

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



**Human Kinetics**

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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.

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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<br>and track<br>events | Track and field                      |   |   |  |  |
|                                    | Sprinting                            |  |  |  |  |
|                                    | Relay                                |  |   |  |  |
|                                    | Throwing                             |  |  |  |  |
| Target<br>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            |   |

**Wheelchair Basketball: Moderate- to High-Functioning Students (continued)**

| Game               | Page number | Skill       | Organizational pattern | On DVD |
|--------------------|-------------|-------------|------------------------|--------|
| 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             |        |

**Indoor Wheelchair Soccer: Low-Functioning Students**

|                  |     |           |             |  |
|------------------|-----|-----------|-------------|--|
| 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 |  |

**Indoor Wheelchair Soccer: Moderate- to High-Functioning Students**

|                               |     |           |             |  |
|-------------------------------|-----|-----------|-------------|--|
| 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 *(continued)*

| 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<br>(Attack-Hit)  | 138 | Attack-hit | One on one  |  |
| Throw It Over I<br>(Serve)       | 142 | Serving    | One on one  |  |
| Throw It Over II<br>(Attack-Hit) | 139 | Attack-hit | Small group |  |
| Up and Over I                    | 137 | Passing    | Small group |  |
| Up and Over II                   | 137 | Passing    | Large group |  |

| <b>Wheelchair Tennis: Low-Functioning Students</b>               |                    |              |                               |   |
|--|--------------------|--------------|-------------------------------|---|
| <b>Game</b>  | <b>Page number</b> | <b>Skill</b> | <b>Organizational pattern</b> | <b>On DVD</b>   |
| 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                   |   |
| <b>Wheelchair Tennis: Moderate- to High-Functioning Students</b> |                    |              |                               |   |
| 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                    |   |
| <b>Goalball: Low-Functioning Students</b>                        |                    |              |                               |   |
| 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                   |  |
| <b>Goalball: Moderate- to High-Functioning Students</b>          |                    |              |                               |   |
| 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 <i>(continued)</i> |             |                                  |                        |   |
|---|-------------|----------------------------------|------------------------|---|
| 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            |  |

| <b>Boccia: Moderate- to High-Functioning Students</b> |                    |                           |                               |               |
|---|--------------------|---------------------------|-------------------------------|---------------|
| <b>Game</b>   | <b>Page number</b> | <b>Skill</b>              | <b>Organizational pattern</b> | <b>On DVD</b> |
| 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.