Individuals with Disabilities Education Act of 2004, 34 C.F.R. 300. 107 et seq. (The Code of Federal Regulations, 2004).
- Individuals with Disabilities Education Act of 2004, Extracurricular activities and students with disabilities. *Pacer Centre*, (The Code of Federal Regulations, 2004).
- Jackson, R. (1987). Sport for the spinal paralyzed person. *Paraplegia, 25*(1), 301-304.
- Kennedy, J. (2012). 2012 sees ties between Special Olympics and Paralympics. Retrieved from, <http://www.specialolympics.org>.
- Kirk, D. (2005). Physical education, youth sport, and lifelong participation: The importance of early learning experience. *European Physical Education Review, 11*(3), 239-255.

- Kozub, F., & Porretta, D. (2013). Including athletes with disabilities: Interscholastic athletic benefits for all. *Journal of Physical Education, Recreation & Dance*, 87(3), 19-25.
- Lakowski, T. (2013). Q and A: Disability in sport dear colleague letter. *Activity Policy Solutions*, Washington, D.C. Retrieved from, http://www.activepolicysolutions.com/wp-content/uploads/2013/01/OCR-Dear-Colleague_Q-and-A_2-15-13-revised-for-website.pdf.
- Lieberman, L., & Lucas, M. (2013). Sport programming offered by Camp Abilities and the United States Association for Blind Athletes. *Office of Civil Rights*, 84(8), 36-40.
- Lieberman, L., Volding, L., & Winnick, J. (2004). Comparing motor development of deaf children of deaf parents with deaf children of hearing parents. *American Annals of the Deaf*, 149(3), 281-289.
- Longmuir, P., & Bar-Or. (2000). Factors influencing the physical activity levels of youths with physical and sensory disabilities. *Adapted Physical Activity Quarterly*, 17(1), 40-53.
- Martin, J., & Smith, K. (2002). Friendship quality in youth disability sport: Perceptions of a best friend. *Adapted Physical Activity Quarterly*, 19(4), 472-482.
- Martinez, D. (2013). Georgia's adapted physical educator's response to the dear colleague letter. *Journal of Physical Education, Recreation, and Dance*, 84(8), 28-29.
- McLoughlin, G., Fecske, C., Castaneda, Y., Gwin, C., & Graber, K. (2017). Sport participation for elite athletes with physical disabilities: Motivations, barriers, and facilitators. *Adapted Physical Activity Quarterly*, 34(4), 421-441.
- Morey, M., Parks, E., & Katsiyannis, A. (2018). Promoting athletic participation for students with disabilities: Trends and issues. *Journal of Physical Education, Recreation, & Dance*, 89(4), 34-38.
- Murphy, N., & Carbone, P. (2008). Promoting the participation of children with disabilities in sports, recreation, and physical activities. *American Academy Pediatrics*, 121(5), 1057-1061.
- Pelletier, L., Fortier, M., Vallerand, R., Tuson, K., Briere, N., & Blais, N. (1995). Toward a new measure of intrinsic motivation, extrinsic motivation, and motivation in sports: The Sport Motivation Scale (SMS). *Journal of Sport & Exercise Psychology*, 17(1), 35-53.

- Poulin, D. (2013). Answer to the dear colleague letter from the Anchorage school district's adapted sport program. *Journal of Physical Education, Recreation, and Dance*, 84(8), 27-35.
- Rejeski, W., Brawley, L., & Shumaker, S. (1996). Physical activity and health related quality of life. *Exercise and Sport Science Reviews*, 24(1), 71-108.
- Rimmer, J., & Rowland, L. (2008). Physical activity for youth with disabilities: A critical need in an underserved population. *Developmental Rehabilitation*, 11(2), 141-148.
- Santiago, M., & Coyle, C. (2004). Leisure-time physical activity and secondary conditions in women with physical disabilities. *Disability Rehabilitation Act*, 26(8), 485-494.
- Scanlan, T., Carpenter, P., Lobel, M., & Simons, J. (1993). Sources of enjoyment for youth sport athletes. *Pediatric Exercise Science*, 5(3), 275-285.
- Schneekloth, L. (1989). Play environments for visually impaired children. *Journal of Visual Impairment and Blindness*, 83(4), 196-201.
- Sheng, W., & Williams, T. (2001). Factors influencing sport participation among athletes with spinal cord injury. *Medicine and Science in Sports Exercise*, 33(2), 177-182.
- Smyth, M., & Anderson, H. (2001). Football participation in the primary school playground: The role of coordination impairments. *The British Journal of Developmental Psychology*, 19(3), 369-379.
- Special Olympics Wisconsin. (2018). Retrieved from, www.specialolympicswisconsin.org.
- Sport and Fitness Industry Association. (2017). Promoting Sports and Fitness Participation and Industry Vitality. Retrieved from, <https://www.sfia.org>.
- Storms, T. (2013). Building an adapted sport infrastructure guided by the American association of adapted sports program. *Journal of Physical Education, Recreation, and Dance*, 84(8), 39-40.
- Tymeson, G. & Davis, R. (2016). What every parent should know about equal rights for students with disabilities participating in interscholastic athletes and sports In R. Aiello, *Sports, fitness, and motor activities for children with disabilities* (pp.53-70). Lanham, MA: Rowman & Littlefield.

- U.S. Department of Education – Office of Special Education and Rehabilitative Services (2006). 34 CFR 300 and 301-Assistance to States for the Education of Children With Disabilities and Preschool Grants for Children With Disabilities; Final Rule. Part II. Federal Register (Monday, August 14, 2006). Retrieved from, <http://www2.ed.gov/legislation/FedRegister/finrule/2006-3/081406a.pdf>.
- U.S. Department of Education-Office for Civil Rights (OCR). (2013). “Dear Colleague Letter.” Retrieved from <https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201301-504.pdf>.
- U.S. Government Accountability Office (GAO). (2010). Students with disabilities: More information and guidance could improve opportunities in physical education and athletics, No. GAO-10-519. Washington, DC: GAO. Retrieved from www.gao.gov/assets/310/305770.pdf.
- Vaughn, B. (2012). Beyond physical education: Interscholastic sports. *Journal of Physical Education, Recreation, & Dance*, 83(3), 32-33.
- Walsh, J., & Mushett, M. (2012). The organization of Paralympic sport in the United States. *Journal of Physical Education, Recreation, & Dance*, 83(3), 23-33.
- Weiss, M., & Smith, A. (1999). Quality of youth sport friendships: Measurement development and validation. *Journal of Sport and Exercise Psychology*, 21(2), 145-166.
- Wilhite, B., & Shank, J. (2009). In praise of sport: Promoting sport participation as a mechanism of health among persons with a disability. *Disability and Health Journal*, 2(3), 116-127.
- World Health Organization (2010). WHO and the international Olympic committee sign agreement to improve healthy lifestyles. Retrieved from, http://www.who.int/mediacentre/news/releases/2010/ioc_20100721/en/index.html
- Yazicioglu, K., Yavuz, F., Goktepe, A., & Tan, A. (2012). Influence of adapted sports on quality of life and life satisfaction in sport participants and non-sport participants with physical disabilities. *Disability and Health Journal*, 5(4), 249-253).

APPENDIX A

Office of Civil Rights “Dear Colleague Letter”



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE FOR CIVIL
RIGHTS

THE ASSISTANT SECRETARY

January 25, 2013

Dear Colleague:

Extracurricular athletics—which include club, intramural, or interscholastic (*e.g.*, freshman, junior varsity, varsity) athletics at all education levels—are an important component of an overall education program. The United States Government Accountability Office (GAO) published a report that underscored that access to, and participation in, extracurricular athletic opportunities provide important health and social benefits to all students, particularly those with disabilities.¹ These benefits can include socialization, improved teamwork and leadership skills, and fitness.

