

Choosing Activities and Facilitating Inclusion in Elementary Physical Education



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Adapted Physical Education Program

Throwing

Components of the skill:

- Y Range of Motion (Rotation)
- Y Stretching (Flexion/Extension)
- Y Following Simple Game Rules
- Y Balance (Weight Transfer)
- Y Body Coordination (Bilateral Coordination)
- Y Grasp/Release
- Y Focus and Concentration
- Y Accuracy
- Y Social Skills
- Y Force Patterns

Adaptations:

- Y Increase target size for novice students, Decrease target size for advanced students
- Y Decrease distance of target for novice students, Increase distance of target for advanced students
- Y Vary the height of the target (using a volleyball net, fosters a high ball release for higher or further targets)
- Y Provide a variety of sizes, shapes, textures, and inflation levels of objects
- Y Use visually friendly objects (to throw and throw at)
- Y Add sound to the target (to increase motivation level and indicate the target has been hit)
- Y For students who have difficulty grasping/releasing, have them push a ball off a ramp to enhance inclusion into the activity

Instructional Strategies:

- Y Use 3-4 simple short cues that are visually accessible to the students (look, step, throw).
*use picture symbols with the words
- Y Demonstrate the skill (visual). Slowly and simply explain the skill (auditory). Allow for lots of practice and repetition (tactile).
- Y Use a combination of visual aids (posters, pictures, videos, peer teacher demonstration).
- Y Enhance the release point while throwing by having the student throw over a net or at a target above their head.
- Y It is ok for a student with a severe and profound disability to work on grasping, then releasing an object onto (into) a target while the rest of the class practices throwing at the target.
- Y Develop a simple 1-2 step repetitive game with a concrete objective that allows for lots of practice (ie: pick up ball, throw over net).
- Y Provide external rewards for accurate throws (knocking down objects).
- Y Encourage high fives between students and other positive motivating interaction (including frequent verbal praise).

Catching

Components of the skill:

- Y Visual tracking
- Y Hand-Eye Coordination
- Y Balance and Body Coordination
- Y Motor Planning
- Y Following Simple Game Rules
- Y Focus and Concentration
- Y Social Skills

Adaptations:

- Ⓐ Use a bell ball (auditory), bumpy ball (tactile), soft vibrating ball (tactile) and other balls of various sizes and inflation levels
- Ⓐ Decrease distance ball is tossed, rolled, or bounced
 - *Rolling/bouncing a ball provides more time to visually track a ball
- Ⓐ Use brightly colored objects/balls that add motivation
- Ⓐ Provide students the opportunity to catch an object using a basket or bucket
- Ⓐ Good objects to use for catching: stuffed animal, beach ball, scarf, deflated ball, Slo-mo ball, bumpy ball, bell ball, balloons (be aware of latex allergies), fleece balls

Instructional Strategies:

- └ Demonstrate the skill (visual). Slowly and simply explain the skill (auditory). Allow for lots of practice and repetition (tactile).
- └ Develop a game that is meaningful and functional to the student
- └ Students with more severe and profound disabilities can work on stretching and bringing their arms to midline. They can work on holding a larger object with both arms.
- └ Students with more severe and profound disabilities can work on tracking an object (eye gaze) and stretching their hands out to stop a ball rolling to them.
- └ Encourage high fives between the students as well as other positive motivating interaction.
- └ Develop games that allow for success and equality for all students. All students should have an opportunity and the ability to positively enhance the game.
- └ Find what interests the child and include it into a game (ie: one peer tosses a ball to another peer, who then turns and shoots the ball into the basket. Shooting the ball is the reward for catching it).
- └ Use hand-over-hand assistance (when necessary).
- └ Use 3-4 simple short cues that are visually accessible to the students (Show hands, Look, Hug).
 - *use picture symbols with the words
- └ Use motivating objects to catch (ie: stuffed animals)

Kicking

Components of the skill:

- ☛ Visual tracking
- ☛ Foot-Eye Coordination
- ☛ Balance and Body Coordination
- ☛ Motor Planning
- ☛ Following Simple Game Rules
- ☛ Focus and Concentration
- ☛ Social Skills
- ☛ Accuracy

Adaptations:

- ☛ Use a bell ball (auditory), bumpy ball (tactile), soft vibrating ball (tactile) and other balls of various sizes and inflation levels.
- ☛ The use of poly spots (markers) to indicate where to stand, which foot to step with, and the correct location to kick with on the striking foot helps the child understand the task better.
- ☛ A partly deflated large therapy ball can be used to help children using wheelchairs and/or crutches to control a ball more effectively within a kicking/dribbling game.
- ☛ Attaching a crate to the front of a wheelchair/walker can allow the child to have more success at “kicking” a partly deflated ball around.
- ☛ By placing the ball up on a half dome cone, it keeps the ball from rolling and brings it up closer to meet the shoelaces (allowing for a more mature striking pattern).
- ☛ Use brightly colored objects/balls to add motivation.
- ☛ When learning to kick, a partly deflated ball provides for more practice trials because the child has more time to track the ball.

