# Adapted PE Activities for Students with Visual Impairments - An Interactive Training

## Introductions (3:55pm-4:00pm)

* Kirsten French
	+ Sr. Programs Manager, Camp Spark & Sports Adaptations
* Ashley Kabza
	+ Programs Manager, Sports Adaptations
* Northwest Association for Blind Athletes
	+ Mission
		- To provide life-changing opportunities through sports and physical activity for individuals who are blind or visually impaired.
	+ Sports Adaptations program
		- [Adapted Equipment Lending Library](https://nwaba.org/wp-content/uploads/2022/09/sal_lending_library_inventory_2022_03_30_final_mc.pdf)
			* Over 400 pieces of adapted equipment available for borrowing at no-cost
			* [Lending Form](https://forms.microsoft.com/Pages/ResponsePage.aspx?id=ZaHxxeJZG0u0zTlmPyob9L0JFu3mEc9AgZLpaLWMsNRUREhIQjI4RU1INkpRNlJWMlZQQTRGRzRFTy4u)
		- [Video Resource Library](http://www.youtube.com/%40blindathletesacademy)
			* 70+ videos breaking down different PE and physical activity skills to demonstrate different ways to teach each skill to a student who is blind or visually impaired
			* Manuals and tactile diagrams accompany each video, as applicable, to increase the resources available
			* Other resources available through this library include a human guide and appropriate interactions video
		- [PE Consultations](https://nwaba.org/programs/sports-adaptations/)
			* Virtual or in person consultations to work with teachers, coaches, and others about different ways to make the PE classroom, extracurricular sport, a specific PE lesson or unit, or physical activity more accessible for a student who is blind or visually impaired

## Agenda – Ashley (4:00pm-4:01pm)

* Intro to APE
* Teaching Methods
* Teaching Progressions
* General Adaptations – 3 E’s
* Bocce
* Classroom Application
* Q & A

## Objectives – Ashley (4:01pm-4:03pm)

* By the end of this presentation, participants will be able to:
	+ Identify key adaptations necessary to effectively include blind and low vision students in physical education.
	+ Describe how at least three activities can be adapted to support the participation and engagement of blind and low vision students, including modifications to materials, instructions, and environmental factors.
	+ Develop and propose at least one physical activity along with appropriate adaptations for blind and low vision students.

## Introduction to Adapted PE – Kirsten (4:03pm-4:10pm)

* Importance of PE and physical activity
	+ Health & wellness
	+ Connection to other skills
	+ Social skills & community building
* Right to access
	+ PE is a direct service
	+ Federal right to access in least restrictive environment
	+ Same rights and impact potential as peers
* Barriers
	+ Instructor training
	+ Conscious and unconscious biases
	+ Equipment
	+ Schedules
* Considerations
	+ Professional development opportunities
	+ PE consultations
	+ Equipment lending

## Teaching Methods – Ashley (4:10pm-4:20pm)

* Pre-teaching
	+ Increase background & foundational knowledge
	+ Develop same knowledge base as peers
	+ Support independence when possible
	+ Utilize variety of resources
* Multiple modes of representation
	+ Visual
		- High contrast
		- Preferred color
	+ Auditory
		- Equipment
		- Sound sources
	+ Tactile
		- Diagrams
		- Maps
	+ Kinesthetic
		- Develop & build upon muscle memory
	+ Haptic
		- Use of touch-based (tactile) sensations to convey information, support learning, and enhance spatial awareness
		- Vibrations, textures, pressure, or movement
		- Help students perceive and understand their environment, concepts, or tasks
* Identify key outcomes
	+ Identify primary goal for lesson
	+ Allow for varied methods of response
	+ Adapt ways to meet & demonstrate key outcome
* Assume capability
	+ Student either already has the skill or has the capability to learn
	+ Right to try
	+ Right to take risks
* Maximize generalization
	+ Build on mastered skills
	+ Increase opportunities for skill practice & mastery
* Incorporating choice
	+ Maximize opportunities to support student agency

## Teaching Progressions – Ashley (4:20pm-4:28pm)

* Verbal descriptions
	+ Concise yet detailed
	+ Effective for all students
	+ Describe all relevant movements
* Verbal & tactile cues
	+ Short, concise cues to prompt movement or skill
	+ Phase out as applicable
* Tactile modeling (hand under hand)
	+ Student can remove themselves when desired
	+ Student places hands on instructor's relevant joints to understand how the movement of a skill should be performed
	+ An artist's figurine can be used as needed
	+ Incorporating haptic feedback
* Physical assistance (hand over hand)
	+ Instructor moves student's body through the movement of the skill
	+ Instructor should pause & remove their hands if student indicates that they are uncomfortable or need a break

## General Adaptations – Kirsten (4:28pm-4:35pm)

* Education
	+ Small sided games
	+ Peer teaching
		- Utilize peers to teach a recently learned or mastered skill
		- Helps peers increase their own skills when required to teach someone else
	+ Creative planning
		- Think outside the box when planning units
* Environment
	+ Lighting
		- More or less lighting
		- Glare
	+ Sound
		- Distracting sounds
		- Supporting sound localization
	+ Layout
		- Minimize changes when possible
		- Maximize ease of movement
		- Provide time for orientation
* Equipment
	+ Size
		- Larger, slower moving
		- Increased visibility
		- Appropriate in size to student
	+ Color
		- High contrast
		- Most visible for student
	+ Audible
		- Bell, beeping, & rattling equipment
		- Creating audible equipment
		- Sound sources
		- Creating sound sources
	+ Other adaptations
		- Decrease air slightly to increase ball control
		- Increase weight of equipment slightly
		- Easier grip
		- Borrow what you can't make or modify

## Bocce – Kirsten (4:35pm-4:50pm)

* Utilizing tactile maps

## Classroom Application (4:50pm-4:55pm)

* Think of one PE skill or activity in your classroom
* How are you going to apply what you learned today to make it accessible?
* Share with the group to learn from one another!

## Thank You!

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