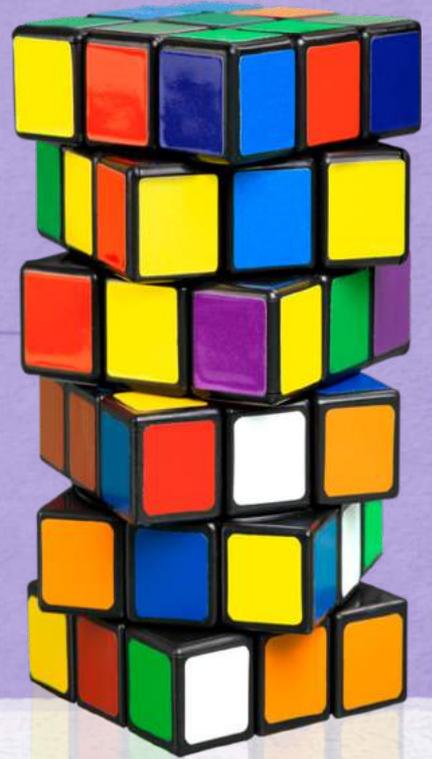


ANY GAME

FOR

ANY BRAIN



Have you heard of CIRA Ontario?

- Yes
- NO



ABOUT THE BOOK

HELP individuals play and interact with other individuals who may have cognitive differences.

Non-competitive, adaptable activities that can be used with individuals of any age (from youth to senior) who have varying levels of cognitive differences

ANY ^{for} GAME ANY BRAIN

An inclusive resource for those with cognitive differences from youth to seniors



by Mikaela Wilson and
Spencer Coombe



HOW THE BOOK CAME TO BE



GOALS



SMILE

ASK QUESTIONS

GROW YOUR
KNOWLEDGE

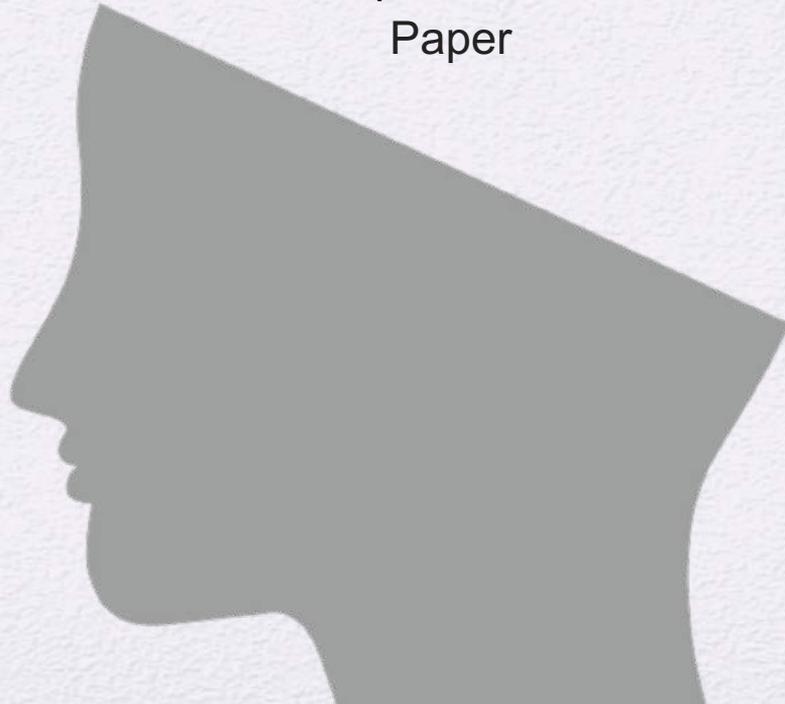
ENGAGE

CONNECT

LAUGH

THINGS YOU NEED..

