



Adapted physical education - Tools for Inclusion

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What will come?

The Inclusion Spectrum

The TREE-model –adaptation tool





The Inclusion Spectrum

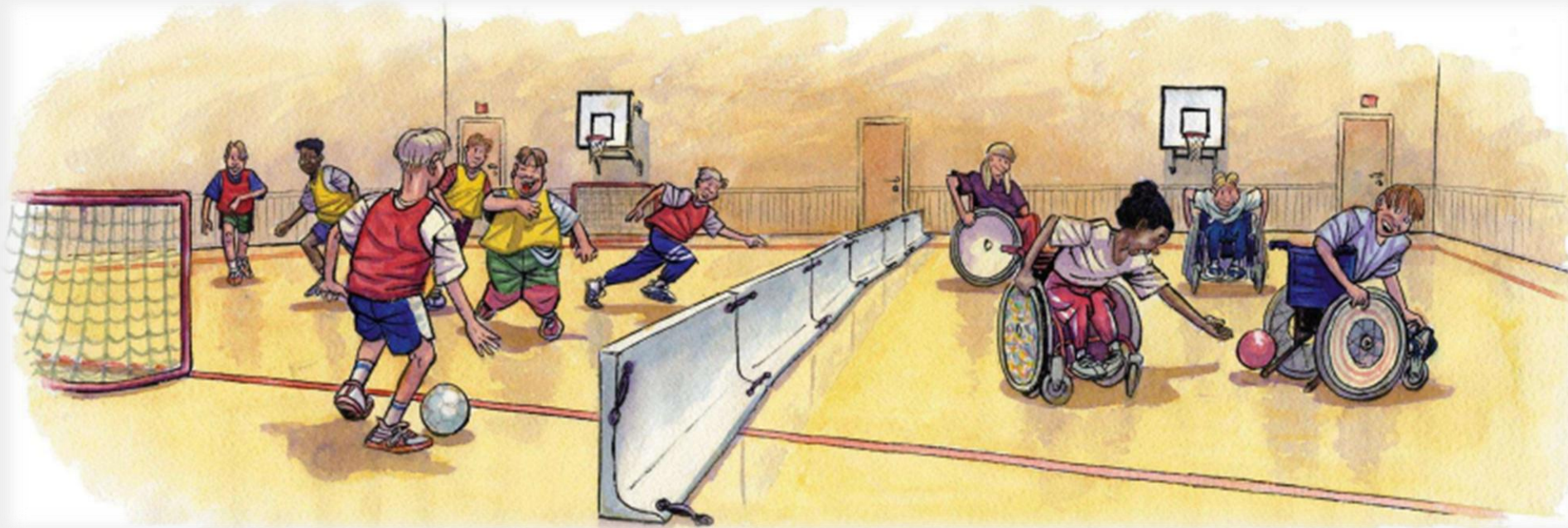
- This is a tool for implementing versatile physical education and instruction.
- At the core, disability sports and adapted physical activity remind us that they and their influences can be incorporated into all activities.



The Inclusion Spectrum (Black & Stevenson, 2012)



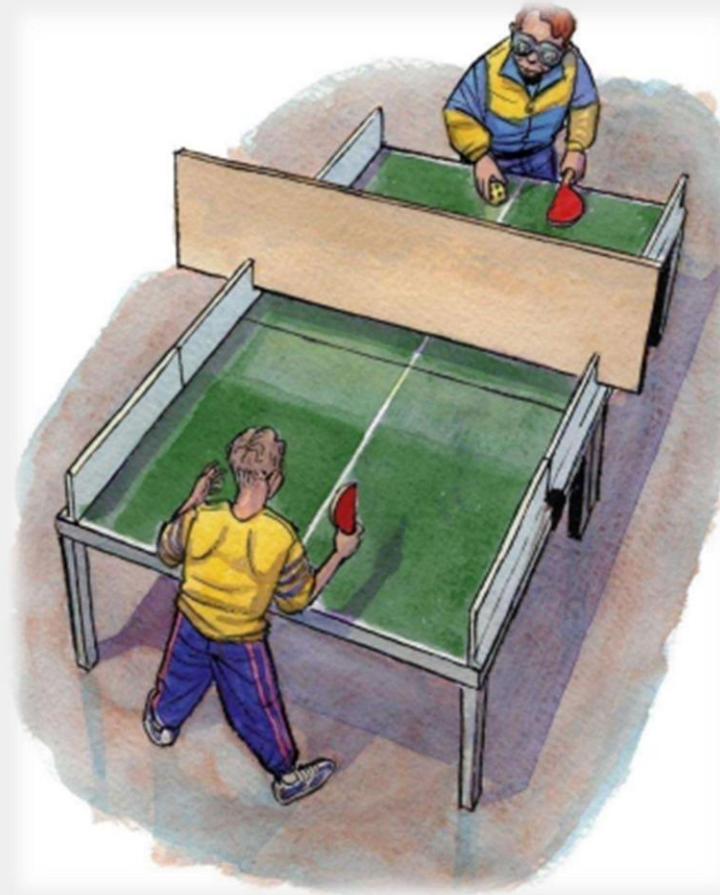
Separate Activity



The Separate activity approach emphasizes that, on occasions, it may be better for a young person to practice sports individually or with peers of a similar ability.



