

Inclusive Strategies

Integrating students with special needs benefits all students in the class. Assessing level(s) of ability determines what adaptations, if any, are needed. Some students need very few adaptations, while others may require full, hand-over-hand, adult assistance.

General Modifications

Instructions

- Keep instructions clear and concise.
- Teach one segment of an activity, rather than an entire game in one lesson.
- Minimize the time between giving instructions and starting the activity.
- Start with activities that have few rules to remember and introduce additional rules one at a time when students have grasped the flow of the activity.
- Allow students to participate at their own levels.
- Provide verbal, physical, or hand-over-hand prompts to those who need them.
- Begin your unit by teaching and/or reinforcing the social skills involved in "competition."
- Emphasize to all students that movement, improvement, and enjoyment of physical activity are the goals, not scoring more points or "winning" a game. This keeps the focus on skill development and being physically active instead of the final outcome or score. Avoid elimination games.
- Make rule changes that increase success for students such as allowing multiple turns, allowing students to choose the type of throw, or extra seconds to complete the task.
- Encourage students to help develop rule modifications that will be fair and inclusive for everyone.
- Provide a demonstration and talk through the rules as the demo group is playing at a slower pace.
- Continue to check for understanding throughout the unit.
- Be clearly visible to all students and minimize background noise during instruction.

Groups/Partners

- Use proximity for students who benefit from being closer to you.
- Keep group sizes small.
- Allow a partner to assist a student.
- Depending upon the activity, sometimes keep groups homogeneous (skill levels similar) and sometimes heterogeneous (skill levels varied.)

Boundaries

- Decrease the distance the student needs to travel.
- Create smaller playing areas.
- Use well-defined boundaries.
- Use bright and/or tactile boundaries.
- Add physical boundaries (e.g. a rope taped to the floor for a boundary that can be felt if not seen).
- Remove any obstacles and keep playing area clear and safe.

Badminton

Time

- Allow more or less time when needed or disregard time limits.
- Slow the pace of the activity.
- Provide frequent rest periods when needed.
- Vary the tempo in rhythmic activities.

Actions

- Reduce the number of actions in completing a task.
- Modify the grasp for racquets, paddles, clubs, sticks, and/or bats.
- Allow modified body positions such as sitting, kneeling, or lying down.
- Allow the use of different body parts to be used in a skill.
- Change the locomotor skill used.

Equipment

- Create larger goals or targets.
- Use hoops or spot markers to mark positions on the court.
- Vary the tossable to provide more choices and optimize success:
 - **Size:** ball, disc, beanbag, etc.
 - **Weight:** provide a lighter object.
 - **Density:** allow more choices by providing inflated items, foam items, bean-filled, etc.
 - **Texture:** options like smooth, slippery, rough, sticky, and balls with holes for easier catching.
 - **Color:** offering color choices is good for students who have very strong likes and dislikes, and some colors may be easier to see for students with visual impairments.

Badminton-Specific Strategies

- Use larger racquets with shorter handles.
- Remove armrests from wheelchairs so students have more freedom of movement.
- Use different types and sizes objects to strike. Ones that move through the air slowly and are easier to track.
- Allow unlimited hits per player.
- Use a wider court.
- Allow the server to move closer to the net. Each student decides where to stand when serving.
- Provide bright or tactile boundaries for students with visual impairments.
- Have peers use non-dominant hand.
- Award points for hitting the ball into specific zones/areas.