



RÉGION ACADÉMIQUE
ÎLE-DE-FRANCE

MINISTÈRE
DE L'ÉDUCATION NATIONALE
ET DE LA JEUNESSE
MINISTÈRE
DE L'ENSEIGNEMENT SUPÉRIEUR,
DE LA RECHERCHE
ET DE L'INNOVATION



**THE ESSENTIALS
OF DISABILITY IN
PHYSICAL
EDUCATION**

2019

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ABOUT THIS DOCUMENT

The Essentials of Disability in Physical Education ©

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ERASMUS + SPORT



INTRODUCTION

Physical and Sports Education (PSE), a discipline in its own right, has in its history often had to defend its status, its role and above all its place in the school landscape.

Today, with regard to the school's missions (an inclusive school) and societal issues, PSE is distinguished of other disciplines by the particularity of its purpose, which makes it a privileged means to promote inclusion.

Sport as a powerful vector for integration, socialization and well-being is not a myth and we, PSE teachers (specialized and non-specialized) must work towards this goal.

Sports and disability are often associated and constitute a vast work in progress where significant advances have emerged in recent years. Despite this, we will agree that there is still a lot to be done and therefore to be built.

Actors in the field, we have a fundamental role to play to enable all students, including those with disabilities, to benefit equally with the others from a school adapted to their needs.

The law of July 8, 2013 on the "new foundation" of the school laid the foundations for inclusive schooling in the following terms: *"the public service recognizes that all children share the capacity to learn and grow. It ensures the educational inclusion of all children, without distinction."*

For the National Education, this law reactivates the law of 11 February 2005 for equal opportunities, the participation and citizenship of persons with disabilities (PWDs), which states that *"the action pursued aims at ensuring access of children, adolescents or adults with disabilities to institutions accessible too people, and its maintenance in an ordinary framework of schooling, work and life"*.

These prerogatives of inclusion, schooling, and learning invite us to question our pedagogical and didactic acts (content, situations, accessibility to knowledge, organization of teaching, attitudes, and capacities to acquire, etc.).

Aware of the complexity and barriers that can arise on the path of inclusion and participation of students with disabilities in regular PSE courses, we will see that nothing is insurmountable.

The realities of the field and everyday life can sometimes thwart our actions (pedagogical and didactic), even to the point of compromising our missions: the infrastructure is not always accessible, the "auxiliary to school life" may be missing or unqualified, peers may react negatively to the presence of students with disabilities... in short, so many elements that could discourage professionals in the exercise of their duties.

Keep in mind that "to every problem there is a solution ..." provided that the former is of course not turnkey and not transferable from one case to another, we will see that with a certain methodology, adapted reasoning, observation, and the desire to try and to do, what appeared to be an obstacle will cease to be.

This solution will be one you will have been able to find at a time (T) in a specific environment with a unique individual.

Be aware that there is no single right or standard answer and that trying to do it will always be better than not doing it or doing nothing.

Beyond the ethical component of our role as teachers, our main concerns relate to the success, development, and the (physical, mental, and social) well-being of all students.

Finally, we must DE-DRAMATIZE the welcoming of students with disabilities and we must accept the fact that we will face uncertainty and insecurity as an integral part of the support and the care of these students.

It is undeniable that we will experience phases of doubts, trial and errors, frustrations, misunderstandings (“what I had proposed during the previous session which had worked well turned out to be a real failure...”) but this will not denote with what we already experience daily with our classes.

This guide, which is not exhaustive, hopes to provide the tools necessary for understanding and identifying disabilities (by supplying definitions and theoretical content) and should provide assistance to better support students with disabilities during the PSE training sessions (through illustrations and concrete examples of arrangements or adaptations).

It is based on a reflection that emerges from experience in the field in a specialized environment using our resources (probably more suitable) and your challenges in the mainstream environment dealing with the support and welcoming of these students.

Lastly, this guide is thought-provoking and raises questions regarding the steps to follow to successfully welcome a student with disabilities to PSE courses and offer them a quality education.

