

**Best Practices within the**  
**Motor Activity Training Program (MATP)**  
**and the**  
**Motor Activity Training program Training**  
**& Coaching Development in Europe (MATCODE)**

Stèphanie Boshuijzen, Annet ten Brug, Aly Waninge

28-06-2024

Commissioned by the Erasmus Motor Activity Training Program (MATP) Training & Coaching  
Development in Europe (MATCODE)

Gehandicaptensport  
Nederland 

  
Special  
Olympics  
Ireland

  
Special  
Olympics  
Slovakia

  
pimd  
službeni slobodni centar



Co-funded by  
the European Union

*"Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them."*

## INTRODUCTION

Persons with Profound Intellectual and Multiple Disabilities (PIMD) are characterized by a combination of profound or severe intellectual disabilities and severe motor disabilities (Nakken & Vlaskamp, 2007) and need support for all their activities and quality of life from other people (Shalock et al., 2021). As for everyone, regular exercise, or being physically active is important for people with PIMD (Lewis & Hennekens, 2016). Physical activity has a positive effect on physical fitness, cognitive functioning, emotional wellbeing, lowers the risk of diseases and can improve the overall quality of Life (John, Borschneck, & Cairney, 2020) regardless the type and severity of disabilities (Kapsal et al., 2019). However, people with PIMD are less likely to participate in regular exercise and sports (Van der Putten et al., 2017). Motor Activity Training Program (MATP) is developed in order to make sports and physical activity accessible when it is not evidently provided.

MATP is offered in various places (*Bewegprogramma MATP Voor Atleten met een Ernstig Meervoudige Beperking / Gehandicaptensport Nederland, z.d.*) and anecdotally offers good results. It connects many athletes with serious disabilities to sport. Special Olympics international has provided a handbook, but this is outdated, not everyone uses it and there are many deviations from it. MATP is not only about the athlete participating in the program, but also their environment is intimately involved. Therefore, to evaluate MATP, it is important to not only focus on the person with PIMD, but also on the environment that has a lot of influence on the amount and quality of their physical activity.

The idea of looking at a person in its context, fits in nicely with the ecological model of Bronfenbrenner (1977). According to Bronfenbrenner, an individual is surrounded by different layers. All these layers interact with each other and with the person with PIMD. The system surrounding an individual consists of a micro-, meso-, exo- and macrosystem. All these levels influence the person with PIMD, from a more direct or a more distant level. The closer the layer is to the individual, the more direct influence that layer has on the person with PIMD.

MATCODE as an Erasmus+ program, believes that people with PIMD have the right to experience the joy of sports, exercising, moving and being moved. Experiencing that you belong to a group (inclusion) is essential for everyone in our society, also for people with PIMD. The aim of MATCODE is the participation of alle people (6+ - all ages) with pervasive support needs in the field of sports, exercise and physical activity by expanding the number of people and organizations who offer the Motor Activity Training Program (MATP) in a professional and custom way in a tailor-made and professional manner.

However, we do not yet have any insight into the content of the program in different countries. Every country implements the program in their own way, there is no unity in the implementation of the program. Thereby, we do not know what is going well and what can be improved in the different programs. Furthermore, the effective elements of the program have not yet been investigated. We do



"Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them."

not know what works well, why it works well and to which layers of the ecological model this applies.

By collecting best practices, we aim to investigate what works well within the MATP-program and the MATCODE-project. By doing so, best practices can be used as guidelines to improve the Special Olympics international handbook, to make a more uniform program that is more likely to contain the effective elements of MATP. By involving all layers of people involved, the environment will be taken into consideration, which plays an important role in facilitating exercise and movement for the athlete. Thereby, we can distinguish the differences and similarities in MATP among countries. While collecting best practices, we will look at what works well and we make a distinction between best practices from the MATP-program on all levels of Bronfenbrenner's ecological model (1977). As an added benefit, by collecting best practices we can learn from each other and find the collaboration to ultimately improve the MATP curriculum and program internationally.

## APPROACH AND METHODOLOGY

### *Design*

Best practices in this case, are not just the best, most perfect examples. We are looking for ways that have proven to be more effective than other ways. It could also be a situation in which something did not work at all, but was resolved in a good way.

In order to provide good examples of things that work well within the MATP-program and the MATCODE-project, three phases will be used to collect the information needed; a dossier research of the stakeholder analysis, a focus group interview with the members of the project group and by developing a format for retrieving best practices in other EU-countries. The best practices from all three participating countries in the project group, will be evaluated qualitatively.

### *Participants*

Data were collected from the members of the project group, the represents of Special Olympics Ireland, Special Olympics Slovakia and Disabled sports the Netherlands, who are, next to their functions within Special Olympics, are within MATCODE responsible for developing the coach curriculum and expanding the number of participants in MATP.

### *Data collection*

To determine the context of the person with PIMD related to sports and exercise and in particular MATP, a stakeholder analysis according to the ecological model of Bronfenbrenner (1977) has been executed before collecting the best practices, as can be found in the previous report about the stakeholders. This enabled us to describe the context of the person with PIMD regarding sports in general and MATP in particular. Originally the model exists of the microsystem, mesosystem, exosystem and macrosystem. To make this material more accessible, we added the terms 'athlete' for the microsystem, 'direct influence' for the mesosystem, 'more distant influence' for the exosystem and



"Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them."

