R201 INCLUSION FUNDAMENTALS: WORKING WITH CHILDREN WITH SPECIAL NEEDS
USA GYMNASTICS WEBINAR

Karissa Johnson
Introducing the presenter:

- Founder & owner of Spectra Gymnastics in Portland, Oregon
- Launched two successful special needs gymnastics programs in Oregon
- Extensively trained in ABA therapy
- Specializes in children with developmental disabilities
- Special needs presenter for Gymnastics Australia, 2014
- National Congress presenter for USA Gymnastics, 2016
Inclusion Classes

Special Needs gymnastics classes are in high demand and the need for all-inclusive preschool and recreational classes is rapidly growing. This means students with varying physical and cognitive abilities will be integrated into classes, and you will need more teaching tools in your tool kit to help all involved be as successful as they can be! Inclusion classes are recommended for students who have been evaluated for group class settings. Students not yet ready are recommended to a more specialized class setting. All techniques presented in the R201 course are beneficial to all learners, regardless of their class setting.
Key responsibilities of a coach or instructor:

- Lead instructor
  - A lead instructor leads the group, gives instruction, makes decisions, and provides spotting
  
  - An Inclusion Assistant is an aid that is assigned in a traditional class to specifically and primarily assist the student with a disability.

- The roles of each instructor will shift and change depending on whether an inclusion assistant is provided or not.
Unit 4: Class Preparation

STEP 1: Know your student’s abilities & limitations

Analyzing student assessment information

- Prior to integrating a new student, you should meet with your supervisor to review the medical information and parent assessment form.
- Identify any physical limitations that may impair the learner in a traditional class setting.
- Discuss any sensory integration components that may affect the student and class.
- Then identify what skills, exercises and activities may need to be simplified and adapted to increase success and independence.
Adaptive & Positive Communication

When working with students experiencing language delays, you will need to change your communication style to meet the level of your learner. This may mean to simplify the language you use. OR, you might be asked to use picture or augmentative communication devices.
Adaptive Communication

Here is an example of a low-tech picture communication system. Pictures can be created specific to the equipment and class structure in your gym!
Unit 3: The Diverse Learning Process

Instructor Communication Breakdowns

Here is an example of a high-tech augmentative communication system. These systems are usually used primarily for non-verbal learners.
Skill breakdowns

BREAKDOWN YOUR TEACHING EXPECTATIONS

- The first month with your inclusive student is rapport building time.

- The first month they are learning routines and becoming familiar with new setting.

- Critical to keep expectations and corrections as minimal as possible.

- Remember that learning new things in a new (and overstimulating) environment can be a lot to handle for your student. Keep things easy & achievable for them. If the student feels successful & happy, they will most likely want to return! KEEP IT POSITIVE!
Positive Reinforcement as a behavior management tool

Tangible: toys, stamps, bubbles, stickers, start charts, point systems

Physical: high 5, pat on the back

Gestural: Smiles, thumbs up, clapping

Praise: "great work" cheering

Emotional: "I am proud" "That behavior makes me happy"

Differential: Using various combinations of 2 or more types of reinforcement
That was a sneak peek into the 2017 Special Needs Course!
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WHAT IS HUGS?

WITH CLAUDIA KRETSCHMER AND CINDY BICKMAN
HOPE UNITES

GYMNASTICS

WITH SPECIAL ATHLETES
CINDY BICKMAN
SPECIAL OLYMPICS REPRESENTATIVE
FOR USA GYMNASTICS ADVISORY COUNCIL

Claudia Kretschmer
National Xcel Committee
Chair
MISSION

• TO OFFER COMPETITIVE GYMNASTICS PROGRAMS FOR ATHLETES WITH SPECIAL NEEDS

• TO GROW THE SPORT OF GYMNASTICS BY CREATING PROGRAMS THAT INTEGRATE ATHLETES WITH SPECIAL NEEDS INTO MAINSTREAM EVENTS
WHY?

Gymnasts with disabilities are part of the grassroots. Knowing the benefits of gymnastics for everyone, USA Gymnastics promotes grassroots programs, and strives to make gymnastics accessible to all ages and all ability levels, including gymnasts with disabilities. While competitive gymnastics is not the goal for everyone who takes classes, it is within reach of gymnasts with disabilities, and Hugs was created to give these gymnasts the opportunity to compete.
WHO IS ELIGIBLE TO PARTICIPATE?

ANYONE WITH A PHYSICAL OR INTELLECTUAL DISABILITY
WHAT USA GYMNASTICS MEMBERSHIPS ARE REQUIRED FOR COACHES?

BE PROACTIVE

#BRING4TOTHEFLOOR

- CURRENT PRO MEMBERSHIP
- SAFETY CERTIFICATION
- BACKGROUND CHECK
- U100 CERTIFICATION

T&T COACHES WILL NEED
T210 ANNUAL UPDATE COMPLETION IN ADDITION
WHAT USA GYMNASTICS MEMBERSHIPS ARE REQUIRED FOR ATHLETES?