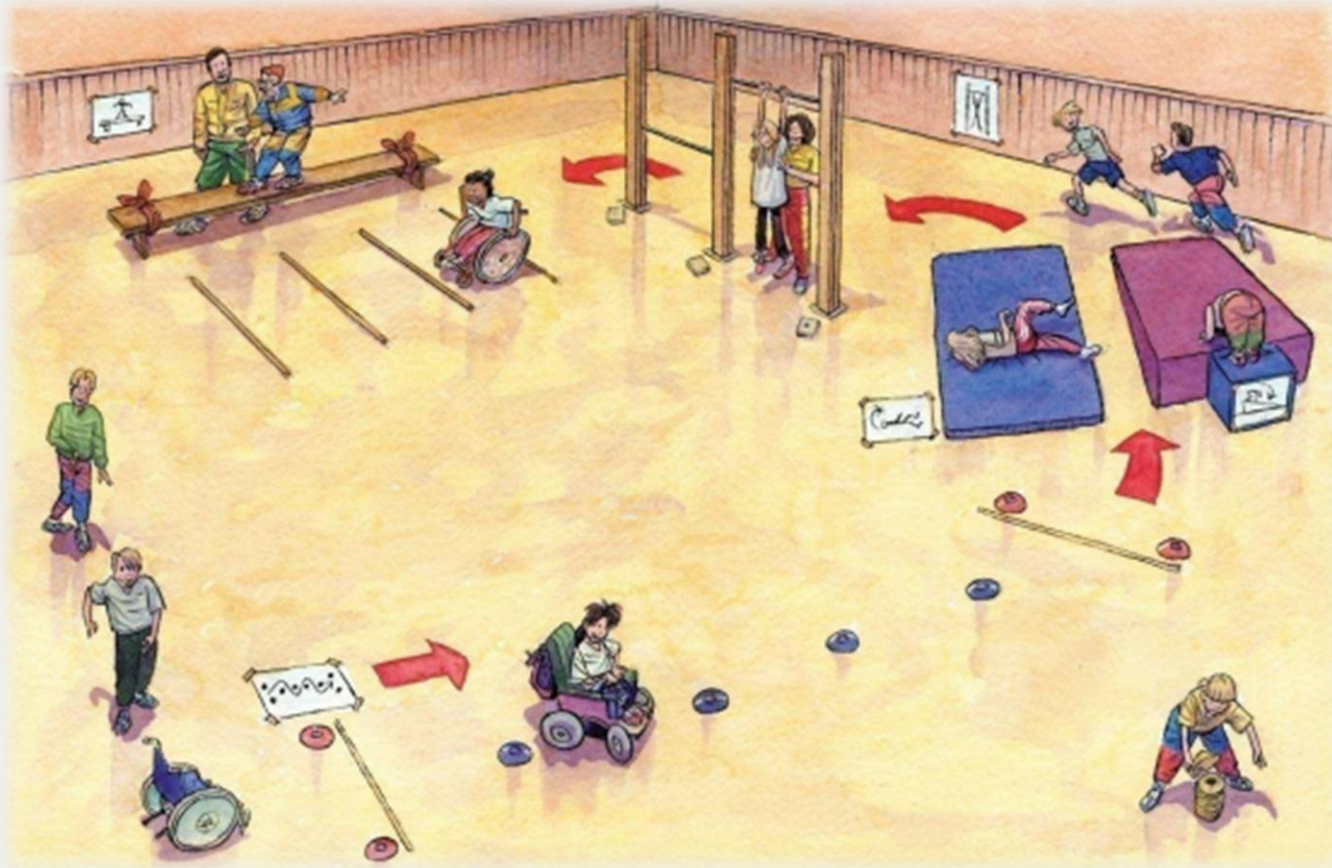
Modified Activity



In Modified activities, everyone participates in the same activity but the space, rules, equipment or the way that players interact are adapted to promote inclusion regardless of individual abilities.



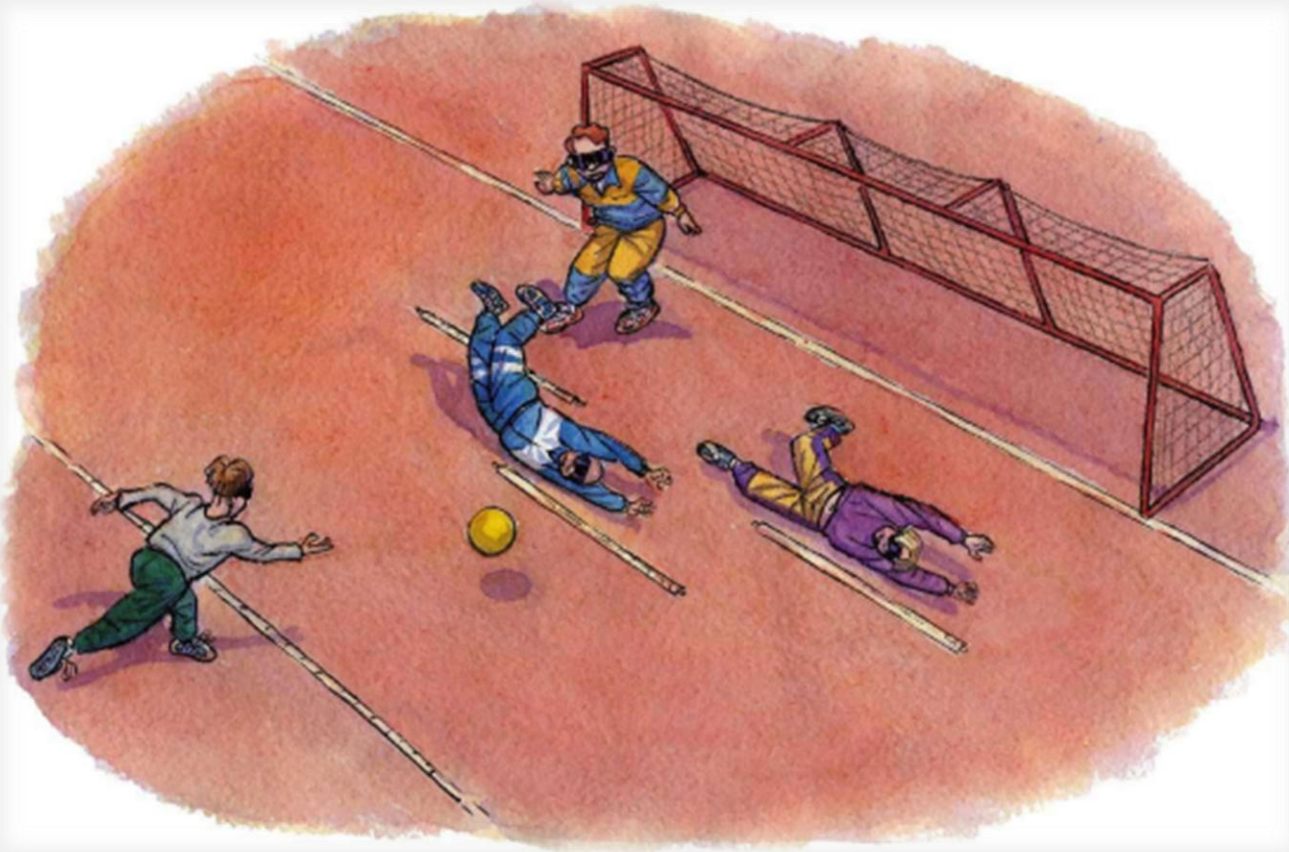
Parallel Activity



In Parallel activities, although participants follow a common activity theme, they do so at their own pace and level by working in groups based on their abilities.



Disability Sport Activity



Disability Sport activities can be seen as 'reverse integration' where non-disabled young people are included in disability sports together with disabled peers.



Open Activity



In Open activities, everyone does the same activity **with minimal or no adaptations** to the environment or equipment.