'overarching role' for the macrosystem. The data of the focus group interview were recorded and transcribed. The best practices will be evaluated qualitatively, by thematic analysis using Atlas.ti.

### *Procedure*

First, a dossier research of the stakeholder analysis was executed from the perspective of best practices. We collected examples of things that worked well and connected these to the different layers of the model.

Second, a focus group interview with the members of the project group has taken place. The focus group had been executed by a pre-designed format. In a project meeting before the focus group interview, participants received a short presentation about what best practices are and what we expect from them, so they can already start thinking about examples of best practices in their own countries. At the meeting, first there was a retrospect of the information they received beforehand collecting the best practices. At the start of the project meeting, a wordle was made online by using Polleverywhere, with the members of the project group together. Participants were asked to think of anything that comes to mind when they think of MATP. We analysed this input by making a wordle. In the end we showed this wordle to them as inspiration for the upcoming assignments.

The structure of the focus group interview was as follows:

- \* retrospect information best practices
- \* make a wordle about MATP together (online)
- \* show an example of a best practice provided by e-mail by Slovakia
- \* individually write down 3 examples of best practices (pen and paper)
- \* individually write down why these are best practices
- \* individually link to the aims of MATP; physical benefits, improve motor skills, personal growth, social connection.
- \* select one best practice to share with the project group
- \* exchange why these are best practices within the project group

The recording of the focus group interview have been recorded and transcribed and evaluated qualitatively, by thematic analysis using Atlas.ti. The transcript of the focus group interview was coded on synonyms participants name for different organizations and people involved in the MATP-program and the MATCODE-project. This synonyms and the examples participants name were distributed across the different layers of the ecological based on the context participants name them in. Synonyms and examples could be connected to different layers of the ecological model. For example, a code could be assigned to the microsystem, mesosystem, exosystem and macrosystem at the same time. Atlas.ti was also used to code on the aims of the MATP-program; i.e. social connections,

personal growth, motor skills, and physical benefits. If other aims emerge from coding, they were also included in the results. Analyzing the best practices, the strategies that could be identified were also coded. To identify the content of strategies participants use, a codebook was made with an explanation of what the codes contain and some examples of quotes participants made.

Last, a format for retrieving best practices in other EU-countries was designed based on the focus group interview, in a way that it can be completed independently without further instructions.

## RESULTS BEST PRACTICES

Below the results are described in three phases used to collect the information regarding the best practices.

### *Best practices that emerged from the stakeholder analysis*

The following results were found during the dossier research. In the microsystem, which is about the athlete, best practices for the person with PIMD were found, for example the benefits it brings for the athletes participating in MATP. Ireland describes that MATP is fun and brings joy and happiness to the athletes, it has an impact on the individual, athletes are learning skills for daily life, athletes feel more confident. The Dutch project member emphasizes the common importance of sports and exercise, benefits for mental health and also social inclusion. The Slovakian member speaks about how creating a routine is important for a person, that athletes have something to look forward to, the importance of participation, feel successful, experience sports and work towards inclusion.

In the mesosystem, where people and organizations have direct influence on the athlete, best practices from all three participating countries were found in terms of fun for coaches, volunteers and relatives and topics as inclusion were named.

In the exosystem, which exerts influence from a more distant level, best practices were found on a more organizational level. In all three countries, there seemed either to be a need for a more formal structure, i.e. in the Netherlands and Ireland, or the importance of an existing formal structure for MATP, i.e. in Slovakia where already an existing structure of how they organize MATP is present, but they would like to expand. Also the housing of persons with PIMD seemed to play an important role. But there was no consensus about whether it was best to live on campus or to live in the community. If there was a form of consensus, it was on the fact that it depends per person or per situation what the most desirable option is. There was also spoken about the benefits of participating in the project. The benefit most named was the cooperation between countries and the exchange of ideas. All countries said that the cooperation brought good thing to their programmes and thus international exchange was seen as a best practice altogether.

In the macrosystem, which plays a more overarching role, all countries were united in the idea that creating more awareness is an important topic. Topics that were discussed describing the best



"Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them."



