

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

**A
COURSE OF STUDY
FOR**

**PEH134-135, 234-235, 334-335, 434-435
PHYSICAL EDUCATION GRADES K-12
SUPPLEMENTAL**

ADAPTATIONS FOR STUDENTS WITH DISABILITIES

APPROVED BY THE BOARD OF EDUCATION

September 25, 2008

RATIONALE AND PURPOSE

This guide to adaptations and modifications will assist the teacher in planning, and implementing an instructional program which is based on the New Jersey Student Learning Standards for Physical Education, and the child's IEP. This guide is designed to provide continuity in the implementation of the student's Individualized Educational Plan, and to meet the Federal legislation through Public Law 94-132 (1975), and Public Law 93-112 (1973) Section 504 of the Rehabilitation Act. The following developed adaptations should be considered when planning instruction.

PHILOSOPHY

In keeping with the guidelines for IDEA, the Parsippany-Troy Hills School District is committed to providing Physical Education for all students in an inclusive setting providing the least restrictive environment. The school district ensures that students with disabilities have access to a physical education program that enables them to achieve the same goals in Physical Education as their nondisabled peers. All students are members of a learning community where they have the choice of the most appropriate instructional setting, equal access, dignity, and the opportunity to participate in meaningful physical activity. Students identified by the Child Study Team as having a disability that would impact motor or cognitive development, and who have an Individualized Educational Plan (IEP) will participate in the general physical education setting with adaptations, and modifications. The physical educator will work with the Child Study Team, and support personnel reviewing the IEP, adapting, and modifying instruction as needed. Instruction is designed around the student's needs. A multidisciplinary team will determine the appropriate placement of the student.

GENERAL GOALS

Through modifications, adaptations, and effective use of resources, students with disabilities will have the opportunity in the least restrictive environment to:

1. develop motor, and sports skills.
2. actively engage in meaningful learning experiences in the general physical education setting.
3. receive regular evaluation of progress toward IEP goals.
4. receive supplementary aides, and services, as well as instructional support.
5. participate in a learning environment that invites all students to participate in meaningful learning that offers a variety of opportunities for personal success.
6. have the choice of the most appropriate instructional setting, equal access, dignity, and the opportunity to participate in meaningful physical activity.
7. develop/improve social competence.
8. have the opportunity to learn, and perform in the physical, cognitive, and social-emotional domains.
9. engage in meaningful activities in general physical education, sharing equal status, and learning together.
10. have the right to be treated equally, to have choices and to take risks.
11. develop a positive self-concept through relevant physical education experiences.
12. develop personal values that encourage healthy living, and an enhanced productive life.
13. learn physical skills that allow them to participate in, and derive enjoyment from recreational activities throughout their lifetime.
14. Prepare students without disabilities for inclusion of peers with disabilities in everyday education.

When students with disabilities were asked what is a good day in physical education (Goodwin & Watkinson, 2000) they said, “...*I feel like I belong. Because my peer cheer me on or the teachers say I am doing a good job; I share in receiving the benefits from participation, because I am learning, and improving my skills, and I have confidence in my skills. I like my peers to see that I am doing well in physical education.*”