Open activities are by their nature inclusive so that the activity suits every participant.

TREE-model

Teaching style

Rules

Equipment

Environment

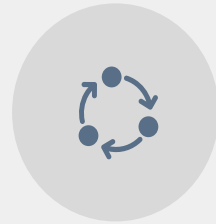




Teaching / Coaching / Instructing



Multisensory communication



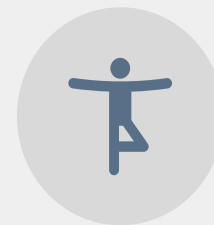
Structure



Feedback



Safety

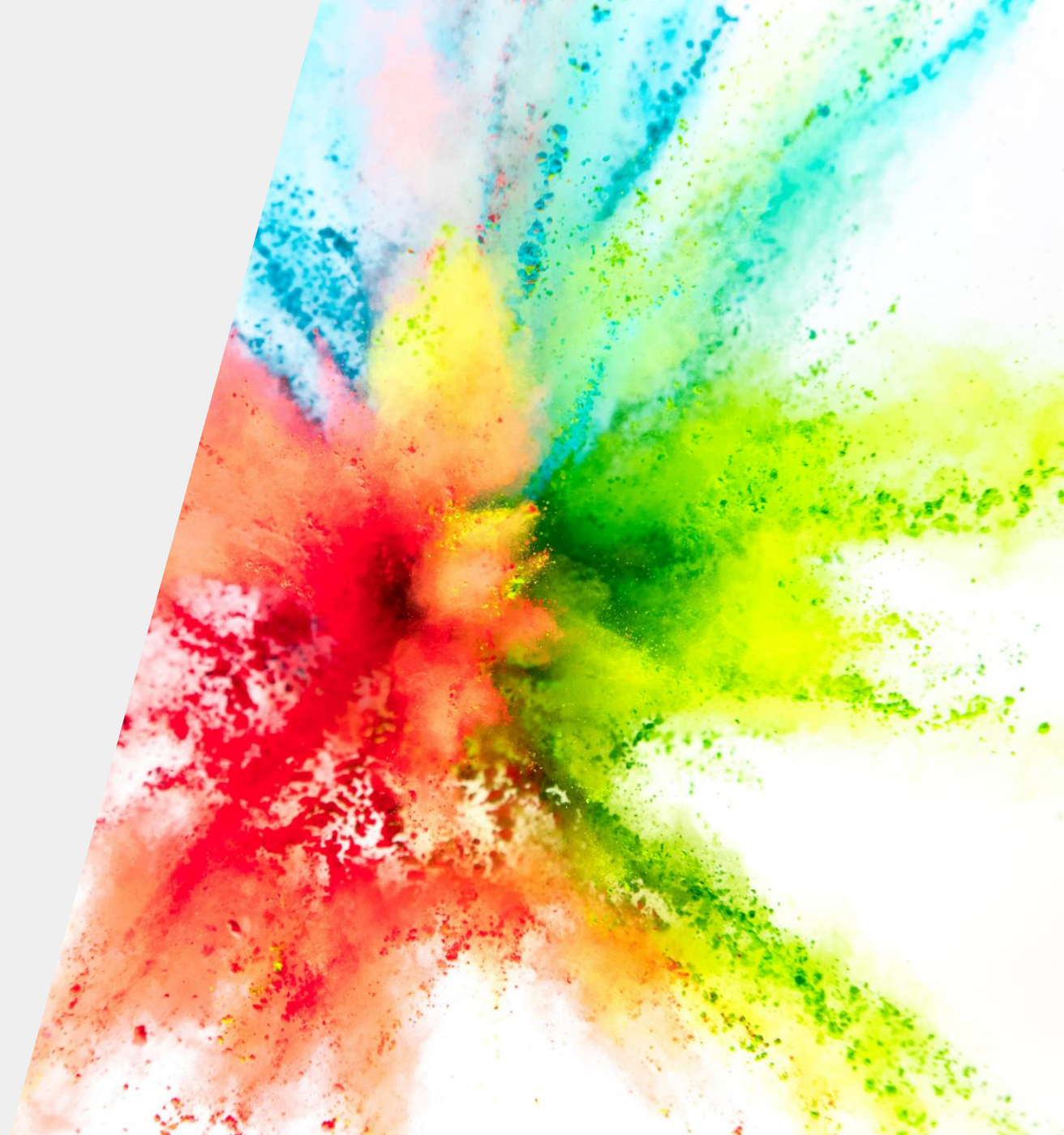


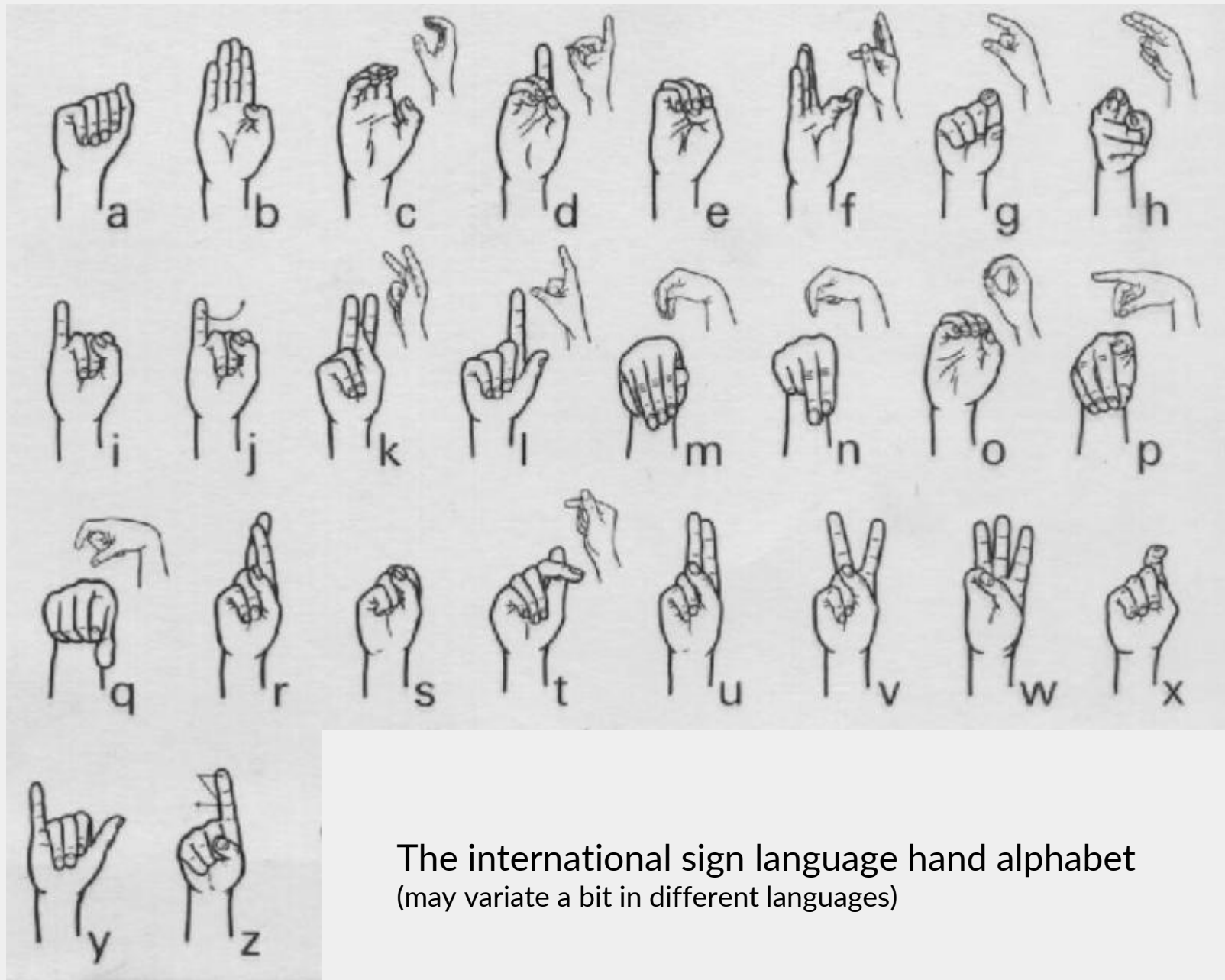
Repetition



Multisensory communication

- When giving instructions or feedback multisensory teaching communication means utilizing the different sensory channels of the student: hearing, sight, and touch.
 - Clear voice
 - Simple words
 - Support/ key word signs
 - Pictures, symbols, colors
 - Showing an example (from the start to the end)
 - Pointing or touching (manual instructing)







1. Sit in a circle



2. Tagging game



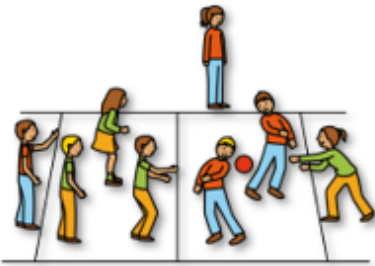
3. Skill stations



4. Drinking water



5. Dodgeball



6. Relaxation



An example of a pictured structured for a P.E.-lesson

Tool:

<https://arasaac.org/pictograms/search>



1. The tagger catches someone.



2. Sit on the floor when you get caught.



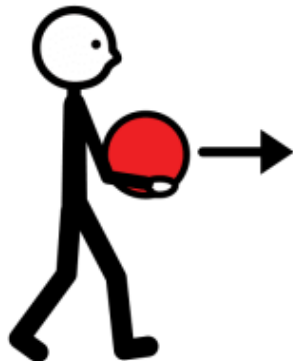
3. The rescuer throws the ball to the person who is sitting.



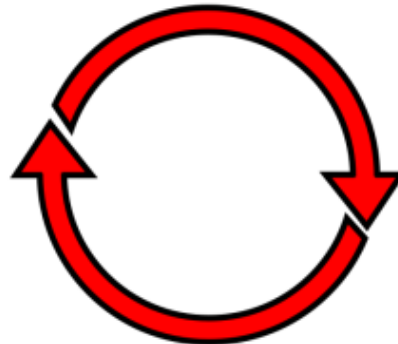
4. Tell each other your names.