Our benevolence and empathy must foster the student’s progress, success, and skill acquisition.

The purpose of this guide is to break down certain prejudices and to ban rhetoric that proposes that those with disabilities are not “as capable,” and on the contrary to encourage and accept doing things “differently” with different abilities.

A true evolution of the reception and teaching practices is thus undertaken in order to allow all students to develop (motor, methodological, social) skills and to learn.





STUDENTS WITH DISABILITIES

Defining Disabilities

We shall reference here the law of February 11th, 2005 for equal rights and opportunities, participation, and citizenship for people with disabilities:

"Within the context of this law, a disability refers to any limitation of activity or restriction of participation in social life endured in its environment by a person due to a substantial, lasting, or permanent impairment of one or more physical, sensory, mental, cognitive, or psychological functions; multiple disabilities; or disabling health disorder."

The term disability refers to an individual's limitation of possibilities for

interaction with his or her environment, caused by an impairment that results in a disability, permanent or not. It pertains to an environmental deficiency, be it in terms of accessibility, expression, understanding, or perception.

The causes can vary: congenital, genetic, hereditary, viral, the result of an accident, a traumatism, a degenerative disease, etc.

As language evolves, we prefer the concept of a *disability* rather than that of a *handicap*. Indeed, it is no longer the subject who is handicapped, but the life situation which constitutes a handicap for the individual.

Schooling Arrangements for Young People with Disabilities

Today, schooling for a student with disabilities can be done:

- In regular classes in the sector's mainstream establishment (reference establishment);
- As part of a special collective facility in mainstream schools (LUSI middle school or LUSI (1) high school); or
- In a specialized institutional and classroom teaching unit (MEI (2), RSEE (3), TETI (4), IME (5)...). In this case, the student remains enrolled in his or her sector school and we refer to what is known as an "inactive enrollment," which allows the student to stay linked to his or her home institution.

Role of the Departmental Houses for People with Disabilities (DHPD)

It is up to the parents to seek the DHPD, which will *determine and recognize* the disabled situation of their child and which will trigger the whole process of academic assistance and the right to compensation, including: human aids (Auxiliary of School Life-Individual, Auxiliary of School Life-Mutualized, or Auxiliary of School Life-Collective), animals (guide dog), materials (computer, etc.), SEHCS (6) support, and the development of a Personalized Schooling Project.

Within the DHPD, the Committee on the Rights and Autonomy of Persons with Disabilities (CRAPD), composed of the referent teacher and other professionals, meets to develop the Personalized Schooling Project (PSP) of the student with disabilities.



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- (1) Localized Unions for School Inclusion
 - (2) Medical-Educational Institute
 - (3) Regional Special Education Establishment
 - (4) Therapeutic Education and Teaching Institute
 - (5) Institute for Motor Education
 - (6) Special Education and Home Care Service

The Different Forms of Disabilities

According to the WHO, the classification of disabilities (ICF (7)) is organized into 5 categories.

Even if this is the most widely recognized classification, it must under no circumstances erase who the child is by placing any label on his identity.

Nevertheless, the profiles identified allow for a better understanding of the disorders and/or dysfunctions associated with the disability types.

Next, we will discuss the potential challenges encountered in PSE and we will take a look at the possible arrangements.

These tracks comprise an evolutionary, non-exhaustive, and non-fixed work basis.



MOTOR DISABILITY

How is it defined?

It is characterized by an individual's limited ability to get around, to make gestures, or to move certain limbs.

The impairment of motor skills can be partial or total, temporary or incurable, depending on its root cause (e.g. paralysis, amputation, cerebral palsy, myopathy, etc.).

What are the primary challenges that can be experienced in PSE? What are the related disorders?

