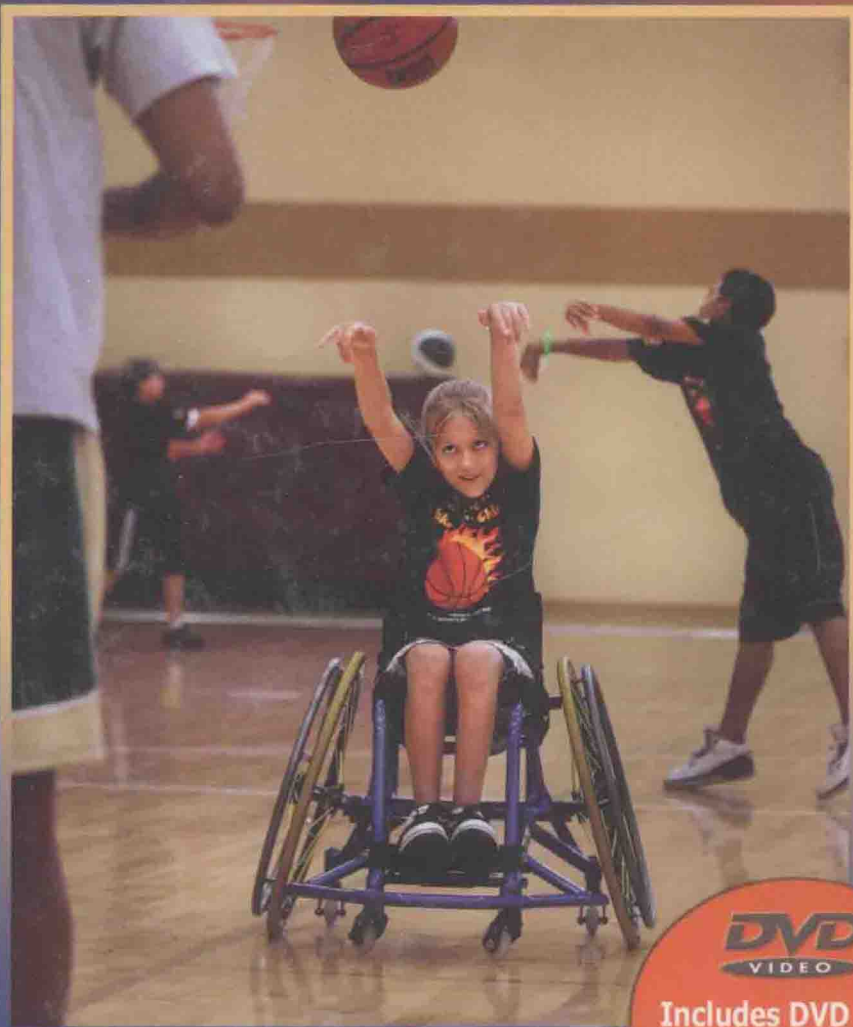


SECOND EDITION

# TEACHING DISABILITY SPORT

**A Guide for  
Physical  
Educators**



**RONALD W. DAVIS**

**DVD**  
VIDEO

Includes DVD with  
reproducibles and  
video examples  
of games

Second Edition

# TEACHING DISABILITY SPORT

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A Guide  
for Physical Educators

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Ronald W. Davis, PhD  
Texas Woman's University



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To all the professionals who once taught, are teaching, and will be teaching children with disabilities in the area of physical education.

To my mentors, who remain very special to me and have influenced my professional development: Dr. Lane Goodwin, Dr. Jean Pyfer, Dr. Claudine Sherrill, and Dr. Ron French.

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To my family: my wife, Janelle; sons, Matthew L. Davis, Cpt. (USAF), Timothy A. Davis, Lt. (U.S. Army); and daughter, Molly (first team ESPN Academic All-American, 2009), whose support has motivated me to complete this project.

Finally, I thank God for His grace and for working in my life to change me. Much has happened in the world since 2002 and we have much to be concerned about but much more to be thankful for. God bless America.

