APPENDIX C: PROGRAMMING FOR STUDENTS WITH SPECIAL NEEDS

Planning for Inclusion

Strategies for Personalized Instruction

In planning for inclusion, educators need to consider the varying developmental rates and needs of all students by using differentiated instruction. Achievement of learning outcomes necessitates changes and adaptations in teaching strategies, classroom organization, and assessment and evaluation practices. (For additional information on differentiated instruction, see Manitoba Education and Training, *Success for All Learners.* Additional information on terms can be found in the Framework Overview—see Framework Excerpts at the back of this document.)

Beyond using differentiation, teachers can personalize instruction to meet the needs of students who have more diverse needs. First, teachers can personalize their instructional methods by manipulating variables such as instructional time, classroom organization, and assessment and evaluation practices to help meet individual student needs. This strategy is referred to as *adapting* instruction.

> The policy of Manitoba Education, Citizenship and Youth is to provide all students with access to learning opportunities commensurate with their needs and abilities.

If making adaptations to instructional methods is not sufficient, teachers (with student and parental agreement) can personalize instructional content and document the changes in a student's cumulative file.

- If the alteration to the curriculum for students with a physical disability significantly reduces the number, essence, or content of learning outcomes, the strategy is referred to as *accommodating* instruction.
- If the alteration to the curriculum for students with a significant cognitive disability significantly reduces the number, essence, or content of learning outcomes, the strategy is referred to as *modifying* instruction.

Beyond making modifications, teachers can use the strategy of *individualized* programming, which means using a different framework for developing a student's curriculum. For instance, rather than following the physical education curriculum, the student's curriculum might be developed from a recreational perspective. Regardless of whether instructional content is personalized by modifying the provincial curriculum or by designing individualized programming, an individual education plan (IEP) must be written.

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References:

Manitoba Education and Training. *Individual Education Planning: A Handbook for Developing and Implementing IEPs, Early to Senior Years*. Winnipeg, MB: Manitoba Education and Training, 1998.

---. *Success for All Learners: A Handbook on Differentiating Instruction: A Resource for Kindergarten to Senior 4 Schools*. Winnipeg, MB: Manitoba Education and Training, 1996.

Nova Scotia Education and Culture. *Physical Education Curriculum: Grades Primary-6.* Halifax, NS: Nova Scotia Education and Culture, 1998. 145–160.
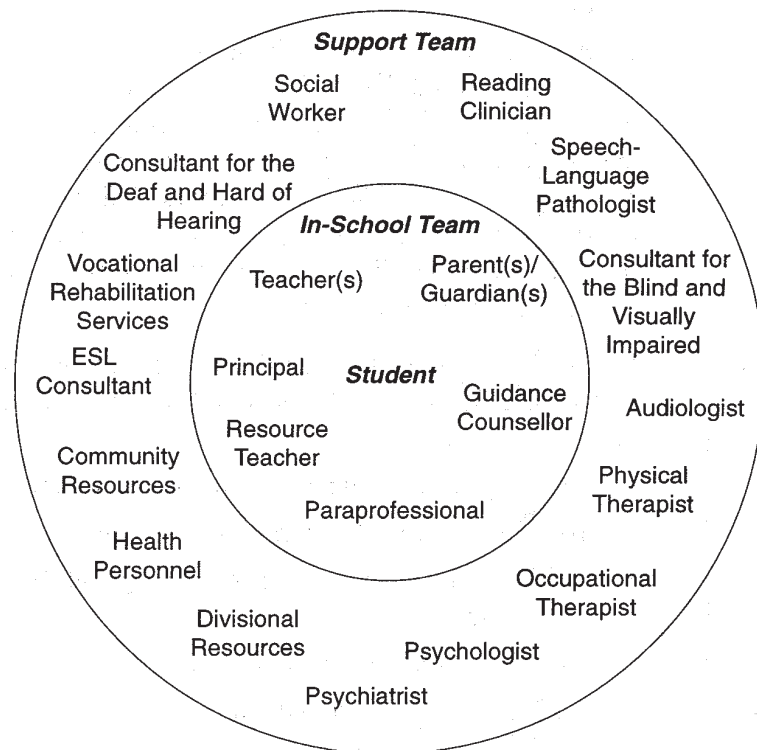
Individual Education Planning