- An inconvenience or impediment in moving around or moving body parts;
- Difficulty gripping objects;
- Keeping up with others on the field or in games;
- Speaking, expressing themselves;
- A student with a motor disability may lack muscle tone and strength and have problems with cladding, balance, etc.;
- It may be difficult for the student to move and dribble the ball at the same time;
- For a student in a wheelchair, there may be obstacles related to the accessibility of the premises (e.g., changing rooms, toilets, stadium, gymnasium, swimming pool);
- Difficulty coordinating body and wheelchair;
- Etc.

What accommodations can we offer during the PSE session?

- Create a positive, motivating environment and propose situations in which the student can succeed;
- Incorporate the wheelchair into artistic and/or creative activities, like dance and acrobatics;
- Reduce the playing space (play badminton on a half-court, for example, by excluding the front zone, shortening the running distance, etc.);
- Adjust the rules. For example, forbid the students from blocking each other's shots during basketball games;
- Offer the disabled student a specific role in the game or session;
- Adapt the conditions for carrying out a task to the student's capacities. For example, in the case of a hurdle race, lower the level of the hedge, or place slats on the ground for a wheelchair to cross over;
- Set up the surroundings so that the student's information intake is optimal;
- Etc.

DISABLING DISEASES

How are they defined?

Through their effects on the organism, these diseases can generate a disability and evolve over time.

Most notably, these include respiratory, digestive, and infectious diseases (e.g. asthma, epilepsy, diabetes, multiple sclerosis, obesity, cystic fibrosis, etc.).

What are the primary challenges that can be experienced in PSE?

- Increased fatigue;
- Difficulty keeping up efforts over time;
- Limited focus and attention;
- Etc.

What accommodations should be offered during the session?

- Ensure the student's safety and soundness by paying close attention to him/her. It is a matter of observing the effects of illness in the given activity (e.g., shortness of breath, sweating, pallor, dizziness, fatigue, etc....) and being able to quickly intervene;
- Guide the student during practice (to encourage him/her or to him/her slow down);
- Ensure that the treatment (inhaler, or other) is available to the student during the session (as mandated by the PCP (8)).
- Take special precautions in certain activities (e.g., aquatic or outdoor) where the risk is more significant for the sick student. This would entail, for example, having the student swim along the edge of the pool to be able to act more quickly;
- Provide sufficient recovery time, accept "off" days for the student;
- Listen to the sick student. Only (s)he can tell you about his/her efforts and limits;
- Accept that things fluctuate from one session to another or even from one sequence to another in a single session;
- Consult the projects that are meant to benefit the student (PSP – Personalized - - Schooling Project, PCP – Personalized Care Plan, PAP – Personalized Assistance Plan);
- Etc.

SENSORY DISABILITY

How is it defined?

Sensory disability refers to difficulties linked to the sensory organs. There are two types of sensory disabilities:

Visual impairment implies a deficiency in visual function (e.g., blindness, amblyopia, partial sightedness). It is based on two factors: visual acuity (ability of the eye to appreciate details) and visual range (breadth of space seen by an eye looking straight ahead without moving).

Hearing impairment, which designates a partial (hard of hearing) or total loss of hearing (deaf).

The difficulties that may be encountered by the visually impaired in PSE:

They vary from one visually impaired individual to another depending on his or her level of impairment and the more or less significant disorders that may be associated with it.

Examples of difficulties encountered by a student with a visual impairment:

- Somewhat slow to perform a task;
- Movements can be jerky, hesitant;
- Bodily positioning might not always be well-established;
- His or her balance might be impaired;
- He or she may have difficulty perceiving distances, obstacles, and orienting himself or herself in space;
- Etc.

Their needs and potential arrangements:

- Student can be guided, accompanied (by voice or physical touch);
- Student requires appropriate light;
- Student should function in a low-noise environment;
- Student may need to touch or manipulate things to become familiar with objects and surroundings;
- Student should have access to site, equipment, and hazard tools... in order to reduce risks and uncertainties;
- Etc.

Spatial adaptations:

- Reduce the playing space;
- Etc.

