



# 照顧學生在體育學習多樣性系列： 融合體育之教學策略初探

Catering for Learner Diversity in Physical Education  
Services: An Exploration of Teaching Strategies for  
Inclusive Physical Education I (Refreshed)

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## 大綱Outline

- ~~壹、課程規劃：照顧有特殊教育需要的學生Curriculum Planning: Catering for Students with Special Educational Needs (SEN)~~
- 貳、特殊教育需要學生之運動/體能表現Motor development and performance of SEN
- 叁、個案分享：照顧有特殊教育需要學生的教學和評估策略(以自閉症為主) Case sharing: Teaching and assessment strategies for catering students with SEN (focusing on autism spectrum disorders)

## 肆、公開論壇Open Forum



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## 貳、特殊教育需要學生之運動/體能表現

### Motor development and performance of SEN



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# Disability Categories 殘障分類

- **Physical 肢體** (e.g., Cerebral Palsy 腦癱瘓, Spinal Cord Injury 脊髓損傷, Parkinson's Diseases, Arthritis 關節炎)
- **Cognitive/Behavior 認知/行為** (e.g., Intellectual Disability, Autism, Learning Disability)
- **Mental 精神** (e.g., Anxiety, Attention Deficit/Hyperactivity Disorder, Depression)
- **Sensory 感官** (e.g., Visual Impairments, Deafness/Hearing Loss)
- **Health Impairments 病痛** (e.g., Asthma 哮喘, Diabetes 糖尿病, Cardiovascular Disorders)



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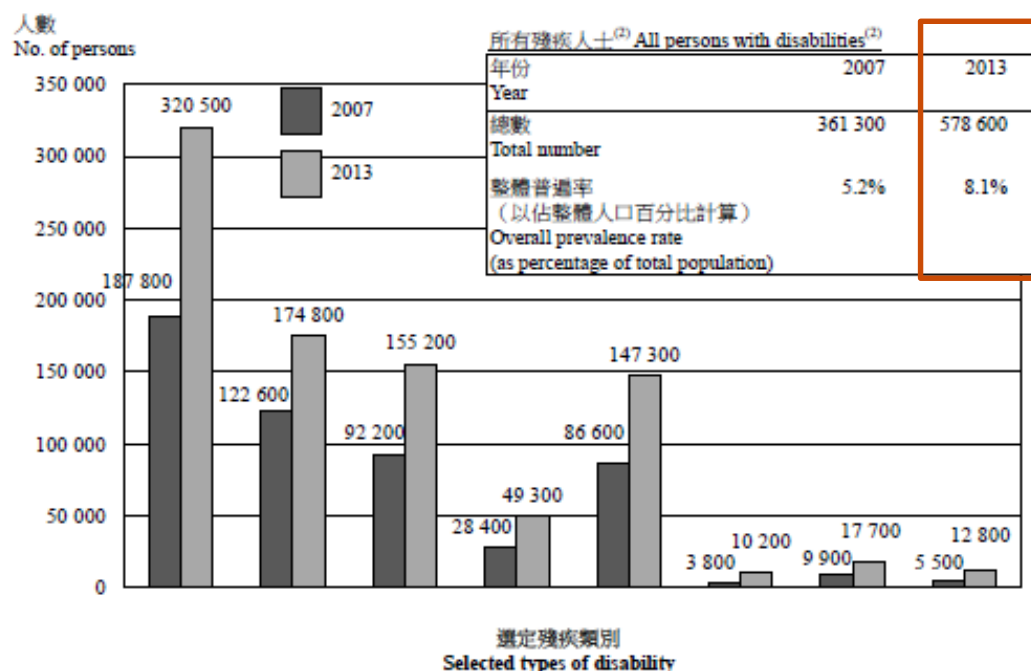
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# Prevalence of Disability 殘障患病率

- Hong Kong

圖 1 有選定殘疾類別的人士<sup>(1)</sup>數目

Chart 1 Persons with selected types of disability<sup>(1)</sup>



年份/普遍率  
Year/Prevalence rate

身體活動能力受限制  
Restriction in body movements

視覺有困難  
Seeing difficulty

聽覺有困難  
Hearing difficulty

言語能力有困難  
Speech difficulty

精神病/情緒病  
Mental illness/ mood disorder

自閉症  
Autism

特殊學習困難  
SpLD

注意力不足/過度活躍症  
AD/HD

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2007 2.72 1.77 1.33 0.41 1.25 0.05 0.14 0.08

2013 4.47 2.44 2.16 0.69 2.05 0.14 0.25 0.18

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(HKSAR, 2015)

*Note: People with ID are not included.*

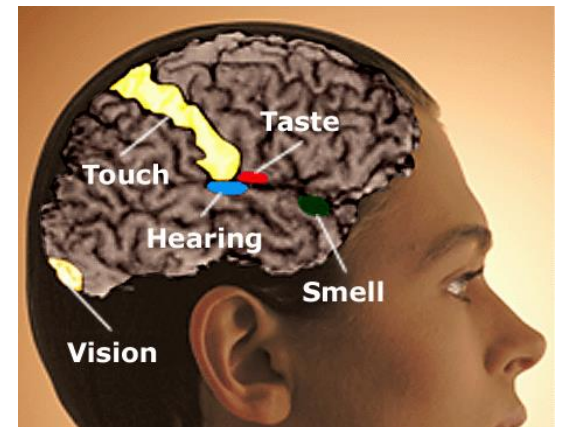
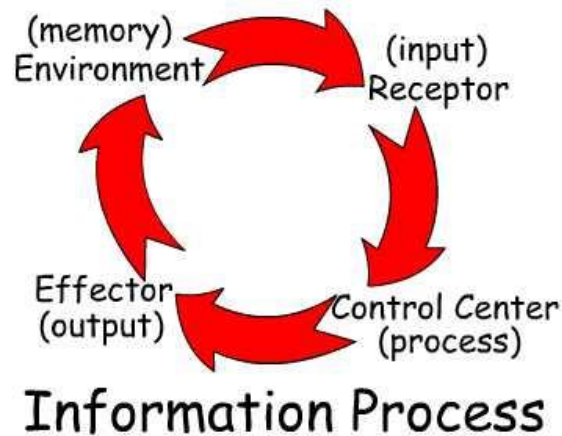
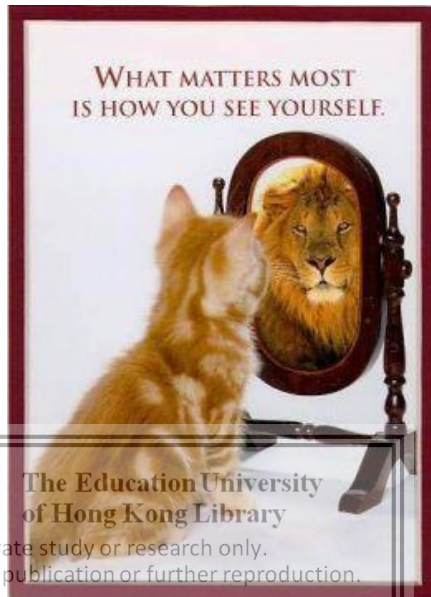
## Prevalence of Disability殘障患病率

