

## **PE Kit – Adapting Archery Activities**

Given the variation in students' visual abilities and in their comfort levels with participation in specific physical activities, it is appropriate to ask each student if he or she believes a specific adaptation is useful or necessary. Some students will choose to participate with minimal adaptation while others will prefer to participate with significant support.

Often, it is useful to combine these activity-specific adaptations with the general adaptations included in the "General Strategies for Successful Inclusion" section.

Some of the adaptations included below are appropriate for the student who is blind while others are more appropriate for the student who has some available vision.

### **Suggested Adaptations:**

- Use tactile graphics and/or the Wheatley Tactile Diagram Kit to teach the game (e.g., the vocabulary associated with the game, the game's objective, the rules of play, etc.)
- Provide the student with the opportunity to explore the equipment used (e.g., up-close visual exploration or tactile exploration.)
- For students with low vision, teach the movements at close visual range and in combination with sufficient verbal information.
- Use physical manipulation in combination with sufficient verbal information to teach the movements, checking that the student is comfortable with this ahead of time.
- Provide a spotter at all times.
- Provide an audible cue at the target (e.g., place a radio below and in front of the target.)
- Provide a visual cue at the target (e.g., a brightly colored balloon.)
- Use adapted equipment such as a sonar bow.
- Position the student with his back to the sun.
- Provide information about the position of the arrows shot.
- Provide a tactile floor or ground cue placed perpendicular to the target.
- To facilitate the student's independent retrieval of the arrows, use a cord or rope running from the target to the mat.

## **PE Kit – Adapting Badminton Activities**

Given the variation in students' visual abilities and in their comfort levels with participation in specific physical activities, it is appropriate to ask each student if he or she believes a specific adaptation is useful or necessary. Some students will choose to participate with minimal adaptation while others will prefer to participate with significant support.

Often, it is useful to combine these activity-specific adaptations with the general adaptations included in the "General Strategies for Successful Inclusion" section.

Some of the adaptations included below are appropriate for the student who is blind while others are more appropriate for the student who has some available vision.

### **Suggested Adaptations:**

- Use tactile graphics and/or the Wheatley Tactile Diagram Kit to teach the game (e.g., the vocabulary associated with the game, the game's objective, the rules of play, etc.)
- Provide the student with the opportunity to explore the equipment used (e.g., up-close visual exploration or tactile exploration.)
  - For the student with low vision, teach the movements at close visual range and in combination with sufficient verbal information.
  - Use physical manipulation in combination with sufficient verbal information to teach the movements, checking that the student is comfortable with this ahead of time.
  - Enable the student's participation in individual and partner drills or in small group games where the movement is limited.
    - Use a brightly colored shuttlecock.
    - Place brightly colored towels or brightly colored tape on the top of the net.
    - Suspend the shuttlecock to assist the student with forearm and backhand stroke development.
    - For the student who is blind, initially substitute a balloon for the birdie attached to the racket. The balloon moves slower and may be easier for the student to hit with the racket.
    - For the student who is blind, attach the shuttlecock to the badminton racket to allow the student to retrieve the shuttlecock independently.

## **PE Kit – Adapting Basketball Activities**

Given the variation in students' visual abilities and in their comfort levels with participation in specific physical activities, it is appropriate to ask each student if he or she believes a specific adaptation is useful or necessary. Some students will choose to participate with minimal adaptation while others will prefer to participate with significant support.

Often, it is useful to combine these activity-specific adaptations with the general adaptations included in the "General Strategies for Successful Inclusion" section.

Some of the adaptations included below are appropriate for the student who is blind while others are more appropriate for the student who has some available vision.

### **Suggested Adaptations:**

- Use tactile graphics and/or the Wheatley Tactile Diagram Kit to teach the game (e.g., the vocabulary associated with the game, the game's objective, the rules of play, etc.)
- Provide the student with the opportunity to explore the equipment used (e.g., up-close visual exploration or tactile exploration.)
- For the student with low vision, teach the movements at close visual range and in combination with sufficient verbal information.
- Use physical manipulation in combination with sufficient verbal information to teach the movements, checking that the student is comfortable with this ahead of time.
- Enable the student's participation in individual and partner drills or in small group games where the movement is limited (e.g., dribbling, bounce pass, lay-ups) or in small group games where the movement is limited.
- Use audible cues for the basket (e.g., attach a beeper or a wireless doorbell "speaker" to the backboard enabling the student to locate the backboard by pressing the doorbell.)
- Provide verbal warning before passing the ball to the student.
- Use a bounce pass to provide an additional auditory cue.
- The student uses a bounce pass or chest pass against a wall.
- Use an auditory basketball (e.g., a ball with a bell or beeper.)
- Use a basketball with a highly visible color for the student with low vision.
- Team members wear brightly bibs for the student with low vision.
- Use colored tape around the rim of the hoop and on important floor markings that are not clearly marked for the student with low vision.

- Lower the basketball hoop.
- For a student with low vision, ensure that the distance the ball travels in passing drills is within the student's visual range.
- Adapt the point system by rewarding 2 points for a basket and 1 point for hitting the top of the rim.
- To teach dribbling skills, ask another student to dribble alongside the student who is visually impaired (e.g., to provide a sound cue.)
- During free throws, help position the student at the free throw line and give a clapping sound while standing directly under the basket.
- Attach a small carpet square to the free-throw line. As the student dribbles around the court and eventually contacts the carpet square indicating the free-throw line, he turns to the sound source near the basket and throws the ball.

## **PE Kit – Adapting Bowling Activities**

Given the variation in students' visual abilities and in their comfort levels with participation in specific physical activities, it is appropriate to ask each student if he or she believes a specific adaptation is useful or necessary. Some students will choose to participate with minimal adaptation while others will prefer to participate with significant support.

Often, it is useful to combine these activity-specific adaptations with the general adaptations included in the "General Strategies for Successful Inclusion" section.

Some of the adaptations included below are appropriate for the student who is blind while others are more appropriate for the student who has some available vision.

### **Suggested Adaptations:**

- Use tactile graphics and/or the Wheatley Tactile Diagram Kit to teach the game (e.g., the vocabulary associated with the game, the game's objective, the rules of play, etc.)
- Provide the student with the opportunity to explore the equipment used (e.g., up-close visual exploration or tactile exploration.)
- For the student with low vision, teach the movements at close visual range and in combination with sufficient verbal information.
- Use physical manipulation in combination with sufficient verbal information to teach the movements, checking that the student is comfortable with this ahead of time.
- Allow the student who is blind to use a rail. (The student maintains contact with the handrail while preparing to let go of the bowling ball. The handrail enables the student to maintain his alignment and indicates the location of the foul line and when it is time to let go of the ball. Contact the alley ahead of time as they may have portable rails available. If a rail is not available, prepare a guide rope by tying a rope between a high stool and a chair placed on the foul line. The student maintains contact with the guide rope. The student may require instruction in the use of a handrail or guide rope. Ask the District Vision Teacher for assistance with setting up a handrail or guide rope.)
- Instead of a handrail or guide rope, use a mat or piece of carpet to indicate the foul line. Ensure that the mat is long enough (2cm X 4 m) to provide the student with sufficient tactile feedback.

- Use a brightly colored mat or brightly colored and tape to indicate the foul line for the student with low vision.
- Use a raised dot to indicate the centre of the approach lane.
- Allow the student to walk the lane before play to perceive accurately the distance of the alley.
- Allow the student to feel the “V” arrangement of the pins (e.g., use pins to recreate the “V” arrangement in a location near the student.)
- Assist the student with correct positioning for lining up.
- Provide feedback as to the pins that are still standing. This adaptation will be necessary for both students with low vision and for students who are blind.)
- Choose the lane with the best lighting for the student with low vision.
- Provide the student with information about how far and whether to use an in turn or an out turn delivery.

## **PE Kit – Adapting Curling Activities**

Given the variation in students' visual abilities and in their comfort levels with participation in specific physical activities, it is appropriate to ask each student if he or she believes a specific adaptation is useful or necessary. Some students will choose to participate with minimal adaptation while others will prefer to participate with significant support.

Often, it is useful to combine these activity-specific adaptations with the general adaptations included in the "General Strategies for Successful Inclusion" section.

Some of the adaptations included below are appropriate for the student who is blind while others are more appropriate for the student who has some available vision.

### **Suggested Adaptations:**

- Use tactile graphics and/or the Wheatley Tactile Diagram Kit to teach the game (e.g., the vocabulary associated with the game, the game's objective, the rules of play, etc.)
- Provide the student with the opportunity to explore the equipment used (e.g., up-close visual exploration or tactile exploration.)
- For the student with low vision, teach the movements at close visual range and in combination with sufficient verbal information.
- Use physical manipulation in combination with sufficient verbal information to teach the movements, checking that the student is comfortable with this ahead of time.
- Provide direct and individual instruction in sweeping and delivery skills.
- Walk the distance of the ice with the student so the student accurately perceives the distance of the shots.
- Provide a designated sweeper for the student who is blind.
- Ensure that the student is squarely aligned in the hack.
- Provide an audible cue for the student who is blind or a light source for the student with low vision at the hog line to indicate the point of release.
- A sighted player taps the broom on the ice to provide an audible cue for the student aiming his shot.

