ADAPTED MOTOR EDUCATIONIN SCHOOL: THE ROLE OF ARTISTIC GYMNASTICS

EDUCAZIONE MOTORIA ADATTATA A SCUOLA: IL RUOLODELLAGINNASTICAARTISTICA

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ABSTRACT
Adapted and inclusive physical education is the possibility, through a didactic-methodological systematization attentive to everyone's requests, to make all students fully live a sporting experience, whether they are disabled or not. Depending on individual strengths, differences are used to create and develop new rules and possibilities of movement. In this perspective, the setting of the Mixed Ability sport is coherent and conducive to the implementation of learning and participation processes according to the EmbodiedCognition model.
The aim of this paper is to highlight research perspectives in a field bordering sport, pedagogy and docimology, aimed at enhancing inclusive processes.

L'educazione motoria adattata e inclusiva è la possibilità, attraverso una sistematizzazione didattico-metodologica attenta alle richieste di ognuno di far vivere appieno un'esperienza sportiva a tutti gli allievi, siano essi disabili o meno. In particolare in funzione dei punti forti individuali, si sfruttano le differenze per creare e sviluppare nuove regole e possibilità di movimento. In questa prospettiva il setting dello sport Mixed Ability risulta coerente e favorevole alla realizzazione dei processi di apprendimento e partecipazione secondo il modello dell'EmbodiedCognition.
Lo scopo del presente contributo è quello di evidenziare le prospettive di ricerca in un campo di confine tra sport, pedagogia e docimologia, volte a potenziare i processi inclusivi.

KEYWORDS
Inclusion; mixed ability; disability; artistic gymnastics,
Inclusione; mixed ability; disabilità; ginnastica artistica

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Introduction[1]

To date, in Italian schools, physical education and sport play a role of great importance, they represent the two synergistic faces of an educational offer in which the pupil on the one hand receives a preparation for bodily well-being also understood as health education and, on the other one, participates in a sporting activity in which, in addition to expressing himself, he can come into close contact with a multitude of situations that he finds in his daily life. Sport, as a training ground for life, prepares for social reality; in fact, through sport, all the problematic situations that the subject has to face in everyday life are faced. Sport practiced at school is not at a competitive or performative level and as such the values inherent in it, such as well-being, justice, solidarity, respect for the rules, (Moliterni and Magnanini, 2018) stimulate and regulate behavior and educate to manage emotions that contribute to improving the relationship with oneself and with others and to the construction of one's self-esteem.

In 2010 the World Health Organization (WHO) published a document, "Global recommendations on physical activity for health" in which it recommends the practice of at least one hour of daily physical activity in developmental age, which demonstrates health benefits including: the development of muscular, skeletal, cardiovascular efficiency and motor coordination; respecting the factors necessary to carry out physical activity such as activity levels (of (type of activity, duration, intensity, volume) for the promotion of health, and the prevention of pathologies, as well as an education of students through various and structured motor experiences (WHO, 2010).

The Recommendations and Guidelines[2] published by International Institutions and Organizations (WHO, 2018; 2019; 2020), agree in considering the systematic

[1] The present work is the result of the collaboration of the authors to whom the following parts are attributed in detail: G. Ferrara paragraphs 2, 3 and 4; F. Pedone paragraphs 1 and 7; G. Lauriello paragraphs 5 and 6.

[2] World Health Organization. Global action plan on physical activity 2018-2030: more active people for a healthier world. 2018. http://apps.who.int/iris/bitstream/handle/10665/272722/9789241514187-eng.pdf World Health Organization. Guidelines on physical activity, sedentary behaviour and sleep for children under 5 years of age. 2019. https://apps.who.int/iris/bitstream/handle/10665/311664/9789241550536eng.pdf?sequence =1&isAllowed=y World Health Organization. WHO Guidelines on physical activity and sedentary behaviour. 2020. https://www.who.int/publications/i/item/9789240015128 (da: Bull FC, Al-Ansari SS, Biddle S, et al. World Health Organization 2020 guidelines on

practice of motor activities an indispensable factor for body and movement education with particular reference to the acquisition of physically active lifestyles of children and young people, highlighting significant educational contributions in the psychological and socio-affective fields; (Bates, 2006; Cassese, 2016).

According to Corbin and Pangrazi (2004), in fact, motor activities carried out at school play an essential role in motor learning processes and constitute experiences strongly correlated with individual self-efficacy beliefs.