In relationships with others:

- Limit the workforce;
- Encourage working in pairs. The other student can be a guide or accompany the visually impaired in a given action (by voice, shoulder to shoulder contact, or through the use of a rope);
- Etc.

Material adjustments:

- Use noise balls or balls with bells;
- Use larger and therefore more visible objects;
- Etc.

Game rule adaptations:

- Encourage bounce passes to slow down play speed and provide greater reaction time;
- Ask the students to name the visually impaired student before giving them a pass or collectively set up a communication code that would facilitate their participation in the activity;
- Etc.

Visually impaired specific activities that can be approached in one or more sessions:

Blindfoot, Torball, Showdown, Goalball

The difficulties that may be encountered by the hearing impaired in PSE:

- Large spaces (e.g., fields, gymnasiums, swimming pools) make it difficult to perceive sound signals (the origin and direction of sounds);
- Since hearing aids are not recommended during practice, the student can find himself or herself cut off and isolated from his or her environment since the noises he perceives are difficult to identify.

Their needs and potential arrangements:

The adjustments will be focused mainly on communication:

- Use visual, luminous, gestural support;
- Position yourself in front of the student and articulate well without exaggerating while delivering your message;
- Promote body contact (touch their shoulders or arms to engage them);
- Establish a code of communication with the group (for example., set up a rule in collective sports in which all players raise their hands when a foul is called or when the -game is stopped.);
- Encourage body language and visual cues during lessons;
- Etc.

PSYCHIC DISABILITY

How is it defined?

A psychic disability is a side effect of mental illness and appears over time. Intellectual capacities are unscathed and can evolve satisfactorily. It is the ability to use these that is deficient. The symptomatology is unstable, unpredictable. Taking medication is often essential with treatment techniques aimed at alleviating, even rehabilitating, the abilities to think and to decide.

Psychic disability is the consequence of various illnesses such as psychosis, schizophrenia, paranoid delirium, bipolar disorder, personality disorders, and certain neurotic disorders, such as OCD (Obsessive Compulsive Disorder).

A psychic disability is different from a mental disability (be careful not to confuse them). However, a double diagnosis can be made with respect to an individual who displays an intellectual impairment associated with psychic disorders.

Difficulties that may be encountered?

- Relational (The young person might feel persecuted or attacked. Being looked at by another student can destabilize or disturb the student. His susceptibility can be exacerbated following comments, looks,...);
- Managing emotions, stress, pressure, the unknown;
- Finding his or her place among his or her peers, sharing with and being around others;
- Finding meaning in activities;
- Etc.

Precautions to take during PSE?

- Be vigilant during interactions between students;
- Safeguard everyone's physical, mental, and moral integrity;
- Maintain a healthy atmosphere and defuse conflicts or tensions to prevent a - situation from escalating;
- Isolate the student from the group at times (due to social pressure being too strong, feeling sick, or anxiety) to ensure his safety and that of the class;
- Provide rest time to allow the student to recharge;
- Do not insist or force the student into practice;
- When addressing the student, avoid being too authoritative or directive. Establish a healthy and trusting relationship with him or her.
- Avoid cognitive overload that could destabilizing the young one;
- Reassure him or her regularly (in relation to the activity, others, and his or her capacities);
- Etc.

MENTAL DISABILITY

How is it defined?

A mental disability is a deficiency of mental and intellectual functions, which causes physical, physiological, cognitive and/or psychological difficulties limiting the individuals' capacities.

What are the primary challenges that can be encountered by a student with a mental disability?

- Due to the limitation of certain intellectual resources, the young individual may experience difficulties in the following situations:
- Organizing his or her thoughts, entering into abstract thought, accessing the second person, the implicit;
- Focusing attention, staying focused;
- Establishing causal links;
- Memorizing information;
- Expressing himself or herself and communicating easily;
- Identifying himself or herself in space and time;
- Handling objects with precision;
- Following basic rules (communicative rules, social codes, life rules);
- Adapting to changes;
- Finding an appropriate answer quickly;
- Managing his or her emotions;
- Etc.

