

V. MAKING NECESSARY MODIFICATIONS

In the previous section, you were introduced to a step-by-step process for planning inclusive programs. One of the steps identified in that process was Step 8: *Making Necessary Modifications*. This module will examine that step in more detail.

Why should you modify activities?

If we reflect on the underlying purpose of this entire resource, that is, to maximize opportunities for all individuals to participate in physical activity settings, the importance of this module becomes readily apparent. Making modifications is clearly at the centre of the inclusive process. Modifications are the means to individualizing your activity so that each person can be included, have fun and experience success.

Physical activity leaders make modifications all the time. Fitness leaders present alternate ways of performing an exercise so that class members can choose an easier or more challenging way of completing the exercise depending on their individual needs, fitness level, etc. Teachers make modifications to their methods of instruction on a regular basis, matching the teaching method to the learner. Coaches modify their approaches and expectations for unskilled athletes compared to skilled athletes. Community recreation leaders use modified games in day camp settings on a regular basis.

In this section, we are going to approach making modifications to physical activities in a systematic way. There are several aspects of most physical activities that can be manipulated to enhance inclusion and successful participation for all. After completing this section, you should have some tools (and a way of thinking) to utilize when faced with situations where modifications are required.

We are going to look at these steps in more detail. Steps 1 and 2 go hand-in-hand so we will discuss them together. Both of these steps are part of the information gathering portion of this process.



To set the stage, here are some general considerations for modifying activities.

Modifications should be made for the purposes of inclusion and active participation of all individuals.

Adaptations should be individualized according to the needs of each participant. You should not assume that a particular individual will need adaptations just because they have a disability. And you should also not assume that the modifications for one person will be the same as another individual.

Always think about the maximizing the abilities of the individual.

It is important not to over adapt or over modify an activity. Always try to keep the activity as close to the original as possible.

Only modify those components of the activity that require adapting in order to ensure that the activity is both challenging and success-oriented.

When adapting activities, it is important to remember the principles of age appropriateness, the right to make choices, and dignity of risk.

An effective approach to making modifications is to use a problem solving approach to involve all participants in the process of changing games. This will help to promote an awareness of the rationale for, and the value of, the adaptations. The ultimate outcome is that the participants will gain the information and the confidence to be able to create their own leisure experiences in the community and/or be involved in altering activities to include everyone.



There are two key aspects to consider in any discussion about making modifications. The first relates to the degree or extent of the modification and the other relates to what elements of the activity can be modified. The degree will be discussed under 'Range of Modifications: The Continuum' and what elements can be modified will be discussed under 'Consider the Variables'.



LEARNING EXERCISE: Look at the images below. Jot down which ones you think are examples of a small modification and which ones represent an example of a more significant modification. In each case, also note what aspect or aspects of the activities have been modified.

Now read through the following sections on *Range of Modifications: The Continuum* and *Consider the Variables*. After doing so, go back and review your list to see if you would change any of your initial observations.

