

Curriculum Guide Resources

Adaptive Physical Education Skill Based Resources

Content/Knowledge/Skill	Instructional Strategies	Assessment (Indicator)	Resources
Basketball (Dribbling) Ambulatory	<ul style="list-style-type: none"> • Have the student dribble the basketball while running. • Have the student dribble the basketball while walking. • Have the student dribble while standing stationary. • Use a colorful ball. • Use a larger, lighter ball. • Have the student dribble with two hands. • Have the student travel, dribbling the ball intermittently. 	<ol style="list-style-type: none"> 1. The student should be able to dribble the ball using the correct mechanics. 	<ol style="list-style-type: none"> 1. Randazzo, D. and K. Corless <u>Activity for Everyone</u>. Pg. 86-93.
Basketball (Dribbling) Non-Ambulatory	<ul style="list-style-type: none"> • Have the student hold the ball to the side and dribble the basketball while moving their wheelchair. • Have the student hold the ball to the side and dribble the basketball while a peer helper moves their wheelchair. • Use a smaller or lighter ball to dribble. • Have the student dribble to the side of their chair, place the ball in their lap and take two pushes with their chair. • Allow the student to hold the ball in their lap for a longer period of time. 	<ol style="list-style-type: none"> 1. The student should be able to dribble the ball using the correct mechanics. 	<ol style="list-style-type: none"> 1. Randazzo, D. and K. Corless <u>Activity for Everyone</u>. Pg. 86-93.

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Basketball (Shooting) Ambulatory	<ul style="list-style-type: none"> • Have the student shoot the basketball using the correct mechanics. • Use a lighter ball for shooting. • Use a larger and or/lower goal. 	<ol style="list-style-type: none"> 1. The student will demonstrate how to shoot a ball using the correct mechanics 	<ol style="list-style-type: none"> 1. Randazzo, D. and K. Corless <u>Activity for Everyone</u>. Pg. 86-93
Basketball (Shooting) Non-Ambulatory	<ul style="list-style-type: none"> • Have the student hold the ball with their shooting side facing the basket, push the ball toward the basket. • Use a smaller, light ball for shooting. • Use a larger, lower goal. • Have the student to push a ball off their lap into a hoop on the floor. 	<ol style="list-style-type: none"> 1. The student will demonstrate how to shoot a ball using the correct mechanics. 	<ol style="list-style-type: none"> 1. Randazzo, D. and K. Corless <u>Activity for Everyone</u>. Pg. 86-93.
Bouncing a ball Ambulatory	<ul style="list-style-type: none"> • Have the student dribble the ball while running, keeping the ball in front of their body. • Have the student dribble the ball while walking, keeping the ball out in front of their body. • Have the student walk two steps, stop and bounce the ball and then walk two more steps and bounce the ball. • Have the student bounce the ball standing still, bouncing the ball no higher than their waist. • Have the student bounce the ball with two hands. 	<ol style="list-style-type: none"> 1. Teacher should assess the student's ability to run and dribble the ball. 2. Teacher should assess the student's ability to walk and dribble the ball. 3. Teacher should assess the student's ability to stand still and bounce the ball. 	<ol style="list-style-type: none"> 1. Randazzo, D. and K. Corless <u>Activity for Everyone</u>. Pg. 34-37.

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<p>Bouncing a ball Non-Ambulatory</p>	<ul style="list-style-type: none"> • Have the student push their wheelchair forward two pushes then bounce the ball to one side. • Have the student push their chair forward 3-ft., stop, and bounce the ball to their side once and then continue. • The student will keep their chair stationary, and bounce the ball to the side of their chair. • Use a larger ball. • Peer will hold a ball and the student will push the ball out of their hands. 	<ol style="list-style-type: none"> 1. Assess the student’s ability to move their wheelchair and bounce the ball. 2. Assess the student’s ability to move their chair, stop and bounce the ball. 3. Assess the student’s ability to bounce the ball to the side of their chair keeping the chair stationary. 	<ol style="list-style-type: none"> 1. Randazzo, D. and K. Corless <u>Activity for Everyone</u>. Pg. 34-37.
<p>Catching Ambulatory and Non-Ambulatory</p>	<ul style="list-style-type: none"> • Student will catch a ball thrown to them above their waist. • Student will catch a ball thrown to them below their waist. • Use a soft ball or balloon for the student to catch. • Bounce a nerf ball for the student to catch. • A peer will assist in holding the student’s arms in the correct catching form, and assist them in catching. • Decrease the distance of the ball being thrown. 	<ol style="list-style-type: none"> 1. Student will correctly catch a ball thrown about the waist. 2. The student will demonstrate how to correctly catch a ball thrown below their waist. 3. The student will catch a ball thrown in the air, with assistance. 4. The student will catch a ball that is bounced to them, with assistance. 	<ol style="list-style-type: none"> 1. Randazzo, D. and K. Corless <u>Activity for Everyone</u>. Pg. 34-37.