ADAPTATIONS FOR STUDENTS WITH DECREASED MOBILITY

CHARACTERISTIC LIMITING PARTICIPATION	INSTRUCTIONAL APPROACH	EQUIPMENT	TECHNOLOGY	ENVIRONMENTAL MODIFICATIONS	PERSONNEL/ ACADEMIC RESOURCES
<p>DECREASED MOBILITY</p> <ul style="list-style-type: none"> -walking aid -manual wheelchair -power wheelchair -slow or unsteady gait <p>Educational classifications which may present with these characteristics:</p> <ul style="list-style-type: none"> -multiple disabilities -orthopedic impairment -other health impairment -traumatic brain injury <p>Medical diagnoses which may present with these characteristics:</p> <ul style="list-style-type: none"> -Cerebral Palsy or other neurological disorder -Muscular Dystrophy or neuromuscular diseases* (see website under Resources) -Spina Bifida* (see website) -Osteogenesis Imperfecta (brittle bones) -juvenile arthritis 	<ul style="list-style-type: none"> • Consult with related service providers to offer alternate warm-up exercise to address IEP goals. • Determine student capabilities, and underlying components of movement disability; match modifications to student needs • Follow-up with evaluation of modifications • Discuss locomotor skills with therapist and choose target skills relative to the child’s current developmental status. • Allow students to select exercises from a list of choices. • Provide frequent opportunities for practice; variability of practice helps in skill acquisition. • Transfer of skills may not occur; provide new opportunities for practice. • Break skills into smaller parts in stations. • Provide alternate positions for exercise or drills. • Reduce the number of position changes required during an activity. 	<ul style="list-style-type: none"> • Add cardboard to walker or wheelchair for hockey, kickball, and/or soccer. • Use alternate balls (e.g., lighter balls, softer balls, dinohydes or slo-mo balls, etc.). • Use scooters or allow wheelchair to be scooter. • Modify sticks, and rackets to allow for more success in hitting. • Use Velcro® or gloves to modify equipment so students can hold it. • Upper extremity pedaler for cardiovascular training/fitness assessment. • Lower basketball nets or offer alternative net/goal during game play. • Allow use of baseball tees, etc. when necessary. 	<p>Power wheelchair</p> <p>Walkers, crutches, canes</p> <p>Braces/orthotics</p> <p>Virtual reality/video games</p>	<ul style="list-style-type: none"> • Decrease distance required to move. • Set-up “safety zones” during game play (e.g., student with disability allowed in, others not; free pass in, and out). • Provide clear boundaries. • Consider size, and energy demands of the playing area. 	<ul style="list-style-type: none"> • Teachers attend transition meetings • Child Study Team (CST) members • Classroom teacher • School counselor • School nurse • Workshops • Training for one-to-one aides <p>Related services:</p> <ul style="list-style-type: none"> -physical therapist -occupational therapist -behaviorist -speech therapist -medical specialists <ul style="list-style-type: none"> ➢ orthopedist ➢ neurologist <p>Textbooks/Websites:</p> <ul style="list-style-type: none"> • <i>A Teacher’s Guide to Including Students with Disabilities in General Education</i> - Martin Block • <i>Strategies for Inclusion</i> – Lieberman, Houston-Wilson • <i>Right Fielders are People, Too</i> – John Hichwa • <i>Inclusion Through Sports</i> – Ronald Davis

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ADAPTATIONS FOR STUDENTS WITH DECREASED MOBILITY (continued)

CHARACTERISTIC LIMITING PARTICIPATION	INSTRUCTIONAL APPROACH	EQUIPMENT	TECHNOLOGY	ENVIRONMENTAL MODIFICATIONS	PERSONNEL/ ACADEMIC RESOURCES
DECREASED MOBILITY (continued)	<ul style="list-style-type: none"> ● Pair student with pre-selected peer, and teach them to understand how the disability effects play (e.g., teach them to throw, and catch in a way that peer in wheelchair can reach); vary peer chosen to develop understanding in many classmates. ● Ask peer to catch for them. ● Ask peer to kick for them. ● Read, and understand Internet based educational records (Tracker), and medical records as available ● Consult with school nurse, CST, and/or related services providers. ● Train and support paraprofessionals to communicate, interact, and support students in the most appropriate manner ● Train peer buddies to interact with student in a way that everyone feels successful 				<ul style="list-style-type: none"> ● <i>Children with Osteogenesis Imperfecta: Strategies to Enhance Performance</i> – Holly Cintas, PhD, Lynn Gerber MD ● Ask therapist for relevant scholarly literature/research. ● Diagnosis-related books* (for Muscular Dystrophy) http://www.asdk12.org/depts/ape/factsheet/MuscularDystrophy.pdf ● Diagnosis-related books* (for Spina Bifida) http://sbaa.omnibooksomnibooks.com/2007/data/papers/16.pdf ● <i>Adapted PE: EveryBODY Wins Guide Tape</i> – Drake University, Championship Productions ● NJCCCS CD-ROM

