



# HOT TIPS

## A Tip Sheet For Physical Educators

### *Hot Tips Feature Activities: Wart Ball & Target Badminton*

#### WART BALL

Wart Ball is a high interest, fast paced activity which allows the students to practice striking, running, throwing, and catching skills. This success-oriented activity allows students of all ages and abilities to have fun and be active participants in a softball-type activity.

**Equipment:** 1 wart ball or jiggleball\*  
2 cones (1 for home, 1 for first)  
a variety of bats (whiffle bat, boomer bat, flat bat, softee bat, etc.)

**Players:** 1 batting tee  
Equal number of players per team  
The smaller the team, the better (i.e. 3-5 players) Set up simultaneous games to keep all students involved

- Objective:** Amass the largest team score
- Scoring:** One point is scored each time a base is touched before the out is made. Number of outs equal number of players per team.
- Procedure:** The ball is put into play by batter's choice. It may be hit off the tee, self tossed, or pitched. The batter then runs to first, home, first, home, etc...until the fielding team either tags him out or gets the force-out at either base, thus, everyone bats, and everyone makes an out. Teams then change positions.
- Variation:** All bases may be used to reinforce base running. Score 1 point for each base touched prior to the out.

\* A wart ball can be made by tying knots in a nylon stocking pulled over a whiffle ball. The lumps on the ball make it fly and roll unpredictably, thus equalizing player ability. A jiggleball is a commercially available ball with imbedded off-center weight. Call if you need wart ball construction consultation!

Source: Mr. Jim Rich, Adaptive Physical Education Consultant, Greensboro, North Carolina.

#### TARGET BADMINTON

Target badminton is based on offensive performance ability and allows students an opportunity to practice their serving accuracy in a game situation. As all game skills are performed from a stationary position, physically challenged students can readily compete on a par with ambulatory peers.

**Equipment:** 1 badminton net (adjust height to insure success)  
2 archery target faces each placed on the floor in opposite courts about 10' from the net  
1 racket per player  
2 shuttlecocks per player/team

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## Target Badminton cont.

Players:	Target badminton may be played in singles or doubles.
Objective:	Serve the shuttle accurately and land it on target face across the net to accumulate points.
Scoring:	Points are scored for any part of the shuttlecock touching the score zones of the target face. Scoring is the same as that used in archery: gold – 9; red – 7; blue – 5; black – 3; white – 1. The game is won by the first player or team to reach 50 or an agreed upon point total.
Procedure:	Players alternate serves and each player has two serves. Scores are totaled for the two serves and accumulated as individual or team totals. One point is deducted from the individual or team score if neither of a player's serves clears the net.
Source:	Adams, R.C., Daniel, A.N., McCubbin, J.A., and Rullman, L. (1982). <u>Games, Sports, and Exercises for the Physically Handicapped</u> . Philadelphia: Lea & Febiger.

## PHYSICAL EDUCATION FOR ALL STUDENTS IT'S THE LAW — WHAT'S THE LAW?

What Federal Public Law 94-142 (Education for all Handicapped Act) requires regarding physical education:

- A. "Special Education means specially designed instruction, at no cost to the parent, to meet the unique needs of a handicapped child, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions." Federal Register, August 23, 1977, 121a.14, p. 42480.
- B. "Physical education is defined as follows:
- 1) The term means development of:
    - (a) physical and motor fitness,
    - (b) fundamental motor skills and patterns; and
    - (c) skills in aquatics, dance, individual and

group games and sports (including intramural and lifetime sports).

- 2) The term includes special physical education, adapted physical education, movement education and motor development." Federal Register, August 23, 1977, 121a.14, p. 42480.

The passage of Public Law 94-142 mandated that all students, regardless of handicapping conditions, were to receive a free, public education in the least restrictive environment. Physical education was the only curricular area mentioned as being a direct service required for all handicapped students. Adaptations of the physical education curriculum may be necessary to meet the special educational needs of some students.

## IEPs – Individual Education Plans

IEPs for special education students are the equivalent of report cards for regular education students. They reflect the yearly plan for how to get a student from point A to point B. IEPs are legal documents required by federal legislation. The content of the IEP is specified in The Federal Register, August 23, 1977, 121a.346, p. 42490.

- (a) A statement of the child's present levels of educational performance;
- (b) A statement of annual goals, including short-term instructional objectives;

- (c) A statement of the specific special education and related services to be provided to the child, and the extent to which the child will be able to participate in the regular educational programs;
- (d) The projected dates for initiation of services and the anticipated duration of the services; and
- (e) Appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether the short-term instructional objectives are being achieved.

