Simple Curricular and Instructional Modifications for Inclusive Physical Education

Martin E. Block, Ph.D.
University of Virginia
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?
Inclusion in Physical Education

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

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)
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

<table>
<thead>
<tr>
<th><strong>Regular</strong> Teaching Style</th>
<th><strong>Inclusive</strong> Teaching Style</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ One standard for all</td>
<td>✓ Multiple standards</td>
</tr>
<tr>
<td>✓ One activity/game for all</td>
<td>✓ Choices in activities</td>
</tr>
<tr>
<td>✓ Same equipment for all</td>
<td>✓ Choices in equipment</td>
</tr>
<tr>
<td>✓ Games use regulation rules</td>
<td>✓ Games are modified</td>
</tr>
</tbody>
</table>