

TOWARDS AN INCLUSIVE SOCIETY THROUGH SPORTS

INCLUSIVE SPORT CONFERENCE 2021

DATE & TIME
16 TO 18 MARCH 2021
9AM - 5PM



Host



Ministry of Culture, Community and Youth



Co-host



Supporting Children and Youths with Disabilities in Sports and Physical Activities

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Growing up with a Brother with Cerebral Palsy



- _ Witnessed the struggles that he and his other friends with disabilities had to go through on a daily basis
- _ Challenges that had to be overcome
- _ Unique strengths, e.g. being a two-time Paralympian

Involvement and Advocacy in the Area of Special Needs



- _ Educational Psychologist
- _ Support children with special needs
- _ Advocate for meaningful integration and inclusion



SPECIAL EDUCATIONAL NEEDS

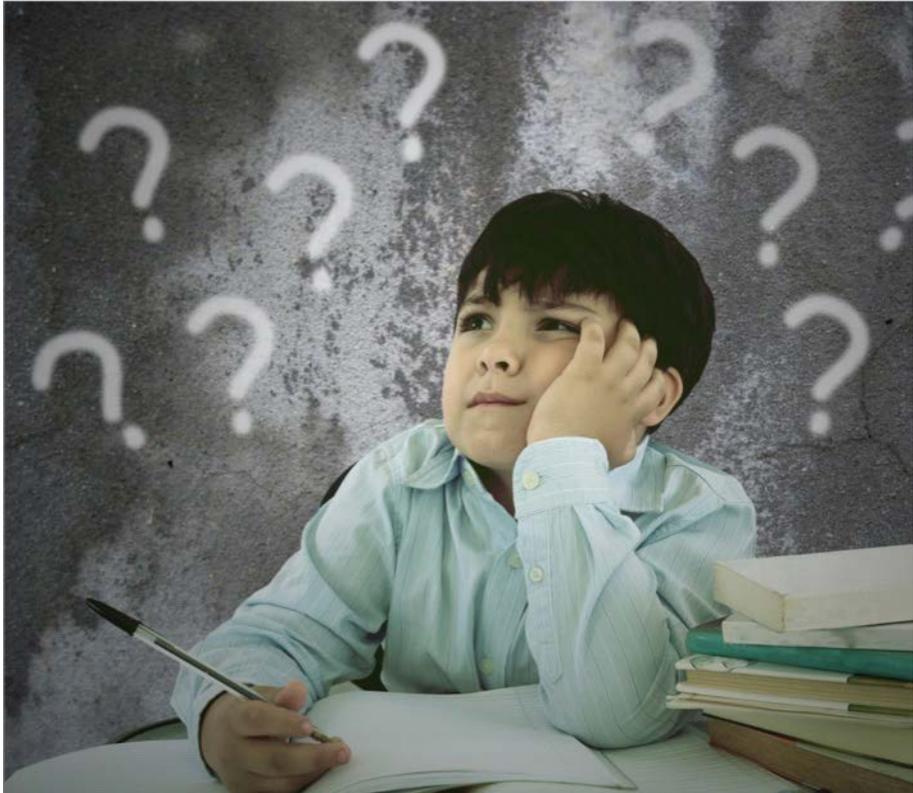
A child is considered to have SEN when all these 3 conditions are present:

- _ Diagnosed with a disability; and
- _ Shows greater difficulty in learning as compared to the majority of his peers of the same age (e.g. difficulties in his social, language, academic or physical abilities); and
- _ Requires different or additional resources beyond what is generally available for the majority of his peers of the same age.

Based on the Professional Practice Guidelines, MOE, 2018



Special Educational Needs



May have difficulties in:

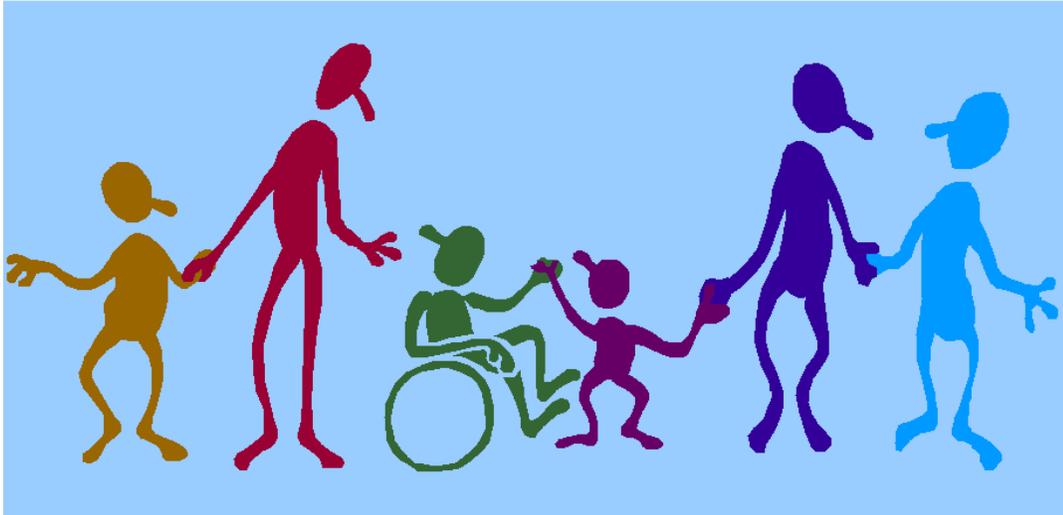
- _ Doing school work
- _ Reading and writing
- _ Communicating with others
- _ Making friends
- _ Behaving appropriately in the presence of others
- _ Learning in school due to limitations in sight, hearing or physical mobility

Integration of children with physical disabilities (PD)



- Children with PD who are not cognitively impaired are integrated into mainstream school system
- Able to access curriculum content, but some aspects of their PD may affect their learning and social development
 - Accommodations and modifications needed
 - Limited mobility can restrict their access to social and learning opportunities

Barriers and Challenges



- Not feeling prepared to teach in an inclusive setting (Block & Obrusnikova, 2007; Jerlinder, Danermark, & Gill, 2010).
- Large class size and limited adapted equipment (Lirgg, Gorman, Merrie, & Shewmake, 2017)
- Lower participation in physical activities removes children from active engagement with their schoolmates.
- Fewer activities with peers also results in lower social interaction and development of age appropriate social behaviours (Raghavendra, Virgo, et al., 2011).

Impact on Self-Esteem



- Self-esteem of young people with PD is not necessarily low (Llewellyn, 2001) and found to be higher than TD children (L. S. Yeo AND S.-L. Tan, 2018)
- Supportive home and school environment
- Sense of accomplishment and competency

Impact on Peer Relations



- _ More peer difficulties
- _ Tend to be ostracized, to lack friends, and to be bullied (Dorries & Haller, 2001; Llewellyn, 2001; Yude & Goodman, 1999)
- _ Children with PD ranging in age from 10 to 13 years struggled to develop friendships and felt lonely and excluded (Curtin and Clarke, 2005)

Impact on Social-Emotional Outcomes



- Limited social interactions; limited opportunities to display prosocial behaviours
- Less autonomy in organizing and introducing change to their daily lives
- BUT have a preference for social activities (Shields, Synnot, & Kearns, 2015)

Implications for Practice



- _ Structure opportunities for social interaction
- _ Actively teach pupils how to be supportive of peers who are different from themselves.
- _ Give opportunities to children with disabilities to assume lead roles in class-wide programmes or community projects where their strengths can be tapped
- _ Increase knowledge and skills about the management and support of children with disabilities

The hybrid educator



- _ Understanding
- _ Knowledgeable and Aware
- _ Child-focused
- _ Creates opportunities for success
- _ Willing to take risks
- _ Celebrates little successes

Adapted from Shultz, J.J. (2003). What Makes a Great Teacher for Students with LD: Introducing the Hybrid Teacher.

In a nutshell



- Poorer social outcomes experienced by children with PD despite being in regular school and demonstrating positive academic progress.
- Rather than expecting children with PD to fit into existing structures, school and society will need to work at removing barriers and increasing support systems that will allow them to participate more fully to develop their potential.
- Successful integration is not simply determined by within-child factors but by the environment – structure, support, positive culture and ethos

My Personal Reflections



Challenge



Celebration



Camaraderie



Children

Why do I continue to volunteer?



Through giving, I have received so much more!

“One of the great ironies of life is this: He or she who serves almost always benefits more than he or she who is served.”

- Gordon Hinckle



THANK YOU

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