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RECREATIONAL ACTIVITIES FOR ADAPTED CHILDREN

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Short Profile

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ABSTRACT:
Every individual has the right to a variety of recreation activities to meet their individual needs. Recreational activities give us a break from our work and activities of daily living. They provide us with a social opening as well as a constructive and enjoyable way to spend our free time. Individuals who are deaf blind may spend a larger amount of time doing activities of daily living, and may often feel isolated from their community. Recreation is a way to be involved in normal activities and feel a part of the larger community. In addition, recreation is a wonderful way to socialize among family and peers and this is a great need for individuals who are deaf blind. Recreation also gives an individual who is deaf blind something in common to talk about with family and peers.

KEYWORDS
Recreational Activities , Method , Analysis.

INTRODUCTION:

It should be noted here that due to an individual's deaf blindness there are many barriers to involvement in recreation (Lieberman, & MacVicar, 2003; Lieberman, Stuart, & 2004). These barriers are not separate barriers but often multilayered making even the simplest activity complicated for an individual who is deaf blind. For example: a person who is deaf blind may want to exercise at the YMCA (Young Men's Christian Association). In order for him to gain access he must join, meet the staff and go through the orientation. He must find a support service provider (SSP) that is available the hours of the YMCA, find transportation to the facility, pay for the membership and the training session as well as explain the modifications that must be made in order for him to have easy access to the facility. This may take several days or weeks to set up. Then when he does gain access, he must still find transportation and may need an SSP each time he goes. This takes a lot of time, energy and advocacy for one recreational activity.

METHOD

Keeping in view the nature of the study, the literature was collated from thesecondary sources primarily from books, magazines and Internet.

ANALYSIS

An approach was adopted for critical examination of the information, refined through the group discussion and analysed for identifying pointers towards recreational activities for adapted children.

Results

Not all recreational activities must be adapted for individuals who are deaf blind. For example, canoeing can be done with relatively few modifications, as well as horse- back riding or biking on a bicycle. There are some recreational activities that will need some modifications in order for children who are deaf blind to access them. The following are some general rules of thumb when providing recreational activities to children who are deaf blind.

1) Introduction of an activity should be done with no time constraints if possible. An individual who is deaf blind may have limited ability to understand the concept of an activity so allowing time for them to explore the playing area, ball, and learning the rules is imperative. For example, a child who just kicks a ball for kick ball and then is lead around the bases will not have any idea as to what or why they are running in a circle and will not understand the concept of the bases if they are not introduced correctly. They must have time to feel the ball, feel the bases, and understand the concept of the game before it is introduced as a game. I also suggest that they practice kicking and running bases and playing in the outfield with the correct terminology before the game to clearly comprehend what is happening. This type of orientation takes time and it is recommended the child take all the time he/she needs before a game is introduced. Another clear example is Darron, who had ridden a horse several times before he went to a summer camp. He had never felt a horse from head to foot and had no idea about the size or physical features of a horse. Darron spent an hour just feeling the tale, face, nose, back and underside of the horse before he totally understood what horseback riding really was. In another example, Juanita had been bowling many times, but had never felt a bowling pin or understood the configuration of all 10 pins, or the distance to the pins and therefore did not understand the need to really make an effort to

roll the ball hard. Once this was totally understood she knew why she had to roll the ball harder.

2) Ensure that there is clear communication before, during and after the activity. This should be provided in the communication mode of the child. If the child is doing an activity for the first time, you must make sure that she knows how long she will be doing the activity before she will be given feedback or have the opportunity to stop the activity. Discrete activities such as bowling, shot put, or archery where the beginning and end of a skill are short do not need to be modified in order to introduce them and give immediate feedback. Continuous activities such as rock climbing, biking, running, or swimming must have planned commu- nication breaks. You can tell the child that she will stop after the track for running for feedback, one width in the pool, or 10 rotations on a bike. This is built in time for feedback and questions on the part of the participant. In addition, the parent or instructor must have built in ways to communicate receptively and expressively during the activity such as a sign for "finished" in rock climbing, bik- ing, or swimming. The signal for right turn in biking, or a rock is on your right at 3:00 for rock climbing, or 5 more strokes until the end in swimming is imperative if the child is to feel comfortable and safe (Arndt, Lieberman, & Pucci, 2004).

3) For appropriate modifications the best approach is to look at the objective of the activity, the attributes of the individual and then decide on the modification that must be made. You could make the activity auditory, bright, and/or tactile in order for complete access. The activity must often be modified to meet the needs of the child. For example, if a child has some vision, they may benefit from a bright yellow balloon for ping pong, some bright tape on the floor of the bowling lane, or a bright beach ball in volleyball. If they have some hearing, they may benefit from a sound source behind the basket for basketball, or in a hula hoop for Frisbee golf, or behind the stake in horseshoes. They may also enjoy balloons on the archery target so they know when they hit the target, or a radio at one end of the track so they know how many laps they did. If they rely on tactile cues, they may benefit from a guide rail for bowling, a small fan for some feedback when throwing at a target (using an Able net switch), or a small mat on the floor to signal the space for jump roping or aerobics.

