

P. E. ADAPTATIONS/MODIFICATIONS

Students can be involved in physical education activities at a variety of levels. The objective is to reinforce some of the student's skills and promote social inclusion. Involve peers on a one-to-one basis or through a buddy system with scripted routines where possible. This may involve the use of communication skills (e.g., gestures, BIGmack, Step-by-Step, making choice, indicating if the student wants "more" of the activity, etc.), switch use, and fine or gross motor skills. The levels of participation may vary for different units and lessons.

a) Full Participation: No modifications are necessary to engage in the activity, (e.g., an ambulatory student may engage in swimming with minimal supervision).

b) Adapted Participation: the student participates in the class activity with some adaptations to the following:

- Equipment: Modify the game or activity in some way (e.g., everyone uses scooter boards or is blind folded; larger/lighter equipment is used such as nerf balls; partially deflated balls or balloons are used to slow down the speed; a netted ball is used for throwing; a bowling ramp is used; bright coloured pinnies assist students with visual impairments; etc.)
- Rules: Modify the rules of the game (e.g., additional strikes, throws, etc. are allowed; change the scoring system such as first base = home run; a classmate runs for the student; increase or decrease the number of players to offset the team with the disabled student; etc.)
- Distances: Change the distance involved for the individual (e.g., run/wheel half the distance; serve a volleyball closer to the net; modify boundary lines with bright orange pylons for increased visibility; lower nets; move closer to the target; etc.)
- Complexity: Simplify the objective in the game or activity, (e.g., in a basketball game, the student's job is to move with or follow one student with a matching pinnie; focus on range of movement and reinforcement of physio objectives in the activity; focus on a specific skill such as choice making or switch use; etc.)

c) Parallel Participation: The student is involved in the class activity but focuses on his/her own skills, (e.g., communicates with vocalizations if s/he wants a classmate to continue to jump beside him/her on the trampoline; works on physio stretches in the pool during swim time; etc.) Incorporate buddies or peers wherever possible.

d) Supportive Participation: The student does not participate directly in the game or activity, but is involved in providing a service of some sort to the class (e.g., cheers recorded on a BIGmack; retrieves stray balls with the wheelchair during a soccer game; switch access the starting sound for a race, etc.)

**(The above strategies were adapted from the "Moving To Inclusion" series from the Ministry Of Health. For more information, write to CIRA/CAHPER, 1600 James Naismith Drive, Gloucester, Ontario K1B 5N4. Telephone: 613-748-5639)*

SAMPLE STUDENT'S SKILLS FOR GYM CLASS

1. With verbal prompting, the student will attempt to keep her hands and head at midline to engage with peers, her switch or materials related to activities.

I can ask the student to bring her head around to face me and wait for her, when asking her a question.

2. The student will use a switch with her right hand to participate in activities to:

- have voice output
- control her environment
- enjoy leisure activities
- help others

I can put directions on the BIGmack or Step by Step for the student to give to the class.

3. The student will use gaze to make choices between two objects, throughout daily activities.

I can hold up two pieces of gym equipment and ask the student which one we should use next. (e.g., two different sized balls)

4. The student will make choices by smiling and/or vocalizing to give an affirmative response during partner assisted scanning.

I can hold up a piece of gym equipment and ask the student if she wants to use this in the activity with her peers.

5. The student will consistently greet others by making eye contact, smiling and or vocalizing.

I can come over to the student at some point during the class and say "hi" to her, then wait for her to look at me and smile. I can comment, "great, you said hi when you looked at me".

6. The student will respond to prompting procedures to assist her in relaxing.

I can encourage the student to relax when she is trying to use her switch to give the teams some cheers on the sidelines.

7. The student will use her facial expressions, changes in tone, vocalizations and body language to communicate her needs, wants and engage in social interactions.

I can occasionally comment in front of the class, what I see or hear the student doing and what I think it might mean. (e.g., vocalizing while smiling means she is having fun; vocalizing while grimacing means she is uncomfortable).