# Inclusion Index



Wheelchair Basketball



Sitting Volleyball



Goalball



The Slalom (Track)





































Indoor Wheelchair Soccer



Boccia



Wheelchair Tennis

	Sports in general physical education	Disability sports			
Invasion games	Basketball				
	Passing				
	Dribbling				
	Shooting				
	Ball movement				
Net games	Soccer				
	Passing				
	Dribbling				
	Throwing in				
	Blocking				
	Volleyball				
	Serving				
	Bumping/passing				
	Setting				
	Blocking				
	Tennis				
	Forehand				
	Backhand				
	Serve				



Wheelchair Basketball



Sitting Volleyball



Goalball



The Slalom (Track)



Indoor Wheelchair Soccer









Boccia










Wheelchair Tennis

## Inclusion Index

	Sports in general physical education	Disability sports			
Court games and track events	Track and field				
	Sprinting				
	Relay				
	Throwing				
Target games	Bowling				
	Throwing				

# Game Finder

Wheelchair Basketball: Low-Functioning Students				
Game	Page number	Skill	Organizational pattern	On DVD
Gauntlet I	63	Bounce stop	One on one	
Gauntlet II	63	Bounce stop	Small group	
Gauntlet III	64	Bounce stop	Large group	
Give and Go	59	Passing	Small group	
Hanging On	58	Passing	One on one	
Pass and Shoot (Shooting)	60	Shooting	Small group	
Pass and Shoot (Dribbling)	62	Dribbling	Small group	
Reaching Out I	67	Ball retrieval	One on one	
Reaching Out II	67	Ball retrieval	Small group	
Reaching Out III	68	Ball retrieval	Large group	
Right Back at You	61	Dribbling	One on one	
Shot's Away	60	Shooting	One on one	
Spinning Wheels I	65	Bounce spin	One on one	
Spinning Wheels II	65	Bounce spin	Small group	
Spinning Wheels III	66	Bounce spin	Large group	
Triangle and Go I	59	Passing	Large group	
Triangle and Go II	61	Shooting	Large group	
Triangle and Go III	62	Dribbling	Large group	
Wheelchair Basketball: Moderate- to High-Functioning Students				
At the Hoop	72	Shooting	Large group	
Call It Out	70	Passing	Large group	
Crossover	76	Bounce spin	One on one	
Down and Back	78	Ball retrieval	Small group	
Giddy Up	79	Ball retrieval	Large group	
In the Bucket	72	Shooting	Small group	
On the Move I	73	Dribbling	Small group	
On the Move II	74	Dribbling	Large group	
Reach for It	78	Ball retrieval	One on one	
Remember Me	70	Passing	Small group	
Spin City I	77	Bounce spin	Small group	

<b>Wheelchair Basketball: Moderate- to High-Functioning Students (continued)</b>				
<b>Game</b>	<b>Page number</b>	<b>Skill</b>	<b>Organizational pattern</b>	<b>On DVD</b>
Spin City II	77	Bounce spin	Large group	
Spinning the Ball	71	Shooting	One on one	
Stationary	73	Dribbling	One on one	
Stop the Music I	75	Bounce stop	One on one	
Stop the Music II	75	Bounce stop	Small group	
Stop the Music III	76	Bounce stop	Large group	
Target Toss	69	Passing	One on one	
<b>Indoor Wheelchair Soccer: Low-Functioning Students</b>				
Bump and Go I	97	Dribbling	One on one	
Bump and Go II	98	Dribbling	Small group	
Bump and Go III	99	Dribbling	Large group	
Capture It	95	Passing	Large group	
Charge!	96	Shooting	One on one	
Keep It Out I	101	Blocking	One on one	
Keep It Out II	102	Blocking	Small group	
Keep It Out III	103	Blocking	Large group	
Knock It Off I	99	Throw-in	One on one	
Knock It Off II	100	Throw-in	Small group	
Knock It Off III	101	Throw-in	Large group	
Pass It On I	94	Passing	One on one	
Pass It On II	94	Passing	Small group	
Rebound	96	Shooting	Small group	
Score It	97	Shooting	Large group	
<b>Indoor Wheelchair Soccer: Moderate- to High-Functioning Students</b>				
Call It Out	105	Passing	Large group	
Feed and Go (Shooting)	107	Shooting	Small group	
Feed and Go (Blocking)	112	Blocking	Small group	
Feed and Go Plus 1 (Shooting)	107	Shooting	Large group	
Feed and Go Plus 1 (Blocking)	112	Blocking	Large group	
Feed Me	106	Shooting	One on one	
On the Move I	108	Dribbling	Small group	
On the Move II	109	Dribbling	Large group	

