



PARA-KARATE MANUAL

September 2020

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Shintani Wado-Kai Karate Federation has adopted a statement of inclusion as part of the federation's rules, regulations, policies and procedures that states:

“The Shintani Wado-Kai Karate is an inclusive organization and welcomes full participation of all individuals in our programs and activities, irrespective of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or impairment. In line with other sport organizations/universities, SWKKF members will be eligible to compete which corresponds with either their sex assigned at birth or their gender identity.”

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Accessible Canada Act



Accessible Canada Act – Barrier-Free Canada

The Accessible Canada Act is to ensure that all persons, especially those with disabilities, experience a barrier-free Canada by the identification, removal and prevention of barriers in the following areas:

- (a) employment;
- (b) the built environment;
- (c) information and communication technologies;
- (d) the procurement of goods and services;
- (e) the delivery of programs and services;**
- (f) transportation; and
- (g) areas designated under regulations made under paragraph 117(1)(b).

This Act is to be enacted under the following **principles**:

- (a) all persons must be treated with dignity regardless of their abilities or disabilities;
- (b) all persons must have the same opportunity to make for themselves the lives that they are able and wish to have regardless of their abilities or disabilities or of how their disabilities interact with their personal and social characteristics;
- (c) all persons must have barrier-free access to full and equal participation in society, regardless of their abilities or disabilities;**
- (d) all persons must have meaningful options and be free to make their own choices, with support if they desire, regardless of their abilities or disabilities; and
- (e) laws, policies, programs, services and structures must take into account the abilities and disabilities of persons and the different ways that persons interact with their environments, and persons with disabilities must be involved in their development or design.**

****For more details**

<https://www.parl.ca/DocumentViewer/en/42-1/bill/C-81/first-reading#enH973>

****For provincial Accessibility Acts see the following:**

British Columbia

<https://www2.gov.bc.ca/gov/content/governments/about-the-bc-government/accessibility>

Alberta

<https://www.alberta.ca/accessibility.aspx>

Saskatchewan

<https://saskatchewanhumanrights.ca/accessibility/>

Manitoba

<http://www.accessibilitymb.ca/>

Quebec

<http://www.quebec-accessible.ca/en/index.php/resources/laws/canada/quebec/>

Ontario

<https://aoda.ca/what-are-aoda-standards/>

<https://aoda.ca/free-online-training/>

Rules and Regulations



Important: Please realize that although these rules and regulations apply to the tournament situation – the **facility requirements** apply to the **dojo environment** as well.

INTRODUCTION

These rules and regulations are to provide SWKKF Para-Karate division events with standards that are representative of the World Karate Federation's Para-Karate competition rules. When SWKKF tournaments include the Para-Karate division competitive event, the following rules and regulations are mandatory. All SWKKF rules and regulations remain the same but for the exceptions described below.

The Para-Karate division will include the following events:

- Individual Kata
- Flag Kumite

TOURNAMENT FACILITIES

The tournament facilities must provide accessible change rooms, washrooms etc. (according to the Accessibility Canada Act).

Important: In any unforeseen incident, such as a fire or case of evacuation, the competitor's Instructor or designate is responsible to ensure the athlete's safety.

SET-UP OF RING

The set up of the ring will be consistent with SWKKF tournament ring regulations.

The competition area must be flat and devoid of any hazards. For proper performance of kata and kumite a smooth surface is required.

The competition area must be of sufficient size to allow uninterrupted performance of the kata and kumite.

The whole competition area must be without any form of barriers.

SCOREKEEPING AND PAPER WORK

All necessary paperwork to record competitors' kata scores and kumite results will be provided by the tournament coordinator. It is recommended that the scorekeepers/table people have been orientated to complete this paperwork accurately.

JUDGES

All judges are required to be specifically SWKKF trained on how to run the Para-Karate division competition, judge the Para-Karate division kata and kumite categories, and guide the table people accordingly.

The number of judges in a ring will be 3 as a minimum and 7 as the maximum.

CATEGORIES FOR COMPETITION

- Athletes with a wheelchair mobility
- Athletes with a visual impairment
- Athletes with an intellectual and/or developmental disability
- Athletes with a standing mobility impairment

Depending on the registration of the above categories, the above categories may compete in the same event but be judged separately, according to their specific category and rank; with gender categories assigned only when it seems applicable (eg: for adult kumite).

