

Hello Everyone,

As many of you are aware, we are continuing to add to our collection of the Fundamental Movement Skills resources with the development of FMS IB: Children with Developmental and/or Behavioural Disabilities.

During the development of FMS IA: Children with Physical Disabilities, we sought out advice from individuals like you to provide us with success stories of Physical Education teachers effectively working with children with a physical disability. We received some great stories and strategies of effective ways to maximize the participation, learning, and development of these students in a physical education setting. To continue on in a similar format as FMS IA, we are again looking for **success stories on how Physical Education teachers have effectively worked with children with a developmental and/or behavioural disability in a physical education setting**. These stories will be featured in the FMS IB handbook to provide the reader with greater insight and suggestions in fostering the development of fundamental movement skills of children with developmental and/or behavioural disabilities at a firsthand level.

What a story should include:

- Highlighting the teaching of fundamental movement skills

*(running, skipping, hopping, galloping, striking, throwing, balancing-stork stand, dodging, log rolling, dribbling, catching, kicking)*

- Feature children with developmental and/or behavioural disabilities

*(Autism Spectrum Disorders (ASD), Attention Deficit Hyperactivity Disorder (ADHD), Down syndrome (DS), Intellectual Disabilities (general), Developmental Coordination Disorder (DCD), Fetal Alcohol Syndrome (FAS))*

- Simple strategies, exercises, and tips that have worked in providing valuable instruction and participation of the fundamental movement skills

Below is an example of a success story that was featured the FMS IB resource:

“What has worked in real life...”

Billy is 8 years old and has mild cerebral palsy and used crutches to assist with walking. When practicing the dodge he was having great difficulty with the pivot portion. To assist Billy in coordinating his crutches and his legs for the pivot his teacher used gym tape to place markers on the floor to guide Billy where to put both his crutches and his feet when executing the pivot. After several weeks of practice with the floor markings, Billy’s dodge became much more proficient and he no longer needed the visual cues on the floor for assistance.

Please pass this email on to other teachers and experts that could help contribute by sharing their story.

**Please submit your stories by December 11<sup>th</sup>, 2009 to [brett@phecanada.ca](mailto:brett@phecanada.ca)**

Your help is much appreciated!

Kind Regards,

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[www.phecanada.ca](http://www.phecanada.ca)

[www.excelway.ca](http://www.excelway.ca) (Your one-stop shop for physical & health educational resources)