ADAPTATIONS FOR STUDENTS WITH SENSORY PROCESSING DIFFICULTIES

CHARACTERISTIC LIMITING PARTICIPATION	INSTRUCTIONAL APPROACH	EQUIPMENT	TECHNOLOGY	ENVIRONMENTAL MODIFICATIONS	PERSONNEL/ ACADEMIC RESOURCES
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<p>SENSORY PROCESSING DIFFICULTIES -vision/perception - auditory – decreased hearing, hypersensitivity to sound -kinesthetic/ (movement sense or awareness) - proprioceptive (position sense or awareness) - hyper- or hypo-sensitivity to tactile input</p> <p>Educational classifications which may present with these characteristics: -autism -multiple disabilities -other health impairment -specific learning disability -traumatic brain injury -vision impairment -hearing impairment -emotional disturbance</p> <p>Diagnoses which may present with these characteristics: -Autism, Asperger’s Syndrome, PDD -Down Syndrome -Cerebral Palsy or other neurological disorder</p>	<ul style="list-style-type: none"> • Use short, clear instructions. • Post instructions on an easel or wall. • Provide visual modeling with student or teacher. • Use different tempos to teach about moving at different speeds. • Use music or rhythm to teach about timing. • Consider cognitive processing delays; give extra time for a response. • Provide a variety of warmup activities that include different weight-bearing positions or “heavy work” (lifting heavy objects, passing a medicine ball, pushing a weighted chair, etc.). • Provide opportunities, and cues to notice physiological effects of exercise in order to develop selfawareness and modulation. • Make beginning, middle, and end of activity clear. • Verbally reinforce sequencing. • Carefully consider auditory input such a use of whistles, loud music, etc. • Component (e.g., throwing/catching, visual tracking activities, postural 	<ul style="list-style-type: none"> • balls with auditory output (e.g., bells, etc.) • balls/equipment with different textures or weight • Allow student to wear “ earmuffs” or cotton in ear. • Use microphone to direct voice over music system. <ul style="list-style-type: none"> • Use equipment that provides auditory feedback (e.g., stepping on bubble wrap, etc.). • Use equipment that provides alternate kinesthetic input (e.g., balance discs, balls, soft mats, etc.). • weighted vests, ankle weights, weighted backpack 	<p>FM Systems</p> <p>Videotaping to allow child to re-view performance</p>	<ul style="list-style-type: none"> • Modify light in playing area. • Use centers to reduce group size. • Use clear environmental markers (e.g., cones, flags, colorful tape on floor). • Reduce volume of music in room. • Create smaller areas within larger gym with dividers (may be larger “walls or mats” or with cones and ropes). • Provide extra space between students. • Provide multiple sensory cues for position in space (e.g., raised platform, mat, taped area on floor). • When rotation through stations is involved, follow logical sequence of patterns, and mark stations clearly. • Use whistle, bells, etc. to mark stop, and start of activities. 	<ul style="list-style-type: none"> • CST members • Classroom teacher • School counselor • School nurse <p>Related services: - physical therapist -occupational therapist -behaviorist -speech therapist - teacher of the hearing impaired -medical specialists: >Neurologist >ENT >Psychiatrist</p> <p>Textbooks: • <i>A Teacher’s Guide to Including Students with Disabilities in General Education</i> - Martin Block • <i>Strategies for Inclusion –</i> Lieberman, Houston-Wilson • <i>Right Fielders are People, Too –</i> John Hichwa</p>
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ADAPTATIONS FOR STUDENTS WITH SENSORY PROCESSING DIFFICULTIES (continued)

