Including Students with Disabilities in General Physical Education

Martin E. Block, Ph.D., CAPE
Curry School of Education
University of Virginia

Treating Everyone the Same is to Treat them Unequally.

Games are not Sacred; Kids are Sacred.

Slanty Rope Principle.

Any changes that are made to accommodate a student with a disability in a game/ activity should be viewed cautiously. Use the following four criteria to determine if a proposed modification is appropriate:

*	Does the change allow the student with disabilities to participate successfully in the game/activity yet still be challenged at his/her level?

*	Does the modification make the activity/setting unsafe for the student with a disability or for students without disabilities?

*	Does the change affect the game/activity so much that it is not fun for children without disabilities?

*	Does the change cause an undue burden on the regular physical education teacher/leader?

<u>Mark with "/" if Done Correctly</u>

1.   Shows side orientation and proper grip

2.   Extends arm back to get ready to swing

3.   Steps forward when swinging racquet

4.   hits birdie when birdies is slightly in front of body

5.   follow through with racquet across body

6.   Shows proper technique (1 through 5 above) when hitting a suspended birdie

7.   Shows proper technique (1 through 5 above) when hitting a birdie tossed directly to racquet from 5' away

8.   Shows proper technique (1 through 5 above) when hitting a birdie tossed directly to racquet from 10' away

9.   Shows proper technique (1 through 5 above) when hitting a birdie tossed to side of racquet from 10' away

10.   Shows proper technique (1 through 5 above) when birdie is hit to you across net

11.   Shows proper technique (1 through 5 above) when hitting birdie back and forth in game setting

Cooperative Learning

Skill: Leap   Teacher: M. Block
Grade: 1st grade   Date: 9/15/2011

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	on one foot	opposite arm	foot	integration	comments
Kelly	x	x	x	0	a little stiff
Phillip	x	x	0	0	lands on two feet
Doug	x	x	x	x	distance 36"
Miki	x	0	0	0	balance problems
Joe	0	0	0	0	steps, no leap
Linda	x	x	x	x	distance 42"
Jamal	x	x	x	x	distance 36"
William	x	0	x	0	does not use arms

1.   Divide class into groups of 4-6 students. Try and mix up skill levels.

2.   Remind children what components they should be working on (based on previous day's pre-test - big "0" on chart). Students who have mastered all components should work on improving their distance.

3.   Tell group that they are working towards a common goal of 100 points.

4.   Points are scored as follows: 1 point for working on your targeted component; 1 point for helping peer work on proper leap; 1 point for giving positive feedback (e.g., high five, saying nice job, cheering as a team).

5.   Procedures: take turns doing the leap over lines on the floor. Each child should say what component they are working on before they try the leap. If the child demonstrates that component, he/she get 1 point for the team. If a teammate helps the child do that component, the team gets another point. If teammates then give positive feedback, then team gets another point (possible to get 3 points for each turn taken).

Skill: Kicking

__   **Keep eyes on ball**

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__   **Step forward with non-kicking foot**

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__   **Bring kicking foot back to parallel to floor**

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__   **Follow Through so toe is pointing to target**

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-----   If you have mastered all the components, see if you can chip the ball into the air

-----   If you can chip the ball into the air, see if you can do all the components with opposite foot

*Checklist to Determine Curricular Adaptations to Accommodate
Individuals with Specific Limitations

<u>Does the Student have Limited Strength?</u>

<u>Things to Consider</u>   <u>Selected Modifications (if any) and Comments</u>
shorten distance to move or project object   _____
use lighter equipment (e.g., balls, bats)   _____
use shorter striking implements   _____
Allow student to sit or lie down while playing   _____
Use deflated balls or suspended balls   _____
change requirements (a few jumps, then run)   _____

<u>Does the Student have Limited Speed?</u>

<u>Things to Consider</u>   <u>Selected Modifications (if any) and Comments</u>
Shorten distance (or make it longer for others) _____
change locomotor pattern (running v. walking)   _____
make safe areas in tag games   _____

<u>Does the Student have Limited Endurance?</u>

<u>Things to Consider</u>   <u>Selected Modifications (if any) and Comments</u>
shorten distance   _____
shorten playing field   _____
allow "safe" areas in tag games   _____
decrease activity time for student   _____
allow more rest periods for student   _____
allow student to sit while playing   _____

Does the Student have Limited Balance?

