

EDC 588: DISABILITY SPORTS
(3 credits)
University of Rhode Island, School of Education

Summer Session 1, 2022

Professor:

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Office hours: by appointment

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 an online course and will take place using Brightspace and zoom via experiential education with the URI Xtreme Inclusion 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

Disability Sport Second Edition (2005) by Karen P. DePauw

&

Teaching Disability Sport: A Guide for Physical Educators Second Edition (2011) by Ronald Davis

Additional course documents and announcements will be available via Brightspace.

It is your responsibility to log into Brightspace 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 (this will take place at a mutually agreeable time for the student and child in the APE program) virtually for one hour each week.
- b. Assignments are due to Dr. Clapham on assigned days throughout the semester. Please see the “Assignment” tab on our Brightspace 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 Brightspace 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
- c. IEP Report: (20%) IEP report with specific goals pertaining to the URI Xtreme Inclusion Program.
 - d. Quizzes: (20%) There will be two quizzes on Brightspace throughout the course.
 - e. Class participation: (20%) Class participation will be imperative throughout the course. Your class participation will take place in the "Discussion" on our Brightspace 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 Brightspace site.
 - f. Attendance: (20%) Attendance is mandatory at the URI Xtreme Inclusion Program (meets at a mutually agreeable time between the student and program participant).

IX. Grading Scale

A = 94 - 100	C+ = 77 - 79	D- = 60 - 62
A- = 90 - 93	C = 73 - 76	F = <60
B+ = 87 - 89	C- = 70 - 72	
B = 83 - 86	D+ = 67 - 69	
B- = 80 - 82	D = 63 - 66	

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:

Volunteer Orientation May 23rd- 4:30pm-5:30pm on zoom: Please see the volunteer training PowerPoint under Brightspace resources. Dr. C will send a zoom link through Brightspace when the course begins.

First week of the URI Xtreme Inclusion program and KIN 585- Disability Sports: Wed. May 25th at the Narragansett Town Beach and rain date Thursday, May 26th from 4-5:30pm.

The program will meet every wed. from 4-6:00pm at the Narragansett Town Beach.

Last week of the URI Xtreme Inclusion program and KIN 585- Disability Sports: Wednesday, June 22nd with a rain date of June 23rd.

Week 1: May 23-29

- Introductions
- Overview of class/ review syllabus
- URI Xtreme Inclusion program schedule review: Mandatory Training Monday, 5/23 from 4:30-5:30pm on zoom. Program begins on Wed. 5/25 from 4-6:00pm at Narragansett Town Beach.
- Online team building activity
- Review "Disability Sport Organization" and "History of Disability Sports" lectures and comment on discussion board
- Review task analysis for teaching surfing under "resources" on Brightspace

Week 2: May 30-June 5

- 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 URI Xtreme Inclusion Program on Wednesday, June 1st from 4-6:00pm, rain date Thursday, June 2nd from 4-6:00pm at the Narragansett Town Beach.

Week 3: June 6-12

- 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 URI Xtreme Inclusion Program at Narragansett Town Beach from 4-5:30pm on Wed. 6/8, rain date Thursday, 6/9.
- Weekly reflection assignment
- Weekly Reading: In Davis’ *Teaching Disability Sport* (2011), Chapters 1-4.

Week 4: June 13-19

- Review lectures and comment on discussion board about lectures and classmates comments
- Volunteer for URI Xtreme Inclusion Program on Wednesday, 6/15 from 4-5:30pm, rain date, Thursday, 6/16th.
- Weekly reflection assignment
- Weekly reading: In DePauw & Gavron’s *Disability Sport*(2005), Chapters 4 and 5.
- Complete quiz 1 on Brightspace (10% of grade)

Week 5: June 20-26

- 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 URI Xtreme Inclusion Program on Wed. 6/22 from 4-5:30pm, rain date Thursday 6/23.

- Weekly reading: In DePauw & Gavron's *Disability Sport*(2005), Chapters 12 & 14, in Davis' *Teaching Disability Sport* (2011), Chapters 5-12.
- 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)

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.