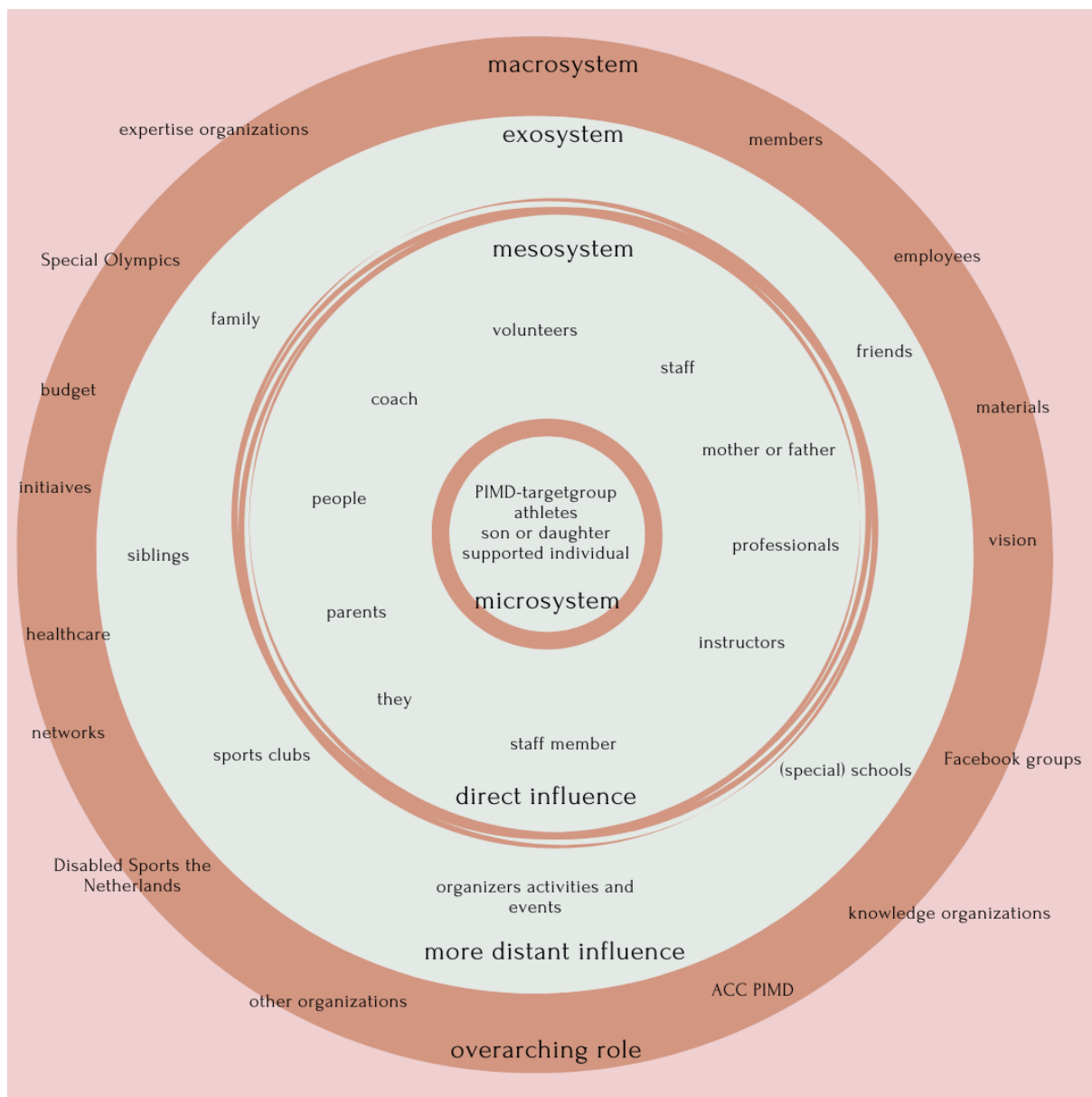


Figure 2: information people and organizations distributed across the layers of the ecological model

As can be seen, within the microsystem layer, quotes were included about the athletes themselves, with use of several synonyms: mostly named athletes, sometimes named PIMD-target group, he or she, you, his or her, son or daughter or supported individual.

Within the mesosystem layer, quotes were included about people who have direct influence, for example instructors, parents, professionals, they, staff member, he or she, us, coach, mother of father, staff, volunteers and people.

Within the layer exosystem, codes included people who have influence from a more distant level, namely the people who organize the activities and events, (special) schools, siblings, family, friends and sports clubs.



Within the layer macrosystem, codes included information about groups or people or other things that have influence from a more overarching role, including budget, materials, initiatives, healthcare, networks, Disabled sports the Netherlands, Special Olympics, Academic Collaboration Centre for people with PIMD, knowledge organizations, expertise organizations, Facebook groups, vision, organization, members and employees.

The transcript of the focus group interview has also been coded on people involved in the MATP-program and the MATCODE-project. These synonyms for participants have been distributed across the different layers of the ecological based on the context participants name them in. Moreover, examples can be connected to different layers of the ecological model. Furthermore, all examples of best practices can be found in multiple levels, as can be seen in figure 3.

As can be seen, for example ski-camp can be found at the microlevel, but is also connected to the mesosystem, the exosystem and the macrosystem. So this best practise interacts on all different levels of the model. Also the best practice social media can be found in the macrosystem, exosystem and mesosystem, being a best practice that is not connected to the microsystem, but to all other levels. The opposite is creating a different setting, which can be found in the microsystem, the mesosystem and the exosystem, but not in the macrosystem.

Analyzing the best practices, the strategies that could be identified were also coded. To identify the content of strategies participants use, a codebook has been made with an explanation of what the codes contain and some examples of quotes participants made, a lot of strategies could be identified. These strategies have been added to figure 3 as well.





media. The strategies could approximately be clustered into 3 categories, namely organizing, attitude and community.