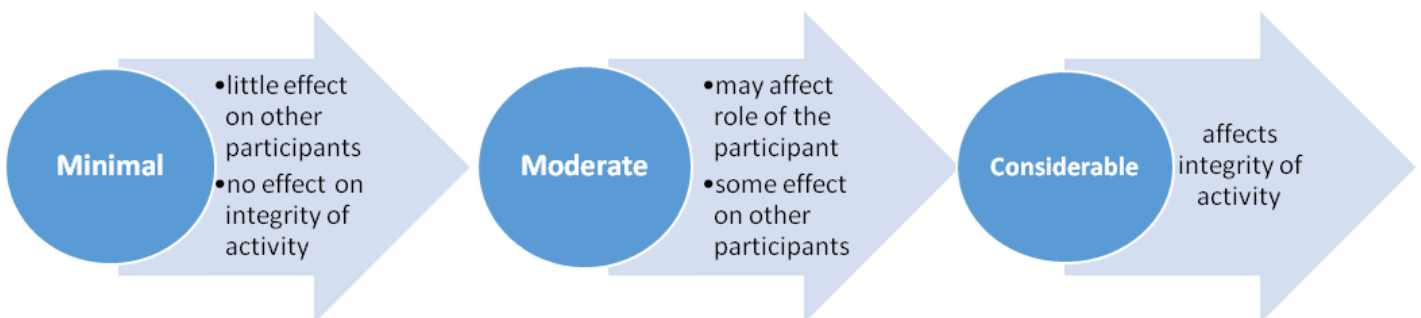


Range of Modifications: The Continuum

When making modifications, it is important to retain the integrity of the activity as much as is possible. You also want to make sure that any modifications or adaptations are the least intrusive ones possible.

A range of modifications can be applied to any physical activity. The modifications employed will be dependent upon the needs of the participant and the particular situation. This range can be considered a **continuum** with one end of the continuum representing very little or MINIMAL modifications and the other end of the continuum representing a high level or CONSIDERABLE modifications.

Continuum of Modifications



Modifications that increase the success of the person with a disability but do not have an effect on others are the most desirable. *Minimal* modifications generally accomplish that goal. Modifications that jeopardize the integrity of the activity for everyone should be avoided. *Considerable* modifications often lean in this direction.

Keeping the activity modifications to a minimum should always be one's goal. The less change in an activity, the more the participant feels that he or she is like all the other participants and a part of the group.

MINIMAL MODIFICATIONS

Minimal modifications have little (or no) effect on the other participants or on the integrity of the activity.

Some minimal modifications are just small variations on practices that already occur. Take, for example, the practice of wearing pinnies to discriminate between teams.

Wearing pinnies is a natural method of differentiating teams in many physical activity environments. Making sure that the pinnies are brightly coloured (e.g. yellow, red, orange, grass green, etc.) versus selecting muted tones such as grey, white, black, dark blue, etc. will increase the contrast between players. This makes each player easier to see and easier to locate in the playing area. It helps the participants who have limitations in vision, visual processing and cognitive functioning by enhancing their ability to participate effectively and successfully while at the same time, disadvantaging no one else.

Another example of the same nature would be using a bright yellow softball instead of the traditional white ball to provide increased contrast for persons with partial vision or persons who have difficulty with figure-ground discrimination.

Minimal modifications are most often made to enhance the inclusion of the participant with a disability and affect only that individual. Some examples of this are:

- A participant with limited strength or motor coordination serves the volleyball from an identified mark inside the court.
- In a game of softball, a participant with motor coordination problems or depth perception problems is allowed to hit a ball off a batting tee versus one that is pitched to him.
- There is a sound emitting device on a target or goal so a participant who is blind or partially sighted knows where the target or goal is situated.

In these examples, the modifications affect only the participants who need them, not the entire group. Whether an individual serves the volleyball from inside the court or beyond the baseline has no effect on the other players or on the game itself. The purpose of the serve is to put the ball in play to start the rally so allowing a player to serve from a point closer to the net allows for a greater likelihood of accomplishing that goal.



The same thought process applies to use of the batting tee. If hitting a stationary ball versus a pitched ball provides more success for the participant and saves them from the embarrassment of continually 'striking out', the decreased self-confidence and low self-esteem that usually accompanies failure, and the inactivity that comes from going back to the bench to sit down ... doesn't it make sense to allow the participant to use a batting tee?

You can see that in all of these examples of minimal modifications, the adaptation has little if any effect on the integrity of the activity and the participation of others. The changes made are fairly insignificant to the group as a whole but can have a tremendous impact on the successful participation of the participant with the disability. And sometimes, the changes will benefit other participants as well.

MODERATE MODIFICATIONS

Moderate modifications effect other participants and/or may affect the role the participant assumes within the activity.

The first group of moderate modifications includes those that have some effect on the other participants. These modifications are considered moderate because they usually affect all participants in the activity, not just the participant with a disability. The modification might be a seemingly minor one, but it affects how everyone plays the game, the space in which the activity or game is played, or the equipment utilized by all participants. Many times, such modifications will benefit everyone, not just the participant with the disability.