All competitors will follow official uniform as defined by SWKKF regulations unless officially approved by Para-Karate Committee Member. Addition of wearing white sports shoes if required and straps to fix the legs of athletes with wheelchairs are allowed. The straps are to be white in colour and have no logo. Other accommodations may be deemed necessary (such as ear muffs to control sound intake level etc) to ensure ultimate performance for the athlete.

Organization of Para-Karate Individual Kata

- Individual kata competition involves the individual performance of each athlete, one at a time. This performance may include instructor support. This support may involve the instructor guiding the athlete to their position in the ring, modelling each technique or sequence of techniques in the kata, and/or exiting the ring.
 - Instructor supporters must guide and assist athletes to ensure smooth and proper performance (i.e., see written procedures in the SWKKF Para-Karate Program Manual).
- In the individual kata event, the kata is freely selected from the SWKKF kata list as shown in the tournament flyer.
- Deviations to kata performance will be accepted in acknowledgment of the athlete's abilities.
- The performance of the competitor is evaluated from the bow starting the kata until the bow ending the kata. It is important to judge the athlete's abilities and their performance in accordance to their capacity. For example, the kata should adhere to the traditional SWKKF values and principles, be realistic, show balance, speed, power, proper sequence, the potential of impact of the techniques, and overall presentation.
- A point system will be designated by the Center Judge at the onset of the event ranging from:
 - 6.0 to 7.0 (average 6.5) for children
 - 7.0 to 8.0 (average 7.5) for adults
 - 8.0 to 9.0 (average 8.5) for black belts
- If a kata is incomplete, kyu belts can redo their kata, black belts cannot. Scoring will be presented in accordance with SWKKF regulations and procedures. For example, when there are 5 judges, the high and low scores will be eliminated, using the sum of the remaining scores. This procedure is not possible if there are only 3 judges in the ring.

Organization of Para-Karate Kumite Competition

Flag kumite

- Each competitor will have a vest that has 3-5 velcro patches that flags will be attached to. The number of flags will depend upon the age and rank of the competitors (eg; more flags available for youth and lower ranks). All flags will be positioned on the frontal chest and abdomen area of the vest.

- There are 3 flag length options (short, medium and long). The length of flag used on a competitor's vest will be determined by the needs of the athlete.
- To score a point, a sparring competitor must be able to touch, grab and remove one of the flags from their opponent's vest.

****NOTE: At the Local and Regional Competition Level**

An added Team Kata category can be included as an event.

- Team kata competition involves the performance of more than one athlete performing at the same time in a synchronized fashion. The team will receive one score as a group.
- For Team kata synchronization will also be evaluated.

Flag Kumite rules can accommodate the following adjustments.

- The allotted time for a match will be 2 minutes – stopped time. The increased time will provide Para-Karate division competitors the leeway to experience a meaningful sparring match.
- Competitors are allotted 4 warnings before being disqualified.
- All warning criteria and any other types of disqualifications would follow SWKKF regulations, in accordance with the call of the Center Judge and other judges in the ring.

Note: These rules and regulations were developed, reviewed and revised as necessary by the National Tournament Planning Committee's Para Division Planning Sub-Committee (September 2019).

As of January 2020, these rules and regulations will be reviewed and revised as necessary by the SWKKF Para-Karate Committee.

JUDGING PARA-KARATE EVENTS



JUDGING REQUIREMENTS

All black belts who judge in the Para-Karate division at a tournament must be knowledgeable and qualified for Para-Karate competition. This knowledge and qualifications are determined by the black belt's attendance at Para-Karate training sessions and clinics hosted by the Para-Karate Committee. This qualification is acknowledged in the black belt's passport with Para-Karate sticker(s).

NB: If there are not enough qualified Para-Karate black belts to run a ring, the next option is for the tournament adjudicator to designate the appropriate black belts with the mandatory condition that the **centre judge** must be Para-Karate qualified even if the corner judges are of higher rank.