## **PE Kit – Adapting Dance Activities**

Given the variation in students' visual abilities and in their comfort levels with participation in specific physical activities, it is appropriate to ask each student if he or she believes a specific adaptation is useful or necessary. Some students will choose to participate with minimal adaptation while others will prefer to participate with significant support.

Often, it is useful to combine these activity-specific adaptations with the general adaptations included in the "General Strategies for Successful Inclusion" section.

Some of the adaptations included below are appropriate for the student who is blind while others are more appropriate for the student who has some available vision.

### **Suggested Adaptations:**

- Provide direct instruction in dance steps.
- For the student with low vision, teach the movements at close visual range and in combination with sufficient verbal information.
- Use physical manipulation in combination with sufficient verbal information to teach the movements, checking that the student is comfortable with this ahead of time.
- Pre-teach the dance steps as needed (e.g., to avoid the student experiencing embarrassment as he or she learns the movements involved.)
- Provide a sighted guide until the steps and positions are learned.
- For modern dance, provide direct instruction in the expressions and gestures.
- Provide instruction using musical phrases rather than counts.
- Provide immediate and frequent feedback during the skill acquisition phase of instruction.
- Break the activities down into small instructional sets.
- Use specific body oriented instructions (e.g., "reach forward with your left hand and arm and then reach up.)
- Use dance lines in which all students maintain physical contact with each other (e.g., holding hands.)
- For partner dance, the partner maintains physical and/or verbal contact with the student at all times.
- For modern dance, provide the student with a specific boundary free of obstacles within which to dance.
- Use tactile markers to indicate the boundaries of the dance area.

## **PE Kit – Adapting Field and Floor Hockey Activities**

Given the variation in students' visual abilities and in their comfort levels with participation in specific physical activities, it is appropriate to ask each student if he or she believes a specific adaptation is useful or necessary. Some students will choose to participate with minimal adaptation while others will prefer to participate with significant support.

Often, it is useful to combine these activity-specific adaptations with the general adaptations included in the "General Strategies for Successful Inclusion" section.

Some of the adaptations included below are appropriate for the student who is blind while others are more appropriate for the student who has some available vision.

Suggested Adaptations:

- Use tactile graphics and/or the Wheatley Tactile Diagram Kit to teach the game (e.g., the vocabulary associated with the game, the game's objective, the rules of play, etc.)
- Provide the student with the opportunity to explore the equipment used (e.g., up-close visual exploration or tactile exploration.)
- For the student with low vision, teach the movements at close visual range and in combination with sufficient verbal information.
- Use physical manipulation in combination with sufficient verbal information to teach the movements, checking that the student is comfortable with this ahead of time.
- Enable the student's participation in individual and partner drills or in small group games where the movement is limited.
- Use audible cues for the goal (e.g., place a radio near the goal or attach beepers to either end of the goal to provide an audible cue.)
- Use an audible puck or ring for floor hockey.

- Use a brightly colored Frisbee or plastic bottle filled with rice for floor hockey.
- Designate the student to a specific position on the field or floor.
- Use a volleyball instead of a field hockey ball.
- Use a brightly colored ball for field hockey.
- Provide verbal warning that you are passing to the student.
- Have team members wear brightly colored bibs.
- Run brightly colored tape or hang brightly colored towels around the goal for the student with low vision.
- Do not have the student with low vision or who is blind play goalkeeper.
- For students with low vision, ensure that the distance the puck or ball travels during drills is within the student's visual range
- For safety purposes, ask the student to confirm that it is safe to pass each time before passing.
- Have the student feel the puck or ball with his feet and then step back an appropriate distance before contacting the puck.
- Provide feedback immediately after the student contacts the puck or ball (e.g., "The puck traveled to the left.")

## **PE Kit – Adapting Fitness/Aerobic Activities**

Given the variation in students' visual abilities and in their comfort levels with participation in specific physical activities, it is appropriate to ask each student if he or she believes a specific adaptation is useful or necessary. Some students will choose to participate with minimal adaptation while others will prefer to participate with significant support.

Often, it is useful to combine these activity-specific adaptations with the general adaptations included in the "General Strategies for Successful Inclusion" section.

Some of the adaptations included below are appropriate for the student who is blind while others are more appropriate for the student who has some available vision.

### **Suggested Adaptations:**

- Provide direct and individual instruction in the movements involved.
- For the student with low vision, teach the movements at close visual range and in combination with sufficient verbal information.
- Use physical manipulation in combination with sufficient verbal information to teach the movements, checking that the student is comfortable with this ahead of time.
- Pre-teach the vocabulary and the accompanying movements.
- Provide a large enough area clear of obstructions within which the student can participate in the activity.
- Use tactile markers to indicate the boundaries of the activity area.

## **PE Kit – Adapting Fitness/Weight Training Activities**

Given the variation in students' visual abilities and in their comfort levels with participation in specific physical activities, it is appropriate to ask each student if he or she believes a specific adaptation is useful or necessary. Some students will choose to participate with minimal adaptation while others will prefer to participate with significant support.

Often, it is useful to combine these activity-specific adaptations with the general adaptations included in the "General Strategies for Successful Inclusion" section.

Some of the adaptations included below are appropriate for the student who is blind while others are more appropriate for the student who has some available vision.

### **Suggested Adaptations:**

- Consult with the Teacher of Students with Visual Impairment to determine that it is safe for the student to weight train (e.g., some eye conditions may result in further vision loss as a result of weight training.)
- Orient the student to the weight room, asking the District Orientation and Mobility Specialist for assistance.
- Provide the student with individual instruction in the safe use of the equipment including sufficient tactile, verbal and visual information and an opportunity for the student to explore the equipment.
- Provide the student with a spotter at all times.
- Provide the student with a sighted guide as needed.
- When demonstrating a lift or correcting the student's technique, teach the movements at close visual range and in combination with sufficient verbal information for the student with low vision.
- Use physical manipulation in combination with sufficient verbal information to teach the movements, checking that the student is comfortable with this ahead of time.

## **PE Kit – Adapting Golf Activities**

Given the variation in students' visual abilities and in their comfort levels with participation in specific physical activities, it is appropriate to ask each student if he or she believes a specific adaptation is useful or necessary. Some students will choose to participate with minimal adaptation while others will prefer to participate with significant support.

Often, it is useful to combine these activity-specific adaptations with the general adaptations included in the "General Strategies for Successful Inclusion" section.

Some of the adaptations included below are appropriate for the student who is blind while others are more appropriate for the student who has some available vision.

### **Suggested Adaptations:**

- Use tactile graphics and/or the Wheatley Tactile Diagram Kit to teach the game (e.g., the vocabulary associated with the game, the game's objective, the rules of play, etc.)
- Provide the student with the opportunity to explore the equipment used (e.g., up-close visual exploration or tactile exploration.)
- For students with low vision, teach the movements at close visual range and in combination with sufficient verbal information.
- Use physical manipulation in combination with sufficient verbal information to teach the movements, checking that the student is comfortable with this ahead of time.
- Enable the student's participation in individual and partner drills or in small group games where the movement is limited.
- Use a brightly colored ball for the student with low vision.
- Provide a sighted guide to assist with navigating the course.
- Provide information about the correct positioning and directionality of each shot.
- Use a sound source for orientation (e.g., place a radio near the hole.)

- Provide assistance with identifying the appropriate club to use.
- Use the rules for blind golf. These rules involve the use of a sighted coach. The sighted coach assists the visually impaired player by describing the distance, direction and the characteristics of the hole. In addition, the sighted coach assists with club head alignment behind the ball prior to the stroke. The golfer's skill will determine the resulting stroke. In addition to the sighted coach, the golfer with a visual impairment is permitted to ground their club in a hazard.

## **PE Kit – Adapting Gymnastics Activities**

Given the variation in students' visual abilities and in their comfort levels with participation in specific physical activities, it is appropriate to ask each student if he or she believes a specific adaptation is useful or necessary. Some students will choose to participate with minimal adaptation while others will prefer to participate with significant support.

Often, it is useful to combine these activity-specific adaptations with the general adaptations included in the "General Strategies for Successful Inclusion" section.

Some of the adaptations included below are appropriate for the student who is blind while others are more appropriate for the student who has some available vision.

### **Suggested Adaptations:**

- Use tactile graphics and/or the Wheatley Tactile Diagram Kit to teach the game (e.g., the vocabulary associated with the game, the game's objective, the rules of play, etc.)
- Provide the student with the opportunity to explore the equipment used (e.g., up-close visual exploration or tactile exploration.)
- For the student with low vision, teach the movements at close visual range and in combination with sufficient verbal information.
- Use physical manipulation in combination with sufficient verbal information to teach the movements, checking that the student is comfortable with this ahead of time.
- Provide a trained spotter.
- Provide more than one spotter for activities on the more difficult apparatus and for more challenging routines.
- Provide the student with many opportunities to work with and develop confidence in using the large apparatus such as the parallel bars, the uneven bars the pummel horse, the rings and the balance beam.
- Substitute a taped line or a long strip of carpet the same size as the balance beam on the floor for the low balance beam. If the student has low vision, use tape or carpet in a high contrast color.
- Lower the balance beam.