Unfortunately, the GAO found that students with disabilities are not being afforded an equal opportunity to participate in extracurricular athletics in public elementary and secondary schools.²

To ensure that students with disabilities consistently have opportunities to participate in extracurricular athletics equal to those of other students, the GAO recommended that the United States Department of Education (Department) clarify and communicate schools' responsibilities under Section 504 of the Rehabilitation Act of 1973 (Section 504) regarding the provision of extracurricular athletics. The Department's Office for Civil Rights (OCR) is responsible for enforcing Section 504, which is a Federal law designed to protect the rights of individuals with disabilities in programs and activities (including traditional public schools and charter schools) that receive Federal financial assistance.³

In response to the GAO's recommendation, this guidance provides an overview of the obligations of public elementary and secondary schools under Section 504 and the Department's Section 504

regulations, cautions against making decisions based on presumptions and stereotypes, details the specific Section 504 regulations that require students with disabilities to have an equal opportunity for participation in nonacademic and extracurricular services and activities, and discusses the provision of separate or different athletic opportunities. The specific details of the illustrative examples offered in this guidance are focused on the elementary and secondary school context.

Nonetheless, students with disabilities at the postsecondary level must also be provided an equal opportunity to participate in athletics, including intercollegiate, club, and intramural athletics.⁴

³ 29 U.S.C. § 794(a), (b). Pursuant to a delegation by the Attorney General of the United States, OCR shares in the enforcement of Title II of the Americans with Disabilities Act of 1990, which is a Federal law prohibiting disability discrimination in the services, programs, and activities of state and local governments (including public school districts), regardless of whether they receive Federal financial assistance. 42 U.S.C. § 12132. Violations of Section 504 that result from school districts' failure to meet the obligations identified in this letter also constitute violations of Title II. 42 U.S.C. § 12201(a). To the extent that Title II provides greater protection than Section 504, covered entities must comply with Title II's substantive requirements.

OCR also enforces Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex in education programs that receive Federal financial assistance. 20 U.S.C. § 1681. For more information about the application of Title IX in athletics, see OCR's "Reading Room," "Documents – Title IX," at <http://www.ed.gov/ocr/publications.html#TitleIX-Docs>.

⁴ 34 C.F.R. §§ 104.4, 104.47. The U.S. Department of Education has determined that this document is a "significant guidance document" under the Office of Management and Budget's Final Bulletin for Agency Good Guidance Practices, 72 Fed. Reg. 3432 (Jan. 25, 2007). OCR issues this and other policy guidance to provide recipients with information to assist them in meeting their obligations, and to provide members of the public with information about their rights under the civil rights laws and implementing regulations that we enforce. OCR's legal authority is based on those laws and regulations. This letter does not add requirements to applicable law, but provides information and examples to inform recipients about how OCR evaluates whether covered entities are complying with their legal obligations. If you are interested in commenting on this guidance, please send an e-mail with your comments to OCR@ed.gov, or write to us at the following address: Office for Civil Rights, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202.

Overview of Section 504 Requirements

To better understand the obligations of school districts with respect to extracurricular athletics for students with disabilities, it is helpful to review Section 504's requirements.

Under the Department's Section 504 regulations, a school district is required to provide a qualified student with a disability an opportunity to benefit from the school district's program equal to that of students without disabilities. For purposes of Section 504, a person with a disability is one who (1) has a physical or mental impairment that substantially limits one or more major life activities; (2) has a record of such an impairment; or (3) is regarded as having such an impairment.⁵

With respect to public

elementary and secondary educational services, "qualified" means a person (i) of an age during which persons without disabilities are provided such services, (ii) of any age during which it is mandatory under state law to provide such services to persons with disabilities, or (iii) to whom a state is required to provide a free appropriate public education under the Individuals with Disabilities Education Act (IDEA).⁶

Of course, simply because a student is a "qualified" student with a disability does not mean that the student must be allowed to participate in any selective or competitive program offered by a school district; school districts may require a level of skill or ability of a student in order for that student to participate in a selective or competitive program or activity, so long as the selection or competition criteria are not discriminatory.

Among other things, the Department's Section 504 regulations prohibit school districts from:

- denying a qualified student with a disability the opportunity to participate in or benefit from an aid, benefit, or service;
- affording a qualified student with a disability an opportunity to participate in or benefit from an aid, benefit, or service that is not equal to that afforded others;
- providing a qualified student with a disability with an aid, benefit, or service that is not as effective as that provided to others and does not afford that student with an equal opportunity to obtain the same result, gain the same benefit, or reach the same level of achievement in the most integrated setting appropriate to the student's needs;
- providing different or separate aid, benefits, or services to

students with disabilities or to any class of students with disabilities unless such action is necessary to provide a qualified student with a disability with aid, benefits, or services that are as effective as those provided to others; and

- otherwise limiting a qualified individual with a disability in the enjoyment of any right, privilege, advantage, or opportunity enjoyed by others receiving an aid, benefit, or service.⁷

The Department's Section 504 regulations also require school districts to provide a free appropriate public education (Section 504 FAPE) to each qualified person with a disability who is in the school district's jurisdiction, regardless of the nature or severity of the person's disability.⁸

2008); 29 U.S.C. § 705(9)(B), (20)(B) (as amended by the Americans with Disabilities Act Amendments Act of

C.F.R. § 104.3(j). For additional information on the broadened meaning of disability after the effective date of the

2008 Amendments Act, see OCR's 2012 Dear Colleague Letter and Frequently Asked Questions document, available at <http://www.ed.gov/ocr/letters/colleague-201109.html>, and <http://www.ed.gov/ocr/docs/dcl-504faq-201109.html>.

⁶ 34 C.F.R. § 104.3(l)(2).

⁷ 34 C.F.R. § 104.4(b)(1)(i)-(iv), (vii), (2), (3). Among the many specific applications of these general requirements, Section 504 prohibits harassment on the basis of disability, including harassment that occurs during extracurricular athletic activities. OCR issued a Dear Colleague letter dated October 26, 2010, that addresses harassment, including disability harassment, in educational settings. See Dear Colleague Letter: Harassment and Bullying, available at <http://www.ed.gov/ocr/letters/colleague-201010.html>. For additional information on disability-based harassment, see OCR's Dear Colleague Letter: Prohibited Disability Harassment (July 25, 2000), available at <http://www.ed.gov/ocr/docs/disabharassltr.html>.

⁸ 34 C.F.R. § 104.33(a). Section 504 FAPE may include services a student requires in order to ensure that he or she has an equal opportunity to participate in extracurricular and other nonacademic activities. One way to meet the Section 504 FAPE obligation is to implement an individualized education program (IEP) developed in accordance with the IDEA. 34 C.F.R. § 104.33(b)(2). Because the IDEA is not enforced by OCR, this document is not intended as an explanation of IDEA requirements or implementing regulations, which include the requirement that a student's IEP address the special education, related services, supplementary aids and services, program modifications, and supports for school personnel to be provided to enable the student to, among other things, participate in extracurricular and other nonacademic activities. 34 C.F.R. § 300.320(a)(4)(ii). In general, OCR would view a school district's failure to address participation or requests for participation in extracurricular athletics for a qualified student with a disability with an IEP in a manner consistent with IDEA requirements as a failure to ensure Section 504 FAPE and an equal opportunity for participation.