SAMPLE STUDENT MOTIVATORS

We need to incorporate some of the following personal motivators into each activity that the student is participating in. This will help to “motivate” the student to work on his/her skills.

- animals (especially cats)
- using hands in any way, touching objects
- helping others
- working with peers
- animated voices (particularly when listening to a story)
- brightly coloured, simple, contrasting objects (not pictures)
- water (swimming, bath, washing hands, water play, watering plants)
- mobility (moving in wheelchair; moving fast)
- going for walks outside if the weather is nice
- rough housing (getting out of the wheelchair and moving around)
- one to one contact with people
- unusual sound effects (activities, objects, stories, videos, etc.)
- music (western and rock and roll especially)
- food (especially bananas and puddings)

Dislikes or Least Preferred Activities

- working in isolation
- sudden noises or high pitched noises
- sitting and listening without being actively involved
- vibrations
- toys that don't make sounds (e.g., stuffed animals)
- drawing or fine motor activities that involve pencils with hand over hand
- standing in the standing frame

PRIMARY ADAPTATIONS & GAMES

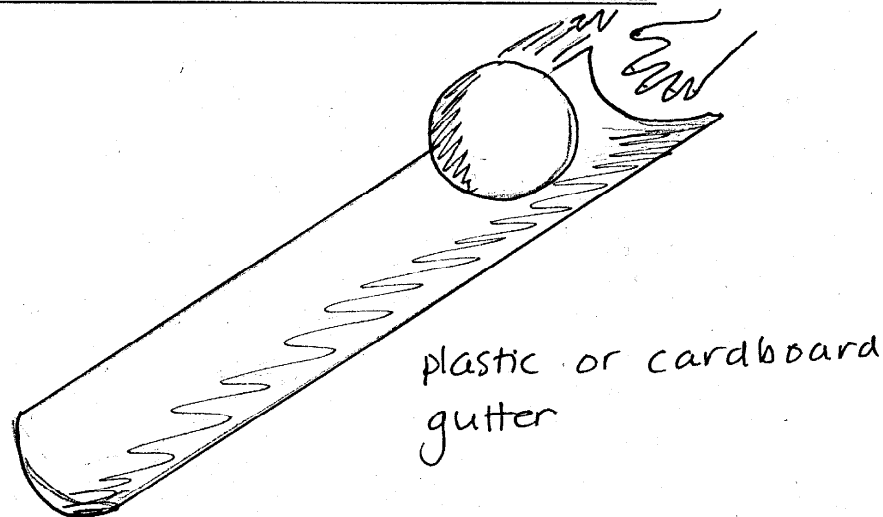
Checklist For Primary Grades

- [] Help give out and put away equipment.
- [] During a game, the student could run or wheel in various directions. Wearing a coloured pinnie, the student could move with a matched buddy.
- [] When the class is playing a game: the assistant could sit in the center of one side of the gym with directional cards with arrows. The student's task would be to run in the direction of the arrow as the assistant holds the card. A buddy could assist the student to look at the cards and move in the appropriate direction.
- [] Move anywhere in the gym when the game is on, but when the whistle blows the student must freeze or stop and resume moving when the signal is given to commence the game.
- [] Choose a peer to accompany or to help with an activity.
- [] Press a switch or ring a bell or buzzer at important times during a game (e.g., when play starts, when a classmate scores, for a time-out, foul or offside calls).
- [] Activate a BIGmack or Step-by-Step Communicator to play a tape with cheers or a cheer song.
- [] Switch activate a lite-brite board with the score on it during intervals. A buddy could change the scores when needed.
- [] Give pre-recorded instructions or directions for movements on a BIGmack or Step-by-Step.