The needs of these young individuals:

- More time to learn;
- More repetitions to assimilate;
- Recovery time;
- To be valued and protected;
- To go through examples of concrete situations, hence the importance of illustrating instructions using examples;
- To focus on the essential;
- Etc.

Possible PSE accommodations:

The teacher and instructions:

- Accept that you will need to say something once, say it again, and repeat it;
- Use accessible vocabulary;
- Give only one instruction at a time, get to the point;
- Speak directly to the student so that he or she can take ownership of the instruction;
- Use visual tools, like photos, objects, drawings that support your words, mental images;
- Etc.

During the session and in relation to the activity at hand:

- Illustrate the point using demos;
- Involve the young student in the creation of learning situations: make them partners and even initiators;
- Ritualize the sessions to make the student feel comfortable (for example, regrouping at a bench after getting dressed to place the group);
- Make sure to explain the session sequence to him or her (e.g., what is planned, what is going to be discussed...) to reduce anxiety, uncertainty, etc.;
- Do not hesitate to give feedback on the concepts covered in the previous weeks in order to consolidate the achievements and solidify the link from one session to the next;
- Differentiate the tasks, propose different levels and variables;
- Give yourself permission to *adjust the activity* to allow the young person to situate himself or herself and to fully experience the activity with others. For example, during a basketball game, it may be advisable to permit two-handed dribbling and carrying the ball to get across the court for the young students who have difficulty assimilating the proper rules of an activity and/or who encounter motor difficulties;
- Etc.

Adaptations in the rules of the game:

- Conceptualize the rules of the game. For example, in basketball, offer the student the role of a joker, which grants him or her total immunity in the game (e.g., no defense against him, fouls are announced but not sanctioned, guaranteed actions, which means the defender keeps up with the disabled student, but cannot take the ball from him or her and must let him or her pass to a teammate or shoot.) The joker role allows students with great difficulties to play basketball with the others.
- Involve the group in the creation of rules that facilitate everyone's participation, co-creation of new rules;
- Etc.

Adjustments related to time:

- Provide rest breaks;
- Break up the work into segments;
- Etc.

Adjustments related to space:

- Mark the bounds of the play area using props, mark certain zones;
- Give preference to smaller or enclosed work spaces to contain the student and prevent him or her from wandering off or doing something else;
- Etc.

Material adjustments:

- Use of larger or smaller equipment to facilitate grip handling (for example, in table tennis, it might be helpful to use a balloon instead of a traditional ping-pong ball, since it slows down the exchange and gives the student time to prepare and strike.
- Etc.

COGNITIVE DISABILITY

How is it defined?

Under "Dys disorders," we group the specific cognitive disorders and the learning disabilities they induce. Specific cognitive disorders appear during a child's development, before or during their first stages of learning, and persist into adulthood. They have repercussions on school, professional, and social life, and can cause a psycho-emotional imbalance.

We further decompose these disorders into 6 subcategories:

- Disorders specific to the *acquisition of written language*, commonly known as *dyslexia and dysorthographia*;
- Disorders specific to *oral language development*, commonly known as *dysphasia*;
- Disorders specific to *motor development and/or visuospatial functions*, commonly known as *dyspraxia*;
- Disorders specific to the development of *attention processes and/or executive functions*, commonly known as *attention deficit disorder (ADD)* with or without *hyperactivity*;
- Disorders specific to the development of memory processes;
- Disorders specific to digital activities, commonly known as *dyscalculia*.

Difficulties that may be encountered during PSE:

Students suffering from dyspraxia or praxis disorders will encounter the greatest difficulties practicing sports (due to motor awkwardness, etc.), but this will not prevent them from practicing and participating in PSE sessions.