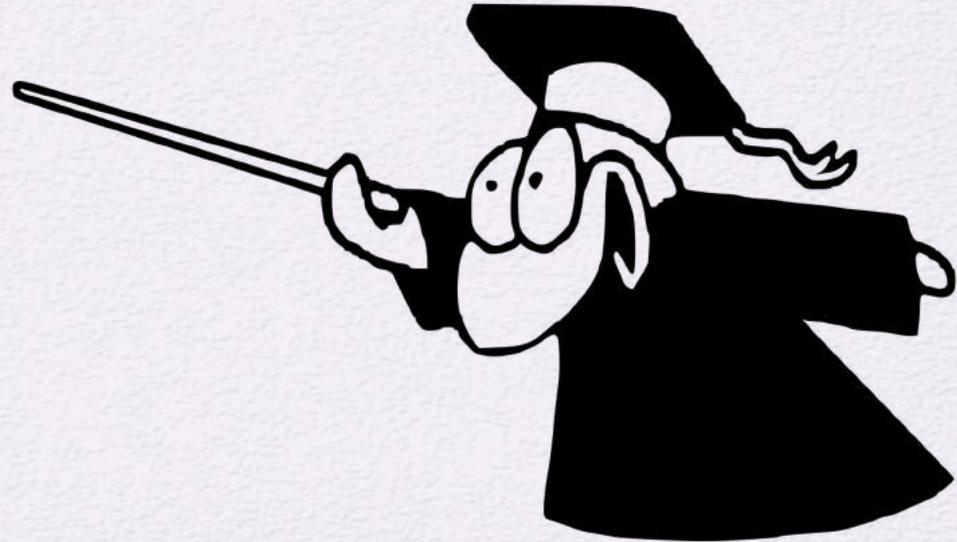
Open mind
Paper



POLL

What grade do you teach?

- Primary (k-3)
- Junior (4-6)
- Intermediate (7-8)
- Secondary (9-12)
- Post Secondary





What is Cognitive differences?

Examples Include and are not limited to:

Autism Spectrum Disorder (including Asperger's and Autism)

Down Syndrome

Brain injuries (Traumatic brain injury and acquired brain injury)

Dementia (Young onset dementia, Mild Cognitive Impairment, Vascular dementia, Mixed dementia, Frontotemporal dementia, Lewy body dementia)



What can I do?

Educate and apply strategies into your work role.

