Inclusive Fitness Assessment & Education

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Group Agreements

• Be Engaged
• Be Respectful
• No Dumb Questions – Don’t Hesitate to Ask
• Step Back – Step Up
• What else?
Outline

• Welcome & Introductions
• VT Assessment Vision & Policies
• Purpose of Workshop
• FitnessGram & The Brockport Physical Fitness Test
• Strategies for Including ALL students in fitness assessment and fitness education
• Questions and Answers
Vermont Assessment Vision
State Policies
Implications for Exemptions
Wellness Policy Statute

Title 16 : Education § 136

Vermont School Wellness Policy
Guidelines and Implementation
Wellness Policy Provisions

A Wellness Program includes:

• Physical Education, Fitness, and Activity Programming

• Nutrition Education

• Professional Learning for Educators

• Establishing a Wellness Advisory Committee to help LEA’s develop and implement wellness programs
Why Report on the Health-Related Fitness of Students?

• **Equity** – To assure all students have the opportunity to obtain and maintain health-related physical fitness through physical education and physical activity programs

• **Improve and Enhance Health of our Students:**
  – **Healthy students are better learners** – they have better grades, attendance, and cognitive performance.
  – Research shows **healthy students have fewer discipline problems**.
  – To meet state standards, students need to understand the relationship between fitness and health.
FitnessGram and Brockport Physical Fitness Test

• The Brockport Physical Fitness Test (BPFT) is a health-related, criterion-referenced test of fitness.

• The BPFT is designed primarily for use among youngsters with disability. It is particularly compatible with FitnessGram.
Accountability

• Information
  – *Grade Levels of data collection (Grades 4, 7; 9 or 10)*
  – *Data collection: Aerobic Capacity, Upper Body Muscular Strength/Endurance, Abdominal Muscular Strength/Endurance, and Flexibility*
  – *Assessment Suite – 9/10 FitnessGram assessments*
  – *Weighting of the Assessments*
Accountability

• **PE Assessment Companion**
  – Brockport Physical Fitness Test
• **Information that is still under discussion**
  – Alternate assessment
  – Advisory group
# FitnessGram Assessments

<table>
<thead>
<tr>
<th>FG Assessment</th>
<th>Aerobic Capacity</th>
<th>Abdominal Muscular Strength/Endurance</th>
<th>Upper Body Muscular Strength/Endurance</th>
<th>Flexibility</th>
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<td>Sit-n-Reach</td>
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<td>X</td>
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<td>Shoulder Stretch</td>
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<td>X</td>
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<tr>
<td>Flexed Arm Hang</td>
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<td>X</td>
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<tr>
<td>Modified Pull-ups</td>
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<td>X</td>
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<tr>
<td>Trunk Lift</td>
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</table>
Rules of Accountability

All publically funded students must complete the FitnessGram Assessment including Students with Disabilities and English Language Learners.
Rules of Accountability

State Policy includes:

• Guidelines for implementing an assessment
• Publically funded students attending Independent Schools
• Ongoing consultation and support
• AOE Monitoring after assessment is completed
In Development
FitnessGram Companion Assessment
Accommodations

Test Delivery
  – General Language Accommodations/Check for Understanding
  – Extra Time/Practice

Limited Mobility
  – Spotting
  – Guides/Partners
Modifications: Brockport Companion

Definition: Modification is a substitute task that measures the same standard

Scored: Adjusted Fitness Zone (AFZ)
- Scores are adjusted to accommodate the disability.
Modifications: Brockport Companion

• *Example*: A visually impaired student running the PACER with a guide will actually spend MORE energy than their visual peers. The score needs to take this into account.
IDEA Regulations

“(16) PARTICIPATION IN ASSESSMENTS.—

“(A) IN GENERAL.—All children with disabilities are included in all general State and districtwide assessment programs, including assessments described under section H. R. 1350—41 1111 of the Elementary and Secondary Education Act of 1965, with appropriate accommodations and alternate assessments where necessary and as indicated in their respective individualized education programs.

“(B) ACCOMMODATION GUIDELINES.—The State (or, in the case of a districtwide assessment, the local educational agency) has developed guidelines for the provision of appropriate accommodations.

