

ADAPTING BADMINTON INSTRUCTION: INCLUDING STUDENTS WITH DISABILITIES IN PHYSICAL EDUCATION



Badminton is increasing in popularity because it is often played as a recreational activity in backyards. This is one important reason for promoting badminton with students with disabilities. Once the skills of badminton are learned, an individual can take part in the sport with family and friends.

Badminton can be easily adapted to fit the activity needs of students with disabilities. It is important to focus on individual improvement and personal best of their ability. The classroom environment needs to be set up where everyone can play and enjoy learning and participating.

It is vital that students with a disability have the same opportunities to be exposed to individual, dual, and team sports in middle through high school, so they can enjoy intramural leagues and community recreation programs. Learning sports and activities for backyard use with family and friends is just as important too.

Assessment

Evaluate the current level of badminton for each student for probability of success. Assess previous experience, fitness level, fine and gross motor functioning, attitude towards his/her disability, and willingness to participate.

Safety Considerations

1. Present material that is developmentally appropriate.
2. Have needed medicine on hand and a cell phone in case of emergencies.
3. Remove all sharp objects away from playing area and cover up any poles with pads for students with a visual impairment.
4. Know everyone's IEP; be aware of limits of students and how to react to emergencies.

Instructional Adaptations

The following ideas are set up so that students with disabilities can participate in a general physical education classroom. All specialize equipment that is needed to adapt badminton to fit the individual needs of students with disabilities should be purchased through Individualized Education Program (IEP) and discussed at the Case Conference.

General Adaptations may include:

1. Encourage the buddy system.
2. Change the size of the racquet and birdie according to skill level.
3. Adjust the court size depending on the degree of mobility.
4. Encourage cooperative play instead of competition.

Specific adaptations for associated disabling conditions are listed below. The adaptations are provided in categories by disability in order to facilitate easy access to the information. However, each student with a disability is unique and capable and should not be limited within a category.

Cognitive and Sensory Disabilities

Deaf/Hearing Impairment

1. Use a colored flag to signal the start of play.
2. Use visual aids and demonstrations to explain badminton skills.
3. Create movement signals.
4. Speak clearly and at a constant pace.
5. Use the buddy system to help keep the student with a hearing impairment facing the students at all times.

Mental Retardation

1. Use concise simple language.
2. Present information in small sequential steps and review steps frequently.
3. Provide immediate specific feedback.
4. Use the buddy system or small groups

Specific Learning Disability

1. Use a top down assessment strategy.
2. Use progression of eye-hand coordination. Start off by using the hand to hit the birdie, progress to using a short handle racquet with a larger face, then to a regulation size racquet.
3. Have student in front when giving instructions.
4. Use lots of repetition for each skill taught.

Visual Impairment

1. Use a bright color birdie.
2. Use a bigger birdie to slow down the play so the student has time to see and react.
3. Make sure there are not any obstacles on the court so injury does not accrue.

4. Outline the court in a different texture so the student can know the boundaries.
5. Make the court size smaller.
6. Use a beeping birdie or a balloon with a bell in it.
7. Use the buddy system to help orient the student to the proper position.
8. Use a shorter and bigger face racquet.
9. Wear eye protection.

Affective Disabilities

Emotional Disturbance

1. Be consistent with everything that is done in the classroom.
2. Focus on social contacts. Start with the buddy system then slowly move into small groups.
3. Provide frequent feedback and reinforcement for good behavior and effort.
4. Provide an abundance of success for all students. Remove the net and just focus on hitting the birdie back-and-forth.
5. Selectively ignore inappropriate behavior that is not unsafe.
6. Be close to the student and tell him/her how you feel.
7. Build up self-image of the students.
8. Encourage verbal expression rather than physical.

Psychomotor Disabilities

Cerebral Palsy

1. Use a strap on racquet or a lighter racquet depending on strength.
2. Use a large birdie.
3. Use repetition of functional activities.
4. Use the progression method.
5. Focus on balance and range of motion.

Orthopedic Impairment

1. Use an extension on the handle so the student has a better chance of reaching the birdie.
2. Add velcro around the rim of the racquet face and around the base of the birdie. This way the student in a wheelchair can pick up the birdie.
3. Use a strap on racquet for student with an amputation.
4. Eliminate serving positions and lines.
5. Make court smaller if needed.

6. Modify rules such as number of birdie hits, amount of attempts to serve, where service is taking place, only using forehand and backhand hits, etc.
7. Use bigger face racquets and birdies.
8. Place in advantageous positions.
9. Have a structured safe environment.

Other Health Impairment

Cardiovascular Condition

1. Limit the time of play. Alternate short periods of rest with time for participation.
2. Have the student stand close to the net so they are not moving around as much.
3. Decrease focus on competition so student can relax and have fun.

Respiratory Disorder

1. Keep gym as clean as possible and keep students inside during high pollen season.
2. Create rest breaks for students.
3. Incorporate breathing exercises with performing skills.
4. Provide students with a mat to lie on, a receptacle for spitting, and a box of tissues.

The importance of being able to include everyone in the physical education classroom is increasing. Researching professional journals, workshops, conferences, and working with an adapted physical education teacher will help one stay up to date on how to have effective inclusion in the physical education classroom. By putting forth the extra effort to adapt physical activities to include everyone is making a huge difference in the lives of those with and without disabilities. Now everyone can enjoy the excitement and socialization of being able to participate in lifetime sports like badminton.

Resources

- (2007). *Adaptations for physical education activities*. Retrieved May 2, 2008 from <http://www.pecentral.org/adapted/adaptedactivities.html>
- Auxter, D., Pyfer, J., & Huettig, C. (2001). *Principles and methods of adapted physical education and recreation (9th ed.)*. Chicago, IL: Brown & Benchmark.
- Dunn, J. M., & Leitschuh, C. A. (2006). *Special physical education (8th ed.)*. Dubuque, IA: Kendall/ Hunt.
- Schmottlach, N., & McManama, J. L. (2006). *The physical education activities*

handbook (11th ed.) San Francisco, CA: Benjamin Cummings.
Winnick, J. P. (Ed.). (2005). *Adapted physical education and sport* (4th ed.)
Champaign, IL: Human Kinetics.

This information was developed by Kalie Carlisle,
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The adaptations and teaching strategies contained in this document are only
suggestions. Each student must be considered individually, and in many cases,
a physician's written consent must be obtained.