The following are some examples of moderate modifications:

- A soccer game is played with a slightly deflated ball to slow the game down for participants who are less skilled or participants who have mobility, processing or visual impairments. In other activities, using larger, softer or lighter balls may be beneficial for some participants.
- There are safe zones on the field where the defender must give extra space to the person with the ball.
- Only bounce passes are allowed in a game of basketball.
- The net in badminton or volleyball is lowered.

A common application of modifications of this magnitude is in 'lead-up' or 'low organization' games. The overall goal, as well as the skills, rules and equipment utilized in these games often include modifications of the original activity. These can be thought of as moderate modifications to the activity.

The other group of moderate modifications are those that effect the role of the participant with a disability in the activity. Some possible examples include:

- A participant who uses crutches is designated to take the throw-ins during soccer games.
- A participant with limited mobility plays a position that involves less movement (e.g. goal tender, defender, etc.)
- The playing area is divided into zones so that players only cover the area to which they are assigned.

In these situations, the participant with the disability takes on a role, hopefully a key role, in the activity. This allows you to capitalize on the strengths and interests of the participant and enables you to assign him/her a role with considerable value in the activity.

One caution is not to force the participant into a role that he/she doesn't want, isn't comfortable with, or isn't skilled enough to assume. Another trap to avoid is placing the participant in a role that no one else wants (e.g. sometimes no one wants to be goalie so putting the person in this role as an 'out' for everyone else isn't a step forward.) Conversely, giving a coveted role to the person with the disability, to the exclusion of anyone else playing that role, will serve to build resentment towards the individual or the perception of favouritism. This too is counter to building an inclusive environment.

When choosing this as the method of modification, the onus is on the activity leader to set the tone for the activity by presenting the options in a dignified manner, providing choice to the individual, and ensuring value is associated with the specialized role.

CONSIDERABLE MODIFICATIONS

Considerable modifications often affect the integrity of the activity and are generally not recommended.

If the goals of the program are not being met for the participant, it's possible that the program isn't a good 'fit' for the individual and an alternate activity should be considered. When the modifications are so significant that the activity no longer resembles the initial activity, one needs to re-think the appropriateness of the activity for the individual in question.

However, considerable modifications have a role to play in some instances and shouldn't be dismissed without a backward glance. There may be situations where a considerable modification permits the advancement of knowledge and skill in a less threatening, more

controlled manner than the traditional activity. Sometimes an activity will be modified significantly with the intention of working on the fundamental skills of the original activity. This is an effective and important instructional method that involves the use of progressions and progressive activities to work on skill development and understanding game strategies. The key is not to try and 'sell' the modified game as something that it's not. Give it its own name, its own identity, its own value.



There also may be situations where a significant modification presents an opportunity for other participants. Consider the game of wheelchair