Instructional Strategies:

- ☛ Demonstrate the skill (visual). Slowly and simply explain the skill (auditory). Allow for lots of practice and repetition (tactile).
- ☛ Allow students who are advanced at the skill to act as peer models/helpers. A student that is teaching the skill is enhancing their own knowledge and ability level of the skill.
- ☛ Develop a game where the whole class is working towards one goal (ie: Time the class to see how fast they can kick the balls into 4 or 5 goals spread out throughout the gymnasium).
- ☛ Allow the child to choose the type of ball they would like to practice with. Often times they would prefer to use the same ball as the rest of the class.
- ☛ When learning to pass the ball, the child will use the inside of his/her foot. A visual piece of tape placed on the inside of the foot provides for a visual and facilitates the more appropriate pattern.
- ☛ Use 3-4 simple short cues that are visually accessible to the students (Step, Look, Kick)
*use picture symbols with the words
- ☛ Use motivating objects to kick.

Jumping

Components of the skill:

-  Muscular Strength
-  Balance and Body Coordination (Bilateral Coordination)
-  Motor Planning
-  Focus and Concentration
-  Social Skills
-  Force

Adaptations:

- Ⓐ Jumping is best adapted by maximizing the individual's strengths to accomplish similar goals for jumping (listed under skills to work on section).
- Ⓐ Use the incline rope method where the rope is on the floor at an incline. The students choose where on the incline of the rope they want to jump from. One side is very close and the other side if further away from their jumping line.
- Ⓐ The use of a small trampoline can help children improve their jumping, especially for those who have low muscle tone.
- Ⓐ Students using a wheelchair can perform push-ups in the chair or move their arms up and down in the motion of jumping.

Instructional Strategies:

- └ Demonstrate the skill (visual) slowly and simply explain the skill (auditory). Allow for lots of practice time (tactile).
- └ The use of fun words/sounds (ie: Boung...) can enhance motivation for jumping.
- └ Students who have limited to no use of their feet can move their arms (with appropriate weights in their hands) up and down.
- └ A child with a severe and profound disability sitting on a panel mat working on posture control can stretch out to press a BIG MAC button that tells the rest of the class to jump.
- └ A child with a more severe and profound disability can sit (with adult support) on a therapy ball in order to gain the sensory stimulation of the up/down motion.
- └ Allow for students to group up and think of different ways they can jump. Allow them to make a sequence of different jumps. Make sure that all students are involved.
- └ Jumping up and down on a crash mat, jumping down from a height, jumping over something and/or jumping horizontally for a distance onto something can all enhance motivation to demonstrate jumping.
- └ You can attach one side of a rope to a sturdy object and wiggle the rope from the opposite side. Call the rope a snake and tell the students they have to jump over the snake, and must be careful not to get bitten (don't touch the rope).
- └ Use 3-4 simple short cues that are visually accessible to the students (Bend the Knees, Swing the Arms, Jump). Use picture symbols with the words.
- └ Use motivating objects to jump over, onto, or down from (obstacle course).

Dribbling

Components of the skill:

- Y Hand-Eye Coordination
- Y Foot-Eye Coordination
- Y Visual Tracking
- Y Ball Control
- Y Balance and Body Coordination (Bilateral Coordination)
- Y Force Patterns

Adaptations:

- Y Foot Dribbling: Use a deflated ball that will not travel as far and then increase the amount of air according to students abilities.
- Y Provide a variety of sizes, shapes, textures and inflation levels of objects.
- Y Move the ground (table) up to foster successful dribbling and/or decrease the playing area.
- Y Give students a large ball (PT ball) to push with their wheelchair or attach a milk crate to the foot rests of the wheelchair to guide the ball (Foot Dribbling).

Instructional Strategies:

- Y Use 3-4 simple short cues that are visually accessible to the students (bend, finger pads, push, look). Use picture symbols with the words.
- Y Demonstrate the skill (visual) slowly and simply explain the skill (auditory). Allow for lots of practice time in a repetitive way (tactile) (ie: dribble to music, dribble around cones, stationary dribbling to determine the number of consecutive dribbles).
- Y Use poly spots as a visual marker for where ball should bounce.
- Y Allow time for students to master progressions before having them move on to higher level skill.
- Y Give students extra cues or have them work with a peer tutor/buddy.
- Y Develop a simple 1-2 step repetitive game with a concrete objective that allows for lots of practice. Ensure that students are being successful, by performing skills that are appropriate.
- Y Use visually friendly objects (pass to and/or shoot at).

Hand Dribbling:

- Y Progressions- sitting two hands, sitting dominate hand, sitting non- dominate hand, kneeling, standing, moving.
- Y Maximize the child's physical ability. A child with a severe and profound disability may work on touching the ball with their hand or foot.
- Y Maximize the students mobility (walking, wheelchair, walker, etc.) while working on a skill.
- Y Start off with a ball that travel slowly then move towards a faster moving object.

