I. Course Description and Purpose

Disability sport competitions and issues, history, organizations, and opportunities for individuals with specific disabling conditions.

II. Specific Course Information

This is a blended course and will take place both online using Sakai and face-to-face via experiential education with the URI KIN HPE Adapted PE Program.

III. Objectives and Student Competencies

A. You will be able to demonstrate your knowledge and identification of publications pertaining to physical activities for special populations by using them for your written assignments in the course.

B. You will be able to identify and summarize types of different disabilities and their influence on physical activity participation.

C. You will be able to identify and summarize various disability sports organizations and their impact on sporting involvement by individuals with disabilities.

D. You will be able to demonstrate knowledge of different recreational amenities, including those influenced by federal mandates, for individuals with disabilities through discussions and written assignments.
E. You will be able to demonstrate your knowledge of the history and development of disability sports through discussions and written assignments.

F. You will be able to demonstrate your understanding of disability sport within a societal context in your weekly reflections, discussions and written assignments.

G. You will be able to demonstrate your understanding of trends in disability sport in your written assignments and discussions.

H. You will be able to apply important concepts from lecture to the laboratory part of the class by working with a child with a disability; putting theory into practice.

I. You will be able to demonstrate teaching and communication strategies for working with children with disabilities.

IV. IDEA Objectives

Gaining factual knowledge (terminology, classifications, methods, trends)- Students will learn factual knowledge about adapted aquatics.

Learning fundamental principles, generalizations, or theories- Students will learn principles, generalizations and theories about adapted aquatics programming.

Learning to apply course material (to improve thinking, problem solving, and decisions)- Students will apply course material directly into the laboratory session by working with students with disabilities in an adapted aquatics setting.

Acquiring skills in working with others as a member of a team- Students will work with fellow colleagues in the class on presentations and during class events.

V. Texts/Technology


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Additional course documents and announcements will be available via Sakai.
It is your responsibility to log in to Sakai ROUTINELY and be up to date with all information posted pertaining to the class.

VI. Course Requirements

Class Participation: Students are expected to fully participate in all class activities and class discussions.

VII. Tentative Schedule

a. Participants are required to volunteer for the URI Xtreme Inclusion Program (surf therapy on Tuesdays, adapted dance on Wednesdays and adapted climbing on Thursdays) as a volunteer surf instructor for a child with a disability three times a week for one hour each time from May 21st - June 22nd.

b. Assignments are due to Dr. Clapham on assigned days throughout the semester. Please see the “Assignment” tab on our Sakai site for a list of assignments and due dates.

c. Topics to be covered:

1. Introduction to disability sports
2. History of disability sports
3. Disability Sports Organizations (DSOs)
4. Developing and IEP
5. General Strategies for Working with Children with Disabilities
6. Disability Sporting Events
7. Psychological and Sociological Impact of Society on Disability Sport
8. Trends in Disability Sport
9. The Future of Disability Sport
10. Disability Sports Skills and Activities

VIII. Assignments

a. Weekly Reflections: Students will be asked to write 2-3 paragraphs on their experience working with a child with a disability. Students will also be asked to create 2-3 IEP goals for their child and to report on how the child is progressing towards
the goals. Please see a description of the assignment and rubric under the “Assignment” tab on our Sakai site.

b. Disability Sports Handbook (20%)
1. Fact sheets with coaching suggestions and importance of physical activities on disabilities identified under IDEA
2. Information sheets, including links to beneficial websites, relating to each DSO, including information on how to become involved, local and regional events (see example)
3. There are 13 disability categories listed under IDEA. Your handbook should focus on the remaining DSO’s and give pertinent disability information for a disability, which qualifies under that DSO.
4. See handout for example of how to format information

b. IEP Report: (20%) IEP report with specific goals pertaining to the URI Xtreme Inclusion Program (surf therapy on Tuesdays, adapted dance on Wednesdays and adapted climbing on Thursdays) as a volunteer surf instructor for a child with a disability three times a week for one hour each time from May 21st - June 22nd.

c. Quizzes: (20%) There will be several quizzes on Sakai throughout the course.

d. Class participation: (20%) Class participation will be imperative throughout the course. Your class participation will take place in the “Discussion” on our Sakai site. Please respond to each prompt posted by your professor and comment on your classmates contributions at least 4-5 times each week. There will be approximately 2-3 discussions posted by your professor each week. **Class discussions will be graded weekly with a rubric.** This rubric can be found under the “Resources” tab on our Sakai site.

e. Attendance: (20%) Attendance is mandatory at the URI Xtreme Inclusion Program (surf therapy on Tuesdays, adapted dance on Wednesdays and adapted climbing on Thursdays) as a volunteer surf instructor for a child with a disability three times a week for one hour each time from May 21st - June 22nd. Please arrive 15 minutes early. If a
session is missed, you are expected to make up the hours by volunteering for the Special Olympics RI State Games June 1st -June 3rd ask Dr. C for details.

