



## **PHYSICAL EDUCATION**

**B. P. Ed. 3<sup>rd</sup> Year**

**B.P.Ed.4-IIIA3**

**Title: Adapted Physical Education**

**TOPIC NO. 2**

**Classification of Disability**

**Lecture - 52**

### **MODIFICATION FOR TEACHING AND PROGRAMMING IN PHYSICAL EDUCATION AND SPORTS**

#### **INTRODUCTION**

Disability covers all forms of impairments that may be physical, cognitive, mental, sensory, emotional, developmental, or in some individuals or children it may be a combination of more than one; activity limitations as well as activity restrictions. An individual may be born with a disability or it may have occurred during the lifetime.

There are various forms of disability as mentioned under the topic types of disability which are physical disability, sensory disability (vision impairment, hearing impairment, olfactory and gustatory impairment, somatosensory impairment and balance disorder), intellectual disability, mental retardation and emotional disability, pervasive developmental disorders, developmental disability, nonvisible disabilities and speech impairment. Disability is a complex phenomenon, reflecting an interaction between features of a person's body and features of the society in which he or she lives.

Physical education and sports is a diverse field which offers a wide range of activities and education related to the body, aiming at the all-round development of an individual; meaning the physical, mental or intellectual or psychological, social, emotional and vocational development of an individual. Sports are usually forms of competitive physical activities or games, which through casual or organized participation, aims to use, maintain or improve physical ability and skills while providing enjoyment to participants, and to the spectators as well.

A brief understanding of the terms 'disability' and 'physical education and sports' are two areas where the connecting of dots may seem impossible and one may even

presume that physical education and sports are not meant for people with disabilities. But that is not entirely true, and the spectacular performances that the para athletes display during the para Olympics speak volumes about the potential of these athletes and individuals who are disabled or the right term would be specially abled.

A disability is no reason to deny these specially abled people their fundamental right to be involved in various forms of physical activities and sports, when they are excelling in all other walks of life as well. We as individuals should try and make the environment around us more and more disable friendly as well, so as to make them more and more independent and improve mobility as well.

However there have to be certain modifications that have to be made so as to make the physical education curriculum suitable for people with disabilities, this specific area of physical education and sports is also known as adapted physical education. In education too there is special education too which provides professional assistance to help the specially abled individuals conquer their disability.

### **MODIFICATION FOR TEACHING AND PROGRAMMING IN PHYSICAL EDUCATION AND SPORTS**

We have to be aware that individuals or students with disabilities are less likely to engage in regular moderate physical activity than people without disabilities, yet they have similar needs to promote their health and prevent contracting diseases as well. Social support from family and friends has been consistently and positively related to regular physical activity. It is also commonly observed that the specially abled child consciously or otherwise seeks help in minimizing or overcoming his or her disability, as well as acquiring a general education. The school and the physical education professional should thrive earnestly and effectively to aid the child in accomplishing these goals.

#### **Current provisions and their inadequacies**

Excusing the disabled child from the physical education and sports classes is one of the common problems facing professionals and children in imparting the desired level of improvements when it comes to performing. However it has to be clearly understood that here the main objective for engagement is not merely to improve the performance capacity but also to improve the physical, intellectual, social and emotional aspects of the child or pupil. Some of the main reasons for excusing the specially abled pupil included:

- The physicians did not fully understand the purpose or the nature of physical education program and the potentialities with respect to child development
- Secondly, many programs of physical education were considered poor for the pupil
- Thirdly sometimes the physicians recommended excuses just to please the over protective parents.

The remedies for these problems would preferably be

- To design well-conceived programs to meet the needs of all students
- To establish cooperative relationship with the physician based in understanding and appreciation

## **Present inadequacies**

In an attempt to provide a program for the specially abled, a specific area of exercises were formed with the purpose of correction of the remediable conditions and the improvement of body mechanics, known as Corrective Physical Education. A closer look at the situation however reveals that there is a large group of exceptional children whose disabilities are not remediable through corrective exercises. Within this group are those experiencing limitations by such conditions as chronic illness, partial vision, impaired hearing, organic and functional heart disorders, cerebral palsy, amputations, bone and joint injuries, emotional stability and many other conditions which limit the activity, but are not correctable through exercises.

