

**ACTIVITY MODIFICATION SUGGESTIONS**  
**IA Training**  
**May 2018**  
**Will Helser, Jennifer Houston, Rachel Shea, Elise Sheldon**

*THE MOST IMPORTANT THING- Make them related!*  
*Be consistent and firm with rules and expectations!*

**DURING GENERAL PHYSICAL EDUCATION CLASS**

- It is crucial to ensure that **ALL** students feel they are an equal participant during general physical education (GPE).
- If necessary, have the student with an impairment (SWI) move towards the outside of the instructional area. This will prevent the student from being trapped in the middle of the floor. This also helps you to stay around the perimeter, to keep your presence and distraction to a minimum.
- When the physical education (PE) teacher gives the freeze signal, cue the student to freeze and look at the GPE teacher.
- During the GPE teacher's directions **ALL** students should be focused on the GPE teacher.
- It is appropriate to provide modified equipment for the SWI to maximize the time spent on task and for safety reasons.
- If a student comes to PE in a chair, but uses a walker/arm crutches for class, have the student transfer back into the chair for the lesson focus. This is especially important SWI could lose their balance if they let go of the walker.
- Remember, not all activities can be modified for all SWI. If you need more ideas please consult your APE teacher.
- Behavior management is the primary responsibility of the GPE teacher. However, in many cases this will become your responsibility.
- You are the expert with your SWI; it is your responsibility to modify activities when appropriate. Consult with the APE teacher for suggestions.
- If needed, have your student perform slightly different activities in order to maximize their overall PE experience. For example; if the GPE teacher instructs students to toss and catch a bean bag behind their back, it is appropriate to have them continue to work on basic tossing and catching if that is what they still need practice on. The GPE teacher will progressively give their students more challenging tasks to try. It's okay to keep working on the first couple of activities if that is where your APE student needs.
- When possible, it is more appropriate to have the SWI to be paired with a peer and not the IA or GPE teacher.

Students in wheelchairs

- When “Freezing”, have the student SWI place their piece of equipment in their lap and touch their knees with their hands.
- Involve them as much as possible with the activities. This might mean pushing them in their chair when the class is using the parachute so they can keep up and participate.

Student who uses an ambulatory device (walker, arm crutches)

- When “Freezing”, have the student place their piece of equipment on the ground
- Prompt them to stop, look, and listen, touch knees with one hand if possible.
- Sometimes providing a chair for them to sit in during activities is helpful.

## **BENCHES/ BALANCE BEAM**

Students in wheelchairs

- Have student perform (or sitting, if they can with your help) activities in the prone position across the bench if they have use of the upper body, make sure you are spotting them.
- If they are light enough, you can hold them up to “help” them jump off the end.
- They may be able to use a scooter board to push themselves back to the beginning point.
- For students who are unable to get out of their wheelchair, parallel activities should be provided.

Ambulatory students-

- Students may need your assistance to stay balanced; provide appropriate assistance.

## **JUMP ROPE**

Students in wheelchairs/non-ambulatory

- Fold rope twice if needed, turn with one hand then the other (hold both handles).
- Rope in circle on ground, student pushes around rope.
- APE teacher may have adapted equipment.
- Provide demonstration of proper hand position for turning the rope.
- Rope in straight line, student pushes chair forwards then backwards down rope without touching it.
- Front door (rope comes head to foot, easiest to run in), back door (rope turns from feet to head, hardest to run in), mousetrap (one complete turn one way, then one complete turn the other way).
- Long rope- have helpers turn rope big and slowly so student can “run through” in their chair.
- Make obstacle course with rope that student has to maneuver.

Ambulatory students-

- Watch for students who struggle with balance.
- If they cannot turn the rope, practice the same skills over the rope on the ground, slow time, fast time, forward, sideways, backwards, rocker, stepping or jumping over the rope.
- Practice holding the rope correctly with the rope behind their body.
- Practice maneuvering the rope over their head.
- Practice stepping over the rope once it has come over their head and the rope has stopped by their feet.
- Practice jumping over the rope once it has come over their head and the rope has stopped by their feet.
- Lay rope on the ground, step/jump/hop over rope forward and backwards.
- Lay rope on ground; walk forward, backwards, sideways (left/right) on top of rope, like a tight-rope.
- Make different shapes, letters, and numbers with rope.
- Fold the rope up into halves/thirds, stretch in various ways using the rope. Both hands on either end of rope, try to pull apart, up, high/low, keeping the rope taut, holding/counting out loud for 10-15 seconds. Keeping the rope folded, swing the rope making small circles, using one hand then the other hand above head and to either side.
- Fold rope in half, using one hand then the other hand, swing rope to one side as rope hits ground student should jump therefore practicing the actual timing of the jump when jumping rope.