ATHLETE MEMBERS ARE REQUIRED TO:

• HAVE A CURRENT USA GYMNASTICS INTRODUCTORY ATHLETE MEMBERSHIP
• BE AFFILIATED WITH A USA GYMNASTICS MEMBER CLUB
• INTRODUCTORY ATHLETE MEMBERSHIP FEE IS $25
WHAT PROGRAMS ARE OFFERED?
WOMEN’S ARTISTIC GYMNASTICS
RUBY

The requirements for Ruby routines are very basic, including skills such as rolls on floor, jumps off the springboard, long hang swings on bars, and locomotor skills on the low beam. Ruby
RUBY STARS

THE REQUIREMENTS FOR RUBY STARS ROUTINES ARE MORE ADVANCED, INCLUDING SKILLS SUCH AS CARTWHEELS AND HANDSPRINGS ON FLOOR, VAULT ONTO THE TABLE, MOVING FROM BAR TO BAR, AND ACROBATIC SKILLS ON BEAM. RUBY STARS REQUIREMENTS CORRESPOND TO SPECIAL OLYMPICS LEVELS 3 & 4.
RHYTHMIC GYMNASTICS
HUGS RHYTHMIC XPRESS

BRONZE - SEATED ROUTINES

SPECIAL OLYMPICS LEVELS A & B

SILVER - ROUTINES WITH BASIC BODY & APPARATUS SKILLS

SPECIAL OLYMPICS LEVELS C & 1

GOLD - ROUTINES IN WHICH THE APPARATUS AND BODY SKILLS ARE FULLY INTEGRATED. ATHLETES MUST HAVE GOOD TECHNIQUE WITH THE HAND APPARATUS AND THEY MUST BE CAPABLE OF PERFORMING THE BODY SKILLS WITH GOOD FORM AND CONTROL.

SPECIAL OLYMPICS LEVELS 2 & 3

PLATINUM - ROUTINES CHOREOGRAPHED AT THE USA GYMNASTICS J.O. LEVEL, WITH BODY AND APPARATUS SKILLS CHOSEN FROM THE FIG CODE OF POINTS

SPECIAL OLYMPICS LEVEL 4
HUGS RHYTHMIC XPRESS CONTINUED

GROUP

FLOOR EXERCISE

CHOICE OF APPARATUS
POWER TEAM GYM
GYMNASTICS FOR ALL
GROUP FLOOR EXERCISE
TEAM JUMP
STAY TUNED FOR MEN’S ARTISTIC GYMNASTICS & TRAMPOLINE
HOW DO I GET INVOLVED?
COACHES

CONTACT LOCAL MEET DIRECTORS AND ASK THEM TO INCLUDE HUGS IN COMPETITIONS THEY HOST. HUGS GYMNASTS CAN BE WORKED INTO SESSIONS WITH OTHER LEVELS, AND FIT INTO SQUADS WITH GYMNASTS OF OTHER LEVELS. IT SHOULDN’T MATTER HOW MANY HUGS COMPETITORS THERE ARE! ONE OR MANY SHOULD BE ABLE TO COMPETE IN ANY MEET.
LET IT BE KNOWN THAT YOU WOULD LIKE TO INCLUDE HUGS! PUT THE LOGO ON YOUR WEBSITE. CONTACT LOCAL GYMS WHO HAVE SPECIAL NEEDS PROGRAMS. GET THE WORD OUT THERE!
ENTRY FEE? YES, HUGS COMPETITORS SHOULD PAY AN ENTRY FEE, ALTHOUGH OFTEN MEET DIRECTORS DISCOUNT THE FEE.

ENTRY DEADLINE? SHOULD BE THE SAME FOR HUGS GYMNASTS AS FOR OTHER COMPETITORS IN THE MEET.
JUDGES

DO JUDGES NEED SPECIAL QUALIFICATIONS TO JUDGE HUGS? No, the judging guidelines are easy for USA Gymnastics judges to follow.

HOW MANY JUDGES PER EVENT? Follow the same guidelines as for other levels/divisions in the competition.

PAYMENT FOR JUDGES? Follow the same guidelines as for other levels/divisions in the competition.
HOW DO HUGS GYMNASTS FIT INTO THE COMPETITION?

INCLUSION
SEPARATE SESSION
AWARDS
FOLLOW USA GYMNASTICS GUIDELINES FOR EACH DISCIPLINE:
ARTISTIC GYMNASTICS - PLACEMENT AWARDS
RHYTHMIC & POWER TEAMGYM - ACHIEVEMENT AWARDS
THE MEET DIRECTOR CAN ALWAYS OPT TO GIVE EXTRA AWARDS!
HUGS COMPETITIONS
COMPLETE INFORMATION IS AVAILABLE
ON THE USA GYMNASTICS WEBSITE

2017
Gymnastics for
All
National
Championships
and GymFest
RESOURCES

Special Olympics Video Resources

Visit SpecialOlympics.org/resources

HUGS Program

Visit USAGym.org GfA Program Page
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