“(C) ALTERNATE ASSESSMENTS.—

“(i) IN GENERAL.—The State (or, in the case of a districtwide assessment, the local educational agency) has developed and implemented guidelines for the participation of children with disabilities in alternate assessments for those children who cannot participate in regular assessments under subparagraph (A) with accommodations as indicated in their respective individualized education programs.

“(ii) REQUIREMENTS FOR ALTERNATE ASSESSMENTS.—The guidelines under clause (i) shall provide for alternate assessments that—

“(I) are aligned with the State’s challenging academic content standards and challenging student academic achievement standards; and

“(II) if the State has adopted alternate academic achievement standards permitted under the regulations promulgated to carry out section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, measure the achievement of children with disabilities against those standards.
State Policy

Schools must account for ALL students

Categories

• Those that participated only in FitnessGram
• Those that participated using a combination of Fitness Gram and Brockport.
• Those that participated using only Brockport
• Those that participated using an Alternate Assessment*
• Those who were medically exempt.
Alternate Assessment: In Development

- The AOE does NOT know who these students are.
- The AOE does know that these students will likely be under a physician's care for any limited to moderate exercise.
- Purpose of the Pilot PE Test is to try and have as many students tested as possible who do not qualify for a medical exemption.
- During the post assessment, collect data to develop a definition or a profile of a student who may be assessed using an alternate assessment.

Important to note:
- Students who take an alternate academic assessment may assess solely with FitnessGram.
- Students who take a General Academic Assessment may need to assess using Brockport.
Circle Time
Purpose of the Workshop

• Why are we here today?
  – Strategies for including students with disabilities in fitness testing (that’s the how)
  – But WHY? Why is it important to include students with disabilities in all facets of education?
Overview of Brockport Physical Fitness Test
Brockport Physical Fitness Test

• Developed by Dr. Joseph Winnick and Dr. Francis Short from the College at Brockport

• Assesses Health-Related Fitness

  Aerobic Capacity, Body Composition, Musculoskeletal Functioning:
  • Muscular Strength, Muscular Endurance, Flexibility & Range of Motion
Brockport Physical Fitness Test

• Focuses on both Physical Fitness and Functional Fitness
  – Functional Fitness refers to the ability to meet the demands of daily living

• Uses Criterion-Referenced Standards that either align with FitnessGram or have Specific Standards
Target Populations

Students Ages 10-17 with the following disabilities:

• Cerebral Palsy
• Congenital Anomalies and Amputations
• Intellectual Disability
• Spinal Cord Injuries
• Visual Impairments
Fitness Profile

- A Fitness Profile is developed based on the student’s disability
- There are recommended and optional test items for each disability
- Instructor selects test item based on individual attributes
<table>
<thead>
<tr>
<th>Aerobic Capacity</th>
<th>Body Composition</th>
<th>Strength &amp; Endurance</th>
<th>Flexibility &amp; Range of Motion</th>
</tr>
</thead>
<tbody>
<tr>
<td>*PACER (15 &amp; 20 meter)</td>
<td>*Skinfolds</td>
<td>Bench Press</td>
<td>Modified Apley Test</td>
</tr>
<tr>
<td>*One Mile Walk/Run</td>
<td>*Body Mass Index</td>
<td>*Curl Up</td>
<td>*Back-saver Sit &amp; Reach</td>
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<tr>
<td>Target Aerobic Movement Test</td>
<td></td>
<td>Modified Curl Up</td>
<td>*Shoulder Stretch</td>
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<td>Dumbbell Press</td>
<td>Modified Thomas Test</td>
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<td>Extended Arm Hang</td>
<td>Test</td>
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<td>*Flexed Arm Hang</td>
<td>Target Stretch Test</td>
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<td></td>
<td>Dominant Grip</td>
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<td>Strength</td>
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<td>Isometric Push Up</td>
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<td>*Pull-Up</td>
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<td>*Modified Pull-Up</td>
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<td></td>
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<td>*Push Up</td>
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<tr>
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<td></td>
<td>40 meter push/walk</td>
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<td>Reverse Curl</td>
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<td>Seated Push Up</td>
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<td>*Trunk Lift</td>
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<tr>
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<td>Wheelchair Ramp</td>
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<td>Test</td>
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</table>
Practice Test Items