GAMES

- [] Hold a stick horizontally with two hands to hit a large, soft, ball back to a partner.
- [] Practice moving a beanbag, ball or puck with a stick around a series of posts.
- [] Press a switch to activate a song for friends when skipping or playing ball. Classmates could pre-record some of their favourite skipping chants and songs.
- [] Practice bowling with classmates using lightweight plastic floor pins.
- [] Participate in rolling the ball as well as setting up the pins.
- [] Roll a ball down a plastic gutter with one end on the student's wheelchair tray and the other on the floor, directed toward the pins.

DIAGRAM DEPICTING THE BOWLING BALL RAMP

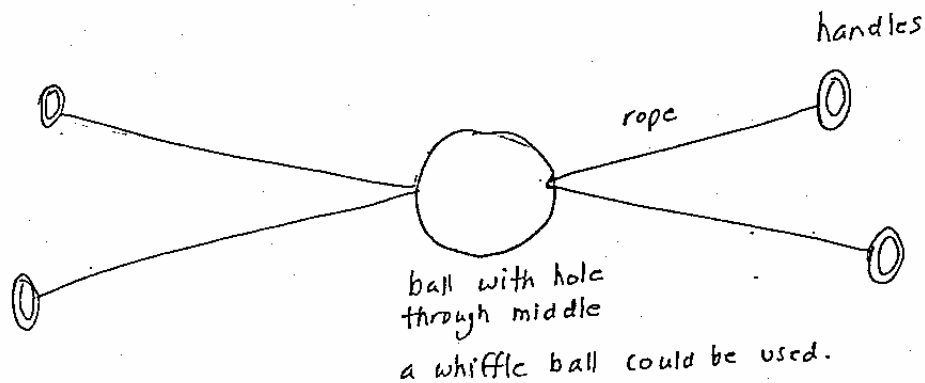


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- [] Roll a Ball between Two Goal Posts: Use a bowling ball ramp and ball that are brightly coloured to provide contrast. Roll the ball a short distance to score by pushing the ball between two goal posts. This activity may be enjoyed by the whole class as a short gym activity or by a small group of peers. It may be considered a parallel game for floor hockey/soccer etc. NOTE!! Peers can play

while waiting on the sidelines to be included in the class hockey or soccer game.

- [] Snapp'r or Zoom Ball: Hold onto the handles and move arms apart to make the ball move along the cord toward a peer. The peer returns the ball by moving their arms apart. This activity may be included when there is ball throwing to a partner.

DIAGRAM DEPICTING THE SNAPP'R OR ZOOM BALL



- [] Bat a balloon or a small, bright coloured nerf ball and keep it in the air alone or with a partner. Classmates could rotate as partners for the student. Begin the above with hands and then progress to a racquet. Cut the handle short on one racket. Replace the rubber grip on the end of the racket if possible using hockey tape. Or use a racquetball racquet, which has a shorter handle.
- [] Attach a balloon or light ball to a tether ball rope or stand. Hit the balloon with the racket. Holding close to the head of the racket will give more control.
- [] Play in a smaller designated area.

ADAPTATIONS FOR INTERMEDIATE, MIDDLE SCHOOL AND SECONDARY

BADMINTON

- Bat a balloon or a small, bright coloured nerf ball and keep it in the air alone or with a partner. Begin the above with hands and then progress to a racquet. Cut the handle short on one racket. Replace the rubber grip on the end of the racket using hockey tape. Use a racquetball racquet, which has a shorter handle.
- Attach a balloon or light ball to a tether ball rope or stand. Hit the balloon with a racket. Holding close to the head of the racket will give more control.
- Use a lower net.
- Play in a smaller designated area.