5. The rescued person becomes the rescuer.



6. The game continues.



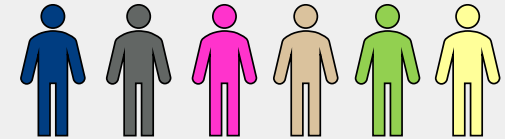
An example of a pictured plan for a tagging game



Your turn! “In Silence”

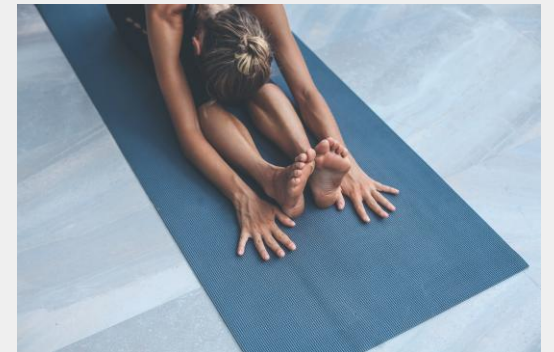


- Task 1: **Make a row without speech**
 - At one end of the row is the person wearing the darkest clothing, and at the other end is the person wearing the lightest clothing



Let's make groups of 4-5 persons!

- Task 2: Instruct each other a stretching exercise **using only five (5) support words**
 - You can use a piece of paper and a pen
 - You have about 1 min to plan your demonstration and five-words-instruction
 - After 1 min, you'll instruct those movements to each other in your group
 - 1 min/person

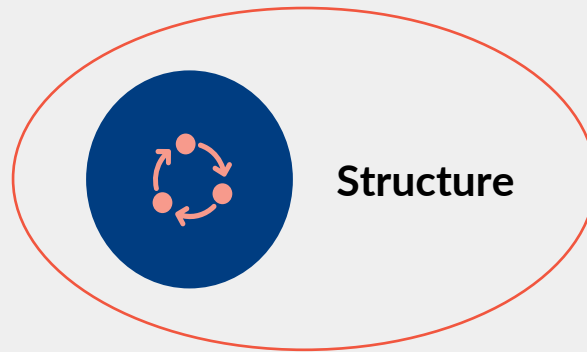




Teaching / Coaching / Instructing



Multisensory
communication



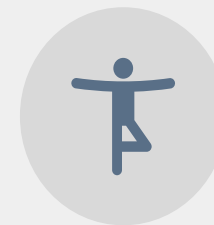
Structure



Feedback



Safety



Repetition



STRUCTURE



- Main words: FAMILIAR & SAFE
- Stick to routines!
 - Easier to participate when knowing what's coming
 - Then it's not critical, if someone is not concentrating or understanding something
 - Participants are more willing to do new/difficult practices if the structure is familiar
 - They know that it will end in some point and something more fun/easy is coming in the end