- 在2013-2014學年就讀於公營主流中小學的特殊教育需要學生，約有33,830人，並且有持續上升的趨勢。

SEN類型	小學	中學
聽障	260人	400人
視障	30人	100人
肢體殘障	120人	240人
智力障礙	750人	930人
專注力不足/過度活躍	<b>2,850人</b>	<b>3,010人</b>
自閉症	<b>3,310人</b>	<b>1,660人</b>
言語障礙	1,880人	210人
特殊學習困難	8,190人	9,890人
總數	17,390人	16,440人

# Individual Differences in PE體育課堂中的個別差異

- **Psychosocial** aspects社會心理層面
- **Information processing & perceptual** development信息處理及知覺發展
- **Motor** development & control動作發展與控制
- **Physical fitness**



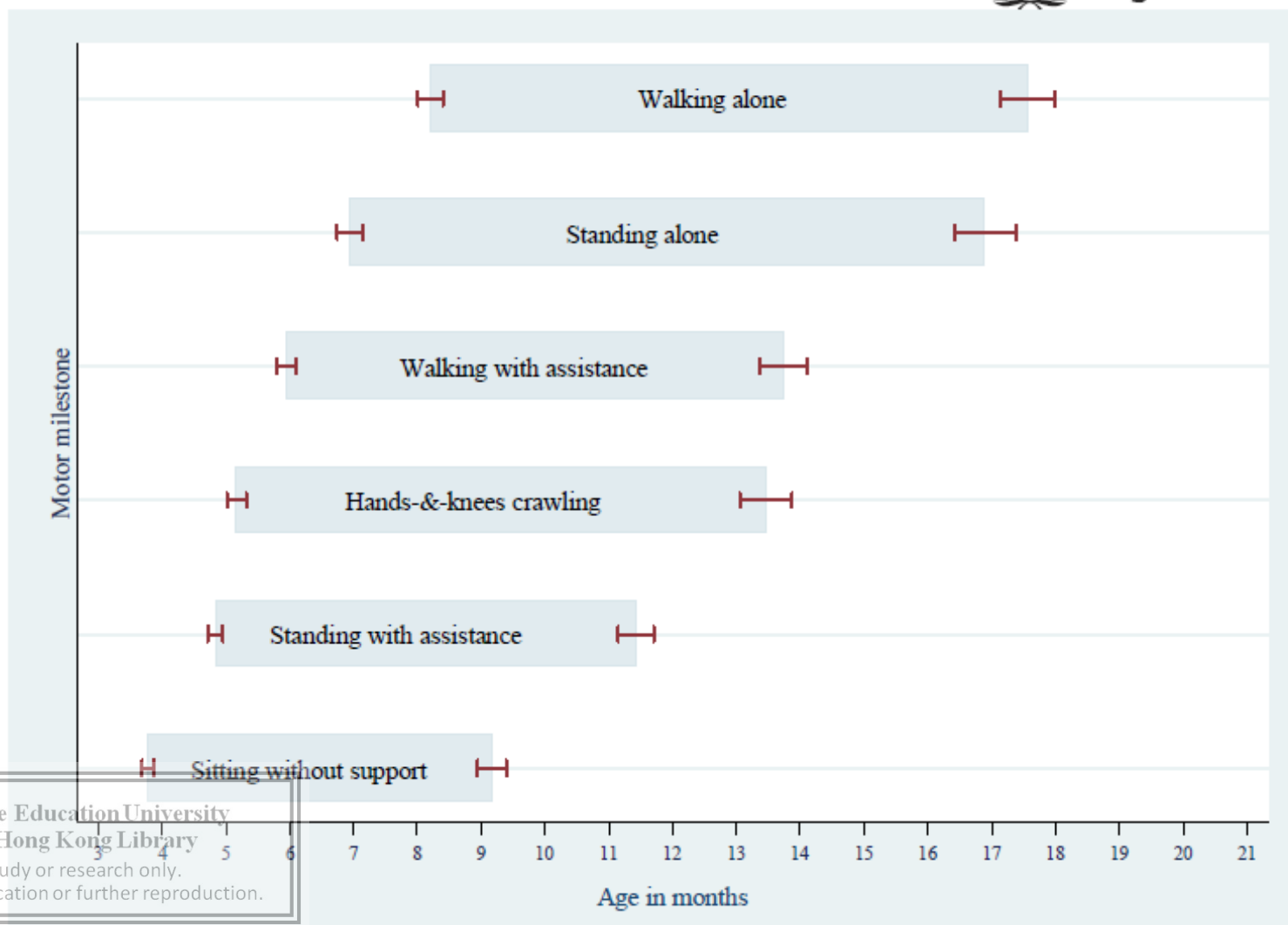


# Individual Differences in PE 體育課堂中的個別差異

Windows of achievement for six gross motor milestones



World Health Organization



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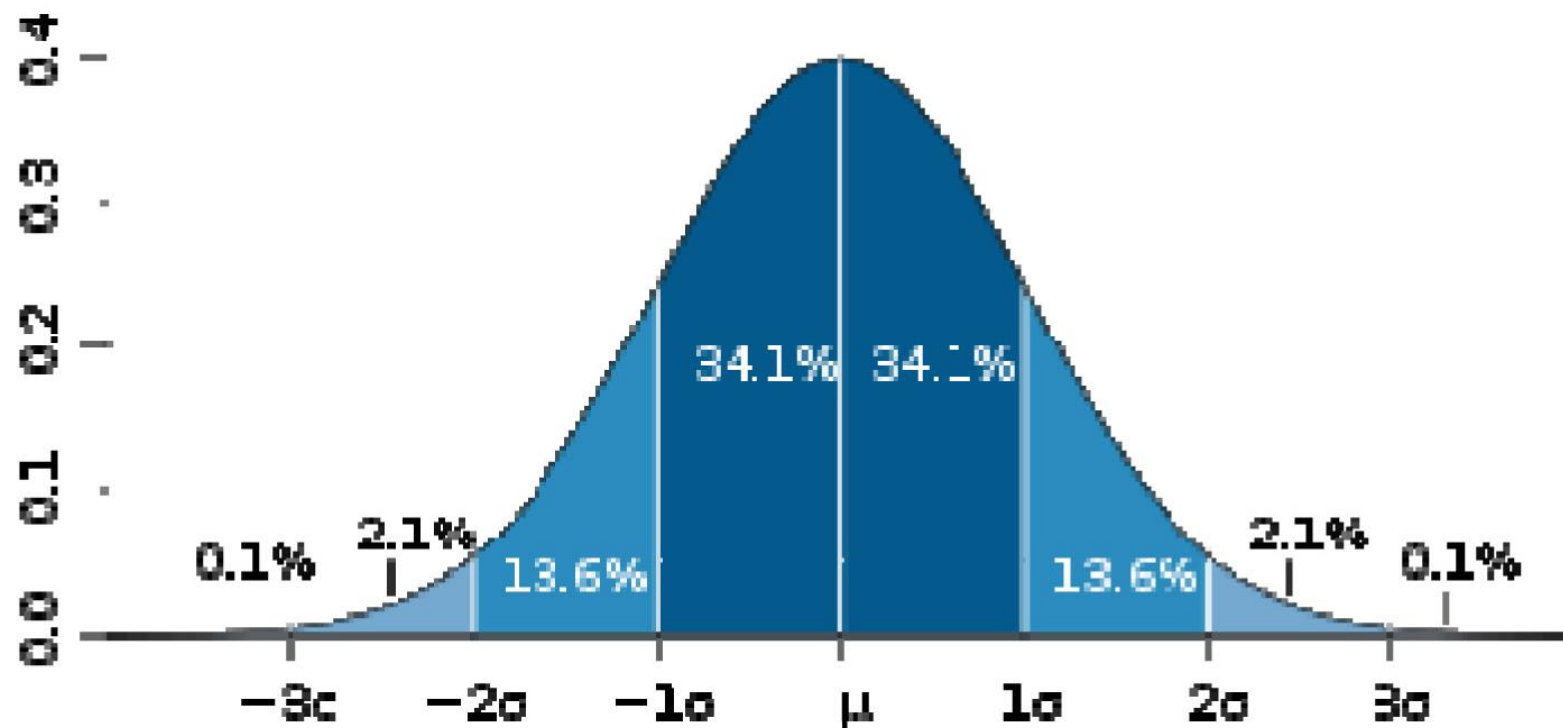
# Individual Differences in PE 體育課堂中的個別差異



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# Individual Differences in PE體育課堂中的個別差異



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# Embracing Differences/Diversity擁抱個別差異

SEN學生在PE課堂被欺凌和排斥怎麼辦？

- Find out three similar/different things among your groups?



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# Attention Deficit and Hyperactivity Disorders (ADHD)專注力不足/過度活躍



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**Sharing us your experience!!**

# Attention Deficit and Hyperactivity Disorders (ADHD)專注力不足/過度活躍

- ADHD類型
  - Inattention專注力不足
  - Hyperactivity過度活躍/Impulsivity衝動
  - Combined (Denny, 1995)
- Symptoms症狀



專注力不足	過度活躍	衝動