# WHAT GOES ON THE FORMS?

## IEP Documentation of Physical Education Services for Special Education Students

Anytime a special education student is receiving physical education instruction in a restrictive environment (not regular physical education class):

1. "Adaptive physical education" must be included with the list of services to be provided.
2. The student's current physical education skills must be addressed in the present level of performance section.
3. Appropriate annual goal(s) and short term objectives must be developed.

Goals and objectives may be addressed as part of a motor skill goal page including occupational or physical therapy. They may also appear on a recreation/leisure or community mobility goal page for functional skill programs where adaptive physical education is documented as a strategy. Goals for behavior disordered students may be found on a social/behavioral goal sheet with adaptive physical education listed as the strategy. Communication disordered students or preschool students may have language objectives which would be found on a communication page listing adaptive physical education as a strategy.

In summary, although goals and objectives may appear embedded in a variety of goal areas, if the student is receiving adaptive physical education, goals and objectives relating to adaptive physical education must appear somewhere in the student's IEP. These goals and objectives are the joint responsibility of the special education teacher and the building physical education teacher who is serving the student.

### BEHAVIORAL OBJECTIVES

Annual goals and objectives must be written in behavioral terms. This means that each objective must contain three parts:

1. The condition under which the behavior occurs
2. The behavior
3. The criterion level


This insures that all objectives are measurable. Following are some examples which illustrate these components of behavioral objectives.

Condition	Behavior	Criterion Level
Using the local bowling alley, . . .	Joe will score. . .	. . .an average of 130 in 3 consecutive games.
Using 3x3 bean bags from a distance of 15 feet, . . .	. . .Dave will hit the Project Active wall target (40" x 60"). . .	. . .7 out of 10 times.
On a 50-item multiple-choice test on fitness, . . .	. . .Bob will score. . .	. . .47, or better on the first trial.
From Memory, . . .	. . . Jean can execute in time to music. . .	. . .3 out of 4 folk dances without error.

Sherril, C. (1986). Adapted Physical Education and Recreation A Multidisciplinary Approach. Dubuque, IA: Wm. C. Brown Publishers, p. 94.

# THE FORMS: THEY ARE-A-CHANGING

The current IEP forms used in Area 10 are under revision and are scheduled for finalization in the 1988-89 school year. Some buildings may be piloting the new forms. Most buildings will continue with the old forms this year. In an effort to provide you with a sample adaptive physical education IEP an example including all stipulated elements of the IEP follows. Please note present level of performance, annual goal, and short-term objectives written in behavioral terms. The outcome or evaluation box is scored for the annual review.

 <b>GRANT WOOD</b> AREA EDUCATION AGENCY 4401 SIXTH STREET SOUTHWEST CEDAR RAPIDS, IOWA 52404		<b>ANNUAL GOALS/SHORT TERM OBJECTIVES</b> FROM _____ TO _____ FROM _____ TO _____ <b>INDIVIDUALIZED EDUCATION PROGRAM</b>	
<b>STUDENT</b> _____		<b>GRADE</b> High School	
<b>BIRTHDATE</b> 1-9-71		<b>AUTHOR</b> Phyllis PhysEd	
<b>REVIEWER</b> _____		<b>DATE</b> _____	
<b>PRESENT LEVEL</b> _____ possesses basic motor and fitness skills. He is weak in hand-eye coordination and has difficulty tracking aerial objects.	<b>ANNUAL GOAL FOR</b> <u>Adaptive Physical Education</u> <b>(CONTENT AREA)</b> _____ will increase strength, flexibility, hand-eye coordination and leisure skills through participation in adaptive physical education.	<b>OUTCOME</b> ABOVE <input type="checkbox"/> EXPECTED <input type="checkbox"/> BELOW <input type="checkbox"/>	
<b>SHORT TERM OBJECTIVES (STATE WHAT THE STUDENT WILL DO. HOW WELL)</b> 1. _____ will perform calisthenic exercises on verbal command without physical prompting. 2. _____ will return an aerial ball to an opponent twice in succession using a paddle/racquet. 3. _____ will catch an aerobic (frisbee) thrown by a partner 15' away. 4. _____ will maintain and improve his muscular fitness level through participation in a warm-up. 5. _____ will increase leisure skills through participation in table tennis, racquetball, frisbee weight lifting, volleyball, gymnastics, skiing, skating, and golf. 6. _____ will generalize leisure skills acquired to community based recreation facilities through field trips to the community (e.g. Kirkwood, Ellis Park, Manhattan Rink, etc.).	<b>STRATEGIES/MATERIALS</b> Peer modeling, verbal praise. Practice in modified badminton, ping pong, and racquetball. Partner activities/games, throwing and catching practice. Select and lead the class in calisthenic exercises (e.g. sit-ups, push-ups, etc.). Practice with modified equipment and rules. Planned skill units followed by field trips.	<b>EVALUATION CRITERIA/PROCEDURES</b> Completion two out of five times. Completion two out of five times. Completion two out of five times. Participation in Adaptive Physical Education Class. Participation in Adaptive Physical Education Class. Participation in Adaptive Physical Education field trips.	