Concepts to be aware of

1. Simplified instructions (EF, Concentration, attention)
2. Sense of fair play
3. Social interaction
4. Sensory issues

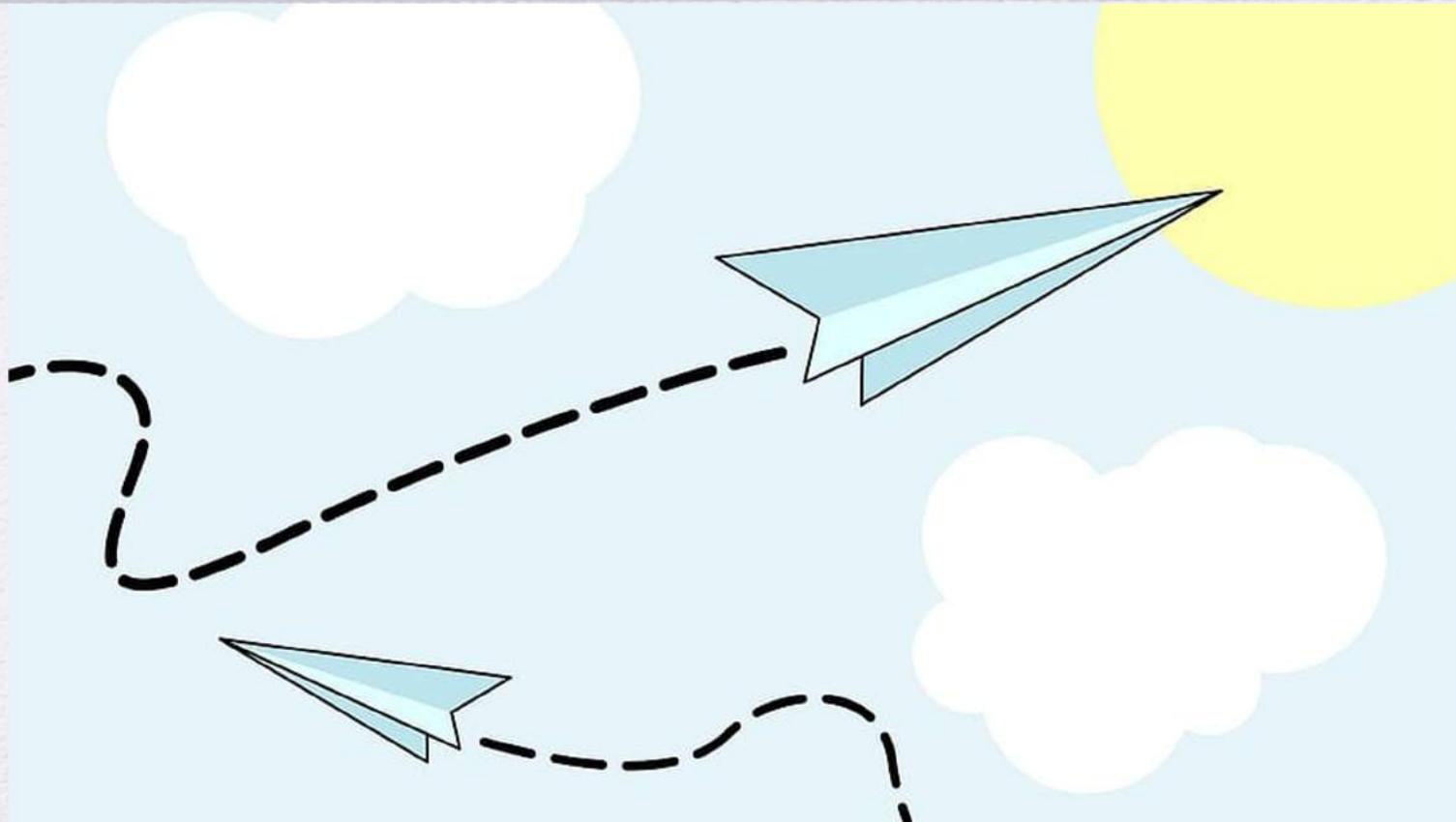


CONCEPT #1

Simplified Instructions

- ★ EF
- ★ Concentration
- ★ Attention

Time To Build A Plane



1. **STOP**



- Stop what I am doing.

2. **THINK**



- What do I need to do?
- Do I have a checklist that I can use?

3. **PLAN**



- Plan the steps needed to finish the task.
- Fill out the checklist that I can use.

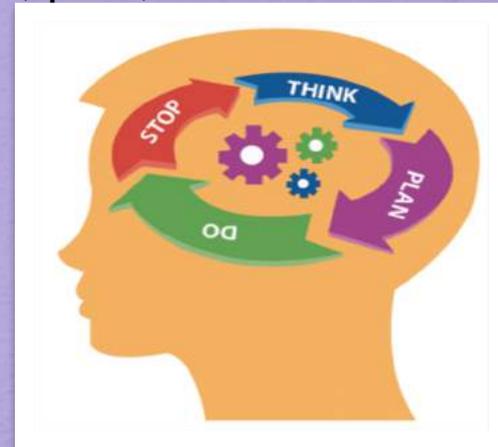
4. **DO**



- Sit down and start working!

Executive Functioning

- By age 30, planning and problem solving should be fully developed in a neurotypical person.
- Those with ADHD are generally about 30 to 40 percent behind their peers in transitioning from one executive function to the next.
- Executive functioning is an individual's ability to stop, think, plan, and do. Many individuals with cognitive differences have:
 - Trouble starting tasks
 - Difficulty prioritizing
 - Difficulty remembering what they just heard or read
 - A tendency to get emotional or fixated on things
 - Difficulty understanding when rules or routines change



KEEP IT SIMPLE

1. Simplified instructions
 - ★ Executive Functioning
 - ★ Concentration
 - ★ Attention
-

CONCEPT #2

Sense of Fair Play

Head, Shoulders, Knees and GO

Unfair play

- Winner and loser
- Point system
- Ability for one person to win multiple times
- Inconsistent rules
- Unequal teams