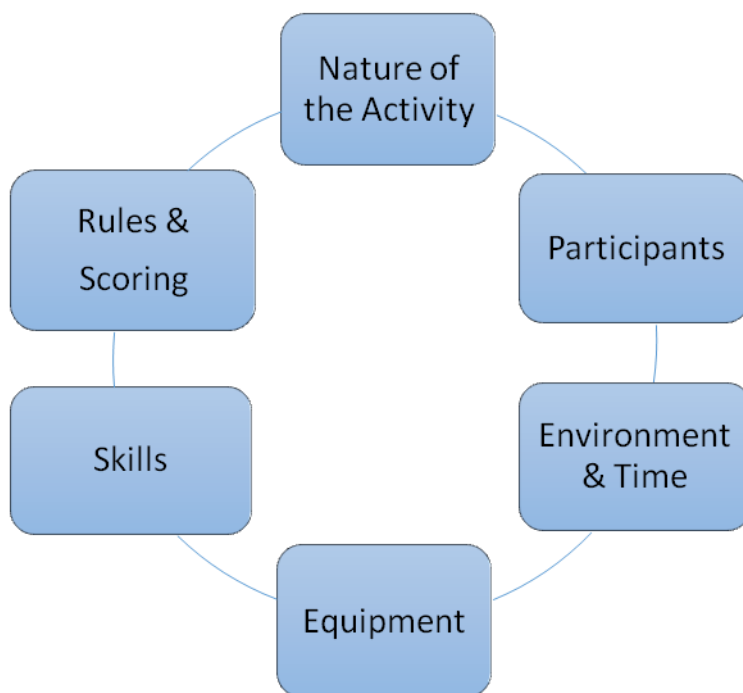
basketball. While the rules, strategies and underlying goal of the game are the same as traditional basketball, playing in a wheelchair represents a considerable modification to the activity. Wheeling a wheelchair versus running up and down the basketball court presents a new challenge for other participants. The skills, while similar, will need to be performed in a new way. Adjusting to the loss of leg power in passing and shooting represents a considerable skill variation. But wheelchair basketball is a bona fide activity in its own right – even though it constitutes a considerable modification of the original game – and making this modification choice can be beneficial to all participants.

The advantages of introducing activities such as wheelchair basketball (or sledge hockey, beep softball, sitting volleyball, etc.) are twofold. Firstly, the participants might excel at these activities and playing them might enable these individuals to be the leaders in the activity versus the opposite [as so often happens]. And secondly, it provides an opportunity for the other participants to learn a new activity.

Thus, making considerable modifications sometimes presents a valuable learning opportunity that is worth pursuing. Of course, it is up to the activity leader to decide if that opportunity fits with the goals of the program and the specific situation.

Consider the Variables

The second aspect in making modifications is identifying what can be modified – in other words, the components of an activity than can be manipulated or modified. This list of components, or 'variables', that can be modified to increase participation are:



Each of these variables will be discussed in greater depth. We will start with a discussion of the 'nature' of the activity because it underscores the important role of the activity leader in setting the tone for an inclusive activity where everyone is able to contribute and be valued for that contribution.

Nature of the Activity

One way of viewing the *nature of the activity* is to think of it as the programming choices you make in developing the plan for your activity session. It relates to what types of activities are selected, the underlying philosophy and/or goal of the activity, how the learning environment is structured, and the methods of delivery utilized by the activity leader. It includes things such as individual versus group activities, cooperative versus competitive activities, elimination versus inclusion activities, and takes into consideration, the opportunities for success that are built into all of the decisions surrounding the activity.

It is important to offer activities that promote opportunities for success. We all know that participants who constantly experience failure will have low self-esteem and low motor skill levels and may withdraw from physical activity situations altogether. Clearly this is not an outcome any of us want to see.

Some of the ways that you can achieve success for each participant include:

- selecting activities that do not single-out participants who make mistakes or who have lower skill levels;
- choosing activities where the inability to perform or execute a skill will not affect the successful participation of other participants;
- and offering a variety of activities for all skill levels. When possible, focus on activities that do not require a high level of specialized skill. This may not be appropriate in a sport-specific coaching situation but it should be a viable approach in most recreational, fitness or physical education situations.

Elimination Games

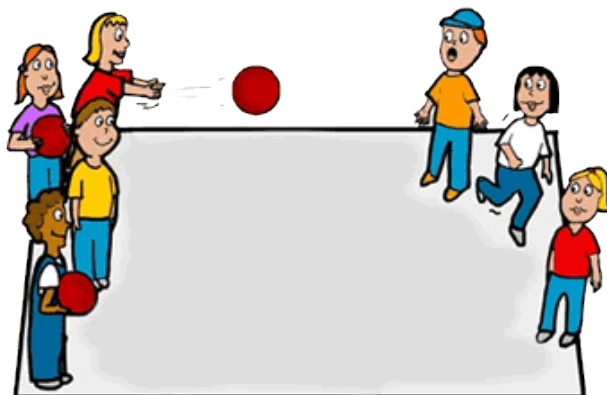
A short discussion about elimination games is appropriate at this point. Elimination games lead to decreased participation in the activity by a growing number of participants, because as the name suggests, the goal of the activity is to eliminate fellow participants until there is one person remaining. Classic dodge ball is a perfect example of an elimination game. Musical chairs is another. You can appreciate, even if you never experienced, the feeling of always being the first person eliminated from the activity and watching from the sideline as everyone else has fun. The irony of these games is that the people who are eliminated first, that is, those who are lesser skilled, are the very people who need to participate in the activity in order to develop the skills they are lacking. However, it's pretty hard to develop those skills while you are sitting on the bench!