For assistance in developing and implementing an IEP, refer to the process outlined on page 3.3 of *Individual Education Planning* (Manitoba Education and Training). When planning an IEP for a student, include the following essential components:

• student identification and background information

• current levels of performance, which reflect team consensus on the student's abilities and needs

• specific student learning outcomes

• performance expectations

• instructional methods, resources, and strategies

• the names of team members who will implement the IEP, and the setting(s) where it will be implemented

• plans and timelines for assessment, evaluation, and review

The following personnel may be part of the IEP team:

The Composition of IEP Teams

_____

The Composition of IEP Teams: Reproduced from *Individual Education Planning: A Handbook for Developing and Implementing IEPs, Early to Senior Years.* Winnipeg, MB: Manitoba Education and Training, 1998. 3.5.

Planning Tools

The educational experience and learning expectations should be the same for all students whenever possible. In addition to considering the suggestions provided in *Individual Education Planning*, teachers may find the following questions useful in determining the extent of change or adaptation required in a classroom or gymnasium.

- What is the student able to do and/or participate in independently within the regular classroom setting?
- What is the student able to do and/or participate in with the assistance of the usual classroom supports?
- What is the student able to do and/or participate in with the assistance of additional classroom supports?
- Which learning outcomes identified in the curriculum is the student unable to meet and which individualized learning outcomes will replace them?
- What level of support is required to assist the student in achieving the individualized learning outcomes, keeping in mind the availability of resources and supports (e.g., usual supports, additional classroom supports)?
- Are any services best provided in a setting other than the classroom? If so, how can they be scheduled to be least disruptive to the student's inclusion in his or her class?

The following pages provide several planning tools (along with completed examples) to assist in planning for inclusion of all students in physical education and/or health education settings:

- Form 1: Planning for Inclusion in Physical Education/Health Education
- Form 2: Learning Outcome Planner (for personalizing student learning in physical education and/or health education)
- Form 3: Visual Planner for Inclusion in Physical Education/Health Education

Planning for Inclusion in Physical Education/Health Education

Form 1

Name _____ **Grade** _____ **Room** _____

Process	Notes
Obtain Information Related to Disability	
Identify Supports	
Define Safety Concerns	
Assess Skills	
Provide Suggestions for • Adaptations (AD) • Accommodations (AC) • Modifications (M)	
Set Realistic Learning Outcomes	
Select Learning Activities/Strategies	
Implement and Assess	
Contribute to Individual Education Plan (IEP) Process	

References:

National Education Steering Committee of the Moving to Inclusion Initiative. *Moving to Inclusion: Active Living through Physical Education—Maximizing Opportunities for Students with a Disability (Introduction)*. Abridged version. Gloucester, ON: Active Living Alliance for Canadians with a Disability, 1994.

Nova Scotia Education and Culture. *Physical Education Curriculum: Grades Primary–6*. Halifax, NS: Nova Scotia Education and Culture, 1998.

Planning for Inclusion in Physical Education/Health Education   Form 1: Example

Name _____ **Grade** __Senior 1__ **Room** _____

Process	Notes
Obtain Information Related to Asperger Syndrome (Autism)	Background information: • need for one-on-one support • high functioning academically • dependent on routine • egocentric view • difficulty putting abstract into action • difficulty attending to social and emotional issues • inappropriate social interaction—laughing, crying, spinning or flapping head and arms • poor basic movement skills
Identify Supports	• Recognize the uniqueness of each student. • Maintain a routine. • Assist the student in focusing on a task by using a peer partner or a teacher assistant. • Respond to the student from a close proximity.
Define Safety Concerns	The student may • wander during activity and flap or spin (arms and head) while totally unaware of the students and activity around him or her • be unresponsive to simple and general comments • lack the basic movement skills to perform sport-specific skills properly
Assess Skills 1. Defence/Offence 2. Manipulation	• 1. Initial—The student cannot understand how to move to an open space on the court to receive a pass. • 2. Initial—The student is able to perform many sport-specific skills (e.g., dribble, shoot, forearm pass, catch, throw) in isolation, but has difficulty combining these skills in a drill or game situation.
Provide Suggestions for • Adaptations (AD) • Accommodations (AC) • Modifications (M)	• Have the student perform and/or practise skills with assistance. (AC) • Simplify the game or activity to allow for flexibility for the student. (AC) • Demonstrate all activities with the student. (AD) • Have the student play games or activities with assistance to help focus on the required skill and appropriate space to use. (M)
Set Realistic Learning Outcomes	• Have the student demonstrate abstract skills or activities with assistance. • Use cue words for every step of a skill or game.
Select Learning Activities/Strategies	• Maintain a routine. • Watch for spinning or flapping of arms and head. • Provide encouragement for participation in all activities. • Have the student talk through each step of skills performed. • Provide one-on-one assistance for games and activities. • Use task analysis and progressions. • Give verbal cues to the student for upcoming changes. • Keep rules simple.
Implement and Assess	• Make changes or adjustments as needed.
Contribute to IEP Process	• Share adjustments (AD, AC, M) required for physical education with the IEP team.