- Provide physical support as needed for the student using the balance beam.
- Provide the student with sufficient support and practice with mounting the balance beam. For the student with low vision, use tape in a high contrast color on the each end of the balance beam. For the blind student, provide a consistent auditory cue signaling that the student is approaching the end of the balance beam.
- Encourage the student to begin on the vaulting box using a one-step approach or beginning with his hands already on the vaulting box.
- For tumbling activities, orient the student to the mat. Place the mat in an area that is free of obstacles. For the student with low vision, use a mat in a color contrasting highly with the floor and for the student who is blind use a consistently used auditory signal to indicate that the student is near the end of the mat. Tape a piece of rope to the mat for the student to use to line up when beginning a routine.

## **PE Kit – Adapting Bowling Activities**

Given the variation in students' visual abilities and in their comfort levels with participation in specific physical activities, it is appropriate to ask each student if he or she believes a specific adaptation is useful or necessary. Some students will choose to participate with minimal adaptation while others will prefer to participate with significant support.

Often, it is useful to combine these activity-specific adaptations with the general adaptations included in the "General Strategies for Successful Inclusion" section.

Some of the adaptations included below are appropriate for the student who is blind while others are more appropriate for the student who has some available vision.

### **Suggested Adaptations:**

- Use tactile graphics and/or the Wheatley Tactile Diagram Kit to teach the game (e.g., the vocabulary associated with the game, the game's objective, the rules of play, etc.)
- Provide the student with the opportunity to explore the equipment used (e.g., up-close visual exploration or tactile exploration.)
- For the student with low vision, teach the movements at close visual range and in combination with sufficient verbal information.
- Use physical manipulation in combination with sufficient verbal information to teach the movements, checking that the student is comfortable with this ahead of time.
- Allow the student who is blind to use a rail. (The student maintains contact with the handrail while preparing to let go of the bowling ball. The handrail enables the student to maintain his alignment and indicates the location of the foul line and when it is time to let go of the ball. Contact the alley ahead of time as they may have portable rails available. If a rail is not available, prepare a guide rope by tying a rope between a high stool and a chair placed on the foul line. The student maintains contact with the guide rope. The student may require instruction in the use of a handrail or guide rope. Ask the District Vision Teacher for assistance with setting up a handrail or guide rope.)
- Instead of a handrail or guide rope, use a mat or piece of carpet to indicate the foul line. Ensure that the mat is long enough (2cm X 4 m) to provide the student with sufficient tactile feedback.

- Use a brightly colored mat or brightly colored and tape to indicate the foul line for the student with low vision.
- Use a raised dot to indicate the centre of the approach lane.
- Allow the student to walk the lane before play to perceive accurately the distance of the alley.
- Allow the student to feel the “V” arrangement of the pins (e.g., use pins to recreate the “V” arrangement in a location near the student.)
- Assist the student with correct positioning for lining up.
- Provide feedback as to the pins that are still standing. This adaptation will be necessary for both students with low vision and for students who are blind.)
- Choose the land with the best lighting for the student with low vision.
- Provide the student with information about how far ad whether to use an in turn or an out turn delivery.

## **PE Kit – Adapting Racquetball Activities**

Given the variation in students' visual abilities and in their comfort levels with participation in specific physical activities, it is appropriate to ask each student if he or she believes a specific adaptation is useful or necessary. Some students will choose to participate with minimal adaptation while others will prefer to participate with significant support.

Often, it is useful to combine these activity-specific adaptations with the general adaptations included in the "General Strategies for Successful Inclusion" section.

Some of the adaptations included below are appropriate for the student who is blind while others are more appropriate for the student who has some available vision.

### **Suggested Adaptations:**

*Given the size of the ball and the rapid speed of play, full participation in a racquetball game is not recommended for students who are blind and can be very challenging for students with low vision to play. Planning for the student's participation involves significant safety considerations.*

- Use tactile graphics and/or the Wheatley Tactile Diagram Kit to teach the game (e.g., the vocabulary associated with the game, the game's objective, the rules of play, etc.)
- Provide the student with the opportunity to explore the equipment used (e.g., up-close visual exploration or tactile exploration.)
- For the student with low vision, teach the movements at close visual range and in combination with sufficient verbal information.
- Use physical manipulation in combination with sufficient verbal information to teach the movements, checking that the student is comfortable with this ahead of time.
- Enable the student's participation in individual and partner drills.
- Use a brightly colored ball.
- Place brightly colored towels or brightly colored tape on the top of the net.
- Suspend the ball to assist the student with forearm and backhand stroke development.
- For the student who is blind, initially substitute a balloon for the ball attached to the racket. The balloon moves slower and may be easier for the student to hit with the racket.

## **PE Kit – Adapting Soccer Activities**

Given the variation in students' visual abilities and in their comfort levels with participation in specific physical activities, it is appropriate to ask each student if he or she believes a specific adaptation is useful or necessary. Some students will choose to participate with minimal adaptation while others will prefer to participate with significant support.

Often, it is useful to combine these activity-specific adaptations with the general adaptations included in the "General Strategies for Successful Inclusion" section.

Some of the adaptations included below are appropriate for the student who is blind while others are more appropriate for the student who has some available vision.

### **Suggested Adaptations:**

- Use tactile graphics and/or the Wheatley Tactile Diagram Kit to teach the game (e.g., the vocabulary associated with the game, the game's objective, the rules of play, etc.)
- Provide the student with the opportunity to explore the equipment used (e.g., up-close visual exploration or tactile exploration.)
- For the student with low vision, teach the movements at close visual range and in combination with sufficient verbal information.
- Use physical manipulation in combination with sufficient verbal information to teach the movements, checking that the student is comfortable with this ahead of time.
- Enable the student's participation in individual and partner drills or in small group games where the movement is limited.
- Use audible cues for the goal (e.g., attach beepers or a wireless doorbell "speaker" to the goal posts enabling the student to hear the goal posts by pressing the doorbell.)
- Use an audible soccer ball with either a bell or beeping system.
- Use a ball with a highly visible color for the student with low vision.
- Provide verbal warning that you are passing and/or kicking the ball to the student.
- Have team members wear brightly colored bibs.
- Run brightly colored tape or hang brightly colored towels around the goal for the student with low vision.
- Avoid the student with low vision or who is blind playing the position of goalkeeper.

- For students with low vision, ensure that the distance the ball travels during drills is within the student's visual range
- For safety purposes, ask the student to confirm that it is safe to kick each time before kicking.
- To facilitate the student's independent retrieval of the ball, have him kick in a throwing cage.
- For kicking practice, place the ball on a ring to keep it from rolling away before the student has kicked it.
- Place the ball in a large, light net that the student who is blind can hold while he or she practices kicking skills.
- Have the student feel the ball with his feet and then step back the appropriate distance before kicking.
- Provide feedback immediately after the student kicks the ball (e.g., "The ball traveled to the right," or "Your kicking leg did not have a backswing when you kicked."

## **PE Kit - Adapting Specific Activities**

Below are several value statements related to adapting for students who are visually impaired some the activities usually included in secondary physical education courses. These over arching value statements guide the use of the activity-specific adaptations included in the PE Kit sections that follow. For example, these value statements determine how the Physical Education Teacher and the student who is visually impaired determine the adaptations used during lessons involving soccer or basketball skills.

### **Value Statement One:**

Given the variation in students' visual abilities and their comfort levels with participation in specific physical activities, it is appropriate to ask each student if he or she believes a specific adaptation is useful or necessary. Some students will choose to participate with minimal adaptation while others will prefer to participate with significant support.

### **Value Statement Two:**

Consideration for the student's autonomy, safety, dignity and right to meaningful participation should guide decisions regarding the use of specific adaptations.

### **Value Statement Three:**

Respectful consultation with the student regarding decisions about the use of specific adaptations helps facilitate his or her successful inclusion in physical education classes.

### **Value Statement Four:**

The Teacher of Students with Visual Impairments and the District Orientation and Mobility Specialist are available to provide information, resources and individualized instruction as needed to implement adaptations. For instance, the District Orientation and Mobility Specialist may be able to orient the student to a community swimming pool before a field trip to the pool or the Teacher of Students with Visual Impairments may pre-teach the student dance steps for a dance unit.

## **Value Statement Four:**

Whenever possible, the Classroom Teacher provides the student who is visually impaired with the opportunity to participate in the same activities as his or her classmates, ensuring that the appropriate adaptations are available or choosing an activity in which all students can participate with minimal support.

If concerns about the student's participation remain even after adaptations are made, the following recommendations may be appropriate.

## **Value Statement Five:**

The student should be provided with the opportunity to learn the concepts related to the activity followed by the opportunity to participate in some aspects of the game. For instance, a student who will not participate in a basketball game will learn the rules of play, will learn the layout of the court, will explore the equipment used, will learn how to dribble and will learn how to shoot hoops.