LEARNING EXERCISE: Can you think of ways to turn an elimination game of dodge ball into a dodge ball game that emphasizes inclusion?

See link to module 5 answer key on the table of contents.

There are many different versions of dodge ball and many different names for these various versions. Regardless, they all have something in common – hitting another player with a ball in order to 'get that person out'. It is important to avoid selecting a version of dodge ball where the participation gradually decreases and instead, select one where the role changes (e.g. participant becomes a 'thrower' versus a 'dodger') or where the participant switches sides versus being eliminated. You can also set the tone in a different manner by changing the focus from elimination to substitution. For example, use partner substitution instead of elimination by having the participants playing in pairs with the partners switching on and off when a partner is hit by the ball.



Participants, Environment & Time, Rules & Scoring, and Skills

We're going to think about the next four variables that can be modified using a brainstorming exercise. These variables are:

- Participants
- Environment and Time
- Rules and Scoring
- Skills

We will talk about Equipment separately since there are numerous possibilities surrounding this particular component of games and activities.



LEARNING EXERCISE: Brainstorm a list of ways that you could manipulate each of these variables of games and activities. Also think about who might benefit from the modifications to that variable.

See link to module 5 answer key on the table of contents.

Now that you have read through the sections on *Range of Modifications: The Continuum* and *Consider the Variable*, go back and review your list from the Learning Exercise on page 3 to see if you would change any of your initial observations about the images below. You'll recall that you were asked to jot down which ones you think are examples of a small modification and which ones represent an example of a more significant modification. You were also asked to note what aspect or aspects of the activities have been modified.



Equipment

Equipment is an integral part of many activities. Altering a piece of equipment might be the only modification needed to enable a particular individual to be fully engaged in an activity with his/her peers. Alternately, the introduction of a piece of equipment to a situation where none would typically be used might be the only adaptation required to permit the full inclusion of the participant in the activity of their choice.



There is no shortage of equipment on the market these days, for sports, games and a host of other physical activity pursuits. Advances in technology have provided us with equipment made from an array of new materials and that feature unique textures, colours and shapes. Some of this equipment is reasonably priced and readily available. Some if it is costly and uni-dimensional in purpose. The large line of Nerf® items is a classic example of how an advancement in technology has produced a collection of modified equipment for use in everyday physical activity settings.

It is important to remember that **expensive and highly specialized equipment is not needed to have a successful inclusive program**. While customized or specialized equipment might be required in some instances, most often, less expensive and commonplace equipment items are all that you will need in your activity program.

When selecting equipment for your program, ask yourself the following questions.

- Is it **age appropriate** for the participants?
- Can it be used effectively by individuals of **varying skills levels**?
- Can it be **easily modified**?
- Does it have **multiple uses**?
- Is it **readily available**?
- Is it **reasonably priced**?

Here are some additional considerations to bear in mind when selecting the equipment for your program, a specific activity or a game.