Things to Consider   Selected Modifications (if any) and Comments
provide chair/bar for support   _____
Teach balance techniques (widen base, extend arms)   _____
Increase width of beams to be walked   _____
Use carpeted rather than slick surfaces   _____
Teach students how to fall   _____
Allow student to sit during activity   _____
Place student near wall for support   _____
Allow student to hold peer's hand   _____

Does Student have Limited Coordination and Accuracy?

Things to Consider   Selected Modifications (if any) and Comments
Use stationary balls for kicking/striking   _____
Decrease distance for throwing, kicking, shooting   _____
Make targets and goals larger   _____
Use larger balls for kicking and striking   _____
Increase surface of the striking implements   _____
Use backstop   _____
Use softer, slower balls for striking and catching _____
In bowling-type games, use lighter, less stable pins _____
What can you do to optimize safety   _____

*   remember, you can implement some or all of these modifications. Also, these modifications can be
         implemented for one child, for several children, or for the entire class to make the activity more
         challenging and success-oriented.

Changing Complexity - General Task Analysis for Striking

Factors

	Size of Object to Be struck	*Weight of object to be struck*	*Speed of object to be struck*	*predicted trajectory of object to be struck*	*length of striking implement*
Easy	large	light	none	no movement	short
↓					
Medium	medium	moderate	slow	pendular	medium
↓					
Difficult	small	heavy	fast	straight	long

* from Herkowitz, J. (1978). Developmental task analysis: The design of movement experiences and evaluation of motor development status. In M. Ridenour (Ed.), Motor development: Issues and applications (pp. 139-163). Princeton: Princeton Book Co.

from Block, M.E. (2007). <u>A teacher's guide to including students with disabilities in regular physical education (3rd ed.).</u>
Baltimore: Paul H. Brookes.

†Checklist to Determine Modifications to Group Games and Sports

<u>Things to Consider</u>   <u>Selected Modifications (if any) and Comments</u>

<u>Can you vary the purpose/goal of the game?</u>   _____
(e.g., some students play to learn complex strategies, others
play to work on simple motor skills)

<u>Can you vary number of players?</u>   _____
(e.g., play small games such as 2 v. 2 basketball)

<u>Can you vary movement requirements</u>   _____
(e.g., some students walk, others run; some hit a ball off
a tee, others hit pitched ball; skilled students use more
complex movements, less skilled use simpler movements)

<u>Can you vary the field of play?</u>   _____
(e.g., special zones for students with less mobility; make the
field narrower or wider as needed; shorten the distance for
students with movement problems)

<u>Can you vary objects used?</u>   _____
(e.g., some students use lighter bats/larger balls ; some use
a lower net/basket)

<u>Can you vary the level of organization?</u>   _____
(vary typical organizational patterns; vary where certain
students stand; vary the level of structure for certain students)

<u>Can you vary the limits/expectations</u>   _____
(vary the number of turns each student receives; vary the rules
regarding how far a student can run, hit, etc...; vary how much
you will enforce certain rules for certain players)

* use these suggestions to modify rules for both students with and without disabilities to make the game challenging, safe, and success-oriented.
† adapted from Morris, G.S.D., & Stiehl, J. (1999). <u>Changing kids games (2nd ed.).</u> Champaign, IL Human Kinetics.

Checklist to Determine Instructional Modifications to Accommodate Students with Disabilities

Student: _____   Who will implement modifications? (circle one)
P.E. Teacher: _____   RPE teacher   APE teacher   classmates   peer tutor   TA   specialist

Instructional Component	Things to Consider	Selected Modifications (if any) and Comments
Teaching Style	command, problem solving, discovery	_____
Class format and size of group	small/large group; stations/whole class inst.	_____
Level of methodology	verbal cues, demonstrations, physical assist.	_____
Starting/stopping signals	whistle, hand signals, physical assistance	_____
Time of day	early a.m., late a.m., early p.m., late p.m.	_____
Duration of instruction	how long will student listen to instruction	_____
Duration of expected participation	how long will student stay on task	_____
Order of learning	what order will you present instruction	_____
Instructional setting	indoors/outdoors; part of gym/whole gym	_____
Eliminate distractors	lighting, temperature, extra equipment	_____
Provide structure	set organization of instruction each day	_____
Level of difficulty	complexity of instructions/organization	_____
Levels of motivation	make setting and activities more motivating	_____

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