

MOVING TO INCLUSION ONLINE

Appendix I

Using Case Study Situations to Apply the MTI Process

Here are five case studies that relate to a variety of physical activity situations. These case studies provide examples of applying the MTI planning process outlined in Section IV to different scenarios that span recreational, educational and coaching settings.

Case Study #1	A Physical Education Class
Case Study #2	A Little League Coaching Scenario
Case Study #3	Community-based Saturday Morning Recreational Program
Case Study #4	A Competitive Sports Club Coaching Situation
Case Study #5	An Aerobic Fitness Class



CASE STUDY #1: Physical Education Class

You are responsible for teaching a co-ed gym class for a grade six class of 24 students. There is one student with Down syndrome in your class. The course content you are about to cover is four-week unit on striking activities. The four weeks will be broken down into the following activities: Week 1 – soccer; Week 2 – floor hockey; Week 3 – court and racquet sports such as handball and badminton; Week 4 – softball.

Apply the Inclusive Process to the situation. As a reminder, the steps in the process are:

- Obtain Information
- Identify Support
- Define Safety Concerns
- Assess Skill
- Set Realistic Objectives / Expectations
- Utilize an Individualized Approach
- Select Activities
- Make Necessary Modifications
- Implement and Evaluate the Program



1: Obtain information

- Gather all the usual information you would collect for any student.
- Refer to the student's IEP for objectives and instructional strategies that directly and indirectly apply to the Physical Education setting.
- Determine the capabilities of the individual in the context of the activities you will be playing.
- Consider the student's prior functioning in your PE class to this point in the year.
- Do a little research about Down syndrome.
- Check the student's file to learn if atlanto-axial instability is a condition that applies to this individual. If so, research some additional information about what this entails and what precautions will be required.

2: Identify Support

- Past teachers (classroom and Physical Education).
- Educational assistant (if there is one who is currently or has in the past, worked with this student).
- Peers.
- Parents/guardians.
- Specialists working in the school, for example, a physiotherapist or occupational therapist.

3: Define Safety Concerns

- Ensure understanding of directions/instructions.
- Alert the child to hazards in the playing area (e.g. walking too close to someone swinging a bat)
- Communicate key points (i.e. safety signal, eye contact, where the hazards are, etc.) to all students.
- If atlanto-axial instability applies to this individual, ensure he/she does not participate in prohibited activities. For example, heading a soccer ball might be recommended.

4: Assess Skill

- As you would for all other students:
 - Assess the child's skills in regards to striking activities.
 - Assess the child's relevant social skills, e.g. taking turns, cooperating with others, etc.
 - Assess child's physical abilities, e.g. fitness, as they pertain to participating in the activities of your striking unit.

5: Set Realistic Objectives/Expectations

- Match expectations to curriculum objectives for this unit and the evaluative measures you have defined for the unit.
- There will likely be formal objectives that map onto those outlined on the student's IEP.
- Most likely objectives for participation will include: learn new activities, develop and/or improve various striking skills, be a part of the group, understand benefits of physical activity.
- Some objectives for the individual will be the same as those for the rest of the class.

6: Utilize an Individual Approach

- Information gathered in the early steps (i.e. objectives on the IEP, assessing skills and abilities, prior achievements in PE, etc.) will guide the choices you make for this student.
- Instructional strategies appropriate to the individual should be identified.

7: Select Activities

- As the teacher, you have made the decisions around what activities will be included in this unit on 'striking'.
- However, you still have choices to make in regards to how the activities will be taught as well as what specific drills and lead-up activities you will plan for each lesson over the four-week unit.
- Types of activities selected should include partner work, circle work, small group activities, lead-up games, skill progressions, etc.

