

Simple Curricular and Instructional Modifications for Inclusive Physical Education

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Part 3

Curricular and Instructional Modifications to Facilitate Inclusion

Curricular Adaptations

- * Any modification to the regular education curriculum that accommodates the needs of individual students (Giangreco and Putnam, 1991).



Modifications required to:

- Prevent mismatch between student's skill level and lesson content.
- Promote student success in learning appropriate skills.
- Make environment safe and meaningful for student.



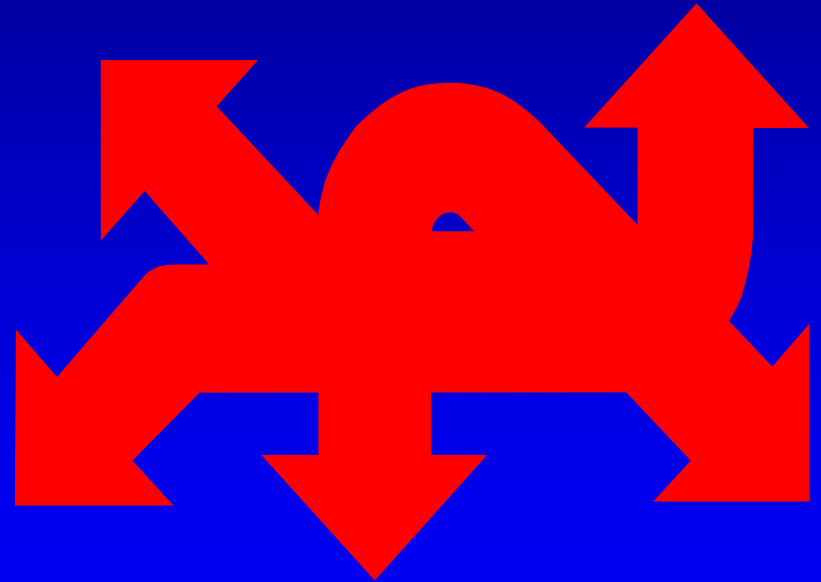
Is a Modification Appropriate?

- * Allows student with a disability to participate successfully, safely, and meaningfully?
- * Makes the activity/setting unsafe for students without disabilities?
- * Does it ruin game/activity so that it is not fun for anyone?
- * Does it cause undue burden on the regular physical education teacher?



Types of Curricular Modifications

- Multilevel Curricular Selection - Different objectives within same curricular domain.
- Curricular Overlapping - Different objectives from different curricular area within same activity.
- Alternative Activities - Different activities in different activity.





