

# CATCH Activity Adaptations



Name of Activity: **Locomotor Skills**

Grade Level: K-5

Equipment:

Adaptations:

- **Students who use wheelchairs (typical upper body strength)**
  - Allow student to push wheelchair.
  - Allow student to decide how he/she will move to simulate locomotor skill, i.e. *hopping*, student raises one arm up and down; *jumping*, student lifting buttocks off seat by pushing with hands and arms from arm rests, (wheelchair pushups); *skipping*, student does forward arm circles.
  
- **Students who use wheelchairs (limited upper body strength)**
  - Have peer push chair while student tries to keep arms and head up.
  
- **Students with visual impairments**
  - Assign student with a sighted peer (sighted peer holding student at elbow).
  - Use tactile or auditory boundaries. i.e. cones or changes of the surface (mat, from grass to gravel) to indicate a boundary. Use beeper cones or music to indicate their location.
  
- **Students with mental retardation/learning disabilities**
  - Use physical assistance as needed.
  - Encourage proper movement skills.
  - Keep verbal directions to a minimum.
  - Maintain a routine.
  
- **Students with hearing impairments**
  - Position student in front of the class for students with residual hearing and for those who can read lips.
  - Use extra visual cues i.e. pictures, written directions.
  - Utilize peer tutors to repeat directions and perform demonstrations.

# CATCH Activity Adaptations



Name of Activity: **Jump Rope Skills**

Grade Level: K-5

Equipment:

Adaptations:

- **Students who use wheelchairs (typical upper body strength)**
  - Encourage student to do "wheelchair pushups".
  - Encourage student to do other jump styles using arms (sideswing, criss cross, forward/backswing).
  - Use peer to hold other end of rope to turn.
  - Use two peers to hold rope and student wheels under the rope.
  
- **Students who use wheelchairs (limited upper body strength)**
  - Student holds jump rope with peer's hand over hand assistance.
  
- **Students with visual impairments**
  - Put bells on rope. Tape sound devices on jump rope.
  - Use verbal cues (tell student when to jump).
  - Use sighted peers to assist verbally and physical. (Sighted peer holding student at elbow).
  
- **Students with mental retardation/learning disabilities**
  - Encourage proper jumping skills.
  - Use physical assistance when teaching skill.
  - Practice the components of a skillful jump without a rope (arm movements, turning, jumping, landing).

## CATCH Activity Adaptations



Name of Activity: **Hula Hoops**

Grade Level: K-5

Equipment:

Adaptations:

- **Students who use wheelchairs (typical upper body strength)**
  - Encourage student to find best way to move hoop.
  - Use peer to assist student in moving hoop around arm, waist, legs, etc.
  - Have student choose his/her own way to do locomotor movements around hoop (in their chair or out of the chair).
  
- **Students who use wheelchairs (limited upper body strength)**
  - Student moves hoop the best way s/he can (in or out of chair).
  - Use peer to assist student in moving hoop.
  
- **Students with visual impairments**
  - Use verbal cues to assist student.
  - Use peer to assist student in retrieving hoop.
  - Use tactile or auditory boundaries to allow student to move independently in a safe area.
  
- **Students with mental retardation/learning disabilities**
  - Use physical assistance when teaching skill.
  - Encourage proper technique.
  - Keep verbal directions to a minimum.

# CATCH Activity Adaptations



Name of Activity: **Bench Aerobics**

Grade Level: K-5

Equipment:

Adaptations:

- **Students who use wheelchairs (typical upper body strength)**
  - Assist student to get out of wheelchair to move on and off bench the best s/he can.
  - Assist student to work on bench activities that s/he can do, i.e. lobster kick, front leg lifts, feet on the bench sit-ups, push-ups, etc.
  - Use adequate space to allow students to move continuously around other benches.
  
- **Students who use wheelchairs (limited upper body strength)**
  - Use peer to assist student using arm movements to simulate the movement of legs on a bench placed near him/her or on wheelchair (tray/desk).
  - Student works on floor to do activities/exercises with assistance.
  
- **Students with visual impairments**
  - Use verbal cues to assist student.
  - Use peer to assist student with bench movements.
  - Place bench near wall so student can hold on to wall for safety.
  - Use tactile or auditory boundaries on bench.
  
