

## Examples of Physical Activity Approaches

The following examples are meant to support opportunities for students with disabilities to engage in meaningful physical activity experiences outside of the classroom environment, and support community partners with creating personalized goals for participants with disabilities in a self-contained and integrated environment. These examples are meant to provide facilitators with general ideas for how to adjust physical activity goals to meet participants' unique strengths/needs and are not meant to be exhaustive. Please refer to the *Where Do I Start?* section of this resource to identify the specific needs of your participants.

*Note that the accommodation ideas provide sample accommodations to guide organizations in designing accommodations appropriate for their participants. Accommodations should always be designed with individual participant-specific needs, strengths, and abilities in mind. The Physical Activity Approaches outlined in this section are suggested examples of how to deliver the physical activity program using modified goals and are subject to change depending on the participant's specific needs, strengths, and abilities in a group setting.*

Description of Physical Activity Environment	Accommodations	Physical Activity Approaches
<p><b><u>Self-Contained Setting</u></b></p> <p><b>Example Scenario: Community Setting</b></p> <p>A soccer club is starting a program for participants with disabilities. The program is geared towards participants ages 9 to 12. The program will be offering one-to-one support for each of the participants based on their specific needs. There will be a total of 15 participants with a variety of physical, cognitive, and other disabilities. The majority of the participants have little to no experience playing soccer. The objective of this program is to provide a supportive social environment where participants can enjoy being physically</p>	<p><b>Instructional Accommodations</b></p> <ul style="list-style-type: none"> <li>• Allow for extra time to complete activities</li> <li>• Stop activities periodically to check in and reinforce understanding of concepts/skills, positive social interaction, safe practices (e.g., demonstrate to the participants what stopping safely in a tag game looks like)</li> <li>• Use positive reinforcement (e.g., token system)</li> <li>• Incorporate written and oral language strategies (e.g., an instruction list of what is to be done, or pictures for those who cannot read or have trouble with oral directions)</li> <li>• Use explicit and repeated instructions</li> <li>• Provide clear, defined examples of behaviour that is expected</li> <li>• Break up tasks into smaller steps (“chunking”)</li> <li>• Pair verbal instructions with a physical demonstration</li> <li>• Avoid routines that may be triggering for participants (e.g., waiting in line for long periods, physical contact, competition)</li> <li>• Use a structured routine in daily tasks and/or activities (e.g., schedule board)</li> <li>• Use repetition as a tool for learning</li> <li>• Provide ongoing prompts or visual cues (e.g., first/then board)</li> </ul>	<p>Centres are an effective way to learn and practice multiple skills at one time, while providing participants with opportunities to demonstrate their skills in a variety of ways.</p> <p>Centre #1: In a designated space, participants are to control a ball with their foot. When the facilitator signals to switch, participants must find and switch balls with another participant. This activity encourages active communication between participants and practices the skill of controlling a ball within a playing area.</p> <p>Centre #2: Place cones of different colours on the floor. When the facilitator calls out a colour, the participants must control dribble the ball while moving to the corresponding-coloured cone. This activity encourages attending and listening to facilitator commands and following simple instructions.</p>

<p>active while being introduced to the sport of soccer.</p>	<ul style="list-style-type: none"> <li>• Build on teachable moments to value the different ways participants participate and/or play the activity (e.g., when teaching a participant how to strike an object with an implement, provide the choice of using different weighted/sized bats; when sending an object into a target, provide a variety of target sizes at different heights)</li> </ul> <p><b>Environmental Accommodations</b></p> <ul style="list-style-type: none"> <li>• Place the participant in a location where they can listen/hear and maximise understanding (e.g., closest to the facilitator)</li> </ul> <p><b>Social Accommodations</b></p> <ul style="list-style-type: none"> <li>• Emphasize social interaction (often the priority for children with autism spectrum disorder) and offer opportunities for students to support each other during the activity.</li> </ul>	<p>Centre #3: Set up multiple cones on the ground with objects of different sizes and shapes balancing on top of the cones. Participants must kick their ball towards the cones and attempt to knock the objects off. This activity encourages aim and accuracy to a target while maintaining control of the ball with their foot.</p> <p>Centre #4: Using pairs of pylons, create multiple “gates” in the playing area. When the facilitator calls out a number, the participants must dribble their ball through the corresponding number of “gates” (e.g., the facilitator calls out “3!” and the participants must dribble their ball through 3 gates). This activity encourages controlled movement alongside multiple players and focuses on kicking through a target.</p>
<p><b><u>Integration Setting</u></b></p> <p><b>Example Scenario 1: Intramurals</b></p> <p>There is an intramural program occurring outside of classroom instructional time, and the organizing teacher has approached you to ask for support. The teacher has shared that the goal of the intramural program is to offer a dedicated space and time for students to be physically active, provide social opportunities to encourage participation in a non-competitive environment and meet the needs of all participants.</p>	<p><b>Instructional Accommodations</b></p> <ul style="list-style-type: none"> <li>• Consider the format of your program that will best meet the interests of your participants and their ability levels (e.g., create low organization centres where participants “drop in” to the activities, providing them opportunities to explore using a variety of equipment of their choice; incorporate non-traditional games and equipment)</li> <li>• Reinforce the objectives of the activities (e.g., during a skipping intramural session, showcase different ways participants can skip alone or with others)</li> <li>• Use positive reinforcement to encourage participants to attend and engage in the intramural program (e.g., create a participation card for each participant that tracks their attendance in the intramural program and provides them access to open gym time when they reach a certain number of sessions attended)</li> <li>• Incorporate written and oral language strategies (e.g., an instruction list of what is to be done, or pictures for those who cannot read or have trouble with oral directions)</li> <li>• Use explicit and repeated instructions</li> <li>• Create a predictable intramural schedule so that participants know what to expect on each day (e.g., Monday is tag games, Wednesday is parachute games, Friday is Fun Friday relay games)</li> </ul>	<p>In an integrated setting, information about the participant such as their functioning level, behaviours and physical abilities are essential to inform the appropriate accommodations and strategies when planning physical activities. The following are examples of goals that can be identified with input from caregivers and other staff members.</p> <p><b>Social Goal:</b> The participant will actively participate in a task with a peer outside of their class (e.g., initiate play by saying “Can you play with me?”, “It’s your turn”).</p> <p><b>Physical Activity Goal:</b> The participant will participate in a physical activity by trying two new activities during the intramural time (e.g., using new and different equipment).</p> <p><b>Physical Activity Goal:</b> The participant will follow the intramural routines and demonstrate using the</p>

