Motor Activity Training Programme (MATP®)

CHALLENGE EVENT

For use with primary and secondary SEN schools.

For use at intra, inter and county School Games events.

A full MATP® Challenge event training can be accessed by emailing: matp@sogb.org.uk

Quick introduction

MATP® was developed by Special Olympics and it is a movement-based sports programme that provides meaningful sport and physical activity for young people with severe/profound, multiple impairments (PMLD) and Complex Support Needs.

A school can run MATP® training as part of their school's weekly PE and/or school sport timetable for students with PMLD/Complex Needs. The MATP® Challenge event is held at the end of each training period (8-12 weeks) which is an opportunity for MATP® athletes to come together with their friends, family and staff to celebrate their achievements and showcase the motor skills they have mastered during their training.

Getting started

The MATP® Challenge Event consists of:

- Opening ceremony – to include athlete parade and Special Olympics oath
- Warm-up of all athletes, i.e. parachute activity with music
- Showcase of all the individual MATP® athletes and their individual skills
- Cool-down with all athletes
- Medal presentation
- Closing ceremony

Equipment

- The MATP® Skills that will be showcased at a Challenge event are individual to the athletes and what they have been training towards weekly.

Examples include:

- Mobility: Walking, crawling, sliding, rolling, plus basic manual and powerchair slalom skills.
- Dexterity: Grasp and release, pushing, pulling, throwing.
- Kicking: Using the foot or feet to push or kick a ball a short distance.
- Striking: Hitting and moving a ball with any part of the body or with an implement.

Things to consider

- Make sure prior to the event that information is collected: about what skills each athlete will be showcasing; how they will be showcasing them; what equipment they will be bringing and what equipment you will need to provide.
- Prepare all the MATP® activities and equipment in advance.
- Engage a key person to be a compere for the event. They will keep the pace going, introduce the warm-up, introduce each athlete and the skill they are showcasing and keep the pace and atmosphere going. If it's a large venue a microphone and PA may be needed.
- Have a running order for all the event elements including the individual motor skills of the athletes so timings can be shared to groups.

The motor skills to be showcased will come from the athletes, so it is vital to collect this information and equipment information in advance of the event.

Most MATP® athletes will bring their own equipment but may need to borrow some ramps etc, depending on transport to the event.

Quick rules

- The most important thing to remember is that this is a celebration event for the MATP® athletes.
- They showcase what motor skills they have been training on and their own personal achievements related to this.
- It is not a competition against others.

NB: The Special Olympics Great Britain MATP® team need to sign off and sanction all MATP® Challenge events and MATP® ***Come and Try*** due to trademark, branding, health/safety and connectivity requirements. ***To complete this short process please contact*** matp@sogb.org.uk

Simple organisation points

Communication: Ensure that there has been great communication with the schools about the needs of their MATP® athletes prior to the event.

Venue: Ensure the venue is fully accessible.

Atmosphere: A positive upbeat atmosphere really supports the event and maintains the enthusiasm and pace. Make sure your compere leading the event engages with the audience and encourages them to clap, cheer and support the athletes (e.g. getting the whole audience to sing ***'If you're happy and you know it'*** as it's the athletes' favourite song).

Flexibility: The needs of MATP® can be complex and ever changing; sometimes there may be last-minute changes to attendance and/or scheduling on the day – please allow to be adaptable for this.

Think Inclusively – STEP:
Space • Task • Equipment • People

MATP® is all about individuality – it is all about including everyone by adapting lots of fun activities to suit functional ability and individual needs.

The MATP® coaches/support staff who accompany the MATP® athletes will have worked with each athlete prior to the event using the STEP model to adapt activities and skills. Sometimes on the day, these coaches/support staff will use the STEP principles to adapt the individual skills further if the MATP® athlete is overwhelmed or tired or distracted, for example.

For those with limited mobility, a seated version could be used.

Health and safety

- Ensure the venue is fully accessible and equipment such as hoists and changing beds are supplied. On the very rare occasions should these facilities not be available schools must be informed to ensure that they can consider the toileting needs of their MATP® athletes.
- A hoist may be needed in the main hall for athletes to get on and off walkers or to get onto the floor if their motor skill involves rolling or crawling.
- You must be trained in hoist use to use a hoist on any person involved in MATP®.
- Each MATP® athlete will have their own support workers and coaches who are trained in hoist use, so please leave this to them.
- These support staff and coaches will work directly with the MATP® athletes for all of their needs and their challenge events.
- Volunteers and School Games staff do not need to directly assist any of the MATP® athletes with these tasks, unless help is asked for by these coaches/support staff.