Modified Ring Etiquette

- The centre judge must be aware of who are the designated ring steward(s) that will be supporting the competitors and must be in close communication with them throughout the competition as needed.
- All judges must be knowledgeable regarding the Rules and Regulations for this specific division and a copy of the rules and regulations from this manual are to be available at the score keeping table as a reference document.
- SWKKF etiquette is encouraged and modelled at all times. However, if a student exhibits etiquette infractions, it is always dealt with in a positive and motivational way – never any form of disciplinary fashion.

TOURNAMENT ORGANIZATION AND REQUIREMENTS



TOURNAMENT SET-UP AND ORGANIZATION OF EVENT

Job Descriptions

Ring Steward:

The role of the ring steward is to ensure that the Para-Karate competitors are supported effectively while waiting to compete, entering the ring, and exiting the ring. The ring steward must be knowledgeable and trained with the following:

- SWKKF etiquette
- SWKKF tournament rules and regulations
- SWKKF Para-Karate rules and regulation

Scorekeeper/Table Person:

- Know the Para-Karate rules and regulations
- Competitors are not called with first three up and then called back in for scores. Each competitor is called up to compete and receive their score right after their performance.
- Know who the ring stewards are, acknowledge them to guide competitors.
- Call each competitor's name out when it is their time to compete and look at the competitor and their ring stewards to guide the process.

Judges:

- All judges should have received Para-Karate training. If this is not possible due to the availability of judges at the tournament – then it is mandatory that the **center judge** is Para-Karate certified regardless of this judge's rank in comparison to the other judges in the ring. For example: if the certified Para-Karate judge is a Sandan and the other judges in the ring are of higher rank (Yodan or higher) but not trained in Para-Karate, the Sandan will be center judge.
- Know the Para-Karate rules and regulations
- Competitors are not called with first three up and then called back in for scores. Each competitor is called up to compete and receive their score right after their performance.
- SWKKF etiquette is encouraged and modeled at all times. However, if a student exhibits etiquette infractions, it is always dealt with in a positive and motivational way – never any form of disciplinary fashion.

Ring Requirements: see Rules and Regulations as well as accessibility legislation.

- Provide a staging area beside the Para-Karate competition ring to allow open space for these competitors to warm up and wait for their event prior to their performance.

TEACHING GUIDE



INTRODUCTION

This Instructors guide is meant to introduce and provide karate Instructors with some general information that can help with the beginning stages of inclusive karate classes. The manual will provide a working definition of some of the impairments/disabilities that the Instructor may encounter. It will include etiquette, dojo rules, safety rules, and criteria of physical training including grading criteria. It will also include an example of how an inclusive karate class can be delivered as well as some scenarios that Instructors may encounter and strategies that may provide insight for success to both the Instructor and student.

DEFINITIONS AND THEORY

Inclusion is defined in terms of all students regardless of physical, emotional, intellectual or neurological capacity have equitable opportunity to experience any activity in the same environment and participate in the presence of all typical students. Equitable opportunity is ensured through the provision of respect for diversity, resources, and accommodations as needed.

There are five main categories of Para-Karate students.

- ✓ Students with a wheelchair mobility
- ✓ Students with a visual impairment
- ✓ Students with an intellectual and/or developmental disability
- ✓ Students with a standing mobility impairment
- ✓ Students with neurological conditions

✓ **Students with wheel chair mobility**

This category involves a student who uses a wheelchair as their means of mobility. This condition usually refers to a long-term user. The needs of each wheelchair user will vary. Moving forward, the SWKKF is looking into regional diversification.

✓ **Students with a visual impairment**

A student with vision impairment will have reduced or no vision caused by damage to the eye structure, optical nerves/pathways, or the visual cortex of the brain. The needs and supports of the person will vary depending upon the level of impairment. The best approach is to ask the individual what their needs are in the class and what supports you can provide to ensure their full participation.

✓ **Students with intellectual and /or developmental disabilities**

Some of the disabilities in this category include autism spectrum disorder (ASD), fetal alcohol syndrome disorder (FASD), attention deficit hyperactivity disorder (ADHD), anxiety disorder, learning disability (LD), and Down syndrome (DS).

ASD: is a developmental disorder that affects communication and behavior. A student with ASD will tend to have:

- Difficulty with communication and interaction with other people.
- Restricted interests and repetitive behaviors.
- Symptoms that hinder the person's ability to function properly in school, work, and other areas of life.

Autism is known as a "spectrum" disorder because there is a wide variation in the type and severity of symptoms people experience.

