



2015 Southwest Orientation and Mobility (SWOMA) Conference

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Movement for Life and Health

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1:00 PM-2:00 PM

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Movement for Life and Health

Presented by Marty Klein and Mary Kob

“Physical Education is important for the health and wellbeing of people of all ages. It builds self-confidence and improves one’s health and fitness.”

Kathy Lechter, Overbrook School for the Blind and Visually Impaired website, 3/24/06

The visually impaired student should experience a program designed to improve their fitness levels by participating in various games, activities and exercises.

A regular physical activity program will improve fitness and give the student confidence to move through space without instructions. It can also develop motor skills needed for daily living and mobility.

YouTube.com

Adapted PE Games for Blind and Visually Impaired Students

by Elina Mullen

In Lauren Lieberman and Cathy Houston-Wilson’s 1999 article in *Re:View, Overcoming Barriers to Including Students with Visual Impairments and Deaf Blindness in Physical Education*, benefits associated with the involvement in physical activity include reduced risk of heart disease, diabetes, high blood pressure, high cholesterol levels and decreased stress levels (Surgeon General, 1996).

Furthermore, the social and psychological benefits of increased physical activity are tremendous. Many individuals involved in daily exercise report better ability to sleep, improved self-esteem, increased stamina, and decreased stress levels, attributes that lead them to have a better attitude about life (Martinsen & Stephens, 1994; McAuley, 1994).

Research also indicates that when students are involved in daily physical activity, their inappropriate behaviors decrease (Craney, 1994).

Unfortunately, students who are blind or deaf-blind are not afforded the same opportunities to participate in regular physical activity and do not attain the same psychological, social, and physical benefits as their sighted peers (Sherrill, 1998). This situation occurs in part because the students may have to devote more time to academics (Sherrill, 1998) and overprotective or non-informed school staff or parents do not allow individuals who have visual impairments or are deaf-blind to participate in physical activity (Nixon, 1988; Winnick, 1985).

“These deficits in physical and motor fitness are especially alarming because in almost every daily activity individuals who are blind expend more energy than sighted individuals (Buell, 1973). Activities of daily living require additional attention to directions, safety, and location of everyday objects and need more strength, balance, and coordination (Buell, 1973). Kobberling, Jankowski, and Leger (1989) determined that individuals with visual impairments expended significantly more energy in running and walking than did sighted individuals. In addition, individuals with visual impairments have increased metabolic demands for most motor tasks because of heightened tension and stress from lack of visual feedback (Buell, 1973; Hladky et al., 1996; Shephard, 1990). Often, increase in metabolic demand, energy expenditure, and mechanical inefficiency rather than the visual impairment lead to their inactive lifestyle “(Auxter, Pyfer, & Heuttig, 1997; Winnick, 1985).

A Persistent Vision: Camp Abilities

<https://vimeo.com/24487758>

Camp Abilities Brockport

Individuals with visual impairments have the same potential for developing motor skills and fitness as their peers yet lack of opportunities, limited expectations and lack of training lead to developmental delays and decreased fitness level (Adelson & Fraiberg, 1976; Shephard, ward & Lee, 1987; Sherrill, 1998). Children develop most of the visual skills necessary for play, future recreation and athletics before the age of four. Many visually impaired children do not develop these skills adequately. The special education classroom, the physical education class the recreation facility and the home can all be a source of opportunities to develop these skills through a variety of play activities that are fun. Playing cooperatively, rather than competing is the main idea. Activities should be adjusted so every child experiences success (Angelo Montagnino).

YouTube.com

I Feel Included

<https://www.youtube.com/watch?v=qZfjrd-B0ho>

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Figure 1 TSBVI logo.



"This project is supported by the U.S. Department of Education, Office of Special Education Programs (OSEP). Opinions expressed herein are those of the authors and do not necessarily represent the position of the U.S. Department of Education."

Figure 2 IDEAs that Work logo and OSEP disclaimer.