Opportunities for primary-aged children to lead or officiate

Have young people (peer leaders/coaches/volunteers) to support as there are lots of meaningful roles at the MATP® Challenge event such as:

- Equipment assistant
- Field of play assistant
- Staging assistants
- Registration and awards team

What officials should look for or do

There are no officials in MATP® but there should be people to oversee and lead the following roles:

- Compere
- Equipment
- Field of play
- Staging
- Registration and awards
- Sound and music

Sporting ME
Spirit of the Games
Excellence through competition

Passion: I am passionate to showcase the MATP® skills that I have learnt and celebrate my achievements.

Teamwork: Within my team I encourage my peers by watching and celebrating their individual MATP® skills and achievements.

Respect: I respect my fellow peers taking part in MATP® and thank those that support me to achieve my goals.

Honesty: I will always be honest and try my hardest to showcase my MATP® achievements.

Self-belief: I fully believe in myself and I am excited to showcase my MATP® achievements to others.

Determination: I am very determined however difficult or easy to showcase and celebrate the MATP® skills that I have been training towards – with determination comes success.

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Motor Activity Training Programme (MATP®)

MOBILITY

Quick introduction

MATP® was developed by Special Olympics and it is a movement-based sports programme that provides meaningful sport and physical activity for young people with severe/profound, multiple impairments (PMLD) and Complex Support Needs.

It should be:

- young person-focused and led
- seen as a sports coaching programme – all activities should be related to sport.

Introduction to MATP® Mobility

Mobility represents all types of gross motor skill activities that move or propel the body forwards, backwards, up or down, side to side. Examples include (but are not restricted to) walking, crawling, sliding, rolling, plus basic manual and powerchair slalom skills.

Equipment

MATP® can be done with any equipment and some imagination. The skill element is more important than the equipment used.

- Hurdles.
- Large football/physio ball.
- Skittles.
- Stereo.
- Up-beat CD.
- Motivational toys.

Getting started

Whole Class Warm Up – 15mins

Whole group will gather together in a circle. Play the up-beat music to start the session. Use the parachute to warm up. Students will take it in turns to go into the middle of the parachute. Students with complex needs will be warmed up by enjoying being under the parachute, looking up at the parachute and lifting their arms up to the parachute. When the warm-up is finished the parachute will be allowed to fall.

Mobility Activity Groups – 30mins

Example of three different mobility activities that you can do:

Walking with walker:
Some students can work on their walking skills using their walkers

Slalom:
Some students can work on a slalom walking course that involves objects appropriate to their needs.

Rolling:
Using hoists, some students will be positioned on mats on the floor (only staff trained to do this must use hoists or move students). The mats will be set up with various equipment and activities that the athletes enjoy. The teacher/coach will encourage the students to roll over with verbal and physical prompts, lots of praise and verbal support and encouraging them to move towards the equipment they wish to play with. Once they have moved towards the equipment the teacher/coach will celebrate with them and then give them time to play.

Whole Class Cool Down and Feedback – 20mins.

Whole class participate in round of physio ball skittles and then slow pace parachute to cool down with relaxing music.

As with all activities, all staff will take all opportunities for intensive interaction. If a significant interaction is initiated by any students staff will act on it appropriately.

Health and safety

- Students may need to go to the bathroom for intimate care; this may require two staff. In these circumstances one member of staff will remain with each group and continue running the sessions as appropriate.
- A student may have a seizure. This will be attended to by two staff. The remaining staff will attempt to continue the activity if possible. The classroom may need to be reorganised to give the student having the seizure space. If it becomes apparent that the student having the seizure requires medical attention, a nurse will be called and the activity will stop. Students can be provided with independent activities while the incident is dealt with.
- There may be students in the group who find remaining with the group for extended periods of time difficult. These needs will be respected and they may be allowed to leave the activity for periods before being re-engaged by staff at an appropriate time.
- More than one student may need to go to the bathroom for intimate care. This may take three staff leaving the teacher alone with the remaining students. Under these circumstances the class will be pulled together as one group and if it proves to be not possible to continue the activity without students having to wait for prolonged periods for their turn a proportion of the class will be engaged with independent activities and the teacher will work with the remaining students on the planned activity.

Only staff trained in hoist use may use hoists or move students.

Due to complex support needs of students, please allow additional time for transition time between warm up, activities and cool down.

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MOBILITY

Thinking ME

KEY VOCABULARY:

Roll, move, shuffle, push, step, over, walk.

Keep statements/directions short, direct and concise.

Give encouragement often and praise when appropriate.

