

LEVELS OF PARTICIPATION GYM ADAPTATIONS/MODIFICATIONS

Students can be involved in physical education activities at a variety of levels. The objective is to reinforce some of the student's skills and promote social inclusion by involving peers. This may involve the use of communication skills (e.g., gestures, BIGmack, Step-by-Step, making choices, indicating if the student wants "more" of the activity, etc.), switch use, and fine or gross motor skills.

a) Full Participation: No modifications are necessary to engage in the activity, (e.g., an ambulatory student may engage in swimming with minimal supervision).

b) Adapted Participation: the student participates in the class activity with some adaptations to the following:

- **Equipment**: Modify the game or activity in some way (e.g., everyone uses scooter boards or is blind folded; larger/lighter equipment is used such as nerf balls; partially deflated balls or balloons are used to slow down the speed; a netted ball is used for throwing; a bowling ramp is used; bright coloured pinnies assist students with visual impairments; etc.)
- **Rules**: Modify the rules of the game (e.g., additional strikes, throws, etc. are allowed; change the scoring system such as first base = home run; a classmate runs for the student; increase or decrease the number of players to offset the team with the disabled student; etc.)
- **Distances**: Change the distance involved for the individual (e.g., run/wheel half the distance; serve a volleyball closer to the net; modify boundary lines with orange pylons for increased visibility; lower nets; move closer to the target; etc.)
- **Complexity**: Simplify the objective in the game or activity, (e.g., in a basketball game, the student's job is to move with or follow one student with a matching pinnie; focus on range of movement and reinforcement of physio objectives in the activity; focus on a specific skill such as choice making or switch use; etc.)

c) Modified/Parallel Participation: The student is involved in the class activity but focuses on his/her own skills, (e.g., communicates with vocalizations if s/he wants a classmate to continue to jump beside him/her on the trampoline; works on physio stretches in the pool during swim time; etc.) Incorporate buddies or peers wherever possible.

d) Supportive Participation: The student does not participate directly in the game or activity, but is involved in providing a service of some sort to the class (e.g., cheers recorded on a BIGmack; retrieves stray balls with the wheelchair during a soccer game; switch access the starting sound for a race, etc.)

**(Adapted from the "Moving To Inclusion" series from the Ministry Of Health.)*