

## PE and GROUP GAME ADAPTATIONS

In any PE class students have varying levels of background experience and skill in any sport. One strategy to address this is to provide alternate play options.

Benefits of alternate play options –

- Students can develop their skills from a place where they are currently successful
- Students see each other in the context of their capabilities not their challenges
- Success builds self-esteem, motivation, social connections
- Options allow students with hidden challenges to feel more comfortable in sports
- Student develop an appreciation for sport and physical activity as a positive in their life which promotes life-long physical activity and wellness

Strategies:

- Teach the sport in its original form/rules
- Be very specific about teaching skills i.e.
  - how do you hold the bat, stick etc., where to place hands, where does the movement come from (shoulder, elbow, wrist) (hip, knee, ankle)
  - where should you contact the ball, puck
  - How do you adjust force i.e. of a kick, shot, throw
  - where on the backboard to you want the ball to hit to increase success
  - at what point in a throw do you release the ball
  - how do you time a pass to a moving team member
- Teach strategies for success (you can explore these in an experimental way i.e. scientific method). I.e. angles to use when trying to get the ball in the net, where to stand to receive a rebound, how to use passing effectively, how to set up or plan a play. Often students who are not as fast as their peers can be effective members of the team by thinking about strategies and using a more cognitive approach.
- Skills practice – always aim to include a peer(s) when practicing sport specific skills with SEA support to facilitate as needed.
- Pre-teaching – does the student need extra practice time ahead of PE or in addition to PE time to develop their skills? Are there any materials you can use to better prepare the student ahead of time (i.e. Social stories, visuals like sequence strips to follow the steps for a task for an activity, etc.)
- Change the rules – No travelling, bat until you hit, cooperative play, only passing allowed
- Change equipment – lighter ball, longer stick, lower net
- Try zone play – like foosball, each play covers a designated area but has to pass to bring the ball out of that area.
- Try safe zone – see below
- Once students are familiar with some alternate strategies have them help brainstorm new ideas, after class evaluate how the alternative options worked (or

didn't work) and revise your strategy for the next class if needed. (kind of like the scientific method)

- Offer 2 -3 different play options whenever the class moves beyond skills drills to game play, this can be done by dividing the gym into two to three courts lengthwise.
- All students should be given the option to rotate through the different courts. The more athletic students may find they may take on a leadership role at the different court and may develop skills beyond the physical i.e. social/emotional learning, patience and compassion for others
- Some students may choose to stay at one alternative court if that is where they can be more successful
- Participation is important but so is skills development. Each student should be encouraged and given opportunities to develop their skills. As skills change so could/should the alternatives offered.
- Consider support options– what are the barriers to student success and who could be an important resource in problem solving how to support a student to participate and be successful in PE
  - PT, OT – physical, access, or sensory challenges
  - SLP – communication challenges, social story needed
  - Hearing or Vision resource teacher – hearing or vision challenges

### **Volleyball:**

#### **Equipment/ Environment:**

- Use a beach ball
  - increasing the area of contact and requiring less finger strength to control ball
  - travels slower so gives more time to respond
  - easier on the hands when bumping and volleying
- Use an auditory ball or brightly colored ball
- Use racquets to extend reach
- Lower the height of the net
- Increase or decrease the size of the court depending on the number of players and the number of wheelchairs
- adjust the service line
- mark the service line and any other important boundaries- preferably with yellow and red colors to address any visual challenges, to help provide cues for better remembering of rules, etc.

#### **Rule options:**

- Alter the number of players per team
- Throwing the ball may be substituted for serving
- Permit the players to catch and throw the ball rather than volleying or bumping

- Allow the ball to bounce once- this is a good rule change for students with a visual impairment because they can hear the ball first
- Play the game from a sitting position or kneeling
- Allow an unlimited number of hits
- Play ball off wall and ceilings
- Use zones of play – each player covers a specific area
- Allow an assist in serving – one person sets up the ball and the other gets it over the net

### **Basketball:**

#### Equipment/ Environment:

- Different sized balls with different sized nets and move to smaller sized balls and nets as the student progresses in skill level
- Lower the net, use a larger net i.e. freestanding bucket or garbage can
- Use a lighter ball or deflate the ball
- Use an auditory ball – i.e. beeps or has bells inside
- Brightly colored ball
- Attach rope or strings to the balls so that a student with limited ability is able to retrieve the ball independently
- Reduce the size of the playing court
- Connect a net to the hoop to make an improvised ball return
- For students with a visual impairment hang a light or a beeper from the backside of the hoop so that the hoop can be located. Also attach a bell at the end of a string from the hoop so that it will ring when the ball goes through the hoop and this will notify the shooter of a successful basket.
- Make use of floor markings or colored boundaries for zone play