BASEBALL

- Change the rules so other students have to throw two or three times before they throw the student out when he or she is running, wheeling or being pushed around the bases.
- Use a designated runner.
- Use a designated hitter.
- Run with another student when they hit the ball.
- Move the pitcher closer to home base.
- Shorten the distance between the bases.
- Roll the ball to the student.
- Put more players on the student's team.
- Get the bat and give it to the next person up to bat.
- Use a shorter, lighter bat e.g., plastic or foam. Mark clearly on the bat where to place hands.
- Use a large, lighter or brightly coloured ball (beach or nerf ball).
- Practice catching and throwing a nerf ball or balloon with a partner.
- Use a T-ball stand to bat from rather than a pitcher.
- Practice throwing and catching with a beanbag and catcher's mitt.
- Hold the bat or stick horizontally with two hands.

BASKETBALL

Change the rules...

- The student may bounce the ball with two hands.
- The student has a particular role on the team eg. guarding the hoop.
- Let the student carry the ball while running, wheeling, or being pushed. The ball cannot be taken from the student but they must throw or pass to another student to throw into the basket.
- Reduce the size of the playing court.
- Reduce the playing time.
- Alter the number of players on a team.

Adapt the activity...

- Bounce a ball off a gym wall.
- Work on chest passes with two or three other students.
- Practice bouncing a ball with a classmate.

Change the equipment...

- Throw a ball or beanbag into a garbage can or a low hoop.
- Modify the size and/or weight of the ball.
- Use beanbags, towels tied into knots, foam blocks or other objects that don't bounce.
- Lower the hoop.
- Connect a net to a hoop to make an improvised ball return.

FLOOR HOCKEY

Change the rules...

- Place two goalies at each net. Let the student be one of them.
- Pass the ball to several or every team member before counting as a goal.

Adapt the activity...

- Work on repetitive hitting of the ball into a corner. Place a hockey net behind the student to catch the balls returning off the wall.

- [] Pair up with one or two other students for a passing game. Start with the students close to one another and gradually move them further apart.
- [] Pair the student with another student and move with them, with or without the hockey stick.

Change the equipment...

- [] Attach a hockey stick to the front of the wheelchair. A classmate could move the student around.
- [] Place a large board in front of the student's feet on the wheelchair or at the base of the standing frame. Play goalie and stand guard at the net.
- [] Use a ball rather than a puck. Vary the size and weight.
- [] Enlarge the blade of the stick and make it brightly coloured.
- [] Vary the size of the goal.

GYMNASTICS

- [] Have a separate centre for the student that all the students can use with a variety of music.
- [] Encourage the student to get out of the wheelchair as much as possible.
- [] Move through obstacle courses with changes in speed, direction and levels of movement e.g., walking upright, crouched.
- [] Attach a streamer or flag to the wheelchair and use the speed of movement to keep it flying.
- [] Move arms with short streamers and/or a ball while sitting on wheelchair, bench, chair, mat.
- [] Sit astride a roll while reaching for objects on the floor, up high, to either side or in front so that arms cross body midline.
- [] Walk forward and backwards with one foot on the ground and one up on a curb. Lie a gym bench sideways to use as a "curb".
- [] Crawl on hands and feet up and/or down a bench.
- [] Move in various directions through series of hoops on the floor. Use demonstration or verbal directions.
- [] Stand on one leg and "dip" the other one into a "pool" (hoop), then lift it up and shake it to "dry" it off.

Trampoline

- Lie on the trampoline, while a classmate gently jumps to one side.
- Walk on the trampoline forward, sideways, backwards or diagonally.
- Do a variety of arm and body movements when standing on the trampoline. Practice a routine to music.
- Maintain standing balance while another student walks or jumps beside the student on the trampoline.

Mat

- Roll on the mat and down an incline.
- Do a movement routine on a mat that involves changes of speed, direction or levels (lying, sitting, standing). Pair up with another student to do a movement routine to music.

Large Gymnastics Ball

- Lie across a large ball to experience motion.
- Sit on a large ball and try to balance there.
- Play catch.
- Move arms with short streamers while sitting on the ball.

Modified Balance Beam

- Walk between lines or ropes on the floor with changes of speed and direction.
- Walk along a series of lines and arrows on the floor.
- Use a regular gym bench as a balance beam.