FASD: is an umbrella term describing the range of effects that can occur in an individual whose mother drank alcohol during pregnancy. These effects may include physical, mental, behavioural, and/or learning disabilities with possible lifelong implications.

- Abnormal facial features, such as a smooth ridge between the nose and upper lip (this ridge is called the philtrum)
- Small head size
- Shorter-than-average height
- Low body weight
- Poor coordination
- Hyperactive behaviour
- Difficulty with attention
- Poor memory

ADHD: is a chronic condition marked by persistent inattention, hyperactivity, and sometimes impulsivity. The symptoms differ from person to person. ADHD was formerly called ADD, or attention deficit disorder. Both children and adults can have ADHD, but the symptoms always begin in childhood. A person with ADHD may have trouble managing time, being organized, and setting goals.

Anxiety disorder: Students with anxiety disorders experience excessive anxiety, fear or worry, causing them to either avoid situations that might precipitate the anxiety or develop compulsive rituals that lessen the anxiety. While everyone feels anxious in response to specific events, individuals with an anxiety disorder have excessive and unrealistic feelings that interfere with their lives in their relationships, school and work performance, social activities and recreation. A student with an anxiety disorder may experience:

- Intense and prolonged feelings of fear and distress that occur out of proportion to the actual threat or danger.
- Feelings of fear and distress that interfere with normal daily functioning.

LD: Learning Disabilities refers to a variety of disorders that affect the acquisition, retention, understanding, organization or use of verbal and/or non-verbal information. These disorders result from impairments in one or more psychological processes related to learning, in combination with otherwise average abilities essential for thinking and reasoning. Learning disabilities are specific not global impairments and as such are distinct from intellectual disabilities.

Learning disabilities range in severity and invariably interfere with the acquisition and use of one or more of the following important skills:

- oral language (e.g., listening, speaking, understanding)
- reading (e.g., decoding, comprehension)
- written language (e.g., spelling, written expression)
- mathematics (e.g., computation, problem solving)

DS: Down syndrome is a condition in which a person has an extra chromosome. Even though people with Down syndrome might act and look similar, each person has different abilities. Some common physical features of Down syndrome include:

- A flattened face, especially the bridge of the nose
- Almond-shaped eyes that slant up
- A short neck
- Small ears
- Small hands and feet
- Poor muscle tone or loose joints
- Shorter in height as children and adults

****Important:** As an Instructor there needs to be acceptance of the student's diverse behaviours, ways of learning, and ways of moving.

Some other common types of exceptionalities that you may see in your special needs students are Williams Syndrome, Fragile X Syndrome, Conduct Disorder and Oppositional Deficit Disorder. If you would like to receive more information on any of these conditions, please contact one of the Para-Karate Committee members listed on the SWKKF website for further assistance.

✓ **Students with a standing mobility impairment**

Cerebral Palsy (CP):

Cerebral Palsy is a group of permanent movement disorders that appear in early childhood. Signs and symptoms vary among people. Often, symptoms include:

- poor coordination
- stiff muscles
- weak muscles
- tremors.

There may be problems with sensation, vision, hearing, swallowing, and speaking.

✓ Students with neurological conditions

Students with atypical neurological functioning include students with anxiety disorder, attention deficit disorder, attention deficit hyperactivity disorder, or obsessive compulsive disorder. Signs and symptoms vary but may include:

- Talkative
- Fidget with things and difficulty remaining still
- May easily get frustrated with self or others
- Difficulty remaining on tasks for long periods
- Fixate on ritual or routine

ETIQUETTE

For the assurance of safety and a comfortable learning environment, all students maintain proper etiquette while in the dojo, representing the Shintani Wado Kai Karate Federation, and strive to transfer these values into everyday life.

The emphasis on respect is apparent from the moment the dojo is entered. Shoes are removed, students and Instructors bow to enter and leave training space, and Instructors and students bow to each other. The bow of respect when entering and leaving signifies respect for the training space, as a space where hard work and hard training will be pursued as well as a respect for traditions and teachings that have been passed down to the present day/time. *Exceptions to these expectations may include:*

- *Students who need to wear socks or slippers on their feet.*
- *Students who wear headphones to muffle out excessive audio-stimulation.*
- *Students who wear a T-shirt but no gi-top because of sensory issues. **This student is reminded that a gi-top is required if competing at any tournament.*

Upon entering the dojo students remove themselves and their identity from their ordinary worlds. The social status/outside is irrelevant in the dojo. What is relevant is the level of training, perseverance, philosophical understanding, demonstration of etiquette and attention to detail. Senior students respect junior students because they remember what it was like being a beginner, while junior students respect senior students because of their skill and knowledge.