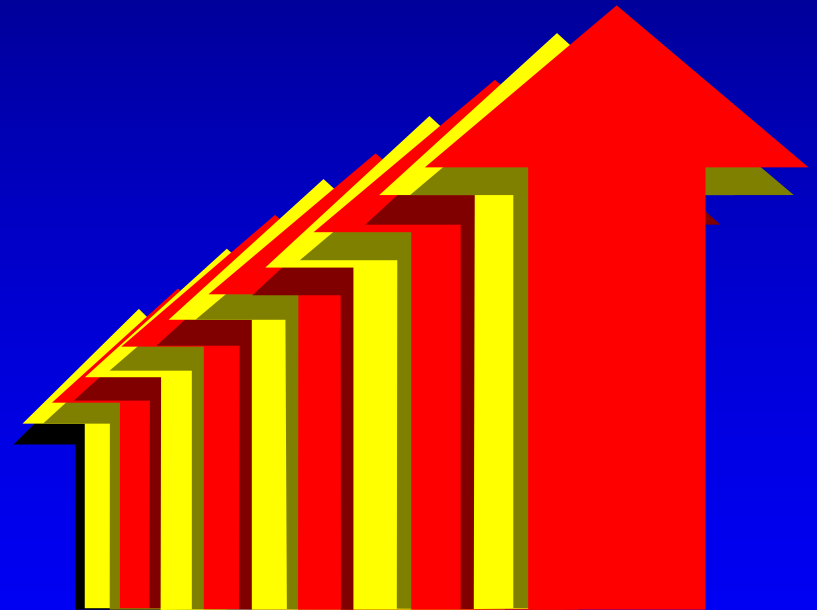
Multilevel Curricular Selection

Extending skill stations

Task /equipment modifications

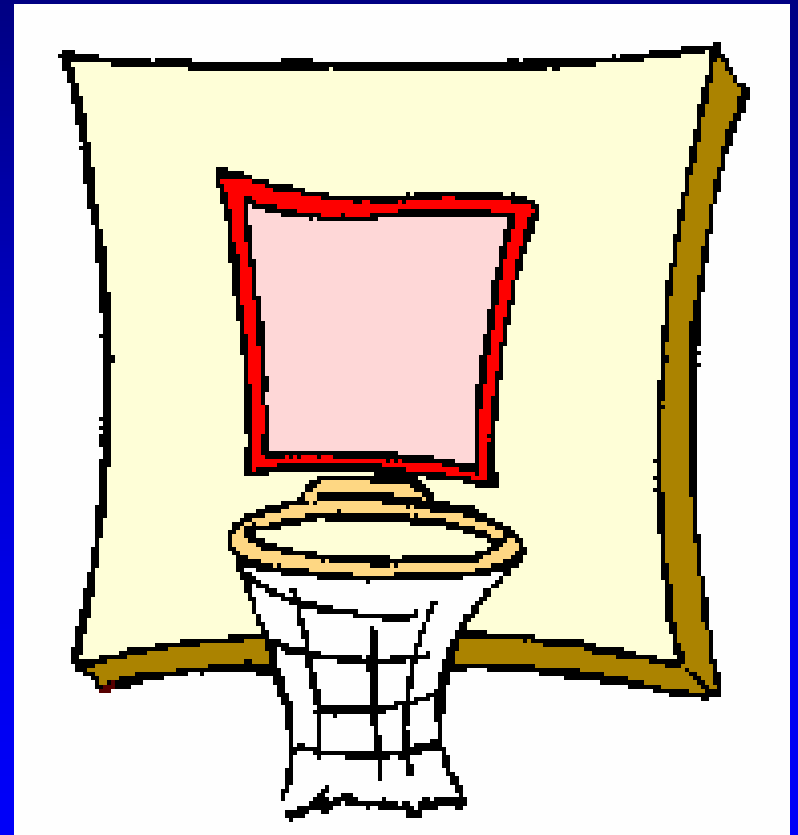
Instructional modifications

Classwide peer tutoring



Extending Skill Stations

1. Hold ball on lap tray
2. Drop ball to floor
3. Slap ball 3x in a row
4. Stationary dribble
5. Walk forward and dribble
6. Jog forward and dribble
7. Dribble between cones
8. Dribble while guarded



Task/Equipment Modifications

Limited Strength?

Limited Speed?

Limited Endurance?

Limited Balance?

Limited Coordination?



Instructional Modifications

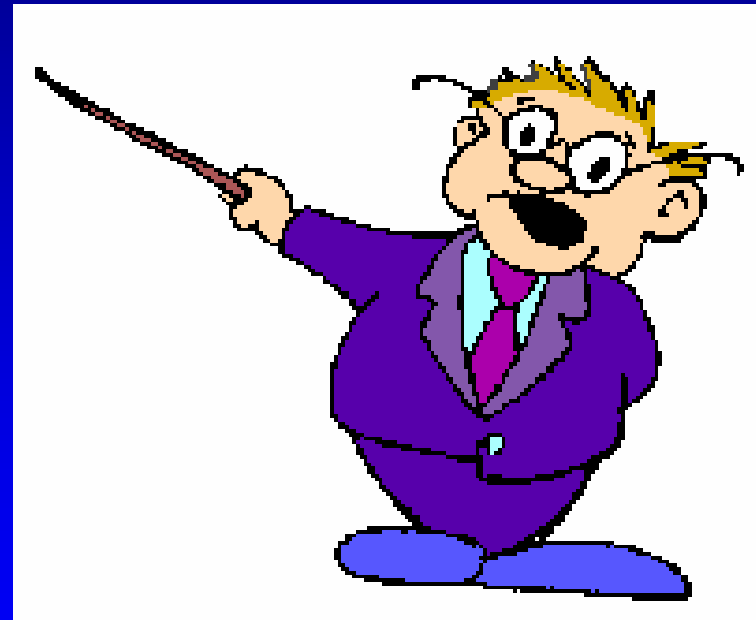
Varying the way you present information

- General instructional modifications
- Cooperative learning
- Direction instruction
- Strategies intervention model
- Movement education



