

NW ASSOCIATION  
FOR  
BLIND  
ATHLETES

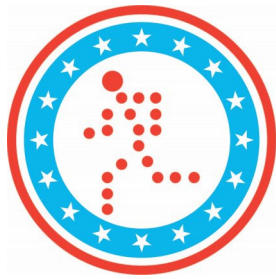
## Fostering Independence Using Pre-Teaching Strategies

### Introductions

- Picture description: Stacey, Matt, Kirsten, and guide dog Knightley standing together at Camp Spark
- Northwest Association for Blind Athletes
  - Vision
    - To be the national leader in transforming the quality of life for all individuals who are blind and visually impaired through participation in sports and physical activity.
  - Mission
    - To provide life-changing opportunities through sports and physical activity to individuals who are blind or visually impaired
      - Core Programs
        - Sports Outreach
        - Virtual Programs
        - Camp Spark
        - Sports Adaptations
  - Core Values
    - Empower People
    - Grow Boldly
    - Strive for Excellence
    - Be Transparent
    - Be Inclusive
- Kirsten French
  - Programs Manager, Camp Spark & Sports Adaptations
- Matt Coelho
  - Programs Specialist, Camp Spark & Sports Adaptations
- Stacey Gibbins
  - Vice President of Programs and Services

### Agenda

- Picture description: Athlete and coach checking out a tactile map of a soccer field while other athletes walk the perimeter of the field in the background
- Determining Independence
- Independence Levels
- Fostering Independence
- Pre-Teaching for Adults
- Q & A



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- Resources
- Upcoming Webinars

## Objectives

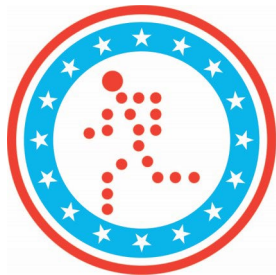
- By the end of this webinar, attendees will be able to:
  - Name at least three independence expectations regarding pre-teaching for each age level
  - Discuss at least three ways independence can be fostered for students
  - Summarize how pre-teaching can be utilized when working with adults including at least three adult student expectations

## How do you determine independence expectations for a student?

- Please share some thoughts in the chat!

## Determining Independence

- Picture description: Camper carrying his bags into the dorm on camp move-in day
- Chronological age
  - Including grade level
  - Consider what the independence & developmental expectations are for their same aged peers
  - Exceptionally important for students who are very bright
- Developmental age
  - Might not match their chronological age
  - Independence expectations should be aligned with established developmental expectations regardless of chronological age
- Complex needs
  - What is impacting the student's ability to develop independence in learning
- Onset of vision loss
  - Recent onset?
  - Recently lost more vision
  - May greatly impact independence but possibly only for a finite time
- Support
  - What support does the student have:
    - Intrinsically
    - At home
    - At school
    - In their community



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Poll Question: How should students be evaluated to determine their independence expectations?

- Their chronological age
- Their developmental age
- Their grade level
- It depends for each specific student

### Independence Levels

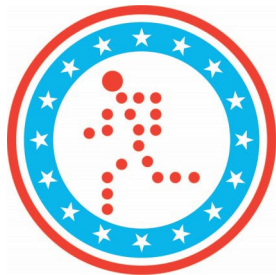
- Beginner
  - Watch video
  - Review resource/material
  - Identify & describe equipment
  - Give basic outline of skill
- Intermediate
  - Access video, resource, or materials
    - As independently as possible
  - Describe general outline of skill
  - Identify, explore, & choose best equipment & teaching method
    - Setting them up for increasing self-advocacy
- Advanced
  - Access materials independently
    - Provide materials as applicable
  - Develop foundational understanding
  - Identify questions
  - Seek out instruction
    - Building self-determination
  - Advocate for needs
    - Building confident self-advocacy skills

Poll Question: What independence should be expected from beginner students?

