

Gym Modifications

For Intermediate, Middle School And Secondary

You may wish to firstly conduct a recreation and leisure inventory for your student, found in this section.

BADMINTON

- Bat a balloon or a small, bright coloured Nerf ball and keep it in the air alone or with a partner. Begin the above with hands and then progress to a racquet. Cut the handle short on one racket. Replace the rubber grip on the end of the racket using hockey tape. Use a racquetball racquet, which has a shorter handle.
- Attach a balloon or light ball to a tetherball rope or stand. Hit the balloon with a racket. Holding close to the head of the racket will give more control.
- Use a lower net.
- Play in a smaller designated area.

BASEBALL

- Change the rules so other students have to throw two or three times before they throw the student out when he or she is running, wheeling or being pushed around the bases.
- Use a designated runner.
- Use a designated hitter.
- Run with another student when they hit the ball.
- Move the pitcher closer to home base.
- Shorten the distance between the bases.
- Roll the ball to the student.
- Put more players on the student's team.
- Get the bat and give it to the next person up to bat.
- Use a shorter, lighter bat e.g., plastic or foam. Mark clearly on the bat where to place hands.
- Use a large, lighter or brightly coloured ball (beach or nerf ball).

INCLUSION OUTREACH

- Practice catching and throwing a Nerf ball or balloon with a partner.
- Use a T-ball stand to bat from rather than a pitcher.
- Practice throwing and catching with a beanbag and catcher's mitt.
- Hold the bat or stick horizontally with two hands.

BASKETBALL

Change the rules...

- The student may bounce the ball with two hands.
- The student has a particular role on the team (e.g., guarding the hoop).
- Let the student carry the ball while running, wheeling, or being pushed. The ball cannot be taken from the student but they must throw or pass to another student to throw into the basket.
- Reduce the size of the playing court.
- Reduce the playing time.
- Alter the number of players on the team.

Adapt the activity...

- Bounce a ball off a gym wall.
- Work on chest passes with two or three other students.
- Practice bouncing a ball with a classmate.

Change the equipment...

- Throw a ball or beanbag into a garbage can or a low hoop.
- Modify the size and/or weight of the ball.
- Use beanbags, towels tied into knots, foam blocks or other objects that don't bounce.
- Lower the hoop.
- Connect a net to a hoop to make an improvised ball return.

FLOOR HOCKEY

INCLUSION OUTREACH

Change the rules...

- Place two goalies at each net. Let the student be one of them.
- Pass the ball to several or every team member before counting as a goal.

Adapt the activity...

- Work on repetitive hitting of the ball into a corner. Place a hockey net behind the student to catch the balls returning off the wall.
- Pair up with one or two other students for a passing game. Start with the students close to one another and gradually move them further apart.
- Pair the student with another student and move with them, with or without the hockey stick.

Change the equipment...

- Attach a hockey stick to the front of the wheelchair with duct tape. A classmate could move the student around.



- Place a large board in front of the student's feet on the wheelchair or at the base of the standing frame. Play goalie and stand guard at the net.
- Use a ball rather than a puck. Vary the size and weight.
- Enlarge the blade of the stick and make it brightly coloured.
- Vary the size of the goal.

GYMNASTICS

- Have a separate centre for the student that all the students can use with a variety of music.
- Encourage the student to get out of the wheelchair as much as possible.
- Move through obstacle courses with changes in speed, direction and levels of movement e.g., walking upright, crouched.

- Attach a streamer or flag to the wheelchair and use the speed of movement to keep it flying.
- Move arms with short streamers and/or a ball while sitting on wheelchair, bench, chair, mat.

• Work on assisting the student to move from standing to sitting positions and vice versa. Using rails or other props around the room may provide the student with opportunities to gain more independence.



- Sit astride a roll while reaching for objects on the floor, up high, to either side or in front so that arms cross body midline.
- Walk forward and backwards with one foot on the ground and one up on a curb. Place a gym bench sideways to use as a "curb".

• Crawl on hands and feet up and/or down a bench. Work on various changes of positioning from sitting to standing, on mats in the gym.



- Move in various directions through series of hoops on the floor. Use demonstration or verbal directions.
- Stand on one leg and "dip" the other one into a "pool" (hoop), then lift it up and shake it to "dry" it off.

TRAMPOLINE

- Lie on the trampoline, while a classmate gently jumps to one side.
- Walk on the trampoline forward, sideways, backwards or diagonally.
- Do a variety of arm and body movements when standing on the trampoline. Practice a routine to music.
- Maintain standing balance while another student walks or jumps beside the student on the trampoline.

MAT

- Work on moving from side sitting to standing. Also work at moving from standing position to side sitting.



- Roll on the mat and down an incline.
- Do a movement routine on a mat that involves changes of speed, direction or levels (lying, sitting, standing). Pair up with another student to do a movement routine to music.

LARGE GYMNASTICS BALL

- Lie across a large ball to experience motion.
- Sit on a large ball and try to balance there.

- Play catch. Model this activity for peers and then step back and facilitate an interaction between the student and classmates. This could be during a warm up activity.



- Move arms with short streamers while sitting on the ball.

SKATING

- Try "sit skating". The student sits in a sled-like shell while being pulled around by classmates. These may be available at some Child Development centers.
- Skate while holding onto a chair or hockey stick to help with balance.
- Use an adapted walker in consultation with a Physiotherapist.
- Push the wheelchair on the ice to follow the movement of other students and/or make choices about direction, or who to "skate" with.

SOCCER

Change The Rules...

- Other players must kick the ball with their non-dominant foot.

INCLUSION OUTREACH

- Two students may share the goal position.
- The ball may be passed to several or all teammates before attempting a goal.
- The student can use their hands to hit or pass.
- Reduce the size of the goal if the student is goalie.
- Shorten the distance between end lines.
- Reduce the playing time.

Adapt The Activity...

- The student can run carrying the ball.
- The student may perform specialty roles (e.g., throwing offside).

Change The Equipment...

- Use a bowling ramp to start the soccer ball.
- Increase the size of the ball.
(* Refer to the PE Modifications video on this website for a demonstration.)
- Increase the number of players on the student's team.
- Attach a board to the footrest to provide a striking surface.
- Use less air in a regulation ball to slow it down.
- A hockey stick can be duct-taped to student's wheelchair

VOLLEYBALL

Change The Rules...

- Put an extra player on the student's team to balance out the skill level.
- The student may stay in a position closer to the net.
- Omit the service line.
- Substitute throwing the ball to a partner for serving.
- Permit players to catch and throw the ball rather than volleying.
- Allow the ball to bounce once, especially for students with visual impairments.
- Allow an increased or unlimited number of hits.

Change The Equipment...

- Lower the net.
- Volley with a Nerf or beach ball or balloon with rotating buddies. Encourage the student to hit the ball back rather than catch the ball.
- Attach a light ball to the tether-ball stand at the appropriate height for hitting.