- Select equipment that will facilitate a greater degree of participation.
- Select equipment that is socially and age-appropriate (e.g. a tricycle is a logical and age-appropriate mobility device for a pre-schooler.)
- Lighter equipment is easier to swing, push, throw, etc.
- Lighter equipment allows for a greater amount of time to manoeuvre one's body into position to execute a given skill.
- Larger equipment provides a bigger surface for catching, making contact, etc.
- Targets help to focus the participant and changing targets frequently helps to maintain interest and increase challenge. Try to select targets that can be placed at different levels (including on the floor) to provide options that cater to different ability levels.
- To increase interaction, use equipment that encourages social interaction (e.g. a jungle gym) versus equipment that encourages isolation (e.g. swing or bike).

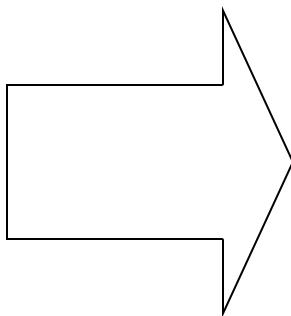
- Use a variety of equipment for skill execution and locomotion in order to offer choice and opportunity for varying skill levels.
- Have enough equipment available (e.g. racquets, Frisbees, balls, etc.) to decrease the amount of time participants spend waiting for their turn.
- Don't be afraid to substitute everyday items or to make an addition to equipment using items easily found in your home or office. For example, using plastic bottles and filling them with varying amounts of water or sand, etc. adds weight so they can be used as goal markers, bowling pins or targets. Scarves are a lightweight alternative that make catching easier and can be used in expressive activities, substituted for flags in flag football, used instead of tagging in a tag game, or used as a visual signal. Velcro strips, belts, and straps can be used to secure pieces of equipment to a participant (e.g. a racquet) or to secure participant (e.g. to a bench in the weight room). Coloured tape can be used to increase contrast (e.g. to the top of net, for boundary lines, to the edge of goal or target). Lastly, bells can be added or inserted into a variety of items to add sound for someone needing auditory input.

There are many attributes to each piece of equipment, for example, size, weight, colour, material, etc. As you can see in the tables on the following page, changing these attributes – singly or in combination – can help with various aspects of skill execution or one's ability to participate in the activity.



Modifying Equipment Features

Size
Weight
Texture
Shape
Colour
Density
Auditory quality
Squeezability



Can Help With

Speed
Accuracy
Timing
Tracking
Force required
Distance
Skill execution

Some illustrations of how modifications to equipment can have an effect on the successful participation of individuals can be seen in the chart below.

<u>Equipment Modification</u>	
Description	Effect
Lighter, softer, larger ball	Slows the game and allows more time to prepare for and execute skill; easier to manipulate than a smaller ball
Shorter, lighter, striking implement	Allows greater control for weaker or less skilled player
Larger striking implement, larger goal or target area	Reduces number of misses and increases opportunity for success
Colourful equipment	Increased visibility More contrast to make tracking easier More interesting to maintain attention and focus
Bean bags substituted for balls	Not as elusive as balls and may be easier to throw for participant with poor hand function
Partially deflated balls for dribbling and kicking	Slows movement of the ball and allows more time to prepare and execute the skill activities
Add auditory feature	Increases ability to locate object Adds interest to capture attention Provides additional information to learner (beyond visual and kinaesthetic)



Modifications to equipment can be made in many ways and for many reasons. For example, one might use a piece of equipment differently, change its attributes, add to or subtract from it, use a substitute item, and so on. When thinking about how to alter the use or state of a piece of equipment, one is limited only by their creativity and willingness, or lack thereof, to try new ways of doing things.



Anything is possible and anything that will enable the successful participation of a given individual should be explored.

The example below illustrates how these different ways of thinking can produce effective modifications. This is just one example to get you into this mode of thinking. There are many more possible answers. This same process can be applied to any piece of equipment.

EXAMPLE: Altering the state and modifying the use of a Beanbag



Equipment selection is an important aspect to ensure everyone is involved in the activity. Knowing how to utilize equipment in alternate ways as well as how to modify the state of the equipment are two strategies for increasing the level of involvement of all participants.