CHARACTERISTIC LIMITING PARTICIPATION	INSTRUCTIONAL APPROACH	EQUIPMENT	TECHNOLOGY	ENVIRONMENTAL MODIFICATIONS	PERSONNEL/ ACADEMIC RESOURCES
<p>SENSORY PROCESSING DIFFICULTIES (continued)</p>	<p>control activities, anticipating movement of the ball, sequencing of movement, bilateral coordination activity, etc.).</p> <ul style="list-style-type: none"> • Use picture cards for reinforcement of verbal directions. • Read, and understand internet based educational records (Tracker), and medical records as available • Consult with school nurse, CST, and/or related services providers. • Use of American Sign Language as appropriate and is indicated by child's IEP • Train and support paraprofessionals to communicate, interact, and support students in the most appropriate manner • Train peer buddies to interact with student in a way that everyone feels successful 				<ul style="list-style-type: none"> • <i>Inclusion Through Sports</i> – Ronald Davis • <i>The Out-of-Sync Child</i> – Carol Stock Kranowitz • <i>Asperger's Syndrome: A Guide for Parents and Professionals</i> -Tony Attwood • Ask therapist for relevant scholarly literature/research • Diagnosis-related books, <i>Adapted PE: EveryBODY Wins Guide Tape</i> – Drake University, Championship Productions • NJCCCS CD-ROM

ADAPTATIONS FOR STUDENTS WITH POOR COORDINATION OR DIFFICULTY WITH MOTOR LEARNING

CHARACTERISTIC LIMITING PARTICIPATION	INSTRUCTIONAL APPROACH	EQUIPMENT	TECHNOLOGY	ENVIRONMENTAL MODIFICATIONS	PERSONNEL/ ACADEMIC RESOURCES
<p>POOR COORDINATION OR DIFFICULTY WITH MOTOR LEARNING -generalized developmental delay -low muscle tone -Dyspraxia</p> <ul style="list-style-type: none"> • Educational classifications which may present with these characteristics: - orthopedic impairment -other health impaired -multiple disabilities - specific learning disability • Diagnoses which may present with these characteristics: -Down Syndrome -Developmental Coordination Disorder* -ADD/ADHD 	<ul style="list-style-type: none"> • Break skills into smaller parts that are achievable, and meaningful. <ul style="list-style-type: none"> • Reward effort. • Make environment predictable when attempting a new skill (e.g., use a tee for batting). • Gradually remove supports as student achieves success. <ul style="list-style-type: none"> • Reduce competition while learning new skills. • Stress participation, and individual goal setting/achievement. • Provide concise verbal cues while student is performing a skill. • Use hands-on assistance in initial phases of learning; use same method of handling each time to provide consistency in input. • Involve self-assessment in the process to develop internalized understanding of new skills. • Follow predictable routine, and allow student to be a leader once routine is mastered. 	<ul style="list-style-type: none"> • Use modified equipment for safety (softer balls, brighter colors, etc.). • Use objects of different sizes, and weights, drawing student’s attention to these differences, and their effect on performance. • Weighted ropes • Ankle weights, weighted vests • Increased proprioceptive input from heavy moving/lifting activities 	<p>Video taping</p>	<ul style="list-style-type: none"> • Use clearly marked boundaries during activities (e.g., cones at the corners when running laps, lines on the floor, floor spots, etc.). • Structure movement in gym in similar manner from activity to activity (always run around points A, B, and C, etc.). • Teach in centers rather than using entire gym. 	<ul style="list-style-type: none"> • CST members • Classroom teacher • School counselor • School nurse <p>Related services: -physical therapist -occupational therapist -behaviorist -speech therapist -Medical specialists > Orthopedist > Neurologist > ENT > Psychiatrist</p> <p>Textbooks: • <i>A Teacher’s Guide to Including Students with Disabilities in General Education</i> - Martin Block • <i>Strategies for Inclusion</i> – Lieberman, Houston-Wilson • <i>Right Fielders are People, Too</i> – John Hichwa • <i>Inclusion Through Sports</i> – Ronald Davis</p>

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* Developmental Coordination Disorder – movement difficulties not related to any known physical, neurological or behavioral disorders that interfere with performance in one or more daily activities.