Already in 1979 the International Charter for Education and Sport – UNESCO stated that "The practice of physical education and sport is a fundamental right for all and that "Every human being has the fundamental right of access to physical education and sport, which are indispensable for the development of his personality" (UNESCO, 1979 Article 1). It is therefore of fundamental importance to intervene for the enhancement and empowerment of physical activity in schools. It represents a formidable vehicle for psychological, emotional, social, as well as physical growth of the person.

The benefits of physical education, in fact, can be found mainly on two levels: that one of physical health and that one of cognitive development. Some examples of physical health benefits are: increased strength, endurance, flexibility, speed, balance, bone density, but also improved immune system, skill development, and improved physical performance. These benefits have also been found in several scientific studies in populations of individuals with cognitive and relational disabilities, such as Autism Spectrum Disorder. The positive effects of constant sporting activity, however, have also been identified on cognitive development: some examples are the increase in memory skills, logical-mathematical cognitive skills and reading skills, the increase in attention and the consequent improvement in school performance.

1. Adapted motor education in school and Mixed ability

Physical Education, among other things, deals with enhancing the individual growth of the person, in social and cultural inclusiveness. At the same time, it is necessary to follow these procedures capable of deducing the best didactic and methodological strategies, aimed at promoting inclusive processes through the assumption of physical and sporting practices that are "for everyone" and "for everyone" (National Guidelines for the curriculum, 2012).

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physical activity and sedentary behaviour. Br J Sports Med. 2020 Dec; 54(24):14511462. doi: 10.1136/bjsports-2020-102955).

In recent decades, interest in the subject has grown exponentially, as demonstrated by the numerous enactments of supranational legislation (European Parliament and Council, 2004; Commission of the European Communities, 2007; Unesco, 2015) which establish that all minors, equally, have the right to an education capable of recalling in a balanced way every dimension of the person, including bodily education. This is evidenced by the many international scientific publications (Hodge, Tannehill, Kluge, 2003; Hetland, Strand, 2010; Meimulyani, Tiswara, 2013) that underline the important integration in physical education and sports practices.

Adapted motor education is the one practiced in the school context by disabled students, but also for the whole class, as the aim is to make physical education inclusive. It was born in the fifties in America and is a subdiscipline of General Physical Education that deals in particular with physical education for disabled students, which allows the experiences of safety, personal satisfaction and success to students with different abilities.

Adapting, in motor and sports science, means changing, modifying in relation to the observed data and the potential of the disabled person. Adaptation is "the art, the *science of knowing how to control and modify the variables of movement, in order to obtain the desired results"* (Sherill, 1997).

Adapted motor education is a complete system of motor activities designed to find, recognize and solve difficult situations in the psychomotor domain, with the aim of improving bodily skills and abilities and to achieve the growth and psycho-physical development of individuals (Meimulyani and Tiswara, 2013). The adaptation and/or modification in adaptive motor education practices aims to facilitate, for students with special educational needs, accessibility to motor activities, so that they have the same opportunities and can take part in body learning activities.

Adapted motor education, a special part of physical education, develops programs for people with special educational needs. According to the author Crowe (in Abdoellah, 1996), the purpose of physical education for students with special needs is as follows:

- helping students reinforce conditions that can be improved;
- helping students protect themselves from any action that could harm their condition through unsuitable motor activities;
- providing students with the opportunity to learn and share various sports and recreational activities;
- helping students understand the limits of their mental and physical abilities;

- helping students develop feelings of self-worth and socialization;
- helping students develop knowledge and appreciation of body mechanics;
- helping students understand and consider the various sports they can enjoy as spectators and participants.

Research carried out in recent decades (Sgrò, Anzalone, Magnanini, Morales, & Lipoma, 2017; Ferrara, La Versa Battaglia, 2023) on issues related to the benefits of inclusive physical education, show significant scientific evidence. It has been stated that how motor activity produces positive effects on the disabled pupil (Morsanuto, Peluso Cassese, 2019, p. 9): "In the psycho-pedagogical dimension, sports practice produces a state of satisfaction, leading the subject to a containment of emotional states and consequently to a capacity for self-control; In the socio-educational field, motor activity increases the possibility of increasing one's area of autonomy, as the subject is projected to the production of targeted and voluntary acts, building new experiences in which he is able to live group and individual moments".

Inclusive integrated sport, which in the contemporary sports world is identified with the term "Mixed Ability", has as ultimate goal to break down the stereotypes and barriers that are still present on disability, demonstrating that sport can be the means by which to focus on concrete values, such as those of equity and inclusion, through sports-educational activities aimed at enhancing personal and group inclinations. The purpose of the MA pursues in the inclusive perspective of the well-being and happiness of students through the expression of maximum potential, in the guarantee of equal participation. Being part of this project means feeling part of a community, a co-belonging and a context of shared rules (Damiani, et. all., 2018).