## **Value Statement Six:**

Occasionally, the student who is visually impaired may benefit from the opportunity to participate in an alternate activity to that in which other students in the class are engaged. For instance, an alternate activity may be preferable if there are questions about the student's safety, meaningful inclusion or dignity. An alternate activity may also be appropriate if the student or parent have expressed significant concern about the student's participation even after the appropriate adaptations are in place.

## **PE Kit – Adapting Squash Activities**

Given the variation in students' visual abilities and in their comfort levels with participation in specific physical activities, it is appropriate to ask each student if he or she believes a specific adaptation is useful or necessary. Some students will choose to participate with minimal adaptation while others will prefer to participate with significant support.

Often, it is useful to combine these activity-specific adaptations with the general adaptations included in the "General Strategies for Successful Inclusion" section.

Some of the adaptations included below are appropriate for the student who is blind while others are more appropriate for the student who has some available vision.

### **Suggested Adaptations:**

*Given the size of the ball and the rapid speed of play, full participation in a squash game is not recommended for students who are blind and can be very challenging for students with low vision to play. Planning for the student's participation involves significant safety considerations.*

- Use tactile graphics and/or the Wheatley Tactile Diagram Kit to teach the game (e.g., the vocabulary associated with the game, the game's objective, the rules of play, etc.)
- Provide the student with the opportunity to explore the equipment used (e.g., up-close visual exploration or tactile exploration.)
- For the student with low vision, teach the movements at close visual range and in combination with sufficient verbal information.
- Use physical manipulation in combination with sufficient verbal information to teach the movements, checking that the student is comfortable with this ahead of time.
- Enable the student's participation in individual and partner drills.
- Use a brightly colored ball.
- Suspend the ball to assist the student with forearm and backhand stroke development.
- For the student who is blind, initially substitute a balloon for the ball attached to the racket. The balloon moves slower and may be easier for the student to hit with the racket.

## **PE Kit – Adapting Swimming, Diving and Aquasize Activities**

Given the variation in students' visual abilities and in their comfort levels with participation in specific physical activities, it is appropriate to ask each student if he or she believes a specific adaptation is useful or necessary. Some students will choose to participate with minimal adaptation while others will prefer to participate with significant support.

Often, it is useful to combine these activity-specific adaptations with the general adaptations included in the "General Strategies for Successful Inclusion" section.

Some of the adaptations included below are appropriate for the student who is blind while others are more appropriate for the student who has some available vision.

### **Suggested Adaptations:**

- Determine that it is safe for the student to dive and swim (e.g., some eye conditions that may result in further vision loss with swimming and diving)
- Provide orientation to the facilities, asking the District Orientation and Mobility Specialist for assistance.
- Provide the student with a sighted guide as needed.
- Provide individual instruction in specific swimming skills and dives.
- For the student with low vision, teach the movements at close visual range and in combination with sufficient verbal information.
- Use physical manipulation in the water and in combination with sufficient verbal information to teach the movements, checking that the student is comfortable with this ahead of time.
- Inform the student where the pool ladders are located (e.g., some students swimming in an unfamiliar pool may require a guide to call out to them to locate the ladder.)
- The student requests an “all clear signal” before each dive.
- The student swims in the inside lanes when obstructions exist in the outside lanes (e.g., the ladders that are not recessed.)

- Use a tapper to indicate the end of the pool. (A tapper is any long pole or stick such as a swimming noodle or a mobility cane with a soft end like a tennis ball attached to the end. A sighted individual who is outside of the pool uses the tapper to tap the swimmer to signal that he or she is near the end of the pool. The tapper ensures that the swimmer is provided with sufficient warning to stop before contacting the end of the pool. The tapper contacts the swimmer's back, head or shoulder at a consistent distance from the wall.)
- For students with low vision, use a brightly colored marker on or near the wall for beginning teaching purposes. Over time, the swimmer will begin to use stroke count to locate the wall.
- Use lane ropes to indicate to the student when he begins to veer out of his lane.
- Use brightly colored lane lines or markers for swimmers with low vision.
- Swimmers will contact the lanes frequently when first learning to swim in a specific pool. The rough lane lines may be painful and may cause the swimmer frustration. Discuss this with the student to determine his or her comfort level.
- The student swims in the appropriate lane for his or her swimming speed.

## **PE Kit – Adapting Table Tennis/Ping Pong Activities**

Given the variation in students' visual abilities and in their comfort levels with participation in specific physical activities, it is appropriate to ask each student if he or she believes a specific adaptation is useful or necessary. Some students will choose to participate with minimal adaptation while others will prefer to participate with significant support.

Often, it is useful to combine these activity-specific adaptations with the general adaptations included in the "General Strategies for Successful Inclusion" section.

Some of the adaptations included below are appropriate for the student who is blind while others are more appropriate for the student who has some available vision.

### **Suggested Adaptations:**

- Consult with the Teacher of Students with Visual Impairments a few weeks in advance to arrange the alternate showdown activity. (Showdown is similar to table tennis. It is a game designed for players who are visually impaired. Students with and without visual impairments play together.)
- Use tactile graphics and/or the Wheatley Tactile Diagram Kit to teach the game (e.g., the vocabulary associated with the game, the game's objective, the rules of play, etc.)
- Provide the student with the opportunity to explore the equipment used (e.g., up-close visual exploration or tactile exploration.)
- For the student with low vision, teach the movements at close visual range and in combination with sufficient verbal information.
- Use physical manipulation in combination with sufficient verbal information to teach the movements, checking that the student is comfortable with this ahead of time.
- Enable the student's participation in individual and partner drills or in small group games where the movement is limited.
- Use a brightly colored ball.

## **PE Kit – Adapting Tennis Activities**

Given the variation in students' visual abilities and in their comfort levels with participation in specific physical activities, it is appropriate to ask each student if he or she believes a specific adaptation is useful or necessary. Some students will choose to participate with minimal adaptation while others will prefer to participate with significant support.

Often, it is useful to combine these activity-specific adaptations with the general adaptations included in the "General Strategies for Successful Inclusion" section.

Some of the adaptations included below are appropriate for the student who is blind while others are more appropriate for the student who has some available vision.

### **Suggested Adaptations:**

*Given the size of the ball and the rapid speed of play, full participation in a tennis game is not recommended for students who are blind and can be very challenging for students with low vision to play. Planning for the student's participation involves significant safety considerations.*

- Use tactile graphics and/or the Wheatley Tactile Diagram Kit to teach the game (e.g., the vocabulary associated with the game, the game's objective, the rules of play, etc.)
- Provide the student with the opportunity to explore the equipment used (e.g., up-close visual exploration or tactile exploration.)
- For the student with low vision, teach the movements at close visual range and in combination with sufficient verbal information.
- Use physical manipulation in combination with sufficient verbal information to teach the movements, checking that the student is comfortable with this ahead of time.
- Enable the student's participation in individual and partner drills.
- Use a brightly colored ball.
- Suspend the ball to assist the student with forearm and backhand stroke development.

- For the student who is blind, initially substitute a balloon for the ball attached to the racket. The balloon moves slower and may be easier for the student to hit with the racket.
- Place brightly colored towels or brightly colored tape on the top of the net.
- Provide the student with a standard over-sized racquet.
- Ensure that the student plays with his back to the sun.

## **PE Kit – Adapting Track and Field/Javelin, Shot Put and Discuss Activities**

Given the variation in students' visual abilities and in their comfort levels with participation in specific physical activities, it is appropriate to ask each student if he or she believes a specific adaptation is useful or necessary. Some students will choose to participate with minimal adaptation while others will prefer to participate with significant support.

Often, it is useful to combine these activity-specific adaptations with the general adaptations included in the "General Strategies for Successful Inclusion" section.

Some of the adaptations included below are appropriate for the student who is blind while others are more appropriate for the student who has some available vision.

### **Suggested Adaptations:**

- Ensure that safety issues related to the discuss throw are addressed for the student who is visually impaired. In some cases, the student who is visually impaired may not participate in the discuss throw activities.
- Orient the student to the various environments. Consult with the District Orientation and Mobility Specialist for assistance.
- Use tactile graphics and/or the Wheatley Tactile Diagram Kit to teach the activity.
- Provide the student with the opportunity to explore the equipment used (e.g., up-close visual exploration or tactile exploration.)
- For the student with low vision, teach the movements at close visual range and in combination with sufficient verbal information.
- Use physical manipulation in combination with sufficient verbal information to teach the movements, checking that the student is comfortable with this ahead of time.
- Ensure that throwing takes place in a throwing cage or in an area free of other people.
- Provide assistance with retrieving the equipment.
- Provide audible cues (e.g., a caller) to assist with the throwing direction.
- Use brightly colored javelins and shot puts (e.g., brightly colored tape) for students with low vision who will retrieve the equipment independently.

## **PE Kit – Adapting Track and Field/High Jump Activities**

Given the variation in students' visual abilities and in their comfort levels with participation in specific physical activities, it is appropriate to ask each student if he or she believes a specific adaptation is useful or necessary. Some students will choose to participate with minimal adaptation while others will prefer to participate with significant support.

Often, it is useful to combine these activity-specific adaptations with the general adaptations included in the "General Strategies for Successful Inclusion" section.

Some of the adaptations included below are appropriate for the student who is blind while others are more appropriate for the student who has some available vision.