ADAPTATIONS FOR STUDENTS WITH POOR COORDINATION OR DIFFICULTY WITH MOTOR LEARNING (continued)

CHARACTERISTIC LIMITING PARTICIPATION	INSTRUCTIONAL APPROACH	EQUIPMENT	TECHNOLOGY	ENVIRONMENTAL MODIFICATIONS	PERSONNEL/ ACADEMIC RESOURCES
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<p>POOR CONDITION OR DIFFICULTY WITH MOTOR LEARNING (continued)</p>	<ul style="list-style-type: none"> • Break games into smaller parts while learning or after skill mastery (e.g., smaller court size, half court so difference between offense, and defense is clear, etc). • Emphasize team work. • Ask student “cause, and effect” questions in order for them to learn to grade or direct movement. • Break skills into components, and practice each component (e.g., throwing/catching, visual tracking activities, postural control activities, anticipating movement of the ball, sequencing of movement, bilateral coordination activity, etc.). • Provide clear direction of movement through space. • Include activities for core strength/coordination in each physical education class. • Use picture cards for reinforcement of verbal directions. 				<ul style="list-style-type: none"> • <i>Children with Developmental Coordination: Strategies for Success</i> – Cheryl Missiuna, PhD. • <i>Developmental Coordination Disorder</i> – Sharon Cermak, Dawn Larkin • <i>Gross Motor Skills in Children with Down Syndrome: A Guide for Parents and Professionals</i> – Patricia C. Winders • <i>Asperger’s Syndrome: A Guide for Parents and Professionals</i> -Tony Attwood • Ask therapist for relevant scholarly literature/research <i>Adapted PE: EveryBODY Wins Guide Tape</i> – Drake University, Championship Productions NJCCCS CD-ROM
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ADAPTATIONS FOR STUDENTS WITH POOR COORDINATION OR DIFFICULTY WITH MOTOR LEARNING (continued)

CHARACTERISTIC LIMITING PARTICIPATION	INSTRUCTIONAL APPROACH	EQUIPMENT	TECHNOLOGY	ENVIRONMENTAL MODIFICATIONS	PERSONNEL/ ACADEMIC RESOURCES
<p>POOR CONDITION OR DIFFICULTY WITH MOTOR LEARNING (continued)</p>	<ul style="list-style-type: none"> • Read, and understand Internet based educational records (Tracker), and medical records as available • Consult with school nurse, CST, and/or related services providers. • Train and support paraprofessionals to communicate, interact, and support students in the most appropriate manner • Train peer buddies to interact with student in a way that everyone feels successful 				