<ul style="list-style-type: none"><li>- Can't pay attention</li><li>- Don't care about details</li><li>- Easy to be distracted</li><li>- Forget things</li></ul>	<ul style="list-style-type: none"><li>- Can't stay seated</li><li>- Can't play quietly</li><li>- Talk too much</li><li>- Run, jump and even climb</li></ul>	<ul style="list-style-type: none"><li>- Can't wait for things</li><li>- Interrupts others</li><li>- Act and speak without thinking</li></ul>

# Attention Deficit and Hyperactivity Disorders (ADHD)專注力不足/過度活躍

- Treatment治療
  1. Behavior modifications行為矯正
  2. Medication treatments (e.g., ritalin利他林)
  3. Educational interventions (e.g., IEP; Pelham et al., 1997)



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# Autism Spectrum Disorders (ASD) 自閉症譜系障礙



**Sharing us your experience!!**



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# Autism Spectrum Disorders (ASD) 自閉症譜系障礙

- ASD類型
  - Autistic disorder 自閉症
  - High-functioning autism 高功能自閉症
  - Asperger's disorder 亞斯保加
  - Pervasive developmental disorder not otherwise specified 廣泛型發育障礙（非典型自閉症）(DSM-5, 2013)
- Diagnosis 診斷
  - No medical test available



- Diagnose with **tests** and **observations**; may be detected at 18 months or younger

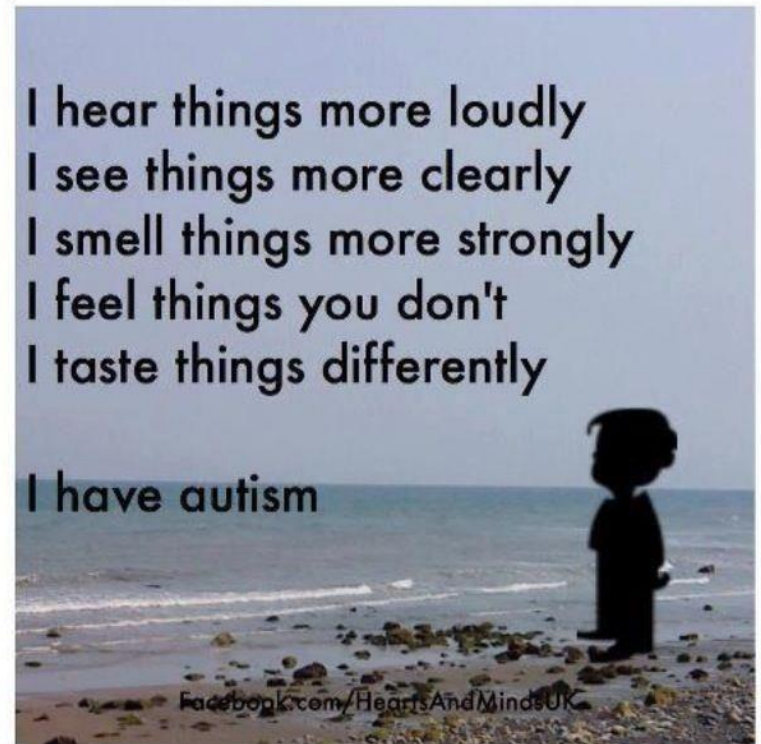


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# Autism Spectrum Disorders (ASD) 自閉症譜系障礙

- Diagnosis (cont')
  - Comorbidity 共病
    - ① Sensory problems 感知問題
    - ② Intellectual disabilities
    - ③ Seizures 癲癇
    - ④ Anxiety 焦慮
    - ⑤ ADHD
    - ⑥ Etc.



