ADAPTING INSTRUCTION IN PHYSICAL EDUCATION

ACTIVITY: Basketball
CURRICULAR AREA: Team Games

Specific instructional adaptations for associated disabilities are listed below:

Deaf/Hearing Impairment -

Emotional Disturbance -

Learning Disability - Modify playing rules to meet the needs of the students.

Mental Retardation - Modify playing rules to meet the needs of the students.

Orthopedic Impairment - Modify the court size for those students who have limited stamina or whose activity patterns must be restricted. Or you can increase the number of players per team to reduce the physical demands on individual players.

One Arm Involvement - Lower or enlarge the basketball hoop for students with limited arm movement or strength. May have to catch and pass the ball using the body as a guard.

Two Arm Involvement - Lower or enlarge the basketball hoop for students with limited arm movement or strength.

One Leg Involvement - Lower the basketball hoops for students in a wheelchair. Players on crutches are more successful with one handed shots rather than two handed shots.

Two Leg Involvement - Lower the basketball hoop for students in a wheelchair.

Other Health Impairment -

Asthma - Modify the court size.

Cardiovascular Condition - Modify the court size, (make it smaller for less running and exertion)

Diabetes -

Visual Impairment - Hang a light string from the back side of the hoop low enough to be reached with the hand but high enough to be above the head to direct a person who is visually impaired in the right direction before shooting. Place a bell on the string that will ring when a basket is successful.
ADAPTING INSTRUCTION IN PHYSICAL EDUCATION

ACTIVITY: Softball  
CURRICULAR AREA: Team Games

Specific instructional adaptations for associated disabilities are listed below:

Deaf/Hearing Impairment-

Emotional Disturbance-

Learning Disability- Modify playing rules to meet the needs of the students.

Mental Retardation- Modify playing rules to meet the needs of the students. Provide students with larger catching gloves.

Orthopedic Impairment- Modify the size of the diamond. Reduce the distance of the pitching box from the home plate to accommodate the abilities of each player.

One Arm Involvement- May need to modify the bat size and type of ball being used in order for the batter to be successful.

Two Arm Involvement- If a student is unable to bat the ball they can let someone else bat for them but still run the bases.

One Leg Involvement- If a batter is able to bat but unable to run the bases they can have a runner step in for them after hitting the ball.

Two Leg Involvement- If a batter is able to bat but unable to run the bases they can have a runner step in for them after hitting the ball.

Other Health Impairment-

Asthma- Reduce the size of the diamond.

Cardiovascular Condition- More bases and fielders may be added to reduce the work and amount of movement required by one or more players.

Diabetes-

Visual Impairment- Use a batting tee and to direct the student in the direction of the ball. Adapting rules so the runner is out when a player who is visually impaired fields the ball and raises it waist high.
ADAPTING INSTRUCTION IN PHYSICAL EDUCATION

ACTIVITY: Football  CURRICULAR AREA: Team Games

Specific instructional adaptations for associated disabilities are listed below:

- **Deaf/Hearing Impairment**
- **Emotional Disturbance**
- **Learning Disability**
- **Mental Retardation** - Use a foam football for better grip.
- **Orthopedic Impairment**
  - **One Arm Involvement** - Position players with arm amputations on the line or as a kicker if blocking is substituted for tackling. Use a foam football for better grip. Players with one arm should catch the ball with the palm and fingers, trapping the ball between the body and hands as it makes contact.
  - **Two Arm Involvement**
  - **One Leg Involvement**
  - **Two Leg Involvement** - For players in wheelchairs games are usually played on an asphalt surface with 6 players per team. Field size may vary. Students in wheelchairs are permitted to pass the ball with their hands.
- **Other Health Impairment**
  - **Asthma** - Limit the amount of playing time.
  - **Cardiovascular Condition** - Limit the amount of playing time.
  - **Diabetes**
- **Visual Impairment** - Short passes of about 4 to 5 feet are most effective for players with limited vision. Passes should be made to the midsection of the receiver. Use a beeper ball, flags and cones to mark the sidelines, sighted guides, and audible goal locator.
ADAPTING INSTRUCTION IN PHYSICAL EDUCATION

ACTIVITY: Soccer  
CURRICULAR AREA: Team Games

Specific instructional adaptations for associated disabilities are listed below:

- **Deaf/Hearing Impairment**
- **Emotional Disturbance**

- **Learning Disability**- Use a foam balls or soccer balls that are slightly deflated for students who may be fearful of the ball.