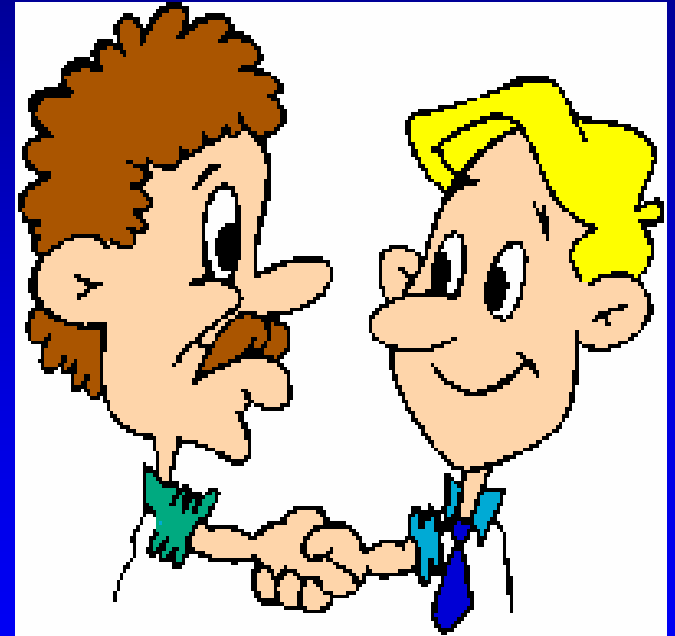
General Instructional Modifications

- ✓ Teaching style
- ✓ Class format
- ✓ Instructional cues
- ✓ Start/stop signals
- ✓ Duration of instruction
- ✓ Duration of participation
- ✓ Instructional setting
- ✓ Distractors
- ✓ Level of motivation



Cooperative Learning

- Group of students with different abilities working together to accomplish a goal (Johnson & Johnson, 1989).
- Examples:
 - Cooperative push-ups
 - Cooperative circle pass
 - Cooperative basketball



Direct Instruction

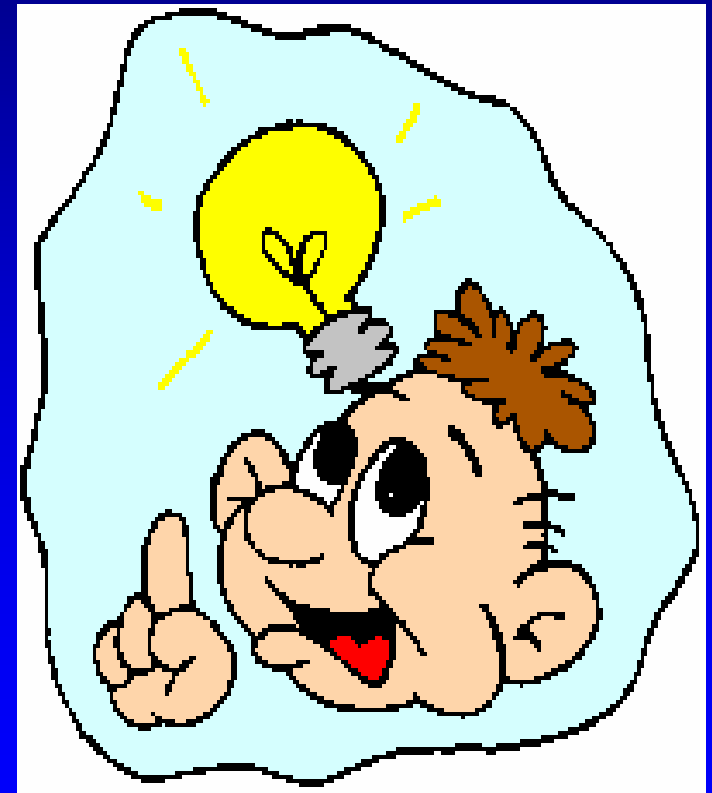
- ❖ Careful, systematic presentation and instruction of materials (Carnine, 1991).
- ❖ Examples:
 - ❖ Direct teaching
 - ❖ Applied behavioral analysis
 - ❖ Classwide peer tutoring



