

Inclusive Strategies

Integrating students with special needs in this Basketball 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.
- Large groups can be overwhelming to some. Using partner and small group activities helps many students focus.
- 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.
- Allow students to participate in pairs or small groups and check for understanding, before introducing them to any larger group games. Continue to check for understanding throughout the unit.
- 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.

Basketball

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

- Use a spot marker for "Home Base" during activities. This gives students a place to return and call their own. This is especially helpful for children with autism.
- Use larger, lighter striking implements such as paddles, racquets, sticks, and bats.
- Create larger goals or targets.
- 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.

Basketball Specific Strategies

- Use different types and sizes of balls. Foam balls move slower and are easier to catch.
- Lower the basket, if possible, and/or provide other targets for students having difficulty reaching baskets using proper form.
- Use a larger rimmed basket, if available, and/or provide larger targets.
- Alter the scoring system so easier-to reach targets are worth fewer points than more difficult targets.
- Use auditory balls and/or auditory targets for students with visual impairments.
- Require higher-skilled players to dribble with non-dominant hand to "even the playing field" in some situations.
- Allow students two hands for dribbling.
- Teach students to call out the name of the intended receiver and make eye contact before passing to them.