A school district must also adopt grievance procedures that incorporate appropriate due process standards and that provide for prompt and equitable resolution of complaints alleging violations of the Section 504 regulations.⁹

A school district's legal obligation to comply with Section 504 and the Department's regulations supersedes any rule of any association, organization, club, or league that would render a student ineligible to participate, or limit the eligibility of a student to participate, in any aid, benefit, or service on the basis of disability.¹⁰

Indeed, it would

violate a school district's obligations under Section 504 to provide significant assistance to any association, organization, club, league, or other third party that discriminates on the basis of disability in providing any aid, benefit, or service to the school district's students.¹¹

To avoid violating their Section 504 obligations in the context of extracurricular athletics, school districts should work with their athletic associations to ensure that students with disabilities are not denied an equal opportunity to participate in interscholastic athletics.¹²

II. Do Not Act On Generalizations and Stereotypes

A school district may not operate its program or activity on the basis of generalizations, assumptions, prejudices, or stereotypes about disability generally, or specific disabilities in particular. A school district also may not rely on generalizations about what students with a type of disability are capable of—one student with a certain type of disability may not be able to play a certain type of sport, but another student with the same disability may be able to play that sport.

Example 1: A student has a learning disability and is a person with a disability as defined by Section 504. While in middle school, this student enjoyed participating in her school's lacrosse club. As she enters the ninth grade in high school, she tries out and is selected as a member of the high school's lacrosse team. The coach is aware of this student's learning disability and believes that all students with the student's particular learning disability would be unable to play successfully under the time constraints and pressures of an actual game. Based on this assumption, the coach decides never to play this student during games. In his opinion, participating fully in all the team practice sessions is good enough.

Analysis: OCR would find that the coach's decision violates Section 504. The coach denied this student an equal opportunity to participate on the team by relying solely on characteristics he believed to be associated with her disability. A school district, including its athletic staff, must not operate on generalizations or assumptions about disability or how a particular disability limits any particular student. Rather, the coach should have permitted this student an equal opportunity to participate in this athletic activity, which includes the opportunity to participate in the games as well as the practices. The student, of course, does not have a right to participate in the games; but the coach's decision on whether the student gets to participate in games must be based on the same criteria the coach uses for all other players (such as performance reflected during practice sessions).

III. Ensure Equal Opportunity for Participation

A school district that offers extracurricular athletics must do so in such manner as is necessary to afford qualified students with disabilities an equal opportunity for participation.¹³ This means making reasonable modifications and providing those aids and services that are necessary to ensure an equal opportunity to participate, unless the school district can show that doing so would be a fundamental alteration to its program.¹⁴ Of course, a school district may adopt bona fide safety standards needed to implement its extracurricular athletic program or activity. A school district, however, must consider whether safe participation by any particular student with a disability can be assured through reasonable modifications or the provision of aids and services.¹⁵

¹³ 34 C.F.R. § 104.37(a), (c).

¹⁴ See *Alexander v. Choate*, 469 U.S. 287, 300-01 (1985) (Section 504 may require reasonable modifications to a program or benefit to assure meaningful access to qualified persons with disabilities); *Southeastern Cmty. Coll. v. Davis*, 442 U.S. 397 (1979) (Section 504 does not prohibit a college from excluding a person with a serious hearing impairment as not qualified where accommodating the impairment would require a fundamental alteration in the college's program).

¹⁵ 34 C.F.R. § 104.4(b)(1).

Schools may require a level of skill or ability for participation in a competitive program or activity; equal opportunity does not mean, for example, that every student with a disability is guaranteed a spot on an athletic team for which other students must tryout. A school district must, however, afford qualified students with disabilities an equal opportunity for participation in extracurricular athletics in an integrated manner to the maximum extent appropriate to the needs of the student.¹⁶ This means that a school district must make reasonable modifications to its policies, practices, or procedures whenever such modifications are necessary to ensure equal opportunity, unless the school district can demonstrate that the requested modification would constitute a fundamental alteration of the nature of the extracurricular athletic activity.

In considering whether a reasonable modification is legally required, the school district must first engage in an individualized inquiry to determine whether the modification is necessary. If the modification is necessary, the school district must allow it unless doing so would result in a fundamental alteration of the nature of the extracurricular athletic activity. A modification might constitute a fundamental alteration if it alters such an essential aspect of the activity or game that it would be unacceptable even if it affected all competitors equally (such as adding an extra base in baseball). Alternatively, a change that has only a peripheral impact on the activity or game itself might nevertheless give a particular player with a disability an unfair advantage over others and, for that reason, fundamentally alter the character of the competition. Even if a specific modification would constitute a fundamental alteration, the school district would still be required to determine if other modifications might be available that would permit the student's participation.

To comply with its obligations under Section 504, a school district must also provide a qualified student with a disability with needed aids and services, if the failure to do so would deny that student an equal opportunity for participation in extracurricular activities in an integrated manner to the maximum extent appropriate to the needs of the student.¹⁷

Example 2: A high school student has a disability as defined by Section 504 due to a hearing impairment. The student is interested in running

track for the school team. He is especially interested in the sprinting events such as the 100 and 200 meter dashes. At the tryouts for the track team, the start of each race was signaled by the coach's assistant using a visual cue, and the student's speed was fast enough to qualify him for the team in those events. After the student makes the team, the coach also signals the start of races during practice with the same visual cue. Before the first scheduled meet, the student asks the district that a visual cue be used at the meet simultaneously when the starter pistol sounds to alert him to the start of the race. Two neighboring districts use a visual cue as an alternative start in their track and field meets. Those districts report that their runners easily adjusted to the visual cue and did not complain about being distracted by the use of the visual cue.

After conducting an individualized inquiry and determining that the modification is necessary for the student to compete at meets, the district nevertheless refuses the student's request because the district is concerned that the use of a visual cue may distract other runners and trigger complaints once the track season begins. The coach tells the student that although he may practice with the team, he will not be allowed to participate in meets.

¹⁷ 34 C.F.R. § 104.37(a), (c); 34 C.F.R. § 104.34(b); 34 C.F.R. § 104.4(b)(1)(ii). Although a school district may also raise the defense that a needed modification or aid or service would constitute an undue burden to its program, based on OCR's experience, such a defense would rarely, if ever, prevail in the context of extracurricular athletics; for this reason, to the extent the examples in this letter touch on applicable defenses, the discussion focuses on the fundamental alteration defense. To be clear, however, neither the fundamental alteration nor undue burden defense is available in the context of a school district's obligation to provide a FAPE under the IDEA or Section 504. *See* 20 U.S.C. § 1414(d)(1); 34 C.F.R. § 104.33. Moreover, whenever the IDEA would impose a duty to provide aids and services needed for participation in extracurricular athletics (as discussed in footnote 8 above), OCR would likewise rarely, if ever, find that providing the same needed aids and services for extracurricular athletics constitutes a fundamental alteration under Section 504 for students not eligible under the IDEA.

Analysis: OCR would find that the school district's decision violates Section 504.

While a school district is entitled to set its requirements as to skill, ability, and other benchmarks, it must provide a reasonable modification if necessary, unless doing so would fundamentally alter the nature of the activity. Here, the student met the benchmark requirements as to speed and skill in the 100 and 200 meter dashes to make the team. Once the school district determined that the requested modification was necessary, the school district was then obligated to provide the visual cue unless it determined that providing it would constitute a fundamental alteration of the activity.

In this example, OCR would find that the evidence demonstrated that the use of a visual cue does not alter an essential aspect of the activity or give this student an unfair advantage over others. The school district should have permitted the use of a visual cue and allowed the student to compete.

Example 3: A high school student was born with only one hand and is a student with a disability as defined by Section 504. This student would like to participate on the school's swim team. The requirements for joining the swim team include having a certain level of swimming ability and being able to compete at meets. The student has the required swimming ability and wishes to compete. She asks the school district to waive the "two-hand touch" finish it requires of all swimmers in swim meets, and to permit her to finish with a "one-hand touch." The school district refuses the request because it determines that permitting the student to finish with a "one-hand touch" would give the student an unfair advantage over the other swimmers.