The difficulties of students with cognitive disabilities vary from one child to another, the most common being:

- Spatial orientation (under/over; in front of/behind) and time orientation (today/tomorrow; morning/noon);
- Laterality problem (left vs. right)
- Poorly established bodily positioning;
- Maintaining focus;
- Slowness performing tasks;
- Weak auditory and/or visual memory;
- Automating certain gestures;
- Difficulties in skill, balance, coordination, precision, and reproducing gestures, grasping objects;
- Can quickly become overwhelmed from an operational and cognitive viewpoint, difficulties getting dressed (buttoning, tying shoelaces, removing clothes);
- Performing some simple everyday gestures;
- Etc.

The needs of the student:

- More time;
- To restore his or her image, to be valued, to gain confidence, and to become aware of his or her capacities, to be helped and guided in everyday tasks (like getting dressed);
- Etc.

Possible arrangements:

- Clearly verbalize the instructions, detailing them step by step;
- Provide appropriate tools (e.g., a larger ball to increase his or her chances of catching it);
- Show the student how to execute a movement by guiding the gesture yourself;
- Avoid asking him to repeat a gesture or to imitate someone;
- Agree to make concessions (for the student with praxis disorders, certain gestures can never be carried out correctly, despite all of his or her best efforts);
- At the clothing level, let the student wear a uniform and bring only the bare essentials (e.g., a bag with a spare T-shirt);
- Modify certain activities by setting up rules that are more flexible than the standard rules;
- Etc.

The plural forms of disability invite us to be more cautious.

Indeed, two children with the same disability will not be exposed to the same challenges even when facing a similar task. Several parameters are at play (including the degree of disability, education, support, and stimulation from which the student was able to benefit) and lead the student to develop unique behaviors and modes of communication specific to each of the situations encountered.

It is therefore essential to take into account the uniqueness of each student and to offer support and accommodation on a "case-by-case" basis.

The proposed arrangements are designed around various variables (e.g. activity, rules, space, time, equipment used, group, etc.).





WELCOMING A STUDENT WITH DISABILITIES

Welcoming a Student with Disabilities into a PSE Class

Before the sessions:

- I collect information on the child (by consulting his academic file, his PSP);
- I ask the school nurse and physician to obtain data that can be communicated;
- I establish direct contact with the student. I talk to him or her about his or her experience in PSE, his or her motivations, and his or her fears;
- I engage in a sort of partnership with him or her by talking about mutual assistance and the optimization of my resources and his or hers;
- I discuss disability with my class. I raise awareness and inform my students about how to welcome a student with disabilities;
- The tools I have at my disposal allow me to then anticipate, to define the situations, the safety rules that need to be respected, and the accommodations that need to be made.

During the session:

- I observe the child in action (his or her behavior, his or her relationship with his or her body, his or her motor level, his or her control of equipment, his or her relationship with peers, his or her management of emotions...);
- I assess where he or she is in his or her learning development, I identify his achievements and abilities. I wonder what goals I can set for him. How can I help him or her progress?;
- I associate him or her with equipment that will help him be an active learner;
- I identify the problems the student encounters intrinsically and extrinsically (namely, in activities, places, space, his or her relationships with others, etc.);
- I identify needs: What does he or she require? What are his or her needs (in terms of accessibility, activity, social participation, relationships with others, etc.);
- I adapt my content and situations by relying on 6 didactic variables: relationships with others, time, rules of play, space, body, and materials;
- I am alert to the student's fatigability;
- I reassess my arrangements and I readjust my content throughout the session;
- I value successes, I encourage the student in his or her achievements;
- I nurture his or her joy, his or her desire to get involved and participate;
- I remain attentive to the group;
- I stimulate a work dynamic that encourages learning;
- I am patient, flexible, and kind. I give the student the necessary time and I avoid forcing him or her or singling him or her out;
- I can offer a social role (assistant, photo reporter, etc.).

Evaluation:

The chosen grid will be specific to the disabled student. It will be based on the skills worked during the cycle and will endeavor to take into account the student's behavior, his or her investment, his or her initiative, etc.



Physical Sports and Artistic Activities Program

Range of activities:

The program is created with the student, his or her parents, and various professionals. It is based on a reflection of the student's abilities and his or her challenges are taken into consideration.