ALTERNATE USE	ALTER the STATE
Use instead of balls in throwing and catching activities Use instead of balls or pucks in floor hockey activity Use as a target Balance on different body parts Use to mark boundary or areas on playing surface	Change size, shape or colour Change weight by using different 'filler' in the beanbag Add bells for sound Add numbers or letters Add texture to surface Add loops

In this next example, you can see how a specific piece of equipment can be modified to take into account a limitation in functional ability.

EXAMPLE: Modifying a Rubber Utility Ball to match functional ability



Bearing in mind functional limitations, see how modifications to this standard piece of equipment might benefit an individual with the limitation specified.

Functional Limitation	Possible Modifications
Problems with Strength	Use a lighter ball (less force required)
Problems with Motor Coordination	Use a larger ball Use a rope to suspend ball from ceiling or pole (like a tether ball) Deflate the ball so it is more 'squishy' and easier to handle
Problems with Agility and Mobility	Deflate the ball so it rolls more slowly and is therefore easier to track down
Problems with Balance	Deflate the ball so it rolls more slowly thereby giving more time to react to it Use a larger ball – easier to control; less demands on stability
Problems with Focus and Attention	Add interest to the ball – e.g. design, colour Add focal points to the ball – e.g. words, numbers, hands to indicate correct position
Problems with Vision or Visual Perception	Add an electronic signal – e.g. a beep Put bells, beans, etc. inside the ball Increase size of the ball Add colour/design to the ball Suspend the ball from ceiling or pole
Problems with Hearing or Auditory Perception	Use a ball that is a bright colour

Making Modifications to Match Functional Ability

The final thing we are going to think about in this section on Making Modifications is how this applies to limitations in functional ability. What modifications are appropriate if the individual who wants to participate in your activity is using a wheelchair? How should you adapt the activity if the participant has difficulties with mobility or balance? How should you structure the environment to take into consideration the needs of a participant with limited vision?

In an earlier section we discussed the impact of the functional ability of a person in a physical activity situation. We identified five key areas that might be affected:

Mobility, Movement Control and Motor Skills

Sensory Input

Cognitive Function

Behaviour and Social Skills

Communication

Limitations in each of these areas can be addressed through the process of making modifications. Many of the examples already cited throughout this section have made reference to who benefits from a given modification. The chart below provides a comprehensive list of ways that a particular skill can be modified to take into account various functional limitations.

To explore this connection, we will use the skill of striking as our focus. However, any other motor skill could be substituted and the process of working through the possibilities would be the same.



LEARNING EXERCISE: Think of ways that the skill of Striking could be modified or adapted for persons with these functional limitations.

Functional Limitation	Possible Modification
Problems with Strength	Shorter, lighter striking implements – requires less strength to swing a lighter implement; requires less strength to hold implement (grip strength) Use no implement – using hand, arm or foot to strike Strike a lighter object – need less power to impart force Decrease distance to target – requires less force to reach target
Problems with Endurance	Lighter striking implement – need less endurance to swing implement repeatedly Strike from a seated position – less tiring than standing Reduce number of times person has to strike object Use an underhand versus overhand striking action Kick versus strike with arms or with a striking implement – using larger muscle mass for kicking versus striking with arms

Functional Limitation	Possible Modification
Problems with Motor Coordination	<p>Larger striking implement – more hitting surface on the striking implement</p> <p>Kick versus strike with arms or with a striking implement – easier to kick than strike</p> <p>Larger implement to strike (i.e. larger ball) – more surface to contact</p> <p>Strike without concern for accuracy</p> <p>Strike a stationary ball – eliminates tracking a moving object thus simplifying the skill</p> <p>Strike a ball that is rolled versus thrown</p> <p>Use a two-handed striking action versus one-handed striking action</p>
Problems with Mobility, Agility and Balance	<p>Strike from a seated position</p> <p>Strike a stationary ball (e.g. mounted on a tee)</p> <p>Strike a ball that is rolled versus thrown (lower centre of gravity ... therefore more stable)</p> <p>Strike a ball that is bounced versus thrown (more time to react and attain a stable position)</p> <p>Strike with one arm while holding onto a bar/pole/walker (etc.) for support</p> <p>Use a lighter striking implement and object so that it is easier to strike with one hand – less likely to lose balance in the act of striking</p>
Problems with Focus and Attention	<p>Add variety to task – strike a variety of objects; use a variety of striking implements; use a variety of striking motions – so the striking task is constantly changing</p> <p>Add targets for the striking task and vary their location, size, direction</p> <p>Use targets with instant feedback to the participant (e.g. a bell sounds when the target is hit) – adds interest for the participant</p> <p>Add challenge to the striking skill – e.g. like a game of 'pepper'</p> <p>Vary the goal – e.g. strike to send ball as high as possible, as far as possible, as softly as possible, etc.</p>