The objectives are educational-technical, i.e. the knowledge and application of the sporting gesture, and educational-developmental, i.e. the development of the person in toto, the improvement of bodily and motor, emotional-emotional, and cognitive knowledge and skills.

EmbodiedCognition is the bidirectional relationship between mind and body, it sets a research objective that is to grasp the interconnections between different dimensions of students' functioning, such as cognitive aspects related to learning and participation, motor, emotional, socio-relational aspects (Damiani, Tafuri, et al., 2019).

2. Inclusive sport

The sporting experience is imbued with values, rituals, concreteness, such as to represent a "stage" in which to practice relationships, choices, personal autonomy, challenges and achievements of each one (Magnanini, 2021).

Sport, as the International Charters recognise, is a right for everyone, for the many benefits it brings on a physical, psychological, relational and social level. For this reason, as recommended by Article 30 of the UN Convention on the Rights of Persons with Disabilities (UN, 2006), it is necessary "to encourage and promote the participation, as wide as possible, of persons with disabilities in ordinary sporting activities at all levels" (5, paragraph a).

In order for sport to become a suitable tool to promote a fairer, more harmonious society, to combat racism and intolerance, to promote inclusion and dialogue between all diversities, the social function of sport must be universally recognised and the various European institutions must be closer to people's needs. It is necessary to promote policies aimed at the formal and informal education of young people and to encourage sports, recreational, leisure activities, which daily promote healthy and permanent lifestyle habits and the understanding of ethical values of behavior; fair play must therefore become a central category of sporting morality.

Sport as a form of culture is first and foremost the spiritual value and the rules that constitute it; if these are not respected, sport risks losing its existential basis. The meaning of the principle of fairness lies, therefore, not only in respect for the opponent as a person, but in individual responsibility towards sport as a "cultural" reality (Federici, 2012).

3. Sports training

The work of designing the sports training intervention was born from the awareness that every student, no one excluded, can achieve important goals of skills through the transfer of content and knowledge into meaningful tasks. This consideration has led, also through the reading of the profiles of European competences, to choose disciplinary and transversal skills essential for the acquisition of social autonomy, key to the promotion of the sense of belonging to the community with the aim of promoting a sports training course centered on the integral development of the person (Tuffanelli, Ianes, 2011).

The intervention to promote skills in pupils with disabilities was documented in the C.M. n° 3/15, which refers to the "Key Competences" identified by the European Union, as indicated in the Italian legal system.

The document, as is well known, emphasizes the importance of the connection with all the disciplines of the curriculum, while highlighting the specific contribution of the disciplines to the construction of each competence. The competence of learning to learn and social and civic competence are considered fundamental and transversal nuclei for the acquisition of social autonomy. In these pages, what has been developed in the gym on the "learning to learn" skill will be explained.

The designed artistic gymnastics course was activated inside a gym in a classroom before the lower secondary school of the Sicilian capital, with the presence of a student with Autism Spectrum Disorder.

At the beginning of physical education lessons in the 2022/2023 school year, the pupil does not seek relationships with peers, in group activities she does not insert herself spontaneously, but needs the mediation of the teacher. She does not always respect the rules, does not tolerate sitting for a long time, sometimes opposes the execution of a delivery by requesting appropriate stimuli to carry it out. She has aspects of rigidity towards changes, the calendar of activities must be planned at her entrance to the gym and the unexpected triggers in her behaviors of non-acceptance that make it difficult to manage.

The gym in which the student is placed is equipped and suitable for the practice of sports. The peer group is cooperative: for example, the classmates implement techniques and strategies to contain the onset of some behavior-problem, not always successfully. In the face of these behavioral problems, the student has sufficient basic prerequisites: she can walk, she can run, and she has a good repertoire of basic motor skills, however, she has difficulty in maintaining concentration during an exercise and tends not to wait for her turn, therefore, she shows little self-control towards situations of planned activities, moreover, very often she is discouraged at the first attempt when she tries an element; so much so that without the support of the teacher he still does not try, indeed his morale is conditioned by it, showing little self-esteem towards himself.