Tactical ME

How to improve: This is a journey for the athlete. Improvement may be made in small increments in some athletes; others may show sudden leaps in ability.

Communication: Both the athlete and the coach need to work together to achieve the end result. The coach needs to recognise verbal and visual signals from their athlete.

Physical ME

GROUP OBJECTIVES FOR THIS SESSION:

- To participate in physical activity linked to sporting events.
- To participate in events linked to mobility.
- To enjoy physical activity.

In all MATP® skills, four levels of assistance can be utilised:

- In total assistance, the teacher/coach supports or assists the athlete with the entire movement.
- Partial assistance means that the teacher/coach may touch, guide or direct the athlete, but not support or assist the athlete in the entire movement.
- Where verbal and visual assistance is used, the teacher/coach may verbally prompt, guide or direct the athlete but without physical assistance.
- Independent movement is where an athlete completes the movement or task without assistance from the teacher/coach.

Person-centred activities allow each young person, for example, to help choose the type of ball that they would like to use – perhaps based upon what colour, smell or texture they prefer. Modification, adaption and personalisation of all sports skill activities is highly encouraged. For example, it's a good idea to have expected outcomes but it is the progression towards attaining the necessary skills, and not the actual achievement of the skill, that's important.

Think Inclusively – STEP

Space:

- Young people can practise skills in a small space (for example, lying or sitting on a mat) or walking, with or without assistance, along a designated route.
- The space can be adapted to match the ability of the athlete; an assisted walk can begin with a few steps initially, and progress towards the 10 metre target.

Task:

- Gross motor skill activities involve ways of moving or propelling the body forwards, backwards, up, down or side to side.
- The athlete can begin with total or partial assistance, as required, but try to move towards independent movement, even if this is not the entire skill.

Equipment:

- MATP® identifies specific equipment required for the performance of each skill. However, this can be modified or adapted using available materials. The focus is on the development of the skill which is not dependent on specific equipment items.

People:

- The coach needs to develop a close understanding of the athlete, their functional ability and ways of encouraging them to extend their mobility. The ability to recognise when movement adaptation is required is important in this respect.
- Each athlete will need to approach the development of their movement skills in a different way. For example, some may be able to use their arms to initiate a body roll; others may need to rely on turning their head to influence body movement.

Social ME
Leading and volunteering

Encourage young people to:

- Select their own music.
- Select their own activities.
- Only introduce one activity/movement at a time.
- Support each other.

Sporting ME
Spirit of the Games

Excellence through competition

Determination: I am very determined however difficult or easy to practise the MATP® skills that I have been training towards every week - with my determination comes my success.

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Motor Activity Training Programme (MATP®)

DEXTERITY

Quick introduction

MATP® was developed by Special Olympics and it is a movement-based sports programme that provides meaningful sport and physical activity for young people with severe/profound, multiple impairments (PMLD) and Complex Support Needs.

It should be:

- young person-focused and led
- seen as a sports coaching programme – all activities should be related to sport.

Introduction to MATP® Dexterity

Dexterity represents all types of skill activities that promote and utilise fine motor use. Dexterity can include lots of different components; for example:

- tactile touch of objects
- grasp and hold activities
- grasp and move activities
- grasp, move, and release towards a target.

Getting started

Whole Class Warm Up – 15mins

Whole group will gather together in a circle. Play the up-beat music to start the session. A group warm-up can prepare the students for dexterity; for example, a parachute warm-up may increase blood circulation and range of arm movement.

Dexterity Activity Groups – 30mins

Example of three different dexterity activities:

Eye tracking of coloured balls:

Some students can work on eye tracking of different coloured bean bags or balls as an initial introduction to dexterity activity.

Grasp and hold:

Can an athlete reach for a small item, like a bean bag, close their hand around it, and hold it in their grasp? Can an athete reach up to touch a balloon on a string?

Grasp and release:

Can the athlete release the bean bag? Leading to whether they can grasp, move their arm, then release?

Whole Class Cool Down and Feedback – 20mins.

Whole class participate in round of physio ball skittles and then slow pace parachute to cool down with relaxing music.

As with all activities, all staff will take all opportunities for intensive interaction. If a significant interaction is initiated by any students, staff will act on it appropriately.