8: Make Necessary Modifications

- This is an example of a situation where modifications will likely be required, some at a minimal level and some at a moderate level. As well, modifications might be required for one activity but not another over the four-week unit.
- Match the abilities of the student to the activity. Think in terms of the functional requirements needed for the activity and the student's capabilities in each of these areas. Ask yourself: what does the student need to be able to do in order to be successful in the activities of this unit? In what ways can the activities be modified to meet and challenge the abilities of this student?
- These modifications could be made to any component of the games and activities and should be guided by the principles presented in Section V. An individual with Down syndrome will likely be slightly behind his/her peers in some motor skills, so modifications that address this aspect of the activities will be the most common.
- Examples of possible modifications include:
 - Equipment modifications to the balls, racquets, softball bat.
 - Environment modifications, e.g. a smaller court, more goals, shorter base paths.
 - Skill modification and/or skill combinations, e.g. soccer-baseball.
 - Rules modification, e.g. play 'all touch' so that all players touch the ball before a shot on net; eliminate the focus on scoring (badminton).

9: Implement and Evaluate

- Program implementation:

- Use a variety of instructional methods including, demonstrations, prompts and feedback.
- Use hands-on coaching (physical manipulation) for kinaesthetic feedback.
- Utilize a task-analysis teaching approach for skill instruction.
- Use partners or buddies and rotate the buddies from session to session.
- Consider your instructional formation – ensure participants are close to and facing the coach when instructions are being given (a semi-circle formation is best).
- Keep instructions short and simple.
- Provide lots of opportunities for practice.
- Use pictures and posters to illustrate body position for skills, field positioning, etc. – this will benefit all students as well as the student with Down syndrome.
- Set up simulated game situations to go over specific aspects of the activities you are teaching.



CASE STUDY #2: Little League Coaching Scenario

Your Little League T-Ball convenor has just completing assigning players to teams. You learn that you have a child who is deaf on your team. You immediately become anxious about how you are going to include this child. You don't even know sign language! What should you do?

Apply the Inclusive Process to the situation. As a reminder, the steps in the process are:

- Obtain Information
- Identify Support
- Define Safety Concerns
- Assess Skill
- Set Realistic Objectives / Expectations
- Utilize an Individualized Approach
- Select Activities
- Make Necessary Modifications
- Implement and Evaluate the Program



1: Obtain information

- Gather all the usual information you would collect for any participant.
- Find out if the child has any functional hearing.
- Find out how the child communicates.
- Get strategies or tips from parents/guardians that are effective for their child.
- Find out what experience the child has with T-ball, if any.
- Do a little research about deafness.

2: Identify Support

- Given the age of the child (T-ball age), parents or guardians are your most likely source of information and support.
- Child may have a friend on the team with whom they are comfortable; if so, start by partnering these two together for partner activities, warm-up, etc. Gradually have him work with other peers.
- Determine if an assistant or volunteer is needed to help the child (but don't automatically assume that help is needed). With this age group, it is likely that you would have an assistant coach or volunteer working with you to help with the whole group. If there is no need to treat this child any different than the rest of the group, don't.

3: Define Safety Concerns

- Learn a few basic signs, and teach them to the rest of the team. They'll be eager to learn and use them, and in so doing, will make the child who is deaf feel more welcome and included in the group.
- Ensure eye contact for all communications.
- Establish a sign or gesture for immediate attention (for safety purposes) – this is a good strategy for the whole group, not just the child who is deaf. Selecting a visual signal in place of, or in addition to, an auditory one, is an inclusive practice.
- Alert the child to hazards in the playing area (e.g. walking too close to someone swinging a bat; watching the play so they are facing a ball if thrown to them).
- Communicate key points (i.e. safety signal, eye contact, where the hazards are, etc.) to all players and all parents (there will be lots of them at every game and practice!) and alert them to be attentive to but not to take away from the independence of the child who is deaf.

5: Set Realistic Objectives/Expectations

- Remember the age of the group when setting expectations.
- Most likely objectives for participation are: fun, learn a new activity, develop new skills, be a part of a group, social interaction. Competition and winning should be low on the list, if even on it at all. (Although some parents might feel differently!)
- Objectives for the individual should be the same as the rest of the team, and of course, to make him feel welcome and included, and be provided with the opportunity to participate fully like everyone else in the group.
- Anything more formal in terms of objectives is not likely with this activity and age group.