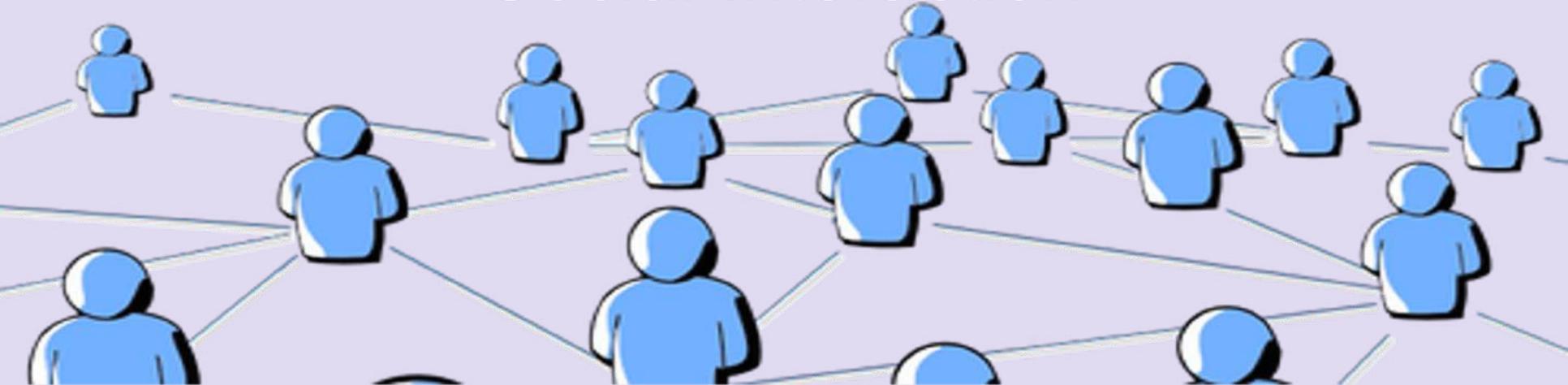


Fair play

- Rotating partners
- Create a task to complete by both people
- Equal rules
- Play for fun not points
- Use sensory stimulation (colour)

CONCEPT #3

Social Interaction



How do we make PE successful for ALL students?

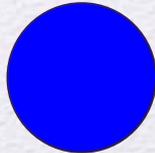
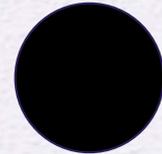
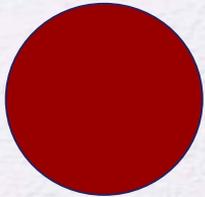
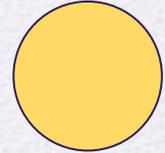
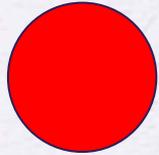
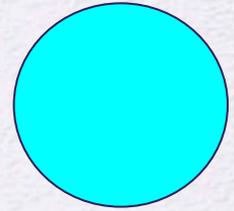
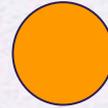
Athletes & Non Athletes
Physical differences & Cognitive differences
Individual & Team Sports

CLASSROOM SETUP

Competitive & *Funpetitive*

- Athletes enjoy it because they are playing with like minded participants with similar goals. They do not need to include those that struggle
- Non athletes enjoy because they are non playing with ball hogs, judgemental participants. Participants tend to be forgiving. They get more touches and learn the game.

SPOT IT



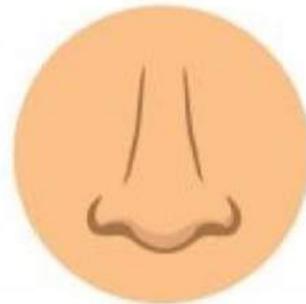
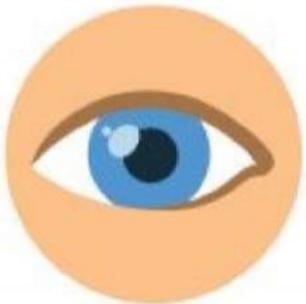
How does this address Social Interaction?

- ❑ Takes a traditional Team Game and individualizes it.
- ❑ Allows skill development without direct interaction required.
- ❑ Incorporates sensory learning with coloured spots.



