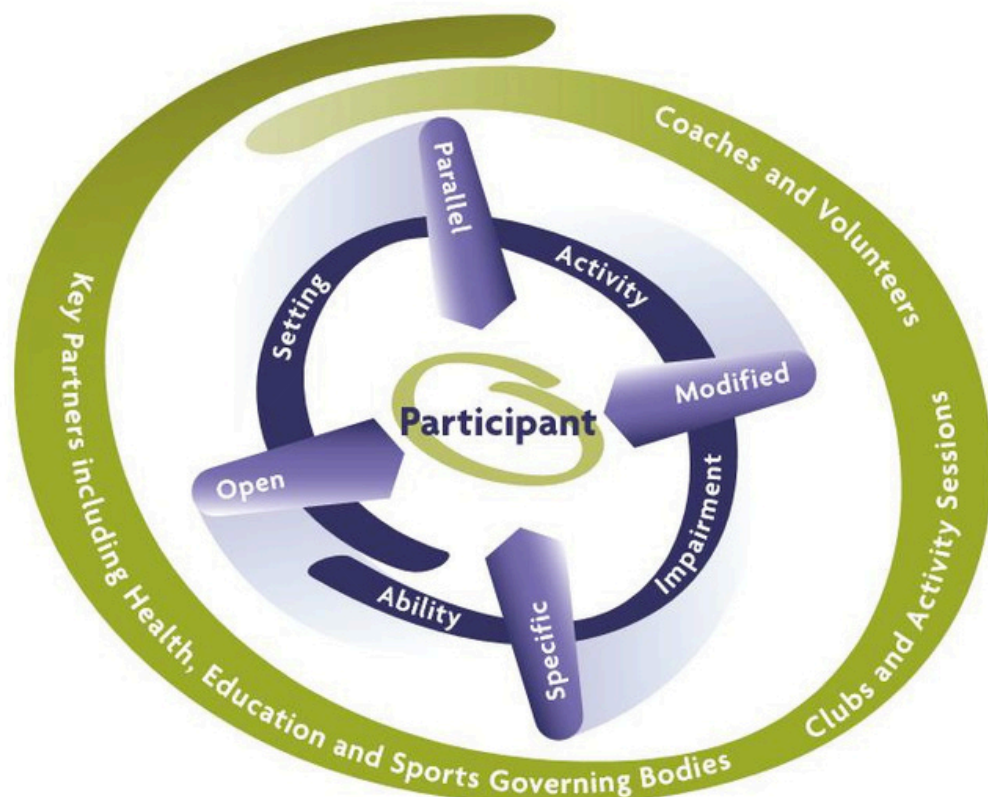# Activity Inclusion Model

Scottish Disability Sport

The Activity Inclusion Model (AIM) drives inclusion within physical education, physical activity and sport. The AIM provides open, modified, parallel and specific activity options appropriate to individual needs, abilities and settings.

The four factors that influence inclusion and inform the structure of provision for each individual participant are:

- **Ability**
- **Activity**
- **Impairment**
- **Setting**

METHODS OF INCLUSION:

Open activity: Everyone can take part – based on what everyone can do and does not include any modification.

Modified activity: People do the same activity in different ways using adaptations

Parallel activity: Organised in ability groups, everyone takes part in a variation of the same activity, but with different targets, equipment or challenges.

Specific activity: People take part in unique activity specific to the (disability) sport.

THE AIM DRIVES INCLUSION WITHIN:

Clubs and activity sessions: Clubs and activity sessions that promote inclusive principles.

Coaches and volunteers: Ensuring coaches and volunteers are prepared, confident and competent to include people meaningfully.

Health and education sectors: Supporting policy makers and practitioners to be confident and competent to meet the needs of all participants with a disability.

Key partners: Adopting policies and procedures that impact on delivery ensuring that participants with a disability are considered and included meaningfully

Click the headings on the AIM model to find out more!

STEP Framework

When an activity is modified it is changed to make it easier or harder. One way of looking at this modification process uses the STEP framework.

STEP
SPACE   TASK   EQUIPMENT   PEOPLE

Click on the elements of the STEP model to find out more!

By using the STEP framework, it is possible to consider a model that can be applied to a particular activity to help adapt and modify activities so that all individuals can achieve success, be safe and have fun.

Participant

When considering the person in the centre of the model, we need to take time to get to know and understand their needs and motivations. We should find out information relevant to our provision such as:

- Their age (which may affect which activities they are eligible for)

- Where they live (which may impact on transport/attendance)

- Whether they are new to sport/physical activity or experienced (and, if experienced, how positive that experience was)

- Whether they are new to living with their disability or have always had it

- What their goals are in sport/physical activity

- How confident they are to engage in sport/physical activity

- Any other characteristics or factors that affect them in day-to-day life e.g. being care experienced, living in an area of multiple deprivation, whether they are at school/tertiary education/working/have caring responsibilities

The Four Factors that Influence Inclusion and Inform the Approach Taken for Each Participant - ABILITY

Ability:

- What is the person able to do?
- What are their strengths?
- Focus on what a person CAN do rather than what they CAN'T.
- What skill level do they have in the sport/activity?
- Their ability may change over time and so this may change the approach.

All four factors need to be considered when deciding on the most appropriate provision and any changes have the potential to impact on the approach. Decisions should be needs-based and participant-led.

The Four Factors that Influence Inclusion and Inform the Approach Taken for Each Participant - ACTIVITY

Activity:

- This could mean the whole sport/activity (e.g. basketball), or a drill or game (3v3 or a dribbling drill) so our approach may change across the course of a session or over time.