6: Utilize an Individual Approach

- Information gathered in the early steps (i.e. obtaining information about prior experience, assessing skills and abilities, communication method, etc.) will guide the choices you make for this child.
- For example, if you learned that the child has no prior experience within a group setting, his social skills might need to be taken into consideration when forming groups within your practice. If he has limited experience in striking activities (as would be likely with many in this age group), additional focus on the striking skill might need to be built into your practices.

7: Select Activities

- The fundamental activity has been selected – T-ball – via the choice of the parents to sign-up their child for this community activity.
- However you will have choice around the specific activities that you choose to do within your practices. This will range from warm-up to skill practice to drills to scrimmages.
- Types of activities selected should include partner work, circle work, small group activities, simulated game situations, etc. As would be pertinent for this age group, use a high number of hands-on and experiential activities versus ones that require sitting and listening to someone talking.



8: Make Necessary Modifications

- This is an example of a situation where no, or only, minimal modifications will be required. It is likely that there will be no modifications required to equipment, environment, skills (or at least, none that are different than for any other beginner at this age level), etc.
- Most modifications will be needed in the area of communication, instruction and signals. These modifications are addressed below under program implementation.

9: Implement and Evaluate

- Program implementation:
 - Use lots of gestures and demonstrations for visual input, prompts and feedback.
 - Use hands-on coaching (physical manipulation) for kinaesthetic feedback.
 - Use partners or buddies and rotate the buddies from session to session.
 - Consider your instructional formation – ensure participants are close to and facing the coach when instructions are being given (a semi-circle formation is best).
 - Keep instructions short and simple.
 - Use pictures and posters to illustrate body position for skills, field positioning, etc. – this will benefit other participants as well as the child who is deaf (especially given the age of the group.)
 - Set up simulated game situations to go over specific aspects of the game.
 - The coach (or assistant) will need to be in close proximity to the players when giving instruction. Since this child cannot hear, you will be unable to yell out instructions across the field to this player.
- Evaluation will likely be very informal in this environment, and focused primarily on how included this child is in the activity. Development of skills, increased knowledge of the game, are the kids having fun, and so on, should all be evaluation measures that you are already applying in this environment.



CASE STUDY #3: Community-Based Recreation Program

A nine-year old child with Developmental Coordinator Disorder (DCD) attends a Saturday morning physical activity program for eight to twelve-year olds, held at the Boys and Girls Club or a local community centre. As program leader, your goal is to ensure she is an active participant in your two-hour program and that she experiences success and enjoyment in this physical activity setting. Her parents have warned you that she tends to prefer sitting on the sidelines so engaging her in your program may be a challenge.

Apply the Inclusive Process to the situation. As a reminder, the steps in the process are:

- Obtain Information
- Identify Support
- Define Safety Concerns
- Assess Skill
- Set Realistic Objectives / Expectations
- Utilize an Individualized Approach
- Select Activities
- Make Necessary Modifications
- Implement and Evaluate the Program



1: Obtain information

- Gather all the usual information you would collect for any participant.
- Find out if the child has any special needs in regards to participation in physical activity.
- Ask for tips from the parents/guardians that are effective for their child.
- Find out what prior experience the child has in physical activity settings and why she tends to sit out (might be due to previous unsuccessful experiences in physical activity situations).
- Determine the interests of the child – what does she like to play, what are her strengths and what does she dislike; ask her what she wants to get out of this program.
- Do a little research about DCD to increase your awareness of this diagnosis.

2: Identify Support

- Given the age of the child, her parents are your most likely source of information and support.
- See if the child has a friend in attendance at the program; if not, ask if she has a friend who might like to come to the program with her.
- Introduce her to the others in the program; try to facilitate (but not force) connections with her peers.
- Determine if a volunteer is needed to help the child (but don't automatically assume that help is needed). Depending on the size of your group, you might already have an assistant or volunteer working with you.

3: Define Safety Concerns

- Communicate the standard safety procedures and behaviour expectations that you have for all participants of the program.
- There is a good chance that there will be no additional safety considerations to communicate, but if there are, share them with all participants in a clear, concise and consistent manner.