### **Suggested Adaptations:**

- Orient the student to the various environments. Consult with the District Orientation and Mobility Specialist for assistance.
- Use tactile graphics and/or the Wheatley Tactile Diagram Kit to teach the activity.
- Provide the student with the opportunity to explore the equipment used (e.g., up-close visual exploration or tactile exploration.)
- For the student with low vision, teach the movements at close visual range and in combination with sufficient verbal information for the student with low vision
- Use physical manipulation in combination with sufficient verbal information to teach the movements, checking that the student is comfortable with this ahead of time.
- Provide a "caller" standing behind the high jump mat to assist the student with the running direction.
- Have the student count the number of steps in the approach or use a one step approach.
- For the student who has low vision, use a brightly colored crossbar (e.g., add brightly colored paint) or hand brightly colored towels from the crossbar.

## **PE Kit – Adapting Track and Field/Hurdles Activities**

Given the variation in students' visual abilities and in their comfort levels with participation in specific physical activities, it is appropriate to ask each student if he or she believes a specific adaptation is useful or necessary. Some students will choose to participate with minimal adaptation while others will prefer to participate with significant support.

Often, it is useful to combine these activity-specific adaptations with the general adaptations included in the "General Strategies for Successful Inclusion" section.

Some of the adaptations included below are appropriate for the student who is blind while others are more appropriate for the student who has some available vision.

### **Suggested Adaptations:**

*The student who is visually impaired participates in running hurdles with extensive adaptation. Full participation in running hurdles is not recommended for students who are blind and can be very challenging for students with low vision. Planning for the student's participation involves significant safety considerations.*

- Use tactile graphics and/or the Wheatley Tactile Diagram Kit to teach hurdles (e.g., the vocabulary associated with the activity, the equipment used, etc.)
- Provide the student with the opportunity to explore the equipment used (e.g., up-close visual exploration or tactile exploration.)
- For the student with low vision, teach the movements at close visual range and in combination with sufficient verbal information.
- Use physical manipulation in combination with sufficient verbal information to teach the movements, checking that the student is comfortable with this ahead of time.

## **PE Kit – Adapting Track and Field/Long Jump Activities**

Given the variation in students' visual abilities and in their comfort levels with participation in specific physical activities, it is appropriate to ask each student if he or she believes a specific adaptation is useful or necessary. Some students will choose to participate with minimal adaptation while others will prefer to participate with significant support.

Often, it is useful to combine these activity-specific adaptations with the general adaptations included in the "General Strategies for Successful Inclusion" section.

Some of the adaptations included below are appropriate for the student who is blind while others are more appropriate for the student who has some available vision.

### **Suggested Adaptations:**

- Orient the student to the various environments (e.g., the running area and the jumping pit.) Consult with the District Orientation and Mobility Specialist for assistance.
- Use tactile graphics and/or the Wheatley Tactile Diagram Kit to teach the activity (e.g., the layout of the running area and jumping pit.)
- Provide the student with the opportunity to explore the equipment used (e.g., up-close visual exploration or tactile exploration.)
- For the student with low vision, teach the movements at close visual range and in combination with sufficient verbal information for the student with low vision
- Use physical manipulation in combination with sufficient verbal information to teach the movements, checking that the student is comfortable with this ahead of time.
- Provide a "caller" standing at the back of the landing pit to assist the student with the running direction.
- Ask the student to point in the running direction before he begins running.
- Model how the student should jump upon contacting the beginning of the jumping pit. If necessary, provide a tactile and/or verbal cue that the student should begin his jump.
- For the student with low vision, use a one-meter takeoff area the width of the run-up lane. Chalk the entire one-meter area.
- Measure the tip of the toe at takeoff to the point of landing.

## **PE Kit – Adapting Track and Field/Running Activities**

Given the variation in students' visual abilities and in their comfort levels with participation in specific physical activities, it is appropriate to ask each student if he or she believes a specific adaptation is useful or necessary. Some students will choose to participate with minimal adaptation while others will prefer to participate with significant support.

Often, it is useful to combine these activity-specific adaptations with the general adaptations included in the "General Strategies for Successful Inclusion" section.

Some of the adaptations included below are appropriate for the student who is blind while others are more appropriate for the student who has some available vision.

### **Suggested Adaptations:**

- Consult with the District Orientation and Mobility Specialist ahead of time to determine the safety of the running route (e.g., he or she will determine potential hazards for the runner who is visually impaired.)
- Ask the District Orientation and Mobility Specialist to orient the student to the running route ahead of time (e.g., he or she will teach the student to use appropriate landmarks and clues increasing the student's independence while running the route.)
- Provide a guide runner for running events.
- Ask the District Orientation and Mobility Specialist to teach the student who is visually impaired and the guide runner to run together.
- Provide the student who is visually impaired with the opportunity to run with several guide runners to avoid the student's dependency on one guide runner.
- Use brightly colored flags or cones to mark the running course. (Flags may work better as their movement in the wind may make them easier to see. In addition, the student may confuse cones used to mark the running course with cones used to mark other track and field events.)
- For sprints and other running activities, the student who is visually impaired uses two lanes and runs with a guide runner.

## Guide Runner Information:

- The District Orientation and Mobility Specialist instructs the student and the guide runner to run together (e.g., the runner who is visually impaired sets the pace while the guide runner avoids rough terrain, overhanging hazards, etc.)
- The District Orientation and Mobility Specialist provides the student and the guide with opportunities to use several running techniques; enabling the student to determine which one he or she prefers.
- The guide runner shares environmental information, conveying the necessary action before the background information (e.g., “Move to the left there is a crowd of people here,” instead of, “There is a crowd of people up ahead, move to the left.”)
- The guide runner uses phrases such as “curb up” and “curb down.”
- The guide runner provides interesting information about the environment (e.g., “We’re running past a park with public washrooms.”)
- The guide runner may run a step in front of the student who is visually impaired.
- The visually impaired student may grasp the guide runner’s arm above the elbow or may hold a strap (short rope or strip of towel about 60 cm long) attached the guide runner’s elbow or hand. The tether should be lightweight and washable.
- For crowded street marathons or off-road running where a single person width running path is necessary, the student may run behind the guide runner holding his or her arm or a light rope attached around the guide’s waist.
- When running with a tether, the guide runner runs slightly ahead of the student and to one side while each partner holds one end of the tether. The guide runner continues to provide verbal information about obstacles and drop-offs. The guide runner tugs on the tether quickly when a student must move to the left or right quickly.
- Guide runners must be safety-conscious. They must be able to predict the potential for danger and to allow more time and space for two bodies.

- Guide runners must be able to observe the environment, run and talk at the same time.
- Some students who are visually impaired are able to run alongside the guide without maintaining physical contact with the guide. In this technique, accurate verbal information from the guide runner is critical to ensure the student's safety. The student must have sufficient warning to move out of the way of obstacles and to avoid drop-offs. The student must be willing to respond to the guide runner's information immediately. The guide runner must be willing to interrupt conversations between himself and the student to provide warning information.

## **PE Kit – Adapting Volleyball Activities**

Given the variation in students' visual abilities and in their comfort levels with participation in specific physical activities, it is appropriate to ask each student if he or she believes a specific adaptation is useful or necessary. Some students will choose to participate with minimal adaptation while others will prefer to participate with significant support.

Often, it is useful to combine these activity-specific adaptations with the general adaptations included in the "General Strategies for Successful Inclusion" section.

Some of the adaptations included below are appropriate for the student who is blind while others are more appropriate for the student who has some available vision.

### **Suggested Adaptations:**

- Use tactile graphics and/or the Wheatley Tactile Diagram Kit to teach the game (e.g., the vocabulary associated with the game, the game's objective, the rules of play, etc.)
- Provide the student with the opportunity to explore the equipment used (e.g., up-close visual exploration or tactile exploration.)
- For the student with low vision, teach the movements at close visual range and in combination with sufficient verbal information.
- Use physical manipulation in combination with sufficient verbal information to teach the movements, checking that the student is comfortable with this ahead of time.
- Enable the student's participation in individual and partner drills or in small group games where the movement is limited.
- Substitute a brightly colored beach ball or other light ball for the individual and partner drills. These balls move slower and are less likely to cause injury.
- Place rice inside the ball to provide an auditory cue.
- Use an auditory volleyball (e.g., with a bell or a beep.)
- Use a white ball with added contrast such as brightly colored tape wrapped around the ball.
- Allow the student who is visually impaired to serve without receiving serves.

- Place brightly colored towels on the net for the student with low vision.
- Allow the student who is visually impaired to volley with a partner.
- Allow the student to play the ball to himself and to volley or bump the ball over the net.
- Have the other student bound the ball first as it approaches the student.
- Provide a verbal warning that the ball is coming to the student.

## **PE Kit – Adapting Wrestling Activities**

Given the variation in students' visual abilities and in their comfort levels with participation in specific physical activities, it is appropriate to ask each student if he or she believes a specific adaptation is useful or necessary. Some students will choose to participate with minimal adaptation while others will prefer to participate with significant support.

Often, it is useful to combine these activity-specific adaptations with the general adaptations included in the "General Strategies for Successful Inclusion" section.