VT Data Collection
FitnessGram

15 & 20 Meter PACER
Curl-Up
Push-Up
Sit and Reach

BPFT

15 & 20 Meter PACER
Aerobic Movement Test
Modified Curl-Up
Isometric Push-Up
Sit and Reach
Modified Apley
Time for Some Physical Fitness Testing
Grid
ID – Intellectual Disability
VI- Visual Impairment
CP – Cerebral Palsy
SCI – Spinal Cord Injury
CAA – Congenital Anomaly or Amputation
PACER (15-20 meter) - ID, VI

Use tethers, guide, buddy, encouragement

Line up behind the start line.

On start command, run to the opposite line before you hear the beep.

At the sound of the beep, run back to the start line.

Keep running until you have missed 2 beeps or your teacher stops you.
Target Aerobic Movement Test - ID, VI, SCI, CP, CAA

- Measures the ability of the student to exercise at 70-85% of their maximal predicted HR (140-180 BPM) for 15 minutes
- Recommended activities include running/jogging, dancing, biking, arm ergometry...
- Tester checks HR every minute
- If student fall below THR they have 1 minute to return or the test is over
- This is a pass/fail test
Lie on back with knees bent, extending legs as far as possible with feet flat on floor, slightly apart.

Arms are placed on thigh.

Curl-up and slide fingers up the thigh to the knee in rhythm with cadence (1 every 3 seconds), keeping heels on the floor.

Back of head should touch the mat on each repetition.

Continue assessment until student cannot maintain cadence, second mistake, or complete 75 curl-ups.
Isometric Push-Up – ID (10-12)

- Student assumes a push-up position and attempts to hold the position steady for as long as 40 seconds
- Test ends when student can no longer hold position
Reverse Curl - SCI

- Using a 1-lb dumbbell the student raises and lowers dumbbell from the thigh to a flexed arm position and holding in that position for 2 seconds
- Passing constitutes completing one reverse curl
Remove shoes.
Student places one foot against the base of the box, other leg is bent.
Arms straight, hands on top of each other, fingers even, palms down.
Reach forward with both hands even, back straight, and head up. Repeat 4 times and hold the position of the fourth reach for at least 1 second.
Repeat with the other leg.
Modified Apley – CP, SCI. CAA

• Student attempts to reach back with one hand and touch the opposite side of the scapula.
• If successful the student scores a 3
• If the student cannot touch the scapula the student touches the top of the head.
• If successful the student scores a 2
• If the student cannot touch the head the student touches the mouth.
• If successful the student scores a 1
Modified Apley

1 point
2 points
3 points
Bench Press – ID, SCI, CAA

• Student lies supine on the bench, knees bent, feet on the floor
• Student grasps bar with hands shoulder width apart and lifts and lowers 35 lbs.
• Score number of lifts and lowers the student can do independently
• Repetitions should be completed one every 3-4 seconds
• Masx reps for males is 50 & females is 35
Dumbbell Press – CP. SCI, CAA

• From a sitting position (wheelchair or chair) the student grasps the 15 lb dumbbell with one hand and presses up and down in a repetitive motion.

• Score number of lifts and lowers the student can do independently.

• Repetitions should be completed one every 3-4 seconds.