- **Students with mental retardation/learning disabilities**
  - Use physical assistance when teaching skill.
  - Encourage proper technique.
  - Place bench near a wall so student can hold on to wall for security or assistance.

# CATCH Activity Adaptations



Name of Activity: **Parachute**

Grade Level: K-5

Equipment:

Adaptations:

- **Students who use wheelchairs (typical upper body strength)**
  - Encourage student to find best way to grip/hold parachute.
  - Have student hold parachute and peer pushes student while moving in a circle with parachute.
  - Have peer assist student in pulling parachute behind him/her and sit on the edge to keep air inside the parachute.
  
- **Students who use wheelchairs (limited upper body strength)**
  - Student holds parachute with hand over hand assistance.
  - Use peer to assist student with pushing and movements.
  
- **Students with visual impairments**
  - Use sighted peer to assist with parachute (sighted peer holding student at elbow).
  - Use verbal cues to assist student.
  
- **Students with mental retardation/learning disabilities**
  - Use physical assistance when teaching skill.
  - Encourage proper technique.
  - Keep verbal directions to a minimum.

# CATCH Activity Adaptations



Name of Activity: **Catching Skills**

Grade Level: K-5

Equipment:

Adaptations:

- **Students who use wheelchairs (typical upper body strength)**
  - Encourage student to find best way to catch.
  - Use soft ball (Nerf ball) for safety.
  - Use Velcro ball and glove with peer.
  - Allow ball to bounce before catching.
  - Allow student to wheel his/her chair to the rolling ball on the ground to count as a catch.
  - Vary distance requirements.
  
- **Students who use wheelchairs (limited upper body strength)**
  - Use peer to assist catching.
  - Use soft balls (Nerf, yarn, punching balls).
  - Use bigger/slower balls (balloons, beach balls).
  - Use Velcro ball and glove with peer.
  - Allow student to hold another piece of equipment to allow them to catch a ball, i.e. a frisbee, light crate, light trash lid.
  - Allow peer/partner to hit wheelchair with ball to count as a catch.
  - Vary distance requirements.
  
- **Students with visual impairments**
  - Assign student with a sighted peer (sighted peer holding student at elbow).
  - Put bells in ball. Tape sound devices to specific balls.
  - Suspend a soft ball for safety.
  - Use verbal cues (tell student when ball is released for catching).
  - Use a bigger, softer, brighter slower ball for safety i.e. *balloons, yarn balls beach balls (orange, red colored) Nerf balls, bean bags.*

## CATCH Activity Adaptations



- **Students with mental retardation/learning disabilities**
  - Use soft ball for safety. (Nerf ball)
  - Use physical assistance when teaching skill.
  - Vary distance requirements.
  - Use suspended balls.
  - Encourage proper technique.

# CATCH Activity Adaptations



Name of Activity: **Throwing Skills**

Grade Level: K-5

Equipment:

Adaptations:

- **Students who use wheelchairs (typical upper body strength)**
  - Encourage student to find best way to throw (overhead v. sidearm).
  - Use soft ball (Nerf ball) for safety.
  - Use smaller type of ball (bean bag, whiffle).
  - Vary distance requirements.
  - Tie ball to student's chair to allow student to pull ball in after throwing it.
  
- **Students who use wheelchairs (limited upper body strength)**
  - Use peer to assist in throwing.
  - Use soft ball (Nerf ball) for safety.
  - Push ball off lap, then have peer throw it rest of way.
  - Push ball down ramp, then have peer throw it rest of way.
  - Hit ball off tee (or held by peer) with head; then have peer throw it rest of way.
  - Use legs, and kick ball if student has more control over legs.
  - Tie ball to student's chair to allow student to pull ball in after throwing it.
  
- **Students with visual impairments**
  - Use sighted peer to assist in throwing (sight peer holding student at elbow).
  - Use soft ball (Nerf ball) for safety.
  - Use verbal cues to help student stand facing correct direction.
  - Put bells in ball. Tape sound devices to specific balls.
  - Use physical assistance to instruct student.
  - Vary distance requirements.