All four factors need to be considered when deciding on the most appropriate provision and any changes have the potential to impact on the approach. Decisions should be needs-based and participant-led.

Impairment:

- We need to consider how a person's impairment affects their participation in the activity, but their ability should be our focus.
- The nature, presentation or severity of a person's impairment may change over time so our approach may change too.

All four factors need to be considered when deciding on the most appropriate provision and any changes have the potential to impact on the approach. Decisions should be needs-based and participant-led.

The Four Factors that Influence Inclusion and Inform the Approach Taken for Each Participant - SETTING

Setting - This includes whether the activity is:

- Indoors/outdoors
- Team/individual
- Competitive/recreational
- Wet/dry/hot/cold
- Rural/urban (considering transport as a barrier for some people with disabilities)
- The temperature, lighting and playing surface

All four factors need to be considered when deciding on the most appropriate provision and any changes have the potential to impact on the approach. Decisions should be needs-based and participant-led.

Methods of Inclusion - OPEN

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Open Activity:

Everyone can take part based on what everyone can do and does not include any modification.

It is important to note that the AIM Model is not a series of progressions. A change in any of the four factors (Activity, Setting, Impairment, Ability) may affect which approach is taken.

Open Example:

An experienced badminton player with hearing loss joins his local club. The members use signs & visuals already due to noise from neighbouring activities. No adaptation is required based on the setting, impairment, ability and activity

Return to AIM

Methods of Inclusion - MODIFIED

Modified Activity:

People do the same activity together in different ways using adaptations.

It is important to note that the AIM Model is not a series of progressions. A change in any of the four factors (Activity, Setting, Impairment, Ability) may affect which approach is taken.

Modified Example:

A new member wishes to join the recreational curling sessions. She uses a wheelchair due to a muscle wasting condition. She plays in the same games as standing players in her wheelchair (as she has retained some arm strength) but uses a pusher to deliver her stone.

Return to AIM

Methods of Inclusion - PARALLEL

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Parallel Activity:

People are grouped by ability – not by their impairment – and everyone takes part in a variation of the same activity.

It is important to note that the AIM Model is not a series of progressions. A change in any of the four factors (Activity, Setting, Impairment, Ability) may affect which approach is taken.

Parallel Example:

A wheelchair racer has recently moved towns and joins the athletics club. As the club has few wheelchair racers and coaches, she trains with the distance runners but has a different area to train in and different training goals which ensure the activity is safe and relevant for all.

Methods of Inclusion - SPECIFIC

Specific Activity:

People take part in unique activity specifically for those with impairments.

It is important to note that the AIM Model is not a series of progressions. A change in any of the four factors (Activity, Setting, Impairment, Ability) may affect which approach is taken.

Specific Example:

An child with very little useable sight, lots of energy and good social skills wants to play a team sport. He has selected Goalball as it is especially for 'people like me' and has a Paralympic pathway to suit his competitive nature. He feels safe knowing everyone is 'the same'.

Return to AIM

Clubs and Activity Sessions:

- Inclusive clubs and activity sessions embody inclusive principles and practice, and explicitly promote themselves to disabled people.

Coaches and Volunteers:

- Inclusive coaches and volunteers are prepared, confident and competent in adapting their activities and welcoming disabled people.

Environments and People who Support the Provision of Inclusive Physical Activity and Sport: KEY PARTNERS

Key Partners:

- **Health and Education Sectors:** They support the inclusion agenda by ensuring the sectors' workforces are trained, prepared, confident and competent to meet the needs of all participants with impairments.
- **Sports Governing Bodies:** Inclusive SGBs ensure the coaching workforce can support and develop all disabled participants in any environment where sport or physical activity is delivered.
- **Other Key Partners:** Inclusive partners develop policies and procedures that impact on delivery and ensure that participants with impairments are considered and included meaningfully at strategic level.

Return to AIM

Where the Activity is Happening:

- Level (height), e.g. floor-based activities have different requirements from those played on a level surface from seated, and ambulant activities
- Adaptation of playing area – more space gives more reaction time, less space demands higher mobility and skill level
- Length, height
- Distance travelled
- Use of zoned playing area to create safe playing areas or areas where pupils can be matched on ability
- Nearer or further away targets
- Allow some children to start at different times or from different places

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What is Happening:

- Easier – simplify the activity
- Harder – introduce more challenges
- Rotate roles
- Change rules to aid inclusion, e.g. allow different places to start, no contact rule
- Be flexible
- Try different ways of taking part, e.g. seated, standing, lying
- Use different targets for some children

STEP - EQUIPMENT

What is being Used:
- Balls
- Mats
- Flags
- Scarves
- Feet
- Cones
- Hurdles
- Plastic Markers
- Ropes
- Bean Bags
- Canes
- Soft Equipment
- Bats
- Racquets

Of Varying:
- Size
- Shape
- Colour
- Texture
- Weight
- Environment
- Play Surface (Indoor/Outdoor)

How it Changes the Activity: e.g. Balls
- Lighter:
  - Travels slower & gives more reaction time
- Larger:
  - Easier to see and catch
- Softer/slightly deflated:
  - Easier to grasp
- Noise (i.e. jingle trainer):
  - Audio as well as visual stimulus
- Different Colours:
  - Easier to distinguish from the background colour

Note that equipment doesn't need to be disability-specific, we can often be creative using the equipment we already have.

Return to STEP

STEP - PEOPLE

Who is involved:

People Participating...	People with...	People in...
Independently	Different/same roles	Own space
In groups, pairs or teams	Different/same ability	Big space/small space
With friends	Different/same size	Restricted/Open space
With support assistants or volunteers		Different mediums (e.g. on poolside or in water)