Analysis: A school district must conduct an individualized assessment to determine whether the requested modification is necessary for the student's participation, and must determine whether permitting it would fundamentally alter the nature of the activity. Here, modification of the two-hand touch is necessary for the student to participate. In determining whether making the necessary modification – eliminating the

two-hand touch rule – would fundamentally alter the nature of the swim competition, the school district must evaluate whether the requested modification alters an essential aspect of the activity or would give this student an unfair advantage over other swimmers.

APPENDIX B

Q and A: Disability in Sport Dear Colleague Letter



Q and A: Disability in Sport Dear Colleague Letter

Executive Summary

On January 24, 2013 the Office for Civil Rights issued a Dear Colleague Letter clarifying schools' obligations under the Rehabilitation Act of 1973 to provide extracurricular athletic opportunities for students with disabilities. This Dear Colleague Letter provides a clear roadmap for interpreting the guidance so that schools can better integrate students with disabilities into mainstream athletic programs---and create adapted programs for students with disabilities.

I. Benefits of Participation

1. Why should schools offer athletic programs to students with disabilities?

The benefits of athletic and physical education programs are equally important for students with disabilities as they are for all students. Physical activity is key in addressing the obesity epidemic that is especially problematic for individuals with disabilities, as 50% of people with disabilities do not engage in any physical activity. Participating in physical activity helps reduce obesity and prevent health problems, such as heart disease, breast cancer and debilitating stress-related illnesses like depression. Individuals with disabilities who participate in sports have higher self-esteem, better body images and higher rates of academic success; and are more likely to graduate from high school and matriculate in college; and experience greater career success and more options.

II. The Guidance

2. Does this guidance apply to high schools and colleges?

Yes. Section 504 applies to all educational institutions that receive federal financial assistance. That includes all levels of education—from elementary schools to high schools to colleges and universities. While the examples written in the recent Dear Colleague Letter are focused on the secondary schools, the key principles also hold true for the intercollegiate level as well.

3. Does this guidance also include private schools?

Potentially. The Rehab Act applies to all educational institutions, both **public** and **private**, that receive federal funds. Private high schools and colleges must comply with the Rehab Act (and accordingly this Dear Colleague Letter) when they receive some form of federal funding.

4. Does this Dear Colleague Letter create a new policy or law for schools?

No. The Dear Colleague Letter does not create any new policies, but merely serves to give further clarification to the existing regulations and policies set forth under Section 504. For years, regulations have existed that require schools provide “equal opportunity for participation” for students with disabilities in interscholastic, club and intramural athletics. (34 C.F.R. § 104.34 (a)) The guidance simply provides schools with examples and further explanations of what an equal opportunity for students with disabilities looks like.

5. Does this guidance apply to individuals with both physical and intellectual disabilities?

Yes. This guidance defines an individual with a disability as a person with a physical or mental impairment that substantially limits a major life activity. This includes students with cognitive as well as physical impairments.

III. Legal Obligations

6. Do schools have an obligation to provide equal extracurricular athletic opportunities for students with disabilities?

Yes. Schools are required to provide students with disabilities equal opportunities to participate in school’s extracurricular activities—including club, varsity and intramural sports programs.

7. What does it mean for schools to provide an equal opportunity for participation?

The legal definition of equal opportunity means that schools must conduct an individualized assessment of a student with disability to determine how to provide them with reasonable accommodations to include them to the fullest extent possible in athletic programs. A reasonable accommodation means that school systems must modify existing policies, practices or rules in order to include a student with a disability.

8. What qualifies as an individualized assessment of a student with disability?

An individualized assessment means that school systems must be able to evaluate a student with a disability based on the specific nature of their disability and the specific accommodations they need to participate in the athletic program. Essentially, it requires schools to be able to evaluate and adapt to students and programs on a case by case basis.

9. What determines whether an accommodation that the student with disability requests is reasonable?

A reasonable accommodation is one that does not fundamentally alter the nature of the services to provide the requested modification. A fundamental alteration of a sport competition rule occurs when a modification changes the essential competition and nature of the sport or gives the person with a disability a competitive advantage over non-disabled competitors.

Examples of reasonable accommodations include modifying the general rule that disqualifies swimmers who fail to use a two-handed touch when they approach the pool wall to finish a race in breast stroke in order to permit a one-handed student to qualify with a one-handed touch or modifying the rule in wrestling to require constant contact between the opponents so that a blind athlete can compete. For example, consider Jim Abbott, who played professional baseball and had a 3.92 earned run average in his rookie year. Abbott was born with one hand, and Major League Baseball made an accommodation to its general rule that all ball players had to wear specific, league-approved gloves.

10. Must students with disabilities be allowed to participate in any athletic program offered by a school?

No. Students with disabilities, like any other student, must be qualified to participate in the athletic program or activity. School districts can require a level of skill or ability for a student to participate in sports, so long as the selection criteria are not discriminatory.

For example, if a deaf student needs to have a sign language interpreter in order to participate on a basketball team, that accommodation should be provided so the student has a chance to play. However, if the deaf student gets this accommodation and is cut from the team because she doesn't demonstrate the same level of ability as hearing players who make the team, the school is not discriminating against the student with a disability. If a visually impaired student needs a modification of a rule, such as requiring constant contact during a wrestling match, and the student cannot effectively compete even with this accommodation, the school has not discriminated in cutting the student from the team. A student with a prosthetic device may or may not have the skills needed to be goalie on his high school team, but she must have the opportunity to try out for the position.

11. Can schools refer students with disabilities to community-based adapted sports programs as a way to meet their obligations under the law?

No. Community-based adapted sports programs do not fulfill a school's obligation to provide individuals with disabilities with equal opportunities to

participate in school athletic programs. Individuals with disabilities have the right to participate in both school-based and community-based athletics and recreation programs. Federal disability rights laws recognize these as distinct settings and require equal access to both. However, schools can work with community based partners to assist them in the implementation of school-based programming.

IV. Devising Programs

12. Should schools create adapted teams or programs for individuals with disabilities?

Yes. Schools should create adapted programs for students with disabilities who cannot participate in the existing athletics programs even with reasonable accommodations.

Examples of adapted athletic programs include wheelchair basketball, wheelchair team handball, wheelchair football, wheelchair tennis, power soccer and beep baseball. However, even if an adapted sports team is developed for students with disabilities, an individual student with a disability must be allowed to participate in mainstream programs for students without disabilities. For example, if a school system offered a golf program as part of its mainstream athletic program and also offered an adapted golf program, an individual student with a disability must be permitted the opportunity to participate in the mainstream program and must be offered reasonable accommodations.

13. How do school systems know how to provide adapted or mainstream physical activity programs for students with disabilities?

School systems have the flexibility to devise programs to accommodate their students with disabilities that consider the specific needs, accommodations and abilities of the students in their communities.

Before creating such programs, school systems should review the numbers, ages and types of students with disabilities they serve, conduct outreach to these students and their families, and develop opportunities for participation. Numerous organizations and trained educators exist who can help schools design programs to accommodate students with disabilities.

For example, the American Association of Adapted Sports Programs has been leading the way in the development of inclusive programs for students with disabilities in the secondary school level for years and will be leading a national effort to devise expanded programs in response to the new OCR guidance. www.adaptedsports.org.

14. How can schools create adapted teams when the numbers of students with disabilities at an individual school are insufficient to field a team?

