



Selecting Activities and Instructional Strategies

Introduction

Teaching quality physical education classes to typically developing students is a demanding and challenging undertaking that requires motivation, a basic extensive knowledge, a lot of practice and appropriate feedback from skilled observers. The physical education teachers who work with students who have unique needs face additional challenges that have not been traditionally emphasized in teaching programmes. These challenges include Writing goals and objectives for Individual Educational Programmes (IEPs) or Individualized Family Service Plans (IFSPs), adapting activities, task analysing activities (breaking skills into smaller parts) providing appropriate prompting, training and managing volunteers with working parents and allied professionals as part of an interdisciplinary team. Effective structural learning will assist the teacher in structuring an appropriate physical education environment.

Selecting activities through -Humanistic Philosophy

Teacher of Adapted Physical Education who implements Individualised Physical Education Programs of a high quality believes in each participant's inherent worth and are dedicated to the development of their full human potential. Humanistic Philosophy emphasises the pursuit and teaching of qualities such as creativity, choices, awareness and personnel and social responsibilities. As a student with unique takes part in physical education, it must be established that physiological needs (food, water, appropriate medication, temperature) have been met. Then playing area/gymnasium must be free from danger that built trust and confidence. In the term of Maslow's third tier- belonging needs accepted and appreciated by their peer group and teachers. Students must feel safe and accepted before they can benefit from instruction that will improve competence and lead to enhance self-esteem. Once basic self-esteem needs are met, the individual might be led to "feeling of self-confidence, worth, strength, capable and adequacy, of being useful and necessary in the world"(Maslow, 1987, p.21). this arrival at the "self-actualization" level (further divided into self-actualization, enlightenment and aesthetic-creative levels) can be attained only to the degree that a student feels at home in the world.

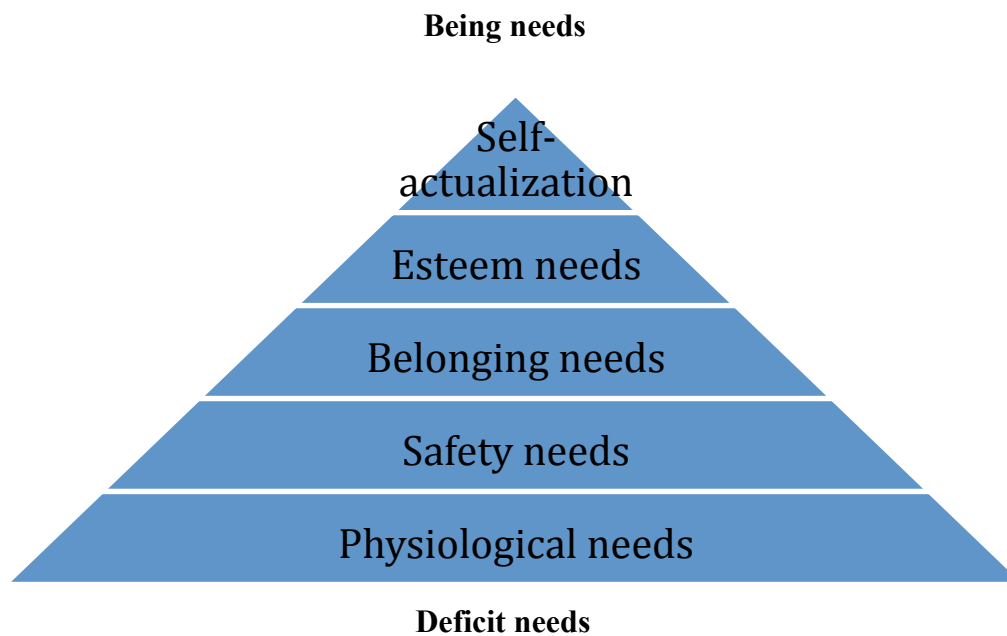


Fig 1 Maslow's theory of self actualization.

Understanding the selecting activities through Applied Behaviour Analysis

There is a rich tradition of employing the principles of applied behaviour analysis to the teaching of physical education skills to students with unique needs (Alberto & Trounman, 1995; Dunn, 1997). Succinctly stated, applied behaviour analysis involves the changing of behaviour through the careful application of learning principles.

B.F. Skinner's work has been applied widely in the teaching of student with unique needs. Skinner stressed the importance of the consequences of an individual's actions- that is, what takes place after behaviour- on learning. His work demonstrated that carefully selected consequences could change the likelihood of the behaviour that preceded it. Although consequences can be negative (punishing to the individual, thus resulting in a decrease of behaviour, educators working with students who have unique needs is rewarding) behaviour that are helpful to the students, thus increasing the likely hood they will occur again. So, educational approach for student with unique needs can be used the strategies, derived from applied behavioural principal i.e. behavioural modification.

Selecting Instructional strategies to meet individual differences.

First and foremost look at the students as individuals with unique needs in the following ways:

- 1) Curricular Options**
- 2) Activity Modifications**
- 3) Teaching Style**
- 4) Class Format**
- 5) An Instructional Episode**

1) Curricular Options; What to teach?

