# 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/@blindathletesacademy)
      * 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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