Functional Limitation	Possible Modification
Problems with Vision or Visual Perception	<p>Strike with a brightly coloured implement – easier to see</p> <p>Strike a brightly coloured object</p> <p>Use a larger striking implement and/or a larger object to be struck – easier to see and hence, greater likelihood for success</p> <p>Add an auditory signal to the object to be struck</p> <p>Add an auditory signal to the target to provide information about where to strike</p> <p>Provide an auditory cue to indicate that the object to be struck is being delivered</p> <p>Strike a stationary object</p> <p>Strike an object that is rolled versus thrown</p> <p>Kick versus strike</p> <p>Strike/kick an object that is a different colour than the background (i.e. floor or walls) – provides better contrast</p>
Problems with Hearing or Auditory Perception	<p>Strike with a brightly coloured implement (easier to see)</p> <p>Strike a brightly coloured object (easier to see)</p> <p>Have a visual cue to indicate that an object is being struck to commence a rally (e.g. raise the ball to indicate a serve is coming, a slight lift of the badminton racquet to denote service, etc.)</p>
Problems with Communication	<p>Establish a cue to indicate that the object to be struck is being delivered</p> <p>Use targets with instant feedback to the participant (e.g. a bell sounds when the target is hit) – adds interest for the participant</p>
Cognitive Deficits	<p>Use targets with instant feedback to the participant (e.g. a bell sounds when the target is hit) – gives feedback directly to the participant</p> <p>Use equipment that is brightly coloured, auditory or of a unique texture to maintain interest</p> <p>Simplify the rules around the striking action (if applicable)</p> <p>Minimize distractions in the environment so can focus on the striking skill</p> <p>Use partners/buddies for peer involvement, motivation, interaction, to work collaboratively, etc. – e.g. let a peer partner 'pitch'; let peer assist with the striking motion</p>

CONCLUDING COMMENTS FOR SECTION

This section has prompted you to think about a number of factors to consider when faced with the need to make modifications in your physical activity setting. It examined the two key aspects of modifying activities – Range of Modifications and Consider the Variables – in greater depth. It provided you with an opportunity to think about how each of the variables of games and activities can be manipulated and consider how the modification relates to limitations in functional ability.

You should have come to the realization that there are many possible options when it comes to modifying activities and that the same modification could be selected for entirely different reasons. For example, using bounce passes [only] in a basketball game is a rule change but it is a skill change as well. You might have made this rule change because you wanted to focus on the skill of bounce passes. But you might also have made the rule change because you wanted to slow down the game, simplify the game, provide an auditory cue (via the pass contacting the floor), or make the passes easier to catch (floor absorbs some of the force).

The methods and suggestions for modifying physical activities that were presented in this section will assist you in providing inclusive opportunities for many participants, not just those with disabilities. These are general strategies that can be used to meet the needs of a diverse group of people with various skills and abilities.

The key 'take-away' message from this section is to keep in mind that when you modify activities, only do so:

when necessary – recognize that modifications aren't always needed;

to the extent necessary – recognize that not all variables need to be modified and modifications should match the needs of the individual;

without jeopardizing the integrity of the activity – recognize when the modification 'goes too far'.