Strategies Intervention Model

- ❑ Teach students how to solve problems (Deschler & Shumaker, 1986).

- ❑ Examples:
 - ❑ ask for help
 - ❑ rehearsal strategies
 - ❑ visualization
 - ❑ goal setting



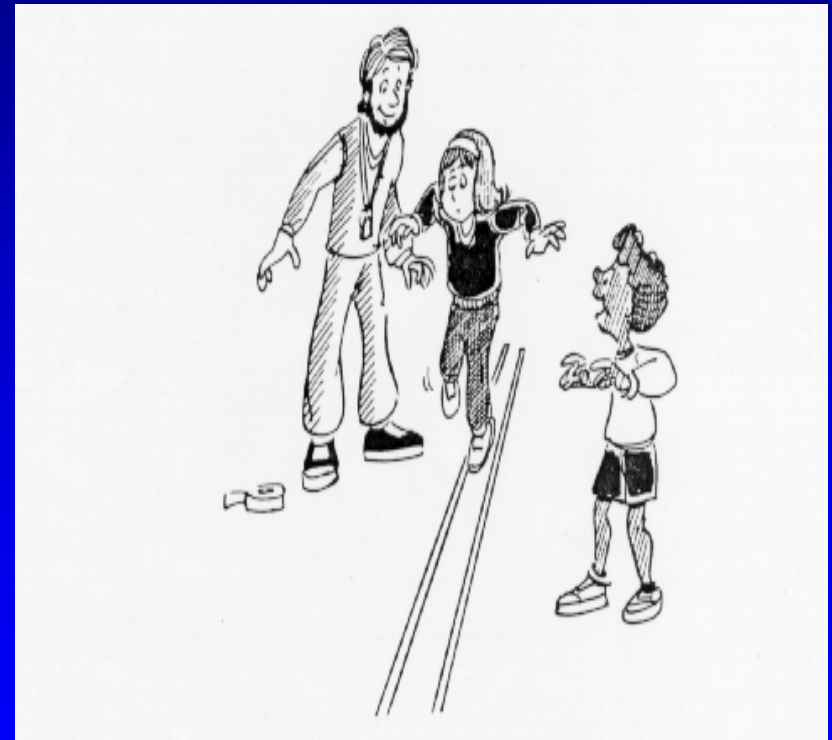
Movement Exploration

- ✓ Student centered approach which allows a variety of movements to accomplish a particular goal (Silverman et al., 1984).
- ✓ Examples:
 - ✓ Teaching by invitation
 - ✓ No legs - locomotor skills
 - ✓ child in wheelchair - soccer