An example of repeated structure of a P.E. class

1. Starting (line, circle) (**repeated**)
2. Warm-up (practice a few different, easy, simple warm-ups and do them **repeatedly**)
3. Some **familiar**/easy skill practice
4. Some **new**/difficult skill practice
5. Game or play (accords to the aim of the class)
6. Cool down (**repeated**)
7. Ending (line, circle) (**repeated**)

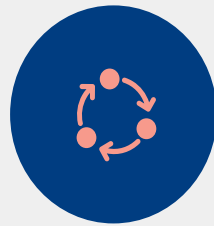




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Multisensory
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Structure



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Safety



Repetition



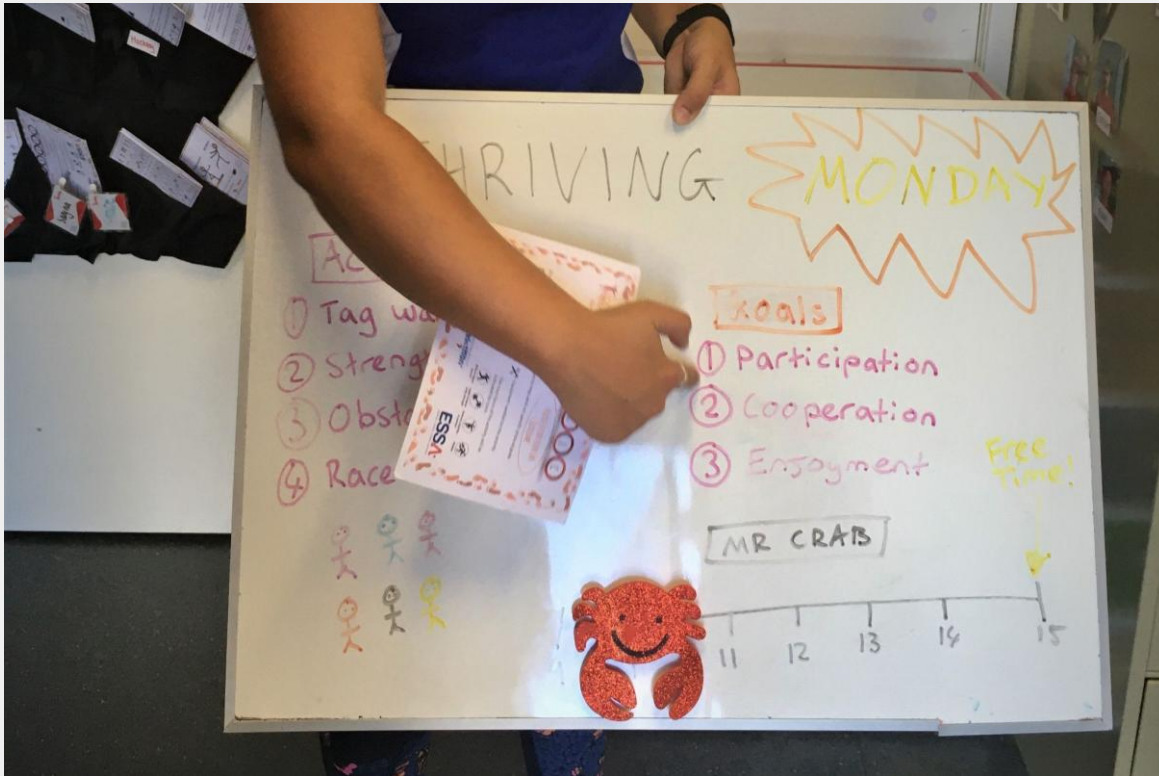
Feedback



- See the good and give an idea to improve

*Throwing: "Good job! Your arm was doing correct movements.
For the next time, try to concentrate to do wider weight transfer."*

- One thing to improve at the time
- Go down to the level of the child
- Thank for listening/concentrating/giving space for others

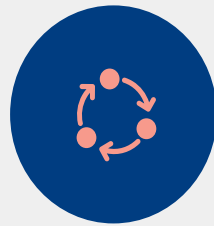




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Multisensory
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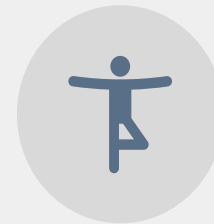
Structure



Feedback



Safety



Repetition



Safety: rules

- Create common ground rules together with the participants.
 - Max 5 rules to remember.
 - Avoid rules that start with 'No':
'No touching the equipment without permission.' vs. 'Touch the equipment only when the teacher gives permission.'
- It's easier to refer back to the rules that were created together.





Safety: intervention

- Choose your battles!
 - Be aware of the behavior or actions that are necessary to address
 - Consider if the behavior is only bothering you

- In dangerous situations, you must intervene immediately. Also explain why this behavior is unacceptable.
 - Guide the individual to a calm place (to sit) before having a discussion.
 - Teach them that they can leave the situation/go calm down when they feel overwhelmed, angry or tired

