A Teacher’s Guide to
Adapted Physical Education
Including Students with
Disabilities in Sports and Recreation
Fourth Edition

by

Martin E. Block, Ph.D.
University of Virginia
Charlottesville

with invited contributors
## Contents

About the Author .................................................................................................................. vii  
About the Contributors ........................................................................................................ ix  
Acknowledgments .................................................................................................................. xiii  

### I Foundations

1. What Is Physical Education?  
   *Steven Elliott, Amanda Stanec, and Martin E. Block* ......................................................... 3  
2. What Is Inclusion?  
   *Martin E. Block and Iva Obrusnikova* .................................................................................. 19  
3. A Team Approach to Inclusion in Physical Education  
   *Martin E. Block, Cathy MacDonald, and John Foley* ......................................................... 35  

### II Inclusive Practices and Planning

4. Program Planning and Assessment  
   *Martin E. Block and Luke Kelly* ............................................................................................ 55  
5. Instructional Modifications  
   *Martin E. Block, Aija Klavina, and Ron Davis* .................................................................. 93  
6. Curricular Modifications  
   *Martin E. Block* .................................................................................................................. 125  
7. Game and Sport Modifications  
   *Martin E. Block and Ron Davis* .......................................................................................... 137  

### III Understanding Specific Needs

8. Intellectual Disabilities  
   *Katie Stanton-Nichols and Martin E. Block* ....................................................................... 157  
9. Learning Disabilities  
   *Jason Bishop and Martin E. Block* .................................................................................... 173  
10. Attention-Deficit/Hyperactivity Disorder  
    *Jason Bishop and Martin E. Block* .................................................................................... 181  
11. Autism Spectrum Disorder  
    *Sean Healy and Martin E. Block* ...................................................................................... 187  
12. Emotional Disturbance  
    *Jason Bishop and Martin E. Block* .................................................................................... 203  
13. Deafness or Hard of Hearing  
    *M. Kathleen Ellis and Lauren J. Lieberman* .................................................................... 217  
14. Visual Impairments and Deafblindness  
    *Lauren J. Lieberman and Marla Runyan* .......................................................................... 231
vi Contents

15 Physical Disabilities
   Luke Kelly .................................................................................................................. 243

16 Other Health Impairments
   Simon Driver and Alicia Dixon-Ibarra ................................................................. 257

IV Supporting Across Contexts

17 Facilitating Social Acceptance and Inclusion
   Martin E. Block, Aija Klavina, and Cathy McKay ............................................... 271

18 Making Inclusive Physical Education Safe
   Martin E. Block and Mel L. Horton ........................................................................ 289

19 Positive Behavior Support of Children with
   Challenging Behaviors
   Martin E. Block, Hester Henderson, and Barry Lavay ....................................... 305

20 Including Students with Disabilities in Community-Based
   Recreation
   Martin E. Block, Andrea Taliaferro, and Tom Moran .......................................... 333

21 Multicultural Education and Diversity Issues
   Ana Palla-Kane and Martin E. Block ..................................................................... 367

References .................................................................................................................... 385
Index ............................................................................................................................ 421
About the Author

Martin E. Block, Ph.D., is a professor with the Department of Kinesiology in the Curry School of Education at the University of Virginia. Dr. Block has been the director of the master's program in adapted physical education at the University of Virginia since 1993. During that time, he has supervised and graduated more than 120 master's students. Prior to returning to college to earn his Ph.D., Dr. Block served as an adapted physical education specialist in Virginia and Maryland, working with children with severe disabilities and learning and behavior problems. Dr. Block has been a consultant to Special Olympics, Inc., helping to create the Motor Activities Training Program, a sports program for athletes with severe disabilities. He has authored or coauthored 5 books, 20 chapters in books, and more than 75 peer-reviewed articles and has conducted more than 100 international and national presentations on various topics in adapted physical education. Dr. Block is the president of the International Federation of Adapted Physical Activity (2015–2019) and has served as president of the National Consortium for Physical Education and Recreation for Individuals with Disabilities and as chair of the Adapted Physical Activity Council within the American Alliance for Health, Physical Education, Recreation, and Dance. He also was named the Virginia College Professor of the Year in 2004 by the Virginia Association of Health, Physical Education, Recreation, and Dance.
Step 2: Learn About Similarities and Differences Between Traditional and Adapted Sports Skills and Rules

The next step you should consider is learning about the skill and rule similarities between selected traditional and adapted sports. Identifying similarities between the two categories of sports will help you implement an inclusive curriculum. Review Tables 7.6–7.8 and Figures 7.3–7.5 to identify similar skills and rules between traditional and adapted sports that apply to basketball, soccer, volleyball, and tennis.

Many of the adapted sports have similar rules to their traditional sports counterpart; however, the interpretation of rules often is not as similar and will require you to learn the differences. Keep in mind you have the choice of modifying rules of the sports to help address the needs of all your students. Rule modification is an acceptable way to address inclusion; remember your selected rule modifications must work for all students.

Step 3: Assess the Performance for All Students on the Skills Needed to Successfully Participate

When considering inclusion of students with and without disabilities in the same setting, assessment...
Inclusive Practices and Planning

Any task–environment interaction with a student’s functional ability resulting in a negative experience should be changed. For example, a student with high functional ability should experience positive environment interactions, or Q1, with difficult or complex tasks. The same with a task considered simple for a lower functioning student such as Q3. Selecting a task that is simple for a high-functioning student or a difficult task for a low-functioning student could result in unsuccessful task–environment interactions and thus require adjustments. The quadrants are meant to be considered starting points (i.e., initial assessments between the students’ functional ability and the environment/task interaction). Skill performance assessment can follow this initial task–environment assessment.

