Adapted Badminton Instruction:

Including Students with Disabilities in Physical Education

Badminton is increasing popularity because it is often played as family recreation in back yards. This is one important reason for promoting badminton to students with disabilities. Once learning the skills of badminton, one can take part in the sport with family and friends.

Badminton can be easily adapted to fit the many needs of students' with disabilities. It is important to focus on individual improvement and personal best of their ability. The classroom environment needs to be set up where everyone can play and enjoy badminton.

It is vital that students with a disability have the same opportunities to be exposed to individual, dual, and team sports in middle through high school, so they can enjoy intramural leagues and community recreation programs. Learning sports and activities for back yard use with family and friends is just as important too.

Assessment

Evaluate the current level of badminton for each student for probability of success. Assess previous experience, fitness level, fine and gross motor functioning, attitude towards his/her disability, and willingness to participate.

Safety Considerations

1. Present material that is age appropriate.
2. Have needed medicine on hand and a cell phone on in case of emergencies.
3. Remove all sharp objects away from playing area and cover up any poles with pads for visual impaired students.
4. Know everyone’s IEP and how to react to emergencies.
5. Motor and know student’s limits.

Instructional Adaptations
The following ideas are set up so that students with disabilities can participate in a general physical education classroom. All specialize equipment that is needed to adapt badminton to fit the individual needs of students with disabilities should be purchased through Individualized Education Program (IEP) and discussed at the Case Conference.

General Adaptations

1. Encourage the buddy system.
2. Change the size of the racquet and birdie according to skill level.
3. Adjust the court size depending on the degree of mobility.
4. Encourage cooperative play instead of competition.

Specific adaptations for associated disabling condition are listed below.

**Cognitive and Sensory Disabilities**

**Visual Impairments**

1. Use a bright color birdie.
2. Use a bigger birdie to slow down the play so the student has time to see and react.
3. Make sure there are not any obstacles on the court so injury does not accrue.
4. Outline the court in a different texture so the student can know the boundaries.
5. Make the court size smaller.
6. Use a beeping birdie or a balloon with a bell in it.
7. Use the buddy system to help orient the student to the proper position.
8. Use a shorter and bigger face racquet.
9. Wear class guards
10. The teacher should have a particular sounding whistle so the visual impaired students can always be able to find teacher.

**Deaf and Hard-of-Hearing**

1. Use a color flag to signal the start of the play.
2. Use visual aids and demonstrations to explain skills.
3. Create movement signals.
4. Use a birdie that lights up or flashes.
5. Speak clearly and at a constant pace.
6. Use the buddy system to help keep the students with hearing impairment facing the students at all times.
Mental Retardation

1. Use concise simple language.
2. Present information in small sequential steps and review steps frequently.
3. Provide immediate feedback
4. Use the buddy system or small groups

Specific Learning Disability

1. Use top down assessment
2. Use progression of eye hand coordination. Start off by using the hand to hit the birdie then progress to using a short handle racquet with a large face to a regular size racquet.
3. When giving instructions have student in front.
4. Use lots of repetition for each skill taught.

Affective Disabilities

Serious Emotional Disturbance

1. Be consistent with everything that is done in the classroom.
2. Focus on social contacts. Start with the buddy system then slowly move into small groups.
3. Provide frequent feedback and reinforcement for good behavior and effort.
4. Provide an abundance of success for all students. Remove the net and just focus on hitting the birdie back-n-forth.
5. Ignore inappropriate behavior.
6. Be close to the student and tell them how you feel.
7. Build up self-image of the students.
8. Encourage verbal expression rather than physical.

Psychomotor Disabilities

Orthopedic Impairment

1. Use a splicing on the handle so students have a better chance of reaching the birdie.
2. Add Velcro around the rim of the racquet face and around the base of the birdie. This way the student in a wheelchair can pick of the birdie.
3. Use a strap on racquet for student with amputations.
4. Use an amputee serving tray.
5. Eliminate serving positions and lines.
6. Make court small if needed.
7. Modify rules such as amount of hitting the birdie, amount of tries to serve, where service is taking place, and only using forehand and backhand hits.
8. Use bigger face racquets and birdies.
9. Place in advantageous places.
10. Have a structured safe environment.

**Cerebral Palsy**

1. Use a strap on racquet or a light racquet depending on strength.
2. Use a large birdie.
3. Use repetition of functional activities.
4. Use the progression method.
5. Focus on balance and range of motion.

**Cardiovascular Conditions**

1. Limit the time of play. Alternate short periods of time for participation and for rest.
2. Have the student stand close to the next so they are not moving around as much.
3. Eliminate competition so student can relax and have fun.

**Respiratory Disorders**

1. Keep gym clean as possible and keep students inside during high pollen season.
2. Create rest breaks for students. Have a 5 minute break after every 2 minutes of play.
3. Add in breathing exercises with performing skills.
4. Provide students with a mat to lie on, a receptacle for spitting, and a box of tissues.

The importance of being able to include everyone is the physical education classroom is increasing. Researching professional journals, workshops, conferences, and working with an adapted physical education teachers will one stay up to date on how to have full inclusion in the physical education classroom. By putting forth the extra effort to adapt physical education to everyone is making a huge difference of the lives of those with and without disabilities. Now everyone can enjoy the excitement and socialization of being able to participate in lifetime sports like badminton.
Reference


This information was developed by Kalie Carlisle, Adapted Physical Education student at Manchester College, Spring 2008. The adaptations and teaching strategies contained in this document are only suggestions. Each student must be considered individually, and in many cases, physician’s written consent must be obtained.