Some of the adaptations included below are appropriate for the student who is blind while others are more appropriate for the student who has some available vision.

### **Suggested Adaptations:**

- Determine that it is safe for the student to participate in wrestling (e.g., some eye conditions may result in further vision loss with participation in wrestling activities.)
- Use tactile graphics and/or the Wheatley Tactile Diagram Kit to teach the game (e.g., the vocabulary associated with the game, the game's objective, the rules of play, etc.)
- Provide the student with the opportunity to explore the equipment used (e.g., up-close visual exploration or tactile exploration.)
- For students with low vision, teach the movements at close visual range and in combination with sufficient verbal information.
- Use physical manipulation in combination with sufficient verbal information to teach the movements, checking that the student is comfortable with this ahead of time.
- Encourage the opponents assume a neutral position facing each other with their fingers in contact to begin each match.
- Ensure that the opponents maintain contact with each other. Stop and restart the match when physical contact breaks.

## **PE Kit - Alternate Activities**

The student who is visually impaired should be provided with the opportunity to participate in the same activities as his or her classmates, ensuring that the appropriate adaptations are in place. Often, it is helpful to choose activities in which all students, regardless of ability or impairment, are able to participate successfully and meaningfully with minimal support.

If concerns about the student's participation remain even after the appropriate adaptations are made, the following recommendations may be appropriate.

### **Recommendations:**

The student should be provided with the opportunity to learn the concepts related to the activity followed by the opportunity to participate in some aspects of the game. For instance, a student who will not participate in a basketball game will learn the rules of play, will learn the layout of the court, will explore the equipment used and will learn skills such as how to dribble and how to shoot hoops.

Occasionally, the student who is visually impaired may benefit from the opportunity to participate in an alternate activity to that in which other students in the class are engaged. An alternate activity may be preferable if the student, the parents, or the school staff believe that significant concerns regarding the student's dignity, safety, or meaningful inclusion persist even after the suggested adaptations are in place.

The following alternate activities are recommended for students who are visually impaired. The Teacher of Students with Visual Impairments and the Orientation and Mobility Specialist are available to provide support including the resources and the information necessary to implement these alternatives. Whenever possible, it is preferable for the entire class to participate in the activity choice with the student who is visually impaired.

### **Alternate Activities:**

- Aerobics
- Archery
- Bowling
- Cross country running (The District Orientation and Mobility Specialist can assist with training a guide and with developing a running route.)

- Personal fitness plan (The student, in consultation with the Classroom Teacher, the Teacher of Visual Impairments and the Orientation and Mobility Specialist, develops a personal fitness plan including goals to which he can work towards.)
- Gymnastics
- Goalball (The Teacher of Students with Visual Impairments may be available to assist with planning a goalball unit, possibly by contacting BC Blind Sports and requesting support with this. In addition, the Teacher of Students with Visual Impairment may be able to assist with locating goalball equipment.)
- Golf
- Individual fitness program including activities such as skipping, walking or running (For individual walking or running programs, the District Orientation and Mobility can assist with developing a route and with providing a sighted guide or guide runner.)
- Recreation and leisure awareness unit (The student is provided with the opportunity to learn about recreation and leisure opportunities available in the community. The Teacher of Students with Visual Impairments may be available to assist with planning and supporting these learning opportunities. The Orientation and Mobility Specialist may be available to orient the student to various community amenities and to teach the student how to travel to and from home and school and the local recreation and sport complexes.)
- Showdown
- Skating
- Snowshoeing (The Teacher of Students with Visual Impairments or District Orientation and Mobility Specialist can assist with organizing a trained guide.)
- Cross-country skiing (The Teacher of Students with Visual Impairments or District Orientation and Mobility Specialist can assist with organizing a trained guide.)
- Stationary cycling
- Swimming
- Tandem cycling (The Teacher of Students with Visual Impairments can request a tandem bicycle from BC Blind Sports.)
- Trampoline
- Weight training
- Wrestling

## **PE Kit – Background Information**

I am a District Teacher of the Visually Impaired and District Orientation and Mobility Specialist with School District NO. 36 (Surrey.)

I developed the PE Kit to better prepare myself for supporting students who are visually impaired enrolled in secondary physical education classes. As a result, the kit includes both information about adapting physical activity in the regular classroom for students who are visually impaired and the equipment required to support these adaptations.

The PE Kit's adaptations and equipment are by no means exhaustive and are not meant to represent the only or the best possible approach to a visually impaired student's involvement in a specific activity. Instead, they are a compilation of the ideas and techniques put forward by many of our province's vision education specialists. They include the strategies described in various professional resources and shared by several Physical Education Teachers with whom I have worked. In addition, the kit's adaptations include the methods and approaches to physical activity used by several School District NO. 36 students who are visually impaired who have shared graciously their personal strategies for successful inclusion in PE classes.

The PE Kit is intended as a starting point in improving further the experiences of visually impaired students in physical education classes. The documents and equipment are meant to begin a discussion of how to better support students who are visually impaired, their parents, Classroom Teachers, Teachers of the Visually Impaired and other school staff in facilitating meaningful, safe and dignified participation in secondary physical education for these unique students. As a result, our interaction with the kit produces an evolving resource that improves continuously.

As a final thought, the PE Kit is shared here with an appreciation of the visually impaired individual's ability to determine for him or herself how and when to participate in athletic activity. Accordingly, I share the PE Kit with deep respect for the unique experiences, challenges and strengths of the students who are visually impaired with whom I have the honour of working.

## **PE Kit - General Strategies for Successful Inclusion**

Included below is a list of strategies to assist educators in facilitating the successful inclusion of students who are visually impaired in secondary physical education classes.

### **(1) Learn about the student's visual impairment.**

For example:

- Request that the Teacher of Students with Visual Impairments explain the student's visual impairment including the implications for meaningful and safe participation in physical education activities.
- Determine whether or not the student experiences physical limitations in addition to his or her vision loss.
- Work with the Teacher of Students with Visual Impairments to develop strategies providing the student with opportunities to maximize the use of his or her available vision.

### **(2) Facilitate the student's access to the environment.**

For example:

- Ensure that the student's specific lighting needs are met.
- Recognize that bright sunny days or dark cloudy days may impact the student's visual functioning during outdoor activities.
- Recognize the possibility that the student may feel disoriented, possibly lacking confidence, in unfamiliar surroundings. Provide the student with clear information to assist him or her in developing an understanding of the environment including an awareness of safety precautions required in the specific environment.
- Ensure the student is aware of obstacles including goal posts and obstacles at the student's head height.
- Request that the Orientation and Mobility Specialist orient the student to the environment (e.g., the change room and the weight room.)
- Work with the Teacher of Students with Visual Impairments to label equipment (e.g., Braille or large print.)
- Familiarize the student with equipment use ahead of time, taking into consideration that most of the information about how to use equipment is

conveyed visually (e.g., provide opportunities for tactile exploration and provide sufficient verbal information.)

- Explain where specific equipment is located (e.g., “The hockey sticks are on the floor near the change room door.”)
- Store the equipment in the same location informing the student of this location ahead of time.
- Work with the Orientation and Mobility Specialist to provide the student with a sighted guide as needed (e.g., for a field trip to a community recreation centre.)
- Work with the Orientation and Mobility Specialist to provide the student with a running guide or running partner.

### (3) Facilitate the student’s access to information.

For example:

- Use the student’s name when giving instructions specific to the student.
- Use clear, concise and consistent directions (e.g., to teach a child to hop, use language such as, “Stand on your left foot, raise your right foot, and jump in the air on your left foot.”)
- Use directional words such as “right” and “left.”
- Use cardinal directions to name the gym walls or the sides of the field.
- Refer to large landmarks in the playing area (e.g., “Walk to the exit door and turn toward the window.”)
- Use terms such as “quarter turn,” “half turn,” or “full turn.”
- Use physical instruction such as hand over hand to demonstrate skills, checking that the student is comfortable with this ahead of time.
- Use the student in physical demonstrations for the rest of the class, checking that the student is comfortable with this ahead of time.
- Work with the Teacher of Students Who are Visually Impaired to provide the student with print course material in the appropriate medium including Braille, large print or electronic text.

### (4) Adapt as needed the equipment or the rules of play.

For example:

- Ensure all students know and use safety rules
- Provide the student with information regarding safety precautions required for a given activity
- Where necessary provide one-to-one or small group support.