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<p>Galloping Ambulatory</p>	<ul style="list-style-type: none"> • Have student gallop without assistance. • Have a peer buddy gallop next to the student. • Have the student pretend that one leg is hurt so it cannot be used and must be dragged along behind. • Put a piece of tape on the toe of the foot that needs to be in front. • Have two children who gallop well, hold a hand of the student and gallop alongside him/her. • Ask the child to step forward and then bring the other foot up to meet the forward foot. 	<ol style="list-style-type: none"> 1. The student will demonstrate how to gallop by him/herself. 2. The student will keep correct foot in front. 3. Have student have body facing forward. 4. The student will describe the gallop correctly. 5. Have the student point to the correct picture or word correctly. 	<ol style="list-style-type: none"> 1. Randazzo, D. and K. Corless <u>Activity for Everyone</u>. Pg. 17-19.
<p>Galloping Non-Ambulatory</p>	<ul style="list-style-type: none"> • Have the student hold their foot forward or point to the foot that should be in front while galloping. 	<ol style="list-style-type: none"> 1. Have the student describe what a gallop is and how it should be done. 2. Have the student point to a picture of someone galloping or the word gallop. 	<ol style="list-style-type: none"> 1. Randazzo, D. and K. Corless <u>Activity for Everyone</u>. Pg. 17-19.

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<p>Hopping and Jumping Ambulatory</p>	<ul style="list-style-type: none"> • Have the student hop/jump from one point to another without assistance. • Lay gym tape on the floor and have student hop/jump over the tape. • Have the student hop/jump with a peer helper stand alongside them. • Have the student hold onto peer helpers extended arm while hopping/jumping. • Student will balance on the right foot and then the left foot with assistance from peer helper (Hop). • Student will stand in a spot and bend knees down then stand up straight (Jump). 	<ol style="list-style-type: none"> 1. Have the student demonstrate how to hop/jump by themselves. 2. Have student can balance on one foot and time it. Then, have the student work on improving that time. 	<ol style="list-style-type: none"> 1. Randazzo, D. and K. Corless <u>Activity for Everyone</u>. Pg. 29-31.
<p>Hopping and Jumping Non-Ambulatory</p>	<ul style="list-style-type: none"> • Student will lift left knee up, then the right knee, then both, from the wheelchair, to execute a part of a hop/jump. • Peer will hold their hand a certain height above the student's knee and they have to move their knee up to touch the peer's hand. • The peer will hold their hand a certain height above the student's hand and they have to move their hand up and touch the peer's hand. 	<ol style="list-style-type: none"> 1. Moving the right and left knee up Without assistance. Count the number of times this can be done without stopping. 2. Moving the right and left knee (hand) up touching the peer's hand. Count the number of times this can be done without assistance. 	<ol style="list-style-type: none"> 1. Randazzo, D. and K. Corless <u>Activity for Everyone</u>. Pg. 29-31.

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<p>Kicking Ambulatory</p>	<ul style="list-style-type: none"> • Have the student kick the ball with a running approach. • The student will kick the ball with a one-step approach. • Place a carpet square for the student to stand on and encourage them to step off the square with one foot and kick the ball with the other foot. • Place an object to lean on at their side so they can balance while kicking the ball with one foot. 	<ol style="list-style-type: none"> 1. The student will correctly kick the ball with a running approach. 2. The student will demonstrate their ability to kick a ball while standing stationary. 2. The student will kick the ball with the dominant foot. 3. The student will push the ball with their other foot. 	<ol style="list-style-type: none"> 1. Randazzo, D. and K. Corless <u>Activity for Everyone</u>. Pg. 40-43.
<p>Kicking Non-Ambulatory</p>	<ul style="list-style-type: none"> • The student will move their wheelchair to the ball and kick the ball with their instep. • The student will move their wheelchair with assistance and kick the ball with their toe. • Place a ball on a beanbag to keep it from rolling away. • Use a larger ball for them to kick. • Have the student touch a ball held by a peer with their foot. 	<ol style="list-style-type: none"> 1. The student will demonstrate their ability to move their chair forward and kick a ball. 2. The student will kick a ball from a stationary position. 3. Have the student touch a ball held by a peer. 	<ol style="list-style-type: none"> 1. Randazzo, D. and K. Corless <u>Activity for Everyone</u>. Pg. 40-43.
<p>Rhythm/Dance Ambulatory</p>	<ul style="list-style-type: none"> • Student will move as instructed with the class. • Have the student perform movements while standing stationary. • Pair up the student with a peer for assistance. • Demonstrate movements first, then ask the student to model and try the movements. • Physical assistance may be needed. 	<ol style="list-style-type: none"> 1. Student will perform the desired movements on their own. 2. Increase the length of time performing the movements. 3. Have the student follow directions from a peer. 	<ol style="list-style-type: none"> 1. Randazzo, D. and K. Corless <u>Activity for Everyone</u>. Pg. 52-55

