

## Tips for Full Participation

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When students who are low skilled, particularly those who also may be disabled, are placed in general physical education programs, activities may be too difficult for full participation. Therefore, activity modifications are a key to involving all. When activity modifications are implemented, not only will a positive environment be created, but it also creates a safe and successful program.

Suggestions for modifications can be provided in three general categories: (a) student support; (b) equipment and materials; and (c) expectations. If you have any concerns about the student with activities that may be contraindicated or may be unsafe because of medical reasons, contact your school nurse or adapted physical educator. Further, if you need additional information about indicated and contraindicated activities on specific disabilities the reader is referred to the Fact Sheets (TWU/Denton ISD Fact Sheets, 1997-2004).

The following are selected activities divided into an elementary level with some general ways to modify. It is up to the creativity of the physical educator to select the additional appropriate modification(s) for the specific needs of their students.

### Elementary Activities: Locomotor Skills

#### Student Support:

- Use close proximity to teach and demonstrate
- Use a paraeducator/peer buddy to assist or demonstrate
- Send activities home with illustrations and steps on specific skills in order to enhance the student's skills

#### Equipment and Materials:

- Use posters with a picture of each skill
- Use task cards with pictures of each skill
- Use a digital camera and record the students' skill, and then provide feedback

#### Expectations:

- Shorten distances or mark a safe area
- Allow student to focus on one instead of several locomotor skill
- Instead of a student performing a mature locomotor skill, have him or her use only one or a few body parts related to the specific movements
- Allow the student to perform part of the skill and add on as they progress (e.g., using cones for distance, using one side of their wheelchair)

All students need to be involved. No student should be involved in elimination activities, sit on the side, or just keep score. Involving students based on ability levels (e.g., work in pairs, small groups) or by using task sheets with rubrics to allow students to progress are safe and successful ways for full participation. Many ideas are provided on different websites, such as, PE Central ([www.pecentral.com](http://www.pecentral.com)). If you have any specific activities you would like to us to address in future issues of the TAHPERD Journal please let us know (LSilliman@dentonisd.org).

### References

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