#### Rule options:

- Reduce the playing time
- Allow an offensive player more time in the key
- Alter the number of players per team by adding more players, there is less area for each of them to cover
- Allow dribbling with 2 hands
- Allow carrying the ball
- Modify the rules to enhance success i.e. walk rather than run, reduce the number of points required to win etc.
- Provide additional rest periods to accommodate fatigue
- Slow down moving objects i.e. pass underhand, use bounce passes, roll the ball.
- Manually guide the student's body when necessary (hand-over-hand for kinesthetic cues).
- Do an all score rule where every member of the team has to score before the team wins

- Do an all pass rule where the ball has to be passed to every member on the court before a shot can be taken or use Zone Play
- For wheelchair players, designate a lane that is open for wheelchair players
- Allow for the basket scored by a wheelchair player be worth 3 points instead of two so that it is more favorable for peers to incorporate them in the game (ask if the student wants this adaptation)
- Once in possession of the ball no travelling only passing (i.e. stop/trap the ball and then pass)
- Try wheelchair basketball – I.e. invite BC Wheelchair Basketball to run some PE sessions
- Use a safe zone for students in wheelchairs or who need to be in their own safe space to successfully participate

### **Soccer:**

#### Equipment/ Environment:

- Change the size of the goal
- Auditory ball, brightly colored ball
- Use lighter and/or larger ball (especially for power wheelchair users to push – ask you OT or PT first)
- Reduce the air in the ball so that it is easier to control
- Shorten the distance between end lines
- For wheelchair users: attach a board to the footrest to provide a striking surface (i.e. power soccer guard – ask your OT or PT about this first).

#### Rule options:

- Alter the number of players per team
- Use 2 goalies
- Reduce the playing time
- Permit wheelchair users to use their hands
- Students with crutches can use their crutch to strike the ball
- Have other students kick with their non-dominant foot
- Do an all pass rule where the ball has to be passed to every member on the field before a shot can be taken.
- Use zone play
- Use a safe zone
- Try power soccer guard and include the student in a safe zone

## **Field Hockey:**

### **Equipment/ Environment:**

- Reduce the size of the playing area
- Replace the puck with a larger ball or a bean bag
- Adjust stick length, width
- Use foam boppers or brooms instead of sticks to increase the area of contact
- Explore grip options if the student has difficulty holding the hockey stick (Ask your school OT/PT for support)
- Attach the hockey stick to the wheelchair (talk to your school OT/PT first)
- Tape 2 sticks in a “V” shape at the bottom for easier manipulation of the ball
- Place benches in the corners to keep the ball in play
- Increase or decrease the size of the net

### **Rule options:**

- Alter the number of players per team
- Reduce the duration of play
- Eliminate the offside rule
- If the student is the goalie, have a rule that the goalie only needs to touch the puck or ball and the goal will not count
- Have 2 goalies in the net
- Use a safe zone
- Use zone play – or passing only

## **Handball:**

### **Equipment/Environment:**

- Use a lighter ball (nerf), bigger ball or bean bag to make it easier to catch
- Auditory or brightly colored ball
- Change the size of the net
- Change the length of the court

### **Rule Options:**

- Use Zone play – or passing only option
- Use a Safe zone

## **Badminton:**

### Equipment/ Environment:

- Cut the handle short on one racquet and keep the rubber grip on the end.
- Wear a glove that has Velcro on it with the opposing Velcro on the racquet handle to be able to hold the racquet.
- Use a small nerf ball or beach ball instead of a birdie
- Lower the net so that it is easier to get the beach ball or birdie over
- Work in a smaller area rather than a full badminton court
- Create a bigger racquet with a clothes hanger and a pillow case or a small hula-hoop with a pillow case

### Rule Options:

- Bat a beach ball up in the air with your hands instead of a racquet and try to keep it up as long as possible or hit it back and forth to a partner.
- Hold close to the head of the racquet to have more control
- Allow more than one hit per side
- Play doubles so each student covers less of the court
- Consult with OT/PT for the idea of attaching a racquet (specially the hula-hoop with pillow case racquet) to a wheelchair or powerchair for a student to be able to join the game.