(continued)








## Game Finder *(continued)*

Indoor Wheelchair Soccer: Moderate- to High-Functioning Students <i>(continued)</i>				
Game	Page number	Skill	Organizational pattern	On DVD
Partner Pass	105	Passing	Small group	
Pick a Spot	110	Throw-in	Small group	
Pick a Spot With D	111	Throw-in	Large group	
Pin Block	112	Blocking	One on one	
Reach Back	110	Throw-in	One on one	
Stationary	108	Dribbling	One on one	
Target Toss	104	Passing	One on one	
Sitting Volleyball: Low-Functioning Students				
Keep It In	132	Blocking	Large group	
Over It Goes	135	Serving	Large group	
Right Back at You	131	Blocking	One on one	
Roll and Block	132	Blocking	Small group	
Serving Cone	133	Serving	One on one	
Serving Line	134	Serving	Small group	
Table Target Pass I	127	Passing	One on one	
Table Target Pass II	128	Passing	Small group	
Table Target Pass III	128	Passing	Large group	
Tarzan Attack I	129	Attack-hit	One on one	
Tarzan Attack II	130	Attack-hit	Small group	
Tarzan Attack III	130	Attack-hit	Large group	
Sitting Volleyball: Moderate- to High-Functioning Students				
Clean the Kitchen	143	Serving	Small group	
Just the Three of Us	142	Blocking	Large group	
Pass It Up	136	Passing	One on one	
Put 'Em Up	140	Blocking	One on one	
Rip It	140	Attack-hit	Large group	
Serving Math	144	Serving	Large group	
The Wall	141	Blocking	Small group	
Throw It Over I (Attack-Hit)	138	Attack-hit	One on one	
Throw It Over I (Serve)	142	Serving	One on one	
Throw It Over II (Attack-Hit)	139	Attack-hit	Small group	
Up and Over I	137	Passing	Small group	
Up and Over II	137	Passing	Large group	

Wheelchair Tennis: Low-Functioning Students				
Game	Page number	Skill	Organizational pattern	On DVD
Balloon Backhand	159	Backhand	Small group	
Delivery Service	161	Serving	Small group	
Guest Server	162	Serving	Large group	
Strike It Rich I (Forehand)	156	Forehand	One on one	
Strike It Rich II (Backhand)	159	Backhand	One on one	
Strike It Rich III (Serve)	161	Serving	One on one	
Tabletop Tennis	157	Forehand	Small group	
Tarzan Tennis	158	Forehand	Large group	
Zigzag Tennis	160	Backhand	Large group	
Wheelchair Tennis: Moderate- to High-Functioning Students				
Mixed Doubles Plus 1	166	Forehand	Large group	
Mixed Doubles Plus 1	166	Backhand	Large group	
Reverse and Go	164	Forehand	Small group	
Reverse and Go	164	Backhand	Small group	
Serving the Reverse and Go	165	Serving	Small group	
The Serving Chair	167	Serving	Large group	
Wall to Net	163	Forehand	One on one	
Wall to Net	163	Backhand	One on one	
Wall to Net	163	Serving	One on one	
Goalball: Low-Functioning Students				
Don't Go There I	182	Blocking	One on one	
Don't Go There II	182	Blocking	Small group	
Don't Go There III	183	Blocking	Large group	
Here I Am	184	Passing	One on one	
Remember Me I	184	Passing	Small group	
Throw It Out I	180	Throwing	Small group	
Throw It Out II	181	Throwing	Large group	
Up It Goes	180	Throwing	One on one	
Zigzag Relay	185	Passing	Large group	
Goalball: Moderate- to High-Functioning Students				
Block It	189	Blocking	Small group	
Four Square	189	Blocking	Large group	
Here I Am	190	Passing	One on one	

(continued)

