Inclusive Physical Activities, Games and Equipment for Students with Vision Impairments in Mainstream Settings

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Workshop 14D
Main Points

• Background information
• Modifications and meaningfulness
• Physical activities
• Games
• Equipment and resources
Impact of Student with Vision Impairment on the Class?

Great opportunity for whole class to work on areas important to student with vision impairments- and everyone else too:

- Balance
- Participation/social skills
- Core stability
- Upper body strength
- Running gait development
- Motor and ball skills
Why move?

- Sitting: Increased risk of heart disease, pancreatic disease, colon cancer, neck, shoulder and back injuries and pain, reduced brain function, muscle degeneration, circulation problems, osteoporosis…
  

- Less physically active, less socially engaged, poorer social skills, less participation in after-school activities/ sport…
Determining Appropriate Supports

- The best support is often the least support.
- A little extra time, a few extra attempts and occasional assistance from a classmate may be all that is required.
- Who is the support for? The teacher or the student?
Determining Appropriate Supports

- What areas/skills does the student or teacher find challenging? How could this be addressed without a paraprofessional?
- Studies have shown that a common effect of paraprofessional presence in classrooms is *significant social isolation*
- If you offer a support, include with it a plan to phase it out.
The TREE Model of Inclusion

Can the following be modified without significantly changing the game or fairness?

- T: Teaching style/method
- R: Rules
- E: Equipment
- E: Environment
Activity/ Game Modifications

• Most important question for modifications: IS IT MEANINGFUL?

• If the game/activity is modified so far to be unrecognisable or no longer enjoyable, do not modify it.

• Sighted students have a right to play sighted games.
Physical Activities

• Literacy/ numeracy based
• Mainstream with or without modifications
• Maximal physical exertion required
• ‘Incidental physical activity’ activities
Reading Relay Race

- Write letters, words, punctuation, contractions, sentences/fragments, paragraphs, numbers, etc (braille or print) on laminated paper cards or bean bags.
- Put students into small groups and line each up at one end of the room.
- Place containers with the cards or bean bags opposite each group.
- In groups, relay race from one end of class/gym/area to the other to collect. (May have a caller at the card/bean bag end for blind students).
- Once all cards/bags collected, arrange into words, sentences, paragraphs, stories, etc.
- Great for sentence, paragraph and story structure learning, spelling, (or number sentence development with the four processes, place value, etc.)
- Winners aren’t necessarily the fastest runners: must have work correct before can move on to next round.
Braille-specific Activities

- Use Step-n-Stones to make the braille cell – arrange or jump, punch, squish, etc. down the correct dots.

- Use floor markers to make the braille cell- arrange markers or jump, step, hop, etc. to each one to make letters and contractions.
Bean Bag Literacy Activities

- Write letters, prefixes, suffixes, spelling words or contractions onto bean bags or bell balls, or simply call one out (e.g. 'ing')
- Hand out one ball or bean bag to partners or small groups.
- Student with the ball/bean bag must name a word that:
  - starts or ends with that letter or contraction, or
  - begins/ends with that prefix/suffix, or
  - is a synonym/antonym/ definition of or rhymes with that word.
- Once word is said, ball or bean bag is sent to partner.
- Which pair or group can throw, kick, bounce or roll ball the item back and forth the most in the time allotted?
- Keep it short and sweet – 30 seconds a letter/prefix, etc., then swap.
- Can be done in classroom, gym, playground, etc.
Locomotor Lines

1. Start with two students (A&C) lined up facing two others (B&D), lined up.
   
2. A runs to B, tags hands. A goes behind D while B runs to C, tags hands.
   
3. B waits behind line while C runs to D, tags hands.
   
4. C goes behind A while D runs to B, keep repeating.

Use a tactile line on the floor:


### Locomotor Lines Ideas

- Use a variety of locomotor patterns:
  - walk, jog, run (forwards and backwards)
  - skip, hop, leap, jump (for distance or height), march, tip toe, gallop, side slide
  - crawl, bear crawl (hands and feet), crab crawl (flip over, on hands on feet)
- Go at different speeds (start slowly, then mix it up)
- Use wrinkled gaffer or painter’s tape on wooden floors (check with PE teacher!)