• Max reps is 50.
Extended Arm Hang – ID

- Using an overhand grip, student grips bar and hangs from the bar
- Student maintains a fully extended position
- Score number of seconds student can maintain the position
- Max time is 40 seconds
Flexed Arm Hang – ID, VI

- Using an overhand grip, student grips bar and hangs from the bar
- Student maintains a flexed position with arms bent and chin slightly over the bar
- Score number of seconds student can maintain the position
- Max time is 40 seconds
Seated Push-Up – CP, SCI, CAA

- Student attempts to hold a seated push-up position for 20 seconds
- Can use push-up blocks or the arm rests of a wheelchair
- Student raises so that the buttocks is off the surface and arms are extended
- Score total number of seconds held up to 20 seconds
40 Meter Push/Walk - CP

- Student walks or pushes wheelchair a distance of 40 meters
- Students should not overexert themselves
- Score based on students ability to cover the distance in 60 seconds or less
Wheelchair Ramp Test - CP

- Student pushes self up the ramp one time
- Have a spotter behind the wheelchair
- Multiple trials are permitted to cover 15 feet or reach the top
Dominant Grip Strength – ID, CP, SCI, CAA

- Using a hand grip dynamometer student squeezes
- 3 trials are given, record each trial
- Middle score is recorded
- Allow 30 seconds between each trial
Modified Thomas – CP, SCI, CAA

Target Stretch Test – CP, SCI, CAA
See Page 25
Summary of Recommended and Optional Test Items with Available Standards
Physical Fitness Profile Sheet

Name: ___________________________ Date: ___________________________

Gender: [ ] M [ ] F Age: _______ Disability: ___________________________

Disability classification: ___________________________

Physical fitness profile: Considering the health-related needs of this young person, construct a profile by placing check marks beside the statements that are most relevant to the individual’s fitness needs. Then select specific test items and standards for measurement and assessment.

**Aerobic Functioning**

**Aerobic Capacity**
[ ] Attain levels of aerobic capacity consistent with positive physiological health.

**Aerobic Behavior**
[ ] Attain levels of aerobic behavior consistent with positive functional health.

**Body Composition**

**Percent Body Fat**
[ ] Maintain levels of percent body fat consistent with positive physiological health.

**Body Mass Index**
[ ] Maintain a weight that is appropriate for height.
Musculoskeletal Functioning

Strength and Endurance

☐ Acquire or maintain functional levels of upper-body strength and endurance consistent with independent living: (a) ability to grasp and lift a light weight, (b) ability to lift and transfer the body from a wheelchair, and/or (c) ability to attain functional mobility.

☐ Acquire or maintain levels of upper-body strength and endurance for participation in physical activities.

☐ Acquire or maintain levels of trunk-extension strength, endurance, and flexibility to reduce the risk of developing lower-back pain.

☐ Acquire or maintain levels of abdominal strength and endurance to reduce the risk of developing lower-back pain and to participate in physical activities.

Flexibility or Range of Motion

☐ Acquire or maintain at least functional range of motion in various joints.

☐ Acquire or maintain functional levels or optimal levels of flexibility in one or more of the following body regions: shoulders, hips, hamstrings.

Data Entry Form

This form is a quick and easy way to record student information and develop an appropriate fitness test for students. All possible tests from the Brockport Physical Fitness Test are listed. Simply fill in data for the tests you have a student perform. You can then use this record when completing an individualized Brockport Physical Fitness Test form for analysis of each student's results.

Student name:  ___________________________________________  Gender:  □ Male  □ Female

ID No.:  ___________________________  IEP (yes or no):  ________  Grade (if applicable):  ________

Height (feet and inches):  ___________________________  Weight:  ____  Month and year:  _____________

Classification (check one)

□ general (without disability)  □ intellectual disability  □ visual disability
□ spinal cord injury  □ cerebral palsy  □ congenital anomaly or amputation

Subclassification (check subclassification necessary for test item selection and for reporting results)

Visual (check one)

□ runs with assistance  □ runs without assistance

Spinal cord injury (check one)

□ low-level quadriplegia (LLQ)  □ paraplegia: wheelchair (PW)
□ paraplegia: ambulatory (PA)

Cerebral Palsy (check one)

□ C1  □ C2U  □ C2L  □ C3  □ C4  □ C5  □ C6  □ C7  □ C8

Congenital Anomaly (check one)

□ one arm only  □ two arms only  □ one leg only  □ two legs only
□ one arm, one leg (same side)  □ one arm, one leg (opposite sides)
**Scores**