4: Assess Skill

- As you would for all other participants, conduct an informal assessment of:
 - The child's motor skills in regards to the activities you will be playing in the program.
 - The child's relevant social skills, e.g. taking turns, cooperating with others, etc.
 - The child's physical abilities, e.g. fitness, as they pertain to participating in the activities of the program.

5: Set Realistic Objectives/Expectations

- Remember the age of the child and the group when setting expectations.
- The most likely objectives of the program will be: active participation, learn new activities, develop new skills, sense of belonging to the group, and social interaction. Since this is a recreational program, competition and winning should receive little emphasis and should be downplayed as much as possible when other participants try to escalate their importance.
- Objectives for the individual should be the same as the rest of the group, and of course, to make her feel welcome and included, and be provided with the opportunity to participate fully like everyone else in the group.
- Anything more formal in terms of objectives is not likely in this activity setting.



6: Utilize an Individual Approach

- Information gathered in the early steps (i.e. obtaining information about prior experience, assessing skills and abilities, interests, etc.), in combination with the program goals, will guide the choices you offer to this child.
- For example, if you learned that the child has poor experiences in team situations or in a particular activity, you might want to avoid these activities in the early weeks of your program.
- Capitalize on the interests and strengths of this participant when planning the activity and specific options within activities.

7: Select Activities

- Facilities and available equipment will dictate your activity options to some extent. However it is likely that there will be considerable latitude in the activity choices available to you in a program of this nature.
- As much as possible (and is reasonable), provide opportunities for choice within your program or within the specific activities of your program. If the child (and others as well) is not used to choice, start with a limited number of options so as not to overwhelm the participant(s) with too many possibilities.
- As would be pertinent for this age group and this type of program, use a high number of hands-on and experiential activities versus ones that require sitting and listening to someone talking. Downplay competition and winning. Focus on activities that are fun and provide a high level of success for all participants.

8: Make Necessary Modifications

- This is an example of a situation where minimal to moderate modifications could be required, depending on the activity being played.
- These modifications could be made to any component of the games and activities and should be guided by the principles presented in Section V. An individual with DCD will likely have immature motor skills compared to her peers, so modifications that address this aspect of the activities will be the most common.
- A key thing to keep in mind is to modify only those things that need to be modified and only to the extent needed by this child.
- Match the abilities of the child to the activity. Think in terms of the functional requirements needed for the activity and the child's capabilities in each of these areas. Ask yourself: what does the participant need to be able to do in order to successful in the activity? In what ways can the activity be modified to meet and challenge the abilities of this participant?



9: Implement and Evaluate

- Program implementation:
 - Utilize appropriate modifications to ensure success.
 - Use partners or buddies and rotate the buddies from session to session.
 - Let participants contribute to the 'slate' of activities to be played each week.
- Evaluation will likely be very informal in this environment, and focused primarily on how included this child is in the program. Development of skills, increased repertoire of games, are the kids having fun, and so on, should be evaluation measures that you are already applying in this environment.

CASE STUDY #4: Competitive Sports Club Coaching Situation

You are the coach of a local competitive sports club that provides training and competition opportunities for athletes of all ages in your sport. A young athlete with a physical disability (age 14) wants to join your club and start competing in this sport.

Your club could be a competitive swimming club or competitive track club. The athlete joining might be:

An athlete with spastic CP, ambulatory

An athlete with paraplegia from spinal cord injury, wheelchair user

An athlete with upper limb amputation

An athlete with lower limb amputation



Commentary re: Coaching Situation

Coaching athletes with disabilities is similar to coaching any other athlete. Coaches possess the technical expertise (skills, strategy, etc.) about their sport; the athlete possesses information about their disability and how they manage their disability on a day to day basis.

In coaching situations, it is important to match the abilities of the athlete to requirements (physical, mental/emotional, and social) of the sport. Coaches should think in terms of the functional requirements needed to be successful in the sport and work with the athlete to determine what he or she needs to be able to do in order to experience success. Next, one needs to think about the ways that the sport can be modified to meet and challenge the abilities of the athlete.

