

AAALF's Inclusion Insights: Team Passing Sports Middle School Ages: 11 - 13 years



Developmental Background

Team passing sports, such as soccer, floor hockey, and Ultimate Frisbee®, require students to work in groups to plan, organize, and take part in competition. To participate in team passing sports, students must combine fundamental motor skills (i.e. running, throwing, catching, or kicking) into specialized skills used for a particular team sport (i.e. dribbling, using a hockey stick, or dodging an opponent). Participation in team passing sports also requires students to assume different roles and to use complex strategies developed for successful competition.

Successful participation in team passing sports is often a challenge for students with disabilities. They frequently have not reached the mature level of fundamental motor skills, making it difficult to perform the specialized skills required for participation. Often, students with a disability also have difficulty participating as a team member, making decisions while playing a game, and developing team strategies.

Indicators of Success¹

1. Student participates in a sports-skill learning activity (i.e., throwing a Frisbee® with a partner, shooting a floor hockey puck) at a level commensurate with his/her ability.²
2. Student demonstrates his/her knowledge of the game rules through discussion and oral assessment.³
3. Student participates in a designated team sport game, modified as needed for the student's ability, at least three times in a grading period.⁴

Learn to modify your teaching (how you teach), the environment (where you teach) or what you teach (change the activity itself)!

How Do You Teach?

- Assess the student's skills and abilities to determine his/her current level of performance (develop lesson plans and activities from the assessment information.)
- Use one- or two-word cues (repeat as often as needed)
- Demonstrate and model each specific sport skill (make it as concrete as possible)
- Use peer tutors and/or paraprofessionals for extra assistance
- Start with simple sports skills and progress to more complex skills (start at the student's current level of performance and progress from there)
- Place student with a disability near you (give extra prompts and assistance when necessary)
- Teach to the multiple intelligences (all students have different learning styles and can benefit from a variety of sensory inputs, such as sounds, textures, and weights of materials and activity equipment)
- Be consistent (follow the same class routine, put equipment in the same place, and follow through with consequences)

Where Do You Teach?

- Provide an environment that is challenging and successful for all students
- Decrease distractions in the learning environment (keep background noise and equipment clutter to a minimum)
- Alter the playing surface texture (i.e., sand, dirt, asphalt)
- Increase or decrease the grade or texture of the playing surface to indicate play area boundaries, (e.g. put mats or floor tape around the perimeter)
- For students with visual impairments, allow the individual to use an "anchor" for orientation when running (a sighted partner or a rope suspended at hip level)
- Position yourself where the individual with a hearing impairment can see your lips and maintain eye contact
- When outdoors, position yourself so that you face the sun while the students have their backs to the sun
- Provide adequate lighting in the teaching environment
- Reduce the playing space (make the court smaller, field shorter, etc)
- Gradually increase the complexity of skills and activities
- Use teaching stations or a similar instructional techniques to teach specialized sports skills
- Use small-sided lead-up games to reinforce sports skills and strategies, allowing students more active participation such as half-court or smaller teams
- Teach in a game-like environment to facilitate generalization

What—Change the Activity Itself!

Change/vary the equipment

- Make the goal larger for floor hockey or soccer
- Use a low-bounce foam ball, beeper ball, or brightly colored ball for flag football or soccer
- Put a beeper or radio at the soccer, floor hockey, or Frisbee® goal areas
- Use lighter weight hockey sticks, Frisbees®, soccer balls, and footballs
- Shorten the distance of the soccer, floor hockey, football, and Frisbee® playing field, especially for those students with physical impairments or low physical fitness
- Decrease the speed of an activity (i.e. have students walk rather than run or use a stop/go clock)

Change rules/strategies

- Allow ball to stay stationary so student with disability can gain control
- Allow students with disabilities to move differently from teammates or opponents
- Lengthen or shorten game time
- Provide frequent rest periods
- Have peer assistant catch, throw, or kick the ball for a student with a disability

- Use disability sports rules as a way to equalize students with and without disabilities
- Put students with disabilities in a team position that requires less movement and/or decision making based on their abilities

The Solutions You Need

The following matrix can be used to identify where, on a two-dimensional continuum, students in your class fit so you can provide the most suitable equipment and supports for their success. The matrix is arranged so that the easier, novice-level activities/skills are identified in the lower left-hand quadrant of the

matrix. There you can see to some extent, a developmental sequence of movements with recommended equipment appropriate at each level. As you can see, the upper, right-hand quadrant, has implications for the most difficult and advanced skills, featuring the standard equipment used in any physical education class. You would be surprised that, if given an option, many students will choose to use equipment that gives them a greater chance for success. If the environment in the class is such that these choices are “okay”, ALL students will learn, find success, and perhaps learn to enjoy an activity they can incorporate into an active lifestyle throughout their life span.