During classes students will listen to their sensei's instruction and in return the sensei will see that each student progresses in their training. Students will progress and be required to take leadership and responsibility for their own growth and development in the martial arts but also towards those who come after.

In the inclusive dojo, students conditions may impact traditional etiquette. Instructors will demonstrate kindness and patience while students are learning etiquette. If a student's behaviour is disruptive during a group class consider private classes to allow students to adjust to the environments and some of the curriculum where the Instructor can focus on etiquette (such as bowing in and out, not shouting or disrupting others, etc). With ongoing structure and the positive approach, students will improve. It is up to the sensei whether they want to continue to offer the student group classes inclusively in order to practice etiquette, or to offer private classes to work etiquette. This may be a progressive and/or iterative learning process.

TRADITIONAL DOJO RULES

The traditional dojo rules for SWKKF apply to special Para-Karate students, however Instructors will need to encourage students towards these goals. Instructors must have high expectations for all students but also be sensitive to the emotional, intellectual, and physical conditions that impact behaviour.

Para-Karate Students (10 tips):

1. Bow upon entering or leaving the dojo.
2. Be on time for class.
3. If for some reason you cannot train hard or must leave class early, ask permission from the Sensei. Once permission is granted, take your bow and leave.
4. If you are late and opening ceremonies are in progress, wait until they are completed. The sensei will acknowledge you and give you the 'okay' to join.
5. Line up according to rank.
6. No unnecessary talking during the class.
7. Do not pass in and out of class during the opening or closing ceremony or when students are demonstrating.
8. If for some reason you find it necessary to leave or discontinue your training from the dojo, protocol dictates that you inform the Sensei.
9. Treat your gi and belt with respect. Wash your gi on a regular basis. Do not wear your gi outside of the dojo and do not wear your belt around your neck.
10. If conditions warrant, it is the obligation of the Sensei to suspend temporarily or expel permanently, and student or member they deem necessary. The expelled student has no recourse. The decision of the Sensei is final.

SAFETY RULES

1. Remove all Jewellery before training.
2. Keep fingers and toenails trimmed and clean.
3. Keep hands and feet clean.
4. No eating, drinking, or chewing gum during class.
5. At no time will there be horseplay or rough housing.
6. Do not handle weapons until you have been instructed in their use.
7. Do not practice techniques you have not yet learned.
8. It is a privilege and the responsibility of the advanced students to maintain discipline at all times.
9. Make sure you let your sensei know if you need any accommodations or specific conditions so you can learn and perform at your best ability.

PHYSICAL TRAINING

Strikes

Blocks

Stances

Kicks

Kata Training

Strength and Conditioning

Cardiovascular fitness

Sparring: Point sparring (two-step), flag sparring, free sparring

**** Official Katas ****

From	To	Mandatory As directed by National Grading Board	Optionals to the club
White	Yellow	Pinan Shodan	Power Kata (Also known as Chikata) Chonan (Option at White or Yellow)
Yellow	Orange	Pinan Nidan (Perfection of Above)	Chonan Option at White or Yellow)
Orange	Green	Pinan Sandan (Perfection of Above)	Chonan Shodan
Green	Blue	Pinan Yodan (Perfection of Above)	Tekki Shodan Shopai
Blue	Brown	Pinan Godan (Perfection of Above)	Seisho Sankio
<i>Brown</i>	<i>Red</i>	<i>Kushanku</i>	
Brown	Black (Shodan)	Kushanku (Perfection of Above)	Teisho Chocodo
Shodan	Nidan	Seishan Naihanchin (Perfection of Above)	Taisei Gensho Shodan
Nidan	Sandan	Chinto (Perfection of Above)	Kempei Seipai Teisho Dai
Sandan	Yodan	Wanshu (Perfection of Above)	Sei Shun Tei Kumsho
Yodan	Godan	Gensho Shodan Seisho	Gahanshu Gensho

- Shindo Kata - Chonan No Shindo
 - Cio Bo Tie
 - Shindo Nidan
 - Seishan No Shindo
 - Chinto No Shindo
 - Wanshu No Shindo

Bo Kata - Siushi No Kon Shu

KATA TRAINING FOR PARA-KARATE STUDENTS – Possible Training Options

Rank	Kata
White	Power kata, peinan shodan part 1
White stripe(s)	Peinan shodan complete
Yellow	Peinan nidan part 1
Yellow stripe(s)	Peinan Nidan complete
Orange	Peinan sandan part 1
Orange stripe(s)	Peinan Sandan complete
Green	Kata part 1
Green stripe(s)	Kata complete
Purple	Peinan yodan part 1
Purple stripe(s)	Peinan Yodan complete
Blue	Kata part 1
Blue Stripe(s)	Kata complete
Brown	Peinan Godan part 1
Brown stripe(s)	Peinan Godan complete
Red	Kushanku part 1
Red stripe(s)	Kushanku complete

CLASS STRUCTURE

As with typical martial arts classes, Para-Karate classes should offer structured class that will allow students to understand what is expected of them and to offer familiarity of activities overtime. The following section will provide an example of inclusive martial arts classes. Whether a group or private lessons, all classes should follow a systematic structure.

Example of the general structure of a Para-Karate lesson:

- Line up (a line of tape may be helpful as a visual cue)
- Opening bow(s)
- Warm-up (it is helpful to have a consistent warm-up; i.e., one lap around dojo going forward, backward, side to side right, side to side left, moving around adding jump, moving around adding a roll, then spread out for some free warm-up activities [jumping jacks, squats sit-ups] and line up for transition to next section.
- Basics (standing basics - kiba dachi with basic strikes, blocks)
- Drills (helpful to use kick shields, target pads - provides student with purpose)
- Group kata (kata as a group)
- Individual kata (break into small groups if you have enough assistants to help)
- Sparring/Kumite (free, point, flag sparring).

****Unique** to the SWKKF, we have developed a kumite system, called **5-Flag Kumite** which incorporates the opportunity for Para-Karate students who are unable to experience and participate in typical kumite training. This involves the student wearing a vest that zips up at the back for easy dress. The front of the vest has 5 flags (velcros) at the chest, solar and hip/rib areas. The student has either all blue or all red flags on their vest and the flags can be long, medium or short in length to provide various levels of challenge.

Students can practice kumite techniques by using strikes and blocks with the intent to grasp and remove one of the 5 flags from their opponent's vest. A scoring technique occurs when the student removes the opponent's flag from their vest. Once score has been called – the flag is returned to the opponents vest, so there is always 5 flags to score from. This kumite practice with vests can be applied to two-step or free flowing kumite.

****These vests are used in the Para-Karate division competition at the SWKKF National Tournament.**



Example of the general structure of a Para-Karate lesson continued:

- Extra (last 5-10 min of class) self-defense, break falls, joint locks, bunki application, etc can be done as the work of a cool down)
- Ending Bow(s)

HELPFUL INFORMATION AND APPLIED SCENARIOS

The following list is not an exhaustive list but is a compilation of scenarios that the committee has come across in their own classes. Instructors should understand that some individuals may have mild, moderate or severe conditions, and may have multiple conditions impacting their karate training. Most importantly, all individuals have strengths and challenges and the goal of karate classes is self-improvement through training. The following section will discuss a diverse range of behaviours and movement patterns that an Instructor may encounter with students whom have ASD. Followed by physical impairments, learning conditions, CP and Down syndrome.

ASD - Possible Atypical Behaviours

Scenario:

- Lack of impulse control (e.g., an abrupt burst of verbal or physical energy).
- Over talking, speaking out of turn and at moments that would not be considered acceptable for a typical student (e.g., talking at the same time as the Instructor).
- No filter (profanity or harsh language).
- Expressing honest opinions, likes, and dislikes regardless of impact to the listener.
- Frustration with or unaware of lack of muscle control which may impact mobility, coordination, strength and speed.