	<ul style="list-style-type: none"> <li>• Create an intramural routine for entrance and exit to avoid triggering routines (e.g., participants waiting outside, allowing different grades to attend on different days to allow for social engagement with peers)</li> <li>• Consider choosing intramural activities that can be adapted to any age, are fun and provide social opportunities that encourage greater participation and emphasize friendly competition</li> <li>• Provide ongoing prompts or visual cues (e.g., first/then board)</li> <li>• Build on opportunities to value the different ways participants participate and/or play the activity (e.g., provide participants with various ways to strike an object with an implement, provide the choice of using different paddles; when sending an object into a target, provide a variety of target sizes at different heights)</li> </ul> <p><b>Environmental Accommodations</b></p> <ul style="list-style-type: none"> <li>• Divide the playing area into designated spaces where participants can choose where to go (e.g., an area for playing with a partner, playing with a group, or playing alone)</li> </ul> <p><b>Social Accommodations</b></p> <ul style="list-style-type: none"> <li>• Find opportunities to promote social interaction within the intramural program (e.g., a special day of the week where participants are encouraged to “bring a friend” to the program)</li> <li>• Consider intentional pairing of participants into partners and groups where strengths and needs are complemented</li> </ul>	<p>equipment safely (e.g., entry and exit routines, setting up equipment, cleaning up, staying in their designated group or area).</p>
<p><b><u>Integration Setting</u></b></p> <p><b>Example Scenario 2: Community Setting</b></p> <p>A parks and recreation camp will be including participants of all abilities and ages in an integrated setting. Participants with disabilities are required to fill in a questionnaire prior to the start of the camp where likes, dislikes, medical conditions, and needs are listed by the caregiver. Families/caregivers also have the opportunity to request a one-on-one support worker for the participant. The</p>	<p><b>Instructional Accommodations</b></p> <ul style="list-style-type: none"> <li>• Allow for extra time to complete activities</li> <li>• Stop activities periodically to check in and reinforce understanding of concepts/skills, positive social interaction, safe practices (e.g., demonstrate to the participants what stopping safely in a tag game looks like)</li> <li>• Use positive reinforcement (e.g., token system)</li> <li>• Incorporate written and oral language strategies (e.g., an instruction list of what is to be done, or pictures for those who cannot read or have trouble with oral directions)</li> <li>• Use explicit and repeated instructions</li> <li>• Provide clear, defined examples of behaviour that is expected</li> <li>• Break up tasks into smaller steps (“chunking”)</li> <li>• Pair verbal instructions with a physical demonstration</li> </ul>	<p>In an integrated setting for physical activity, information about the participant such as their support needs, behaviours and physical abilities are essential to inform the appropriate accommodations and strategies when planning physical activities. The following are examples of goals that can be identified with input from caregivers and other staff members.</p> <p><b>Social Goal:</b> The participant will actively participate in a task with a peer through a buddy system (e.g., asking for help, taking turns, communicating with peers).</p> <p><b>Physical Activity Goal:</b> The participant will participate in a physical activity with a small group</p>

camp offers a variety of activities such as outdoor physical activities, arts and crafts, and music.

- Avoid routines that may be triggering for participants (e.g., waiting in line for long periods, physical contact, competition)
- Use a structured routine in daily tasks and/or activities (e.g., schedule board)
- Use repetition as a tool for learning
- Provide ongoing prompts or visual cues (e.g., first/then board)
- Build on teachable moments to value the different ways participants participate and/or play the activity (e.g., when teaching a participant how to strike an object with an implement, provide the choice of using different weighted/sized bats; when sending an object into a target, provide a variety of target sizes at different heights)

**Environmental Accommodations**

- Place the participant in a location where they can listen/hear and maximise understanding (e.g., closest to the facilitator)
- Provide options for preferred seating for participants who may have difficulty standing in one place or sitting on the ground unsupported (e.g., chairs with back support, seat cushion)

**Social Accommodations**

- Emphasize social interaction (often the priority for children with autism spectrum disorder) and offer opportunities for students to support each other during the activity
- Offer participants and/or their families the opportunity to talk about what they need in order to participate at their best

using multiple types of equipment that are available for all players (e.g., a variety of objects to throw with, different implements to send an object with). This goal will support participants in choosing objects that they are most successful with based on their specific strengths and needs (e.g., players with difficulty grasping a ball can use an object that is easier to grip).

**Physical Activity Goal:** The facilitator will provide variations in a game to the whole group to allow for multiple entry points for all participants and different challenges for different abilities (e.g., all participants can choose their object of choice in a sending game).

**Physical Activity Goal:** The facilitator will encourage multiple roles within a physical activity in order to allow participants to demonstrate their different strengths and skills (e.g., in a tag game, there are roles for stationary taggers within the playing area, taggers who can move around and participants who can save and defend).