



SECOND EDITION

# PHYSICAL ACTIVITIES FOR INDIVIDUALS WITH HANDICAPPING CONDITIONS

DOLORES GEDDES

# PHYSICAL ACTIVITIES FOR INDIVIDUALS WITH HANDICAPPING CONDITIONS

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DOLORES GEDDES, Ed.D.

Associate Professor, Department of Physical Education,  
University of Southern California,  
Los Angeles, California

SECOND EDITION

*with 60 illustrations*

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## **SECOND EDITION**

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PHYSICAL ACTIVITIES  
FOR INDIVIDUALS WITH  
HANDICAPPING CONDITIONS

To  
my husband, **Roger K. Burke,**  
and our children,  
**Brad, Kim, and Lynne**

# FOREWORD

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It is indeed unusual in today's world of early specialization and oversophistication to find a person with both practical experience and a broad, in-depth theoretical background. It is just as unusual when a person can apply research findings and empirical evidence and can interpret with equal facility, program information and materials for use by practitioners in terms they understand. Rarer is a person with knowledge, ability, understanding, and skill to use and apply deductively and inductively principles from other disciplines to related areas of concern. When all of these characteristics can be found in one individual who possesses personal foresight and professional philosophies that project forward in terms of evolving trends and current directions, it ensures continuous growth and progress in that field where that person is willing and able to communicate and share with others.

Such an individual is Dolores Geddes, who has put it all together extremely well in this practical, functional, and valuable publication. She draws from extensive experience in clinical situations, public and special schools, camps, regular and special recreation programs, pilot-demonstration projects, and university-sponsored professional preparation activities. She is a member of numerous advisory committees, task force groups, and committees and has participated in workshops, clinics, and other programs as speaker, consultant, and demonstrator at national, regional, state, and local levels. Her credentials speak eloquently for themselves—Dolores Geddes knows of *what* and *why* she speaks.

This book is one of the first—if not the only one to date—to present a noncategorical approach to physical education and recreational activities for individuals with various handicapping conditions. Contents can be applied to and used in integrated

situations, in intermediate-care or halfway-house type programs, or in completely separated and segregated circumstances. In fact, this developmental approach can be applied equally well to groups or to individuals. In addition, many activity progressions, methodological adaptations, and other specific suggestions found between these covers, although detailed for individuals with various handicapping conditions, can be used and applied in programs for the general population.

Activity suggestions are approached in behavioral terms so they can be immediately used and individual progress easily determined through developmental sequences and progressions. General and specific suggestions, helpful hints, and other practical guidance are provided for teachers, leaders, and others programming for participants with conditions such as mild-to-moderate or severe subaverage intellectual function, learning disabilities, visual impairments, hearing problems, orthopedic conditions, and emotional disturbances. Resource lists, contacts for additional information and materials, and publications about specific conditions, activities, and program areas add to the functional value and practicality of this publication.

Approach and content make this an extremely valuable publication for everyone interested and involved in any aspect of physical education and recreation programs and activities for persons with handicapping conditions. Persons with no background or experience in special education or those with individuals requiring it can see that these are activities and progressions in sound developmental physical education and recreation programs; they can immediately implement many of these suggestions and use them to introduce their own adaptations, modifications, and additions. Those with little or no background in physical education or recreation, but who know persons with specific handicapping conditions, will also find activity suggestions and procedures they can use and apply. Persons with little or no background or experience in any of the areas, especially with supervision, can easily translate contents into action. This is a *must* resource for all personnel involved in these programs; it also can be used as a basic or supplementary text for college or university courses in various aspects of physical education, recreation, special education, and related areas. No professional, organizational, or personal library can be without this book.

We are all indebted to Dolores Geddes for her time, effort, and talents that made this much needed publication possible. Those who benefit the most will be countless impaired, disabled, and

handicapped persons who attain greater levels of independence and have richer, fuller lives through active participation in physical education and recreational activities provided by readers of this publication.

**Julian U. Stein**

*Consultant,  
Programs for the Handicapped,  
American Alliance for Health,  
Physical Education & Recreation,  
Washington, D.C.*



# PREFACE

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This text is intended for students taking an adapted physical education or therapeutic recreation course, for teachers or leaders providing physical activity programs for individuals with handicapping conditions, and for other personnel interested in this subject. The text is directed toward the urgent need for practical information concerning activity modifications and suggested methods for participants based on individual functional levels.

The text emphasizes activity modifications and special techniques; but it does not duplicate the standard descriptions of physical activities and sports, since that information is ordinarily covered in regular undergraduate courses and related textbooks. It is assumed that teachers and leaders already know how to conduct activities such as movement exploration, tumbling, relays, tag situations, games, and sports for the regular physical education program.

