



Statewide Vision
Resource Centre

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...

<http://www.washingtonpost.com/wp-srv/special/health/sitting/Sitting.pdf>

- 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

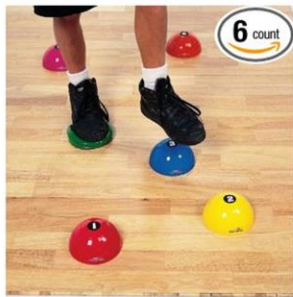
- Literacy/ numeracy based
- Mainstream with or without modifications
- Maximal physical exertion required
- 'Incidental physical activity' activities

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



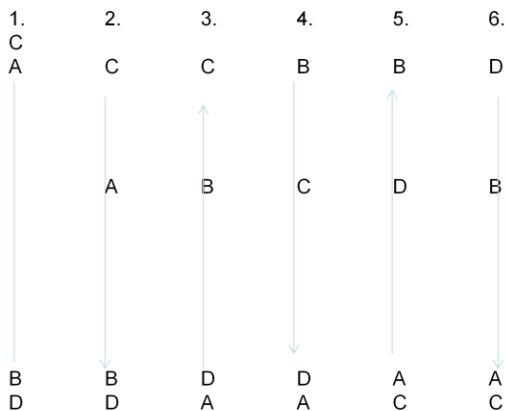
Bean Bag Literacy Activities

- 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.



Locomotor Lines for Literacy & Numeracy

- At either end have a container of:
 - letters/ prefixes/ suffixes/ contractions, or
 - mixed words, or
 - sentence, paragraph or story fragmentsto 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.

Addresses group work, shared effort, independence from aide and adult intervention.

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



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20

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



Acrobalance



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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 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
- www.sportime.com.au
 - ‘Step-N-Stones’, juggling scarves, parachutes, parachute book and CD, ‘Boundaloons’
- www.hartsport.com.au
 - Numbered floor spots
- www.braillebookstore.com/Sporting-Goods
 - Reasonably priced bell balls, beepers, etc from North America

Resources

- *Learning Fundamental Motor Skills and Literacy* book by Lee Anton-Hem
- <http://www.braingym.org.au/>
- <http://svrc.vic.edu.au/CUpe.shtml>



Thanks for attending!

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

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- +61 3 9841 0242

SVRC website for professional development opportunities, resources and information:

- <http://www.svrc.vic.edu.au/>
- Modifying the Core Curriculum, including Health, Physical Education and Sport:
<http://www.svrc.vic.edu.au/CUcore.shtml>
- The Expanded Core Curriculum, including Blind Sports: <http://www.svrc.vic.edu.au/CUecc.shtml#red>