Assymetry = Cross-lateralisation!
Weight-bearing on arms very important, as is crawling with the head up.
Crab crawl great for development of core muscles, which many VI students lack.
Addresses group work, shared effort, independence from aide and adult intervention.

Locomotor Lines for Literacy & Numeracy

- At either end have a container of:
  - letters/ prefixes/ suffixes/ contractions, or
  - mixed words, or
  - sentence, paragraph or story fragments
  to bring across one at a time with each student to assemble into a word/s, sentences, paragraphs, parts of speech or short stories as a group when whistle is blown (braille overlay on magnetic strips works well).
- As above for simple to complex equations/ ordering/ achieving a set number, etc.
- Go for as long or short as time permits.
Playground/ Recess Times

• Ask O&M instructor to teach pathway to and around the playground
• ‘Buddy Bus’ meeting point
• Fun, interesting, engaging active play equipment/games available
• Use of pedometers (audible available)
• Socially appropriate activities a must
• Swish/ goalball/ blind cricket and soccer games at recess, ball tiggy, etc.
School Camps

Adventure-based activities ideal for teaching teamwork and communication skills to all – and including everyone
Drama/ Physical Theatre

- An excellent opportunity for students with vision impairments to learn and practice social situations, gestures and body language
- Can be highly inclusive activities with the right support
- Movement teaching much the same as in PE/ Sport
Swimming/ Aquatics

- Group aquatic activities are excellent as is peer teaching and modelling
- Use an artist’s model for times when touch may be an issue or when complex movements need explaining
- Critical life skill for students with vision impairments
- Teach fall-in strategies early and often
- Vision Impaired Swim Victoria
- Kiefer Adap-Tap (email Annie: info@kiefer.com)
Parachute Activities
Parachute Suggestions

Primary
- High-middle-low
- Magic mountain
- People swap
- ‘Merry-go-round’ with locomotor patterns
- ‘Popcorn’ with soft bell ball in the middle-time in/out, giant pop
- Earthquake

Secondary
- Ambulance (drag or carry) relay
- Passing between two parachutes
- Tug-of-war
- Earthquake soccer
- Precision ball passing
‘Cool’ Mainstream Physical Activities

- Skipping rope and ‘tricks’
- Relay races using running rope set up in playground
- Hula hoops
- Circus skills (juggling, acrobalance, tumbling, stilting)
- Ball wrestling- can become a whole-class activity
- Boundaloons
Sled Dog (Magic Carpet) Races

- Can use fleece mat (wooden floor), scooter board (carpet or wood), slick rubber (carpet)
- Rope about 2-3m long with knot either end
- Sled dog teams rotate ‘musher’ and dogs (or genies and pullers?)
- May sit, kneel or lie down on mat (no surfing!)
- Excellent for cardiovascular activity, upper and lower body strength, core stability
Juggling

Statewide Vision Resource Centre
Acrobalance
Inclusive Games

**Primary**
- Trashball (Not in My Backyard!) - belled net and rubbish balls (tape and plastic bags)
- Pirate’s Treasure - foam mats and assorted balls
- Spaceships - hula hoops and whistle

**Primary & Secondary**
- Polo hockey - ball in plastic bag or underinflated bell ball and sticks
- Monster ball - physio ball in extra large rubbish bag and assorted soft balls
Questions?
Equipment Needs

- Can you beg/ borrow/ buy/ make/ adapt something?
- Can all students use a ‘special’ one?
  (N.b. this doesn’t work with lots of bell balls!)
- Is that particular equipment critical to the game/activity? What makes it critical?
- Can the game/activity be done with or without equipment (e.g., Tiggy, football tackles) to make it more accessible?
Equipment Showcase

- Most available for short-term loan to students in Victoria
  - Numbered floor spots
  - Reasonably priced bell balls, beepers, etc from North America
Resources

Thanks for attending!

Contact Emily White at the Statewide Vision Resource Centre (SVRC):

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SVRC website for professional development opportunities, resources and information: