

ACTIVITY ADAPTATIONS

Keep activity modifications to a minimum. The less change in an activity, the more the participant feels like they are like all the other participants and a part of the group. Keep in mind, the participant's physical ability rather than disability and don't be afraid to experiment with new ideas.

ADAPTATIONS IN TIME

- Allow for frequent breaks
- Increase the time a participant with a disability is allowed in a protected area (i.e. the key in basketball)
- Permit players to hold the ball for longer time periods
- Allow players extra hits and/or bounces (i.e. volleyball or dodge ball)
- Decrease the length of the game
- Allow a participant to start ahead of the other group members

ADAPTATIONS IN EQUIPMENT

- Use larger, lighter, softer balls to slow the speed of an activity and allow for time to react (i.e. balloons or beach balls to replace the balls used in volleyball, dodge ball or soccer)
- Shorter lighter striking implements allow for greater control by a weaker and less skilled player (i.e. foam bats)
- Use a batting tee for a participant who cannot hit the ball when free thrown
- Use large plastic/foam bats for softball-type activities. It reduces the number of misses and increases opportunities for success
- Lighter, softer, smaller balls are more easily caught and retained
- Lower the hoop/net/target to reduce the number of misses and increase opportunities for success
- Use bases that are flat to the ground to allow for easy wheeling over them
- Use throwing equipment that can easily be held (i.e. bean bags, nerf balls or rings)
- Maintain playing areas so they are hard, flat, and smooth to allow unimpeded movement of wheelchairs, crutches, walkers, etc.
- Use simple and quick modifications:
 - a) release air from balls to make them softer and easier to manipulate
 - b) attach string to the ball so it may be retrieved by a participant unable to chase it
 - c) use Velcro on balls and gloves to make objects easier to catch
- Secure hands in position on striking implements using Velcro or tape
- Use visual cues to aid the participant with a hearing impairment. Flags may be used with a whistle to indicate starting and stopping, or that the participant's name or number is called, or that the music has stopped.
- Extend reach in tag-type activities with a towel or piece of foam (i.e. pool noodle)

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ADAPTATIONS IN EQUIPMENT continued...

- Have team-mates wear pinnies for easy identification
- If a participant has a mobility impairment, place everyone on scooter boards or wheelchairs
- If a participant cannot kick, use a hockey stick to strike the ball
- For bowling-type activities, use detergent bottles as pins
- Use a ramp for ball rolling activities (i.e. bowling, rolling a soccer ball into the net)
- For golf-type activities, hit plastic balls into burlap-covered tennis or volleyball nets.
- For horse-shoes, throw the shoes into a box from a sitting position
- For table tennis, have participants seated on the floor. Have the table tennis dimensions on the floor using masking tape. Use nerf balls and create a new game!
- Tether a ball to the arm of a wheelchair/walker so it can easily be retrieved when practicing throwing.
- Create obstacle courses by placing mats on the floor or make the course using masking tape. Weave a trail through pylons, balls and boxes encouraging different movements at each station (i.e. crawling, rolling, kneeling, sitting, etc.). Add a competitive note by timing participants and charting their improvements. Ensure a positive experience by including stations the child has had previous success with.

ADAPTATIONS IN AREA

- Decrease the size of the playing area
- Have a greater number of players on a team so less movement is required for each player
- Use barriers around a group to decrease the distance the ball may wander
- In throwing/catching activities, position the participant in front of a wall, if they frequently miss the ball

ADAPTATIONS IN NUMBER OF PARTICIPANTS

- For team games, such as relays, having fewer members on a participant's team may equalize the competition
- For games, such as dodge ball or tag, have more players on the participant's team
- For games involving running, use a buddy to run part way and the participant runs the rest of the way
- For tag games, the participants and buddy run separately and both must be tagged before they are out

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ADAPTATIONS IN PROGRAMMING

- Set up the gym program using stations
- Offer a variety of activities for all skill levels
- Pair/group participants according to their abilities
- Be open to a variety of attempts and practices when performing skills
- Use rolling a ball as a lead up to throwing
- Focus on activities that do not require a great deal of specialized skill
- Utilize "lead-up" games to develop skills and increase the participant's opportunities for success
- Kick or throw a ball rather than hitting it
- Permit students to assume specialized functions such as taking the foul shots, throw-ins and penalty kicks
- In passing games, establish a minimum number of passes that must be completed before scoring
- For rhythmic activities, use sticks, balls, tambourines, ribbons and scarves to express rhythmic movement.
- For participants with visual impairments:
 - a) use bright colors to mark boundaries
 - b) have team-mates use sounds for identification (i.e. clapping, calling, wearing a wrist bell)
 - c) use equipment with contrasting colors
 - d) for running, use a tether method (flexible rope) or a guide runner to touch and/or speak to the participant as they run together.
- Warm up activities - use a rope (15-20 ft long) tied together at each end so it forms a circle. Arrange students equally around the circle, giving each a piece of rope to hold I.E.. As a co-operative effort try the following:
 - a) raise the rope/lower the rope
 - b) move it side to side
 - c) move in/out of the circle (as a group or split in half)
 - d) sit/stand/kneel/lie down
 - e) move around the room and try to pick up objects
 - f) put colored tape on sections of the rope and make up activities for each one (i.e. everyone holding blue, stand on your left foot)
- Use themes to make activity sessions interesting for both the leader and the participant. Include props, music and activities associated with the theme...

"White water rafting day": students are placed on mats (rafts) and given foam sticks (paddles) to paddle the river. The leader (your rafting guide) can yell out various instructions to paddlers to ensure a safe journey down river

 - Lean to the left, lean to the right,
 - Dip your paddles deep into the water,
 - Crouch down, we're gonna hit a wave!
 - Stand up, look for dry land!
 - "Abandon ship" and swim to the shore (a mat, bench or wall).
 - Pull the raft onto shore and go look for firewood (group roams around the gym and over various obstacles).

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ADAPTATIONS IN INSTRUCTIONS

If a participant has difficulty grasping the concept of the activity:

- Ensure you have their undivided attention before instructions begin. This can be maintained by establishing eye contact, placing your hand on their shoulder, etc.
- Ask the participant to repeat the instruction back to ensure they understand the rule and procedures
- Send a description of the activity home with the participant so they may practice in privacy, before having to participate in front of their peers
- Review and repetition are essential
- Demonstrate the skill
- Keep instructions specific, precise and brief
- Use verbal prompts
- Give plenty of positive reinforcement and encouragement
- You may have to physically guide the student
- Use low organized and cooperative games to teach skills
- Break an activity into a series of tasks to make the activity less intimidating and more management for the participants I.E. Dribbling a basketball:
 - Participants is given the ball to hold and get familiar with the size and weight
 - Participant drops the ball and catches it in the standing position
 - Participant drops the ball and catches the ball 5 times
 - Participant drops the ball, bounces it once with palms and catches it
 - Participant drops the ball, bounces it twice and catches it
 - Participant drops the ball, bounces it 3 times and catches it
- Ensure all basic skills are mastered before moving on to more complex activities.

ADAPTATIONS FOR ARTS / CRAFTS

- Use sponges for painting
- Use thick pens, pencils, crayons, chalk, etc.
- To make gripping easier, place pipe insulation or plasticine on the handle of the pen, paint brush, crayon, etc.
- Tape the paper to the table to keep it from moving
- Use plasticine to hold jars, etc. in place
- Try rip art instead of using scissors

Source: Dave Schaller and Cindy Batchelor, Pathways Health Centre for Children, Sarnia.

References: "Hey, What About Me! Activities for Disabled Children", by Carol Wolcox and Les Peake, 1988.

"Recreation for All: Mission, Recreation Integration Important Information", by Alberta Recreation and Parks, Special Recreation Services Section.
Moving to Inclusion; "Active Living Through Physical Education; Maximizing Opportunities for Students with Disabilities" by Active Living Alliance for Canadians with Disabilities and Canadian Cerebral Palsy Sports Association.