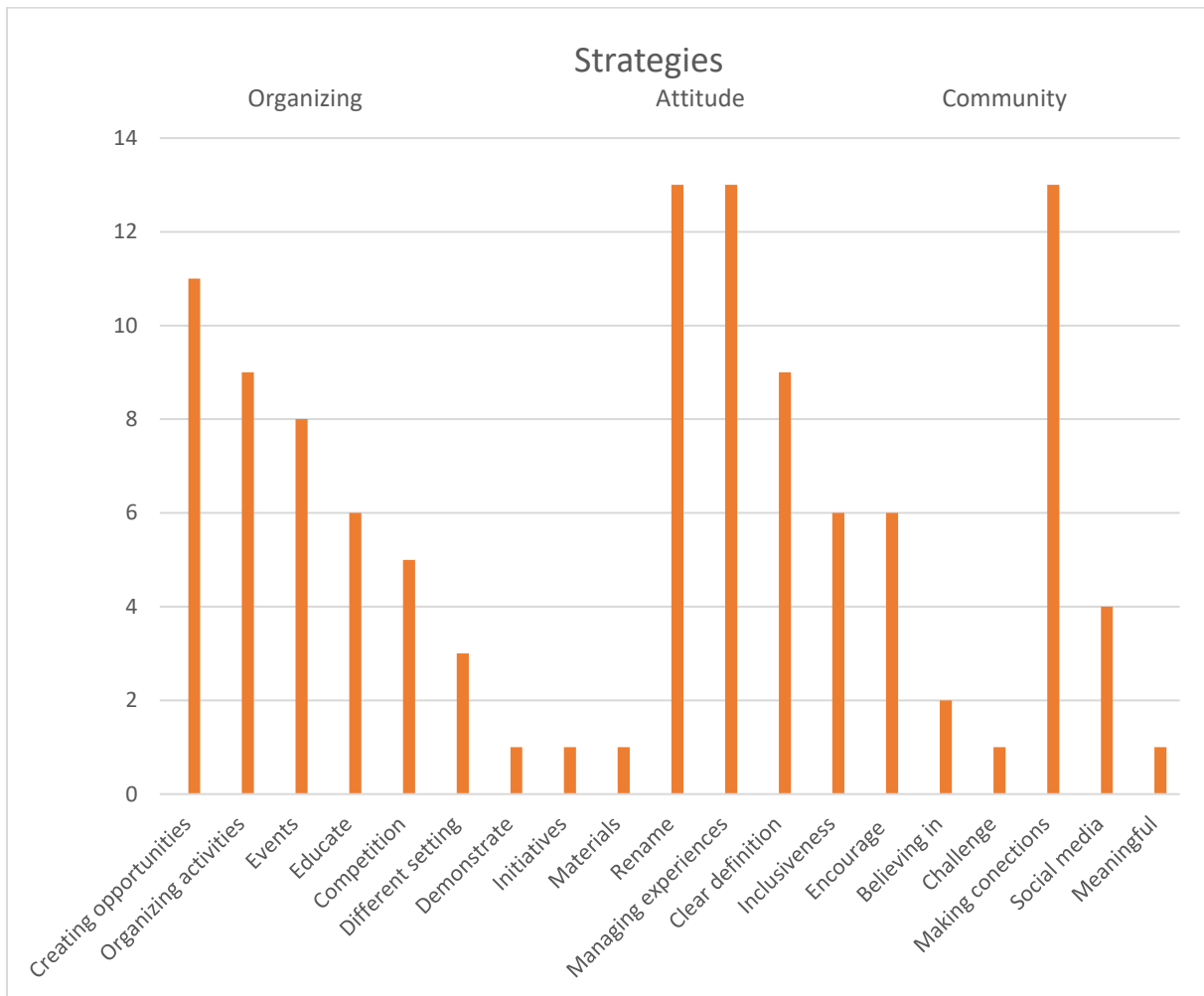


Figure 4: strategies that emerged from coding

When you put these strategies into the figure of the ecological model, the aims targeted at the microsystem are supported by strategies at all layers of the ecological model. These strategies exert influence from either a direct position or from a more distance position. In all levels strategies are used to achieve these goals. A codebook with the content of the codes, the identified strategies and examples of quotes can be found in attachment I and a document with an overview of concrete examples can be found in attachment II.

The aims of the MATP-program named; i.e. social connections, personal growth, motor skills, and physical benefits have also been coded. Other aims that emerged from coding, have also been included in the results. All aims of the MATP-program that were selected on beforehand were mentioned within the best practices. Of the four goals social connections was named by far the most, followed by

personal growth and motor skills. Physical benefits was mentioned one time. Other codes that emerged from coding were, in order of times mentioned, creating awareness, fun and expansion. It is nice to see that people are aware of the aims of MATP and at the same time mention strategies to achieve these aims.

### *Format best practices other EU-countries*

Third, we have made a format for retrieving best practices within the rest of the EU, as can be found in attachment III. Due to ethical concerns, we will wait for ethical approval before we will start with collecting the best practices from these other countries outside our project group.

## **CONCLUSION & DISCUSSION**

Persons with Profound Intellectual and Multiple Disabilities (PIMD) need support for all their activities and quality of life from other people (Shalock et al., 2021), also regarding sports and exercise. As for everyone, regular exercise, or being physically active is important (Lewis & Hennekens, 2016) and has many positive effects and benefits (John, Borschneck, & Cairney, 2020), but people with PIMD are less likely to participate in regular exercise and sports (Van der Putten et al., 2017). The Special Olympics Motor Activity Training Program (MATP) is designed for athletes who seem likely to benefit from the program, to improve their skills and/or functional abilities. MATP wants to make a difference in this field.