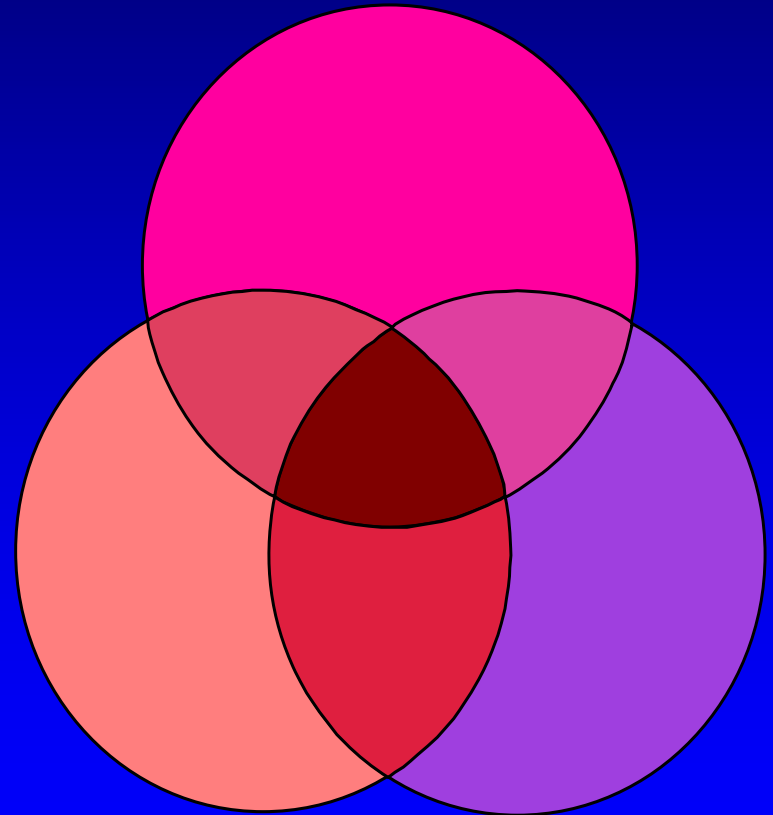
Classwide Peer Tutoring

- Pairs of students working together and taking turns in the role of tutee (practicing skill) and tutor (providing cueing) (Block, Bain, & Oberweiser, 1995)



Curricular Overlapping

- ❖ Different goals within same RPE activity
- ❖ Cooperative learning
- ❖ Classwide peer tutoring



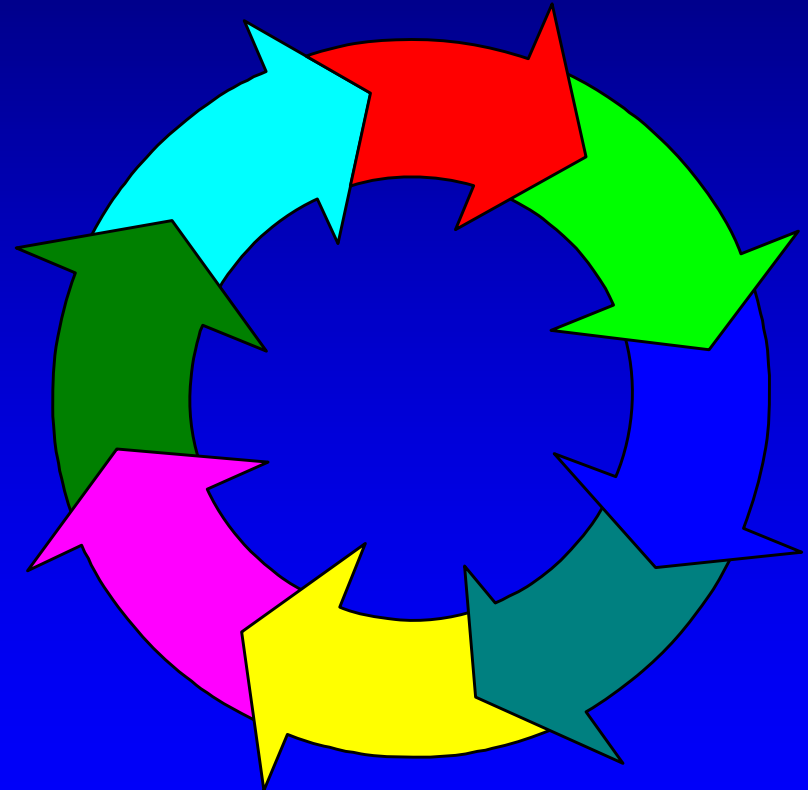
Different Goals within Same Activity

■ Locomotor skills:

- S1 - gallop
- S2 – follow directions
- S3 - skip backwards

3 Basketball game:

- S1 - improve walking
- S2 - improve dribbling
- S3 - 3 point shooting



Cooperative Learning (Diff. Goals)