## Sensory **Overload** Experiment



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# Autism Spectrum Disorders (ASD) 自閉症譜系障礙

- Symptoms 症狀

1. Social and communications

- ① Avoid **eye-contact** and/or **physical contact**
- ② Prefer to **play alone** and do not share **interests** with others
- ③ Do not understand personal space **boundaries**
- ④ Have trouble understanding other people's feelings or talking about own **feelings**
- ⑤ Delayed **speech and language** skills (echolalia 模仿言語)
- ⑥ Give **unrelated answers** to questions
- ⑦ Do not **understand** jokes, sarcasm, or teasing
- ⑧ Etc.



# Autism Spectrum Disorders (ASD) 自閉症譜系障礙

- Symptoms (cont')

## 2. Interests and behaviors 刻板行為

- ① Likes **parts** of objects (e.g., wheels)
- ② Have **obsessive** 強迫性的 interests (e.g., **lines up** toys or other objects, plays with toys the **same way** every time)
- ③ Has to follow **certain routines** → Gets **upset** by minor changes
- ④ Flaps hands, rocks body, or spins self in circles
- ⑤ Etc.



# Autism Spectrum Disorders (ASD) 自閉症譜系障礙

- Symptoms (cont')
  - 以下個案是否屬於ASD?
  - Dylan is an 11-year-old boy. He enjoys hiking. His verbal outbursts are mild 講話小聲, and he usually **complies with structured tasks** 遵守結構化任務. Dylan **does not use language** in the conventional manner. He can utter sounds that **reflect his feelings** but mostly **uses pictures to communicate** his wants and needs. He likes things to **stay the same** and only eats certain foods. His room and his toys are ordered in a certain manner and after he plays with them, they are placed back **in the same order as before**.



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# Autism Spectrum Disorders (ASD) 自閉症譜系障礙

- Symptoms (cont')
  - 以下個案是否屬於ASD?
  - Marcia is **talkative** 健談. Although she is only 12, her **vocabulary** resembles that of a **sophisticated** adult 詞彙量豐富. She **began talking at an early age**, and by age 3 she had taught herself to read. Instead of playing with typical childhood toys, Marcia was more interested in artists. She can **look at any art history book** and tell you the artist of any picture and the history of the artist. Although she is an attractive girl, **she has no real friends**, but she does not seem to be bothered by that.



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# Autism Spectrum Disorders (ASD) 自閉症譜系障礙

- Treatment 治療
  - Medical treatment: **No medications** 藥物 that can cure ASD
  - Other treatments:
    - ① Behavior and communication approaches (e.g., applied behavior analysis 應用行為分析, sensory integration therapy 感統訓練)
    - ② Dietary approaches 膳食療法 **MAY** help
    - ③ Medication 藥物: to treat related conditions, e.g., depression, anxiety
    - ④ Education (e.g., social story 社交故事)



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**TREATMENT & CARE**



# 叁、個案分享：照顧有特殊教育需要學生的教學和評估策略(以自閉症為主)

Case sharing: Teaching and assessment strategies for catering students with SEN (focusing on ASD)



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# Assessment 評估

- What to be assessed?

Affective  
Domain

Cognitive  
Domain

Psychomotor  
Domain

- Depending on needs/objectives



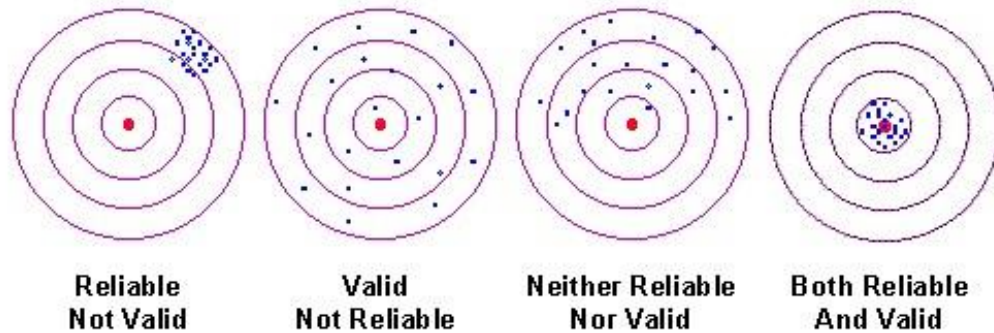
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# Assessment評估

- How?

*Be confident that the assessment is **valid**效度 & **reliable**信度*



*Garbage in, garbage out!*



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# Assessment 評估

- Constructing tools 設計評估工具
  - Rubric
  - Checklist
  - Rating scale
  - ...



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# Assessment評估

Level of performance	Characteristic behaviors
Mastery	Can perform the isometric push-up with proper mechanics and is able to <u>hold without assistance</u> for 25 seconds
Intermediate	Can perform the isometric push-up <u>without physical assistance</u> for 15 seconds
Intermediate/beginner	Can perform the isometric push-up with <u>some physical assistance</u> for 5 seconds
Beginner	Can perform the correct position with <u>physical assistance</u> for 3 seconds

## Sample Rubric (push up)



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# Assessment評估

**Goal:** Nick (in manual wheelchair) will demonstrate functional competence in one or more bowling games in a community facility with family.

**Assessments:** Observe the student and determine if he is able to:

- (a) travel to bowling facility
- (b) locate retractable bowling ball, lanes, and scoring system
- (c) bowl independently

## Skills Checklist

**Date Completed**  
**Yes      No**

1. Selects correct retractable ball size		
2. Selects a bowling lane		
3. Aligns wheelchair up in lanes		
4. Rolls retractable ball safely		
5. Scores the number of pins knocked down		
6. Takes turn in correct order		
7. Completes a 10-frame game independently		



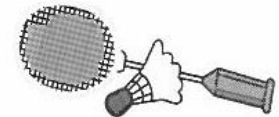
# Assessment 評估

Carefully observe your assigned player and assess the listed components of game play. The purpose of this assessment is to provide honest feedback about the player's strengths and weaknesses. This is not for a grade. Use the 1–3 scale for your assessment:

1 = weakness

2 = neither weakness nor strength

3 = strength



Circle your rating for each question. Does the player do the following?

