

APPENDIX C: PROGRAMMING FOR STUDENTS WITH SPECIAL NEEDS

Planning for Inclusion

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

Strategies for Personalized Instruction

In planning for inclusion, educators need to consider the varying developmental rates and needs of all students.* For some students, achievement of the physical education/health education (PE/HE) learning outcomes necessitates changes and adaptations in teaching strategies, classroom organization, and assessment and evaluation practices. Good teaching practice includes the use of *differentiated* instruction to enable students to meet (or to extend their learning beyond) the learning outcomes identified in the provincial curriculum. (For additional information on differentiated instruction, see *Success for All Learners*. Additional information on terms can be found in the Framework Overview—see Framework Excerpts.)

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.

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.

* Some of the content of this appendix was adapted, by permission, from Nova Scotia Education and Culture. *Physical Education Curriculum: Grades Primary-6*. Halifax, NS: Nova Scotia Education and Culture, 1998. 145-160.

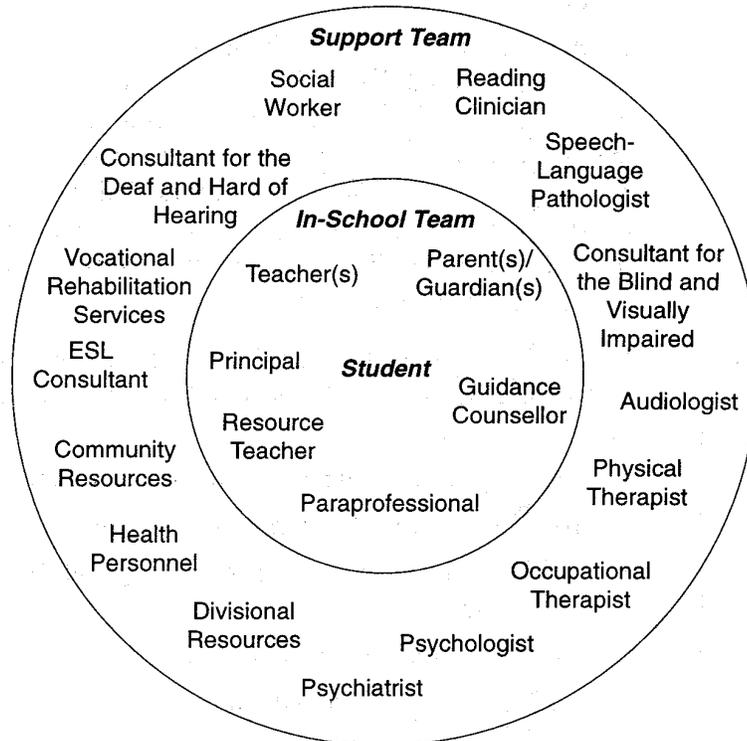
Individual Education Planning

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 outcomes 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 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 2 Room _____

Process	Notes
Obtain Information for Down Syndrome	Background information: <ul style="list-style-type: none"> • hypotonia—poor balance and coordination • ligament and joint laxity—risk of joint dislocation • negative atlanto-axial joint instability • short limbs and small hands affect balance and dexterity • thickness of the tongue affects verbal skills
Identify Supports	<ul style="list-style-type: none"> • Make physical adaptations to support body in comfortable positions (e.g., lean against wall to support body while sitting on the floor, lie on stomach). • Use slower pace and speed to allow for better skill performance.
Define Safety Concerns	The student may <ul style="list-style-type: none"> • exhibit restlessness, fidgeting, and task avoidance due to muscle fatigue • have difficulty controlling body—risk of bumping into things • experience difficulty in balancing • have poor grasp and control of objects
Assess Skills 1. Balance 2. Transport	<ul style="list-style-type: none"> • 1. Initial—The student cannot hold balance for longer than one second on one leg (no use of arms/body). • 2. Initial—The student is unable to hop, gallop, or skip due to difficulty in balancing (no flight in running).
Provide Suggestions for • Adaptations (AD) • Accommodations (AC) • Modifications (M)	<ul style="list-style-type: none"> • Have the student perform balance and transport activities with assistance. (AC) • Ask the student to demonstrate concept or skill rather than give a verbal or written response. (AD) • Provide assistance (e.g., partner, teacher assistant) for balance, especially at varied heights. (AC) • Keep all learning activities at a low height or level. (AC) • Use fewer repetitions at one time but repeat practice frequently over a period of time. (AD)
Set Realistic Learning Outcomes	<ul style="list-style-type: none"> • For knowledge-based learning outcomes, have the student show rather than verbalize basic movement skills (BMS). • Have the student explore and/or demonstrate BMS with assistance due to difficulty with balancing.
Select Learning Activities/Strategies	<ul style="list-style-type: none"> • Maintain a routine. • Watch for fatigue, balance difficulties, and appropriate heights. • Provide plenty of encouragement for participation in physical activities. • Ask the student to show rather than tell about skills. • Provide “hand over hand” support. • Use task analysis and progressions (small parts—last step first).
Implement and Assess	<ul style="list-style-type: none"> • Make changes or adjustments as needed.
Contribute to IEP Process	<ul style="list-style-type: none"> • Share adjustments (M, AD, AC) required for physical education with the IEP team. • Determine the role of a physical education specialist where applicable, as part of the IEP team.

