GLOSSARY

Concepts, Definitions and Terminology

- *Terms defined in the Training Pathway (Cf. Theoretical framework on: Sport, Disability & Inclusion):*

Adaptation strategies: Adaptations are modifications to the activity or game that aim to make it possible for people who would otherwise be prevented from participating in the activity to do so, or to increase their participation in it - which requires manipulation of the relevant elements of the task (Moniz Pereira, 2016). For example, the TREE model, developed in Australia, proposes adaptations at different levels: Teaching style; Rules; Equipment; Environment.

Disability: 'Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.' (United Nations, 2006). "*Impairments are problems in body function or structure such as a significant deviation or loss*". (WHO, 2001).

Inclusion is feeling a sense of belonging, being valued, respected, welcomed, and having an opportunity to participate fully within a given setting, regardless of ability, race, ethnicity, gender, gender identity, sexual orientation, age, socio-economic class, religion or political beliefs. Inclusion is a process that aims to guarantee equal opportunities and participation in society regardless of age, gender, disability, race, ethnicity, origin, religion, economic status, while respecting human rights (UN, 2016).

Inclusion strategies: The Inclusion Spectrum proposes various modalities to promote the inclusive process in sport (Black & Stevenson, 2011) – demonstrating how varying degrees of accommodation and inclusion can be articulated in the sporting environment, enabling a continuum in participation and maximizing the potential of all (Misener, 2014):

- Open Activity - Activities where all participants perform the same activity with minimal or no adaptations (e.g. Warm-up, cooperative games);
- Modified Activity - Activities in which everyone participates, with adaptations that promote the inclusion of everyone in the same activity (e.g., Activities with adaptations of: teaching style, rules/ regulations, equipment and / or environment);
- Parallel Activity - The same activity is performed separately according to the level of competence to perform it - each group performs the same activity, but in different versions (Versions of the same activity or game - basketball vs. wheelchair basketball; ability-matched zones within a larger activity);
- Separate Activity - Planning separate activities (individually or in groups) especially for persons with disabilities (e.g., activities implemented with persons with disabilities only);
- Disability Sport Activity – Activities for all participants based on aspects of disability sport can be included in all approaches.
- Reverse Inclusion - Persons without disabilities carry out activities structured and planned for persons with disabilities. "Include persons without disabilities in sport-specific activities for persons with disabilities" (e.g., boccia, goalball).

Physical activity is defined by the World Health Organisation (2022) as "*any bodily movement produced by skeletal muscles that requires energy expenditure*". We would add "*at a level required to maintain or improve biopsychosocial health and wellbeing*". Physical activity includes exercise, sport, and other activities (e.g. playing, active transportation like walking and cycling).

Sport: "*Sport, means all forms of physical activity which, through casual or organised participation, aim at expressing or improving physical fitness and mental well-being, forming social relationships or obtaining results in competition at all levels*". (Council of Europe, 2001).

Sport for All/Inclusive Sport: The promotion of inclusive sport assumes that everyone, on an equal opportunity basis, can (Moniz Pereira & Rosado, 2016): participate regularly in sports activities; develop their physical condition; demonstrate, in sporting environments, a personal and social behavior of respect for self and others; develop motor skills and movement patterns for the performance of a variety of physical / sports activities; understand movement concepts, principles, strategies and tactics applied to learning and

performing sports activities; value physical activity as a means for health, fun, challenge, personal expression and social interaction.

- *Other concepts and definitions:*

Adapted sport: In France, adapted sport covers sporting activities suitable for anyone with a mental disability. The Fédération française du sport adapté covers 75 disciplines.

Handisport: In France, handisport covers sporting activities suitable for anyone with a physical or sensory disability. The Fédération française Handisport groups together 22 disciplines.

Parasport is the generic term used to designate all the sports practised by people with disabilities, both as a leisure activity and in competition, whether or not they are included in the Paralympic Games programme (2024, French Olympic and Sports Committee).

A categorisation of inclusion strategies for sports practices in France

The Education, Recreational or leisure areas are aimed at all young people and involve a variety of inclusion strategies.

Tant (2014) proposes a model of full inclusion in PE based on 3 tools: peer tutoring, cooperative learning and reverse inclusion. This modelling places PE in a dynamic of inclusion for pupils in ordinary environments.