However, this does not mean that physical education has nothing to contribute to the specially abled child or pupil. On the contrary, it is quite the opposite and is quite possible that it has more to offer to the specially abled kid than to those without disabilities.

## **Points to be considered when beginning a physical activity and sports for any individuals with disability**

As mentioned previously in the various forms of disabilities we have come to an understanding that each individual may have specific needs and hence the physical education professional should give due consideration to the need of the pupil before suggesting a program. All students capable of attending school should have full opportunity for maximum growth and development. Certain factors that can be generalized and followed for all the pupils are:

- Broadening the conception of corrective physical education which is known today as adapted physical education to include the complete range of services of physical education on an individualized basis to all students.
- The programs need not be a physically exhausting or strenuous one but the focus should be to achieve health benefits. Significant health benefits can be obtained with moderate amount of physical activity.
- The level of disability and also the area of interest should be considered in line with the physical education curriculum while preparing the program.
- Segregation of these students into special groups and limiting their physical education program solely to a limited number of exercises cannot be regarded as meeting the needs of the pupils. A certain amount of homogenous grouping may at times be necessary to accomplish the goals set for the specially abled.
- Separate schools and classes should be arranged only for those students whose needs are still unmet after the experiences of the regular school program have been made available to them.
- Students in separate schools and classes whose progress is such that they may function successfully in the regular school program they should be returned to the regular school as soon as their improvement warrants such a move.

- Assignment to special classes, even in regular school, should be kept to a minimum. Whenever possible, students in special classes in such a school should join with their school or class mates in all general school activities.
- Support for the idea of special schools and class is felt strongest in the case of the totally blind or totally deaf students.
- The decision regarding which kind of school or class should be made only after a careful study of the individual student; the level of disability; personal traits of the student; his capacities and his limitations.
- The disabled child should be educated in his own community whenever possible. The move to a larger center for education should be made only when the educational resources he or she needs are not available in his or her own local situation.

There is a need to provide all the educational and sports facilities to the children with disability. It is however considered better if the child can attend regular school as that may provide him or her with a better opportunity for learning along with greater scope for socialization. Another important outcome is that the other students also learn to accept and appreciate the disabled student. Whatever plan is finally worked out, the important thing is to have that arrangement, which enable the student to gain most from the environment in which he experiences physical education and sports activities.

### **Benefits of physical activities for the disabled**

- Engagement in any form of physical activity reduced the risk of coronary heart diseases and high blood pressure.
- Physical activities can help people with chronic, disabling conditions improve their endurance and muscle strength.
- Physical activities reduce symptoms of anxiety and depression; improves mood and promotes general feelings of well-being.
- Physical activity helps control joint swelling and pain associated with arthritis.
- Physical activity can help reduce blood pressure in some people with hypertension.

### **CONCLUSION**

Physical education and sports which is a basic necessity for each and every child is essential for the disabled students too. The physical education activities for the disabled may not require it to be a strenuous one but should mainly focus on health benefits. Significant health benefits can be obtained with a moderate amount of physical activities, preferably daily. The same moderate amount of activity can be obtained in longer sessions of moderately intense activities (such as 30 to 40 minutes of wheeling oneself in a wheelchair) or in shorter sessions of more strenuous activities such as 20 minutes of wheelchair basketball. Additional health benefits can be gained through greater amounts of physical activities. People who can maintain a regular routine of physical activity that is of longer duration or greater intensity are likely to derive greater benefit.

Previously sedentary people who begin physical education program should start with short intervals of physical activities that may range from 5 to 10 minutes and gradually build up to the desired level of activity. However it is very important that people with disability should first consult a physician before beginning a physical activity program to which they are unaccustomed. The emphasis on moderate amounts of physical activity makes it possible to various activities to meet individual needs, preferences and life circumstances.

The benefits of involvement in physical activities and are numerous and cannot be denied, hence it is the responsibility not only of the physical education professional but of the schools and management as well to make provisions so as to enable the disabled child to receive the attention and strive to make him or her a well-developed and integrated individual who would be socially productive and well-adjusted, which is the ultimate aim of physical education and sports and education as well.