

ID	3792
Curricular Unit	Adapted Motor Activity
Regent	Augusto Gil Pascoal

Learning Outcomes

This subject aims to:

- Identify, analyze, and interpret facilitators and barriers regarding the inclusion process, namely regarding the inclusion in physical activity and sport;
- Characterize special populations based on the particular needs of each group, namely regarding physical activity and sport;
- Characterize the most relevant components and indicators of the models/process of integration/inclusion, especially in the sports field;
- Describe/characterize the limitations of the activity and the restrictions on the participation of people with disabilities in the scope of physical activity and sports;
- Master basic techniques that contribute to the autonomy of mobility of people with disabilities;
- Master methodologies of functional evaluation of people with disabilities in the scope of physical activity and sports.

Syllabus	<p>1. Adapted Physical Activity - Background.</p> <ul style="list-style-type: none"> • From Segregation to Inclusion: historical evolution; • Attitudes towards people with disabilities. <p>2. "Equality of Opportunity" and the participation of people with disabilities in physical activity and sports.</p> <ul style="list-style-type: none"> • Inclusion as a means to obtain "Equality"; • The Clinical Model; • The Social Model: Relationship between the concepts of Integration/Inclusion and an involvement as open as possible; • The WHO Model 2001: concepts of functionality, activity, and participation. Implications for classification. <p>3. Target population: Study and characterization of individual differences.</p> <ul style="list-style-type: none"> • Disorders/alterations in motor development; • "Specific Learning Difficulties" and emotional problems; • The hearing, motor, visual and intellectual disabilities. <p>4. The concepts of autonomy and functionality.</p> <ul style="list-style-type: none"> • Intervention Strategies for the autonomous movement of people with motor disability (wheelchair transfer and handling – slalom) or visual disability (orientation and guiding techniques); • The problem of the assessment of the physical fitness of the disabled person: the adapted tests; • Gait pattern characterization in specific cases of motor disability (cerebral palsy). • Gait Analysis in cerebral palsy: assessment using motion capture and physical examination tests.
Evaluation	<p>Students can choose between the final evaluation (FE) and the continuous assessment (CA) models. In the FE model, performed at the end of the semester, the final grade equals the grade obtained in the written exam about the whole syllabus. In the CA model, students should attend at least two-thirds of the theoretical-practical classes planned and it is composed of a written test (50% of the final grade) and the 5 practical assignments in groups. There is no minimum score on any of these components.</p>
Bibliography	<ul style="list-style-type: none"> • Moniz Pereira, L. (1984). Evolução do estatuto do deficiente na Sociedade, in Horizonte, vol.1, nº2, Nov./Dez., pg. 132-135. • Moniz Pereira, L; Simões, C.; Espadinha, C. (2011). Introdução à integração social e reabilitação. C. Quebrada: Edições FMH. • Sherril, C. (2005). Adapted physical activity, recreation and sport: cross-disciplinary and lifespan (6th edition). New York: McGraw-Hill. • Short, Francis X.; Winnick, Joseph P. (2005). Test Items and Standards Related to Aerobic Functioning, body composition and to Muscle Strength and Endurance on the Brockport Physical Fitness Test. Adapted Physical Activity Quarterly, 22(4), 315-400. • WHO (2001). ICF: International Classification of Functioning and Disability. Geneva: WHO. • Winnick, J. P. (2011). Adapted physical education and sport. Champaign, Ill.: Human Kinetics.