"*It is necessary to insist on the importance of having a session that is oriented towards the motor objectives that structure the relationships between pupils (Slininger et al., 2000). In this way, each pupil is considered and recognised first and foremost as a sports pupil who needs to progress in motor skills according to his or her needs. This motor learning becomes the pretext for cooperation and social learning). (...) All of these points in common suggest that teachers should prepare sessions that are both demanding in terms of motor skills and structured to catalyse positive social relationships. (...) However, apart from reverse inclusion, these teaching strategies are not specific to the inclusion of a pupil with a disability and therefore, from this point of view, come close to the following statement: "Pupils with special needs do not need a special teaching approach in PE" (Bui-Xuân & Mikulovic, 2007).*''

Various inclusive strategies are proposed below. The structuring of the strategies and the terms in inverted commas are proposed by INSEI, France. These strategies can be combined to meet the learning needs of all young people.

1- "Parallel activity inclusion"

This strategy makes it possible to play the same sport with variations that are developped in several courses. These different courses enable players with a wide range of skills to practise at the same time, in a shared space (indoors or outdoors). These practices can be individual or collective. This strategy converges with the notion of Parallel Activity described above (Inclusion Spectrum).

2- Reverse inclusion (André et Tant, 2017)

"*In Reverse inclusion, ordinary students are invited to join programmes designed for students with disabilities, namely in adapted physical education sessions (Lytle & Glidewell, 2007). In practice, a rather small group of ordinary students (...) is included in an adapted physical session in which students with disabilities feel comfortable (Rafferty et al., 2001). "Disabled" ordinary students learn with others*" (Tant, 2014). Reverse inclusion therefore involves homogenising players' motor or sensory skills. A skill is chosen and shared by all the players (the lowest common denominator). Despite this highly effective inclusion strategy for all young people, differences in skills remain between players. In the context of collective practice, this strategy probably requires to be supplemented by "cooperative inclusion" in order to homogenise skills across the whole team.

3- "Cooperative inclusion"

Reserved for collective practices, it allows to build a team strategy that exploits the complementary skills of the players. The opposing team must include players with equivalent skills. The rules then have to define the profiles of the players and the zones of action that are more or less large. The rules must ensure that decisive actions are possible for each player profile and not reserved for a category of players with higher skills (e.g. in the "Inclusive Tèque", the decisive action is always scored by the wheelchair users). The cooperative team strategy empowers and strengthens individuals in their sporting role and encourages acceptance of differences (Kennedy et al., 1997). It requires times of

consultation in the team and develops motor and psychosocial skills. This inclusive strategy is a form of cooperative learning (André & Deneuve, 2010).

4- "Peer tutoring Inclusion"

The peer tutor will enable another player to be included by responding in a very individualised way to their specific needs. He or she will help to secure movement or confrontation, and initiate relevant action at the right place or in the right direction. This strategy complements the others when it comes to including a person with a more specific or severe cognitive, mental, motor, visual or hearing disability. Peer tutoring involves tutor training and can lead to "fixed tutoring" (Rivière and Lafont, 2016).

5- "Universal inclusion"

This strategy provides the inclusion of all people with and without disabilities. It concerns the Universal Design for Learning. It mobilises all the previous strategies to enable players with a wide range of skills to share the same activity. Inclusion by means of a parallel activity enables a different, more accessible or shorter course to be devised in the shared play area. "Cooperative inclusion" allows differences in skills to be exploited for the benefit of the team strategy and "Peer tutoring inclusion" offers a tailored solution for the inclusion of a person with very complex needs.

Universal inclusion, meanwhile, highlights the motor or sensory skills shared by all players. It implies an analysis by special educational needs (not by disability) that goes beyond the barriers between disabilities, so as to identify the common needs of all people. It helps to design a sport that is accessible to all. The aim is to meet the most complex special needs:

- Impossible motor skills in the lower limbs, or very limited in the upper limbs (locomotion, gripping).
- Limited understanding of the rules of the game and/or difficulty initiating action.
- Inability to see the boundaries of the field and its obstacles, or to follow all the movements.

To achieve universal inclusion, it is necessary to ensure that all players are able to interact in a way that is relevant to their sport and in complete safety. Particular attention must

be paid to the risk of collision between a person in an electric wheelchair and a standing person. This is the main limitation to universal accessibility.

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