

Support Strategies for the Disability types when implementing Sports Programmes for SPED schools				
No.	Name of School	Disability Type	Definition and Characteristics	Possible modifications /accommodations
1	Spastic Children's Association School	Physical Disability	<p><u>Definition</u></p> <p>Cerebral palsy is a long-term condition arising from impairment to the brain and causing disturbances in voluntary motor function.</p> <p>(Heward, 2003)</p> <p><u>Characteristics</u></p> <ul style="list-style-type: none"> • Poor muscle control • Difficulty in speech articulation 	<ul style="list-style-type: none"> • Focus on strengthening muscles • Teach skills in isolation to build muscles • Develop gross motor skills • Use of adapted physical education <p><u>Adapted Physical Education</u></p> <p>Strategies for making accommodations to physical education include:</p> <ul style="list-style-type: none"> • decrease size of playing field or area. Eg. reduce size of soccer field and basketball court, and increase number of players • modify equipment. Eg. use larger or more colourful balls bigger but lighter bats and rackets, lighter bows, or scoops for catching • modify game rules. Eg. players play in sitting position, allow less mobile players extra bounces get to the ball in tennis, longer and more frequent rest periods, frequent substitutes or shorten game duration.

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2	Cannosian School	Sensory Impairment – Hearing	<p><u>Definition</u></p> <ul style="list-style-type: none"> • Hearing loss exists on a continuum from mild to profound. • It affects the ability to speak and understand spoken language. • Children who cannot process linguistic information are referred as deaf and those who can are referred as hard of hearing. • A child who is deaf is not able to use hearing to understand speech. • A child who is hard-of-hearing child is able to use hearing to understand speech, generally with the help of a hearing-aid. <p>(Heward, 2003)</p> <p><u>Characteristics</u></p> <ul style="list-style-type: none"> • Difficulty in speaking and understanding language • Tendency to overlook important social cues and feeling isolated • With advances in audiological and assistive technology, hearing-impaired students can hear. • Hearing-impaired students do not hear information shared in complete sentences. 	<ul style="list-style-type: none"> • Establish eye contact when talking • Use visual aids to support teaching • Necessary to write down instructions clearly • Repeat information to ensure understanding • Demonstrate what is desired
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3	Lighthouse School	Sensory Impairment - Visual	<p><u>Definition</u></p> <ul style="list-style-type: none"> • Legal blindness is defined as visual acuity of 20/200 or less in the better eye after correction with glasses or contact lens or a restricted field of vision of 20% or less. • From an educational perspective, students with visual impairment are classified based on the extent to which they use vision and/or auditory/tactile means for learning. <p><u>Characteristics</u></p> <ul style="list-style-type: none"> • Delay or deficits in motor development • Do not benefit from incidental learning • Difficulty in understanding context of conversation due to inability to see and use eye-contact, facial expressions, and gestures 	<ul style="list-style-type: none"> • Use verbal cues • Provide action-specific feedback • Hand-over-hand demonstration
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4	Katong School	Intellectual Disability	<ul style="list-style-type: none"> • Slow in processing of information and acquisition of new skills • Short attention span • Difficulty attending to relevant features of learning task • Difficulty retaining information in short-term memory • Poor problem-solving skills • Lack in motivation • For Down's Syndrome: <p>Be aware of atlanto-axial instability before engaging a drill which puts pressure on the neck or head. About 10 percent of people with Down syndrome have weakened vertebrae.</p>	<ul style="list-style-type: none"> • Provide structure • Task analysis: Break down complex skills and sequence into smaller parts • Short training time • Provide repetition and review, especially when acquiring new skills • Establish eye contact when talking to gain attention • Scaffolding: The provision of supports when acquiring new skills and gradual removal of support as students become more competent
5	Chao Yang School			
6	Delta Senior School			
7	Tanglin School			
8	Metta School			
9	Lee Kong Chian Gardens School			
10	Woodlands Gardens School			
11	Towner Gardens School			
12	Fernvale Gardens School			

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13	AWWA School- AWWA has both autistic children and children with multiple disabilities. 45 % of AWWA School students are children with autism.	Multiple - Handicap	<u>Definition</u> The Association for Persons with Severe Handicaps (TASH) defines individuals with severe disabilities as requiring extensive ongoing support in more than one major life activity such as mobility, communication, self-care, and learning as necessary for independent living, employment, and self-sufficiency.	<ul style="list-style-type: none"> • Provide structure • Provide repetition and review • Task analysis: Break down complex skills and sequence into smaller parts • Short training time • Provide clear prompts and cues • Provide immediate feedback and reinforcements
14	Rainbow Centre – Yishun Park School		(Heward, 2003)	
15	Rainbow Centre – Margaret Drive School		<u>Characteristics</u> <ul style="list-style-type: none"> • Slow acquisition rates for learning new skills • Deficits in communication skills • Impaired physical and motor development 	

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16	Pathlight School	Autism	<u>Definition</u> Autism is a severe developmental disability marked by impairments of communication, social, and emotional functioning. According to the definition of Autism Society of America (2000), the essential features of the condition typically appear before 30 months of age and consists of disturbances in (1) developmental rates and/or sequences; (2) responses to sensory stimuli; (3) speech, language, and cognitive capacities; and (4) capacities relating to people, objects and events (Sturmey & Sevin, 1994, cited in Heward, 2003)	<ul style="list-style-type: none"> • Establish routines • Use visual aids to support teaching • Pre-empt transition and change of routine • Provide structure 	
17	Eden School				
18	St Andrew's Autism School		<u>Characteristics</u> <ul style="list-style-type: none"> • Apparent sensory deficit • Severe affect isolation • Self-stimulation • Tantrum and self-mutilatory behaviour • Echolalic and psychotic speech • Behaviour deficiencies • Between 70% and 80% of students with autism also have intellectual disability 		

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References

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