ADAPTATIONS FOR STUDENTS WITH COGNITIVE DIFFICULTIES

CHARACTERISTIC LIMITING PARTICIPATION	INSTRUCTIONAL APPROACH	EQUIPMENT	TECHNOLOGY	ENVIRONMENTAL MODIFICATIONS	PERSONNEL/ ACADEMIC RESOURCES
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<p>COGNITIVE DIFFICULTIES</p> <ul style="list-style-type: none"> -Academic problems related to challenges with memory and metacognition -Challenged in reading, and processing -Handwriting problems, fine motor challenges - Difficulty with short, and long-term memory -Difficulty with social skills; ;poor self-concept - Varied academic problems related to reading,, writing, language, and math -Imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations* 	<ul style="list-style-type: none"> • Consult with classroom teacher, and special education faculty regarding how to best provide instructions • Break instruction into short statements. • Provide time for processing. • Use pictures for prompts/reminders • Provide feedback throughout initial practice sessions • Differentiate instruction • Systematic instruction that is explicit, intensive, and supportive with scaffolding of skills • Present skill or skill sets before learning it (modeling) • Use peer modeling and peer buddies • Break games into smaller parts while learning or after skill mastery (e.g., smaller court size, half court so difference between offense, and defense is clear, etc). 	<ul style="list-style-type: none"> • Station cards-breaking down skills • Vary the size, weight, and texture of catching, and throwing objects, striking implements, and other manipulative equipment • Teach students how to use equipment safely • Visual aids/demonstrations, written materials, or pictures 	<ul style="list-style-type: none"> • Use of video and audio clips 	<ul style="list-style-type: none"> • Provide clear boundaries • Provide a practice area for students who need additional practice (differentiate instruction) • Provide extra supervision, have the student stand close to you (proximity) • Consider how you position students based on individual needs 	<ul style="list-style-type: none"> • CST members • Classroom teacher • School counselor • School nurse <p>Related services: physical therapist occupational therapist behaviorist speech therapist</p> <p>Textbooks:</p> <ul style="list-style-type: none"> • <i>A Teacher’s Guide to Including Students with Disabilities in General Education</i> - Martin Block • <i>Strategies for Inclusion</i> – Lieberman, Houston-Wilson • <i>Right Fielders are People, Too</i> – John Hichwa • <i>Inclusion Through Sports</i> – Ronald Davis • <i>Asperger’s Syndrome: A Guide for Parents and Professionals</i> -Tony Attwood • NJCCCS CD-ROM
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*Imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations. (P111, Exceptional Lives) **ADAPTATIONS FOR STUDENTS WITH COGNITIVE DIFFICULTIES** (continued)

CHARACTERISTIC LIMITING PARTICIPATION	INSTRUCTIONAL APPROACH	EQUIPMENT	TECHNOLOGY	ENVIRONMENTAL MODIFICATIONS	PERSONNEL/ ACADEMIC RESOURCES
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<p>COGNITIVE DIFFICULTIES (continued)</p> <p>Educational classifications which may present with these characteristics: - Dyslexia (severe difficulty learning to read) - Dysgraphia (handwriting problems) -Dyscalculia (math difficulties)</p> <p>Medical diagnoses which may present with these characteristics: -Down Syndrome -Prader Willi Syndrome (genetic disorder, poor muscle tone) -Turner Syndrome (chromosomal disorder, short height, over weight, abnormal bone development) - Spina Bifida -Cerebral Palsy -Duchenne Muscular Dystrophy Autism/Asperger/PDD</p>	<ul style="list-style-type: none"> • Break skills into components, and practice each • component (e.g., throwing/catching, visual tracking activities, postural control activities, anticipating movement of the ball, sequencing of movement, bilateral coordination activity, etc.). • Reward effort, and vary reward system • Make environment predictable when attempting a new skill (e.g., use a tee for batting). • Gradually remove supports as student achieves success. • Reduce competition while learning new skills. • Stress participation, and individual goal setting/achievement. • Provide concise verbal cues while student is performing a skill. • Use hands-on assistance in initial phases of learning; use same method of handling each time to provide consistency in input. 				
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ADAPTATIONS FOR STUDENTS WITH COGNITIVE DIFFICULTIES (continued)

CHARACTERISTIC LIMITING PARTICIPATION	INSTRUCTIONAL APPROACH	EQUIPMENT	TECHNOLOGY	ENVIRONMENTAL MODIFICATIONS	PERSONNEL/ ACADEMIC RESOURCES
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<p>COGNITIVE DIFFICULTIES (continued)</p>	<ul style="list-style-type: none"> • Simplify rules of games, and carryover same rules from activity to activity • Read, and understand internet based educational records (Tracker), and medical records as available • Consult with school nurse, CST, and/or related services providers. • Train and support paraprofessionals to communicate, interact, and support students in the most appropriate manner • Train peer buddies to interact with student in a way that everyone feels successful 				
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ADAPTATIONS FOR STUDENTS WITH BEHAVIORAL DIFFICULTIES