Taking into account the general situation of the student, the intervention was aimed at a path oriented towards the promotion of self-control and self-esteem and the use of strategies to perform exercises consciously and autonomously. The process started with the development of assessment rubrics relating to the different skills to be promoted. These tools have been configured as a key element not only for the moment of the evaluation of learning, but also for the moment of design, since through the elaboration of the rubrics the framework of expected results on which to base the design as a whole has been made explicit.

This intervention was born from the need to be able to monitor the levels of competence achieved by the pupil with Autism Spectrum Disorder, to ensure greater inclusion in the gym and social context. In other words, it was intended to place the pupil in the social dimension of the right to citizenship, to allow him to feel part of a community in which he is recognized as having a role and an identity of his own.

At the beginning of the artistic gymnastics lessons, entrance tests were structured to ascertain the levels possessed by the pupil in reference to the competence "learning to learn". The pupil has the basic level of comprehension: she understands simple movements, she knows how to reproduce basic movements also represented by the teacher or classmates. It is placed at an initial level in relation to the elaboration of a simple continuous movement: suitably guided, it reproduces the movement in a coarse but adequate way, and reworks it by putting it in chronological succession, after a few attempts.

It presents the initial level of self-regulation: properly guided, it partially manifests positive behaviors with respect to the new cognitive experience of new movements. It is also at an initial level in relation to the transposition of the acquired knowledge: when faced with a real task, if properly guided, it is able to use only a few acquired knowledge to perform the delivery related to the motor repertoire.

First of all, the most important objectives that were intended to be achieved with the planning for the achievement of skills were set. At the same time, the path was shared with the entire class group, leveraging the involvement of the classmates and, therefore, on the affective, motivational and relational aspects.

The second step was the determination of the evidence: before designing the activities and lessons, the evaluation was planned.

This was followed by an orderly progression of activities, specifically designed to meet the objectives identified in the previous phase. In this phase, the headings have been structured as tools for assessing the aforementioned skills and resources to contribute to inclusive change.

Below is the assessment section relating to the competence "Learning to learn". It is a rubric, structured on three dimensions that identify certain key processes that characterize the manifestation of the aforementioned competence: understanding, processing, transfer of knowledge.

These dimensions were then articulated into criteria that define the quality parameters on the basis of which a given competence is evaluated. The indicators specify the meaning of the different criteria in terms of observable behaviors and thus make it possible to have elements that are actually detectable, because they are more concrete, to describe the different levels of mastery. The formulation of the indicators also made it possible to analyze the competence examined, making the transition from an abstract level to a level of greater concreteness.

Finally, the indicators were declined on a four-level scale using the same adjectives provided for by the skills certification model (initial, basic, intermediate, advanced), since it was considered the most appropriate solution in relation to the assessment of transversal skills and reflects the promotional and proactive dimension that certification assumes in the first cycle (Table 1).

In the third phase, taking into account the skills to be entered and the objectives to be achieved, a sequence of activities was developed aimed at the elaboration, by the entire group of gymnasts, of an exhibition of artistic gymnastics. It should be noted that the learning objectives envisaged in the design of the activities refer to the 2012 National Indications relating to the Curriculum of the Lower Secondary School, on the one hand revisited and adapted to the learning potential of the pupil Maria V. with Autism Spectrum Disorder, taking into account the levels of competence explained in the assessment rubrics. The choice of the realization of the exhibition for inclusive purposes involved the acquisition of movements aimed at motor gestures; the movements in turn were adapted to the physical potential of the student. All this was preceded by activities aimed at acquiring specific knowledge for the achievement of the objectives.

The sequence of tailor-made activities for the final exhibition began in October 2022 and ended at the end of May 2023 and included five phases:

assessment of incoming skills, acquisition of motor contents, study of gymnastic movements, administration of activities as tools for assessing the level of competence achieved, performance of the gymnastics group. It was chosen to work with activities aimed at real tasks, because through them it is possible to detect the objective dimension of competence, i.e. the observable evidence, which reveals the mastery of the pupil with respect to the expected competence. In addition, they allow all gymnasts to be encouraged to use their knowledge and skills to develop responses to activities and to engage in real contexts. The cooperative learning methodology implemented by the Jonhson brothers to stimulate work in small groups, has been considered the most effective intervention strategy for achieving

the objectives, since it is a learning-focused modality that is based on interaction within a group of students who collaborate, in order to achieve a common goal, through a work of in-depth study and learning that has led to the construction of new knowledge.