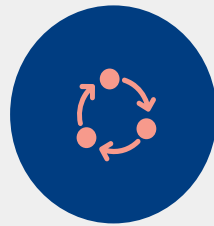




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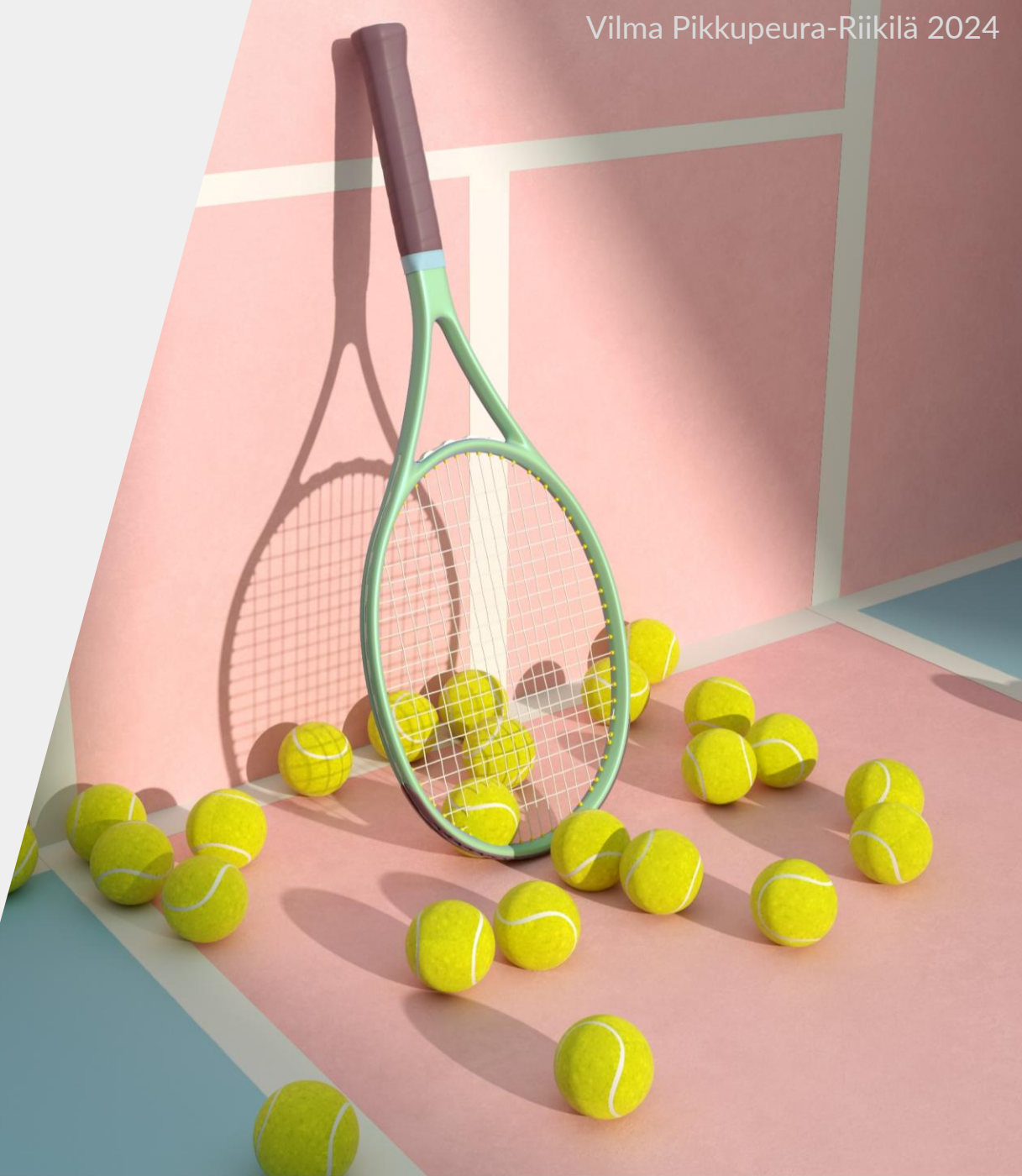


Repetition



Repetition

- Often less is more – fewer exercises, more repetitions
 - Break new skills down into smaller parts (motor challenges)
 - Ensure that everyone, regardless of skill level and ability, can practice and complete repetitions
 - Without repetitions, skills cannot develop!



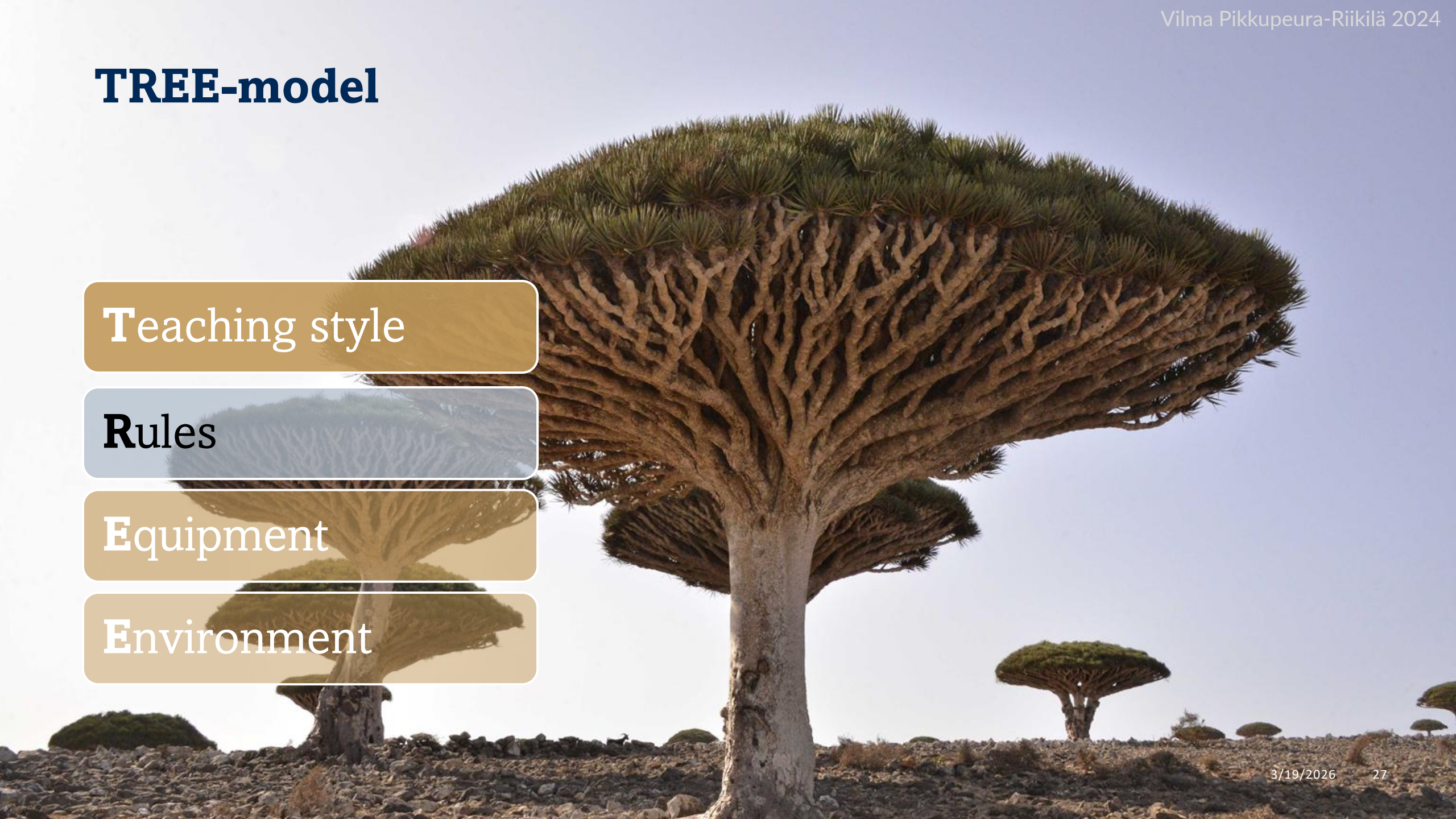
TREE-model

Teaching style

Rules

Equipment

Environment





Rules and instructions



Modify the original
game/activity
instructions to suit the
participants' needs and
abilities

What is the goal of the
exercise? Is it still
achieved after
adaptation?