CONCEPT #4

Sensory Issues

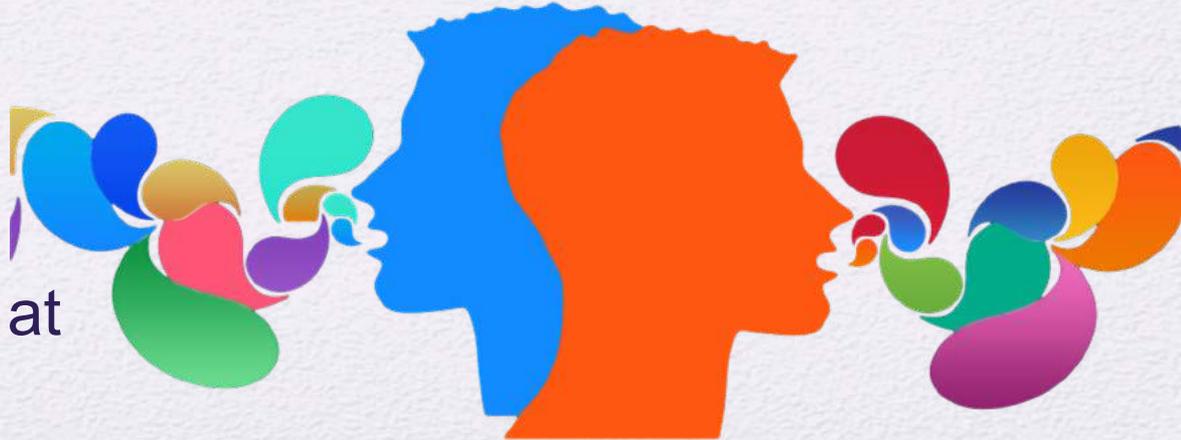


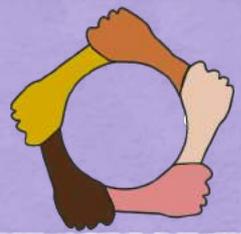
INFINITY SOCCER



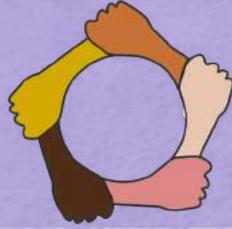
Communication Strategies

- ❖ Limit distractions
- ❖ Get the person's attention
- ❖ Make eye contact
- ❖ Speak slowly and clearly
- ❖ Use familiar words
- ❖ Pay attention
- ❖ Give one message at a time
- ❖ Repeat information
- ❖ Show and talk





INCLUSION vs INTEGRATION



An **integrated** physical education classroom is a setting where students with disabilities learn alongside peers without disabilities. ... **Inclusion** is the actual merging of special education and regular education with the belief that all children are different, will learn differently, and should have full access to the same curriculum.



- a. Integration models assume there is something wrong that must be fixed in order to fit into the present system.
- b. Successful models of inclusion believe that ALL children are different, and ALL children can learn.

Person-Centred Planning

- ❖ Recognizes everyone's uniqueness
- ❖ Individuals diagnosed are people first, not their diagnosis.
- ❖ We listen to individual and respect their wishes, concerns, values, choices, and perspectives.
- ❖ The goal is to put the person at the centre of decision-making



What does Person-Centred Planning include?

- ❖ Dignity & Respect
- ❖ Participation
- ❖ Collaboration

- ❖ Flexibility
- ❖ Understanding
- ❖ Patience
- ❖ Evaluation

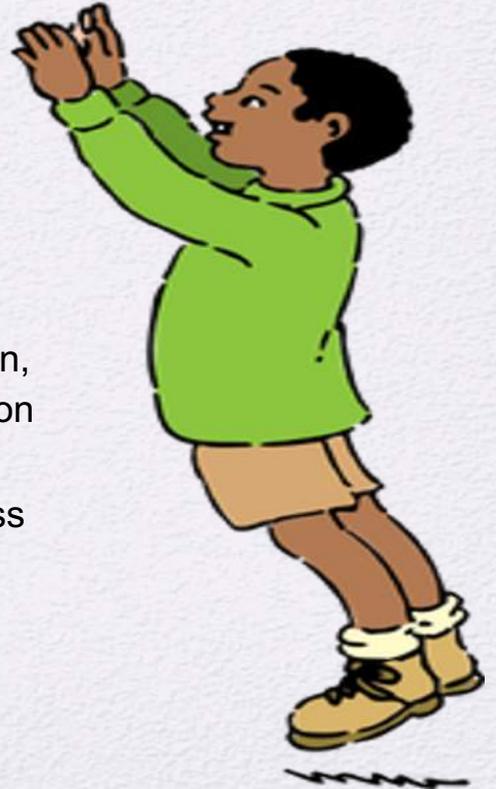


ASSESSMENT

Based on CURRICULUM EXPECTATIONS
"ONTARIO"

Active Living

- B1. Active Participation • Regular participation, variety, lifelong activity • Enjoyment, motivation
- B2. Physical Fitness • Fitness development through daily physical activity, personal fitness plans
- B3. Safety • Personal safety and safety of others during physical activity



Movement Competence

- C1. Movement Skills and Concepts • Movement skills – stability, , manipulation • Movement concepts – body effort, spatial awareness, relationships • Movement principles
- C2. Movement Strategies • Components of physical activities • Strategies and tactics in all physical activities

IEP/IPRC

Is the student on an Individual Plan?

Do they need to be if the program works?



OVERVIEW

What are the take aways?

1. Simplified instructions (EF, Concentration, attention)
2. Sense of fair play
3. Social interaction
4. Sensory issues
5. Communication Strategies
6. Inclusion vs Integration
7. Person Centered Care
8. Assessment

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by Mikaela Wilson and
Spencer Coombe



Thank you!

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QUESTIONS