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<p>Rhythm/Dance Non-Ambulatory</p>	<ul style="list-style-type: none"> • Have student use arms in doing the movements and kicking feet from the wheelchair to whatever extent possible. • Have the student wheel their chair in different directions when instructed to do so. • Teach a peer helper how to move the wheelchair during a dance. • Student who cannot use arms or legs to dance, allow moving their legs or eyes to music. 	<ol style="list-style-type: none"> 1. Performing the movements on their own. 2. Student moves arms to follow class. 3. Student directs a peer to push wheelchair in the same direction of the class. 4. Student moves head or eyes to follow class. 	<ol style="list-style-type: none"> 1. Randazzo, D. and K. Corless. <u>Activity for Everyone</u>. Pg. 52-55
<p>Running Ambulatory</p>	<ul style="list-style-type: none"> • Have student run/walk from one point to another. • Student has peer run/walk alongside him/her. • Student has peer extend his arm and student places his hand on peers arm. • Have student run/walk to a point where there is a beeper sound waiting for him. 	<ol style="list-style-type: none"> 1. Student will demonstrate that he/she can run/ walk by him/herself in distance and time. 2. Keep student on task in distance. 3. Keep student on task in time. 4. Student will follow directions. 5. Student will show cooperation by working with a peer. 	<ol style="list-style-type: none"> 1. Randazzo, D. and K. Corless. <u>Activity for Everyone</u>. Pg. 13-14
<p>Running Non-Ambulatory</p>	<ul style="list-style-type: none"> • Have student push him/herself from one point to another. • Peer walks alongside them as they wheel from one point to another. 	<ol style="list-style-type: none"> 1. Student will wheel by themselves in distance and time. 2. Student will keep task in distance. 3. Student will keep task in time. 4. Student will follow directions. 	<ol style="list-style-type: none"> 1. Randazzo, D. and K. Corless. <u>Activity for Everyone</u>. Pg. 13-14

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<p>Skip Ambulatory</p>	<ul style="list-style-type: none"> • Have the student follow instructor and imitate the skip. • Step and freeze: walk stopping after each step and hold non-supporting foot off the floor for a few seconds. • Place one footprint and one carpet square on the floor, the child has to step on the footprint and hop on the carpet square. 	<ol style="list-style-type: none"> 1. Student will demonstrate how to skip by him/herself. 2. Student will use a step-hop combination. 	<ol style="list-style-type: none"> 1. Randazzo, D. and K. Corless. <u>Activity for Everyone</u>. Pg. 25-27
<p>Skip Non-Ambulatory</p>	<ul style="list-style-type: none"> • Have student kick legs out to be used as a skip. • Have student use hands to tap rhythm used in skipping. 	<ol style="list-style-type: none"> 1. Student will alternate feet. 2. Student will alternate hands using correct rhythm. 3. Student will point to the correct picture or word. 	<ol style="list-style-type: none"> 1. Randazzo, D. and K. Corless. <u>Activity for Everyone</u>. Pg. 25-27
<p>Slide Ambulatory</p>	<ul style="list-style-type: none"> • Student slides from left to right and right to left without assistance. • Make a line on the floor for the student to follow. • Have student slide with a peer helper on the side of them. • Have student slide with a peer helper facing them and holding hands. • Have the class stand in a circle holding hands and slide to the left and then to the right. • Have the student push a beanbag with the outside edge of their lead foot. 	<ol style="list-style-type: none"> 1. Student will demonstrate sliding by him/herself to the left and to the right. 2. The student will slide with a peer as they hold hands. 3. The student will push a beanbag without crossing his/her feet. 	<ol style="list-style-type: none"> 1. Randazzo, D. and K. Corless. <u>Activity for Everyone</u>. Pg. 21-23

