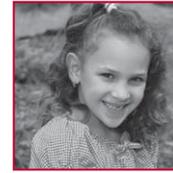


Teaching, Responding, & Communicating Inclusive Physical Education



Creating Quality, Inclusive Physical Education & Physical Activity for all Students

OVERVIEW :

Students with permanent or temporary mental, physical or emotional disabilities, who are unable to have all their educational needs met in a regular physical education class during the school day or to be adequately educated in the public schools are identified as “children with disabilities.” These students need special consideration in the planning and implementation of the physical education program being provided to them. If not, they will not be able to participate safely and / or successfully, thus not gain the physical, social, and psychological benefits that a quality physical education program can offer. In many cases regular physical education teachers are not equipped with the knowledge and skills to effectively include children with disabilities into their classes. This document offers some basic information on how the physical education teacher can ensure that services are available to everyone they teach.

FEDERAL LAW:

The Individuals with Disabilities Education Act, (IDEA) Public Law 105-17

The purpose of IDEA is to ensure that children evaluated in accordance with this act and identified as having a disability have made available to them a free and appropriate public education that provides special education and/or related services. Special education is specially designed instruction designed to meet the unique needs of an individual student and includes instruction in physical education. Schools are responsible for determining on at least an annual basis whether a student’s disability adversely affects his/her performance

in the regular physical education class. The regular physical education teacher or a specially trained adapted physical education specialist should evaluate the student’s present level of functioning. Suggested areas to be evaluated include: skills leading to physical and motor fitness; fundamental motor skills and patterns; and skills in aquatics, dance and individual and group games and sports (including intramural and lifetime sports).

If the evaluation indicates that the student needs adapted physical education, then the Individualized Education Program (IEP) team is responsible for developing the IEP goals for students in physical education. It is vital that regular physical education teachers take part in the development of the IEP since they will be responsible, often with assistance from the adapted physical education teacher or other support, for implementing the physical education goals. It is important to note that related services, such as physical or occupational therapy, **cannot** take the place of adapted physical education.

Section 504 of the Rehabilitation Act of 1973. This law requires schools to provide assistance to students with special learning needs who do not meet the evaluative criteria for eligibility for special education under the provisions of the IDEA. Students covered under this law are provided a 504 plan, which outlines accommodations and modifications he or she needs to participate effectively in the regular curriculum. Covered students are also entitled to adapted equipment, different testing procedures, extra time to complete tasks, and any other changes that “level the playing field” in physical education. This is a regular education initiative and does not have special education funding provided to supplement the service.

***Included in this document you will find adaptations, resources, and ideas to provide inclusive and successful physical education for all children.**

Suggestions

FOR ADAPTING ACTIVITIES

Although adaptations needed to participate in physical education activities vary from student to student, many general modifications apply to students' with similar needs. A few suggestions are listed below.

Rules, Prompts, & Clues

- Demonstrate / Modify Activity
- Use peers as partners
- Modify time limits
- Oral Prompt
- Provide more / different space between students
- Eliminate outs / strike-outs
- Allow ball to remain stationary
- Allow batter to sit in chair
- Place student with disability near teacher

Equipment

- Larger / Lighter Bat
- Scoops for catching
- Use of velcro
- Lower goal / target
- Larger goal / target
- Mark positions on playing feild
- Varying balls or equipment (size, weight, color, texture)

Boundary / Playing Feild

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

Actions

- Change locomotor patterns
- Modify body positions
- Modify grasps
- Reduce number of actions
- Provide frequent rest periods

Time

- Vary the tempo
- Lengthen or shorten the time
- Slow the activity pace
- Provide frequent rest periods

Modifications

FOR SELECTED ACTIVITIES

There may be specific components of any given activity that pose a barrier to participation of students with disabilities. Listed below are selected activities and suggestions on how to make them accessible to students with varying abilities.

Basketball

- Use various size balls (size, weight, texture, color)
- Allow traveling
- 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 / her to hold the ball on their lap while pushing the wheelchair
- Use beeper ball, radio under basket for individual with visual impairment

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 cures

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

Communication

SOME RULES OF THUMB

For students with disabilities, communication can often be a significant barrier to full inclusion in class. Below are some basic strategies to use when communicating with people with certain categories of disability.

Vision

- Orient persons to the room using specifics like “clock clues”
- Don’t shout
- Give verbal cues when conversing
- Identify yourself and other around you
- Don’t leave without saying you are doing so

Speech

- Give your whole attention to the person
- Allow time for person to finish speaking
- Ask short questions that require short answers, speak normally
- Speak expressively, use pen / paper if needed
- Don’t pretend to understand when you do not

Mobility

- Don’t move a person’s assistive device without permission
- Speak at their eye level, but do not kneel
- When giving directions, consider distance, terrain, or other obstacles

Hearing

- Look at the student and speak clearly, slowly, and expressively, with normal tone
- Get their full attention
- Use pen and paper
- Place yourself near a light source
- Don’t cover your mouth
- Talk directly to the person who is deaf or hard of hearing, not the interpreter
- If you are writing a message, do not talk at the same time

Cognitive

- Allow enough time for the individual to learn and master a new task. Repetition is important
- Give one direction at a time
- Be patient and allow extra time for the person to put their thoughts together
- Give exact instructions (i.e., “Be back at 12:30” as opposed to “30 minutes”)

Helpful Hints

ABOUT TEACHING MATERIALS

Many students with disabilities are not able to read or use handouts or materials that are typically given out. Below is information on a variety of alternate formats that might be used.

Large Print

- Double spaced, 1 inch margins on all sides
- Use a bold serif 16 font for text, non-bold serif font for headings
- Underline instead of italics
- Print single sided pages
- Use non-glare paper (pale yellow or buff mate)

Visual Aids / Lecture

- Visual aids should be large with bold fonts using bright, high-contrast color
- Visuals should always be described
- Provide copies or outline of presentations ahead of time

Audio / Electronic

- Have computer disks available for homework or other assignments to be put on disks
- Save information as a text file
- Have audio tapes on hand with tape recorder
- Always orally describe visuals

Web & Other Media Access

- Site features such as alt tags (descriptions that pop up when a mouse rolls over an image), large san-serif fonts (non-decorative fonts like Arial, Veranda, and Tahoma), clear color contrast, and web software testers such as “Bobby Approved” displayed icons assure better accessibility
- Have written or visual descriptions of audio information
- Use captions on videos
- Consult resources such as the National Center on Accessible Media (<http://www.ncam.org>) or Web Accessibility in Mind (<http://www.webaim.org>) for further information

Selected Resources

on Adapted Physical Education / Activity:

National Center on Physical Activity & Disability, (NCPAD):

Web site: <http://www.ncpad.org>

Phone: 1-800-900-8086

PE Central

Web site: <http://www.pecentral.org>

Email: pec@pecentral.org

Phone: 540-953-1043

Address: PE Central P.O. Box 10262 Blacksburg, VA 24062

Parent Advocacy Coalition for Educational Rights, (PACER),

Web site: <http://www.pacer.org>

Voice: (952) 838-9000 - TTY: (952) 838-0190

Address: 8161 Normandale Blvd., Minneapolis, Minnesota 55437

The North Carolina Office on Disability and Health, (NCODH)

Web site: <http://www.fpg.unc.edu/~ncodh>

Email: odhpubs@mail.fpg.unc.edu

Voice / TTY: (919) 843-3531

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Physical Education is a component of a Coordinated School Health Program. These components include: physical education, school nutrition services, comprehensive school health education, school health services, counseling, psychological, and social services, family and community involvement in school health, healthy school environment and staff wellness.

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