

Resources

INTERNET

- ❑ [Special Olympics](http://www.specialolympics.org/) - comprehensive information on Special Olympics
- ❑ [PE Central](http://www.pecentral.org/) - a *stellar* resource for lesson plans, equipment, texts, and university programs for both regular and adapted physical education programming. You NEED to check this site out! Some highlights:
 - [Adapted PE section](http://www.pecentral.org/adapted/adaptedmenu.html)
 - <http://www.pecentral.org/adapted/adaptedmenu.html>
 - [APENS](http://www.cortland.edu/apens/) - Adapted Physical Education National Standards
 - <http://www.cortland.edu/apens/>

[NCPERID](http://www.uwlax.edu/sah/ncperid/) - National Consortium for Physical Education and Recreation for Individuals with Disabilities
<http://www.uwlax.edu/sah/ncperid/>

[PALAESTRA](http://www.palaestra.com/) - Forum of Sport, Physical Education & Recreation For Those With Disabilities
<http://www.palaestra.com/>

[Paralympics](http://www.paralympicacademy.com/) - a great resource for Paralympic events, opportunities and lesson plans
<http://www.paralympicacademy.com/>

[Council for Exceptional Children](http://www.cec.sped.org/) - a site dedicated to the voice and vision of special education
<http://www.cec.sped.org/>

Individuals with Disabilities Education Act (IDEA) Web Site

www.ed.gov/offices/OSERS/IDEA/index.html

This web site allows visitors to learn about this important legislation.

National Center on Physical Activity and Disability (NCPAD)

www.ncpad.org

National Consortium on Physical Education and Recreation for Individuals with Disabilities (NCPERID)












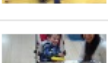
<http://ncperid.usf.edu/index.html>

This site is maintained by the National Consortium of Physical Education and Recreation for Individuals with Disabilities. It contains information on the Consortium's mission, annual meeting, membership information, and an online copy of its newsletter, "The Advocate".

BOOKS

- [A Teacher's Guide to Including Students with Disabilities in Regular P.E.](#) ☐
by Marty Block
- [Gross Motor Activities for Young Children with Special Needs](#) ☐
by Carol Huettig and Jean Pyffer
- [Adapted Physical Education and Sport](#) ☐
by Joseph P. Winneck

U TUBE

1		Adapted Physical Education APE high school circuits	Jordan Weber	6:58
2		School Beat 8: Special Olympics	MediaOperationsCenter SeattlePublicSchools	17:27
3		Wheelchair Soccer Tournament Recap (11/12/2010 Thru 11/14/2010) Wheelchair soccer	fwcommish83	6:02
4		Power Soccer Power Soccer	ReeveFoundation	3:07
5		Goalball: A Sport For the Blind	lkon0307	4:19
6		Disabled athletes or Super-humans? Adaptive sports overview	mpistx	5:02
7		Disability Gymnastics - a sport for everyone Disability gymnastics	BGtv British Gymnastics	4:57
8		Disability Sport Awareness Ahmed Footy	Peter Downs	5:37
9		Yoga - Downward Facing Dog	National Center on Health, Physical Activity and Disability (NCHPAD)	0:36
10		kineticvideo.com -teaching disability sport 15046	Kineticstreaming	5:11
11		Adapted physical education for students with disabilities.	Jordan Weber	1:32
12		Adapted Bowling 3 12-19-2012	Sarah Domangue	1:20

Videos also at:

<http://www.nchpad.org/>

<http://www.shapeamerica.org/prodev/workshops/adapted/>

District

Student Needs (or class)

Barriers

Interventions tried & time line

Resources

Problem Solving-

Who

What

Where

When

How

How can this group help?

Adapted PE

Not just adapting games or activities

- Schedule
- Teachers/IA's
- Administration
- Population of students
- Your comfort/ Your emotional extra
- Curriculum
- Districts inclusion philosophy
- Parent support or pressure
- Resources
- Equipment
- IEP's

Have you tried?

- Identifying any medical concerns
- Connect with the Special Education staff
- Getting a baseline score – Of fitness, motor, or cognitive knowledge
- Testing in a smaller group
- Modify game into smaller components
- Hand over hand
- Allow extra time to complete
- Adapt # of items to learn
- Provide alternative equipment
- Identify an alternative role
- Break down steps into tasks
- Frontload activities (Pre teaching)
- Provide written introduction steps
- Identify positive peer groups
- Vocab wall for appropriate word choice
- Set goal of time on task
- OTHER _____

Break down possible interventions into

- Content- What you teach
- Process- How you teach
- Environment- Where and with what you teach
- Product- How student learning is measured

Benefits of Inclusion

Benefits for Children with Disabilities

- More stimulating environments
- Role models who facilitate communication, social, and adaptive behaviors
- Improved competence in IEP objectives
- Opportunities to make new friends and share new experiences
- Greater acceptance by peers
- Membership in a class and in the school

Benefits for Children without Disabilities

- More accepting of individual differences
- More comfortable with students w/ disabilities
- Become more helpful in general
- Acquire leadership skills
- Improved self-esteem

Benefits of Inclusion to Teachers

- Awareness/appreciation of individual differences in all children
- Access to specialists/resources that can help all children
- Learn new teaching techniques that can help all children

<http://www.palaestra.com/Inclusion2.html>

Ideas for Facilitating Peer Role Models

Peer models are important in that they provide positive peer interactions, demonstrate play skills and appropriate language and behavior. I believe it is truly one of those win, win situations where everyone benefits.

For years I tried to have set guidelines for my buddy program. I reflect now in my 10th year teaching at this school and come away with one solid conclusion...It is worth it. Through the years I adapted my program to changing of schedules, staff, students, and administration. A variety of models were successful.

At times I paired peer models with the same chronological age of the students with disabilities, other times I had older typical peer models come. Both worked but obviously had differing outcomes due to maturity levels of the peers. I also considered the ratio of peer models to students with disabilities. I found a 1:1 ratio was the best. Consistency of students was also a key, as it allowed me to facilitate less introduction of being a peer model and emphasizes more the development of relationships and skills. With how my schedule rotated I found an amazing connection when my peer models had PE earlier in the day. They related to what we were doing and appreciated the modifications I did as well as come up with some of their own.

A peer modeling programs goes beyond just playing together. Collaborating with the head special education teacher is important. Know your student with special need's goals and objectives. The following are components I address to my peer models, not only to help their experience but the student's they are working with. The emphasis should always be on safety but these are in no particular order.

Communication - Show peer models how to communicate. Not only the variety ways they can but the most successful mode for the student they are working with

- Words
- Sign Language
- Augmentative Devices
- Pointing or Eye Gaze
- Body Language
- Picture Exchange Communication System (PECS)

Communication Opportunities- Give the peer models the variety of times they can provide feedback

Prompting- Models tell students what is going to happen next

During Activity- Immediate feedback and reinforcement

Debriefing- Specifics after the activity

Demonstration- This allows students to model proper skills and behavior. I explain how this is important from the second you come in the door to when you leave. It is not an extra PE or recess but an important role to enhance learning.

Eye Contact- Important part of personal connection. Peer models first responsibility at the beginning of class is look their buddy in the eye and say hello as well at the end of the class say goodbye. This is in relation to the comfort and best interest of the student with special needs, if face to face is more appropriate then eye contact then do what will be most successful.

Time to Process- Sometimes we need to give individuals a chance to respond or even think about what is going on. Know the individual but as a general rule I tell the peer models to count to 5-10 seconds in their head.

Wheelchair Use & Safety-(or be aware of the mode of travel the student uses)

- Brakes are locked when not moving

- When moving always keep two hands on the chair

- Have special awareness. Do not knock into anyone or thing

- Always control speed

- Recognize this is the way of movement for this student, not a toy

Types of Reinforcement –

- “Good Work”

- High Fives

- Shake hands

- Smile

- Activity play

Shaping Activity/Behavior

Many Prompts to Few. Strive for student with special needs to be as individually successful as possible

- Learning for the peer models

 - Provide peer models opportunities to ask questions to all the adults

 - Ask peer models questions and reflections both written and verbal

Recognize that their questions may be out of fear of the unknown and not be a directly negative to the student they are working with. That is the beauty of this environment to facilitate learning and increase comfort for us all to work together

In my own personal learning I find inspiration in recording the successful inclusion, video, picture, written reflections. This is also a great way to advocate for your program. That is what makes our communities and students successful and they are what make the difference.

There are many more great resources out there. The article I wrote in the last WAHPERD journal was on APE resources and would like to add this inclusion website, kidstogether.org

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Problem-Solving Approach for Behavior Strategies

A functional assessment of problem behaviors can help general education teachers deal with behavior assessment and curriculum modifications. This is a proactive, deliberative approach that involves a team consisting of the student, parents, professionals, and teachers who ask questions about the physical environment, social interactions, instructional environment, and non-school factors.

For example, questions concerning the physical environment may include:

- are there too many people in the room?
- what about the physical arrangement of the class?
- what about the lighting of the room?

Instruction environment questions the team could ask:

- is the work too hard? too easy?
- is the pace too fast? too slow?
- is the teacher too loud?

Social and non-school factor questions:

- has the student had enough sleep?
- enough to eat?
- is the student involved in delinquent behavior?