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<p>Slide Non-Ambulatory</p>	<ul style="list-style-type: none"> • Instruct the student to wheel left or right to follow their peers sliding. • Have the student point or say left or right while peer helper pushes them. 	<ol style="list-style-type: none"> 1. The student will demonstrate that he/she can point or instruct peers in the direction that the peer helper pushes. 2. The student will point to a picture of someone sliding or the word slide. 	<ol style="list-style-type: none"> 1. Randazzo, D. and K. Corless. <u>Activity for Everyone</u>. Pg. 21-23
<p>Striking Ambulatory</p>	<ul style="list-style-type: none"> • The student will strike a ball tossed to them. • The student will strike a ball off of a tee. • Use a large ball for them to strike. • Place a large ball on a cone for them to hit. • Assist the child with the grip and swing. • Use a wide whiffle ball pat or paddle. 	<ol style="list-style-type: none"> 1. Assess the student's ability to hit a ball tossed to them (with or without assistance). 2. Assess the student's ability to hit a ball off of a tee (with or without assistance). 	<ol style="list-style-type: none"> 1. Randazzo, D. and K. Corless. <u>Activity for Everyone</u>. Pg. 44-47
<p>Throwing Ambulatory and Non-Ambulatory</p>	<ul style="list-style-type: none"> • Have the student throw a ball with his dominant hand correctly. • Place footsteps on the ground to encourage correct foot placement. • Use objects that are small enough for them to grip. • Make noise where you want to visually impaired to throw the ball. • Make large targets for the student to throw at. • Have peer assist student in correct arm movement. • Have student push a ball off his lap with mouth stick. 	<ol style="list-style-type: none"> 1. Their ability to throw the ball using the correct throwing form (with and without assistance). 2. The student will demonstrate how to step forward with the opposite foot. 	<ol style="list-style-type: none"> 1. Randazzo, D. and K. Corless. <u>Activity for Everyone</u>. PG. 48-51

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<p>Scooter Activities</p>	<ul style="list-style-type: none"> • Student will lie on stomach and scoot across the gym floor. • Student will sit on scooter. • Student will kneel on scooter board. • Student will push/pull a partner on a scooter. • Use a larger scooter for student to lie or sit on. • Strap a student lying on a scooter board. • Lie a scooter board upside down in the students lap and have them push the wheels. 		<p>1. Randazzo, D. and K. Corless. <u>Activity for Everyone</u>. PG. 135-137</p>
<p>Modifications for President's Challenge Physical Fitness Test 1 Mile Run →</p>	<ul style="list-style-type: none"> • 1 mile run, walk, walker or wheelchair • ¾ mile run, walk, walker or wheelchair • ½ mile run, walk, walker or wheelchair. • ¼ mile run, walk, walker or wheelchair. 	<p>1. Test as you would rest of class.</p>	<p>1. Randazzo, D. and K. Corless. <u>Activity for Everyone</u>. PG. 180-181</p>

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<p>Modifications for President's Challenge Physical Fitness Test Sit-Ups →</p>	<ul style="list-style-type: none"> • Regular sit-ups • Student holds onto their legs to help them pull-up • Helper extends hands for assistance while sitting on students feet. • From sitting position in a chair, bend down and touch feet, sit back up. • Raise hands from their lap to ceiling. • Move head up and down, looking at lap, then ceiling. 	<p>2. Test in same amount of time as the rest of class.</p>	<p>1. Randazzo, D. and K. Corless. <u>Activity for Everyone</u>. PG. 180-181</p>
<p>Pull-Ups/ Flexed Arm Hang →</p>	<ul style="list-style-type: none"> • Regular Pull-ups/regular flexed arm hang. • Straight arm hang, lifts feet off floor and is timed for how long he/she can hang. • Student can pull self up to bar from sitting position. • Student can pull self up to bar from lying position and hold it up as long as they can. 	<p>3. Number of pull-ups or amount of time they can hang.</p>	<p>1. Randazzo, D. and K. Corless. <u>Activity for Everyone</u>. PG. 180-181</p>
<p>50 yd Dash</p>	<ul style="list-style-type: none"> • Run 50 yd dash with rest of class. • Decrease yardage. • Walk 50 yd dash. • Student will travel 50 yds. • Peer will push student in chair 50 yds starting and stopping by verbal cues from student. 	<p>4. Timed from one point to another.</p>	<p>1. Randazzo, D. and K. Corless. <u>Activity for Everyone</u>. PG. 180-181</p>
<p>Shuttle Run</p>	<ul style="list-style-type: none"> • Shuttle Run with class. • Student can walk or run from one point to another without picking up object. • Peer can push chair from one point to another moving from 	<p>5. Measured by distance accomplished.</p>	<p>1. Randazzo, D. and K. Corless. <u>Activity for Everyone</u>. PG. 180-181</p>

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	verbal cues given by student.		
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<p>Standing Long Jump ▶</p>	<ul style="list-style-type: none"> • Standing Long jump with class. • Student will step instead of jump. • Student can throw a ball on long jump mat for distance. • Push a ball off their lap onto long jump mat. 	<p>6. Measured by distance accomplished.</p>	<p>1. Randazzo, D. and K. Corless. <u>Activity for Everyone</u>. PG. 180-181</p>
<p>Sit & Reach</p>	<ul style="list-style-type: none"> • Same as other students. • Student sits in chair with sit & reach box against legs and allows him/her to reach. • Student is assisted with reach. • Measure how high he/she can raise hands off lap. 	<p>7. Measured by distance accomplished.</p>	<p>1. Randazzo, D. and K. Corless. <u>Activity for Everyone</u>. PG. 180-181</p>