What the Instructor can do:

- Be patient.
- Avoid fixating on the attempt to stop the student from talking (if it does not work then focus on redirecting the student's attention to the technique, skill or activity).
- Keep the student focused on a task (e.g., holding the kick shield for another student when not kicking themselves).
- If the student's talking is very disruptive for the majority of class consider private or semi-private lessons to initiate karate curriculum. Once a few basic/foundational karate skills/practices have been established – inclusion into a class with other students can be considered.
- Ignore harsh or profane language and when regular language is expressed - continue to reinforce this appropriate language with positive reinforcement (e.g., "Good job using nice words" or "I really like the words you are using right now"). If the language is ongoing and offensive to others in class consider private or semi private classes to lessen anxiety.
- Model appropriate words such as "Wow, John what a strong kick you have" and "I am really impressed with your focus today").
- Reinforce the importance of working hard to get better (e.g., if a student says they do not want to do their kicks - the Instructor can motivate the student with comments such as "Strong kicks make strong legs" and "5 more then all done kicks").

Scenario:

- Fixation - some students will get used to a routine and if the Instructor changes this routine, it may cause anxiety that may lead to disruptive behaviours.

- The student may be selective about who they work with and what activities they will engage in.
- Lack physical discipline, not maintaining a stance.
- Longer than usual time to learn a skill.
- May be impatient with activities not recognizing relevance to their training.

What the Instructor can do:

- Keep a consistent routine (i.e., a specific order in the class activities in the warm-up and general class structure such as bow in, same warm-up routine, stretch, pad drills, kata, sparring and extra stuff at end, bow out).
- If there has to be a change in Instructors, be sure to let the parents and student know ahead of time - even if it means making a phone call to them to let them know.
- Provide consistent reinforcement – continuously look for the positive moments to acknowledge (e.g., “Wow look at those strong punches, what great focus!”).
- Utilize counting to your advantage and cue words (e.g., “hold for the count of ten”, repeat the cue words “hold”, “hold”, “hold” until the student should come out of a stance).
- Work specific drills into the warm-up that will allow the student to train their body to feel what it should feel like when maintaining a stance (i.e., kiba dachi).

ASD Atypical Movement Patterns:

Scenario:

The student may lack extension of large and small muscle groups such as:

- they may not walk backwards and instead they may turn and walk forwards.
- they may shuffle backwards always leading with the same leg.
- they may not pick up their legs to walk forward or backwards.
- they may not lift or bend their knee.
- they may not extend their arms above their head or in front of their body.
- they may not make a fist.

What the Instructor can do:

- Provide verbal cues (e.g., “arm up”).
- Provide visual cues (e.g., show them by modelling your arm up in the correct position).
- Provide tactile prompts (e.g., slightly push on the student’s elbow so they feel their arm go up). This allows for a kinaesthetic experience because as the student experiences what it feels like to have their arm up, they will eventually gain a feeling for the motion of limb extension.
- Utilize floor markers for walking forward and backwards.
- Offer an arm for support when the student is walking forward or back. Note: students with ASD may feel as if they are falling backwards because their sensory system was not integrated when they were an infant and their nervous system does not recognize walking backwards.
- Use two targets when doing pad work (e.g., if doing a front kick, one pad is for the knee to come up and touch while the other pad is for the kick. Or have the student kick over two shields and have a marker on the pad for a target).
- Provide repeated verbal reinforcement to bend knees or straighten arms or make fists.
- Give the student a kleenex to hold so they make a fist and get used to the feeling.

Scenario: The student may not cross midline (e.g., their osoto uki may not extend past the middle area of their chest to cover a complete block across the full range of the chest area).

What the Instructor can do:

Introduce pad work where the student is asked to make contact with their arm to the opposite side of their body.

Scenario: The student may not move their hips.

What the Instructor can do:

- Physically move their hips with the palms of your hands while they are doing their activity.
- Provide verbal cues such as “move your belly button” or “move your belt knot to swing back and forth”.

Scenario: The student may communicate non-verbally.

What the Instructor can do:

- Assume the student will understand and utilize “**whole person instruction**”. This means using the combination of visual, verbal, tactile, and kinaesthetic instructional approaches together.
- Use visual schedules (a picture board or picture cues) such as a picture of a kick or punch etc. and the student will get to know the routines expected in the class.
- Be aware of your positioning when you are teaching a kata (i.e., rather than counting each move in the kata - you will utilize verbal cues such as “step, punch” rather than “ichi, ni”).