Developing Skills for Team Passing Sports

Advanced - More Skills

- The Softee Hockey Stick (G1797) and Spongee Polo Stick (G1728) give students with disabilities more control of the stick and opportunity for skilled play
- Adjustable Goals (G8036) can make a smaller or larger target, allowing students more success when kicking/throwing/shooting at goal
- Students with less hand/arm strength have more chance for capturing a flag when using the Quick-Release Belts (G783) during flag football games
- Students with disabilities will have more success tracking the Eclipse Track Ball (G2983) when playing a team handball game
- Students with lower muscular strength will be better able to throw, catch, or kick using the Flyweight Ball (G5064), Soft Strike Soccerball (G7957), and Foam Football (G1631)

- Different sizes and colors of Soccer Balls (G3956, G5559, G11688/97) give all students a chance to developmentally progress in their soccer dribbling and shooting skills
- Different lengths of Hockey Sticks (G684, G2457) allow students of various heights to play with the correct stick length
- Handballs of different sizes (G938, G844) enable students to play with the ball that is developmentally appropriate when playing team handball
- Different sizes and weights of Footballs (G10131/35) allow students with differing abilities to throw more accurately, catch more often, and participate more successfully while playing flag football
- Flying Discs (G3154/61/84) of different sizes and weights enable students to match their ability with the appropriate size disc

Easier

More Difficult

- Children needing support for standing or moving on the field/court can use the Mobi-Rover (E35935) or Postural Walker (E35180/81/82)
- Students using wheelchairs or with limited arm/hand mobility can use the Bowling Ball Ramp (E9972) or Batting Tee (E1272) to aim a ball, get it off the ground, or put momentum on the ball
- Students with visual impairments and limited attention spans can use the Jingle Bell Balls (G6136) or Ringing Soccer Balls (G6206) to help track the ball on the field or court
- Spot Markers (E743) can indicate where students with disabilities should stand or move on the playing court and field, while the large Cones (E5480) give concrete visual cues of the court/field boundaries
- The Developmental Scooter (E1470) enables students with less balance, agility, and strength to stay on the scooter and fully participate in a scooter hockey game

- Students needing more visual cues for hand placement on the ball can use the Chameleon Football (E34557) or Foam Disc (E34565)
- Beanbags (G738) and Ruff/Ready Foam Balls (G2135/39/41/49) are easier and safer for lesser skilled students to throw and catch
- The Flasher Light (E34554) will help students with hearing impairments or attention deficit disorders track their teammates on the field and court
- The Softer Saucer (E7717) enable students with disabilities to play Ultimate Frisbee® with better throws and catches and more success
- The Gym Scooter Hockey Kit (G975) allows students with less mobility to play as an equal to their peers, putting everyone on the same eye level
- The No-Bounce Ball (G682) and Zero Balls (G8053) stay close to the ground, giving students with intellectual disabilities, autism, or other lesser skilled students more chance for success with safer equipment

Novice - Less Skilled

Note: number referenced indicates FlagHouse item number for appropriate product.

Resources

American Association for Active Lifestyles and Fitness (AAALF/AAHPERD)

Adapted Physical Activity Council
1900 Association Drive,
Reston, VA 20191
<http://www.aahperd.org/aaalf/>
800-213-7193 X430

Making Connections: From theory to practice in adapted physical education. (2003) Scottsdale, AZ: Holcomb-Hathaway. 480-991-7881

American Association of Adapted Sports Programs

4585 Park Drive,
Pine Lake, GA 30071
<http://www.aaasp.org>
404-294-0070

National Association for Sport and Physical Education (NASPE/AAHPERD)

1900 Association Drive,
Reston, VA 20191
<http://www.aahperd.org/naspe/>
800-213-7193 x410

Moving Into the Future: National Standards for Physical Education. (1995). Dubuque, IA: WCB McGraw-Hill. 800-321-0789

National Center on Physical Activity and Disability

800-900-8086
<http://www.ncpad.org/>

National Disability Sports Alliance

25 W. Independence Way,
Kingston, RI 02881
(401) 792-7130
<http://www.ndsaonline.org/>

PE Central-Adapted Physical Education

<http://www.pecentral.org/adapted/adaptedmenu.html>

USA Deaf Sports Federation

102 N. Krohn Place,
Sioux Falls, SD 57103-1800
TTY: (605) 367-5761
V: 605-367-5760
<http://www.usadsf.org/>

United States Association of Blind Athletes

33 N. Institute Street,
Colorado Springs, CO 80903
<http://www.usaba.org>

¹ Adapted from Fairfax County Public Schools, (2002). *On the Move: A Roadmap to Fitness & Wellness. Physical Education Program of Studies, Grades: 6-8.* Fairfax, VA: Instructional Services Department.

² Aligned with Standard #1: "Demonstrates competency in many movement forms and proficiency in a few movement forms." (NASPE 1995).

³ Aligned with Standard #5: "Demonstrates responsible personal and social behavior in physical activity settings." (NASPE 1995).

⁴ Adapted from Seaman, J.A. & DePauw, K.P. (1989). *The New Adapted Physical Education. 2nd Ed.* Mountain View, CA: Mayfield Publishing. (Now: *Making Connections: From Theory to Practice in Adapted Physical Education.* (2003).

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