Foot Dribbling:

- Y Progressions- stationary position, moving position.
- Y Allow students working on mobility to move throughout the game environment along with the rest of the class, using the same ball (if possible) or a more appropriate ball.

Rhythms and Dance

Components of the skill:

- Y Hand-Eye Coordination
- Y Balance and Body Coordination
- Y Motor Planning
- Y Following Simple Patterns
- Y Social Skills

Adaptations:

- Y Use music with a slow rhythm
- Y Use modern music when teaching classic dances

Instructional Strategies:

- Y Give students poly spots or tape to provide a visual destination to move to.
- Y Perform the demonstration movements facing away from the class, so that the students can mirror movements.
- Y Break the dance steps/movements down into small parts and allow for lots of review/practice.
- Y Use music that has a slower rhythm or don't worry about keeping up with the rhythm.
- Y Perform dances with less structure and repetitive so students can perform the entire dance.
- Y Students with more severe and profound disabilities could work on stretching and moving their bodies; they might need hand over hand assistance to complete the dances.
- Y Students with more severe and profound disabilities can have a person move their wheelchair while the other dancers are moving (social interaction). Give the child the opportunity to move as often as possible.
- Y Students with lower limb limitations can dance using their arms when intricate foot work is being completed. They may use a combination of moving their own wheelchair/walker and moving their feet.
- Y Allow student to omit more difficult moves in order to keep up with the rest of the group.
- Y Have students create their own dances to foster self worth and praise them for their dancing.
- Y All children should be moving, but it does not need to be in the same way as long as they are Moving.
- Y Dance is a time for self expression and the students should be praised when they are expressing themselves in a positive way.
- Y Ensure that students can perform locomotor movements, this is the basis of dance.
- Y Work on pre-dances, locomotor movements in 2 part patterns (ie: step, jump) then add more parts to the pattern.
- Y Perform upper body movement dances while sitting first using a manipulative, then move to lower body dances.
- Y Teach dance steps in parts before introducing the music.

Rolling

Never all students with Shunts or Down Syndrome to Forward Roll, unless they are cleared by a Doctor

Components of the skill:

-  Muscular Strength
-  Balance
-  Body Coordination (Bilateral Coordination)
-  Motor Planning
-  Crossing midline
-  Force

Adaptations:

-  Start by rolling down an incline mat

Instructional Strategies:

- └ Use 3-4 simple short cues that are visually accessible to the students for each type of roll
 - *Use picture symbols with the words
 - Log/Pencil Roll – legs together, arms over head, don't bend
 - Forward Roll- arms out, elbows bent, head tucked, push
 - Egg Roll- sit, grab knees, head tucked, side to side
- └ Demonstrate the skill (visual) slowly and simply explain the skill (auditory). Allow for lots of practice time (tactile).
- └ Use hand over hand assistance (if needed) to help the students through the motions.
- └ All students don't have to perform the same roll; find the most appropriate roll at that time for each student.
- └ Some students will need you to move their bodies throughout the entire motion.
- └ Have a child with a severe and profound disability sitting on a panel mat working on posture control. They can stretch out to press a BIG MAC button that tells the rest of the class when to roll or that it is their turn to roll.
- └ Have a child with severe and profound disabilities work on rolling over from front to back (or rocking back and forth) with assistance if needed.
- └ After students master each roll, give them time for practice.
- └ Allow students to choose the roll they prefer to perform (to increase responsibility and ownership of the skill).
- └ Teaching protective falling techniques by using bolsters and therapy balls.

Striking

Components of the skill:

- Y Grasping (Grip)
- Y Visual Attending
- Y Muscular Flexion and/or extension
- Y Trunk/Spine Rotation
- Y Bilateral Coordination
- Y Weight Transfer/Balance
- Y Social Skills
- Y Force Patterns

Adaptations:

- Ⓐ Begin with large objects (balloons, beach balls)
- Ⓐ Vary the speed of moving objects (scarves/balloons move slower than balls)
- Ⓐ Use tees and suspended balls
- Ⓐ Start with body parts and then provide a variety of sizes and weights of striking implements
- Ⓐ Use beeper balls for students with visual impairments

Instructional Strategies:

- └ Break down the striking task into small steps.
- └ Use short phrases along with simple and specific directions related to striking.
- └ Demonstrate each step/critical element needed to perform the skill.
- └ Ensure students are attending to the skill.
- └ Use a variety of visual demonstrations (posters, videos, teacher/peer demonstrations).
- └ Have students identify and demonstrate each step needed to perform the skill.
- └ Use sign language, Picture communication symbols (PCS), cue cards.
- └ Provide a variety of opportunities for the child to practice the skill.
- └ Use hand-over-hand assistance.
- └ Practice striking skills in a variety of settings with a variety of fun lead-up games.
- └ Use music to increase student motivation.
- └ Use verbal praise frequently.
- └ Teacher positioning is critical. Make sure you are in close proximity to students who need more assistance.
- └ Develop a simple 1-2 step repetitive game with a concrete objective that allows for lots of practice.
- └ Use peer teachers. If a child can demonstrate and explain a task, then they are becoming more proficient at the task.
- └ Use visually friendly objects.