Individuals with learning impairments

Scenario:

- The student may be insecure, have poor coordination and timing when executing technique.
- The student may be slow in processing information.
- Student may have difficulty remembering information.

What the Instructor can do:

- Be aware of Instructor position. Some things may be better if you are on their right side and other times, on their left side or in front of the student. Utilize “**whole person instruction**” (visual, verbal, tactile, kineasthetic approaches).
- Provide consistent reassurance that it is normal to find things difficult.
- Repetition, repetition, repetition!

Physical impairments

Scenario: Keeping in mind a student’s physical limitations but do not underestimate this student. This category of students is very talented and may have much strength having already overcome many obstacles.

What the Instructor can do:

Rather than using hip rotation the student will be pulling elbows back and depending on the height of their arms, the student will be engaging the deltoids (muscle that is attached to the front, side and back of the shoulder) by pulling their arms up and back. All motions will be directional but stay within the student's body area (not to over extend their reach).

Scenario: Cerebral Palsy

- The student may have limited mobility on one side or the over other side of their body. They may experience a lack of sensation to feet and hands of side impacted. Balance may be a concept that is trouble to process depending on the individual.

What the Instructor can do:

- Provide consistent verbal cues such as "close your chamber hand".
- Adapt katas and moves in sparring for practicality.
- Repeat instructions if student needs it, depending on the student. Verbal repetition is always a good approach.

Scenario: Down syndrome

- The student may be slow in processing information.
- They may have a speech impairment where communication is unclear to the listener.
- They tend to have good flexibility and easily over-extend their range of joint movement.
- They may have poor balance.
- They may carry extra physical weight.
- They may experience poor coordination.

What the Instructor can do:

- Be mindful of Instructor demonstration and slow down movements. The slower demonstration will provide the opportunity for the student's eyes to catch up to their cognitive/physical processing.
- Do not slow down in the sense of making things boring - just the initial motion to first demonstrate.
- Do not underestimate the capability of the student (which is an easy pitfall). These students are very capable if approached with high expectations (e.g., if you always teach them slow they will always act slowly). If you treat them as capable people - they will live up to it.
- Provide physical support for balance when needed.
- Use the "**whole person instruction**" (verbal, visual, tactile, kineasthetic) approach.

INSTRUCTOR CERTIFICATION



Instructor's Certification Criteria

Part 1: (1 hour)

1. Complete **Theory** portion of workshop provided by Para-Karate Committee members.
2. Complete **Rules and Regulations** portion of workshop provided by Para-Karate Committee members.
3. Complete **Judging and Etiquette** portion of workshop provided by Para-Karate Committee members.

Part 2: (2 hours)

Complete **Instructional Skills** portion of workshop provided by Para-Karate Committee members. This will include:

- 10 minute lesson with one para-karate student
- 10 minute lesson plan with the group of para-karate students
- 10 minute Kumite session

GRADING CRITERIA



Grading Criteria

The Para- karate system has been adapted from SWKKF kyu belt system. Grading criteria include consideration on the progressive development of both technique; including stances, strikes, blocks and forms and sparring. The system has been adapted to include 9 coloured belts with 3 stripes per belt to allow for sufficient time for progression. The katas required for each rank are listed below.

Rank	Kata
White	Power kata, peinan shodan part 1
White stripe(s)	Peinan shodan complete
Yellow	Peinan nidan part 1
Yellow stripe(s)	Peinan Nidan complete
Orange	Peinan sandan part 1
Orange stripe(s)	Peinan Sandan complete
Green	Dojo kata part 1
Green stripe	Dojo kata complete
Purple	Peinan yodan part 1
Purple stripe(s)	Peinan Yodan complete
Blue	Dojo kata part 1
Blue Stripe(s)	Dojo kata complete
Brown	Peinan Godan part 1
Brown stripe(s)	Peinan Godan complete
Red	Kushanku part 1
Red stripe(s)	Kushanku complete

NB: The grading system may vary from instructor to instructor depending upon their student's capacity and training needs.

Generic Grading Sheet

*The following section provides the recommended grading sheet to be used at Para-Karate gradings.

*The information provided in this manual is to be applied to the grading environment and to the student/sensei expectations