<table>
<thead>
<tr>
<th>I. Aerobic Functioning</th>
<th>II. Body composition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mile: run/walk time (min/sec)</td>
<td>Height (feet and inches)</td>
</tr>
<tr>
<td>20 m (laps)</td>
<td>Weight (lbs.)</td>
</tr>
<tr>
<td>15 m (laps)</td>
<td>Percent body fat (%)</td>
</tr>
<tr>
<td>TAMT (P/F)</td>
<td>Triceps (mm)</td>
</tr>
<tr>
<td></td>
<td>Triceps + subscapular (mm)</td>
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<tr>
<td></td>
<td>Triceps + calf (mm)</td>
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<tr>
<td></td>
<td>BMI</td>
</tr>
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</table>
### III. Musculoskeletal Functioning

#### A. Strength and Endurance

- Reverse curl (#)
- 40 m push/walk (P/F)
- Ramp test (feet)
- Push-ups (#)
- Seated push-ups (sec.)
- Pull-ups (#)
- Modified pull-ups (#)
- Dumbbell press (#)
- Bench press (#)
- Grip strength (kg)
- Isometric push-ups (sec.)
- Extended-arm hang (sec.)
- Flexed-arm hang (sec.)
- Curl-ups (#)
- Modified curl-ups (#)

#### B. Flexibility or Range of Motion

- Trunk lift (in.)
- Shoulder stretch, right (P/F)
- Shoulder stretch, left (P/F)
- Back-saver, right (in.)
- Back-saver, left (in.)
- Modified Thomas test (0-3)
- Modified Apley test (0-3)
- Target stretch test (0-2)
# Visual Impairment Data Entry Form

**Name:**

**Gender:**

- Male
- Female

**Age (yr):**

**Height:**

**Weight:**

**Date:**

**Subclassification:** N/A

## Aerobic Functioning

<table>
<thead>
<tr>
<th>Test Item</th>
<th>Units of measure</th>
<th>Test scores</th>
<th>Adapted Fitness Zone (if applicable)</th>
<th>Healthy Fitness Zone (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PACER 15m or 20m (10-17 yr)</td>
<td># of laps</td>
<td></td>
<td></td>
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<tr>
<td>One-mile run/walk (15-17 yr)</td>
<td>VO(_{\text{max}}) score</td>
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<tr>
<td>TAMT</td>
<td>min.</td>
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</table>

## Body Composition

<table>
<thead>
<tr>
<th>Test Item</th>
<th>Units of measure</th>
<th>Test scores</th>
<th>Adapted Fitness Zone (if applicable)</th>
<th>Healthy Fitness Zone (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent body fat</td>
<td>mm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sum of triceps and calf skinfolds</td>
<td>(mm) and/or % body fat</td>
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<td></td>
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<tr>
<td>Body mass index</td>
<td>BMI</td>
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## Musculoskeletal Functioning

<table>
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<th>Test Item</th>
<th>Units of measure</th>
<th>Test scores</th>
<th>Adapted Fitness Zone (if applicable)</th>
<th>Healthy Fitness Zone (if applicable)</th>
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</thead>
<tbody>
<tr>
<td>Curl-up</td>
<td>#</td>
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<tr>
<td>Trunk lift</td>
<td>in.</td>
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<tr>
<td>Push-up</td>
<td>#</td>
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<td>Pull-up</td>
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<tr>
<td>Modified pull-up</td>
<td>#</td>
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<tr>
<td>Flexed-arm hang</td>
<td>sec.</td>
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<tr>
<td>Back-saver sit-and-reach, right</td>
<td>in.</td>
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<tr>
<td>Back-saver sit-and-reach, left</td>
<td>in.</td>
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<tr>
<td>Shoulder stretch, right</td>
<td>P/F</td>
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<tr>
<td>Shoulder stretch, left</td>
<td>P/F</td>
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</table>

**Interpretation:**

**Needs:**

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*From J. Winnick and F. Short, 2015, *Brookport physical fitness test manual: A health-related assessment for youngsters with disabilities* (Champaign, IL: Human Kinetics).*
Vermont Data Collection
Strategies for Inclusion

Including Students with Disabilities in Fitness Testing and Fitness Education
Assessing Students with Disabilities