## CATCH Activity Adaptations



- **Students with mental retardation/learning disabilities**
  - Use soft ball (Nerf ball) for safety.
  - Start with a balloon and gradually work towards faster-moving balls.
  - Use suspended balls.
  - Use physical assistance when teaching skill.
  - Encourage proper technique.

# CATCH Activity Adaptations



Name of Activity: **Ball Skills (Feet) - Passing and Trapping**

Grade Level: K-5

Equipment:

Adaptations:

- **Students who use wheelchairs (typical upper body strength)**
  - Allow student to throw or roll ball for passing.
  - Use larger or smaller balls.
  - Use soft ball i.e. Nerf balls or punch balls (large balloons).
  - Use peer to assist student to pass or trap the best way s/he can.
  
- **Students who use wheelchairs (limited upper body strength)**
  - Use softer ball (Nerf ball, balloon) for safety.
  - Kick (push with foot) ball down ramp.
  - Use peer to physically assist student to kick.
  - Have student push ball off lap.
  - Hit ball off tee (or held by peer) with head.
  
- **Students with visual impairments**
  - Use softer balls (Nerf ball) for safety.
  - Use verbal cues to help student stand in correct direction.
  - Put bells or beeper in ball.
  - Use peer to assist with verbal cues (tell student when ball is released for trapping; tell student where to pass).
  - Use tactile or auditory boundaries for safety.
  
- **Students with mental retardation/learning disabilities**
  - Use soft ball (Nerf ball) for safety.
  - Use suspended balls.
  - Start with a balloon and gradually work toward faster-moving balls.
  - Use physical assistance when teaching skill.
  - Encourage proper technique.
  - Keep directions to a minimum.

## CATCH Activity Adaptations



Name of Activity: **Kicking Skills**

Grade Level: K-5

Equipment:

Adaptations:

- **Students who use wheelchairs (typical upper body strength)**
  - Hold ball on lap and push wheelchair.
  - Have student repeatedly hit ball when it sits on lap tray while being pushed.
  - Use peer to physically assist in kicking.
  
- **Students who use wheelchairs (limited upper body strength)**
  - Have peer push wheelchair while student holds ball in lap or in hands.
  - Have student repeatedly hit ball when it sits on lap tray while being pushed.
  - Use peer to physically assist student in moving foot to kick ball.
  
- **Students with visual impairments**
  - Use larger balls.
  - Put bells or beeper in ball.
  - Tie string to ball and to foot so that ball can be retrieved.
  - Use peer to guide him/her in the correct direction to kick.
  - Use verbal cues to assist student.
  
- **Students with mental retardation/learning disabilities**
  - Use larger, softer balls.
  - Use deflated ball for a slower speed.
  - Use peer to assist student (extra verbal and physical cues).
  - Encourage proper technique.

# CATCH Activity Adaptations



Name of Activity: **Football**

Grade Level: K-5

Equipment:

Adaptations:

- **Students who use wheelchairs (typical upper body strength)**
  - When student has possession of the ball peers have to walk instead of run while attempting to grab students flag.
  - Student places ball on lap when caught and peer pushes student.
  - Limit distance student has to travel.
  - Have student throw ball instead of punting.
  - Use wider activity area/grid to accommodate students.
  - Attach Velcro flag to wheelchair.
  
- **Students who use wheelchairs (limited upper body strength)**
  - Peer catches ball then places ball on lap of student and pushes student.
  - Peer assistant student in grabbing opponent's flag.
  - Limit distance student has to travel.
  - Student pushes ball off lap/try for a "hike."
  - Attach Velcro flag to wheelchair.
  
- **Students with visual impairments**
  - Assign student to a sighted peer for assistance (sighted peer holding student at elbow).
  - Tape sound device to ball and in goal area.
  - Use verbal cues (tell student where other players & opponents are located).
  - Use a brightly colored ball.
  - Place Velcro flags on cones with sound devices that student must pull independently in a safe zone.
  - Use soft ball (Nerf ball).

## CATCH Activity Adaptations



- **Students with mental retardation/learning disabilities**
  - Modify rules to allow student to participate (allow students to run with ball if s/he misses the catch, count 5 Mississippi's once the student receives the ball and then have others chase flag).
  - Use physical assistance when teaching skill.
  - Keep directions to a minimum.