Balancing

Components of the skill:

-  Weight shift
-  Object Balance
-  Static Balance
-  Dynamic Balance
-  Pivotal Balance
-  Motor Planning
-  Following Simple Game Rules
-  Focus and Concentration
-  Social Skills

Adaptations:

-  Provide chair/bar for support
-  Use carpeted rather than slick surfaces
-  Use wider boards instead of balance beams
-  Use a variety of equipment: Slant boards, mini tramps, air flow mats

Instructional Strategies:

-  Demonstrate the skill (visual) slowly and simply explain the skill (auditory). Allow for lots of practice time (tactile).
-  Have students move from lying and sitting positions to a standing position.
-  Move from even surfaces to uneven surfaces.
-  Obstacle courses allowing students to step over objects placed at various heights.
-  Kick objects off tees and cones providing opportunities for weigh shift.
-  Provide opportunities for students to challenge their balance (stunting).
-  When introducing balancing tasks, start with activities on and along the floor. Gradually introduce other equipment that increases the distance of an activity from the floor and decreases the base of support.
-  Teach balance techniques (widen base, extend arms).
-  Teach students how to fall.
-  Allow students to sit during activities.
-  Place students near walls for support.
-  Allow students to hold a peer's hand.

Muscular Endurance/Muscular Strength

Definitions:

Y Muscular Endurance: The ability of the muscle or a group of muscles to perform force related work repeatedly against moderate resistance

— Cycling, running, rowing, swimming

Y Muscular Strength: The amount of force the muscles can produce

— Weight lifting, standing broad jump

Y Muscular strength and endurance are developed concurrently through vigorous activities of daily living

Adaptations:

Ⓐ Push-ups:

— Wall Push-ups: Stand facing the wall, arms straight out against the wall

— Modified Push-ups: Push-up position with knee on the ground

— Animal Walks, creating Bridges, and/or wheel barrel

— Chair Push-ups: A child can sit in a chair and push themselves up against the arm rests

— Step Push-ups: A child can lean against a step to perform the skill (Higher the step, easier it is)

Ⓐ Allow a child to perform an isometric exercise (contraction without change in muscle length). This allows greater opportunity to a wide range of ability levels

— Squeezing a tennis ball

Instructional Strategies:

└ Provide maximum practice and repetition to build the strength and endurance

— Especially for mobility purposes of increasing independence to participate within the games/activities

└ Have a student pull a weighted wagon to increase strength and endurance

└ Scooters:

— Have the students sit with their feet on the ground, pulling them forward

— Have the students sit with their feet crossed on the scooter, so that the students can pull on a rope attached to the wall, propelling themselves across the room

└ Develop relay races where the students transport a heavy object (e.g., medicine ball)

└ The Brockport Physical Fitness test demonstrates good ideas for modifying health-related fitness components (muscular strength/endurance) for children with disabilities

└ Play Parachute games to improve muscular strength/endurance by holding the parachute against the resistance/pull of the game's movements (ie: up/down)

— Have the students use both hands to roll the parachute to the center

Flexibility

Definition:

- The property of being flexible; easily bent or shaped
- This is the range of movement in a joint, Ability to move a body joint through its normal full range of motion (ROM)
- Ability to stretch well enough to perform activities of daily living and to achieve personal sport and dance goals without injury

Medical Considerations:

- Students with Down Syndrome may be hyperflexible, do not allow students to stretch beyond normal limits as this will further elongate their tendons and ligaments

Adaptations:

- Passive Range of Motion Stretching: This is acceptable for students with inadequate muscle control or spasticity (partner stretching, no muscle contraction)
- Active-Assisted Range of Motion: This is acceptable for students too weak to perform entire range of motion (partner stretching, muscle contraction)
- Static Stretching: Acceptable for all students, however some students may need assistance to hold their position
- Dynamic Stretching: Should not be used for students with spastic muscles
- Equipment: Students may need the assistance of therabands/straps to stretch (hamstring stretch have strap around foot and have student pull towards them)

Instructional Strategies:

- Have students stretch longer and practice the same types of stretching each time
- Assist students when stretching to ensure they are using their full ROM
- It is recommended to perform a short cardiovascular exercise before working on flexibility
- Brockport Physical Fitness Test Flexibility Tasks
 - Back Saver Sit and Reach Test
 - Modified Aply Test
 - Shoulder Stretch
 - Modified Thomas Test

Postural Tone/Core Stability

Definition:

- Y The manner in which the body is aligned against gravity

Components of Posture:

- Y Muscular tone (high/low)
- Y Flexibility (Flexion/Extension)
- Y Rotation of the trunk (Range of motion)
- Y Bone Structure
- Y Ligamentous Force
- Y Muscular Strength
- Y Muscular Endurance
- Y Emotional State

Activities geared to improve Postural Tone/Stability:

- Y Animal walks (Crab walking, wheel barrow walking both forward and backward etc.)
- Y Lifting and carrying weighted objects (medicine balls)
- Y Physioball activities (sitting on ball, lying on ball, balance on ball while lying on stomach and back)
- Y Scooter board activities
- Y Striking activities
- Y Tumbling activities
- Y Stretch cords and stretch band activities

Instructional considerations when children perform core stability activities:

- Y Focus on form and full range of motion
- Y Work from slow to faster speeds of movement.
- Y Start with light resistance and progress to moderate resistance
- Y Never sacrifice form for speed and resistance

Y Incorporate stretching exercises at both the beginning and end of physical education activities.

Points to Ponder

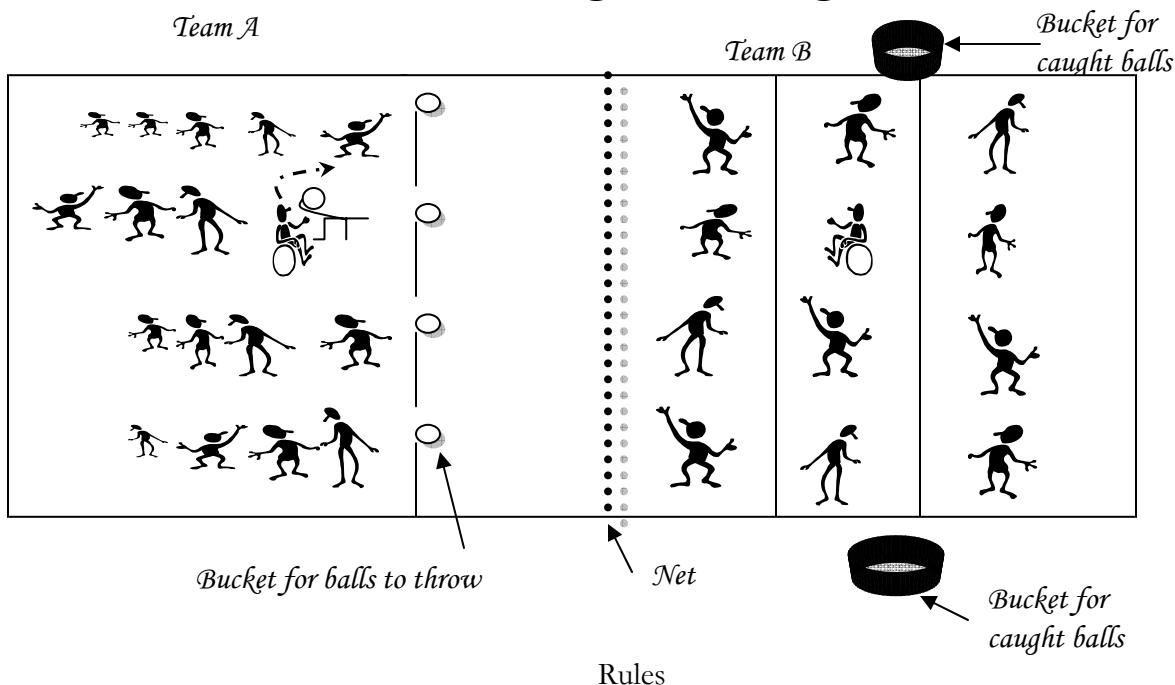
Y A strong core is essential to the performance quality of all movement patterns
(Increasing postural tone and stability will help increase the muscles ability to stretch in order to move more forcefully)
(It is beneficial to present activities that develop prerequisites for good postural control and alignment)

Autism & Physical Education

Instructional Considerations

- 1 Be an active member of the IEP team! This leads to a better understanding of the student and his or her behaviors
- 1 Meet regularly with the APE teacher (if available), Special Education teacher and the Paraprofessional
- 1 Educate the student's classmates on the disability and more specifically on the child's strengths, weaknesses and idiosyncrasies
- 1 Develop an effective communication system that works for the student (e.g., scheduling boards, picture communication symbols)
- 1 Students with Autism require a highly structured Physical Education program. Develop a schedule for the child using words, symbols, or pictures to help the student anticipate what is going to happen during the class
- 1 Use equipment that provides extra stimuli (e.g., bell ball, brightly colored balls, targets that make sound when hit, and hand and foot prints on equipment)
- 1 Minimize extraneous stimuli (e.g., loud music, extra equipment)
- 1 Use poly spots, hula hoops and carpet squares for students to stand on during PE activities.
- 1 Use mats or petitions to create a smaller play area in a big gym to avoid over stimulation
- 1 Elevate the child off the ground using balance beams, blocks and other raised surfaces to increase focus during ball and other object control activities
- 1 Use peer helpers in partner and small group activities
- 1 Be aware of stimuli that provokes inappropriate behavior (e.g., loud noises, peer and teacher touching, too much movement in a small space)
- 1 Allow the child to take breaks from activities that are over stimulating. During this time the student can work away from the group on IEP objectives with a peer or Paraprofessional
- 1 Have a clear distinct start/stop to activities (e.g., the child returns to a specific space at the end of each task, a bell, music starts/stops, lights turn off)
- 1 Play games with repetitive actions/rules

Catching/Throwing



Rules

Purpose:

The students will enhance their throwing and catching techniques to successfully participate within the game.