- Goal - Score 100 points
 - S1 shoot from 3 point area
 - S2 shoot jump shots
 - S3 shoot free throws
 - S4 shoot lay-ups
 - S5 hold object on lap tray, then push object into box on floor



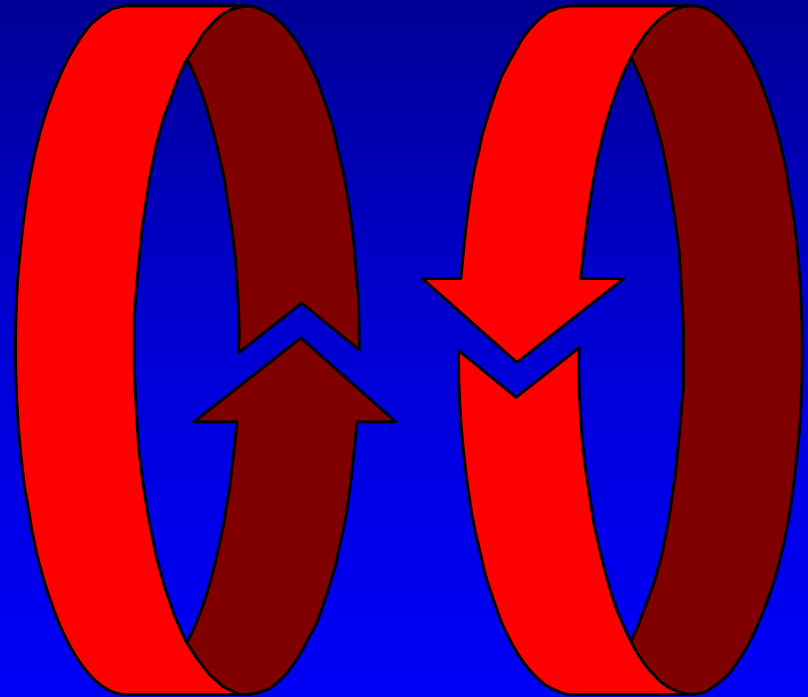
Classwide Peer Tutoring (Diff. Goals)

- » One child works on one skill (e.g., throwing) while other child works on a different skill (e.g., pushing chair forward).



