An explanation of the Space Time Equipment People (STEP) framework

Introduction to STEP

Surprisingly and disappointingly many disabled children, athletes and players miss out on the opportunity to experience an inclusive environment in sport, physical activity and physical education. The vision of inclusion is where the accepted practice is for education, development and delivery opportunities to seamlessly include disabled children, athletes and players.

When an activity is modified it is changed to make it easier or harder. One way of looking at this modification process uses the STEP method.

By using the STEP framework, it is possible to consider a model that can be applied to a particular activity to help adapt and modify activities so that all individuals can achieve success and have fun

Space Where?

Where the activity is happening?

Level (height), e.g. floor-based activities have different requirements from those played on a level surface from seated, and ambulant activities

Adaptation of playing area – more space gives more reaction time, less space demands higher mobility and skill level

Length, height
Distance travelled
Use of zoned playing area to create safe playing areas or areas where pupils can be matched on ability

Nearer or further away targets
Allow some children to start at different times or from different places.

Task What is happening? (Physical actions)

How? • Easier – simplify the activity
• Harder – introduce more rules

• Rotate roles
• Change rules to aid inclusion, e.g. allow different places to start, no contact rule

• Be flexible
• Try different ways of taking part, e.g. seated, standing, laying down
• Use different targets for some children
• The pace of the activity

o Vary the speed of the object thrown or use a slower moving object such as a beach ball
o Use a tee stand so the ball is hit from a static position
o Allow slow movements
o Alter the speed of play to suit the individual players (e.g. heighten the net to give receiver more time to respond to changes or change rules, allow one or two bounces).

Equipment

What is being used?

- Balls
- Mats
- Flags
- Scarves
- Feet
- Soft Equipment
- Cones
- Canes
- Bats
- Racquets
- Hurdles
- Plastic Markers
- Ropes
- Bean Bags

By varying:

- Size
- Shape
- Colour
- Texture
- Weight
- Environment
- Play Surface
- Indoor/Outdoor

How does this change the activity?

Balls, e.g.
Lighter
Larger
Softer/slightly deflated Noise (e.g. jingle trainer) Different Colours

Travel slower in the air and gives more reaction time Easier to see and catch
Audio as well as visual stimulus
Easier to distinguish from the background colour

People

Who is involved?

By type:

- Independently
- In groups
- In pairs
- In teams
- With friends
- With Learning support assistant

People with:

- Different/same roles
- Different/same ability
- Different/same size

People in:

- Own space
- Big space
- Small space
- Restricted space
- Open space
- Different mediums (e.g. on poolside or in water)