Thinking about each aspect of the sport in terms of the physical, emotional, mental (cognitive), and social requirements is a systematic approach to identifying the requirements of the activity – and is no different than how most coaches typically think about their sport. The additional element is the examination of each of these aspects in terms of how, or if, the athlete with a disability needs any type of modification.

Physical requirements: include things such as body position, amount flexibility, types of movements, degree of endurance, strength and coordination, level of fitness, etc.

Emotional requirements: include such aspects as degree (intensity) with which emotions can be expressed, range of emotions required, etc.

Cognitive requirements: include concentration required, level of planning and strategy, memory, relationships between concepts, visual imagery, mental rehearsal, etc.

Social requirements: include relationships between participants, social skills required, cooperation, fair play, and so on.

References:

Coaching Athletes with a Disability, National Coaching Certification Program, Coaching Association of Canada; Long Term Athlete Development – No Accidental Champions

Apply the Inclusive Process to the situation. As a reminder, the steps in the process are:

- Obtain Information
- Identify Support
- Define Safety Concerns
- Assess Skill
- Set Realistic Objectives / Expectations
- Utilize an Individualized Approach
- Select Activities
- Make Necessary Modifications
- Implement and Evaluate the Program

The coaching environment is one in which steps four (Assessment), five (Setting Objectives) and nine (Implementation and Evaluation) will receive more attention than the pursuit of activities in a recreational setting.



1: Obtain information

- Gather all the usual information you would collect for any athlete.
- Determine the capabilities of the individual in the context of your sport.
- Ask the athlete what he or she can do, what methods have worked in the past, etc.
- Get strategies or tips from parents/guardians or prior coaches (if applicable and if available).
- Find out what experience the athlete has with this specific sport, with sport in general, with competitive sport, etc.
- Find out what motivates this athlete; why is he/she interested in this sport?
- Familiarize yourself with the classification system for this sport and this disability.
- Familiarize yourself with any specialized equipment that the athlete uses on a daily basis and that will be needed for this sport.
- Find out if the athlete uses any medications and if so, if that medication has an impact on their training or competition schedule (for example, as medication wears off, individual becomes fatigued more easily, finds it more difficult to concentrate, etc.)
- Do a little research about the specific disability.

2: Identify Support

- Gather information from a previous coach, if applicable
- Parents
- The athlete
- Other athletes in the club (ask for volunteers versus forcing individuals into a situation they don't want to be in)
- Assistant coach
- Volunteers

3: Define Safety Concerns

- Use of appropriate protective equipment for the sport as well as additional protective equipment, if applicable, for the athlete with a disability.
- Transfer techniques (for wheelchair users) that ensure the safety of the athlete and those assisting with the transfer.
- Balance or stability issues will be a factor to consider for persons with mobility impairments; quick changes in direction might be a problem; avoiding collisions with other athletes is important.
- Sitting balance might be an issue for persons who use a wheelchair therefore support for sitting when out of one's wheelchair (e.g. when getting ready for swimming) might be needed.
- Basic awareness of wheelchair care and maintenance (in the context of safety).
- Awareness of relevant health-related issues such as sensory neuron damage, hyperthermia (body core too hot), hypothermia (body core too cold) and autonomic dysreflexia that pertain to this athlete and to his or her ability to perform in your sport.
- Taking the necessary precautions to avoid skin breakdown is especially important for persons who use a wheelchair and persons who wear artificial limbs or braces.
- Ensure adequate hydration, before, during and after training and competition.
- Build intensity of training workouts at a pace appropriate for the individual.
- With physical disabilities, the accessibility of the facilities where your team trains and competes must be examined in terms safety considerations.
- Travel to competition (for wheelchair users) is another factor requiring attention.



4: Assess Skill

- As you would for all other athletes:
 - Assess the athlete's capabilities in regards to the specific skills and demands of the sport.
 - Assess the athlete's mental knowledge of the sport (rules, strategies, etc.)
 - Assess the athlete's physical abilities, e.g. fitness, as they pertain to participating in this sport.
 - In a coaching environment, particularly a competitive coaching environment, baseline and progress assessments are probably part of your normal routine. Follow the same process for assessing the abilities and progress of the athlete with a disability, making modifications to the actual testing methods if required.

