



# STRATEGIES FOR INCLUSION



### Strategies, Modifications and Accommodations for Success

Accommodations are supports that the student needs to successfully demonstrate learning. In schools, accommodations should not change expectations of the curriculum grade levels.

Modifications refer to a change of expectations to meet the needs of the student. In schools, modifications of the curriculum expectations should always be done in consultation with a Special Education teacher.

In order for inclusion efforts to be successful, teachers and community leaders need to be aware of the type and severity of the disability, type of activity, modifications to equipment that can be made, and the need for staff and / or peer support.

### Strategies for Inclusion

Strategies are ways in which you can teach or instruct to maximise learning for children with disabilities. The following list includes specific strategies to think about when planning your lesson or activity.

- Emphasise social interaction (often the priority for children with Autism Spectrum Disorder) and assign “peer helpers” to act as guides and / or supports
- Allow for extra time to complete tasks
- Use positive reinforcement
- Incorporate written and oral language strategies (lists of what is being done, or pictures for those who cannot read or have trouble with oral directions)
- Use explicit and repeated instructions
- Provide peer support – assign a peer helper to provide support during the activity
- Place the student in a location where he / she can listen / hear to maximise understanding
- Provide clear, defined examples of expected behaviour
- Always be patient
- Allow for flexibility in your plans
- Break up tasks into smaller steps
- Use demonstration at all times
- Understand that waiting in line may be difficult for some children
- Use consistent routines in your plan
- Play games over and over





## APPENDIX L STRATEGIES FOR INCLUSION



- Provide ongoing prompts or visual cues
- Use mixed groupings of students with varying abilities
- Celebrate the process
- Use a variety of equipment to modify your program

Changing what is expected (either an outcome or an expectation) is modifying. Giving supports to help achieve what is expected is accommodating. The following is a list of suggested modifications and / or accommodations that can be applied to the settings and design of physical activities.

### Equipment Modifications and / or Accommodations

- Use lighter, larger, or slower moving equipment (e.g., discs, balloons, deflated balls, beanbags)
- Shorten sticks (for hockey)
- Lower goals (for basketball)
- Lower nets, use hula hoops as nets, or avoid the use of nets
- Use a tethered ball (attached to wrist) for a visually impaired student or a student in a wheelchair
- Move a target closer to the student who is visually impaired or in a wheelchair
- Use brightly coloured balls or balls that make sound
- Use scooter boards
- Use larger sized racquets for easier hand-eye coordination
- Use stationary rope (not moving) for activities that require jumping over rope
- Use a lighter striking implement (i.e., bat) in baseball
- Move the start / finish lines closer
- Use a ramp to assist with throwing and / or kicking a ball.

### Skill Level Modifications and / or Accommodations

- "Wheeling" can be substituted for running

- If dribbling a ball, allow student in wheelchairs to place ball in lap
- Allow the student to use a foam swimming noodle to tag people
- Simplify tasks (drop and catch ball, rather than bounce it consecutively)
- Use lead-up activities to prepare the student

### Rule Modifications / Accommodations

- Allow extra "tags" so the student is not declared "out" of a game right away
- Allow student to use hands (in soccer)
- In kicking games (e.g., soccer, baseball) allow student to throw instead of kick
- Play soccer baseball instead of regular baseball
- Add an extra goalkeeper to assist the student
- Decrease distances
- Increase points scored for the shot / goal
- Give points for passing and giving appreciation
- Reduce the size of the playing area
- Adjust throwing and / or kicking distances
- Modify boundaries
- Decrease / increase the number of students in the activity
- Permit additional strikes, throws, or kicks
- Allow bounce passes, rather than chest passes

### Other

- Train "peer helpers" to assist with throwing and catching or being designated runners
- Establish a designated laneway / area within which the student can travel
- Provide students with coloured shirts, flags, pinnies or other markers to wear for easy identification of teams