## Game Finder (continued)

Goalball: Moderate- to High-Functioning Students (continued)				
Game	Page number	Skill	Organizational pattern	On DVD
Remember Me II	190	Passing	Small group	
Slide Over	188	Blocking	One on one	
Step to Throw I	186	Throwing	One on one	
Step to Throw II	186	Throwing	Small group	
Step to Throw III	187	Throwing	Large group	
Work It Across	191	Passing	Large group	
Slalom: Low-Functioning Students				
Circle Up	205	360-degree turn	One on one	
Giant Slalom I	208	Figure-eight turn	Small group	
Giant Slalom II	209	Figure-eight turn	Large group	
Grand Reverse	203	Reverse turn	Small group	
Reverse and Go	204	Reverse turn	Large group	
Reverse, Turn, and Go	206	360-degree turn	Large group	
Ring Masters	206	360-degree turn	Small group	
Tap and Go	202	Reverse turn	One on one	
The Weave	207	Figure-eight turn	One on one	
Boccia: Low Functioning Students				
Block Party	228	Blocking	Large group	
Build a Fort	226	Blocking	One on one	
Clearing the Way	229	Defeating the block	One on one	
Crossing the Atlantic	223	Throwing (ramp, long, and short)	One on one	
Four Corners I	230	Defeating the block	Small group	
Four Corners II	231	Defeating the block	Large group	
In the Zone	224	Throwing (ramp, long, and short)	Small group	
Not in My House	227	Blocking	Small group	
Ramp Attack	225	Throwing (ramp, long, and short)	Large group	

Boccia: Moderate- to High-Functioning Students				
Game	Page number	Skill	Organizational pattern	On DVD
Around the World	233	Throwing (long and short)	Small group	
Boccia Math	232	Throwing (long and short)	One on one	
Carpet Blocker	235	Blocking	One on one	
Even or Odd	239	Defeating the block	Small group	
Gate Blocker	236	Blocking	Small group	
In or Out	240	Defeating the block	Large group	
Side Pocket/Corner Pocket	238	Defeating the block	One on one	
Tic-Tac-Toe	234	Throwing (long and short)	Large group	
Tic-Tac-Toe With a Block	237	Blocking	Large group	

# Foreword

Dr. Ron Davis has served as the president of the National Consortium for Physical Education and Recreation for Individuals with Disabilities and is widely recognized for his expertise in disability sport. In this second edition of *Teaching Disability Sport*, Dr. Davis shares what he has learned over the past 30 years from working with students and athletes with disabilities, and he shows how to communicate this wisdom to future physical educators.

In this edition, Dr. Davis uses disability sport as a means of accomplishing three goals. First, he highlights how students with disabilities desire and derive the same benefits from sport as students without disabilities; in order for students with disabilities to achieve these benefits, they need to learn in physical education the prerequisite skills for their sports. Second, Dr. Davis demonstrates how disability sport can be used as an inclusion model for modifying games and sports so that all students can participate and learn how to accommodate each other. Finally, he illustrates how disability sport can be infused into the general physical education curriculum with the use of the achievement-based curriculum model.

While this book will be extremely valuable for adapted physical educators, it has been specifically targeted to general physical educators and the professionals who train those educators. Dr. Davis recognizes that the majority of students with disabilities in our schools have mild and moderate disabilities, and those students are typically included in general physical education classes. This places general physical educators in the leadership role and requires them to modify their curriculum so it addresses the needs of students both with and without disabilities.

In *Teaching Disability Sport*, Dr. Davis provides teachers with the tools for making these curricular revisions in the form of the ABC model and the resources to assist general physical educators so that they can teach disability sport. The book is organized into two parts. Part I addresses program planning and explains how to use the ABC model. The first three chapters in part I highlight what teachers need to do to address the needs of their students with disabilities, such as modifying their curriculum, assessing student needs, and creating IEPs. Each of the chapters illustrates how the needs of a student named Tony, who has a mild learning disability and cerebral palsy, are addressed. Part I ends with a chapter on implementing a disability sport and presents an innovative tool called the inclusion index, which helps teachers identify the common elements between the disability and traditional versions of various sports.