In order to provide good examples of ways that are more effective within the MATP-program and the MATCODE-project, best practices have been collected from the stakeholder analysis, a project group meeting and a format for other EU-countries has been made. A methodological concern is that some layers of the ecological model could not be extracted literally from the text. For example social connections; everything shows that there are social connections among instructors, the athletes themselves, the volunteers, but it is not literally stated in the text at that times it was more of an implicit message from the whole of the example, which makes it interpretable for the researcher. Thereby, within this project group with these examples, sibling and family were placed in the exosystem. For different participant or maybe even different examples, siblings could be placed in the mesosystem, depending on the situation. The results are a display of the layers mentioned in these examples by this participants, but different examples could give different results. Nevertheless, some interesting patterns were found.

Within the layers of the ecological model of Bronfenbrenner (1977), best practices are distributed almost evenly. These were in some cases different per country and in some cases similar. In the microsystem, best practices for the person with PIMD enhanced for example the benefits it brings for the athletes participating in MATP, the common importance of sports and exercise and how creating a routine is important. In the mesosystem, best practices were found in terms of for example



*"Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them."*

inclusion or fun for coaches, volunteers and relatives. Showing the capability of athletes to their environment, was most emphasized as important in Slovakia, where this seems to play a more important role than in the other two countries. This could be a cultural issue. In the exosystem, best practices were found on a more organizational level, like a formal structure. Also the benefits of collaboration within the MATCODE-project was emphasized. In the macrosystem, all countries were united in the idea that creating more awareness is an important topic. As best practices named here were for example events, webinars, communication tools and visibility. Thus, best practices can be found on all levels of the ecological model and there is not one layer that stands out the most. Which is interesting, because MATP is firstly aimed on the person with PIMD, but as the results prove all layers surrounding the athlete are involved in and benefiting from the MATP-program.

Best practices from the project group meeting resulted in an overview of the people and organizations involved and an overview of the best practices, distributed across the layers of the ecological model. The best practices named were very divers. It could be really big examples, like the ski-camp in Slovakia, but also small examples like bringing another person to an activity or changing the scenery, which makes clear that best practices could be really anything, according to the person who names it and the way you are looking at it. Physical benefits was for example mentioned only one time, which is remarkable since MATP is primarily a physical training program. It could be that physical benefits are named more often later in the program, or that people think that the physical benefits are obvious and that therefore they have to emphasize the other benefits more, to be sure about this further research is necessary.

From the Best Practices that were mentioned in the project group meeting, there is not one best practice that can be found in only one level of the model. All best practices can be found in multiple levels. So, all best practices are distributed differently across the model, but there is not one best practice that only can be found in just one layer of the model. This is an important finding, because it suggests that all best practices exert influence on the athlete from different levels during MATP. There are differences among countries, for example the fact that in the Netherlands more organizational best practices were named like network connections or social media and that in the other two countries more examples from practicing MATP were named. It could be the case that the Netherlands use a more top-down approach unlike the other two countries, or maybe the cause must be sought in the fact that the program is longer running in Ireland and Slovakia.

Of the four aims of MATP, i.e. social connections, personal growth, motor skills, and physical benefits, social connections was named by far the most, followed by personal growth and motor skills. Apparently, this program works on a lot of other purposes, which are mentioned even more often than the physical aspect. Analyzing the best practices, also a lot of strategies could be identified. As a strategy, 'making connections' was mentioned the most, in all kind of different settings, so this is most



*"Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them."*

likely an important topic within MATP. At last, a format has been made for retrieving best practices within the rest of the EU, which will be used when ethical approval is due.

We know at this point, every country implements the program in their own way, hopefully this best practices report will help to provide more unity in the implementation of the program in the future. We now know examples of what is going well and what can be improved in the different programs. We know what synonyms and examples participants offer for different persons and organizations involved and how they are distributed across the different layers of the ecological. We have investigated the aims of the MATP-program and strategies to reach these goals have been identified. We have made a start by investigating the effective elements of the program, what works well and to which layers of the ecological model this applies. Although we do not yet have insight into the content of the program in all different EU-countries, a start has been made in collecting best practices from the three project group members and by creating a format to retrieve the same information in other EU-countries, which can be a base for further research in the future.

All in all, the best practices show us that sports and exercise is possible, and has distinct advantages for people with PIMD and the people around them. The fact that all best practices can be found on different layers of the ecological model, shows that these layers are interconnected, influence each other, are interrelated and interact with each other. As 'it takes a village to raise a child', it takes influence from all levels of the ecological model to practice and organize MATP.

## REFERENCES

- Beweegprogramma MATP voor atleten met een ernstig meervoudige beperking* | *Gehandicaptensport Nederland*. (z.d.). Gehandicaptensport Nederland.  
<https://www.gehandicaptensport.nl/actueel/nieuws/1179/beweegprogramma-matp-voor-atleten-met-een-ernstig-meervoudige-beperking>
- Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. *American Psychologist*, 32(7), 513–531.
- Kapsal, N. J., Dicke, T., Morin, A. J., Vasconcellos, D., Maïano, C., Lee, J., & Lonsdale, C. (2019). Effects of physical activity on the physical and psychosocial health of youth with intellectual disabilities: A systematic review and meta-analysis. *Journal of Physical Activity and Health*, 16(12), 1187-1195.
- Lewis, S. F., & Hennekens, C. H. (2016). Regular physical activity: forgotten benefits. *The American journal of medicine*, 129(2), 137-138. <https://doi.org/10.1016/j.amjmed.2015.07.016>
- Nakken, H., & Vlaskamp, C. (2007). A Need for a Taxonomy for Profound Intellectual and Multiple Disabilities. *Journal of Policy and Practice in Intellectual Disabilities*, 4(2), 83– 87.
- Schalock, R. L., Luckasson, R., & Tassé, M. J. (2021). An Overview of *Intellectual Disability: Definition, Diagnosis, Classification, and Systems of Supports* (12th ed.). *American journal on intellectual and developmental disabilities*, 126(6), 439–442.
- St. John, L., Borschneck, G., & Cairney, J. (2020). A systematic review and meta-analysis examining the effect of exercise on individuals with intellectual disability. *American Journal on Intellectual and Developmental Disabilities*, 125(4), 274-286.
- Van der Putten, A. A., Bossink, L. W., Frans, N., Houwen, S., & Vlaskamp, C. (2017). Motor activation in people with profound intellectual and multiple disabilities in daily practice. *Journal of Intellectual & Developmental Disability*, 42(1), 1-11.