# SAMPLES – EXAMPLES

Following are some examples of statements of present level of performance, annual goals, and short-term objectives. These are intended to give you an idea of the types of statements that might be made in each of these areas.

## PRESENT LEVEL

- \_\_\_\_\_ 's motor skill development is deficient and she lacks many basic motor skill patterns. She is dependent on physical assistance to perform motor skills.
- \_\_\_\_\_ exhibits basic fitness skills and minimal skills in hand-eye coordination and static and dynamic balance.
- \_\_\_\_\_ is well coordinated and possesses good motor and fitness skills. He learns new motor skills quickly and frequently seeks out new challenges for his motor abilities.
- \_\_\_\_\_ possesses basic motor skill, hand-eye coordination, and fitness skills. She is timid about activities involving balance, particularly those involving heights.
- \_\_\_\_\_ has basic motor skills but has difficulty with fast or ballistic movement and has a low level of muscular fitness. He has good static and dynamic balance skills.
- \_\_\_\_\_ demonstrates a fitness level in the 40th percentile on the AAHPERD Fitness Test. She is able to perform basic locomotor and object projection and control skills at the stage 2 level (O.S.U. Sigma).
- \_\_\_\_\_ possesses basic motor skills, hand-eye coordination, and fitness skills. He often needs repeated prompting to complete an activity.
- \_\_\_\_\_ demonstrates success in regular physical education placement.
- \_\_\_\_\_ has highly developed motor abilities and excellent coordination but is unable to participate without aggression in class sites of 10+.
- \_\_\_\_\_ eagerly participates in physical education if he is not made to change or shower.

## ANNUAL GOAL

- \_\_\_\_\_ will increase strength, flexibility, hand-eye coordination, motor skills, and social interaction through participation in physical education.
- \_\_\_\_\_ will increase leisure skills through participation in a variety of recreational activities on and off campus.

## SHORT-TERM OBJECTIVES

- Following the teacher's model, \_\_\_\_\_ will demonstrate the exercises in the warm-up routine for 3 consecutive gym classes.
- \_\_\_\_\_ will independently interact with 3 classmates 2 out of 3 days.
  - \_\_\_\_\_ will run and jump forward 8 inches taking off on 1 foot and landing on 2 feet without falling 3 consecutive times.
  - \_\_\_\_\_ will trap a 9" playground ball using hands and/or arms when it is rolled directly from a distance of 3 feet, 2 out of three times.
  - \_\_\_\_\_ will hang by hands from a bar shoulder height for five seconds, three times.
- Upon verbal request \_\_\_\_\_ will demonstrate three of the following locomotor patterns without physical assistance for a distance of 10 feet: hop, jump, leap, skip, gallop.
- Upon request \_\_\_\_\_ will climb up and down stall bars without physical assistance two of five times.
- \_\_\_\_\_ will visually track and catch a 12" whiffle ball swinging in a 90° arc two out of five times without physical assistance.
- When given the signal "Go" \_\_\_\_\_ will walk independently for 25 meters down one lane of the track 2 out of 5 times.
- \_\_\_\_\_ will maintain balance for 5 seconds while standing on one foot 2 out of three times.
  - \_\_\_\_\_ participate in a game of four-square for 5 minutes of continuous action.
- Upon verbal request \_\_\_\_\_ will demonstrate the shoulder press, leg extension, and knee extension on the Universal weight machine with minimal physical assistance two out of three times.
- \_\_\_\_\_ will return an aerial ball to an opponent twice in succession using a paddle/racquetball racquet one out of five times.
  - \_\_\_\_\_ will throw a frisbee to a partner standing 15' away for a period of 5 min. of continuous action.
  - \_\_\_\_\_ will track and return an aerial punch ball to an opponent using a one hand striking pattern one out of three times.