Schools must be flexible as they develop programs that consider the interests of students with disabilities. When the number of students with disabilities at an individual school is insufficient to field a team, school systems may:

- (1) develop district-wide teams as opposed to a school-based team in order to provide competitive experiences,
- (2) allow all players to compete in a wheelchair to help level the playing field which allows for more students with disabilities to engage in athletic programming,
- (3) mix male and female students on teams together,
- (4) combine elementary through high school age students on one team, where factors determining divisional placement are based on the functional ability of the players and not their age or grade level.
- (5) offer “allied sports” teams on which students with disabilities participate with students without disabilities, when there are not enough students with disabilities to field a team.

All of these options have been used by numerous school systems such as in Georgia, Maryland, and Minnesota.

15. How do schools deal with the issue of mixed sex teams?

If there are enough students to allow for it, distinct sex teams should be provided; however, the formation of adapted athletic teams must rely on the pool of available students. Rules governing adapted athletic programs allow for mixed-sex participation to ensure enough students.

16. With already limited funds and resources available for athletic programming, how can schools afford to expand opportunities for students with disabilities?

Schools have the flexibility to design programs and make accommodations to include students with disabilities in manners that take into account their existing facilities and resources.

For example, if a school sponsors a wheelchair division within its track and field program, it can reduce costs because the wheelchair team would use the same track as the mainstream program. Additionally, mainstreaming students with disabilities into preexisting programs also helps keep programming affordable. For example, track and field, tennis and swimming teams would provide new opportunities with minimal budget impact. Coordinating sport/team offerings district-wide and/or statewide will create efficiencies in team travel, equipment acquisition, coaching expertise, uniforms, facilities, etc. Additionally, equipment, such

as sports wheelchairs can be used for multiple sports. Students who use a wheelchair for daily mobility may use their wheelchair to participate.

17. Can schools deny individuals with disabilities the right to use competition and training facilities due to concerns about equipment (wheelchair, prostheses) damaging playing surfaces?

No. Schools cannot deny access to competition and training facilities to students who use wheelchairs or prostheses based on misconceived notions of damaging playing surfaces.

Universities with athletics programs for students with disabilities report no unusual damage or wear to competition and training surfaces by wheelchairs or prostheses. In fact, the most common wear on track surfaces is caused by runners using lane one more than any other lane. Sprinting spikes are also known to cause wear and tear on track surfaces.

V. Participation

18. What types of participation opportunities are available for students with disabilities?

To allow students with disabilities to participate in athletics to the greatest extent possible, schools can provide the following participation opportunities:

- Mainstream programs—school-based activities that are developed and offered to all students. For example, providing visual cues for a deaf runner that is unable to hear the starting gun.
- Adapted athletic programs—programs that are specifically developed for students with disabilities. For example, wheelchair basketball teams.
- Allied or unified sports—programs that are specifically designed to combine groups of students with and without disabilities together in physical activity

19. Given the myriad disabilities and interests of people with disabilities, is it in fact fair to assume that students with disabilities are not as interested in sports participation as students without disabilities?

No. Students with disabilities are just as interested in sports participation as other students, and courts have repeatedly rejected the discriminatory reasoning that they are inherently less interested in playing sports.

One needs to look no further than to the dramatic increase in girls' and women's participation in sport since Title IX was passed in 1972 (by 456 percent at the college level and 904 percent in high schools) to understand that it was lack of opportunity—not lack of interest—that kept females out of high school and college athletics for so many years. As courts have noted, "interest and ability rarely develop in a vacuum; they evolve as a function of opportunity and experience."¹ The same reasoning applies for students with disabilities. The single factor depressing sports participation for students with disabilities is the failure of schools to add more adapted or mainstream opportunities for students with disabilities—not the lack of interest of those students to participate.

¹ 101 F.3d 155, 178 (1st Cir. 1996) (holding that Brown University violated Title IX's effective accommodation requirement by eliminating women's varsity gymnastics and volleyball.)

20. Would creating opportunities for students with disabilities to participate in athletics take away opportunities for students without disabilities?

No. Athletics is not a zero-sum environment in which the participation of students with disabilities comes at the expense of a loss of participation for students without disabilities. Opening teams to students with disabilities should not be viewed as a loss of participation for the mainstream teams, but a broadening of opportunities for students to compete that will only serve to expand the participation and growth of students in sports.

Furthermore, allowing a student with a disability to try out for the mainstream team breeds competition. Her/his participation should be viewed no differently than if another student joined the program and competed against the rest of the squad for a slot on the team. In the arena of sports, the most talented athlete gets to play; students with disabilities have just as much of a right to demonstrate their ability to fill that spot as students without disabilities.

21. Can schools automatically deny individuals with disabilities the right to participate in mainstream programs based on safety concerns?

No. School systems cannot assume that sports and physical activity participation with and against students with disabilities by students without disabilities is unsafe or make generalizations that students with disabilities cannot safely participate in physical education or athletics.

For example, in competition, recreation or teaching situations involving students without disabilities, a student in a wheelchair can generally participate in racing on the school track during gym class, intramural or interscholastic sports; a student who has only one leg can participate in wrestling; a student who is deaf or hard of hearing can participate in

basketball; a student with diabetes may wear an insulin pump during football games.

If students with disabilities are excluded from participation in an athletic activity, it must be based on an individualized assessment that inclusion of the student presents an objective risk of harm. If, for example, a student using a wheelchair is not able to remain in her or his lane during a track event, the student could be excluded from track meets based on the demonstrated safety risk she or he creates for others in the race. However, when the student can demonstrate that she or he is able to control the wheelchair enough to negate the risk of harm, the student should be allowed to participate in the program.

22. Do the standard rules governing athletic participant eligibility (i.e., GPA, age) apply to students with disabilities?

Yes. However, where a student does not meet athletic eligibility standards due to their disability, an individualized assessment must be conducted to determine whether a reasonable accommodation (i.e. a waiver of the rule) can be made in order to include them in the program.

For example, rules governing adapted programs allow for participation of students in general and special education. Students receiving special education must be on track with their IEP goals.

VI. Grievances

23. Do schools have obligations to resolve grievances regarding inclusion in school based athletic programs?

Yes. A school district must adopt grievance procedures that provide for prompt and fair resolution of complaints regarding violations of Section 504. Appropriate due process standards must be integrated into these processes.

24. Do parents or students have other remedies available to them if they are unsatisfied with the school's resolution of their grievance?

Yes. Individuals have the right under Section 504 to file a complaint with the regional Office for Civil Rights (800-421-3481) or they may file a lawsuit with their own attorney or contact the American Association of Adapted Sports Programs (www.AAASP.org) for further assistance.

VII. Misc. Questions

Note: These answers are derived from experts in disability sports policy, as they were not addressed in the guidance specifically.

A. In individual sports, should events for individuals with disabilities be awarded points in the same manner as events for individuals without disabilities?

Yes. Events for individuals with disabilities should be awarded points in the similar manner as events for individuals without disabilities.

For example, wheelchair track and field competitors who are on their high school track and field team, compete within the wheelchair division in the girls and boys meets and at the state level. Team points are awarded within that division. A school who wins the wheelchair division is also awarded a state championship title.

B. Do prostheses provide an unfair advantage in competition?

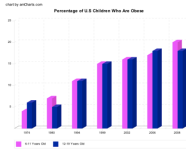
No. Having a missing limb and replacing that body part with a prosthetic does not give the athlete with a disability an advantage.