Hit to the open space (where there is no opponent)	1	2	3
Vary strokes by hitting long and short to move the opponent	1	2	3
Hit left and right to move the opponent	1	2	3
Move back to home position after each stroke	1	2	3
Vary serves so that the opponent does not know what to expect	1	2	3
Keep short serves very low	1	2	3

## Sample rating scales (badminton)



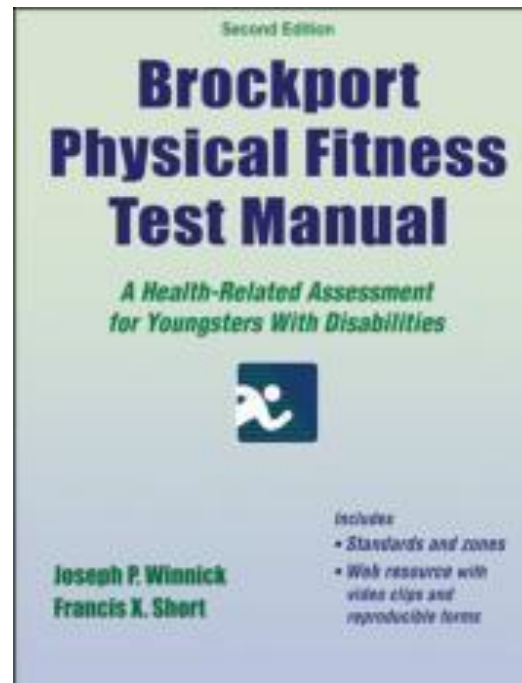
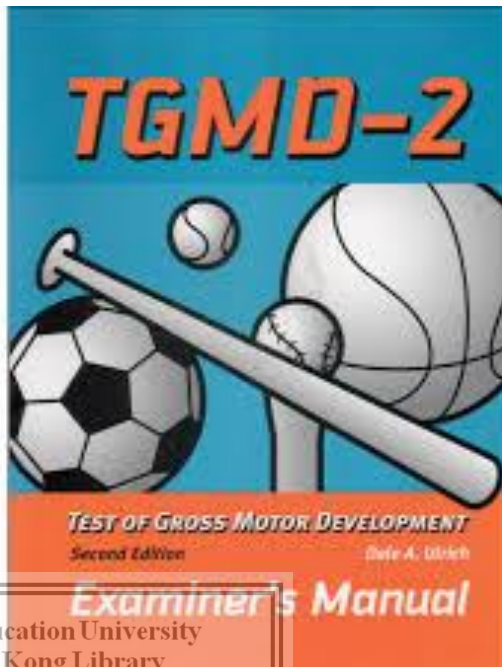
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# Assessment評估

- Selecting existing tools選取現成的工具
  - Test of Gross Motor Development-2 (TGMD-2)
  - Brockport Physical Fitness Test (BPFT)



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# Assessment評估

- Procedures
  - Determining **objectives**評估目標
  - **Planning**計劃 (e.g., tool selection, equipment, manpower, administration, interpretation)
  - **Administration**實施 (e.g., timing, instruction)
  - Interpretation 解釋
  - Report評估報告



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# Assessment評估

- Special considerations 針對 SEN 學生的特別考慮



1. Standard tests administered to **all** other students;
2. Through the use of **approved accommodations**; or
3. Through an **alternative assessment** (for whom can't participate)

# Assessment評估

- Special considerations 針對SEN學生的特別考慮(cont')
  - ① Provide a **positive** testing **atmosphere** 積極的測試氣氛
  - ② Avoid **fatigue** 避免疲勞
  - ③ Avoid **comparisons** 避免互相比較
  - ④ Aerobic tests come **last**
  - ⑤ Visual impairment 視障 / hearing impairment 聽障 / physical disability 肢殘 / limited cognitive abilities 有限智力?



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# Planning Lessons & Instructions 準備教案及教學

- Considerations 考慮
  - Objectives
  - Class format
  - Types of lesson delivery
  - Level of assistant
  - Other issues

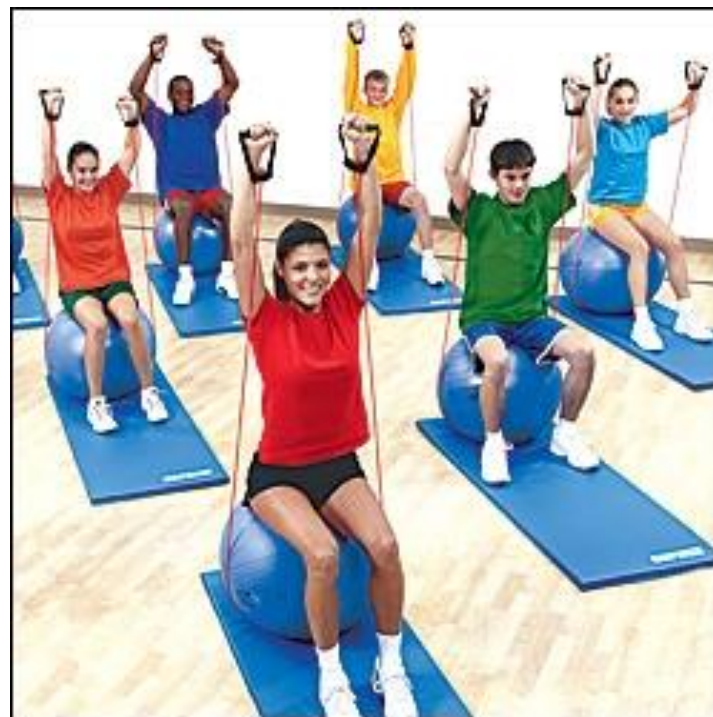


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# Planning Lessons & Instructions 準備教案及教學

- Considerations (cont')
  - Class **formats** (student-teacher ratio)
    - ① One on one
    - ② Small group (3-8)
    - ③ Large group (entire class)
    - ④ **Mixed group (combination)**



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# Planning Lessons & Instructions 準備教案及教學

- Considerations (cont')
  - **Types of lesson delivery**
    - ① Same (same activity)
    - ② Multilevel多層 (same activity with activity accommodations)
    - ③ Different (different activity)



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# Planning Lessons & Instructions 準備教案及教學

- Considerations (cont')
  - Level of **assistant** 支援或輔助水平
    - ① Physical
    - ② Visual
    - ③ Verbal
    - ④ A combination



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# Planning Lessons & Instructions 準備教案及教學

- Considerations (cont')
  - Other issues
    - ① Facilities
    - ② Equipment
    - ③ Class size
    - ④ Barriers (e.g., attitude)
    - ⑤ Etc.



