

Activity Modifications

You can modify:

1. Equipment
2. Environment
3. Rules
4. Instructional Techniques

1. Equipment

- Use larger/lighter/textured balls
- Use larger or shorter striking implements
- Use a Velcro pad and tennis ball to practice catching
- Make a larger goal or target area
- Use bean bags instead of balls



Examples:

- This picture demonstrates how straight forward equipment modification can be. A younger child can use a standard t-ball stand. The ball is light, the bat is big... adapted equipment doesn't have to be specialized.
- Use a beach ball to modify child's sitting position in a sport wheelchair so that a smaller child can be positioned properly over the wheels
- Use hockey sticks to play a mini putt game
- Use a garbage can instead of basketball net

2. Environment

- Consider the surface - smoother surfaces are easier to navigate
- Smaller playing areas
- Well marked playing areas (fluorescent tape, chalk, etc.)
- Remove distractions E.g. Reduce noise
- When appropriate use the environment to build skills! E.g. Learning how to cope with distractions
- Modify an obstacle course by drawing the path in chalk for children to follow
- The environment is important to consider - if it is causing a significant barrier to participation, than change it or modify it
- The environment can also be used to sneak physical literacy skills into an activity. Chasing bubbles can become a balance activity on uneven ground or sand.

3. Rules

- Sit rather than stand
- Throw rather than kick
- Allow additional strikes, throws, kicks, etc.

Examples:

- If the rules don't work, change them. A whole other set of movement skills is practiced while playing seated catch rather than standing.
- If you change the rules, than change the name of the activity.
 - Red Light Green Light can become stop light go light.
 - Tug of war becomes tug of peace if the goal is to get your end of the rope to a line behind you, and not to get a flag in the middle of the rope to cross a line



4. Instructional Techniques

- Establish a clear routine
- Use a visual schedule
- Use first/then language
- Use pictures
- Break down instructions into smaller pieces
- Lots of demonstrations
- Use repetition
- Help kids to initiate (“ready, set, go”) and stop (“two more throws”)
- This is perhaps the easiest and simplest adaptation that can be made to foster inclusion