Positions:

Students will be split into two teams (A and B), each on opposite sides of the court.

Team A will throw a ball over the net to open space within the boundaries. They do not want the ball to be caught by Team B. After the ball is thrown, the player goes to the end of the line (Don't have more than 3-4 players in a line to allow for more practice)

Team B will attempt to catch the balls. When the ball is caught it is placed into a bucket. Each participant on Team B stands within a zone that they are allowed to catch from. Rotate players around.

If a ball is hits the ground it is out of play and no points are awarded.

Earning Points:

Each caught ball is worth 2 points. The points will be added up at the end of the round. A round is over when all the balls have been thrown or when each player on Team A has had at least 3 throws. The teacher will facilitate the counting of the balls.

*Each ball thrown out of bounds is worth 3 points.

Adaptations:

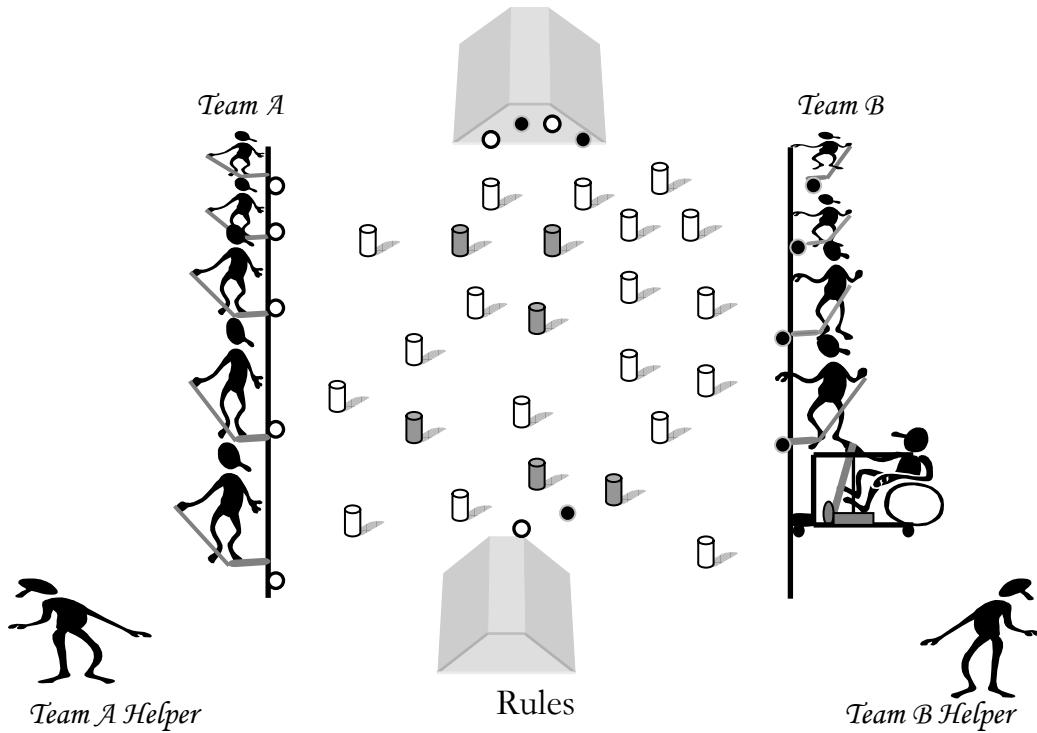
*Students with more severe and profound disabilities will extend their hand out to start the throwing machine.

*The throwing lines can vary for Team A depending on the students' ability.

*Allow the students on Team B to catch the ball off one bounce.

*A child can use half a noodle to extend to reach an incoming ball (if the noodle touches the ball, it would count as a caught ball)

Hockey/Striking



Purpose:

To develop accuracy using a striking implement

Positions:

Each team has 5 players (strikers) standing at the sideline with a hockey stick ready to play

Each team has 1 player (helpers) who helps their teammates (collecting balls, counting points, and assisting with accuracy)

*Each team rotates their players so that everyone has a chance at the striking and helping positions.
Players rotate every 2 minutes

Earning Points:

1 point: awarded for knocking over a white can (bowling pin, soda bottle) with the ball/plastic puck

3 points: awarded for knocking over a grey can (bowling pin, soda bottle) with the ball/plastic puck

5 points are awarded for scoring

A round is complete when all the cans (bowling pins, soda bottles) are knocked over.