Contrary to popular thought, prostheses do not contain technological mechanisms that make the replacement part better than a real limb. For example, an athlete running with a prosthetic limb cannot correct for a foot hitting the ground at the wrong angle like an athlete running with feet and ankles. The athlete using a prosthetic lacks feet and ankle muscles and cartilage to absorb shock, which travels through her or his amputated legs and into the knees, hips and backs. Athletes with legs don't have swollen stumps or stumps that hurt and bleed due to their prostheses. In addition, in unilateral amputee studies, results indicate that the human ankle is three times more powerful than a carbon foot, and a unilateral amputee needs to generate more than twice as much power at the hips than a person without an amputation. The amputee with a prosthetic has to expend dramatically more energy than a non- amputee to run the same distance. These prosthetics are passive devices that do not generate any powered movement; they only return a percentage of what the athlete puts into them. As technology advances, sport governing bodies need to work with the athletes to determine fair parameters for mixed competition, i.e., runners without prostheses competing alongside amputee runners.

APPENDIX C


Instructional Video Script:

Developing and Implementing a School-Sponsored Adapted Sport League for High School Students with Disabilities

Time	Dialogue	Video								
<p>Opening Scene 0:00-0:05 (Title page 5 seconds)</p> <p>0:05-0:15 (Video of ASL game) (10 seconds)</p> <p>Intro 0:15-1:30 (1.15 min)</p> <p>1:30-2:45 (1.15 min)</p>	<p>Title Page of Project:</p> <p>Developing and Implementing a School-Sponsored Adapted Sport Program for High School Students with Disabilities: by Maddie Iozzi</p> <p>Hello, my name is Maddie Iozzi, and I am a graduate student in adapted physical education at the University of Wisconsin-La Crosse. The benefits of youth sport, and specifically school-sponsored extracurricular sports, are critical for all high school students. Access to sport is important, as it provides a wide range of positive opportunities for all persons including: increased motor skills, improved physical fitness, opportunity for social interaction, enjoyment, independence, improved self-esteem, and confidence. These benefits are the same for students with disabilities. According to The Centers for Disease Control and Prevention physical activity and health report, these students are underserved, inactive, and in need of these extracurriculars. Unfortunately, students with disabilities are often not afforded equal opportunity sport programming compared to their nondisabled peers. Sport offers individuals physical, emotional, and social benefits, which most students with disabilities do not receive. Students with disabilities require accommodations for meaningful, rewarding sport experiences. School districts should consider developing and implementing sport opportunities to ensure that students with disabilities are offered the same benefits as their nondisabled peers.</p> <p>The President’s Council on Physical Fitness and Sports Research Digest indicates that physical activity is 4.5 times lower for students with disabilities compared to their nondisabled peers. The Centers for Disease Control and Prevention stated that one in two people with disabilities are inactive. Due to physical inactivity and limited involvement in sport programming, school-aged students with disabilities are not gaining the benefits of sport participation. As a result, they are also more prone to obesity compared to their nondisabled peers. This health risk leads to other obesity related conditions such as fatigue, de-conditioning, social isolation, and difficulty performing everyday tasks. The World Health Organization (WHO) has identified sport participation as important to the health and development of</p>	<p>Title page of project name with music playing in the background. Showing video clip of students playing in an ASL game</p> <p>Scene of me sitting in a professional environment talking to the camera</p> <p>List of benefits</p> <p>Picture of CDC</p> <p>Me talking on screen</p> <p>Video of students playing</p> <p>Picture of Research Digest</p> <p>Figure shown of percentage of U.S. children who are obese Pictures of students playing</p>  <table border="1"> <caption>Percentage of U.S. Children Who Are Obese</caption> <thead> <tr> <th>Age Group</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2-5</td> <td>10%</td> </tr> <tr> <td>6-11</td> <td>15%</td> </tr> <tr> <td>12-17</td> <td>20%</td> </tr> </tbody> </table>	Age Group	Percentage	2-5	10%	6-11	15%	12-17	20%
Age Group	Percentage									
2-5	10%									
6-11	15%									
12-17	20%									

<p>2:45-4:15 (1.5 min)</p>	<p>children, including maintenance of healthy weight. An effective strategy for reducing the risk of obesity for students with disabilities is participation in school based sport. The emergence of Adapted Sport occurred when the government recognized that sports programming was not equivalent between students with disabilities and students without disabilities.</p> <p><i>Special Education Law and Federal Guidance:</i> The importance of involvement in extracurriculars such as sport or athletics for students with disabilities is recognized in federal special education law where extracurriculars are included in the definition of special education. The Individuals with Disability Education Act of 2004 documents this content. This is further highlighted by the “Dear Colleague Letter.” The Office of Civil Rights, part of the U.S. Department of Education, “Dear Colleague Letter” in 2013 informed school districts that students with disabilities should have access to and participate in extracurricular sport. This is similar to the way Title IX enabled sport participation for women. It clarified the responsibilities of the school in providing equal extracurricular sport opportunities for students with disabilities. It offered clarity and guidance in four areas: legal requirements of the Rehabilitation Act; caution about using generalizations and stereotypes concerning students with disabilities; making sure that students with disabilities are offered equal opportunity for sport participation; and suggestions about offering separate or different opportunities. When students with disabilities could not safely and successfully participate on teams with their nondisabled peers.</p>	<p>Me talking on screen</p> <p>Music in background for title</p> <p>Show example of IDEA 2004 on screen</p> <p>Give examples of the “Dear Colleague Letter” on screen</p> <p>Slides with each of the 4 steps</p> <p>Picture of team</p>
<p>4:15-5:00 (45 sec)</p>	<p>There are many adapted sport models and programs that exist to implement disability sport. Some of these models are community-based and others are school based. In response to the “Dear Colleague Letter,” several school districts within many States, developed and implemented adapted sport models: Alaska, Georgia, Maryland, Wisconsin, and Mississippi. Each school district has its own unique set of circumstances such as demographics, location, community resources, community support, parental support, advocates for students with disabilities, and adapted physical education teachers.</p>	<p>Me talking on the screen</p>
<p>5:00-5:35 (35 min)</p>	<p>Adapted sport programs exist at the international, national, state, and local levels. Each unique program empowers students with disabilities and is designed to address their specific needs. The effectiveness of programs like the Special Olympics and Paralympics have caused a rippling effect on state and local</p>	<p>Clips and photos of SWD participating from different organizations</p>

<p>5:35-6:10 (35 sec)</p>	<p>adapted sport programming. Whether at the international, national, state or local level, each program and model is designed to meet the needs of students with disabilities.</p> <p>The following section provides a brief overview of adapted sport programs.</p> <p>For 50 years, Special Olympics has impacted the lives of individuals with intellectual disabilities in positive, profound ways, which helps individuals build self-confidence, life-long friendships, and self-esteem. Special Olympics offer programs for individuals to participate in sport and other activities at all levels.</p>	<p>Me talking on screen</p> <p>Clips from the Special Olympics</p>
<p>6:10-6:30 (20 sec)</p>	<p>The Paralympics is a global program that offers international multi-sport activities that include athletes with a wide range of disabilities. The Paralympics strive for equal treatment with nondisabled athletes. The Paralympics provide high level of competition to top tier athletes with physical disabilities, sensory, and intellectual impairments.</p>	<p>Clips from the Paralympics</p>
<p>6:30-7:20 (50 sec)</p>	<p>Another national sport organization for adapted sport programming is called the American Association of Adapted Sports Program (AAASP). This program collaborates with state interscholastic athletic associations and assists them to provide infrastructure and support for establishing extracurricular interscholastic adapted athletics. The role of the American Association of Adapted Sports Program is to ensure that students with physical disabilities are afforded the same benefits of athletic participation as their nondisabled peers. School districts considering adapted sports implementation should seek the services and resources of this organization.</p>	<p>Website to AAASP website</p>
<p>7:20-8:00 (40 sec)</p>	<p>There is also an organization that offers a regional and national outreach to engage, evolve, and empower individuals with disabilities to get involved in sport is called <i>Adaptive Sport USA</i>. This organization has education, coaching expertise, and competition that supports athletes through all stages of development. Adaptive sport USA creates a community outreach program, and increases opportunities for individuals with disabilities and are a gateway to regional, national and international multi-sport competitions.</p>	<p>Show website to Adaptive Sport USA website: https://adaptive.sportsusa.org/</p>
<p>8:00-8:15</p>	<p>Now that we have looked at adapted sport programs that exist at the international, national, state, and local levels, we are going to find out from current high school adapted sport players what they</p>	<p>Me on screen</p>