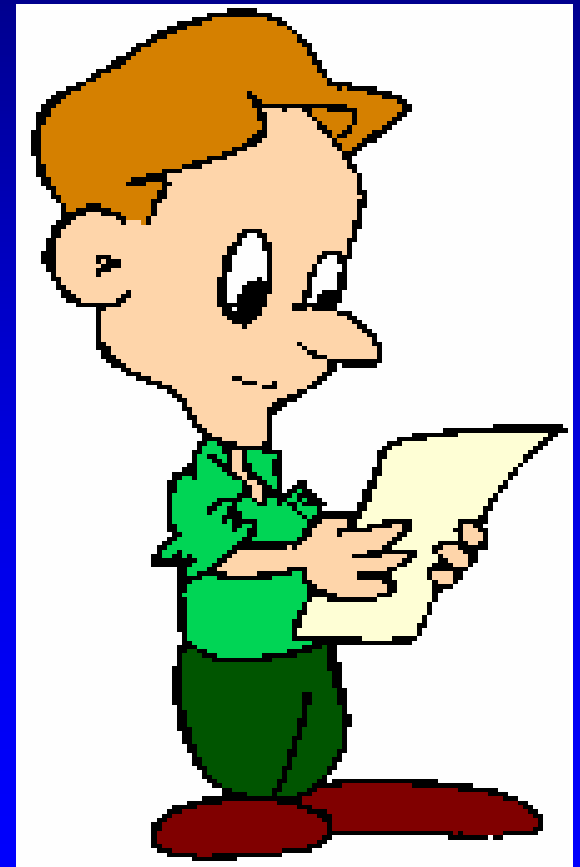
Alternative Activities

- ◇ Pocket Reference
- ◇ Multiple activity selection
- ◇ Pulling out from within



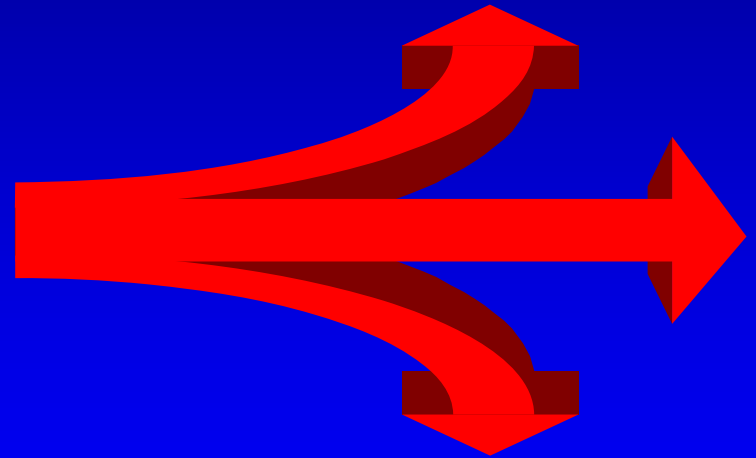
Pocket Reference

- ❖ Student's IEP Objectives
- ❖ A list of activities and instructional arrangements that take place in RPE.
- ❖ A list of modifications to RPE activities and instructional arrangements to accommodate student with disabilities.



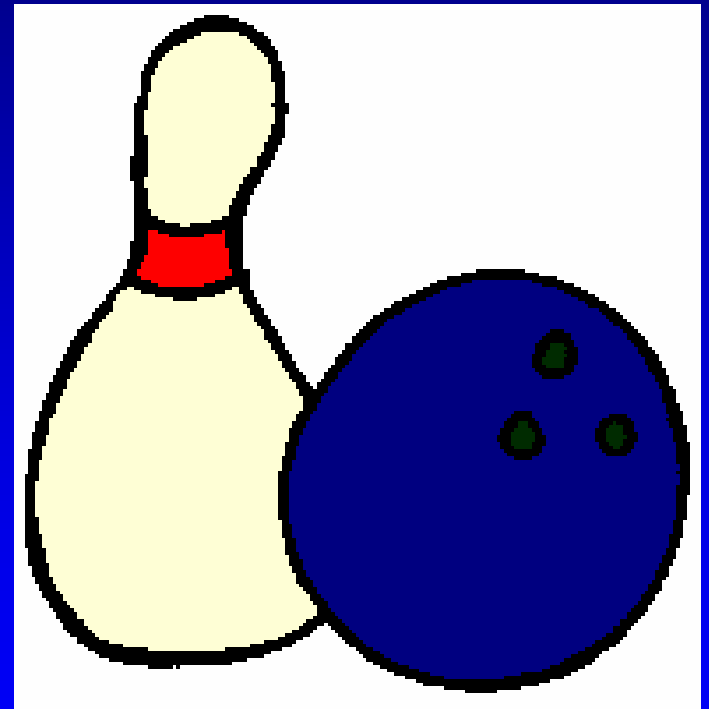
Multiple Activity Selection

- ✓ Having two activities instead of one:
 - ✓ One is designed primarily for children without disabilities (e.g., tumbling)
 - ✓ One is designed primarily for child with disabilities (e.g., throwing)



Pulling out from Within

- Taking child with disabilities (and peer) off to side to work on different activities.
- Example:
 - basketball game and child with severe disability - child is off to side with peers (who rotate in) working on bowling





Summary

- ❖ Children should have individual goals and objectives
- ❖ These goals and objectives should be embedded within regular physical education activities
- ❖ It is OK for a child with a disability to work on something different while in regular physical education.



Summary

❖ Regular Teaching Style

- ✓ One standard for all
- ✓ One activity/game for all
- ✓ Same equipment for all
- ✓ Games use regulation rules

❖ Inclusive Teaching Style

- ✓ Multiple standards
- ✓ Choices in activities
- ✓ Choices in equipment
- ✓ Games are modified