Given that a significant number of students with unique needs are taught with their typically developing peers in integrated physical education settings, curricular modifications are often appropriate. These curriculums include;

1. Same curriculum
2. Multilevel curriculum,
3. Modified curriculum and
4. Different curriculum.

It should be noted that mastered teachers generally have activity modifications or options available for all students, thus appropriately challenging each of their own developmental level. In this way, everybody in the class is recommended without anyone being singled out.

2) Activity Modifications;

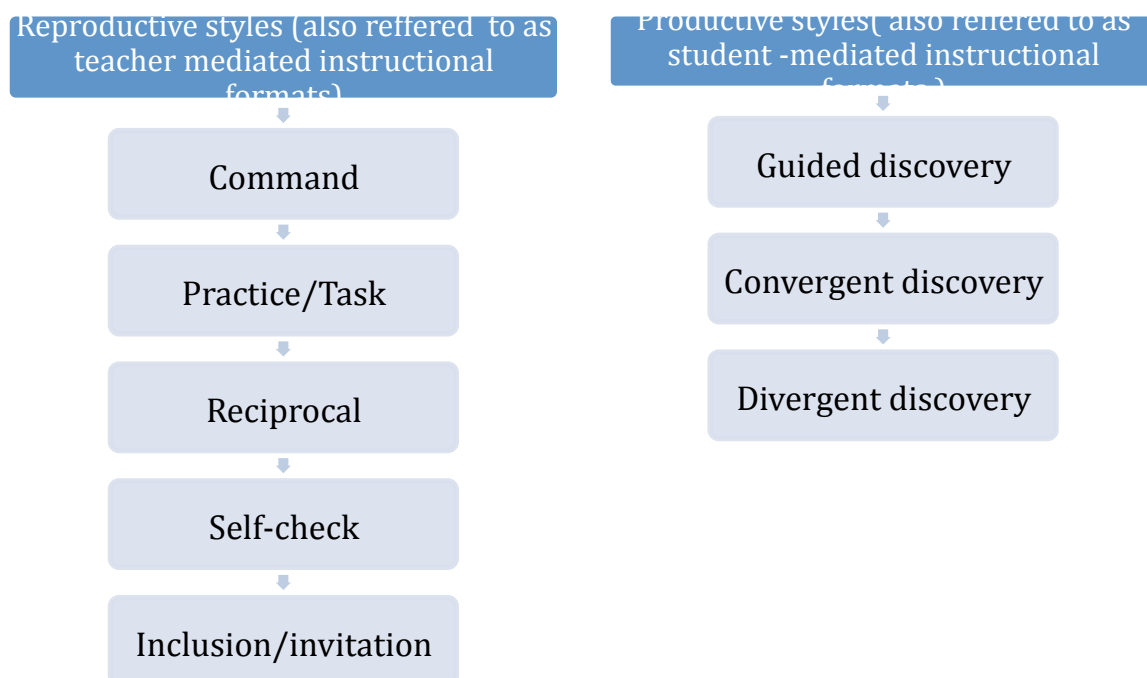
As discussed, on deciding on the most appropriate curriculum approach and activities to meet the individual learning goals, it might become apparent that modifications of activities are necessary if the student is going to participate successfully. Lieberman and Houston-Wilson (2002) have suggested that **activity modifications** can be broken down into four categories;

1. Equipment
2. Rules
3. Environment and
4. Instructions.

Modifications do not have to affect every component of an activity; they should be limited to those necessary to meet individual needs.

3) Teaching Style;

“Teaching functions are usually performed within an instructional framework – a delivery system for getting content to the learners. Many factors influence the choice of teaching strategy, including the content itself, the characteristic of the learner, objectives and preferences of the teacher” (Rink, 2002, p-177). Regardless of the teaching style used and the format of the class, it is important that teacher consider the instructional and managerial tone of physical Education class. The tone is independent of both style and format and can range from clearly punitive(punishing) to clearly positive and supportive. In regard to personal skills and preferences Siedentop and Tannehill (2000) have pointed out that teacher performs better when they are comfortable with and have a belief in the style being used.



Class Format:-

Class format is an important instructional consideration related to teaching style (Block, 2000, Seaman and Depauw, 1989). In this section we will discuss 9 formats that have been effectively used in the teaching of adapted physical education.