5: Set Realistic Objectives/Expectations

- Discuss with the individual, his/her goals and expectations for this sport program – why is he or she getting involved in this sport?
- Set individual goals for this athlete in terms of performance, improvement, training, etc.
- Set objectives related to this athlete's contribution to the team's overall goals.

6: Utilize an Individual Approach

- Working with athletes on an individual basis is a common practice in the coaching environment; use the same individualized approach when working with the athlete with a disability in developing a progressive training program, appropriate fitness and nutritional programs, the competition schedule, etc. to match the needs of the specific athlete and the demands of your sport.
- Modify the technical aspects of skill execution to match the capabilities of the athlete.
- Information gathered in the early steps (i.e. obtaining information about prior experience, assessing skills and abilities, communication method, etc.) will guide the choices you make.

7: Select Activities

- Since the fundamental activity has been selected by the athlete via his or her enrolment in your program – i.e. track and field or swimming – the selection of activities within the coaching setting will include:
 - What specific events the athlete is best suited for: e.g. in T&F ... field versus track events, short distance versus long distance running events, etc.; in swimming ... what stroke(s) to specialize in and what distance(s)?
 - What types of training activities are the most suitable for the athlete and the event(s) in which he or she will compete?
- As a coach, you will have choice around the specific activities that you choose to do within your practice and training sessions as well as the out-of-practice training program that you establish for this athlete.



8: Make Necessary Modifications

- Remembering to adapt only those elements that require modification, and to the minimum extent necessary, adapt training methods, skills, equipment, training venues, instructional and communication methods, etc. as needed for the specific athlete.
- Adaptations to the technical aspects of skill development will need to take into consideration modifications for the execution of skills from a wheelchair, with one or no arms, with balance issues due to a mobility impairment or amputation, and so on.
- Specialized equipment might be necessary for successful participation in the sport; e.g. in a T&F throwing event, some athletes will utilize specialized chairs; an athlete with an upper limb amputation might have a specialized prosthetic device for a throwing event.
- Equipment modifications might be necessary for training purposes only; e.g. an athlete with spinal paralysis might require strapping in order to support his/her trunk and lower body on a weight training bench.
- An adjustment to the time of practice or training schedules might be relevant. For example, an athlete with paralysis (resulting in thermal regulation problems) might prefer training sessions that are held early or late in the day in order to avoid the hottest part of the day.
- Accessibility issues will be a factor for many athletes with physical disabilities. Modifications related to accessibility might be required in both the training and competitive venues that are used in your sport.

9: Implement and Evaluate

- Program implementation:
 - Well-planned and organized practice.
 - Treat the athlete like any other athlete.
 - Use hands-on coaching (physical manipulation) if applicable.
 - Pair a veteran athlete with the new member of your group.
 - Use different partners and small groups throughout the practice session in order to make the new members welcome and allow them time to meet the rest of the group.
 - Challenge the other athletes to help him/her improve.
- Evaluation will likely be more formal in this environment than others (e.g. recreational) in order to monitor progress of the athlete and revise or enhance training strategies.
- Evaluation might be directly related to performance outcomes in competition and whether or not achievement goals were met.



CASE STUDY #5: Aerobic Fitness Class

A first-year university student who is legally blind joins an aerobic fitness class with some of her floor mates from residence. How does the instructor of this class ensure that the student is successfully included?

The instructor should apply the MTI Inclusive Process to the situation. As a reminder, the steps in the process are:

- Obtain Information
- Identify Support
- Define Safety Concerns
- Assess Skill
- Set Realistic Objectives / Expectations
- Utilize an Individualized Approach
- Select Activities
- Make Necessary Modifications
- Implement and Evaluate the Program



Note that some individuals will prefer to 'slide into the back row of the fitness class and slip by unnoticed' whereas others will prefer to be 'right up front' as close to the instructor as possible. The participant who is blind has the right to choose which of these individuals she wants to be and should not be forced into a 'front row' position if she is not interested in doing so. Freedom of choice is the right of each participant and must be respected at all times.