Attachment I: Codebook of strategies

Code	Includes	Example
Organizing activities	Quotes about organizing activities, both leisure activities and also activities within the care plan. Sometimes training or competition is named as well.	”Yes this is already the third MATP Ski-camp.” “One example that I wanted to speak about, we had an event last week for special schools.”
Believing in	Included for example letting parents believe in the possibilities of their children.	“Then the mother she realized in 8 years old or her daughter that she can crawl and she can move from A to B point.”
Challenge	Included mainly challenging athletes to do activities.	“And then we moved them a bit closer to make it a bit more challenging.”
Clear definition	Included information about defining a vision, defining MATP and defining different kind of activities.	“Creating awareness and making visible the importance of MATP. Develop, refine and share a vision.”
Competition	Quotes mainly about the fact that athletes do understand competition.	“They do understand competition and they do understand winning.”
Creating opportunities	Quotes included for example bringing a different athlete to MATP, creating a different context or getting people out of wheelchairs on the ground for example.	“So they just brought somebody else in their place.” “So these are two things: bed or wheelchair, wheelchair or bed. And we took them out, we took them out from the wheelchair, we put them on the floors.”
Demonstrate	Included a quote about the opportunity to demonstrate an activity.	“At the end of the day we gave every athlete an opportunity to demonstrate one of the activities that they had been looking at during the day.”
Different setting	Included information about how a different setting can make a big difference.	“And what I think motor activities did for her was give her a different setting a different opportunity to display what she was able to do and in a fun enjoyable way.”



Educate	Included quotes about educating, teaching, training, improving knowledge and courses.	<p>“We have a first training, and we educate them theoretically and practically.”</p> <p>“We have to learn the athletes to cooperate with the instructor.”</p> <p>“So we have to teach them that it’s possible and it just took 24 hours, first meetings, first trainings and they confirm that yeah my child can be an athlete.”</p>
Encourage	Included for example applause, being loud, giving compliments, supporting them but also give them t-shirts and make them proud.	<p>“Wearing the MATP-Athletes t-shirts, so all the identity around persons to make them proud and make them even.”</p> <p>“Everybody sat around and you had that moment where everybody is watching you and you got the applause from the group.”</p> <p>“We were clapping hands and you know being really loud and supporting them and telling them everything that they are great and they did a great job. “</p>
Events	Quotes included mainly organized MATP-events.	<p>“But at our last event.”</p> <p>“Coming in and doing the event.”</p>
Inclusiveness	Included inclusiveness itself, but also equal, environment, and sharing.	<p>“I really think one that really stands off for me is the proximity making things inclusive.”</p> <p>“Creating an inclusive tournament.”</p>
Initiatives	Included mainly existing initiatives.	<p>“To spread suitcases with materials (50+).”</p> <p>“Such as de Beweegbus or SC MOVE.”</p>
Making connections	Included for example quotes about organizational networks, the project group itself, connections between family members, staff members and the athletes. Basically, all different kind of connections.	<p>“Sharing and telling other people about what they are doing.”</p> <p>“Making network connections.”</p> <p>“We are doing it together.”</p>

Managing expectations	Included mainly that your expectations or assumptions are not necessarily true. And MATP can show that.  The code 'materials' included information about getting more material for MATP.	"I can't wait to go home and tell her parents, that she has done this' because nobody expected that she would."
Meaningful	Included how MATP can be meaningful, not only for the athlete himself, but also for the people surrounding the athlete from all different angles.	"And it was fantastic to see that that connection you know is still there within the family as well, and they still have that affinity to motor activities."  "But it's not just about the athletes. It can be about the families and their friends and everybody else."  "So the first the first MATP training sessions were very emotional."
Rename	This quotes emphasized the importance of calling them athletes, calling them coaches because they are.	"But at first we gave them the identity that they are a coach, not a parent."  "Making the identity that they are athlete."  "When the mother realized that we are not treating them as a patient or client, we are treating them as an athlete."  "Instead of offering movement to clients within care, it is about offering sports as a leisure activity. There is a different between these two."
Social media	Included mainly ways of connecting and sharing through social media and using it to create more awareness.	'The Facebook group that we have for professionals and for parents.'