Learning to learn					
Dimension 1 Possession of basic knowledge, functional to understanding movement		**Advanced level**	**Intermediate level**	**Basic level**	**Initial level**
Criterion 1.1 Systematicity	Indicator 1.1.1 Identify essential information, functional to requests in continuous and non-continuous movements .	In a simple continuous movement, he autonomously performs the movement in a total and complete manner.	In a simple continuous movement, he independently performs the movement in a rough manner.	In a simple decomposed movement, he is partially able to carry out the movement independently, with the help of external mediators.	In a simple decomposed movement, independently guided, after several attempts, more time and the help of the teacher, he performs the movement.
Dimension 2 Processing of a simple movement		**Advanced level**	**Intermediate level**	**Basic level**	**Initial level**
Criterion 2.1 Processing and planning	Indicator 2.1.1 Processes and reproduces movement	In a simple continuous movement, it independently processes and reproduces the complete movement adequately.	In a simple continuous movement, it independently processes and reproduces the complete movement mostly adequately	In a simple movement, he independently processes and reproduces some complete, but not adequate, movements.	In a simple movement, independently, appropriately guided, processes and reproduces movements in a synthetic but adequate manner.
Criterion 2.2 Self-regulation	Indicator 2.2.2 He knows how to regulate his behaviors about the new cognitive experience	Autonomously displays behaviors of attention and interest in relation to the new cognitive experience.	Autonomously manifests mainly behaviors of attention and interest in relation to the new cognitive experience.	Autonomously he partially demonstrates positive behaviors with respect to the new cognitive experience.	If appropriately guided, it partially displays positive behaviors with respect to the new cognitive experience.
Dimension 3 Transposition of acquired knowledge		**Advanced level**	**Intermediate level**	**Basic level**	**Initial level**
Criterion 3.1 Social autonomy	Indicator 3.1.1 Use your knowledge to resolve a problematic situation	Faced with a task, he is able to use his knowledge independently to complete the given task.	Faced with a task, he is able, autonomously, to mainly use his knowledge to carry out the given task.	Faced with a task, through the mediation of the teacher, he is able to use his knowledge to carry out the given assignment.	Faced with a task, if appropriately guided, he is able to use only a little acquired knowledge to carry out the given task.

Table no. 1 - Assessment rubric "Learning to learn"

4. The Artistic Gymnastics Motor Program Mixed Ability (PM-GAMA)

PM-GAMA is an elaborate person-centered model: the needs and abilities of the participants are the central point, the goal is to increase the levels of motor skills, participation and socialization.

On the basis of the theoretical assumptions of reference regarding the cognitive approach in the concept of prescriptive teaching, through sequential didactic exercises, it was set out to offer to the future athletes a suitable system to promote the convergence between the experience of such learning and reflection on it.

The cognitive theory of motor learning derives directly from the integration of the cognitive theories of open loop (through generalized motor programs) and the theory of closed-loop motor control (through feedback). The direct consequence of cognitive theory in educational applications is a prescriptive approach (Tomporowski et al., 2015). For each exercise there are several repetitions, control and correction of errors by the coach.

The technician arranges exercises to the future athlete in order to stabilize and refine the executive motor models with respect to the theoretical biomechanical model, using the motor programs that each one possesses regarding his or her own ontogenetic background (Haken et al., 1985). The coach specifically clarifies the exercise (teaching tool) and the orders with the command (start), the sequence (the movements that come before and those that come after), the timing (the duration of each phase of the sequence), the achievement of the goal (result) and the monitoring and verification of motor learning. The coach must adhere in a programmed way to the means and methods of didactic simplification suitable for a specific behavior, an exercise and a specific context. If the motor task is particularly difficult, practice techniques are used only partially to reduce its difficulty.

The action is fragmented/segmented and then progressively recomposed. The prerogative for partial exercise or other teaching facilitation techniques to be effective and facilitate learning is that the deep structure of the generalized motor program is not altered, but exemplified, which is updated with the application of partial and rejoined movements at a later time. Fractionation consists, for example, in exercising the movements of the lower and upper limbs separately, and then, once acquired, joining them in a synchronous movement (Merbah & Meulemans, 2011). In the end, a movement can be accomplished in a simplified form by reducing its speed of execution or the demands for precision in the execution

gesture. This technique is also feasible only on the condition that certain limits of slowdown or inaccuracy are not exceeded.

The active involvement of the future athlete with the environment through decision-making is a key premise for learning. In particular, the idea of the program is to offer a standard workout, with a more or less simplified and adapted version of the sports discipline. This activity represents the issue to be analyzed, with the aim of creating a series of connections that allow the athlete to consider a behavior to be learned as a conscious need, based on intuitions derived from observation and realization of the same.