*To score a point the player must strike the ball (or other appropriate object) behind the sideline

*After a child scores a point, he/she runs to the team's score sheet and adds the appropriate number of tallies he/she earned. At the end of the game, the class will have created a bar graph which can be discussed during closure activities

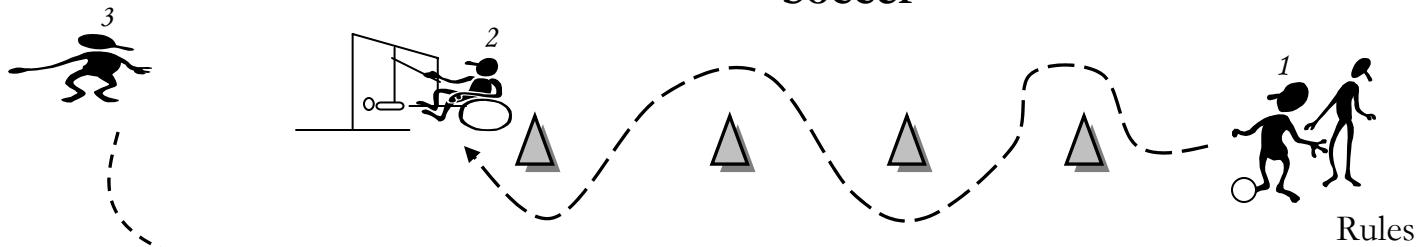
Adaptations:

*The children with spasticity (tightness of the muscles) will work on extension when starting the adapted hockey machine

*Students not ready to use the hockey stick can use a shorter paddle or roll the ball with their hand

*Each team has a different color ball to help distinguish which team scored goals/points.

Soccer



Purpose:

The students will mature their dribbling and passing techniques.

Positions:

Position 1 dribbles the ball in and out of the cones to the other end.

Position 2 passes the ball to position 3 and then becomes position 3.

Position 3 receives the ball from position 2 and then dribbles down the side back; passing the ball off to position 1 (then becoming position 1)

Earning Points:

Position 1 will earn one point for successfully and correctly maneuvering around the cones.

Position 2 will earn one point for successfully making a pass to the feet of position 3.

Position 3 will earn one point for successfully maneuvering back to position 1's spot.

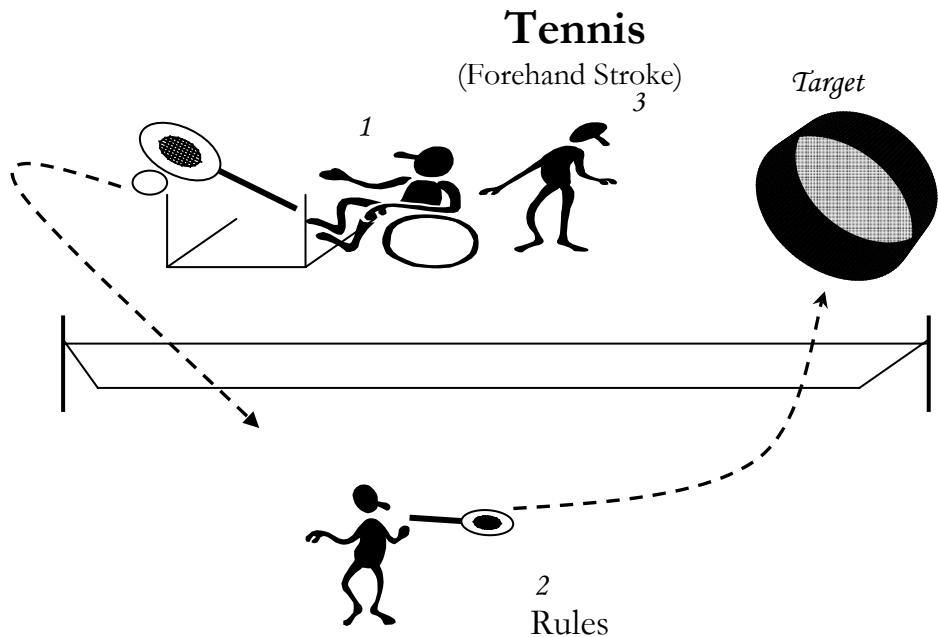
One round occurs each time the team completes a rotation. The students should keep track of their points and mark down how many points they earn per round.

Adaptations:

*Use a deflated ball for more control and time on task.

*If a child uses crutches or a wheelchair, their purpose will be to enhance mobility and independence.

*The child will maneuver around the cones to the position 2. The ball will be set up with the adapted kicking machine at position 2. After kicking the ball, the child will then maneuver to position 3. A partner will pass them a ball and then help reset the ball on the adapted kicking machine. The child using the mobility device will maneuver back to position 1.



Purpose:

The students will mature their forehand stroke technique.