Structures as means of
organizing space, time,
and exercise



Here are examples of changing the structure



Time: one lap, 10 times, music



Place/room/hall/court: matts, arrows, cones, beams, colours



Instruction: verbal, pictures, written, demonstration

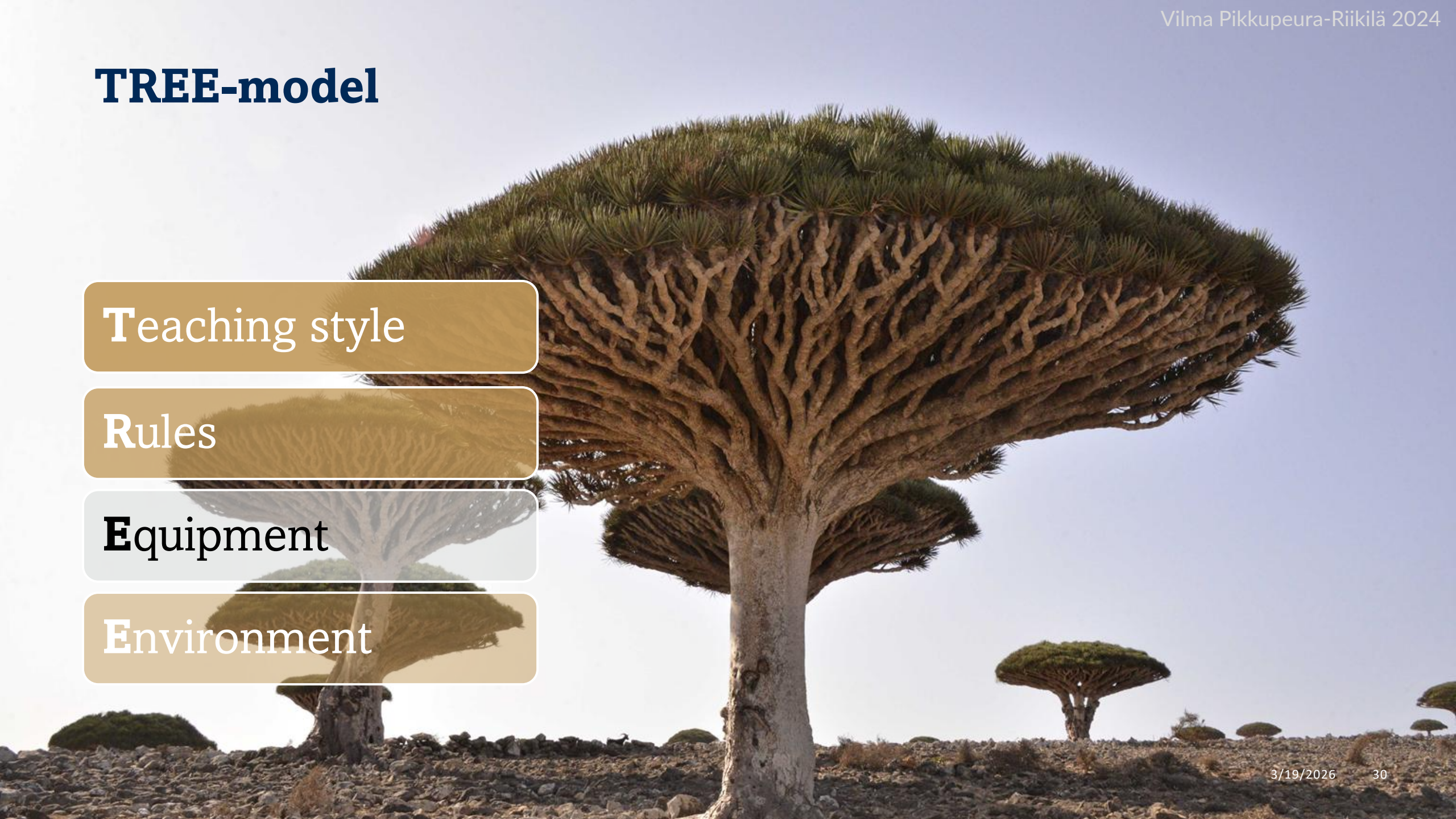
TREE-model

Teaching style

Rules

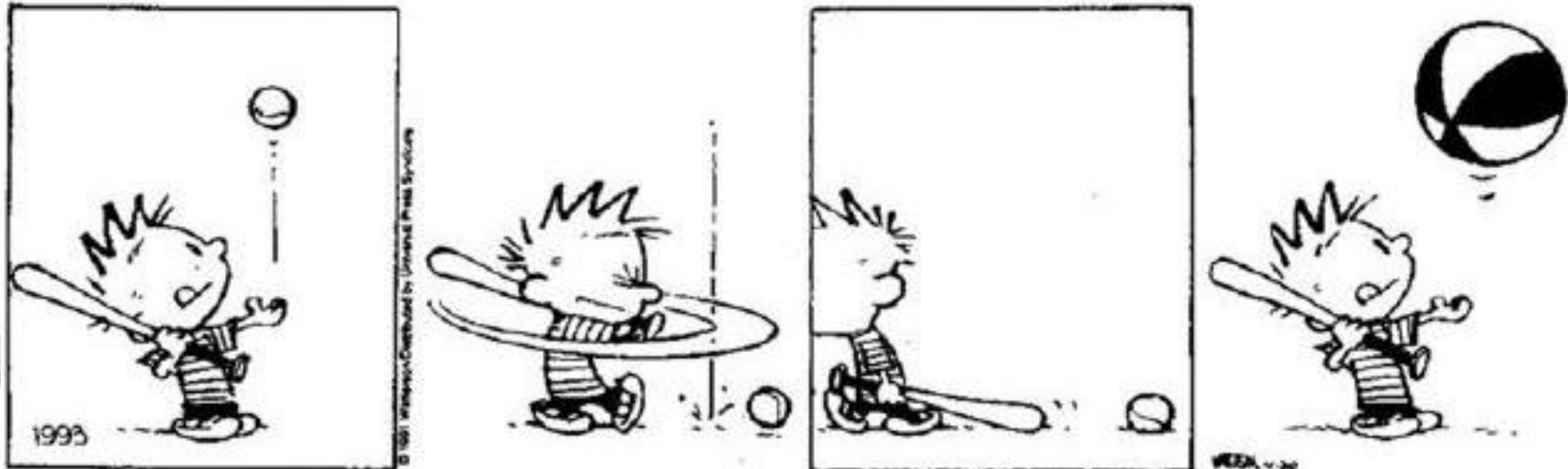
Equipment

Environment





Equipment



Suitable equipment →

Success →

Fun →

Repetitions →

Learning

TREE-model

Teaching style

Rules

Equipment

Environment



Environment

Minimize extra irritants from the environment as much as possible

- Aim to ensure that the task is the most interesting in the current environment (including instructions)
 - Pay attention to your positioning (lighting, direction of the wind)

Take into account distances and the time required for transitions

- Sufficient space for each task
- Smooth and logical transitions

Learning stations

- provide the opportunity to focus on one thing at a time with a small group or even alone

Accessibility

- Accessibility is beneficial for everyone – it promotes participation for all!