Nine Types of Adaptations

<p style="text-align: center;">Size</p> <p>Adapt the number of items that the learner is expected to learn or complete.</p> <p>For example: Reduce the number of anatomy terms a learner must learn at any one times.</p>	<p style="text-align: center;">Time</p> <p>Adapt the time allotted and allowed for learning, task completion, or testing.</p> <p>For example: Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.</p>	<p style="text-align: center;">Level of Support</p> <p>Increase the amount of personal assistance with a specific learner.</p> <p>For example: Assign peer buddies, teaching assistants, peer tutors, or cross-age tutors.</p>
<p style="text-align: center;">Input</p> <p>Adapt the way instruction is delivered to the learner.</p> <p>For example: Use different visual aids, plan more concrete examples, provide hands-on activities, place students in cooperative groups.</p>	<p style="text-align: center;">Difficulty</p> <p>Adapt the skill level, problem type, or the rules on how the learner may approach the work.</p> <p>For example: Allow the use of a balloon instead of a ball; simplify task directions; change rules to accommodate learner needs.</p>	<p style="text-align: center;">Output</p> <p>Adapt how the student can respond to instruction.</p> <p>For example: Instead of answering questions in writing, allow a verbal response, use a communication book for some students, allow students to show knowledge with hands-on materials. Sign language, pictures</p>
<p style="text-align: center;">Participation</p> <p>Adapt the extent to which a learner is actively involved in the task.</p> <p>For example: In a tag game a student cant be tagged but can free others.</p>	<p style="text-align: center;">Alternate</p> <p>Adapt the goals or outcome expectations while using the same materials.</p> <p>For example: Have a student acknowledge increase heart rate, were others find their target rate</p>	<p style="text-align: center;">Substitute Curriculum</p> <p>Provide different instruction and materials to meet a student's individual goals.</p> <p>For example: Fitness testing, pull ups-some students use the pull-up bar others use therabands and perform lat pulldowns</p>

General Adaptations

Understanding that quality adapted physical education involves "adapting, modifying, and changing" a physical activity so it is as appropriate for the person with a disability (or anyone for that matter), we are providing numerous ways that some sports and activities can be modified and/or changed. The goal is to have an activity where **all** students can be successful. Check out this great Best Practice called: [Disability Awareness in Physical Activity Best Practice Idea](#).

Adaptations for Specific Activities

<p>Examples from the PE Central Book entitled: <i>Teachers Survival Guide Book: Adaptations to optimize the inclusion of students of all ages with disabilities in your programs by Dr. Christine Stopka</i> View Table of Contents</p>	
<p>1. Volleyball (PDF)</p>	<p>2. Soccer (PDF)</p>

General Adaptation Suggestions

Equipment:

Larger/lighter bat
 Use of Velcro
 Larger goal/target
 Mark positions on playing field
 Lower goal/target
 Scoops for catching
 Vary balls (size, weight, color, texture)

Rules Prompts, Cues:

Demonstrate/model activity
 Partner assisted
 Disregard time limits
 Oral prompt
 More space between students
 Eliminate outs/strike-outs
 Allow ball to remain stationary
 Allow batter to sit in chair
 Place student with disability near teacher

Boundary/Playing Field:

Decrease distance
 Use well-defined boundaries
 Simplify patterns
 Adapt playing area (smaller, obstacles removed)

Actions:

Change locomotor patterns
 Modify grasps
 Modify body positions
 Reduce number of actions
 Use different body parts

Time:

Vary the tempo
 Slow the activity pace
 Lengthen the time
 Shorten the time
 Provide frequent rest periods

Bowling

Simplify/reduce the number of steps
 Use two hands instead of one
 Remain in stationary position
 Use a ramp
 Use a partner
 Give continuous verbal cues

Basketball

Use various size balls (size, weight, texture, color)
 Allow travelling
 Allow two hand dribble

Golf

Use a club with a larger head
 Use shorter/lighter club
 Use colored/larger balls

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
Use beeper ball, radio under basket for individual with visual impairment

Soccer

Use walking instead of running
Have well defined boundaries
Reduce playing area
Play six-a-side soccer
If student uses a wheelchair, allow him to hold ball on his lap while pushing the wheelchair
Use a deflated ball, nerf ball, beeper ball, brightly colored ball
Use a target that makes noise when hit

Volleyball

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

Practice without a ball
Use tee for all shots
Shorten distance to hole

Softball

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, allow them to push ball off ramp, off lap, or from tee
Use beeper balls
Provide a peer to assist
Players without disabilities play regular depth defense
Students without disabilities count to ten before tagging out person with disability

Tennis

Use larger, lighter balls
Use shorter, lighter racquets
Use larger head racquets
Slow down the ball
Lower the net or do not use a net
Use brightly colored balls
Hit ball off tee
Allow a drop serve
Stand closer to net on serve
Do not use service court
Use a peer for assistance

Student Name _____ Age/Grade _____ Female/Male

School _____ DATE _____

Classroom Teacher _____ PE Teacher _____

Practice trials – Progress Monitor

Test Item	Units of Measure	Pre Test Score	Trials- Please put date, score, and who is facilitating the practice with the student.				Adaptations (if any)	Equipment
<i>Aerobic Capacity</i>								
Distance	Min Sec							
<i>Muscular Function: Muscular Strength and Muscular Endurance</i>								
	#							
	repetitions							
<i>Flexibility</i>								
Target Stretch	Inches							