<p>CHARACTERISTIC LIMITING PARTICIPATION</p>	<p>INSTRUCTIONAL APPROACH</p>	<p>EQUIPMENT</p>	<p>TECHNOLOGY</p>	<p>ENVIRONMENTAL MODIFICATIONS</p>	<p>PERSONNEL/ ACADEMIC RESOURCES</p>
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<p>BEHAVIORAL DIFFICULTIES -social -emotional</p> <p>Educational classifications which may present with these characteristics - emotional disturbed -autism -multiple disabilities -traumatic brain injury -specific learning disability</p> <p>Diagnoses which may present with these characteristics: -autism/ Asperger’s syndrome -“sensory processing disorder” -Pervasive developmental disorder (PDD) -cerebral palsy</p>	<ul style="list-style-type: none"> • Consult with classroom teacher, and behaviorist regarding behavioral plan, and implementation of strategies within PE program • purposeful pairing of students • Use activities that require teamwork to complete. • Provide clear directions in multiple ways (i.e. verbal, written, picture prompts etc) • Determine student capabilities, and underlying components of sensory processing impairment; match modifications to student needs • Follow-up with evaluation of modifications • Constantly review safety rules, assign peers to assist student from using equipment inappropriately <ul style="list-style-type: none"> • Read, and understand internet based educational records (Tracker), and medical records as available 	<ul style="list-style-type: none"> • Tactile balls • Weighted jump ropes • balls with auditory output (e.g., bells, etc.) • balls/equipment with different textures or weight • Allow student to wear “ earmuffs” or cotton in ear. • Use microphone to direct voice over music system. <ul style="list-style-type: none"> • Use equipment that provides auditory feedback (e.g., stepping on bubble wrap, etc.). • Use equipment that provides alternate kinesthetic input (e.g., balance discs, balls, soft mats, etc.). • weighted vests, ankle weights, weighted backpack 	<p>Videotaping to allow child to re-view performance</p> <p>Technology to either increase or decrease sensory stimuli (ear muffs, voice amplification, increase light, etc)</p>	<ul style="list-style-type: none"> • Use well defined space • Provide areas for student to “take a break” when experiencing episodes of hypersensitivity 	<ul style="list-style-type: none"> • CST members • Classroom teacher • School counselor • School nurse <p>Related services: physical therapist occupational therapist behaviorist speech therapist Medical specialists:</p> <ul style="list-style-type: none"> ➤ Neurologist ➤ ENT ➤ Psychiatrist <p>Textbooks: • <i>A Teacher’s Guide to Including Students with Disabilities in General Education</i> - Martin Block • <i>Strategies for Inclusion</i> – Lieberman, Houston-Wilson • <i>Right Fielders are People, Too</i> – John Hichwa • <i>Inclusion Through Sports</i> – Ronald Davis • <i>Asperger’s Syndrome: A Guide for Parents and Professionals</i> -Tony Attwood • NJCCCS CD-ROM</p>
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ADAPTATIONS FOR STUDENTS WITH BEHAVIORAL DIFFICULTIES (continued)

CHARACTERISTIC LIMITING PARTICIPATION	INSTRUCTIONAL APPROACH	EQUIPMENT	TECHNOLOGY	ENVIRONMENTAL MODIFICATIONS	PERSONNEL/ ACADEMIC RESOURCES
BEHAVIORAL DIFFICULTIES (continued)	<ul style="list-style-type: none">• Consult with school nurse, CST, and/or related services providers.• Train, and support paraprofessionals to communicate, interact, and support students in the most appropriate manner• Train peer buddies to interact with student in a way that everyone feels successful				