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# Adaptation & Modification 調適

- There are barriers affecting inclusive PE instructions. For example,
  - What if no special equipment for SEN students to use ?
  - What if no specific activities for them to play ?
  - What if...



**Modifications to meet special needs and overcome barriers!**



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# Adaptation & Modification 調適



**Things can be modified in PE?**



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# Adaptation & Modification 調適

## - Equipment

- ① Size
- ② Weight
- ③ Length
- ④ Grip strength needed
- ⑤ Mobility needed
- ⑥ Vision/hearing



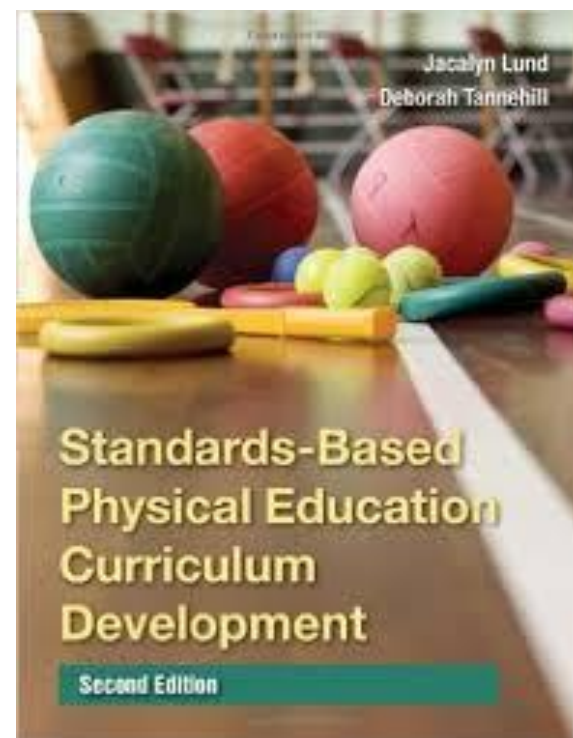
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# Adaptation & Modification 調適

## - Activities

- ① Purpose/goal
- ② Number of players
- ③ Movement requirements
- ④ Field of play
- ⑤ Rules/Limits
- ⑥ Objects used





## KICKING LESSON PLAN

Objective: Students will have an opportunity to practice and receive feedback on the essential components of the kicking pattern.

### I. Introduction

- Students come in and sit in assigned squads.
- Tell class we are working on the skill of kicking.
- Review plan for day (warm-up, skill focus in stations, and reinforcing game).

### II. Warm-up

- Stand in personal space and move various body parts to music (interject levels [high/low], time [fast/slow], and force [hard/soft]).
 

head	legs	hips
shoulders	feet	whole body
back	hands	
- Find a partner and perform 10 sit-ups each.
- Perform various locomotor patterns to music around the gym in a scattered pattern (interject directions [forward/backward/sideways] and levels [high/low]).

- Sue— Substitute moving arms or twisting wheelchair when action calls for legs.  
 — Have Sue's partner hold her hands to help pull her up for the last few sit-ups.  
 — Sue can push her wheelchair for locomotor patterns. Encourage her to maneuver her wheelchair in different directions and with increasing speed.

### III. Skill focus

- Have students sit facing you, then review the components of a skillful kick: components of kicking (show picture and demonstrate, highlighting key points):
  - Look at ball while walking forward toward ball.
  - As you get closer to ball, bring arms out to side for balance.
  - Last step should be a little leap in which you simultaneously plant nonkicking foot next to ball while swinging lower part of kicking leg backward.
  - Forcefully bring kicking leg forward and kick ball with toe or instep.
  - Allow kicking leg to follow through up into the air.
- Break into five kicking stations (five students per station) to work on kicking skills. Have a picture of the correct kicking pattern at each station, and emphasize correct pattern to students. Once stations have been set up and students are practicing appropriately, teacher will monitor station #2 below (stations are listed below). Students should stay at each station for 3–5 minutes and move on teacher's command.
  - Kicking beach balls as far as possible
  - Kicking Nerf balls as hard as possible against a wall (vary distance from wall for each student)
  - Kicking and knocking down plastic bowling pins or bottles
  - Kicking Nerf balls over small target volleyball net hung low to ground)
  - Kicking balloons as far as possible

- Sue— Substitute throwing for kicking at all stations (have a picture of throwing from a wheelchair and make sure she is working on components from her short-term objective).

### IV. Reinforcing game

- "Kicking—Clean Up Your Backyard." Class is divided into two teams with each team standing on either side of a volleyball net hung down to the ground. Each team is given several balloons, beach balls, and Nerf balls. Teacher explains that the purpose of the game is to kick the ball over the net to the other team. At the end of the game, the team that has the least number of balls on its side is the winner. Emphasize using proper kicking pattern when kicking the balls and balloons. Begin kicking on teacher's command and play for approximately 2 minutes. Rest, reinforce, and repeat if time permits.

- Sue— Sue is allowed to throw rather than kick.  
 — If she cannot reach balls, make sure her team members continue to give her balls during the game.

### V. Concluding activity

- Students sit in squads.
- Review components of kicking and reinforce specific students for doing certain components exceptionally well.
- Encourage students to practice kicking during recess and at home.
- Have students close eyes and take three deep breaths.
- Call squads to line up at door and leave with classroom teacher.



# Adaptation & Modification 調適



To what extent you can modify a soccer game to cater students' individual needs (e.g., 肢殘/過度活躍/智障)?



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# Adaptation & Modification 調適



How can wheelchair users or students with visual impairments 視障 participate in a volleyball game ?