Health and safety

- Students may need to go to the bathroom for intimate care; this may require two staff. In these circumstances one member of staff will remain with each group and continue running the sessions as appropriate.
- A student may have a seizure. This will be attended to by two staff. The remaining staff will attempt to continue the activity if possible. The classroom may need to be reorganised to give the student having the seizure space. If it becomes apparent that the student having the seizure requires medical attention, a nurse will be called and the activity will stop. Students can be provided with independent activities while the incident is dealt with.
- There may be students in the group who find remaining with the group for extended periods of time difficult. These needs will be respected and they may be allowed to leave the activity for periods before being re-engaged by staff at an appropriate time.
- More than one student may need to go to the bathroom for intimate care. This may take three staff leaving the teacher alone with the remaining students. Under these circumstances the class will be pulled together as one group and if it proves to be not possible to continue the activity without students having to wait for prolonged periods for their turn a proportion of the class will be engaged with independent activities and the teacher will work with the remaining students on the planned activity.

Only staff trained in hoist use may use hoists or move students.

Due to complex support needs of students, please allow additional time for transition time between warm up, activities and cool down.

Equipment

MATP® can be done with any equipment and some imagination. The skill element is more important than the equipment used.

- Bean bags • Large/small different coloured and textured balls
- Material/scarves
- Balloons/string • Quoits
- Basket to release bean bags/balls into
- Stereo • Up-beat CD
- Motivational toys

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DEXTERITY

Thinking ME

KEY VOCABULARY:

Reach, touch, look, grasp, release, grip, point, move, let go, drop, open your hand, push.

Tactical ME

How to improve: The teacher/coach can work on the basic movements required for each skill area without using equipment (balls, etc) in order to establish a movement pattern.

Communication: Consistent positive encouragement can support and motivate each athlete.

Physical ME

GROUP OBJECTIVES FOR THIS SESSION:

- To participate in physical activity linked to sporting events.
- To participate in events linked to dexterity.
- To enjoy physical activity.

In all MATP® skills, four levels of assistance can be utilised:

- In total assistance, the teacher/coach supports or assists the athlete with the entire movement.
- Partial assistance means that the teacher/coach may touch, guide or direct the athlete, but not support or assist the athlete in the entire movement.
- Where verbal and visual assistance is used, the teacher/coach may verbally prompt, guide or direct the athlete but without physical assistance.
- Independent movement is where an athlete completes the movement or task without assistance from the teacher/coach.

Person-centred activities allow each young person, for example, to help choose the type of ball that they would like to use – perhaps based upon what colour, smell or texture they prefer. Modification, adaption and personalisation of all sports skill activities is highly encouraged. For example, it's a good idea to have expected outcomes but it is the progression towards attaining the necessary skills, and not the actual achievement of the skill, that's important.

Social ME
Leading and volunteering

Encourage young people to:

- Select their own music.
- Select their own activities.
- Only introduce one activity/movement at a time.
- Support each other.

Sporting ME
Spirit of the Games

Excellence through competition

Determination: I am very determined however difficult or easy to practise the MATP® skills that I have been training towards every week - with my determination comes my success.

Think Inclusively – STEP

Space:

- Space can be manipulated in various ways to facilitate MATP® skill developments.
  For example:
  Dexterity: gradually increasing the distance that the athlete moves their arm.

Task:

- Skill development can progress through task adaptation.
  For example:
  Dexterity: the athlete may be able to pick up a bean bag using a pinch (thumb and forefinger) initially before developing the ability to open the hand.

Equipment:

- Equipment can be adapted in many ways to facilitate MATP® skill, development and preferences of the individuals.

People:

- Some athletes will find certain MATP® skill areas more suited to their own functional ability than others. However, all the activities can be adapted in order to give each young person the opportunity to try each skill.

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Motor Activity Training Programme (MATP®)

STRIKING & KICKING

Quick introduction

MATP® was developed by Special Olympics and it is a movement-based sports programme that provides meaningful sport and physical activity for young people with severe/profound, multiple impairments (PMLD) and Complex Support Needs.

It should be:

- young person-focused and led
- seen as a sports coaching programme – all activities should be related to sport.

Introduction to MATP® Striking and Kicking

Striking includes any upper body and limb skills such as basketball push, table tennis ball push, bowling, or a ball throw. Striking activities can be designed to encourage the use of the upper limbs in lots of different ways. Kicking explores different lower limb movements.

Getting started

Whole Class Warm Up – 15mins

Whole group will gather together in a circle. Play the up-beat music to start the session. Use the parachute to warm up. Students will take it in turns to go into the middle of the parachute. Students with complex needs will be warmed up by enjoying being under the parachute, looking up at the parachute and lifting their arms up to the parachute. When the warm-up is finished the parachute will be allowed to fall.

Striking and Kicking Activity Groups – 30mins

Example of striking and kicking activities:

Striking a ball with hand/racket:

- Some students can work on hitting a ball of their choice with the hand initially – this may lead to using a racket of choice.