## **Baseball:**

### Equipment/ Environment:

- Use lighter and/or larger bats. Mark clearly on the bat where hands should be.
- Use a large, light ball i.e. plastic, beach or nerf.
- Consider a brightly colored ball or auditory ball for students with visual impairment
- Use a batting tee
- Increase the size of the bases
- Reduce the field of play (shorten the distance between bases)
- Reduce the number of bases

### Batting:

- Throw the ball into the field rather than bat it
- Use an arm to strike the ball
- The student hits the ball and has a designated runner or vice versa
- Play kickball

### Rule options:

- Increase the number of players in the outfield to reduce the amount of space to be covered
- Increase the number of strikes
- Only call strikes when the student swings at the ball and misses
- The other players have to throw the ball 2 or 3 throws before they can throw the student out
- When outfield, students must touch the ball with their chair before an able-bodied student touches it
- For students with a visual impairment a guide rope can be held between bases by peers as an aid in running the bases. (Guide rope -place a knot in the rope to indicate 2 strides from the base) Verbal cues are also beneficial. Use a ball with a bell in it so that they can hear it coming.

### **Bowling:**

#### Equipment/ Environment:

- Use smaller, lighter balls
- Use plastic bowling sets
- Remove armrests from the wheelchair for easier arm swing to release the bowling ball
- Allow the student to sit on a chair to bowl if balance is an issue
- Allow the student to bowl with 2 hands
- Use a ramp: place the bowling ball on top of the ramp; little movement will send it down the ramp and onto the lane

#### Rule options:

- Allow the student to hold the ball with 2 hands
- Modify the scoring method

### **Dance:**

#### Equipment/ Environment:

- Wheelchair participants can learn to move their chair in various dance patterns or can be propelled by a peer
- Students can keep time to the music by clapping and moving their wheelchair to the beat
- Floor markings are beneficial i.e. colored lines, footprints
- Use streamers, flags or ribbons and move them with the music
- Replace skipping or running with walking
- Slow down the beats of the music so that it is easier for the student to follow along

- Do chair dancing (using hands and feet for dancing) for “normalization” of ability in at least 1 or 2 of your sessions

### **Golf:**

#### **Equipment/ Environment:**

- Play mini-golf
- Play in an enclosed area to prevent rolling of balls
- Use lighter clubs and plastic balls
- Modify the grip on the club to suit the student’s abilities
- Allow students with balance difficulties to sit on a chair
- Remove the armrests from the wheelchair for an easier swing

### **Tennis:**

#### **Equipment/ Environment:**

- Use an aluminum racquet to accommodate weakness
- Reduce the size of the court (i.e. to half)
- Strap the racquet to student’s arm
- For wheelchair users: reduce the size of the court, remove armrests from the chair for an easier swing
- Allow a person with crutches to sit in a chair or use a sports wheelchair on the court.

#### **Rule options:**

- Allow service in front of the service line
- Increase the number of players
- Eliminate drop shots
- Change the scoring system (i.e. score could be counted as the number of times the ball is successfully returned during a set amount of time).

### **Track and Field:**

#### **Equipment/ Environment:**

- Use track surfaces that are flat, hard and smooth
- Use brightly colored equipment – batons, throwing objects/targets
- Consider visual verses auditory targets for throwing events
- Throw beanbags instead of heavier objects
- Guide running rope – useful for students with visual impairment
- Have a racing wheelchair available for students with mobility challenges



### Rule options:

- Allow students to adapt their throwing methods based on their physical capabilities. If throwing from a wheelchair, be sure that the chair is secure. Consider throwing accuracy verses distance.
- Allow students to use a guide runner (SEA or peer) – connected by a short rope they each hold. Will need to practice ahead of time
- Stagger the start line so that students start and (ideally) end at the same time

### **Safe Zone –Useful for court style sports**

#### **The ideas described below come from Deb Murin, a PE teacher in the Surrey School District.**

This technique is very adaptable and can be modified to meet the needs of your student/class. I will describe the ideas as for a court style game like basketball, soccer, football, hockey et cetera but you can easily adjust to use with other sports.