A number of comprehensive textbooks in adapted physical education and therapeutic recreation discuss the various handicapping conditions. Such information is essential and should be assimilated by the teacher or leader before programs are conducted; however, this text does not repeat this literature. Suggestions contained in this text refer to functional areas of disability rather than to causes. For example, the section on orthopedic problems describes activity modifications that might be selected for participants with various types of orthopedic disabilities. A distinction is not made between conditions caused by cerebral palsy, muscular dystrophy, or a birth defect. This functional approach is valuable in special situations in which the adapted physical education teacher, special education teacher, or the therapeutic recreation leader must program for participants with a variety of problems (for example, an orthopedically handicapped

class) and in mainstreamed situations in which the regular physical education teacher or recreation leader must program for participants with a wide range of functional levels.

I would like to acknowledge the assistance of the graduate and undergraduate students at Indiana State University, George Washington University, and the University of Southern California who contributed to the sections on program suggestions. Many of the ideas were derived from their practical experiences gained while working in lab and practicum programs. Their assistance is greatly appreciated. Gratitude is expressed to my husband, Roger K. Burke, and to our children, Brad, Kim, and Lynne, for their support and involvement in the writing of this book.

Appreciation is also expressed to Lyonel Avance for the use of photos from the Los Angeles City Unified School District. Special thanks to my daughter Lynne Geddes for her excellent line drawings and photography.

**Dolores Geddes**

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PART ONE

INTRODUCTION

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□During the past several decades, the professions of adapted physical education and therapeutic recreation have undergone a tremendous transformation that is reflected in greatly improved programs of physical and recreational activities for individuals with handicapping conditions. An analysis of the state of the art, or, to put it in less formal terms, an analysis of "what is going on," reveals extensive activity in these program areas with numerous factors interacting in the total scene. Some of these factors are given in the following paragraphs.

1. State legislation, educational mandates, and special education master plans have been enacted that require educational services for all children and youth regardless of the type or severity of handicapping condition. In addition, Public Law (PL)94-142 (Education of All Handicapped Children Act) has been signed into law; this assures that all handicapped children will receive a free



As consumers of services, disabled persons usually desire to be involved in the development of physical activity programs for their use. This girl, who is confined to a wheelchair, gives her ideas and impressions about such services. (Courtesy Lynne Geddes.)



If a teacher/leader is unfamiliar with orthopedic apparatus, information may be obtained from experienced personnel or from disabled persons themselves. This inexperienced teacher found the complexity of folding a wheelchair to be an impossible task. He learned that the sides of the wheelchair can be folded together easily by lifting up the center section of the seat. (Courtesy Lynne Geddes.)

and appropriate public education. Special educational programs are defined by PL 94-142 as

specially designed instruction, at no cost to parents or guardians, to meet the unique needs of a handicapped child including classroom instruction, *instruction in physical education* [emphasis added], home instruction, and instruction in hospitals and institutions.\*

In addition:

. . . "related services" means transportation, and such developmental, corrective, and other supportive services (including occupational therapy, *recreation* [emphasis added], and medical and counseling services . . .).\*

\*Physical Education and Recreation for the Handicapped; Information and Research Utilization Center (IRUC): Education of All Handicapped Children Act, IRUC Briefings 1(2):3, 1976.



Current legislation requires that recreation programs be provided for persons with handicapping conditions. The disabled person can provide information to the activity leader about his specific disability so that successful adaptation of activities may be made. This participant, who had a spinal cord injury and leg amputations, is explaining to the teacher/leader that he is a quadriplegic with slight partial use of muscles in the upper extremities. Together, they select recreational activities and discuss possible modification of skills. (Courtesy Lynne Geddes.)

PL 94-142 specifies that quality, individualized physical education instruction must be provided to handicapped children. Responsibility is given to state educational agencies for carrying out such programming. Due process provisions include the right to a hearing, representation by counsel, and the right to call witnesses



if grievances are filed by parents and children in securing their rights under the law.

2. In 1977, final rules and regulations for Section 504, Rehabilitation Act of 1973, were signed by the Secretary of the Department of Health, Education, and Welfare. These provisions guarantee the civil and personal rights of handicapped persons in all programs for which sponsoring groups receive federal funds.\* Similar to PL 94-142, Section 504 specifies that agencies operating public education programs must provide an appropriate education to each qualified handicapped child in the most normal setting possible.

\*Physical Education and Recreation for the Handicapped; IRUC: P.E. and athletics emphasized in rehabilitation act rules, regs, IRUC Briefings 2(3):1, 8, 13, 1977.



Confronted for the first time with a disabled participant mainstreamed into the program, a teacher/leader who is unfamiliar with appropriate methods might try to simulate the handicapping condition. This teacher is simulating an orthopedic problem and learns how to return a volleyball from a wheelchair. (Courtesy Lynne Geddes.)