References:

Abraham, Michael C. *Adapted Phys Ed.* Grand Rapids, MI: LDA, 2000.

Asperger Syndrome Coalition of the U.S.: <http://www.asperger.org >.

National Education Steering Committee of the Moving to Inclusion Initiative. *Moving to Inclusion: Active Living through Physical Education—Maximizing Opportunities for Students with a Disability (Introduction).* Abridged version. Gloucester, ON: Active Living Alliance for Canadians with a Disability, 1994.

Learning Outcome Planner   **Form 2**

Name _____ Grade _____ Unit _____

Health and Safety Considerations for a student with   _____:

• _____

• _____

• _____

• _____

• _____

Specific Learning Outcomes	Individualized Learning Outcomes	Adaptations (AD), Accommodations (AC), or Modifications (M)	Equipment, Materials, and Personnel	Comments	
				Achievement	Progress

Learning Outcome Planner
Form 2: Example

Name _____ Grade _____Senior 1___ Unit _____Basketball___

Health and Safety Considerations for a student with _cerebral palsy:_____

Be aware of potential difficulties related to

- limb movements ("hemiplegia—The arm and leg on the same side are affected."*)
- muscle tone ("spastic—The movement is restricted by tight muscles."*)
- basic movement skills, especially balance
- working at heights, especially absorbing the force when landing or falling
- limited speech/language

Establish safe playing areas, especially if objects are being thrown or caught. Check the student's cumulative file for other information (e.g., medical history, therapists' reports).

Specific Learning Outcomes	Individualized Learning Outcomes	Adaptations (AD), Accommodations (AC), or Modifications (M)	Equipment, Materials, and Personnel	Comments	
				Achievement	Progress
☐ **S.1.S1.A.2 Select and refine manipulation skills** (e.g., serve, forehand stroke, dribble, receiving a pass…), **applying mechanical principles** (i.e., force, motion, balance) **related to activity-specific physical activity skills.**	Perform manipulation skills while applying the mechanical principles.	• Change equipment size or weight (e.g., smaller or lighter). (AD) • Change the location or height of the target or hoop (e.g., lower, larger, on the ground). (M) • Create a "no challenge zone" during game play. (AC) • Provide a "buddy" to receive passes and hand off the ball, versus throwing. (AC)	• buddy • trained personnel (e.g., physical education teacher, educational assistants) • variety of balls (e.g., basketballs, foam, utility) • hoops or garbage cans to use as targets • other students may also use the modified equipment and/or participate in the modified game		

Reference:

* National Education Steering Committee of the Moving to Inclusion Initiative. *Moving to Inclusion: Active Living through Physical Education—Maximizing Opportunities for Students with Cerebral Palsy.* Abridged version. Gloucester, ON: Active Living Alliance for Canadians with a Disability, 1994. 3–4.

Visual Planner for Inclusion in Physical Education/Health Education   Form 3

Name _____ Grade _____ Unit _____

What is everybody doing?
_____
_____

Can _____
participate just like everyone else?

YES
Go have fun!

No?
What can we
do to include

_____?

Can we give _____
some help from friends?

From whom?
_____

Can an adult help?
_____

Who?_____
_____

Can _____ use different materials (adaptation)?
What materials?_____
How will they be used?_____
_____

Does the learning outcome need to be changed (modification)
or adjusted (accommodation) for

_____?

What else can

_____

do that is related to
what the class is doing?
_____