- Divide into teams as per usual.
- Take a strip down one side of the court and designate that a “safe zone” where your player(s) requiring adaptations can be without having to worry about getting hit with a ball or knocked over.
- The safe zone is also where you would place a player using a wheelchair (power or manual) to avoid collisions with walking or running players
- No other player, unless designated to be there, may cross into the safe zone.
- Determine a task or skill that the player(s) in the safe zone can do to earn points.
  - This task may mimic some aspect of the game (chest pass to a spot on the wall)
  - or maybe something entirely unrelated (give a partner a high 5, drive a power wheelchair around a series of cones).
  - The task you select will depend on the abilities of the player. Ideally the player will improve their skill in the task over the duration of the PE unit
- Select a task for the court players to do while the student in the “safe zone” is completing their task: this could be 10 push-ups, run to corner court to knock over a cone, balance in a circle in plank with each with one foot touching, do a wall sit in a line along the wall and pass a pinny under their legs down the line.
  - Cooperative tasks are best for the court players and will depend on their age and skill level.
  - The court players’ task should take about the same time to complete as the “safe zone” player(s).
  - You may want to practice these tasks ahead of a game to make sure everyone is clear on what their task is.

- In the course of play anyone on the court can pass to the player in the “safe zone”
  - for safety reasons you may wish to have a blocker – another student or an SEA who receives the initial pass and then passes it to the other student, .
- When the student in the “safe zone” gets the ball they can earn points for the team that passed to them (it could be either team) by completing their task before the opposing team (that did not pass the ball) complete their task (i.e. a human pyramid).
- If the opposing team finishes first they steal the points from the other team.
- If you like you can also involve the players on the bench by calling “bench clearing” and having them participate in the task with the opposing team to steal back the points.
- After the points are awarded the ball goes back into play and the game resumes as per usual until the ball gets passed to the safe zone again.

This technique is versatile and limited only by your creativity. It keeps the play fast paced, fun for all and keeps everyone active and playing attention! I have seen it in action and the kids were asking for more! Works best for grades 4 and up.

### **Dodgeball**

- Use softer, lighter balls
- Use brightly colored or auditory balls
- Use a safe zone
- Use a target instead of throwing to opposite team members
- Use scooter boards with large beach balls

### **Tag**

- There are 1001 versions of tag, find one that suits the needs of your class to slow down the game, extend reach, support a student with visual needs whatever the case may be, i.e. buddy tag, line tag, tiger tail tag
- Use a safe zone (this looks a bit different than when used in a court style sport).
  - Set aside an area for the designated student to play in (this could be a student in a wheelchair or someone who has difficulty navigating the fast pace of the general tag area)
  - As students are tagged they go off to complete a task in the safe zone before returning to play
  - If the safe zone becomes back logged you can adjust so that every 2<sup>nd</sup> or 3<sup>rd</sup> student tagged goes to the safe zone

- In the safe zone the activity completed depends in part on the skills of the student in the safe zone
- builders and bulldozers is a great game to play in the safe zone as a relay
- if the tagged student wins they can go back into the tag game if the student in the safe zone wins the tagged student stays out
- you can modify this to suit your needs, could also be a relay with a student propelling their wheelchair around cones while the other student does the same on a scooter.

IDEAS for other ADAPTED GROUP GAMES:

<https://youtu.be/O2HPDWR-gJM>

**This is a generic handout and not specific to any one student. If you have questions around how to include a specific student please contact your child's or youth's Physiotherapists or Occupational Therapists.**

## Community Resources

- **Free events and leisure passes offered through local municipalities that help families where finances are a barrier.**
- **All Able Children/Youth and Adapted Programs at local Community Centres**  
These programs can be accessed through obtaining a leisure guide at your local community centre.
- **Pedal Heads offer week long bike and swim camps as well as private lessons. The level of camp is geared towards child's skill level.**  
For locations and registration information go on their website.  
Website: <https://www.pedalheads.com/>
- **All Able Children/Youth, Adapted Kayaking and Paddle boarding programs**  
Power for All in the Fraser Valley  
Website: [www.powerforallats.com](http://www.powerforallats.com)  
Power To Be  
Victoria and North Vancouver  
Website: <https://powertobe.ca/>  
Vancouver  
Website: <http://www.bcmos.org/>  
Interior:  
Website: <http://www.accessrevolution.com/>
- Special Olympics
- VASS – Vancouver Adapted Snow Sports [www.vass.ca](http://www.vass.ca)
- WASP- Whistler Adaptive Snow Sports <https://whistleradaptive.com/>
- BC Wheelchair Sports - <https://www.bcwheelchairsports.com>
  - Basketball
  - Tennis

## Resources for School Teams

- Surrey School District  
[www.surreyschools.ca/ProgramsAndServices/APAP](http://www.surreyschools.ca/ProgramsAndServices/APAP)
- **Camp Abilities Start-Up Package** for groups interested in putting on a local sports and recreation camp for students  
<https://www.campabilities.org/camp-abilities-manual.html>