Assessing Skill Performance

Once you have assessed the task–environment interaction for the students in your class, one type of skill assessment that could be used to assess performance is a content-referenced or curriculum-embedded criteria assessment. Conducting this type of assessment for a student with a disability is the same process used with students without a disability.

When you commit to using the combination of a traditional and adapted sports curriculum, you will recognize the similarities rather than the differences. For example, the skills in traditional basketball are pass, dribble, shoot, rebound, ball movement, and ball retrieval. When you teach passing (e.g., chest pass), you might break down the teaching points in the following manner:

- Eyes on target
- Two hands on ball
- Elbows flexed in preparation
- Elbows extend at ball release
- Thumbs point downward
- Follow-through

Table 7.8. Examples of traditional and adapted sports rules for basketball and soccer

<table>
<thead>
<tr>
<th>Rule</th>
<th>Traditional sports</th>
<th>Adapted sports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball and wheelchair basketball</td>
<td>Traveling — One step with ball, must dribble before second step</td>
<td>Two consecutive touches to the handrim with ball possession; must dribble, pass, or shoot before third touch</td>
</tr>
<tr>
<td></td>
<td>Lane violation — Three seconds without attempt to shoot</td>
<td>Four seconds without attempt to shoot</td>
</tr>
<tr>
<td>Soccer and wheelchair soccer</td>
<td>Throw-in — Two hands, overhead</td>
<td>Two hands, overhead</td>
</tr>
<tr>
<td></td>
<td>Goalie-area violation — Offense or defense allowed inside</td>
<td>Offense or defense not allowed inside</td>
</tr>
</tbody>
</table>

Davis’s environmental interaction model [see Figure 7.5] is presented as a vertical axis representing the performer’s functional ability and a horizontal axis representing the difficulty of the task and environment. These axes intersect to create a four-quadrant [Quad 4] model to demonstrate dynamic positive (+) or negative (−) environmental interactions. As you apply the Quad 4 model to activity selections, you should consider the potential for your students’ success (+) or nonsuccess (−). Any task–environment interaction with a student’s functional ability resulting in a negative experience should be changed. For example, a student with high functional ability should experience positive environment interactions, or Q1, with difficult or complex tasks. The same with a task considered simple for a lower functioning student such as Q3. Selecting a task that is simple for a high-functioning student or a difficult task for a low-functioning student could result in unsuccessful task–environment interactions and thus require adjustments. The quadrants are meant to be considered starting points (i.e., initial assessments between the students’ functional ability and the environment/task interaction). Skill performance assessment can follow this initial task–environment assessment.

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- Two hands on ball
- Elbows flexed in preparation
- Elbows extend at ball release
- Thumbs point downward
- Follow-through
These same teaching points could be used in teaching the chest pass from the adapted sport of wheelchair basketball. By transferring these criteria to an assessment checklist and adding a quantitative measure, you can develop your assessment instrument and apply these same teaching points to skill analysis for both traditional and adapted sports (see Figure 7.6, modified from Davis, 2011). For scoring, you could place an X if the student demonstrated the criterion, a slash (/) for attempting the criterion, or a zero (0) if the student could not perform the criterion. You could design similar assessments for the other basketball skills such as dribble, shooting, or ball movement. All students bring their own unique set of skill abilities; once you have assessed environmental interaction and skill performance, you are ready to plan your teaching by developing unit and lesson plans. In addition, you now have information that could contribute to a student’s IEP [e.g., present-level statements, annual goals, and short-term objectives].

**Step 4: Implement and Teach Using Traditional and/or Adapted Sport**

In order to implement and teach, you need to make sure you have planned for the following: the amount of time available, number of objectives to be mastered, equipment available, types and severity of disabilities in your class, opportunities to practice new skills outside the school setting, logistical concerns, and skills needed to be successful. As previously mentioned, when delivering the lesson in class, considerations must include teaching format, teaching style, and curriculum delivery. Whether you have decided to include one student with a disability in a traditional sport unit or to teach all students with and without disabilities an adapted sport, planning is the key ingredient. Figure 7.7 is offered as a general unit planning document that can help you implement your traditional sport curriculum with modifications for students with disabilities or include an entire adapted sport in your traditional curriculum. It shows a plan for teaching an entire adapted sport unit for all students, in this case sitting volleyball. This is a 45-minute class for 3 days per week using 1) 8 minutes of warm-up, 2) 5 minutes of instruction, 3) 25 minutes of activity, and 4) 7 minutes of cool-down.
### Figure 7.6

Criterion assessment for chest pass in wheelchair basketball. (Key: X, accomplished; /, with assistance; 0, not accomplished; adapted, with permission, from Davis, R.W. [2011]. *Teaching disability sport: A guide for physical educators* [2nd ed., p. 18]. Champaign, IL: Human Kinetics.)

<table>
<thead>
<tr>
<th>Chest pass</th>
<th>Trials 1–5</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eyes on target</td>
<td>X</td>
<td>Needed verbal cues to keep eyes on target</td>
</tr>
<tr>
<td>Two hands on ball</td>
<td>X</td>
<td>Needed verbal and PA to hold the ball correctly</td>
</tr>
<tr>
<td>Elbows flexed in preparation</td>
<td>/</td>
<td>Needed PA to hold the ball correctly in prep</td>
</tr>
<tr>
<td>Elbows extend at ball release</td>
<td>0</td>
<td>Extension limited</td>
</tr>
<tr>
<td>Thumbs point downward</td>
<td>0</td>
<td>Extension limited</td>
</tr>
<tr>
<td>Follow through</td>
<td>/</td>
<td>Need reminders to follow through</td>
</tr>
</tbody>
</table>