## **CLIMBING ROPES**

Students in wheelchairs

- Request a rope on the end so that the mat can be moved aside if needed.
- If the student cannot get out of the wheelchair, then have them pull themselves up as far as possible to work on their arm strength while in their chair (you may have to unbuckle or loosen their seatbelt and assist them).
- If the student can get out of their chair, let them do activities on the ground and if you can lift them, then assist them in doing the hangs and climbing.
- If you have not been trained on how to lift the student out of his/her wheelchair, Consult with the APE teacher or physical therapist (PT) for guidance.
- Use the hand over hand motion of climbing while seated

Ambulatory students-

- Make sure they try all of the exercises to the best of their ability.

## **EXERCISES**

Students in wheelchairs

- If the student cannot do the same exercise, have them modify so they are working the same muscle group.
- Utilize the arm rests on the wheelchair, or push against the IA's hands, for push-ups instead of getting onto the floor for push-ups.
- For curl-ups, SWI in wheelchairs might try knee lifts (both legs), twists and upright curl-ups (bending down and working to sit up straight).
- Assist with stretches; don't force any movements. Consult with APE teacher or PT before initiating any stretching activities.

#### Ambulatory students-

- If it is difficult for the SWI to get down or up from the floor, use the wall for wall push-ups.
- For curl-ups, provide assistance as needed. For example, a student might need physical assistance by holding their hands and assisting their upward motion.

### **HULA HOOP**

#### Students in wheelchairs

- Arms-place hoop on student's forearm, then shake hands with student, maintaining the handshake, move arms slightly up and down as you give the hoop a spin on student's arm. Hoop will continuously spin as long as the movement continues.
- Make sure to alternate using right and left arms..
- Play tug of war
- Have the student roll the hula hoop on the floor with a partner.
- Student keeps hoop in lap/around arm rest when freezing.

#### Ambulatory students

- Arms-place hoop on student's forearm, then shake hands with student, maintaining the handshake move arms slightly up and down as you give the hoop a spin on student's arm. Hoop will continuously spin on student's arm as long as the movement continues. Do hoop on both arms. Eventually release handshake and have student attempt, on their own.
- Hips- student holds the hoop waist high and using hand over hand assist student in spinning of hoop around waist.
- Student can step, jump, hop, in and out of hoop, walk around hoop; perform various animal walks around hoop.
- Walk the dog/rolling the hoop-hand over hand using one hand then the other hand. Always let student try by his/herself after several hand over hand tries.

### **MAT ACTIVITIES**

#### Students in wheelchairs

- Ask the student who is in the chair if they are able to, or want, to, get out of their chair to participate
- If possible, place student on mat, have student perform log roll, or maneuver his/her body however possible from one end of mat and back.
- Have student combat crawl.
- Shorten distance if needed.
- If staying in w/c ask student how he/she would modify activity, for instance, if performing forward roll student could maneuver body into a somewhat tuck position, perform animal walks as you push chair and student performs using arms ( alligator-arms open and close, elephant-arms imitate trunk, kangaroo jumps-arms move up and down simultaneously, etc.)
- Choose different activity all together. Give student a choice but a choice that you know the student should be working on from IEP.
- When balances have them do leg extensions and push legs up and down.

#### Ambulatory students

- If student has Down Syndrome, mat activities that involve pressure on the neck should **NOT** be done, because they may have Atlantoaxial instability. Please check with the school nurse to verify the student's medical condition. This includes forward/backwards rolls (somersaults), headstands, and handstands. When performing pyramids, student should **not** be on the bottom.
- Log rolls, animal walks, wheelbarrow, various balancing forms (balance on one foot, balance one foot and one hand, balance one three body parts, etc.) and ring the dishrag, can be used as alternatives.

### **ROCK WALL**

#### Students in wheelchairs:

- Student should remain in their chair, practicing reaching up, crossing mid-line and reaching specific colored holds.

#### Ambulatory Students:

- Assist as needed (i.e., verbal prompts, balance support, physical assistance).

### **General Adaptation Suggestions**

**Equipment:**

**Rules Prompts, Cues:**

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)

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  
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, place a radio under basket for individual with visual impairment

**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

**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

**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

### **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

### **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

The APE teacher for that student is your best resource.  
Contact them often for input and guidance!