Positions:

Player 1 bounces a tennis ball and strikes it over a net to player 2 using a forehand stroke.
 Player 2 standing on the opposite side of the net receives the ball and strikes it towards a target using the forehand stroke.
 Player 3 keeps track of the points and helps out teammates if needed.
 Players are rotated every 3 turns.

Earning Points:

Player 1 and Player 2 are a team trying to earn as many points as possible. If player 1 successfully strikes the ball over the net, the team earns 1 point. If player 2 strikes the tennis ball into the target, the team earns 1 point. If both player 1 and player 2 successfully perform their tasks, the team earns an extra point for a maximum of 3 points per turn.

Time Limit:

Each team can be allowed 3 rounds (9 turns) to gather as many points up or they can be racing against time to earn points. It is not necessary to make the teams compete against one another, but it is an option.

Adaptations:

*If player 1 has a more severe and profound disability, he/she can use the adapted tennis machine to help strike the ball over the net to player 2. Player 1's purpose for the game will be to enhance flexibility by stretching to hit the lever on the machine. Player 3 will help player 1 (if needed) by placing the ball on the tee of the machine.

*If needed allow player 1 to toss the ball over the net

*Players who have demonstrated the mature forehand stroke can start on the backhand stroke.

"No Child Left Behind in Elementary Physical Education"

Prince George's County Maryland

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Physical Educator's Attitudes Towards Inclusion

- According to recent research:
 - 70% of Physical Educators believe they do not possess the skills and knowledge needed to teach a successful inclusive class.
 - 82% have a favorable attitude towards inclusion and are willing to include students with disabilities.



Bekiari & Sakekariou, 2004

Physical Educators Would Feel More Comfortable Including Students With Disabilities If:

- They were provided with:
 - More preparation at the University level (including course work about specific disabilities, methods, and safety aspects)
 - Smaller class sizes
 - Appropriate equipment
 - Access to supportive personnel

Purpose

- To provide the Physical Educator:
 - Adapted equipment models
 - Instructional Strategies
- To foster the inclusion of students

Laws Impacting Physical Education

- All children have the right to be provided Physical Education in the least restrictive environment. (Public Law 94-142)
- Physical Educators must be part of the I.E.P. process. (Public Law 108-446)
- The Physical Educator is considered "Qualified" to teach children with disabilities. (Public Law 101-476)

United States Department of Education, 2004

You Are Not ALONE: It Takes a Team Effort!

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| <ul style="list-style-type: none"> • General Physical Educator • Adapted Physical Educator • Special Educator • General Educator • Physical Therapist • Occupational Therapist • Recreation Therapist | <ul style="list-style-type: none"> • Speech/Language Therapist • Vision Specialist • Audiologist • Paraeducator • School Nurse • Psychologist • Parent(s)/Guardian(s) |
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Block, 2000

What Can Be Adapted/Modified?

- Environment
- Instruction
- Rules (without changing the original structure of the game)
- Equipment



Lieberman & Houston-Wilson, 2002

Equipment Modifications

Any modification that would make the participant more successful than using pre-existing standard equipment

- Shorter length of racket handle
- Bright color equipment
- Velcro wrist bands (Helps child hold an implement)
- Soft and light balls
- Deflating the air out of a ball
- Velcro mitts/shirts (Helps with catching)
- Increase the size of the equipment
- Auditory equipment



Lieberman & Houston-Wilson, 2002

Instructional Modification

Modify the way you present the information to the child

- Verbal Cues: Use simple, short and to the point cues (3-4 cues for a skill)
 - Throwing: Look, Step, Throw
- Demonstrating or Modeling: Show the skill multiple times. Show in slow motion with the verbal cues. Whole-Part-Whole Method
- Physical Assistance: Assist the child physically through desired skill or movement(s)
- Peer Assistance: Have a child participate with and watch a peer perform the skill properly

Lieberman & Houston-Wilson, 2002

Rule Modifications

Anything that deviates from the original or culturally accepted rules of the game.

- Slow down the pace of the game
- Allow for more practice trials
- Allow for a passive (or eliminate the) defender
- Take away rules
- Limit or add responsibility

Remember to keep the integrity of the game: If it is a soccer game, don't allow the use of hands.

Lieberman & Houston-Wilson, 2002

Environmental Modifications

- Decrease distractions
- Increase visual cues
- Decrease the size of the playing area
- Limit noise
- Change lighting

Lieberman & Houston-Wilson, 2002

Questions to Answer for Developing a Game that Works

1. What is the goal you are trying to accomplish through the game?
2. Who is your target audience? What are their ability level(s)?
3. What equipment do you have available to foster maximum participation within the activity?
4. What other additions do you want to make to the game? (ie: interdisciplinary approach, teamwork, independence, and/or a monthly theme)
5. Does the modification disrupt the learning, the flow of the game or the attention of the students?
6. Does everyone have an equal opportunity to play and contribute to the success of the game?
7. Is the game safe for all the students?
8. Are the students having fun?

Work Cited

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