	think the best part of adapted sport league is to them.	
8:15- 9:45 (1.5 min)	Interview with ASL player Question- What is the most fun you have playing in the adapted sports league?	Interview with ASL player
9:45-10:10 (25 sec)	The following sections of this video provides a resource for special education teachers and administrators, adapted and general physical education teachers, parents, coaches, athletic administrators, and others to assist with designing and implementing a school-sponsored high school adapted sport program for students with disabilities. The adapted sport model presented includes students with all types of disabilities including physical, sensory, behavioral, intellectual, and others.	Me on the screen talking
10:10-10:50 (40 sec)	The program presented here is based on the Minnesota Adapted Athletics Association (MAAA) and has been adapted to meet the needs of the school districts in West Central Wisconsin. It highlights a program in which students participate in school-sponsored sports, earn letters just like their nondisabled peers, have qualified and paid coaches, wear uniforms, participate in athletic awards ceremonies, get recognized for all-conference awards, and includes all other aspects of a typical school-sponsored interscholastic athletic program.	Show the link of the MAAA ASL webpage Clips of students and pictures
10:50-12:20 (1.5 min)	The Mississippi Valley Conference Adapted Sports League (MVC) was developed several years ago to provide school-sponsored sport experiences to students with disabilities. The program is based on the Minnesota Adapted Athletics Association model. One high school initially started the program and was quickly followed by three other high schools from two other conference school districts. This western Wisconsin League was formed only three years ago, but coaches already see the growth in their players and how it's changed the culture of their schools. The Mississippi Valley Conference adapted sport league is an example of how adapted physical education and special education teachers designed and implemented a program to benefit their students with disabilities in a school district. The Mississippi Valley Conference adapted sport league is composed of three school districts: La Crosse, Holmen, and Onalaska, and additional districts are in the planning stages to join. There are three sports offered during the school year: soccer, floor hockey,	Me on the screen talking Mississippi Valley Conference picture http://www.go  mvcg

<p>12:20-13:00 (40 sec)</p>	<p>and baseball and all sports are played indoors. The Mississippi Valley Conference adapted sport league gives high school students with disabilities the chance to represent their school and to participate in extracurricular sports. The athletes feel connected to their school community and have pride while representing their schools.</p> <p>Practices range from 45-90 minutes and take place two times per week depending on the school district. During each sport season, there is usually one game per week and an end of season tournament for each sport season. Family, friends, classmates, administrators and community members benefit from this program as well as they all come out to support these students participating in their games and tournaments.</p> <p>Now we are going to hear from current adapted sport coaches on why they feel adapted sport programs are beneficial for students with disabilities.</p>	<p>Clips and photos of the three different sports being played</p> <p>Video clips of practice</p> <p>Me talking on screen</p>
<p>13:00-14:25 (1.25 min)</p>	<p>Interview with ASL coach: Question- Why or how is an adapted sport program beneficial for students with disabilities?</p>	<p>Interview with coaches</p>
<p>14:25-15:05 (30 sec)</p>	<p><u>Developing an Adapted Sport Program in a School District:</u></p> <p>Next we are going to take a closer look at the steps necessary to develop an adapted sport program in a school district with a focus on: administrative and parental support, budget considerations, referees, player eligibility, facilities, seasons, sport selection, schedules, staffing and medical aspects.</p> <p>Firstly, the teacher who is going to be coaching the team needs to design a written proposal to present to their athletic director in their school district and other appropriate school offices to approve the sports league.</p>	<p>Title on Screen</p> <p>Clips of students</p> <p>Have a list of the steps on the screen of what is going to be addressed next</p> <p>Photos of coaches with players</p>
<p>15:05-16:45 (40 sec)</p>	<p>Interview with coach: What do you consider some important first steps in developing an adapted sport program in a school district?</p>	<p>Interview with coaches</p>
<p>16:45-16:55 (10 sec)</p>	<p>Now we are going to hear the insights on why athletic directors feel adapted sport programs are important for students with disabilities.</p>	<p>Me on screen</p>

<p>16:55-18:00 (1.05 min)</p>	<p>Interview with athletic director: Question- Why is an adapted sport program important for a high school and for students with disabilities?</p>	<p>Interview with AD</p>
<p>18:00-18:40 (40 sec)</p>	<p>Parental support is also extremely critical for developing an adapted sport program and for its success. Parent involvement plays a major role in supporting their children with participation in sport. To determine parent interest, parents will need to complete a “needs assessment” to advocate for their children to participate in an adapted sport program. Parents can be involved by helping organize booster clubs and fundraisers for their school district. They can also assist with program development by making administrators aware that they want and value a sport program for their children.</p>	<p>Clip showing the parents cheering their child at an ASL game</p>
<p>18:40-20:45 (2.05 min)</p>	<p>Parent Interview on an adapted sport program: Question- Why should students with disabilities be involved in adapted sport?</p>	<p>Interview with parent of a SWD</p>
<p>20:45-22:00 (1.15 min)</p>	<p>The next step for developing an adapted sport league is developing a budget. The coach needs to develop a preliminary budget to present to administration based on transportation, equipment, uniforms, coaches, stipends, and other costs. An important step for the development of an adapted sport program in a school district is to establish a budget, which needs to be planned in advance. Starting a program doesn’t cost too much and is usually only a very small percent of a school’s athletic budget. But like anything else, fundraisers are going to be critical in developing an adapted sport program where parents and players can volunteer to raise money. Fundraisers, will help cover uniforms and equipment purchases and the school district will help cover the cost for transportation. Such fundraiser ideas can be done through bake sales, car washes, bingo, dance-A-thons, walk-A-thons, silent auction, 50-50 raffle tickets, beer bottle collection etc. Receiving grants is another funding option to help lower the costs for the program.</p>	<p>Me talking on the screen</p> <p>Photos of equipment</p> <p>Show example of a fundraiser (pictures and videos)</p>
<p>22:00-23:00 (1 min)</p>	<p>Communication with the athletic directors is important before starting the program. Much planning is involved and should be mapped out a year in advance to get everything organized and</p>	<p>Me talking on screen</p>

	<p>prepared. Considerations such as schedules and practice times should be clearly planned and the referees and scoreboard operators are scheduled ahead of time. Facilities is something that also needs to be discussed when developing an adapted sport program, since finding gym space for practices and games need to be shared with other sport teams. The adapted sport coach needs to develop a written plan to inform their school districts athletic director of the times and dates when they need gym space for their team to have practices and games.</p> <p>A concern an athletic director or special education director may have is safety of the students. Like all sports, safety is something that administrators, coaches and parents take into consideration especially when dealing with students with disabilities.</p>	<p>Pictures of gymnasium Videos of practices and games</p> <p>Pictures of players</p>
<p>23:00-25:00 (2 min)</p>	<p>Interview with athletic director:</p> <p>Question- What types of student-athlete safety issues do you and your adapted sport coaches deal with when planning an adapted sport program?</p>	<p>Interview with athletic director</p>
<p>25:00-25:45 (45 sec)</p>	<p>When organizing an adapted sport program, head coaches mainly consists of adapted physical education teachers and special education teachers with the help of teaching assistants and high school volunteer's students to assist with coaching practices and officiating games. The coaching staff, paraprofessionals, and other volunteers will have to have the expertise and qualifications just like in any sport program and that APE teacher preparation programs get teachers for their roles to be able to assist with the team. By having multiple staff members and volunteers will guarantee each athlete gets a chance to participate and be involved in both practices and games and be able to assist the students who need a great deal of support.</p>	<p>Me on screen</p> <p>Pictures and clip of the coaching staff at a game helping out students</p>
<p>25:45-26:30 (45 sec)</p>	<p>Sport selection is also something that the coaching staff needs to take into consideration prior to developing an adapted sport program. All school districts are going to be different and will plan accordingly based on their students and their disabilities to choose sports that will benefit their students and allow them to participate in safe and successful play. Maximum participation will be obtained by accommodating all students by modifying the program to address their needs. All students deserve to be active participants, not side-line spectators.</p> <p>We are going to hear from adapted sport coaches on sport selection for organizing an adapted sport program in a school</p>	<p>Students participating in practice</p> <p>Me on screen</p>