- Giving an overview of the concept after the pre-teaching lesson
- Gathering materials
- Review all material independently
- Both A & B

### Fostering Independence

- Picture description: Group of campers and staff gathered together after snowshoeing through a snowy path with snow covered trees in the background at camp
- Identify student skills & supports



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- What skills do they already have?
- What supports are available to them to help them succeed?
- What schema can you build off of?
- May differ greatly depending on the skill even for the same student
- Integrate other skills
  - Assistive Technology
    - Accessing resources and materials
  - Compensatory Skills
    - Accessing resources and materials
  - Orientation & Mobility
    - Interpreting & creating tactile maps
  - Self-Advocacy
    - Advocating for preferred equipment & teaching method
    - Advocating for time to orient
    - Asking questions & seeking out information
- Goal setting & achieving
  - Ultimate goal: creating life-long learners
  - Developing strong self-determination skills

### Underhand Roll

- Underhand roll video from NWABA's video resource library

How can this video be utilized to support independence during pre-teaching for a beginner student?

- Please share some thoughts in the chat!

### Push-Up

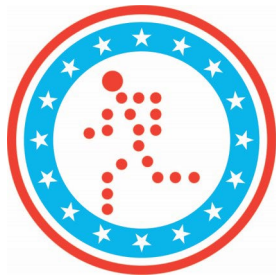
- Full push-up video from NWABA's video resource library

After watching this video, what should an intermediate student be able to do independently?

- Please share some thoughts in the chat!

Poll Question: What are some ways to foster self-determination in school-aged students?

- Having them gather & access the materials
- Having them review the materials before the lessons
- Having them create the materials
- All of the above



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### Pre-Teaching for Adults

- Picture description: Instructor pre-teaching and exploring paddle board with athlete
- Provide resources
  - Depending on individual & concept this may be providing the resource & they access it or having them research & access given the appropriate information
- Expect independent access & review of materials
  - Develop firm foundational understanding of the concept or skill
  - No expectation of mastery but an understanding of what they know & what they don't
- Develop questions
  - Student should develop questions to ask instructor to clarify and extend understanding
  - Instructor should develop questions to ask student to clarify understanding
- Seek support
  - Create life-long self-advocate
  - Life-long self-determination
- Accept feedback
  - Essential to life-long learning
- Support as needed
  - Support the adult learner as needed throughout process while emphasizing independence

### Poll Question: What are some ways for fostering independence in adults?

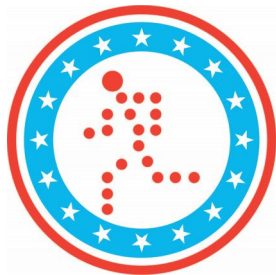
- Have them develop questions to ask
- Have them access materials
- Have them review materials beforehand
- All of the above

### Questions & Answers

- Please put any questions you have in the chat or raise your hand

### Resources

- Picture description: Kirsten & athlete standing next to each other in a gym with a barbell in front of them filming SAL powerlifting videos
- PE Consultations
  - Reach out by phone or email to ask any questions about specific or general PE adaptations questions
- Adapted Equipment Lending Library



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- Over 400 pieces of equipment available
- Available only to regions we serve – OR, WA, ID, and MT
- Video Resource Library
  - Videos all include adaptations manuals & tactile diagrams (when applicable)
  - More videos coming soon!
- Contact Information
  - Kirsten French
  - [Kfrench@nwaba.org](mailto:Kfrench@nwaba.org)
  - 360-859-3116
- Shared links:
  - Video Resource Library: <https://nwaba.org/sports-programs/video-resource-library-1/>
  - Pre-teaching: <https://www.youtube.com/watch?v=oEmFPf6GHjg>
  - Adaptive Equipment Lending Library: [https://nwaba.org/wp-content/uploads/2019/08/sa\\_lending\\_library\\_inventory\\_2019\\_08\\_21\\_final.pdf](https://nwaba.org/wp-content/uploads/2019/08/sa_lending_library_inventory_2019_08_21_final.pdf)
  - Lending Form: [https://nwaba.org/wp-content/uploads/2019/08/sal\\_fillable\\_lending\\_form\\_2019\\_08\\_22\\_final.pdf](https://nwaba.org/wp-content/uploads/2019/08/sal_fillable_lending_form_2019_08_22_final.pdf)
  - Contact Information: Kirsten French; [kfrench@nwaba.org](mailto:kfrench@nwaba.org); 360-859-3116

#### Upcoming Webinars

- Tuesday, Nov. 29 – Adapting Pre-Teaching Strategies for Students with Complex Needs
  - All webinars are at 3pm ET, 12pm PT

#### Thank You!

- Thank you for coming and we hope to have you join us next time!