

Differentiating Instruction, Adapting Activities

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(<http://www.pecentral.org/adapted/adaptedactivities.html>)

<p><u>Equipment and supplies:</u></p> <p>Larger/lighter striking implements Use of Velcro – mark spot on floor Larger goal/target Mark positions on playing field Lower goal/target Scoops for catching Vary balls (size, weight, color, texture) Suspend balls (eg tie string to pickle ball, tie to hoop and hang on basketball hoop. T's, cones</p> <p style="text-align: right;">Velcro targets Use of “poly spots” especially to show where to stand or step Use batting</p>	<p><u>Rules Prompts, Cues:</u></p> <p>Demonstrate/model activity Partner assisted Disregard time limits Demonstration Verbal prompt , cues Physical Prompt Physical Assist</p> <p style="text-align: right;">Hand over Hand under More space</p> <p>Hand Hand between students Eliminate outs/strike-outs Allow ball to remain stationary Allow student to sit in chair for ball skills Place student with disability near teacher/paraeducator</p>
<p><u>SPECIALIZED EQUIPMENT</u></p> <p>wheelchairs- for those who use assistive devices for manipulative activity Tumbleform chair(rolls, low to the ground and foam padded) – for balanced impaired so can focus on throwing, catching, striking, scooterboard activities. Gait belts</p> <p style="text-align: right;">Sports Straps or seatbelts for Longer scooter Incline or Wedge Rimball – self</p> <p>safety boards Mats standing hoop to shoot balls into Adapted Trikes, adult sized trikes, hand control trikes</p>	<p><u>Time:</u></p> <p>Vary the tempo Slow the activity pace Lengthen the time Shorten the time Provide frequent rest periods</p>
<p><u>Boundary/Playing Field:</u></p> <p>Decrease distance Use well-defined boundaries Simplify patterns Adapt playing area (smaller, obstacles removed)</p>	<p><u>Actions:</u></p> <p>Change locomotor patterns Modify grasps Modify body positions Reduce number of actions Use different body parts</p>
<p><u>Basketball-throw, catch, dribble, shoot</u></p> <p>Use various size balls (size, weight, texture, color)</p>	<p><u>Bowling-rolling</u></p> <p>Simplify/reduce the number of steps</p>

<p>Allow travelling Allow two hand dribble Disregard three second lane violation Use larger/lower goal Slow the pace, especially when first learning If student uses wheelchair, allow him to hold ball on his lap while pushing wheelchair(official rules requires ball to touch the ground after 2 pushes of the chair)</p>	<p>Use two hands instead of one Remain in stationary position Use a ramp Use handle grip ball Use of switch to activate ball release</p>
<p><u>Football – throwing, catching, kicking</u></p> <p>Use softer/colored/larger balls Colored shirts/pennies to designate teams and color code end zone Reduce playing area For those in wheelchairs place kicking tee on mats to elevate ball to foot level.</p>	<p><u>Golf-striking</u></p> <p>Use a club with a larger head Use shorter/lighter club Use colored/larger balls Practice without a ball Use tee for all shots Shorten distance to hole</p>
<p><u>Soccer - kicking</u></p> <p>Use walking instead of running Have well defined boundaries Reduce playing area Play three, five, six-a-side soccer If student uses a wheelchair, allow him to hold ball on his lap while pushing the wheelchair. Student in wheelchair may be able to kick ball if foot plates are removed. Use a deflated ball, nerf ball, beeper ball, brightly colored ball, larger ball Use a target that makes noise when hit Color code goals to match team color</p>	<p><u>Softball – batting, throwing</u></p> <p>Use velcro balls and mitts Use larger or smaller bats Use a batting tee Reduce the base distances Use Incrediballs Shorten the pitching distance If individual is in wheelchair and cannot swing bat, allow them to push ball off ramp, off lap, or from tee Use beeper balls Players without disabilities play regular depth defense Students without disabilities count to ten before tagging out person with disability</p>
<p><u>Ropes- Jumping</u></p> <p>Use hoops</p> <p>Students in wheelchairs roll under turning rope</p> <p>Swing rope without turning it over</p> <p>Step/jump over moving rope</p> <p>Step/jump over stationary rope</p>	<p><u>Racket Sports-striking</u></p> <p>Use larger, lighter balls Use shorter, lighter racquets Use larger head racquets Slow down the ball Suspend ball Lower the net or do not use a net Use brightly colored balls, beachballs Hit ball off tee Allow a drop serve Stand closer to net on serve Do not use service court Attach paddle to hand</p>

Gymnastics - modifications

For students with Down's Syndrome – no tumbling unless they have had an x-ray to eliminate the possibility of atlantoaxial instability.

Balance beam – use line on floor, tape, bench, low balance beam

Uneven Bars – Hang from high bar. Push up on hands on low bar. Flip over low bar.

Vault – jumping and climbing skills.
Standing balance on vault, jump off vault.
Eliminate run. Place mats under jump board to decrease distance between board and top of vault.

Other considerations

May need to minimize loud noises and music – provide a quieter location, turn music down, use noise muffling head phones, earplugs.

Allow for skill development versus game play

Run modified games at same time

Use of peer partners

Use of peer mentors or teacher aides who register to assist students.

Keep instruction simple, provide processing time.

Use of picture cues and schedules

Establish a general routine so students know what to expect.

May need to create an individual program to

Volleyball-striking

Use larger, lighter, softer, bright colored balls
Allow players to catch ball instead of volleying
Allow student to self toss and set ball
Lower the net
Reduce the playing court
Stand closer to net on serve
Allow ball to bounce first
Hold ball and have student hit it

Imbedded goals for some students

Following simple directions – sit, stand

Following two and three step directions

Waiting for turn

Greetings – hello, good bye

Standing in Line

Mirroring actions

Learn through observation

Repetition of activity – multiple trials

Attending to task

Asking for help

Asking for a break

be implemented by peer and/or paraeducator

Consider rollerskating/blading and trike riding as a lifetime sport students may need to learn at school, including learning to wear a helmet.