- **Mental Retardation**- Reduce the size of the playing field and the goal.

- **Orthopedic Impairment**
  - **One Arm Involvement**
  - **Two Arm Involvement**- For players who have no arms, they may kick the ball in bounds rather than throw it in.

  - **One Leg Involvement**- Reduce the size of the playing field and have teams composed of 8 players. Balance on the crutch or prosthetic and kicking with the nondisabled foot. Students on crutches may also use the crutch to strike the ball.

  - **Two Leg Involvement**- For students in wheelchairs it would be best to play on all weather surfaces or indoors on hardwood. Modify rules for students to use their hands when necessary.

- **Other Health Impairment**
  - **Asthma**- Modify the size of the playing field.
  
  - **Cardiovascular Condition**- Modify the size of the playing field.
  
  - **Diabetes**

- **Visual Impairment**- Use a brightly colored yellow or orange ball. Most students will be successful in playing the position of goalie; reducing the size of the goal and provided protective face wear will also be helpful.
ADAPTING INSTRUCTION IN PHYSICAL EDUCATION

ACTIVITY: Volleyball  
CURRICULAR AREA: Team Games

Specific instructional adaptations for associated disabilities are listed below:

**Deaf/Hearing Impairment**- Use a red flag as a substitute for a whistle.

**Emotional Disturbance**-

**Learning Disability**-

**Mental Retardation**- May lower the net from standard height. For students who do not have enough strength to get the ball over the net on the serve they may move up and serve from a shorter distance. Use a lighter ball.

**Orthopedic Impairment**- May lower the net from standard height. May increase the size of the teams to 8 or 10 players.

- **One Arm Involvement**- Game play has been modified for players with amputations. Those with amputations on the upper body usually play without prosthetics.

- **Two Arm Involvement**-

- **One Leg Involvement**- Players on crutches can be assigned a small area of their own to defend. Those with amputations on the lower part of the body usually play with prosthetics.

- **Two Leg Involvement**- For players in wheelchairs the court size can be either increased or decreased.

**Other Health Impairment**-

- **Asthma**- Assign specific areas for these students to cover.

- **Cardiovascular Condition**- Assign specific areas for these students to cover.

- **Diabetes**-

- **Visual Impairment**- Those students with severe visual impairments may be permitted to just serving the ball all game or volleying only if able to see well enough. Use an audible ball.
ADAPTING INSTRUCTION IN PHYSICAL EDUCATION

ACTIVITY: Floor Hockey
CURRICULAR AREA: Team Games

Specific instructional adaptations for associated disabilities are listed below:

Deaf/Hearing Impairment- Use flags to replace the use of a whistle.

Emotional Disturbance-

Learning Disability-

Mental Retardation- Accommodate to size of the goal.

Orthopedic Impairment- Can easily modify the court boundaries. Modify the pace of the game so that students walk rather than run.

One Arm Involvement-

Two Arm Involvement-Students may advance the puck using their feet.

One Leg Involvement-

Two Leg Involvement- For students in wheelchairs it may be helpful to establish areas on the floor to which individual players are restricted. May hold the stick in their lap if using a wheelchair.

Other Health Impairment-

Asthma- Modify the pace of the game so that students walk rather than run.

Cardiovascular Condition- Can serve as the team goalie without risk. Modify the pace of the game so that students walk rather than run.

Diabetes-

Visual Impairment- Restrict players to designated areas. Place a sound device near the goal to direct students who are visually impaired to the goal. Increase the size of the puck.