## Attachment II: Overview of concrete examples of best practices

- creating visibility
- webinars
- communication tools
- changing scenery
- bring another person to event
- social media
- summercamp
- swimming activity
- walking activity
- gym activity
- ski-camp
- creating awareness
- MATP-athletes t-shirts
- events
- creating an inclusive tournament
- suitcases with materials
- making network connections
- identity of athlete
- identity of coach
- Facebook group
- connect with organizations
- sportsclubs
- coach course
- leisure activity
- share a vision
- saving budget for new monoski
- connect with special schools
- opportunity to demonstrate
- applaud, clap hands
- make it fun
- train the parents
- cheer them on
- compliment them
- certificate coaches
- different method of education
- take athletes out of the wheelchair
- put athletes on the floor
- make activities inclusive
- mix staff and supported individuals into teams
- go against each other in a game
- organize competition
- appreciate volunteers
- stay connected to relatives
- work together
- share knowledge

Attachment III: Format for other EU-countries

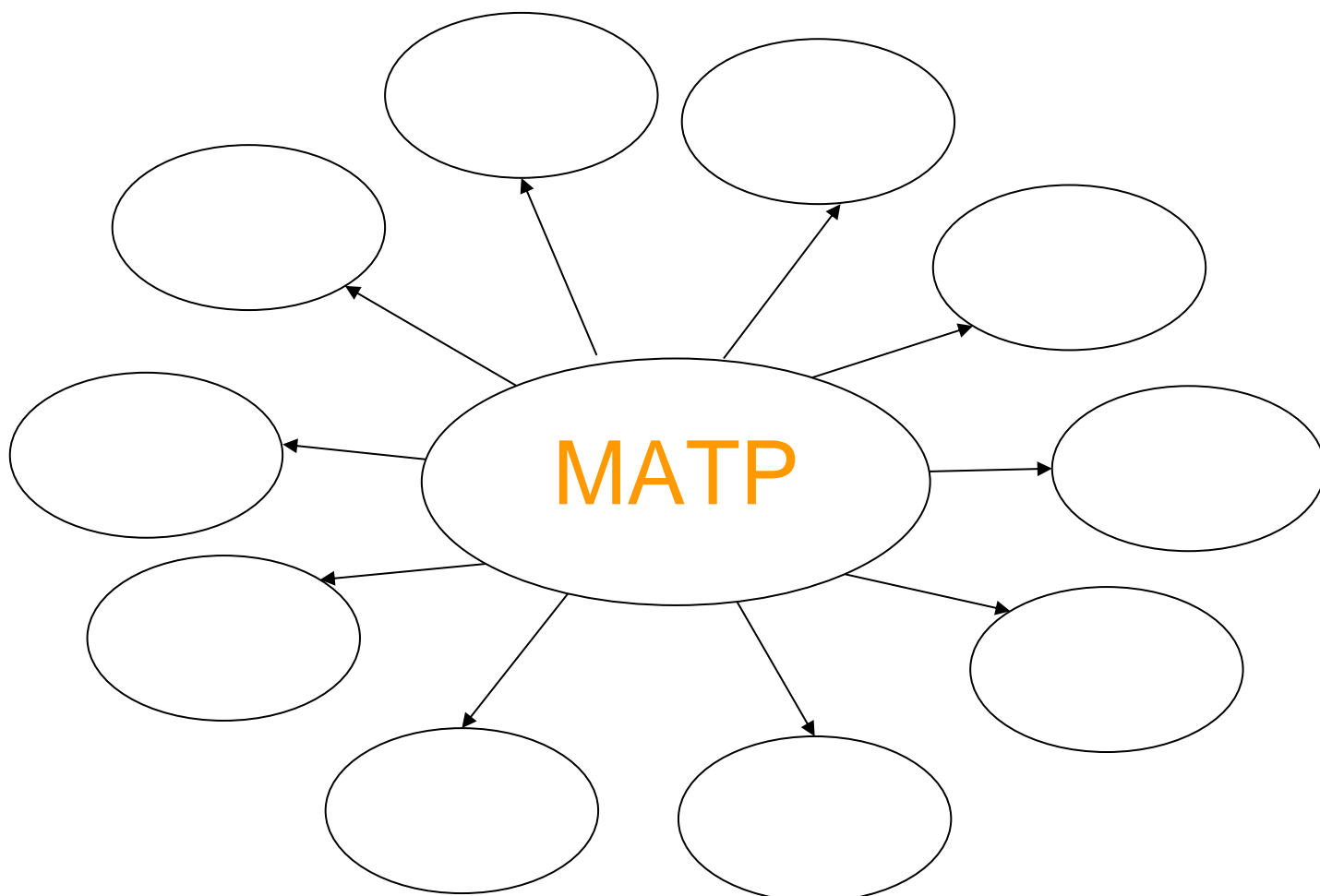
## Best Practices Motor Activity Training Program (MATP)

*This format is meant to collect Best Practices from countries across Europe. The worksheet contains 4 exercises. In these exercises, you are asked to think about examples of Best Practices. It is not about the 'best, most perfect examples', we are looking for good examples that have been proven more effective than others. We would also like to know why these are best practices, how it relates to the aims of the Motor Activity Training Programs and how this, in your opinion, fits in the ecological model. There is no right or wrong, we are just looking for examples that you think of worked really well or are a benefit from the MATP-program.*

<b>Name</b>	
<b>Country</b>	
<b>Organization</b>	

## Exercise 1: Wordle

The first exercise is making a wordle. In order to acquire prior knowledge, we would like you to think of everything that comes to mind when you think of MATP. It can be about events, exercises or anything else you can think of. **Please write down the words in the ovals.**



## Exercise 2: Examples of best practices

Below you will see two examples of best practices. As you can see, best practices can be really different. Best Practices can be big or small or anything in between. They can cover different topics. They can be about the athlete, the persons surrounding the athletes or from a more organizational point of view. All Best Practices are welcome.

