

# Catching & Throwing

## Inclusive Strategies

Integrating students with special needs in this Catching and Throwing Unit benefits all students in class. Assessing ability determines what adaptations, if any, are needed. Some students need few adaptations while others may require extensive adult assistance. Create an environment that allows students to participate at their level and experience success each day.

## General Modifications

### Instructions

- Keep instructions clear and concise.
- 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.
- Emphasize that movement, improvement, and having fun are the goals, not scoring more points or “winning” a game. This helps keep the focus on skills and fun instead of the final outcome or score.
- Use proximity for students who benefit from being closer to you.
- Minimize the time between giving instructions and starting the activity.
- Allow a partner to assist a student.
- Provide verbal, physical, or hand-over-hand prompts to those who need them.
- 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.
- Avoid elimination games.
- Be clearly visible to all students and minimize background noise during instruction.

### Boundaries

- Decrease the distance the student needs to travel.
- Create smaller playing areas.
- Use well-defined 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.

### 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.

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## Actions

- Begin with catching from a roll; gradually work toward catching from a bounce; and finally with no bounces.
- 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

- Use larger, lighter striking implements such as paddles, racquets, sticks, and bats.
- Create larger goals or targets.
- Use suspended or partially deflated balls.
- Use hoops or spot markers to mark positions on the field or 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.

## Specific Modifications by Disability

### Students who use wheelchairs

- Push ball off lap or down a ramp
- Use a softer ball Kick ball if leg control is better than arm control
- Use larger ball to limit joint movement

### Students with visual impairments

- Use a softer ball
- Use a beeper ball
- Use brightly colored balls/objects
- Use verbal cues, physical guidance

### Students with learning disabilities

- Begin with a slower-moving ball (i.e., balloon)
- Use suspended balls
- Give slower, simplified instructions