Safety

- Is it safe to operate the learning stations independently?

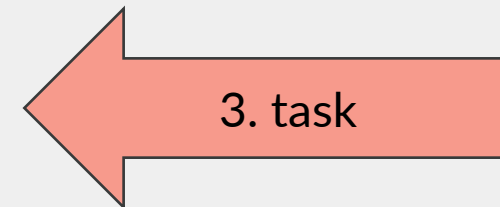
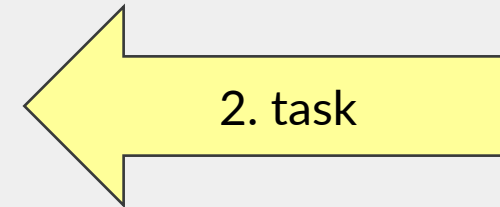
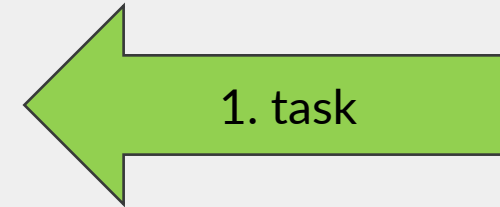


The practice of adapting the game: environment and rules

- Divide into two groups.
- One group organizes the game on one side of the hall and the other on the opposite.
- **You are not allowed to peek at what the others are doing!**
- Try to create such a clear structure that just by looking at the playing field, one could guess some of the game's rules.

- Once the playing fields are set up, switch sides.
- Try to figure out what the game is about just by seeing the field.

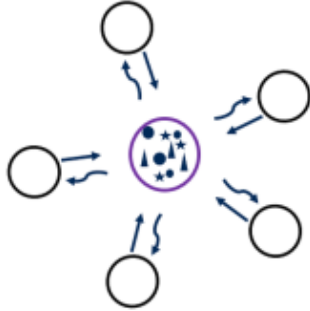
- Then we will think about how we could make the environment even clearer and whether we can come up with rule changes to make the game easier or more challenging.



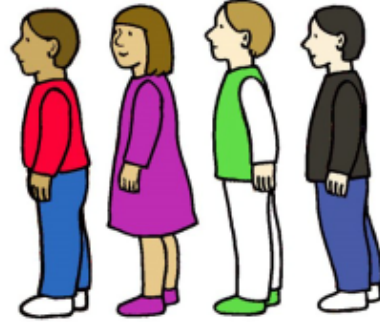
1. Six teams.

6

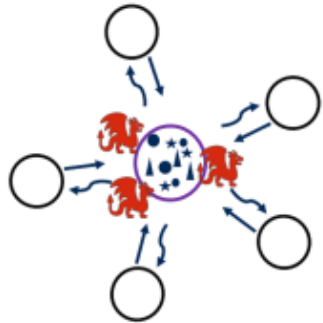
2. Five teams have their own nests.



3. Teams form lines behind nests.



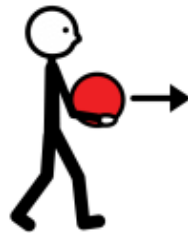
4. One team is a dragon.



5. Dragons try to protect the nest.



6. Five other teams try to retrieve a treasure from the dragon's nest.



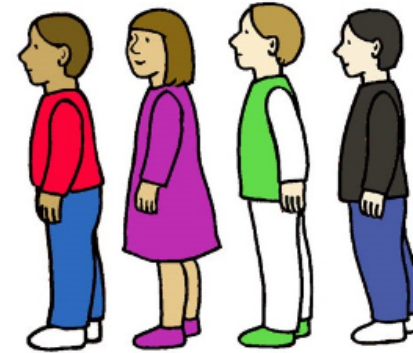
1. Seven teams.

7

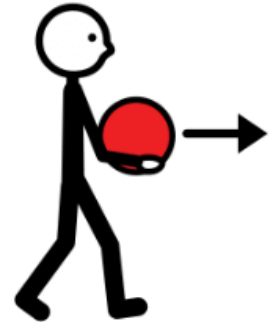
2. Each team has its own nest.



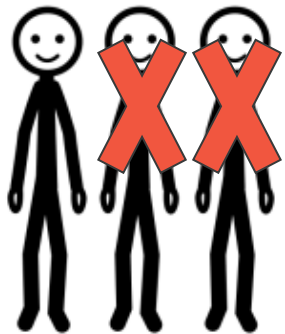
3. The team forms a line behind the nest.



4. One person at a time retrieves a treasure from the dragon's nest.



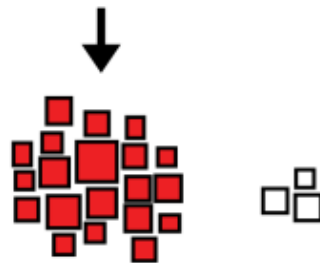
7. One person at the time.



8. One equipment at the time.



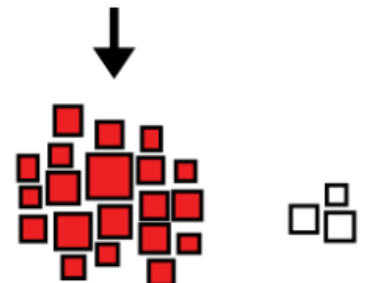
9. The team with the most treasures wins.



5. One equipment at the time.



6. The team with the most treasures wins.





Skill trak

Let's divide into seven small groups. We'll organize a skill track where various motor skills are practiced. Each station should offer 2-4 different options for different abilities and skill levels. Of course, if you come up with a task that is naturally accessible to everyone, that works too.

1. Station: soccer handling skills
2. Station: balance
3. Station: jumping
4. Station: rolling
5. Station: throwing
6. Station: skills with tennis racket