1. One-to one Instruction
2. Small-Group Instruction
3. Large-Group Instruction
4. Mixed-Group Instruction
5. Peer-Teaching or Tutoring

6. Self-Paced Independent Work

7. Cooperative Learning

8. Reverse Mainstreaming

9. Teaching Stations (Task Teaching)

1. One-to one Instruction: - To promote acquisition, maintenance and generalization of skills, students receiving adapted physical education sometimes require a 1:1 student-to teacher ratio. This format allows for a highly individualized teaching session as well as multiple opportunities to respond on the part of the learner. An approach to 1:1 instruction that is extremely successful in teaching students with more severe unique needs is an instructional episode.
2. Small-Group Instruction:- Within a small group instruction format, two to ten students generally work with one teacher or teaching assistant.
3. Large-Group Instruction:- In this format, the entire class participates at the same time under the direction of one or more teachers or teaching assistants.
4. Mixed-Group Instruction:- Within a mixed-group instruction approach, a variety of formats are used during the same class period. This format is particularly effective when students demonstrate different learning characteristics or are working towards different instructional objectives.
5. Peer-Teaching or Tutoring :- When peer teaching or tutoring takes place, lower skilled students are taught by their more highly skilled classmates or by highly-skilled students from other classes. A second approach- class wide peer tutoring or reciprocal teaching – utilizes all students in the class as both tutors and tutees.
6. Self-Paced Independent Work:- As the name of this format suggests, self-paced independent work involves students working on their personal goals mostly by themselves. Often, “task cards” or input from the teacher or teaching assistant help keep the students focused on the task.

7. Cooperative Learning:- When students use a cooperative learning format, subsets of students within a given class work together to accomplish shared goals. This format can be particularly effective when the instructional objectives are affective in nature or target the development of social skills.
8. Reverse Mainstreaming:- In this format, normal students join their peers with unique needs in the self-contained class, taking part in movement activities along with them. It is important that students with unique needs interact with their typically developing peers as these interactions provide benefits for all individuals.
9. Teaching Stations (Task Teaching):- Teaching stations allow students to work on more than one task at the same time. On the teacher's command, or when a student has completed specified activities, students rotate to the next station.

4) An Instructional Episode

The Instructional episode is based on principles of learning derived from applied behaviour analysis, although used most extensively with children who have autism, it is effectively used with a range of students. This approach has been used to teach skills including languages skills, social skills and fundamental movement skills. An instructional episode is a structured method that usually involves teaching in a one-on-one situation. Movement tasks are presented to the student in a series of separate brief sessions. A particular trial can be repeated several times in a row, several times a day or for several days until the skill at hand is mastered.

Understanding prescriptive planning and instructional models.

Several curricular models developed since the 1970s have proven successful in providing a quality physical education experience for individuals with unique needs and have promoted when used as guideline, these models can be help in enhancing the teaching process and ensure that students with unique needs are taught efficiently and effectively. Some of which are as follows:

Project ACTIVE

The ACTIVE (All Children Totally InVolved Exercising) programme was designed by Dr.Thomas Vodola (1976) to ensure that every child, regardless of special needs, would have a chance to participate in a quality physical education programme. Project ACTIVE incorporates a

test assessment – prescribed evaluate planning process and includes normative as well as criterion-referenced tests in the area of motor ability, nutrition, physical fitness and posture.

The Data –Based Gymnasium

The data based gymnasium is a prescriptive instructional model that provides information on effectively managing the learning environment for individuals with severe special needs. The Data Based Gymnasium is unique in its delineation of applied behaviour analysis techniques as a means of accomplishing meaningful learning objectives (Dunn, Morehouse,&Fredericks,1986).

MOVE

The **M**obility **O**pportunities **V**ia **E**ducation(MOVE) model is a top –down activity –based curriculum develop to assist students with profound disabilities to learn the basic motor skills needed for everyday activities in the home and community .

Moving to Inclusion

The active Alliance for Canadians Disability develop the moving to inclusion curriculum, which consist of nine books available in English and French, that address a variety of disability groups

Special Olympics

This is a series of sports –specific instructional manuals, each including long–term goals, short-term objectives, skill assessment, task analysis, teaching suggestions, progression charts and related information.

I CAN

I CAN (**I**ndividualized instruction, **C**reate social leisure competence ,**A**ssociate all learning, **N**arrow the gap between theory and practice) is a comprehensive physical education and leisure skills programme for children with unique needs . The programme is developmental in nature and provide a continuum of skills from pre-primary motor and play skills to sports, leisure and recreation skills. (The Achievement Based Curriculum/ABC model Wessel & Kelly ,1986)

I CAN Primary Skills K-3

The I CAN Primary skills K-3 is a physical Education curriculum based performance curriculum based on a performance based international models with instructional models with feedback methods to improve and modify instruction based on student performance from kindergarten through third grade (Wessel & Zittel,1998).

SMART START: Preschool Movement Curriculum

This curriculum provides teacher and caregivers a developmentally appropriate movement curriculum for Pre School –aged children of all abilities (Wessel & Zittel, 1995)

Conclusion

Teacher of adapted physical education needs dedication to the development of students with their full human potential. Humanistic Approach emphasises the pursuit and teaching of such qualities as creativity, choice, awareness, and personnel and social responsibilities. It is a hopeful and extremely positive view of human beings, holding that everyone –including ,clearly ,people with unique needs –has the capacity to develop a positive self image ,be self determining ,and be intrinsically motivated. Several curricular models can be help enhance the teaching process and ensure that students with unique needs are taught efficiently and effectively