SKATING

- Try "sit skating". The student sits in a sled like shell while being pulled around by classmates. These are available at some regional centers. (*Check with Child Development Center or C.P.Sports for availability of equipment.)
- Skate while holding onto a chair or hockey stick to help with balance.
- Use an adapted walker in consultation with a Physiotherapist.

- Push the wheelchair on the ice to follow the movement of other students and/or make choices about direction, who to "skate" with.

SOCCER

Change The Rules...

- Other players must kick the ball with their non-dominant foot.
- Two students may share the goal position.
- The ball may be passed to several or all teammates before attempting a goal.
- The student can use their hands to hit or pass.
- Reduce the size of the goal if the student is in that position.
- Shorten the distance between end lines.
- Reduce the playing time.
- Eliminate the offside.

Adapt The Activity...

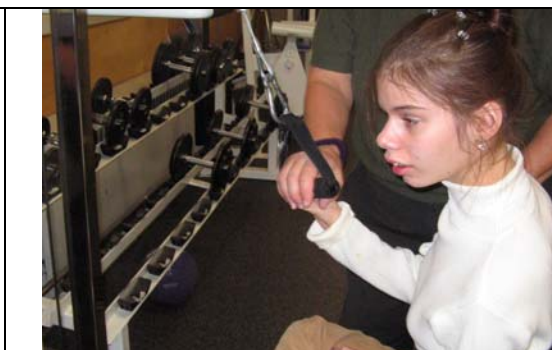
- The student can run carrying the ball.
- The student may perform specialty roles (e.g., throwing offside).

Change The Equipment...

- Use a bowling ramp to start the soccer ball.
- Use a larger (16-18 inch diameter) or a lighter ball
- Increase the number of players on the student's team.
- Attach a board to the footrest to provide a striking surface.
- Use less air in a regulation ball to slow it down.
- Hockey stick can be duck-taped to student's wheelchair



Tape a hockey stick to wheelchair.



Lessen or remove the weights for weight room.

VOLLEYBALL

Change The Rules...

- Put more players can be on the student's team.
- The student may stay in a position closer to the net.
- Omit service line.
- Substitute throwing the ball to a partner for serving.
- Permit players to catch and throw the ball rather than volleying.
- Allow the ball to bounce once, especially for students with visual impairments.
- Allow an increased or unlimited number of hits.






Change The Equipment...

- Lower the net.
- Volley with a nerf or beach ball or balloon with rotating buddies.
Encourage the student to hit the ball back rather than catch the ball.
- Attach a light ball to the tether ball stand at the correct height for repetitive hitting practice

RECREATION & LEISURE INVENTORY

DETECTIVE WORK

- ✓ Check with your student's family to see which kinds of activities they participate in as a family.
- ✓ Check with your local adult day program to see which kinds of activities are offered
- ✓ Check with your local recreation centre to see which kinds of activities are available
- ✓ Check with your student's possible group home to see what kinds of activities they participate in.
- ✓ Check with your local parks and recreation or tourism centre to see what kinds of activities are available.
- ✓ Check with your student's motivator list to see which kinds of activities or sensory experiences are intrinsically motivating for him/her.

✓	Activity		Information (Time/Date/Location)
	Horseback Riding		
	Weight Training		
	Swimming		
	Biking		
	Using Exercise Equipment		

	Bowling		
	Team Sports		
	Dance, movement class or Aerobics		
	Skiing or Tobogganing		
	Gym		
	Walking, Jogging, Hiking		
	Boating		

	Going For Rides At The Fair		
	Skating		
	Games		
	Fishing		
	Church picnic		
	Attend a dance at a Day Program		

✓ Check off the activities that may be possibilities for your student. You can indicate times, dates or locations for these activities. Then begin to schedule these into your student's timetable in the last 2 years of school.