

Gym Activities For Everyone

Facilitator's Notes

For this workshop, you will need to use the video: "**PE Modifications**", which you may obtain ...

- through your local PISP district partner
- on the PISP website
- through the PISP office

1. Introduction (5 - 10 min.)

Warm-up activity: Ask what kinds of activities did participants do as children, which they still continue to experience in some way as adults? What does this look like now? Have participants pair and share. Then have each group briefly relate one story from to the group at large.

Note to the group: Our participation within these activities changes as we do. This applies to our students as well as they also mature. It is up to us as educational facilitators to continue to look for ways to adapt and modify activities, which are appropriate

2. Levels of Adaptation & Modification (20 min.)

Activity: Have participants quickly brainstorm within groups the activities, which are most difficult to include students with severe multiple disabilities? Share and note these on chart paper or overhead. Identify the challenges within these activities.

- Review different levels of participation from the handout: "P.E. Adaptations/Modifications" to note the following - Levels of Full Participation / Adapted Participation / Parallel Participation / Supportive
- Activity: Prior to viewing the first part of the "PE Modifications" video clip: - "Adapted Relays" (1 min. approximately), ask participants, which level of participation the student is experiencing as well as the adaptations that the PE teacher has made.

Note adaptations observed:

- the special needs student can be paired with a regular student
- the students within each relay team area changed after every relay so that no one student experiences the delay in running with the wheelchair
- the special needs student experiences the movement in the gym (motivator)

3. Knowing Your Student's Skills & Motivators (15 min.)

- Refer participants to the "Sample Student Skills For Gym Class" sheet in their handout package. Note how the IEP objectives or skills are custom fit to the gym

activity for the gym teacher. It is important to also incorporate communication skills such as making choices, using voice output, or responding to "more" of the activity. Gym activities should include practice with fine motor skills, gross motor skills, vision, communication, etc.

- Refer participants to the "Sample Student Motivators" handout. Talk about how important it is to incorporate the student's motivators into gym activities. Most students in wheelchairs enjoy experiencing different types of movement.
- Activity: Prior to viewing the next short video clip of Todd using his switch in an intermediate PE class, ask participants to take note of the motivators for Todd and the skills that he is working on in his gym participation.
- After viewing the video segment, discussion can include the following...

Note:

Motivators may include...

- sound of the buzzer
- movement in his standing frame
- using his hands to hold the hoola hoop
- getting out of his wheelchair
- helping others
- controlling his environment

Skills may include...

- using his hands and arms
- bearing his weight in the standing frame
- making choices to do "more" of the activity
- using his hand with the switch
- using his eyes and hands together

4. How Many Ways Can P. E. Be Adapted To Include Students With Multiple, Severe Challenges? (30 min.)

- Review with participants, some of the "Primary Adaptations & Games" Handout.
- Activity: Before viewing the next video clip (approximately 1 min.) - Adapted Soccer Game, ask participants to list some of the adaptations they observe and what the teacher does to adapt/modify around roles and rules.
- Discuss participants' observations after viewing the video clip.
- Note:
 - there are dangers with fast moving students and small, hard equipment
 - a large or oversized soccer ball may allow for students to participate with less injury
 - this is where we need to make modifications like staying on the outside lines
 - other adaptations include the student being paired with a regular student

- talk about how important it is that the teacher specifies the student's special job in the game in the initial instructions (e.g., kicking/hitting the ball at the start of each new game, or when it is out of bounds) as opposed to the TA trying to fit the student in on his/her own without the teacher making any changes before the game starts

- Review with participants, the handout for "Adaptations For Intermediate, Middle School & Secondary".
- Activity: Prior to viewing the video clip (1 min.) - "Adapted Floor Hockey", ask participants to look for adaptations and directions they may observe, which make this a successful activity.
- Discuss participants' observations after viewing this video clip.
- Note adaptations include the following:
 - the special needs student is paired with a regular student (not strictly TA contact)
 - the hockey stick is taped to the side of the wheelchair for participation
 - students are encouraged to direct the puck to the student occasionally so he can have a shot
 - the student in the wheelchair operates off to the side, away from the more active and possible more dangerous action

5. Recreation Ideas

- Discuss how school is about preparing students for adulthood and their lives in their communities. Thus, particularly in high school, it is important to begin building the student's leisure activities outside of the school environment.
- Refer participants to the "Recreation & Leisure Inventory" sample at the end of the handout.

Ask: what other kinds of activities have they experienced with adaptations for people with special needs?
- Activity: View the last video segment (approximately 3 min.), which includes one high school student swimming at the local recreational pool and horse back riding, and another student included with his gym class to join a hiking/mountain climbing experience.
- Have participants share comments and/or insights and their own successes at the end of this inservice.