- Break skills down into their component parts progressing from less difficult to more complex skills (e.g., the person passes the ball to the student from a very short distance, the person passes the ball to the student from a short distance including a bounce in the pass, the person passes the ball to the student from a greater distance including a bounce in the pass, the person passing the ball to the student eliminates the bounce in the pass and the person passing the ball to the student increases the distance at which the ball is passed.)
- Use a smaller field of play allowing for the student's increased involvement in the game with minimal change to the experience for other students in the class.
- Slow the games action (e.g., replace a ball with a balloon.)
- Use larger playing objects or targets increasing the student's ability to see them.
- Move targets closer to the student.
- Use an auditory signal at the target.
- Mark the goal area with pylons or brightly colored mats.
- Use an auditory signal to indicate the goal area.
- Use beepers, bells or rice in balls to provide auditory cues.
- Use brightly colored balls or add brightly colored tape to balls to provide contrast with the walls and floor.
- Use a beach ball with rice in it (e.g., instead of a volleyball)
- Use an under inflated ball that will not roll away as quickly when kicked.
- Use a brightly colored balloon to slow the action while the student learns a skill.
- Use bean bags for throwing making it easier for the student to retrieve as compared to a ball that rolls away
- Ask teammates to clap or to call out to indicate the direction of play (e.g., the direction in which to throw the ball.)
- Use lane markers for track and field (e.g., wide and brightly colored strips of tape, bring cones, rope)
- Use guides for foot placement for field events such as long jump (e.g., wide, bright strip of tape.)
- Use tactile boundary markers such as tumbling mats or a rubber carpet runner (e.g., place the tumbling mats next to the wall providing the student with a tactile indication of the boundaries or that he or she is approaching a wall or other object, place the rubber carpet runner next to the wall to assist the student in recognizing that he or she has stepped out of bounds and is approaching the wall.)
- Use brightly colored boundary markers (e.g., cones, wide and brightly colored strip of tape.)

- Drape brightly colored towels over a net or a high jump bar.
- Use brightly colored bibs or armbands to identify team members.
- Substitute a Frisbee or a plastic bottle with rice in it for a puck.
- Substitute a beanbag for floor hockey (e.g., it is heavy enough for the student to feel it with the hockey stick.)
- Implement a “no challenge” rule to provide the student with an opportunity to retrieve and pass the ball to a teammate.
- Use stationary equipment (e.g., use a t-ball stand, kick a stationary ball, strike a suspended shuttlecock.)
- Use a stationary takeoff (e.g., high jump, running long jump.)
- Allow a bounce in the throw to provide a sound cue.
- Use light balls to lesson the impact of a direct hit (e.g., while playing dodge ball.)
- Use brightly colored tape to mark the playing areas on the floor or walls.
- Use a running guide or partner.

## **PE Kit – How to Use the Kit**

### **The Intended Audience:**

The PE Kit is intended for use by anyone supporting a student who is visually impaired enrolled in a secondary physical education class. This may include the Classroom Teacher, the Teacher of the Visually Impaired, the Orientation and Mobility Specialist or an Educational Assistant. The student who is visually impaired should also have access to the kit. To this end, all of the information in the kit is provided in large print and hard copy Braille and is available for download as e-text allowing the student to access independently suggested adaptations. At any given time, the student, like the professionals supporting him or her, should be able to reach into the kit, pull out the suggested adaptations, locate the necessary equipment and then proceed to participate appropriately and with dignity in each specific activity. Moreover, the student's role in the kit's use should involve opportunities to provide educators with additional recommendations based on his or her personal experiences with vision loss.

### **How to Use the Kit:**

The PE Kit's first document entitled "PE Kit - General Strategies for Successful Inclusion" provides introductory information about how to best facilitate the student's success in a secondary physical education class. The second document "PE Kit – Adapting Specific Activities" includes several over arching value statements related to teaching students who are visually impaired. These statements guide the adaptation suggestions included in each of the kit's following sections, which, in turn, include adaptations for specific activities such as hockey or badminton. Ideally, anyone using the kit would read all of the documents before implementing adaptations to a specific activity. However, given the time constraints often experienced by educators, many of the value statements related to best practice in the field of vision education included in these initial documents are repeated in documents that follow describing adaptations to specific activities. As a result, anyone using the kit reading only a document including adaptations for a given athletic activity, will still have access to key points regarding vision education best practice.

For instance, the following value statement appears first in the document, “PE Kit - Adapting Specific Activities.” Given its importance in determining how educators approach the students’ inclusion in physical education it reappears in each subsequent document including “PE Kit – Adapting Volleyball” or “PE Kit – Adapting Soccer.”

**Value Statement:**

Given the variation in students’ visual abilities and their comfort levels with participation in specific physical activities, it is appropriate to ask each student if he or she believes a specific adaptation is useful or necessary. Some students will choose to participate with minimal adaptation while others will prefer to participate with significant support. Consideration for the students’ autonomy, safety, dignity and right to meaningful participation should guide decisions regarding the use of specific adaptations. Consultation with the student regarding these decisions helps facilitate his or her successful inclusion.

The section “PE Kit - Alternate Activities” includes a rationale for providing a student who is visually impaired with the opportunity to participate in an activity other than the original activity planned for a given lesson. A list of some possible alternate activities is provided.

The “PE Kit - Physical Education 8 Prescribed Learning Outcomes and the Student who is Visually Impaired” describes the roles and responsibilities of the student, the Classroom Teacher, the Teacher of the Visually Impaired, the Orientation and Mobility Specialist and the Education Assistant in facilitating the student’s ability to achieve the learning outcomes. As the kit evolves, the Physical Education 9 to 12 learning outcomes will be addressed in additional documents.

## **PE Kit – Outdoor Pursuits – Canoeing, Kayaking, Sailing and Windsurfing**

Given the variation in students' visual abilities and in their comfort levels with participation in specific physical activities, it is appropriate to ask each student if he or she believes a specific adaptation is useful or necessary. Some students will choose to participate with minimal adaptation while others will prefer to participate with significant support.

Often, it is useful to combine these activity-specific adaptations with the general adaptations included in the "General Strategies for Successful Inclusion" section.

Some of the adaptations included below are appropriate for the student who is blind while others are more appropriate for the student who has some available vision.

### **Suggested Adaptations:**

- Use tactile graphics and/or the Wheatley Tactile Diagram Kit to teach the activity (e.g., the vocabulary associated with the activity, etc.)
- Provide the student with the opportunity to explore the equipment used (e.g., up-close visual exploration or tactile exploration.)
- Teach the movements at close visual range and in combination with sufficient verbal information for the student with low vision
- Use physical manipulation in combination with sufficient verbal information to teach the movements, checking that the student is comfortable with this ahead of time.
- Ensure that a sighted individual is on board and within reaching distance of the student at all times.
- Ensure that the student who is visually impaired is in the bow position.

## **PE Kit – Prescribed Learning Outcomes Physical Education 8**

The following section contains the Physical Education 8 prescribed learning outcomes from the BC Ministry of Education Physical Education 8 to 10 Integrated Resource Package 2008. Included with the PE 8 learning outcomes is a general description of the roles and responsibilities of the Classroom Teacher, the Teacher of the Visually Impaired, the Orientation and Mobility Specialist and the Student who is Visually Impaired in facilitating the successful participation of students with visual impairments in Physical Education 8 activities. When used in combination with the adaptations to specific activities included in other sections of the PE Kit and the appropriate equipment, the information presented in this document facilitates more meaningful, safe and dignified participation in PE 8 for the student with visual impairments.

Prescribed Learning Outcomes from the BC Ministry of Education Physical Education 8 to 10 Integrated Resource Package 2008:

### PLOS - SECTION A:

#### ACTIVE LIVING

##### **Knowledge**

It is expected that students will:

- A1 assess the positive implications of active living
- A2 describe
  - health-related components of fitness (muscular strength, muscular endurance, cardio vascular endurance, and flexibility)
  - skill-related components of fitness (e.g., agility, speed, reaction time, coordination, balance)
- A3 describe principles of training
- A4 describe the importance of assessing their rate of exertion during physical activity
- A5 pursue personal physical activity goals related to health-related components of fitness (muscular strength, muscular endurance, cardiovascular endurance, or flexibility)

##### **Participation**

- A6 participate daily in moderate to vigorous physical activity to enhance fitness
- A7 demonstrate a willingness to participate in a wide range of physical
  - activities, including
  - individual and dual activities
  - games
  - rhythmic movement activities (including dance and gymnastic activities)

## **Classroom Teacher, Teacher of the Visually Impaired, Orientation and Mobility Specialist and Student Roles in Facilitating the Student's Successful Participation:**

### **The Classroom Teacher:**

Consults with the Teacher of the Visually Impaired and the Orientation and Mobility Specialist regarding the impact of the student's visual impairment on functioning in the PE class and regarding the possibility of additional medical concerns the student may possess.

Provides the Teacher of the Visually Impaired (TVI) with advance print copies of all curriculum material. (The TVI will have these materials prepared for the student in the appropriate medium including Braille, electronic text or large print with tactile graphics of all course diagrams. The student receives curriculum material at the same time as his or her sighted peers.)

As needed, provides the student with additional instruction in and explanation of concepts and physical activities.

Refers to the information about specific adaptations for various activities.

Consults with the Teacher of the Visually Impaired and the Orientation and Mobility Specialist regarding the student's vision specific needs (e.g., orientation to various environments, participation in physical activity designed specifically for individuals who are visually impaired such as goalball or showdown.)

### **The Teacher of the Visually Impaired:**

Shares information with the school staff and with students regarding visual impairment and its possible impact on the student's functioning in the physical education class.

Prepares all curriculum material in the appropriate medium including Braille, electronic text or large print and including tactile graphics for all diagrams and charts.

As needed, provides the student with additional instruction in and explanation of concepts and physical activities.

Facilitates the implementation of specific adaptations for various activities (e.g., provides and Equipment.)