Kicking/pushing ball off platform:

- A student can kick or knock a football or swiss ball off an adaptable platform.

Ramp and skittles:

- Students can knock, push, shove a ball of their choice using upper or lower body parts toward a target or skittles (ramps can be used here).

Whole Class Cool Down and Feedback – 20mins.

Whole class participate in round of physio ball skittles and then slow pace parachute to cool down with relaxing music.

As with all activities, all staff will take all opportunities for intensive interaction. If a significant interaction is initiated by any students, staff will act on it appropriately.

Health and safety

- Students may need to go to the bathroom for intimate care; this may require two staff. In these circumstances one member of staff will remain with each group and continue running the sessions as appropriate.
- A student may have a seizure. This will be attended to by two staff. The remaining staff will attempt to continue the activity if possible. The classroom may need to be reorganised to give the student having the seizure space. If it becomes apparent that the student having the seizure requires medical attention, a nurse will be called and the activity will stop. Students can be provided with independent activities while the incident is dealt with.
- There may be students in the group who find remaining with the group for extended periods of time difficult. These needs will be respected and they may be allowed to leave the activity for periods before being re-engaged by staff at an appropriate time.
- More than one student may need to go to the bathroom for intimate care. This may take three staff leaving the teacher alone with the remaining students. Under these circumstances the class will be pulled together as one group and if it proves to be not possible to continue the activity without students having to wait for prolonged periods for their turn a proportion of the class will be engaged with independent activities and the teacher will work with the remaining students on the planned activity.

Only staff trained in hoist use may use hoists or move students.

Due to complex support needs of students, please allow additional time for transition time between warm up, activities and cool down.

Equipment

MATP® can be done with any equipment and some imagination.
The skill element is more important than the equipment used.

- Large/small different coloured and textured balls • Ramps • Skittles • Sticks, bats, rackets
- String • Goal posts • Baskets • Swiss ball • Stereo • Up-beat CD • Motivational toys

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Striking & Kicking

Physical ME

GROUP OBJECTIVES FOR THIS SESSION:

- To participate in physical activity linked to sporting events.
- To participate in events linked to striking and kicking.
- To enjoy physical activity.

In all MATP® skills, four levels of assistance can be utilised:

- In total assistance, the teacher/coach supports or assists the athlete with the entire movement.
- Partial assistance means that the teacher/coach may touch, guide or direct the athlete, but not support or assist the athlete in the entire movement.
- Where verbal and visual assistance is used, the teacher/coach may verbally prompt, guide or direct the athlete but without physical assistance.
- Independent movement is where an athlete completes the movement or task without assistance from the teacher/coach.

Person-centred activities allow each young person, for example, to help choose the type of ball that they would like to use – perhaps based upon what colour, smell or texture they prefer. Modification, adaption and personalisation of all sports skill activities is highly encouraged. For example, it's a good idea to have expected outcomes but it is the progression towards attaining the necessary skills, and not the actual achievement of the skill, that's important.

Social ME
Leading and volunteering

Encourage young people to:

- Select their own music.
- Select their own activities.
- Only introduce one activity/movement at a time.
- Support each other.

Thinking ME

KEY VOCABULARY:

Striking: Push, hit, knock, strike.
Kicking: Kick, push, hit, knock.

Tactical ME

This is a journey for the athlete. Improvement may be made in small increments in some athletes; others may show sudden leaps in ability.

- Both the athlete and the coach need to work together to achieve the end result. The coach needs to recognise verbal and visual signals from their athlete.

Sporting ME
Spirit of the Games

Excellence through competition

Determination: I am very determined however difficult or easy to practise the MATP® skills that I have been training towards every week - with my determination comes my success.

Think Inclusively – STEP

Space:

- Space can be manipulated in various ways to facilitate MATP® skill developments.
  For example:
  Kicking: varying the distance between the athlete and the target; initially the ball can be almost touching the skittles.
  Striking: gradually increasing the distance that the athlete moves their arm.

Task:

- Skill development can progress through task adaptation. For example:
  Striking: a ball can be struck from a tee using the hand only; progress to a small, easy-to-hold bat; finally a longer handled bat can be used, possibly using both hands.

Equipment:

- Equipment can be adapted in many ways to facilitate MATP® skill development. For example:
  Kicking: for athletes performing from a seated position (for instance, wheelchair users), the ball can be positioned on a small platform or step at a convenient height for the foot.

People:

- Some athletes will find certain MATP® skill areas more suited to their functional ability than others. However, all the activities can be adapted in order to give each young person the opportunity to try each skill.

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