**Modifications in Physical Education for Students with Disabilities**

Modifications can be made in many areas. Equipment modifications, changes n the physical environment, modification of the rules and changes in the movement requirements can all be utilized to provide a more active and successful experience in physical education.

Modifications should address the following questions:

* Will the modifications increase the student’s level of participation?
* Will the modifications create a safe environment for both the students and the remainder of the class?
* Will the modification change the essence or nature of the game?
* Will the modifications help the student with disabilities blend in more or stand out even more than before?
* Will the modifications create a successful experience for **all** students?

Modifications can be made for certain deficiencies, for specific motor and fitness skills. The following are examples of each of these areas:

|  |  |
| --- | --- |
| **For a student with limited strength:** | **For a student with limited speed:** |
| * Shorten distance to move or propel object
* Use lighter equipment
* Use shorter and lighter striking implements
* Allow students to sit or lie down while playing
* Allow students to monitor their own fatigue
* Use deflated balls or suspended balls
* Change movement requirements
 | * Shorten distance or change distances for different students
* Change locomotor pattern
* Equalize competition among teams
* Make safe areas in tag games
 |
| **For a student with limited endurance:** | **For a student with limited balance:** |
| * Shorten distance and playing area
* Allow more rest periods
* Change movement requirements to reduce activity time
* Allow student to sit while playing
* Decrease activity time for students
 | * Provide chair, bar or buddy for support
* Teach balance techniques (widen base, use arms)
* Increase width of surfaces to be walked
* Use carpeted areas rather than slick surfaces
* Teach student how to fall
* Place student near wall for support
* Lower center of gravity
 |
| **For a student with limited coordination and accuracy:** |
| * Use stationary objects for kicking/striking
* Decrease distance for throwing, kicking, and striking
* Make targets and goals larger
* Use scarves, balloons, bubbles to enhance visual tracking skills
* Increase surface of striking implements
* Use larger balls for kicking and striking
* Use softer, slower balls for striking and catching
* Use lighter, less stable pins in bowling-type games.
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**Specific Game and Sport Adaptations**

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| --- | --- | --- | --- |
| **Badminton** | **Basketball** | **Bowling** | **Floor Hockey** |
| * use oversized racquets
* use larger birdies
* use a lower net
* allow students to sit
* eliminate the net
* use a balloon instead of a birdie
 | * use smaller, lighter ball
* use a different type of ball (e.g., playground ball)
* use a lower goal
* use a goal with a larger circumference
* modify rules
* use smaller playing area
 | * use lighter ball
* use fewer number of pins
* allow students to push ball while sitting
* use ramp
* allow three tries instead of two
* use empty milk jugs as pins
* create lanes with cones
 | * use oversized sticks
* use lighter sticks
* use larger ball or puck
* increase size of the goal
* use smaller playing area
* modify rules
* do not use goalies
 |
| **Kickball** | **Soccer** | **Softball** | **Volleyball** |
| * use a lighter, larger ball
* allow students to use a hockey stick to contact ball (wheelchairs)
* decrease distance to base
* use one base
* allow student to kick ball when stationary
 | * use lighter, larger ball
* allow students to use a hockey stick instead of kicking the ball
* use smaller playing area
* allow students to play with a buddy
* allow student to walk to ball or roll wheelchair to ball
* use larger goal
 | * use a lighter, larger ball
* use a lighter bat
* use shorter distance around bases
* use one base
* allow more than three strikes
* use batting tee
* allow more time to get to bases
 | * use a beach ball or balloon
* allow students to sit on the floor
* use lower net
* use no net at all
* use smaller playing court
* allow ball to bounce once before hitting
* allow unlimited number of hits
* allow more than one try when serving
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**Modifications For Group Games and Sports**

**Vary Purpose or Goal of Game**

* Some students play to learn complex strategies while others play to work on simple motor skills

**Vary Number of Players**

* Use smaller size teams to increase participation and isolate students in certain groups, if needed

**Vary Movement Requirements**

* Some students can walk while others run
* Some students can hit off a tee while others hit balls that are tossed

**Vary Field of Play**

* Use shorter distances
* Set up safety zones for those with mobility difficulties
* Make field narrower and wider

**Vary Objects Used**

* Use lighter balls, bats
* Use larger or smaller balls
* Lower net or basket

**Vary the Rules/Expectations**

* Vary number of turns each student receives
* Evaluate what positions students with disabilities will find success
* Use “luck” as means of de-emphasizing skill

Texas Association for Health, Physical Education, Recreation, and Dance (2008). *Adapted Physical Education of Best Practices* (2nd ed.). Denton, TX: Texas Women’s University.