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# Adaptation & Modification 調適

- Modify activities for promoting inclusion
- Modify or **avoid elimination-type** 淘汰類 games/activities
- Modify activities to **use abilities** rather than disabilities
- **Modify** activities in a way that allows students without disabilities to **assume disability**
- Select activity in which **contact is made** and maintained with an opponent, partner, or small group (cooperative learning & peer assessment)



Example



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# Adaptation & Modification 調適

- 你所進行的調適合理麼?
- Will it **take less time to teach** the student 減少教學時間?
- Will use of the adaptation **maintain or enhance related motor/communication skills** 利於技能和溝通能力發展?
- Will the adaptation **increase active participation** 提升參與度?



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# Strategies for Including Students with ASD

- Assessment
  - To determine the status and needs of students with ASD
  - Recommended tools:
    - ① Test of Gross Motor Development II (TGMD-2)
    - ② Brockport Physical Fitness Test (BPFT)
    - ③ I CAN
    - ④ FITNESSGRAM
  - Considerations?



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# Strategies for Including Students with ASD

- Suggested physical activities
  - Walking or hiking
  - Bike riding
  - Swimming
  - Weighted backpack/vest 負重背包或背心



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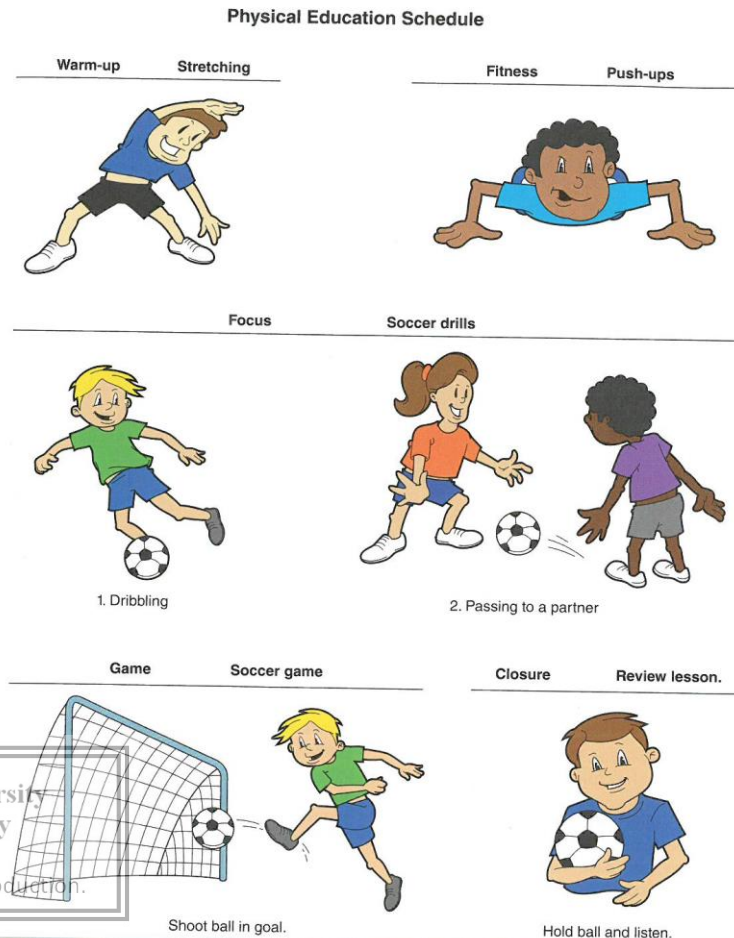
# Strategies for Including Students with ASD

- General teaching strategies
  - Create a highly **structured environment (boundaries)** and instructions 結構化環境(e.g., TEACCHing)
    - ① Physical structure 物理結構: actual layout or **surroundings**
    - ② Scheduling 時間表: a planner indicating **what/when to do**
    - ③ Work system 工作系統: what is expected **during/after an activity**
    - ④ Routine 常規: a routine involves **checking one's schedule**
    - ⑤ Visual structure 視覺結構: visually-based **cues** 視覺提示



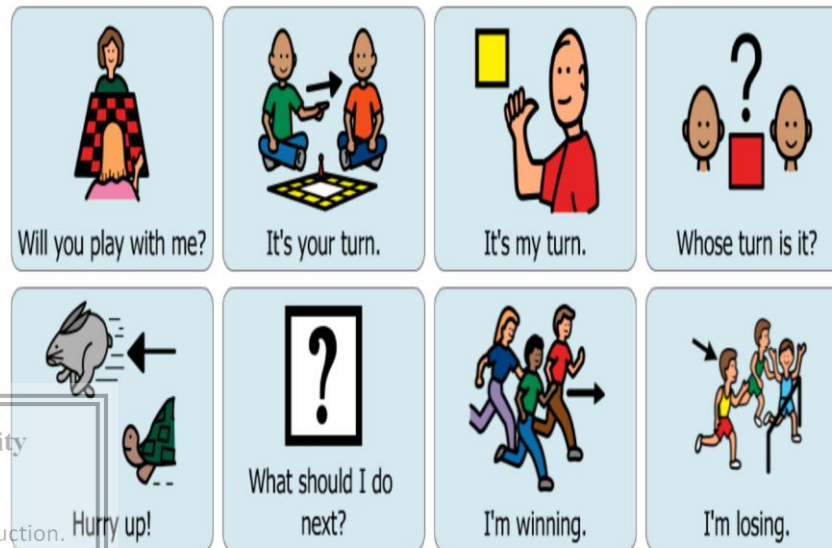
# Strategies for Including Students with ASD

- General teaching strategies (cont’)
- Offer a “**preview**” 視覺時間表 of the PE lesson before the class



# Strategies for Including Students with ASD

- General teaching strategies (cont')
  - Use selected **sensory stimulation** 感官刺激 to increase attention span
  - Instruct in an **environment** where noise, smells, lights will not interfere with learning 避免環境過度刺激學生感官
  - Use the **Picture Exchange Communication System** 圖像交換通信系統



## Software/Apps:

- Boardmaker
- Proloquo2Go
- First Then

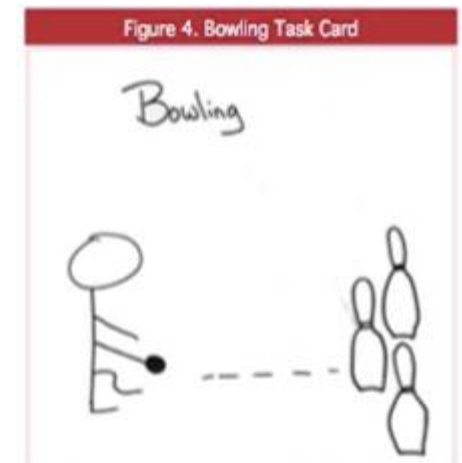


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# Strategies for Including Students with ASD

