

General Adaptation Suggestions for Adapted PE

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
- Verbal prompt
- More space between students
- Proximity control

Organization

- Modify the purpose or objectives of the activity
- Demonstrate/model the activity
- Change the number of players on a team
- Add verbal prompts

Boundary/Playing Field:

- Decrease distance
- Use well-defined boundaries
- Simplify patterns
- Adapt playing area (smaller, obstacles removed)
- Remove any hazards or obstacles that could lead to injury

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
- Adapt the time allotted and allowed for learning, task completion, or testing.

- For example: Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.

Size

- Adapt the number of items that the learner is expected to learn or complete.
- For example: Reduce the number of anatomy terms a learner must learn at any one time.

Level of Support

- Increase the amount of personal assistance with a specific learner.
- For example: Assign peer buddies, teaching assistants, peer tutors, or cross-age tutors.

Input

- Adapt the way instruction is delivered to the learner.
- For example: Use different visual aids, plan examples that are more concrete, provide hands-on activities, place students in cooperative groups.

Difficulty

- Adapt the skill level, problem type, or the rules on how the learner may approach the work.
- For example: Allow the use of a balloon instead of a ball; simplify task directions; change rules to accommodate learner needs.

Output

- Adapt how the student can respond to instruction.
- 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

Alternate

- Adapt the goals or outcome expectations while using the same materials.
- For example: Have a student acknowledge increase heart rate, were others find their target rate

Individualize Curriculum

- Provide different instruction and materials to meet a student's individual goals.
- For example: Fitness testing, pull ups: some students use the pull-up bar others use Thera-bands and perform lat-pulldowns

Skill Adaptations

Limited Strength

- Change movement requirements
- Shorten distance to toss object use lighter equipment
- Use shorter and lighter striking implements
- Use deflated balls or low-bounce balls
- Allow students to sit or lie down while playing
- Allow students to monitor their own energy levels

Limited Speed

- Change locomotor pattern
- Make safe areas in tag games
- Change distance for different students
- Equalize competition among teams

Limited Coordination and Accuracy

- Use stationary objects for kicking/striking

- Decrease distance for throwing, kicking, and striking
- Make targets and goals larger
- Use scarves, balloons, bubbles, to enhance visual tracking skills
- Use larger balls for kicking and sticking
- Use softer, slower balls for striking and catching

Limited Balance

- Provide chair, bar or peer for support
- Teach balance techniques (widen base, use arms)
- Increase width of services to be walked
- Use carpeted areas rather than slick surfaces
- Teach students how to fall
- Place student near wall for support
- Lower center of gravity
- Allow student to hold another person's hand

Game Specific Adaptations

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
- Use lighter ball
- Use fewer pins
- Define lanes with cones
- Allow students to push while sitting

- Slow the pace, especially when first learning
- If student uses wheelchair, allow them to hold ball on their lap while pushing wheelchair
- Use beeper ball, radio under basket for individual with visual impairment

Basketball

- Use various size balls (size, weight, texture, color)
- Allow travelling
- Allow two-hand dribble
- Disregard three-second lane violation
- Use larger/lower goal

Golf

- 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

Hockey

- Use oversized sticks
- Use lighter sticks

- Use larger ball or puck
- Increase size of the goal
- Use smaller playing area
- Modify rules
- Do not use goalies

Soccer

- Use walking instead of running
- Have well defined boundaries
- Reduce playing area
- Play six-a-side soccer
- If student uses a wheelchair, allow them to hold ball on their lap while pushing the wheelchair
- Use a deflated ball, nerf ball, beeper ball, brightly colored ball
- Use a target that makes noise when hit
- Remove goalie
- Allow students to use a hockey stick instead of kicking the ball
- Use an exercise ball for students in wheelchairs

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
- Use one base
- Allow more than three strikes
- Allow more time to get to bases
- Eliminate outs/strikeouts
- Allow ball to remain stationary

- Allow batter to sit in chair

Volleyball

- Use larger, lighter, softer, bright colored balls (beach ball or balloon)
- Allow players to catch ball instead of volleying
- Allow student to self-toss and set ball
- Lower the net or no net
- Reduce the playing court
- Stand closer to net on serve
- Allow ball to bounce first
- Hold ball and have student hit it
- Allow unlimited number of hits
- Allow more than one try when serving

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