Regarding the choice of PSAAs, we would be tempted to say that all PSAAs are conceivable and feasible for disabled students to attend, provided the instructors adapted, accommodated, thought outside the box, and allowed themselves to sometimes modify the activity and its internal logic to make it accessible.

The only factor that could prevent disabled students from participating is a medical one (contraindication). It would then be necessary to ensure that the chosen activities are feasible for the student that I welcome.

Dare to suggest specific activities:

The presence of a student with disabilities may be the opportunity to introduce class students to specific activities (for example, if you offer a football cycle and you have a student with a visual disability it may be good on one or several sessions to present and practice blind football, torball, showdown, or goal ball).

Be flexible in terms of the teaching structure and grouping methods:

In order to best adapt to students with disabilities, it is necessary to encourage as much diversity as possible in the grouping methods and to allow oneself some flexibility to allow a student to go to practice with another class if the activity offered there is more suitable.

It is important to confer and to have dialogue with the student to formulate a schedule that best meets his or her needs and that guarantees him or her a personalized academic pathway.



CONCLUSION

Numerous texts support the place and practice of PSE for young individuals with disabilities.

The bulletin of 03/30/1994 mentioned "*the need to respect the right of the physically disabled and the partially unfit to not be excluded,*" specifying "*that it is desirable that all students are accepted in Physical and Sports Education courses*".

Most recently, the BO n°4 from April 29th, 2010 underlines that among the objectives PSE aims for, there is a need to "*develop and mobilize its resources to enrich its motor skills, to make it efficient, and to promote success: PSE leads each student to fully engage in learning regardless of his or her level of practice, physical condition, or degree of disability.*"

The principles of accessibility (places and knowledge) and compensation (human and material resources) defined by the law of 2005 led the school in general and therefore each of the school disciplines to rethink their content and terms of teaching evaluations.

The Physical and Sports Education that we teach to students with disabilities is not a separate Physical education but rather an adapted education which aims to allow all students, regardless of their differences, to partake in a common sports culture.

To adapt the courses, content, roles, and tools used is to allow the student to enroll in a personal project by making him or her an active participant in his learning.

To create favorable conditions for learning, progress, and success, we must rely on a differentiated pedagogy taking into account the uniqueness of each student, his or her resources, and the pace of his or her learning.

We must remain humble in our practices, be flexible, and accept fumbling, stumbling.

Sometimes we have to agree to become learners, listen to young individuals with disabilities, and involve them in the process of implementing learning situations to build suitable content with them.

The use of student partnerships such as *disabled student-teacher* as well as *disabled student-teacher-peers* is generally successful and allows students with disabilities to enjoy a status of full student.

In addition, the adjustments and accommodations designed for students with disabilities can be offered to all students in the class.

It seems critical to not remain isolated in your practice. It is necessary to exchange and to share with various leaders who work and deal with students with disabilities (the educational team, the parents, but also external partners).

It is equally beneficial to create bridges and links with the Adapted Sport and Para-sports committees, to encourage the practice within the sports association (through shared sport within the context of school athletic meetings).

Many websites offer support that can guide us and help us in everyday life. The sharing of experiences between professionals and the discovery of what is happening around us can also support our field of action.

Disability, Sports and PSE. One common cause: to fight against marginalization and exclusion and to prepare young individuals with disabilities to be lucid, cultivated autonomous citizens, capable of using all their resources and of making informed decisions for their futures.

By confronting us with a form of insecurity and uncertainty, disability destabilizes and upsets our practice.

Nevertheless, whether specialists or not, we appear to be the centerpieces in the reception, success, and progress of students with disabilities.

The theme of disability raises other issues of « living-together », social cohesion and co-existence.

Including students with disability is an act towards raising students' awareness, allowing them to take a new perspective towards disability (to become familiar with it and to understand it).

It also creates and fosters interactions where everyone brings something to the other regardless of their differences.

It is therefore a true asset for everyone.





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