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.

Tien, Barbara, et al. *Effective Teaching Strategies for Successful Inclusion: A Focus on Down Syndrome*. Calgary, AB: The PREP Program, 1999.

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 1

Name _____ Grade Kindergarten Unit Gymnastic-Type Learning Activities

Health and Safety Considerations for a student with a visual impairment: _____.

- Request a medical release form from the student’s ophthalmologist.
- Be aware of potential risks such as a detached retina.
- Look for symptoms such as a discharge (cloudy/dicoloured) from eyes.
- Be aware of the effect of sun and glare on the student’s visual acuity.
- Check the student’s cumulative file for other information (e.g., medical history).

Specific Learning Outcomes	Individualized Learning Outcomes	Adaptations (AD), Accommodations (AC), or Modifications (M)	Equipment, Materials, and Personnel	Comments	
				Achievement	Progress
<input type="checkbox"/> S.1.K.D.2 Explore the gymnastic movement patterns (e.g., landings, statics, springs, rotations, locomotion, swings...) in activities using large and/or small apparatus (e.g., educational gymnastics, rhythmic sportive gymnastics...).	<ul style="list-style-type: none"> • Jump from a variety of heights with control and maintain balance on landing. 	<ul style="list-style-type: none"> • Use extra mats for a soft “landing.” (AD) • Hold the student’s hand for balance and security. (AD) • Provide verbal guidance to increase the student’s confidence. (AD) 	<ul style="list-style-type: none"> • buddy • trained personnel (e.g., physical education teacher) • crash mats (for extra cushioning) 		
<input type="checkbox"/> K.1.K.B.3a Recognize the terms “personal space” (i.e., space around own body) and “general space” (i.e., space available to move in) associated with space awareness.	<ul style="list-style-type: none"> • Recognize personal space and general space for each activity. 	<ul style="list-style-type: none"> • Have the student walk around and “feel” where each piece of apparatus is. (AD) 	<ul style="list-style-type: none"> • mats or brightly coloured tape to identify boundaries • buddy • gentle touch for reminders of boundaries 		

Learning Outcome Planner

Form 2: Example 2

Name _____ Grade 4 Unit Movement

Health and Safety Considerations for a student with cerebral palsy who uses a wheelchair:

- Be aware of potential difficulties related to
 - bladder and bowel control
 - cuts, abrasions, and pressure sores
 - hypothermia
 - shunts
 - spasticity
- Ensure wheelchair safety in the gymnasium when other students are running about (e.g., in tag games).
- Establish safe playing areas, especially if hard objects (e.g., basketballs, discs) are being thrown about and the student is not able to protect himself or herself with hands.
- Refer to the student’s cumulative file for other information (e.g., medical history).

Specific Learning Outcomes	Individualized Learning Outcomes	Adaptations (AD), Accommodations (AC), or Modifications (M)	Equipment, Materials, and Personnel	Comments	
				Achievement	Progress
<input type="checkbox"/> S.1.4.A.1 Demonstrate proficiency in basic transport skills and other locomotor variations and extensions (e.g., slide, leap, grapevine...).	<ul style="list-style-type: none"> • Wheel safely in general space, moving in different directions and pathways. • Combine different movements to travel through general space. 	<ul style="list-style-type: none"> • Set up a course or a safe area for the student to travel through. (AC) • Work on backward/forward movements, turns, and movement up and down ramps. (AC) 	<ul style="list-style-type: none"> • wheelchair • pylons • large pieces of equipment • buddy • trained personnel 		
<input type="checkbox"/> K.1.4.B.3b Show different ways to propel or move (e.g., kick, strike, roll...) objects using different body parts (e.g., head, arms, hands, feet...).	<ul style="list-style-type: none"> • Show different ways to propel or move objects using different body parts or other equipment to create extensions from body. 	<ul style="list-style-type: none"> • Add pieces of equipment (e.g., hockey stick, spongy polo stick) to serve as an extension of body parts to use at different levels. (AC) • Remove the student from wheelchair to play floor games, where appropriate. (AC) 	<ul style="list-style-type: none"> • hockey stick • spongy polo stick • tabletop games • mats for floor games 		

Visual Planner for Inclusion in Physical Education/Health Education

Form 3

Name _____ Grade _____ Unit _____

 What is everybody doing?

↓

Can _____
participate just like everyone else?

 No?
What can we
do to include
_____?

 YES
Go have fun!

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?

Notes