- Know and understand the type of disability the student has
- Review medical records and the IEP
- Know contraindications (things you should not do) that could cause harm to the student
- Consult with others who know the student well (classroom teachers, paraprofessionals, former PE teachers) to learn as much as possible about the student and his or her abilities
Assessing Students with Disabilities

✓ Provide incentives to motivate the student to participate
✓ Know Communication Methods
✓ Be sure student fully comprehends what is being asked
  ✓ Use picture cards and demonstrations as appropriate
Assessing Students with Disabilities

- Develop Rapport
- Take Time
- Break Tasks Down
- Use Lead-Ups
- Practice
- Create natural systems of peer interaction and support (small groups, task sheets, partner work) to aid in on-task behavior
Assessing Students with Disabilities

- Modify Frequency
  - Reduce Repetitions

- Modify Intensity
  - Slow down the pace; Incorporate rest breaks

- Modify Time
  - Reduce Time on Task

- Modify Distance

- Monitor and Acknowledge Improvements
Other Uses of Fitness Testing Data

• Data generated can be used to determine Present Level of Performance (PLP)
• Items in which standards have not been met are identified as areas of need
• Goals and Objectives are created based on areas of need to enhance the personal fitness and functional capacity of the student
Other Uses of Fitness Testing Data

• These goals can be incorporated into the student’s IEP

• Appropriate Activities to promote health-related fitness, such as those found in Physical Best can be used to meet stated goals and objectives
General Strategies for Adapting Activities to Promote Healthy Active Lifestyles for All Students
Strategies for Adapting Activities

• Instruction
• Equipment
• Rules
• Environment
Instructional Adaptations

• Provide instruction that match the learners strengths
  – Visual Learners
  – Auditory Learners
  – Kinesthetic Learners
  – Combination Approach
Instructional Modifications

• Use a variety of teaching styles
  – Command style
  – Task Style
  – Guided Discovery
  – Problem Solving
Instructional Modifications

• Use a system of least prompts to foster independence whenever possible
  – Verbal Cue
  – Verbal Cue with Demonstration
  – Verbal Cue with Guided Assistance
  – Verbal Cue with Tactile Teaching
Instructional Modifications

• Provide short episodes of instruction
• Create a system for starting and stopping
  – Whistle (can be a problem for students with sensory issues)
  – Music
  – Hand signals
  – Buddy
  – Physical touch
Instructional Modifications

• Monitor the duration of engagement
  – Allow for breaks as needed
• Use a variety of groupings to match the task demands
  – Large group (warm-up)
  – Small group (drill work)
  – Stations (focus)
Instructional Modifications

• Consider order of presentation of materials
  – Begin with activities that are easily attainable and move toward more demanding tasks then conclude with a successful experience

• Maintain Structure
  – Use Routines
  – Be Predictable
Equipment Modifications

• Include choices based on the intent of the outcome
  – Example: Striking an object over a net
    • Different types of racquets
    • Different types of balls, birdies,

• Vary the size and texture of equipment
  – Bigger/Smaller
  – Softer/Harder
  – Longer/Shorter
Equipment Modifications

• Use audible when appropriate

• Modify the size of the goals and nets
  – Wider
  – Lower
Rule Modifications

• Limit or terminate some rules
• Allow more chances
• Slow down the pace of the game
• Change the objective of the game
Rule Modifications

- Add guidance/assistance when appropriate
- Change the number of players
- Decrease time of play
- Modify competitiveness
Environmental Modifications

- When possible minimize distractions
- Increase or decrease playing area
- Mark off visible boundaries
Environmental Modifications

- Increase visual cues
- Monitor noise level
- Consider lighting
Best Practices in Adapting Activities

• When possible include the child with a disability
• When possible work as a class to determine adaptations
• Choices, choices, choices – whenever possible
Final Task

• In groups – Identify an activity that can be used to enhance each of the following components of fitness: aerobic capacity, muscular strength and endurance & flexibility

• Using the four considerations for adapting activities (instruction, equipment, rules, environment) identify ways you can include students with disabilities in each of your activities
Questions and Answers

Thank You for Your Participation