ADAPTATIONS FOR STUDENTS WITH SPECIAL MEDICAL NEEDS

CHARACTERISTIC LIMITING PARTICIPATION	INSTRUCTIONAL APPROACH	EQUIPMENT	TECHNOLOGY	ENVIRONMENTAL MODIFICATIONS	PERSONNEL/ ACADEMIC RESOURCES
<p>SPECIAL MEDICAL NEEDS -asthma -allergies -hearing impairment** -vision impairment** -Osteogenesis Imperfecta (brittle bones) -Muscular Dystrophy -seizure disorder -neuromuscular diseases Obesity</p> <p>**also see Sensory Processing Difficulties</p>	<ul style="list-style-type: none"> • Read, and understand internet based educational records (Tracker), and medical records as available • Consult with school nurse, CST, and/or related services providers. <ul style="list-style-type: none"> • Know daily medications, and implications for PE activities • Modify intensity of activities as indicated <ul style="list-style-type: none"> • Plan safety measures with school nurse, and related service providers • Communicate safety measures to ALL staff working in the PE setting • Train, and support paraprofessionals to communicate, interact, and support students in the most appropriate manner • Train peer buddies to interact with student in a way that everyone feels successful 		<p>Speech synthesizer</p> <p>Personal computer</p> <p>Wireless microphones</p> <p>Enlarged print</p> <p>FM communications system</p> <p>Pedometer</p> <p>Talking watch/calculator</p> <p>Digital camera</p> <p>Digital video camera</p> <p>Heart rate monitors</p> <p>Interactive CD-ROMS</p>		<ul style="list-style-type: none"> • CST members • Classroom teacher • School counselor • School nurse <p>Related services: physical therapist occupational therapist behaviorist speech therapist teacher of the hearing impaired</p> <p>Medical specialists <ul style="list-style-type: none"> ➤ Orthopedist ➤ Neurologist ➤ ENT ➤ Psychiatrist </p> <p>Medical reference books</p>

RESOURCES

Textbooks:

- AAHPERD. *Physical Best Activity Guide: Elementary Level*. Champaign, IL: Human Kinetics, 1999. Active Living Alliance for Canadians with a Disability. *Moving to Inclusion*. 1995.
- Attwood, Tony. *Asperger's Syndrome: A Guide for Parents and Professionals*. London, England. Jessica Kingsley Publishers, 1998.
- Bishop, Jason and Simon Driver. "Implementing Service-Learning in Undergraduate Adapted Physical Education." *JOPERD* Volume 78 No. 8 October, 2007: 15-19.
- Block, Martin E., PhD *A Teacher's Guide to Including Students with Disabilities in General Physical Education*, 2nd Edition. Baltimore, MD: Paul H. Brookes Publishing Company, 2000.
- Cermak, Sharon and Dawn Larkin. *Developmental Coordination Disorder*. Albany, NY. Delmar, 2002.
- Davis, Ronald W. *Inclusion Through Sports: A Guide to Enhancing Sport Experiences*. Champaign, IL: Human Kinetics, 2002.
- Hellison, D. *Teaching Responsibility Through Physical Activity*. Champaign, IL. Human Kinetics, 2003.
- Hichwa, John. *Right Fielders Are People Too: An Inclusive Approach to Teaching Middle School Physical Education*. Champaign, IL: Human Kinetics, 1998.
- Kasser, S. *Inclusive Games*. Champaign, IL. Human Kinetics, 1995.
- Kelley, Luke E. *Adapted Physical Education National Standards*. National Consortium for Physical Education and Recreation for Individuals with Disabilities. Champaign, IL. Human Kinetics, 1995.
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Websites:

<http://www.aahperd.org>

American Alliance for Health, Physical Education,
Recreation, and Dance
Adapted Physical Activity Council

<http://www.pecentral.org> PE Central (*Lots of lesson plan ideas.*) http://www7.twu.edu/~f_huettig/ Project INSPIRE:

<http://www.aahperd.org/naspe>

National Association for Sport and Physical Education
(NASPE)

<http://www.asdk12.org/depts/ape/factsheet/MuscularDystrophy.pdf>

Muscular Dystrophy, diagnosis-related books

<http://sbaa.omnibooksonline.com/2007/data/papers/16.pdf>

Spina Bifida, diagnosis-related books

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

The National Center on Physical Activity and Disability

<http://www.flaghouse.com>
Equipment Catalog

Flaghouse: Special Populations *Equipment Catalog* <http://www.sportime.com>

Sportime: Abilitations-Adapted

Media:

Adapted PE: EveryBODY Wins Guide Tape. Drake University. Championship Productions
NJCCCS CD-ROM