Part II focuses on disability sports, skills, and activities. A chapter on wheelchair basics details how to teach students five essential wheelchair skills for participating in all wheelchair sports. The remaining chapters in part II focus on the categories (invasion, net, court) of disability sport (e.g., basketball, soccer, volleyball, tennis, goalball, slalom, and boccia) and provide detailed information on how each sport is played. This is followed by a review of the basic skills that are required for participating in the sport, including task analyses of each of the skills. Functional profiles are then presented and modifications discussed to address the needs and abilities of students at each functional level. Finally, games are presented to address the different skills and functional profiles that have been identified. These

chapters are complemented by extensive tables, figures, and graphics to illustrate the skill components and the organizational patterns of the games. In addition, a DVD shows select games from each chapter being taught in a general physical education class. The goal of the DVD is to illustrate some of the game progressions and to provide teachers with some concrete examples that can then be modified to address their unique needs.

This book is a valuable contribution to the professional literature and exemplifies Dr. Davis' vision of addressing the physical education needs of students with disabilities by facilitating their inclusion through disability sport, which in turn will expand their sport and recreational opportunities and educate others about the universal value of sport for all students. The practical nature of the content should make this resource ideal for all physical educators working with students with disabilities and for those professionals preparing future physical educators.

Luke E. Kelly  
University of Virginia

# Preface

Sport is understood, respected, and practiced around the world; it is universal. Whether you are watching the Super Bowl or a game of wheelchair basketball, the common ground is that you are watching sport. Sport, to include disability sport, can be taught to students with and without disabilities in your physical education classes. This new edition is written from the perspective of teaching within an inclusive physical education setting (i.e., those with and without disabilities). Your students can receive several benefits from participating in disability sport in an inclusive physical education setting: (a) improved social interactions between students with and without disabilities (e.g., dialoguing about upcoming tournaments, individual player performances, and team standings in both disability and traditional sport); (b) the recognition that classmates are more alike than different; (c) an increasing respect for the athleticism required in disability sport (e.g., wheelchair basketball, wheelchair soccer, goalball); and (d) improved health and fitness for all. By implementing the suggestions and activities in this book, you will not only improve appropriate programming for students with disabilities, but also expand your curriculum for all students.

The second edition of this book addresses students enrolled in physical education teacher education (PETE) preparation programs, as well as teachers and coaches currently working with students and players. Based on feedback from professionals directing PETE programs in higher education, more attention has been given to including disability sport content in the pedagogy of physical education. Originally this book was titled *Inclusion Through Sports* and was written for those grassroots professionals who served students with disabilities in general physical education. This second edition, now titled *Teaching Disability Sport: A Guide for Physical Educators*, is a textbook to be used by PETE programs that offer a disability sport course or an emphasis of disability sport within methodology courses.

The second edition is also meant to serve as a supplemental book for introductory adapted physical education courses. This new edition is written using pedagogy content from PETE elementary and secondary methodology courses with practical applications from over 150 games and activities.

It is my desire to use the body of knowledge within disability sport as a resource in preparing PETE students to teach students with and without disabilities. The philosophical belief that sport is universal remains central to this edition. Learning about disability sport, and how to teach it, will help you improve your programming for students with and without disabilities.

## SPORT SKILLS

The disability sports selected for this book are for students with physical or sensory impairments and were chosen, in part, based on their popularity. These sports have competitions at the national or international level, or both. By learning about these sports in your PETE preparation, you will be able to infuse this information into your teaching curriculum and teach students with and without disabilities skills they can use throughout their lifetimes.

The sport-specific skills associated with these disability sports are task-analyzed to their simplest forms to help you address the needs of students with disabilities. For example, consider the task of shooting a basketball. All students require some functional level of grasp and release to shoot a basketball. A student with a disability in your class, however, may not have the functional ability to grasp and release. In chapter 6, two of the games suggested in the games-by-skill-level index for low-functioning students are Hanging On and Shot's Away. These activities will help you address functional grasping and releasing for a student with a disability within your basketball unit and are presented with several class formats to help you attend to all students in the class.