<p>26:30- 27:10 (40 sec)</p>	<p>district.</p> <p>Interview with ASL coach:</p> <p>Question- What are your recommendations for sport selection when organizing an adapted sport program?</p>	<p>Interview with ASL coach</p>
<p>27:10- 27:30 (20 sec)</p>	<p>When it comes to student eligibility it will vary based of every school. Each school will look at the criteria for the student's disability and their age. Each individual student will have to fill out a medical release form before the start of competition to be able to participate in their schools adapted sport program.</p>	<p>Show clip of different students</p> <p>Example of medical release form</p>
<p>27:30- 29:10 (1.40 min)</p> <p>29:10- 29:30 (20 sec)</p> <p>29:30- 30:00 (30 sec)</p> <p>30:00- 30:30 (30 sec)</p>	<p>Interview with ASL coach:</p> <p>Question- How was eligibility criteria established for the conference?</p> <p>Before an adapted sports league can be developed, strong adapted programs need to be developed and implemented at the individual school level. Adapted coaches are responsible for seeking administrative support and offering safe and accommodating sports programs to students with disabilities. Successful school programs will lead to the development of successful leagues.</p> <p><u>Implementing an Adapted Sport Program for A School District:</u></p> <p>Individual districts or schools within a district may have different procedures, but conference rules need to be followed. For example, in the Mississippi Valley Conference, the Onalaska high school team has middle school students participate in their program because more students want to be involved in an adapted sport program.</p> <p>The coaches of all schools needs to come together to ensure all participating teams agree on the rules and expectations for the specific sport that is being played. Doing this decreases miscommunication among the coaches and players and the rules are modified for all students to be able to participate and learn the rules of the game. Prior to the start of the league, all parents and players need to sign a contract so they are aware of the expectations of the league.</p>	<p>Interview with ASL coach</p> <p>Photos of school logos</p> <p>Me talking on screen</p> <p>Title of slide</p> <p>Example of Onalaska team</p> <p>Video of teams and game play</p> <p>Example of contract</p>

<p>30:30- 32:00 (1.5 min)</p>	<p>Not only do the coaches need to finalize the rules and expectations of the league, they also need to figure out gym space.</p> <p>Indoor facilities need to be scheduled in advanced as space is always limited but schools and coaches need to be flexible to work with other facilities to determine where practices and games should be held.</p> <p>The goal for acquiring space would be a place that would be consistently available every week to reserve days for practice and game times. Spaces that would be useful would be an indoor gymnasium to maintain consistently. Coaches need to be flexible when booking gym space and to have open communication with other adapted physical education teachers, teaching assistants, administrators and parents. It is important for parents to always know where and when their child is going to be every week for practices and games and the time everything is held.</p> <p>Communication with all parents on a daily basis is critical to ensure that all parents are able to pick their child up after practices or games. There may be some days where a school has to practice at a different location and parents will have to be responsible for picking their child up.</p> <p>It is important for all coaches to determine the practice and game schedule in advance, so coaches are able to get the schedule out whether it be on a Facebook page to get parents, community members, school leaders, and businesses on board and to be supportive and to attend games.</p>	<p>Example of practice/ pictures/ indoor facilities</p> <p>Me talking on screen</p> <p>Example of students with parents</p> <p>Example of game schedule and Facebook pages that a school district has with ASL updates</p>
<p>32:00- 32:40 (40 sec)</p>	<p>Another aspect that also going into day-to-day work when implementing an adapted sport league is making sure all necessary medications for athletes are known and supplies are readily available at practices and games. Having each student fill out a medical release form at the start of the season should be required, so the coaching staff knows exactly what each player needs when it comes to medication. It is important for the coaching staff to be on top of this incase athletic trainers are not available for games or practices. Therefore, the medical release forms need to be filled out for the coaching staff to have the medical bag accessible with all necessary student medication.</p>	<p>Video of student/ pictures of medical bags</p> <p>Me on screen</p>
<p>32:40- 34:10 (1.5 min)</p>	<p>Interview with ASL coach: Question- What changes have you seen in players after participation in the adapted sport league?</p>	<p>Interview with ASL coach</p>
	<p>An adapted sport league has many benefits for students with disabilities where students are able to learn meaningful life skills</p>	<p>Player pictures</p>

<p>34:10-35:00 (50 sec)</p>	<p>such as: communication, healthy exercise practices, patience, dedication, work ethic, character building, multiple opportunities for healthy practices of overcoming losses/disappointments and proper ways to experience victory and successes. Students create memories and make connections with other players, families and coaches. Adapted sport leagues help students with disabilities remain active physically and socially, benefits the students in the future in leadership roles, an on-going education of players for sportsmanship, and teamwork.</p> <p>Summary:</p> <p>It is important to realize that every school district will be different when it comes to developing and implementing their adapted sport program but all districts have the same goal and follow the same rules.</p>	<p>Clip of students playing</p> <p>Me talking on the screen</p>
<p>35:00-35:45 (45 sec)</p>	<p>There is a need for developing and implementing more adapted sport programs for high school students with disabilities so they are able to stay active, healthy, and participate in extracurriculars with their peers.</p> <p>All students with disabilities are entitled to accommodations and opportunities for athletic programming comparable to their nondisabled peers.</p> <p>I hope the video has provided you with useful information and ideas for developing and implementing a school-sponsored adapted sport league for high school students with disabilities. Thank you for watching!</p>	<p>Students participating in sport</p> <p>Me talking on screen</p>
<p>35:45-36:30 (45 sec)</p>	<p>Acknowledgements: A special thanks to:</p> <p>Graduate project committee members:</p> <ul style="list-style-type: none"> - Dr. Garth Tymeson - Abigail Lee <p>School District of La Crosse, WI Adapted Physical Education Teachers, Adapted Sport League Coach: <u>Matthew Meyers</u> Phone: 815-979-5739 Email: mmeyers@lacrossesd.org</p>	<p>List of the individuals who helped me create this video thanking them</p>

Jessa Ellenbecker
Phone: 608-769-1063
Email: jellenbe@lacrossesd.org

Joey Fredrick
Email: jfredric@lacrossesd.org

School District of Onalaska, WI Adapted Physical Education Teachers, Adapted Sport League Coach:

Tyler Thomas
Email: thoty@onalaskaschools.com

School District of Holmen, WI Adapted Physical Education Teachers, Adapted Sport League Coach:

Nick Slusser
Phone: 608-526-3372
Email: slunic@holmen.k12.wi.us

Athletic directors:

Joe Beran
Central High School
La Crosse, WI
Phone: 608-789-3003
Email: jberan@lacrosseschools.org

Mark Englerth
Holmen High School
1001 McHugh Road
Holmen, WI 54636
Phone: 608-526-9208
Email: engmar@holmen.k12.wi.us

- Thank you to the parents and families who provided interviews for my project.