



TOOLS FOR CREATING AN **ACTIVE HOME**

At-Home Tips for Working with Students with Special Needs

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Many Adapted Physical Education teachers are finding it very difficult to differentiate instruction from a distance. Many PE and APE teachers have 100's of students on their caseloads. One approach is to focus on students who require more involvement and work with the rest of your team of providers (OT, PT, Speech, mobility specialists) and developed activities specific to each students' IEP goals.

Universal Design for Learning Option Guidelines

A good rule to follow when teaching students with special needs is to focus on Universal Design for Learning (UDL) options. This document provides a basic guideline and can be shared with parents at home.

The following is a Universal Design for Learning (UDL) chart. Dr. Lauren Lieberman and Dr. Cathy Houston-Wilson developed this model and it can be found in their book, *Strategies for Inclusion: A Handbook for Physical Educators (2nd ed.)*. Champaign, IL: Human Kinetics. The objective of using a Universal Design for Learning approach in your classroom is to create a learning “framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn” ([CAST, 2018a](#)),

For a more in-depth understanding you can read an article by Dr. Lauren Lieberman and Dr. Michelle Grenier here: <https://www.tandfonline.com/doi/full/10.1080/07303084.2019.1615790>

The focus and importance of Universal Design for Learning (UDL) in physical education include four focus areas that PE teachers can incorporate and focus on to actively and appropriately differentiate instruction.

These 4 categories are:

1. Equipment
2. Rules
3. Environment
4. Instructional Strategies



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The guidelines on the following page are for Physical Education and Physical Activity at Home. Incorporate these general guidelines into any activity.

Universal Design for Learning for HPE at Home

Equipment	Rules	Environment	Instruction
<ul style="list-style-type: none"> • Use a variety of different equipment types with safety and success in mind to address each child's unique needs- including different textures, sizes, and weights • Use brightly colored equipment • Use equipment to create safety and success – e.g. cones, spots, towels, laundry baskets. • Use the equipment mentioned above to create skill- and task- appropriate physical boundaries 	<ul style="list-style-type: none"> • Modify expectations based on the needs of students • Allow students to modify rules to meet their own needs • Create family community by allowing the siblings to <i>safely</i> modify the rules for their sibling • Modify boundaries (smaller or larger) to meet their needs 	<ul style="list-style-type: none"> • Use visual start/stop signals (for example – paper plate with GO on one side and STOP on the other) • Modify lighting and/or sounds in an effort to meet sensory needs • Clear area to create a safe place for movement and/or make room for specialized equipment • Make sure the space has good lighting to create both safety and success 	<ul style="list-style-type: none"> • Celebrate every victory or success – no matter how big or small • Focus on your child's learning style – are they visual, auditory, or kinesthetic learners? • Provide ongoing verbal cues • Provide physical assistance as needed to keep students safe and successful • Use videos, graphics, and pictures as visual examples • Provide individualized (one-to-one) instruction • Use proximity strategies

For more information about Universal Design in Physical Education we recommend the following reference:

Lieberman, L.J., & Houston-Wilson, C. (2009). *Strategies for Inclusion: A Handbook for Physical Educators (2nd ed.)*. Champaign, IL: Human Kinetics.