Facilitates the inclusion of physical activity designed specifically for individuals who are visually Impaired in the student's program (e.g., provides equipment for showdown, contacts BC Blind Sports to arrange a goalball presentation.)

Facilitates the student's ability to advocate effectively, appropriately and independently for his visual needs.

**The Orientation and Mobility Specialist:**

Orients the student to various environments.

Shares information with school staff and students regarding the student's unique travel needs.

**The Student:**

Brings to class and uses as needed his or her assistive technology (e.g., Braille notetaker to read course content, laptop with screen reader software to complete Internet research)

Shares information about his or her visual needs.

Advocates effectively, appropriately and independently for his or her visual needs.

Shares information about the effectiveness of specific adaptations.

Prescribed Learning Outcomes from the BC Ministry of Education Physical Education 8 to 10 Integrated Resource Package 2008:

**PLOS - SECTION B:****MOVEMENT**

- B1 apply fundamental movement skills in structured individual and dual activities
- B2 apply fundamental movement skills in games activities in predictable situations
- B3 apply fundamental movement skills in structured rhythmic movement activities
- B4 demonstrate principles of training for improving their fitness
- B5 relate activity-based movement skills to movement concepts, including
  - body awareness (e.g., parts of the body, weight transfer)
  - spatial awareness (e.g., personal and general space, directional, pathways, levels, planes)
  - qualities of movement (e.g., speed, force, flow)
  - relationships (e.g., to people, to objects)

## **Classroom Teacher, Teacher of the Visually Impaired, Orientation and Mobility Specialist and Student Roles in Facilitating the Student's Successful Participation:**

### **The Classroom Teacher:**

Consults with the TVI and the O&M Specialist regarding the student's unique instructional needs in terms of learning activity-based movement concepts.

Consults with the Teacher of the Visually Impaired and the Orientation and Mobility Specialist regarding the impact of the student's visual impairment on functioning in the PE class and regarding the possibility of additional medical concerns the student may possess.

Provides the Teacher of the Visually Impaired (TVI) with advance print copies of all curriculum material. (The TVI will have these materials prepared for the student in the appropriate medium including Braille, electronic text or large print with tactile graphics of all course diagrams. The student receives curriculum material at the same time as his or her sighted peers.)

As needed, provides the student with additional instruction in and explanation of concepts and physical activities.

Refers to the information about specific adaptations for various activities.

Consults with the Teacher of the Visually Impaired and the Orientation and Mobility Specialist regarding the student's vision specific needs (e.g., orientation to various environments, participation in physical activity designed specifically for individuals who are visually impaired such as goalball or showdown.)

### **The Teacher of the Visually Impaired:**

Consults with the Classroom Teacher and the O&M Specialist regarding the student's unique instructional needs in terms of learning activity-based movement concepts.

Shares information with the school staff and with students regarding visual impairment and its possible impact on the student's functioning in the physical education class.

Prepares all curriculum material in the appropriate medium including Braille, electronic text or large print and including tactile graphics for all diagrams and charts.

As needed, provides the student with additional instruction in and explanation of concepts and physical activities.

Facilitates the implementation of specific adaptations for various activities.

Facilitates the inclusion of physical activity designed specifically for individuals who are visually Impaired in the student's program (e.g., provides equipment for showdown, contacts BC Blind Sports to arrange a goalball presentation.)

Facilitates the student's ability to advocate effectively, appropriately and independently for his visual needs.

**The Orientation and Mobility Specialist:**

Consults with the TVI and the Classroom Teacher regarding the student's unique instructional needs in terms of learning activity-based movement concepts.

Orients the student to various environments.

Shares information with school staff and students regarding the student's unique travel needs.

**The Student:**

Brings to class and uses as needed his or her assistive technology (e.g., Braille notetaker to read course content, laptop with screen reader software to complete Internet research)

Shares information about his or her visual needs.

Advocates effectively, appropriately and independently for his or her visual needs.

Shares information about the effectiveness of specific adaptations.

Prescribed Learning Outcomes from the BC Ministry of Education Physical Education 8 to 10 Integrated Resource Package 2008:

**PLOs – SECTION C:****SAFETY, FAIR PLAY AND LEADERSHIP**

- C1 demonstrate behaviours that minimize the risk of injury to self and others in physical activity
- C2 follow guidelines for proper use of equipment and facilities
- C3 demonstrate fair play in physical activities across the activity categories
- C4 exhibit leadership in specific physical activities

Classroom Teacher, Teacher of the Visually Impaired, Orientation and Mobility Specialist and Student Roles in Facilitating the Student's Successful Participation:

**The Classroom Teacher:**

Consults with the TVI and the O&M Specialist regarding the student's unique instructional needs in terms of working towards learning outcomes related to risking injury to self and others in physical activity.

Consults with the Teacher of the Visually Impaired and the Orientation and Mobility Specialist regarding the impact of the student's visual impairment on functioning in the PE class and regarding the possibility of additional medical concerns the student may possess.

Provides the Teacher of the Visually Impaired (TVI) with advance print copies of all curriculum material. (The TVI will have these materials prepared for the student in the appropriate medium including Braille, electronic text or large print with tactile graphics of all course diagrams. The student receives curriculum material at the same time as his or her sighted peers.)

As needed, provides the student with additional instruction in and explanation of concepts and physical activities.

Refers to the information about specific adaptations for various activities.

Consults with the Teacher of the Visually Impaired and the Orientation and Mobility Specialist regarding the student's vision specific needs (e.g., orientation to various environments, participation in physical activity designed specifically for individuals who are visually impaired such as goalball or showdown.)

#### **The Teacher of the Visually Impaired:**

Consults with the Classroom Teacher and the O&M Specialist regarding the student's unique instructional needs in terms of working towards learning outcomes related to risking injury to self and others in physical activity.

Shares information with the school staff and with students regarding visual impairment and its possible impact on the student's functioning in the physical education class.

Prepares all curriculum material in the appropriate medium including Braille, electronic text or large print and including tactile graphics for all diagrams and charts.

As needed, provides the student with additional instruction in and explanation of concepts and physical activities.

Facilitates the implementation of specific adaptations for various activities (e.g., provides and Equipment.)

Facilitates the inclusion of physical activity designed specifically for individuals who are visually Impaired in the student's program (e.g., provides equipment for showdown, contacts BC Blind Sports to arrange a goalball presentation.)

Facilitates the student's ability to advocate effectively, appropriately and independently for his visual needs.

#### **The Orientation and Mobility Specialist:**

Consults with the TVI and the Classroom Teacher regarding the student's unique instructional needs in terms of working towards learning outcomes related to risking injury to self and others in physical activity.

Orients the student to various environments.

Shares information with school staff and students regarding the student's unique travel needs.

**The Student:**

Provides input in determining the possibility of risking injury to self and others in physical activity with or without the use of adaptations.

Brings to class and uses as needed his or her assistive technology (e.g., Braille notetaker to read course content, laptop with screen reader software to complete Internet research)

Shares information about his or her visual needs.

Advocates effectively, appropriately and independently for his or her visual needs.

Shares information about the effectiveness of specific adaptations.

## **PE Kit - Resources**

The PE Kit houses the suggestions of others for adapting specific PE activities.

These individuals and resources include:

- BC Blind Sports
- BC Orientation and Mobility Specialists
- BC Teachers of the Visually Impaired
- School District No. 36 District Braillist Susanna Marraffa
- Adapted Games and Activities: From Tag to Team Building, Pattie Rouse, 2004
- Moving to Inclusion: Active Living Through Physical Education: Maximizing Opportunities for Students with a Visual Impairment, Canadian Council for the Blind, 1993

## **PE Kit – Skiing Activities**

Given the variation in students' visual abilities and in their comfort levels with participation in specific physical activities, it is appropriate to ask each student if he or she believes a specific adaptation is useful or necessary. Some students will choose to participate with minimal adaptation while others will prefer to participate with significant support.

Often, it is useful to combine these activity-specific adaptations with the general adaptations included in the "General Strategies for Successful Inclusion" section.

Some of the adaptations included below are appropriate for the student who is blind while others are more appropriate for the student who has some available vision.

### **Suggested Adaptations:**

- Consult with the Teacher of Students with Visual Impairments several weeks in advance to arrange for a trained ski guide (e.g., trained ski guides for skiers who are visually impaired require several weeks notice given the high demand for their services.)
- Use tactile graphics and/or the Wheatley Tactile Diagram Kit to teach the game (e.g., the vocabulary associated with skiing, the equipment used, etc.)
- Before traveling to the ski hill, provide the student with the opportunity to explore the equipment used (e.g., up-close visual exploration or tactile exploration.)
- For the student with low vision, teach the movements at close visual range and in combination with sufficient verbal information.
- Use physical manipulation in combination with sufficient verbal information to teach the movements, checking that the student is comfortable with this ahead of time.
- Enable the student's participation in individual and partner drills or in small group games where the movement is limited.
- Ensure that the student has access to a sighted guide at the ski hill (e.g., while using the various amenities located near the skiing area such as restaurants, stores, etc.) Consult with the District Orientation and Mobility Specialist for assistance.