- General teaching strategies (cont')
  - Use **teaching stations** 分站 during activities
  - Use **task cards** 任務卡片
  - Keep **directions short** 講解精簡
  - Provide **ample practice time** with a high success rate



# Strategies for Including Students with ASD


- General teaching strategies (cont')
- Use **peer tutors** 小老師

Job description: peer buddy  
Peer buddy: Molly Pyfer  
Student: Cole Huettig  
Physical education teacher: Dave Auxter

Physical education: Monday, Wednesday, and Friday, 8:00 to 8:45

Every time your class goes to PE,

1. Walk behind Cole in line. Take his hand if he starts to get out of line. Tell him, "Cole, walk with me, please." If he says, "No," drop his hand.
2. Sit next to Cole in the gymnasium.
3. Follow Mr. Auxter's direction so that Cole can watch you and learn from you.
4. If Cole is not doing what the class is doing, tell Cole, "Watch me."
5. During free play, ask Cole, "Will you play with me?" If he says, "No," leave and go play with other friends.
6. If Cole does play with you, tell him, "I like playing with you, Cole."
7. If Cole hits, spits, or tries to wrestle with you, leave him and tell Mr. Auxter.



Training peer tutors  
in advance is  
necessary!

Sample peer tutor instruction  
(Auxter et al., 2010, p.194)



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# Strategies for Including Students with ASD

- General teaching strategies (cont')
- Use **peer tutors** 小老師

Sample:

1. Locker room 更衣室: Help student **change clothes**. **Accompany** student to gymnasium
2. Beginning of class: Help student find floor spot. **Retrieve** 回收 task card.
3. Warm up: **Encourage** student to jog with the class.
4. Learning task: Provide **word cues**/directions as needed. Cue for start and stop of activity.
5. Game play: Reminder student of **rules**. Redirect **social interaction** if needed.
6. Closure: Remind student to **stay** with the class. **Reword** 重述 **questions** if necessary.
7. End of class: Assist student in **changing clothes** and **leave** locker room in a timely manner.



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# Strategies for Including Students with ASD

- General teaching strategies (cont')
  - Use a **consistent behavior management** 行為管理 system
    - a. Set **realistic** goals and expectations
    - b. Make sure students **know** expectations
    - c. Use **proximity control** 距離控制 if a problem is arising
    - d. Provide a **reward system** for good attitudes/behaviors
    - e. Be **consistent and fair** with your rules and consequences
    - f. **Get to know** the students and show interest toward them **outside of** the PE classes



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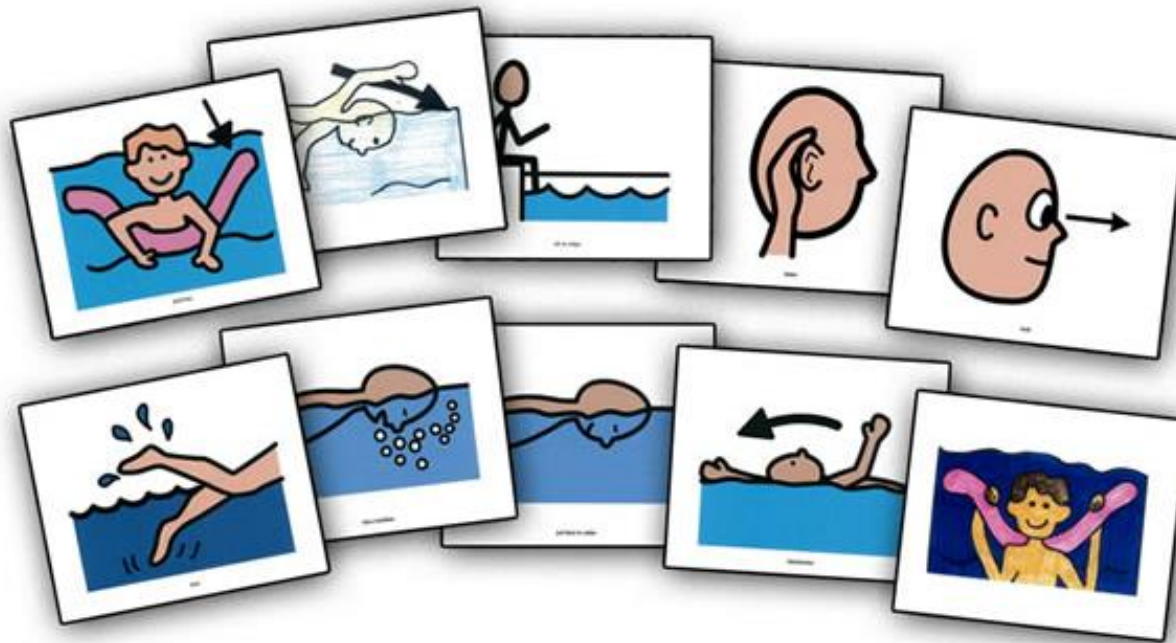
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# Strategies for Including Students with ASD

- 自閉症學生出現以下問題，如何處理或解決問題？
  1. 體育課前下大雨，必須取消，他/她堅持要去球場。
  2. 上課鈴聲響起后，會不停地在課室門口來回走動。
  3. 進入更衣室之後不想離開，或離開時表現得很焦慮。
  4. 熱身活動開始之後，除了他/她之外都在跑圈。
  5. 上課過程中經常捂住耳朵或咬自己的手。
  6. 突然間地大叫，扔東西，或破壞東西。
  7. 進行接力活動（A→B→A），從A跑到B后停住，不跑回A處。
  8. 分組時候，沒人願意跟他/她一組。
  9. 分組活動進行時，跑到其他組的活動區域。
  10. 下課前集合哨響，不懂得要站哪裡。



# Strategies for Including Students with ASD



**Putting all together!**

How to apply the aforementioned strategies in teaching an inclusive PE class (P5; fitness lesson), where a student with ASD is included?



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# Final Remarks

- The abilities of students with and without SEN can range from **gifted to severely challenged in PE**
- Some need **a lot of help** while others need **less**
- Students' needs is likely to be met through small changes/modifications
- Good teaching is adapted 良好的教學是能適應學生不同學習需要的
- Let's be brave in taking one more step further!



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# 肆、公開論壇

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## Open Forum



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