

NW ASSOCIATION  
FOR  
**BLIND**  
**ATHLETES**

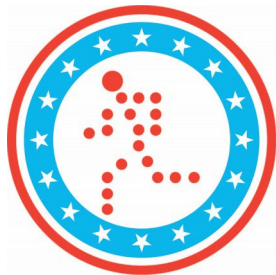
## AT and Compensatory Skills in Unexpected Places...PE!

### Introductions

- Picture description: Stacey, Matt, Kirsten, and guide dog Knightley standing together at Camp Spark
- Kirsten French
  - Programs Manager, Camp Spark & Sports Adaptations
- Matt Coelho
  - Programs Specialist, Camp Spark & Sports Adaptations
- Northwest Association for Blind Athletes
  - Mission
    - To provide life-changing opportunities through sports and physical activity for individuals who are blind or visually impaired.
  - Sports Adaptations program
    - [Adapted Equipment Lending Library](#)
      - Over 400 pieces of adapted equipment available for borrowing at no-cost
    - [Video Resource Library](#)
      - 70+ videos breaking down different PE and physical activity skills to demonstrate different ways to teach each skill to a student who is blind or visually impaired
      - Manuals and tactile diagrams accompany each video, as applicable, to increase the resources available
      - Other resources available through this library include a human guide and appropriate interactions video
    - [PE Consultations](#)
      - Virtual or in person consultations to work with teachers, coaches, and others about different ways to make the PE classroom, extracurricular sport, a specific PE lesson or unit, or physical activity more accessible for a student who is blind or visually impaired

### Agenda

- Picture description: Nathan and Guide using a mic and headset on Hoodoo while snowboarding
- PE Engagement for Students
- Compensatory Skills



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- Assistive Technology
- Low Tech
- High Tech
- Practical Applications
- Q & A

### Objectives

- By the end of this presentation, participants will be able to:
- Identify at least five ways that AT and compensatory skills can be utilized and supported in PE
- Compare and contrast three examples of low-tech and high-tech assistive technology in the PE classroom
- Formulate at least three ways AT and compensatory skills can be utilized to develop independence in physical education

### PE Engagement for Students

- For the following questions, share your thoughts in the chat:
  - What information are all students expected to access in the PE classroom?
  - What barriers do blind/low vision students have to accessing information in the PE classroom?
  - What current solutions are being used?
  - How are these current solutions eliminating barriers?
  - How are these current solutions perpetuating barriers?

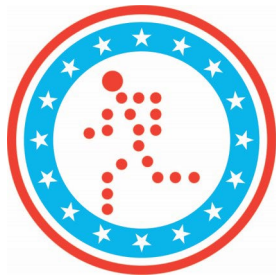
### Compensatory Skills

#### Ultimate Goal – Compensatory Skills

- Picture description: Campers playing Braille Uno outside the dorms
- A student has all of the skills they need to access the educational curriculum with maximum independence

#### Compensatory Skills Examples

- Picture description: Stacey and Nate Babwah exploring a tactile map of a broomball drill
- Concept development
- Accessing printed materials
- Modes of communication
  - Listening



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- Speaking
- Writing
- Reading
- Study skills
- Organization skills

### Assistive Technology

- What types of assistive technology do your students use?

### Low Tech

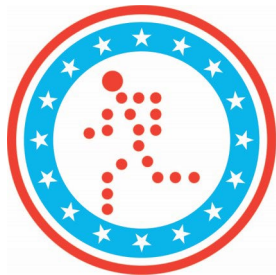
- Picture description: Multiple Campers sitting in a circle exploring a tactile goalball map
- Handheld magnifier
- PenFriend
- Monocular
- Overhead lighting
- Bump dots
- Tactile materials
- Quality materials

### High Tech

- Picture description: Kirsten and Guide using mic and headset on Mt. Hood Meadows with the sunset in the background
- Screen Reader
- Mobile device magnifier
- Refreshable braille display
- Wayfinding apps
- AI apps/devices
- Assistive software
- Assistance apps

### Practical Applications

- We are going to create some example students and scenarios and brainstorm ways we can support students in PE with their AT and compensatory skills and vice versa
- Answer the following questions to help us create our example students and their scenarios



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## Student Scenarios

- Tell us about a student:
  - Age
  - Vision level
  - What AT do they use?
  - What compensatory skills do they have?
  - What is your current goal for them?
- PE Engagement
  - Unit
  - Skill/activity
  - What are other students being expected to do?
  - What support do you need from the PE teacher?
  - What support can you give the PE teacher?

## Conclusion

- How do you plan to implement what you have learned?

## Questions and Answers

### Thank You!

- Contact information:
  - Kirsten French
    - [kfrench@nwaba.org](mailto:kfrench@nwaba.org)
    - 360-859-3116
  - Matt Coelho
    - [mcoelho@nwaba.org](mailto:mcoelho@nwaba.org)
    - 360-726-5899