The PM-GAMA protocol includes four phases and ten units (Table 2): the first phase of exploration is divided into three units, which take place during the first encounter only one. The "exploration" phase is focused on building the relationship of knowledge of the future athlete - motor education professional. The purpose of this first moment is the reciprocal knowledge of the student with respect to the operators, the structure and materials, of the operator with respect to the student, his temperament, his motor and relational skills. The second phase is the operational application of the action plan, divided into five units, aimed at specifically developing motor skills through specific actions, motor circuits and personalized actions adapted for each training session, to be carried out two days a week.

The "operational" phase was focused on involvement in specific motor-relational activities; in this level, the motor education professional trains motor skills by adapting targeted exercises of static stretching (staccato), dynamic stretching (throws), and acrobatic exercises (wheel, rounds, inverts, flicks). The third phase of evaluation is carried out at the end of each training session, with the implementation of a final exercise aimed at constantly detecting the motor and relational trend. Only when the athlete has carried out all the motor activities together with the expert, the training has moved on to the "final test" phase, which allows him to carry out what he has learned and verify the goals achieved.

The fourth, and last, confrontation phase takes place at the end of the activities in order to give the right value to individual abilities and to improve weaknesses and social interaction within a programmed and structured motor space, customizable and therefore elastic, in relation to the specific singular of each individual and contextual.

PHASES	UNITS	TIMES	INSTRUMENTS
Phase 1: *Exploration*	Unit 1: Reception	15 minutes	Observation with checklist
	Unit 2: Exploring the Gym	15 minutes	
	Unit 3: Discovering your abilities	30 minutes	
Phase 2: *Operation*	Unit 4: Walking	10 minutes	Evaluation rubric
	Unit 5: Static Stretching (detached)	15 minutes	
	Unit 6: Dynamic stretching (moments)	15 minutes	
	Unit 7: Acrobatics	30 minutes	
Phase 3: *Assessment*	Unit 8: Final exercise	10 minutes	Evaluation grid
Phase 4: *Comparison*	Unit 9: Race	45 minutes	Observation and video recording
	Unit 10: Metacognitive reflection	15 minutes	Open dialogue

Table no. 2 - Diagram Artistic Gymnastics Motor Program

5. Results

The adapted motor program of artistic gymnastics has been used to improve inclusive school practices, and in reference to the tables described above. The whole class and the pupil showed improvements in all the reported aspects, reaching an intermediate-advanced level in the following dimensions:

- Dimension 1: Possession of basic knowledge, functional to the understanding of movement;
- Dimension 2: Processing a simple movement;
- Dimension 3: Transposition of acquired knowledge.

The phases described in Table 2 were carried out gradually respecting the student's time and needs, reporting improvements in autonomy, self-efficacy and self-

determination. Socialization with the companions has also improved, with whom they have established a solid and lasting relationship of positive interdependence.

6. Conclusions

The topics covered in this work have highlighted how a different conception and a different vision of disability make it possible to identify and recognize the countless talents of people with disabilities and the different possibilities of intervention, which can be activated both on a personal, social and environmental level.

Recognizing a person's rights means giving them dignity and equal opportunities, allowing them to fully fulfil their lives and participate in society. It is precisely to guarantee these rights to people with disabilities that the concept of inclusion was born, which recognizes the cooperation and participation of these people as a resource for the entire community and not an obstacle.

One of the activities most capable of promoting moments of participation, inclusion and collaboration among people of all ages is sport, recognized by the Olympic Charter as a human right at the service of the harmonious development of man (UNESCO, 1979).

The practice of sport can contribute to the development of the overall well-being of people with Autism Spectrum Disorder and more generally to all subjects. The result of a sporting activity that, if carried out with the right adaptations and adequate support, can lead to implications that go beyond just progress in motor skills.

Sports activity, oriented to the person and not only to competitive results, becomes a tool for inclusion and development of well-being, autonomy and self-esteem for people with Autism Spectrum Disorder, recognizing in sport an educational value.

It is therefore the task of society, and in particular of educational institutions and sports associations, to evolve to ensure that people with disabilities can see their fundamental rights respected and enjoy the same opportunities as anyone else.

To achieve this progress, however, it is necessary to raise awareness among the entire educational community, as well as to ensure the structuring of personalized activities based on the needs of individual people.

It is of fundamental importance, therefore, that the activities carried out with these people are specially planned, adapted and coordinated by a figure with social, educational and relational skills, as well as specific to disability. These skills are perfectly personified in the figure of the specialized special education teacher.

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