## **STATEMENT FROM THE GOVERNMENT ACCOUNTABILITY OFFICE (GAO)**

In 2010 the GAO released findings in a report concerning physical education (PE) and participation in athletics for children with disabilities. The results indicated that the schools currently provide students with and without disabilities similar opportunities to participate in PE but face challenges when serving students with disabilities, especially regarding teacher preparation. The report indicated that general PE teachers need more training opportunities to work with students with disabilities. District and school officials whom GAO interviewed cited a lack of information on ways to expand athletic opportunities and lack of clarity regarding schools' responsibilities. According to this report, education has provided little information or guidance on PE or extracurricular athletics for students with disabilities, and some states and districts the GAO interviewed said more would be useful. It is my belief that the second edition of this text provides assistance and offers answers to these concerns (GAO, June 23, 2010).

## **ORGANIZATION**

The second edition is organized into two parts: part I, Program Planning, and part II, Disability Sports, Skills, and Activities. Part I addresses the pedagogy of disability sport, and part II provides practical activities for playing the disability sport using modifications as needed (adapted sport) in your physical education classes.

### **Part I: Program Planning**

This book is written to be used as a primary text for a PETE disability sport course. Students reading this book should have had, or be currently enrolled in, an elementary or secondary PETE methodology course. PETE students should be familiar with curriculum designs and categories, and they should have a background in teaching styles and class formats. The purpose of this book is not to be a primary methodology text, but rather, to use basic methodology content as supplemental to teaching disability sport.

Chapter 1 presents the achievement-based curriculum (ABC) by Kelly and Melograno (2004) and serves as a guide for the remainder of part I. The ABC curriculum model was selected because of its systematic approach to teaching and the fact that it can be implemented to address a school program, an entire class, or one student. All of the components of the ABC model follow a logical process and should guide you through the implementation of disability sport content. The components of the ABC model are program planning, assessing, implementation



planning, teaching, and evaluating. Chapter 1 focuses on planning, and each of the remaining ABC components are addressed in chapters 2, 3, and 4.

Chapter 2 (Assessment) provides a brief explanation of the legislative responsibilities of the general physical educator serving students with disabilities. Assessment information is included to help the PETE student and the professional currently teaching in the field to better understand the assessment process and the use of the individualized education program (IEP). A sample assessment and IEP are provided to help you develop goals and objectives for lesson plans using the activities in part II of the book. Assessment, according to the ABC model, also involves the systematic process of observing students to determine their needs for learning.

Chapter 3 focuses on implementation planning, teaching, and evaluating. A template of a unit plan is also provided to help with implementation and addresses curriculum delivery, class format, teaching style, activity name, prompts and cues, and activity modifications. In addition, I offer my own theoretical model to help with teaching and modification decisions. Activity modification during teaching is also discussed.

Coaches of athletes with disabilities should also be able to use the information in chapter 3. This chapter parallels the process of creating a sound coaching plan. Coaches must consider the same steps when implementing long- and short-term seasonal plans and deciding how best to teach the skills of the game and conduct player and team evaluations. Seasonal plans should consist of goals and objectives for players that are developed from skill assessments, game performances, and coaches' observations. Coaches can use the unit planning template for teachers as a coaching plan, and modify the lesson plan template to use as a practice plan. All the activity suggestions for each skill within each sport can be used for drills at practice and can be included in the overall coaching plan.

Chapter 4 provides planning templates for applying the ABC model. You will see the inclusion index and templates for an assessment instrument, an IEP, and a unit teaching plan that you can duplicate to help you work through the ABC model.

## Part II: Disability Sports, Skills, and Activities

Part II presents many of the activities included in the first edition of this book. The sports and activities remain organized in four subparts (wheelchair basics; invasion games; net games; and court, field, and target games). You can use each of the seven chapters on sports to write effective lesson plans.

- *Teaching or coaching wheelchair basics.* Chapter 5 is about mobility skills generic to wheelchair sports. Teaching students with disabilities basic wheelchair mobility skills might be very appropriate for some students and athletes and can provide valuable lessons to use at any point in your curriculum or practice plans. Wheelchair mobility skills such as self-propulsion, stopping, and performing a stationary or moving pivot are essential for students and athletes who use manual wheelchairs. Information about wheelchair selection and operation, and fitting a student properly for a wheelchair, is presented in appendix A.

- *Invasion games.* Invasion games feature teamwork and some type of offensive strategy to invade a defended goal area. The defense must react to an offensive attack near the defended goal area. Chapters 6 and 7 present the invasion games of wheelchair basketball and indoor wheelchair soccer, respectively.