- Online resources to support accessible physical education for students with visual impairments from the American Printing House for the Blind.  
<https://www.aph.org/physical-education/>
- Possibilities: Recreation Experiences of Individuals who are Deafblind contains stories of athletes with multi-sensory impairments in their own words.  
<https://www.aph.org/physical-education/stories/>
- The fundamentals of vision - resource to help other professionals understand the impact of visual impairment.  
<http://www.yorku.ca/eye/toc.htm>

## • **Assessments**

- Test of Gross Motor Development III for assessing motor skills  
<https://www.kines.umich.edu/tgmd3>
- Brockport Physical Fitness Test for assessment health-related fitness  
<https://pyfp.org/doc/brockport/brockport-ch1.pdf>
- Camp Abilities Assessment Checklists  
<https://www.campabilities.org/assessments.html>

## • **Peer-Reviewed Journal Articles**

- O'Connell, M., Lieberman, L. J., & Petersen, S. (2006). The Use of Tactile Modeling and Physical Guidance as Instructional Strategies in Physical Activity for Children Who Are Blind. *Journal of Visual Impairment & Blindness*, 100, 471-477.
- Samalot-Rivera, A., Lieberman, L. J., & Haibach, P. (2015). Teaching Two Critical Locomotor Skills to Children Who Are Blind or Have Low Vision. *Journal of Visual Impairment & Blindness*, 109, 148-153.
- van Munster, M., Weaver, E., Lieberman, L., & Arndt, K. (2015). Physical Education and Visual Impairment: Collaborative Communication for Effective Inclusion. *Journal of Visual Impairment & Blindness*, 36, 231-23

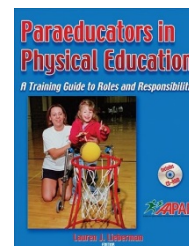
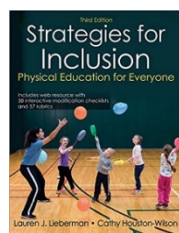
## • **Videos:**

- Videos on the Camp Abilities Website
  - "I feel included when.."
  - Inclusion Series: XC Running Instructional Video  
<https://www.campabilities.org/instructional-materials.html>

## APPS to help you find Recreational/Leisure opportunities in your neighborhood:

- ☺ Jooay app will find the closest recreational opportunity to you  
<http://jooay.com>
  
- ☺ **Other Resources:**
  - Sunny Hill Health Centre for Children- 604-453-8300
  
- ☺ Child Development & Rehabilitation website  
<http://www.childdevelopment.ca>
  
- ☺ **General Readiness resources for students in development areas**  
<https://sd35ot.weebly.com/>
  
- ☺ **Physical Activity Resources for Motor Learning and Recreation**  
<https://canchild.ca/en/research-in-practice/physical-activity>
  
- ☺ **Fine motor skill activities and resources**  
<http://schools.sd42.ca/sss/fine-motor-skill-development-decision-chart/>
  
- ☺ **Early years skills**  
<http://earlylearning.sd42.ca/welcome/>

## Books



- ☺ Strategies for Inclusion \$70  
[https://www.amazon.ca/Strategies-Inclusion-Web-Resource-3rd/dp/1492517232/ref=asc\\_df\\_1492517232/?tag=googleshopc0c20&linkCode=df0&hvadid=292982483438&hvpos=1o2&hvnetw=g&hvrnd=17196573496833029350&hvpone=&hvptwo=&hvgmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=9001485&hvtargid=pla-680681669472&psc=1](https://www.amazon.ca/Strategies-Inclusion-Web-Resource-3rd/dp/1492517232/ref=asc_df_1492517232/?tag=googleshopc0c20&linkCode=df0&hvadid=292982483438&hvpos=1o2&hvnetw=g&hvrnd=17196573496833029350&hvpone=&hvptwo=&hvgmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=9001485&hvtargid=pla-680681669472&psc=1)
  
- ☺ Physical Education for Children with Moderate to Severe Disabilities \$60  
[https://www.chapters.indigo.ca/en-ca/books/product/9781492544975-item.html?s\\_campaign=goo-](https://www.chapters.indigo.ca/en-ca/books/product/9781492544975-item.html?s_campaign=goo-)

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- ☉ Paraeducators in Physical Education \$50

[https://www.chapters.indigo.ca/en-ca/books/product/9780736068048-item.html?s\\_campaign=goo-](https://www.chapters.indigo.ca/en-ca/books/product/9780736068048-item.html?s_campaign=goo-)

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- ☉ For more books and Research Publications:

<http://www.campabilities.org/research--books.html>