IX. Grading Scale

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<tr>
<th>Grade</th>
<th>Score Range</th>
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<tr>
<td>A</td>
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<tr>
<td>A-</td>
<td>90 – 93</td>
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<td>87 – 89</td>
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<td>C</td>
<td>73 – 76</td>
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<td>C+</td>
<td>77 – 79</td>
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<td>D</td>
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<td>F</td>
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X. Special Considerations

“Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990 require the University of Rhode Island to provide academic adjustments or accommodations for students with documented disabilities. Students seeking academic adjustments or accommodations must self-identify with the Coordinator of Services for Students with Disabilities on the appropriate campus. After meeting with the Coordinator, students are encouraged to meet with instructors to discuss their needs and, if applicable, any laboratory safety concerns related to their disabilities.”

It is the policy of the University to accord students, on an individual basis and with advanced written notice, the opportunity to observe their traditional religious holidays. Students desiring to observe a religious holiday of special importance must provide written notice to each instructor by the end of the second week of class.

XI. URI Honor System

Students are responsible for being familiar with, and adhering to, the University Honor system. Specifications for the University Honor System can be found in the University Resource Guide.

Students are expected to be aware of plagiarism guidelines and prevention measures. Any work turned in must be the student’s own work and writing.

XII. Course Outline by the Week:

Important Dates:
Pretesting: Monday, May 21-25
Volunteer Orientation: May 21st @ 1pm at Independence Square in the conference room
First week of the URI Xtreme Inclusion program: May 21-25th
First week of KIN 585- Disability Sports: May 21-25th
Post-testing: June 18-22nd during the URI Xtreme Inclusion program

Week 1: May 21-25

• Introductions
• Overview of class/ review syllabus
• URI Xtreme Inclusion program schedule review
• Online team building activity
• Review “Disability Sport Organization” and “History of Disability Sports” lectures and comment on discussion board
• Volunteer for surf program on Tuesday, May 22, 5-6pm, the dance program on Wednesday, May 23, 5-6 and adapted climbing Thursday, May 24, 5-6pm.
• Review task analysis for teaching surfing under “resources” on Sakai

Week 2: May 28- June 1

• Please read and comment on discussion board about volunteer experiences
• Review “Developing an IEP” and “General Strategies for Working with Children with Disabilities” lectures
• Comment on discussion board on lectures and classmates comments
• Complete the weekly reflection assignment on Sakai under “assignments”
• Weekly Reading: In DePauw & Gavron’s Disability Sport (2005), Chapters 1-3.
• Volunteer for surf program on Tuesday, May 28, 5-6pm, the dance program on Wednesday, May 29, 5-6 and adapted climbing Thursday, May 31, 5-6pm.

Week 3: June 4-8

• Review “Disability Sporting Events” and “Psychological and Sociological Impact of Society on Disability Sport” lectures and comment on discussion board on lectures and classmates comments
• Volunteer for surf program on Tuesday, June 5, 5-6pm, the dance program on Wednesday, June 6, 5-6 and adapted climbing Thursday, June 7, 5-6pm.
Weekly reflection assignment
Weekly Reading: In Davis’ Teaching Disability Sport (2011), Chapters 1-4.

Week 4: June 11-15

- Review lectures and comment on discussion board about lectures and classmates comments
- Volunteer for surf program on **Tuesday, June 12, 5-6pm**, the dance program on **Wednesday, June 13, 5-6** and adapted climbing **Thursday, June 14, 5-6pm**.
- Weekly reflection assignment
- Weekly reading: In DePauw & Gavron’s *Disability Sport* (2005), Chapters 4 and 5.
- Complete quiz 1 on Sakai (10% of grade)

Week 5: June 18-22

- Review “Disability Sports Trends” and “The Future of Disability Sports” lectures and comment on discussion board about lectures and comment on a classmate’s comment.
- Volunteer for surf program on **Tuesday, June 19, 5-6pm**, the dance program on **Wednesday, June 20, 5-6** and adapted climbing **Thursday, June 21, 5-6pm**.
- Review “Disability Sports, Skills and Activities” lecture and comment on discussion board about lecture and comment on a classmates comment
- Weekly reflection assignment
- Complete quiz 2 (10% of grade)

Week 5: Post-testing
**June 18th and June 22nd during the programs**

Have a great summer!!!!! 😊

XIII. Technology Proficiency:

The Department of Kinesiology expects its students and graduates to be proficient in the use of technology to retrieve and process information, and to communicate professionally using a variety of media. The specific tools and skills required varies with individual courses, but in general,
student should be proficient in web navigation and search engines, word processing, spreadsheet manipulation, and basic graphing tasks. The Department refers students deficient in these skills to the mini-courses offered by IITS as well as the many computer labs located across campus.