1: Obtain information

- Gather all the usual information you would collect for any participant, including medical clearance if applicable (standard Par-Q assessment is likely).
- Determine what amount of sight the person has; what is the best position for her in a group; what assistance (if any) does she need.
- Find out what prior experience the individual has with fitness classes.

2: Identify Support

- Given the age of the participant, she is the best source of information and can tell you if she needs assistance and in what areas.
- Friends from residence.
- Instructor's assistant (who roves the class providing assistance to everyone, not just this participant).

3: Define Safety Concerns

- Orient the participant to the fitness environment by walking her around the room to gain knowledge about the size, layout, features, etc. of the workout space.
- Ensure the participant knows where she is in relation to the exit.
- Partner this participant with one of her peers for response to an emergency signal (e.g. a fire alarm).
- Keep clutter to a minimum in the fitness environment.
- Communicate the need for other participants to be cognizant of where they place their belongings (to avoid clutter and trip hazards).
- Apply all the typical safety considerations appropriate for any fitness class, including offering options for different exercise intensities, reminders to work at one's own pace, monitoring heart rate, using spotters, awareness of exercise contraindications, etc.

4: Assess Skill

- Assessment in this type of environment will generally be minimal.
- However, an informal assessment of this participant's fitness components (e.g. flexibility, strength, cardiovascular fitness, etc.) might be necessary or requested.

5: Set Realistic Objectives/Expectations

- Ask the participant to identify her goals related to the fitness class. (Appreciate that these might be nothing more than to 'be with her friends and do what her peers are doing'.)
- Depending on her response, work with her to set the objectives to meet these goals (e.g. improve her flexibility over the duration of the course.)

6: Utilize an Individual Approach

- In this environment, an individual approach might be accomplished in subtle means. For example, if there is an instructor's assistant attached to the class, she might provide some assistance to this participant as she roves around the class correcting body positions for particular exercises.
- Another option is that the participant might come to class a bit earlier or stay a bit later to talk to the instructor about particular exercises, step sequences, etc.

7: Select Activities

- The fundamental activity has been selected – aerobic fitness class – via the choice of the participant to register for this class.
- However there will be choice around the specific exercises that you choose to do within your class, how complicated the exercise routines are, etc. This is where you might (or not) make some decisions that would be different than for a class without a participant who is blind.

8: Make Necessary Modifications

- A common approach in most fitness classes is the provision of variations for exercises and routines in order to cater to the range of abilities in the class. Generally instructors will provide suggestions on how to make the exercise easier or more difficult (for example, by varying one's arm positions). It is possible that no further modification than this will be required in order to fully include the participant who is legally blind in the class.
- Environmental modifications that might be relevant:
 - Bright tape markings on the floor as cues for the participant.
 - Ensure good lighting to maximize the vision that the person does have.
 - The instructor might be more visible and easier for this participant to see, if she wears clothing of particular colours.
- Equipment modifications that might be relevant:
 - Use mats that are in high contrast with the floor colour so it is obvious where the mats are positioned on the floor.
 - Use equipment such as resistance bands that provide immediate kinaesthetic feedback to the user.
 - Have posters with alternate format – e.g. large font, clear pictures, Braille.
 - Wear a microphone to ensure that your instructions can be heard over the music.

9: Implement and Evaluate

Program implementation:

- Instructional modifications

- Select music with a strong beat to make it easy to follow the rhythm.
- Teach exercise routines with simpler steps (versus more intricate or complicated step sequences).
- Use lots of verbal cues.
- Ensure all verbal communications are clear, concise and specific.
- Use descriptive language to give clear instructions.
- Ensure all demonstrations are accompanied by a verbal description.
- If she is comfortable and interested in doing so, invite the participant to serve as the demonstrator (model) if showing moves or positions to the rest of the group. This will give you an opportunity to provide kinaesthetic feedback to the participant through the positioning of her body parts for particular movements.
- Use hands-on coaching (physical manipulation) for kinaesthetic feedback.
- Add some partner exercises (e.g. stretching partners) to your class.

Evaluation

- Evaluation will likely be very informal in this environment but can be tied to the measurement of objectives if any were identified at the outset.