### Example 1:

*“Last week we had an event for special schools and one of the schools brought a girl. The girl doesn’t like to walk very much, at school she didn’t want to walk anywhere. But she joined a walking activity. It was an activity where we had dividers down along the side and you just walk up the middle and step over poles and other things. And she just smiled her whole time going down two doors and she went and tried other activities as well. At the end of the day everybody could demonstrate one of the activities and everybody sat around and watched her and she went for the walking activity. The excitement in the reaction of her staff member was amazing to see. What I think motor activities did for her was it gave her a different setting and different opportunities to display what she was able to do in a fun enjoyable way.”*

### Example 2:

*“And one other thing that I had also written down as a best practice is the Facebook group that we have for professionals and for parents. So we have around 515 members at this moment and people still joining every day actually. And it’s a really nice place to share experiences or ideas or events or anything like that and also video’s and pictures of course.”*

On the next page, you can fill in your own examples of Best Practices. Please think about your own Best Practices and write down 3 best practices about MATP. This can be an activity you’re really proud of or something you’re enthusiastic about. It can be something big, like an event, but it can also be something small, like a 10 minute interaction you have had. Please be as explicit and specific as possible about your examples and provide as much details as you can.

Write down 3 examples of best practices

1.

2.

3.



Please think of why you consider these Best Practices and write this down as well. Why do you think these are such good examples? Why did you write them down? Which one would you pick if you only had to choose one and why would it be this one?

Write down why you think these examples are Best Practices.

It think these are such good examples, because..

I wrote them down because..

If I had to pick one, I would pick..

Because..

### Exercise 3: Link your examples to the 4 aims of MATP

Please take a look at the aims of MATP.



Physical



Improve motor skills



Personal growth



Social connection

Think about the examples you wrote down before and try to connect your Best Practices to the aims of MATP. **Please choose the aim that you think connects best to your example.** Is there one aim it links to specifically or can you see all of the aims in your best practice?

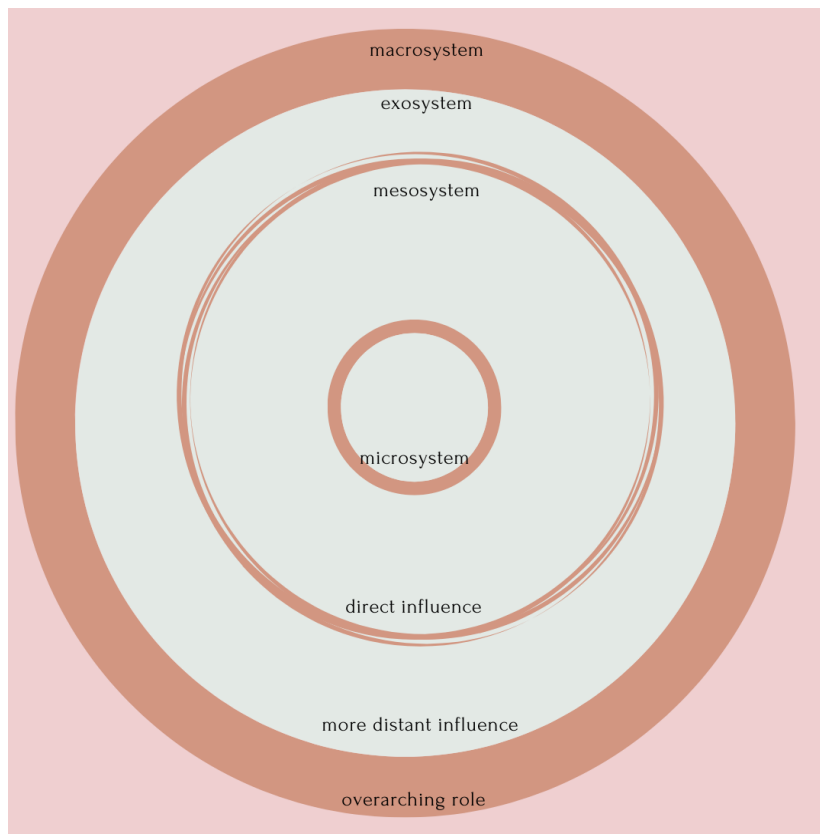
Which aim of MATP would you link to your example?

Why?

### Exercise 3: In which layer would you place your best practice?

The idea of looking at a person in its context, fits in nicely with the ecological model of Bronfenbrenner (1977). According to Bronfenbrenner, an individual is surrounded by different layers. All these layers interact with each other and with the person with PIMD. The system surrounding an individual consists of a micro-, meso-, exo- and macro system. All these levels influence the person with PIMD, from a more direct or a more distant level. The closer the layer is to the individual, the more direct influence that layer has on the person with PIMD.

Where would you put your best practice in the ecological model? Write your best practice in the layer you think fits best.



Why do you think it fits best in this layer?

*Thank you for filling in this worksheet. Your information will be really helpful in collecting Best Practices of MATP across Europe and getting to know why these are Best Practices. By doing so, we can improve the MATP-program for many athletes.*

*Thank you!*