4) Using the same approach as above, rules to games and activities can be modified in order to meet the needs of the individual. For example, if a child does not have the strength to hit a golf ball to the first hole of a golf course, intermediate holes can be set up between the established holes either with hula hoops, or bright rope. A child can stand closer to the net when serving in badminton, volleyball or tennis. A child can hit off a tee in softball, or kick from a stationary position in kickball.

5) Individuals who are visually impaired or deaf blind often have easier access to closed skills as opposed to open skills. Open skills are those that have variables that change often such as the speed of the ball, trajectory or the ball, or offense and defensive. These activities include volleyball, basketball, tennis, football, soccer, and many more. Closed skills are those activities that have variables that do not change such as running around a track, archery, bowling, discuss, shot put, ice skating, or biking. Many skills in open sports can be modified to be a closed skill. For example, a tennis forehand can be practiced from the service line with a bounce hit to land in certain areas of the other side of the court for points. For basketball, a child could shoot from the foul line and get 1 point for hitting the back- board, 2 points for hitting the rim, and 3 points for a basket. Although closed skill

Function Of Student

MODIFICATION OF ACTIVITIES

Activities are easier to introduce to an individual who is deafblind with fewer modifications; each child has the right to experience every sport and recreational activity. Modifications from above can be utilized when adapting open sports.

6) Most activities can be done while sitting or standing. While some children may only have the option to sit, some may feel that an activity is easier sitting. This is possible and even recommended when it is the first time they learn a skill. For example, archery has a lot of variables, so learning from a sitting position takes away the need for balance and worry about proper direction. Volleyball, horseshoes, shot put, tennis, or basketball can all be done from a sitting position and/or in a wheelchair.

7) Some recreational activities that are competitive can be modified to be cooperative. Especially when learning a new skill it is more enjoyable if there are no winners or losers. Examples of this are when playing ping pong or volleyball, see how many times the ball can go over the net as a team as opposed to competitive teams. In archery, horseshoes, or bowling, add up a team score and try to beat a personal best. In running, biking, or swimming, add up laps and times and try to see how far you can go as a group. An example of this is with talking pedometers, children can walk or run as far as they can in a day and the group can add up the distance to see how far they have walked across the state (Lieberman, Stuart, Hand & Robinson, 2006).

The following examples show how to adapt some common recreational activities.

PING PONG-

Ping-Pong can be played while standing or sitting. Regular ping-pong rules can be used or the objective of the game can be changed to be cooperative rather than competitive. For example, a goal for the players might be to see how many times they can hit the ball over the net without making a mistake. A child can even play ping pong alone by folding half of the table up and hitting the ball against the upturned section. Adaptations to the table and ball can be tailored to each individual's needs. Table modifications include adding two- to four-inch boards to the sides, so that the ball does not fall off the table, and removing the net so the ball can go back and forth easily for cooperation A large bright ball or balloon can be used instead of a typical ping pong ball. Children with some hearing may be able to track a ball that has a bell or noisemaker inside.

HORSESHOES-

A game with two metal stakes placed in the ground about 30 feet apart. Each side is given 2 horse shoes made of either metal or plastic to throw at the stakes. The object of the game is to get the horseshoes around the stake. Points are awarded for the horseshoes that go around the stake, that lean against the stake or that are closest to the stake for each round Adaptations for the game include brighter stakes, more than one stake such as 5-10, lighter horseshoes, and varying the distances between stakes. It can be played by individuals or teams.

BOCCE-

Bocce is a game where you have a small white ball about 3 inches big, and 8 larger balls about 8 inches big usually 2 yellow, 2 green, 2 blue and 2 red. One person tries to throw their ball as close to the white ball as possible. The white ballis thrown in the grass about 6-20 feet away from the participants. Two to four people can play at a time. Each player then rolls their ball one at a time toward the white ball. The person who's ball is closest to the white ball that round gets one point. The game is played for time or to a certain number of points. A player is allowed to hit another players ball away from the white ball. Bocce can be adapted by using a larger ball, by varying the distances the white ball is thrown physical assistance of a ramp to throw the ball and by giving the players verbal or signed feedback to let them know where the ball landed previously. Points can be calculated or the game can be played just for fun.

VOLLEYBALL-

A volleyball net can be set up in a back yard, garage, or a basement. Volleyball can be played by standing up or sitting down, with a regulation volleyball, trainer volleyball, beach ball, or balloon. Volleyball is a good example of how rules can be modified to make a game more inclusive. In volleyball, the rules can be changed to allow players to serve closer to the net, hit the ball more than once, or catch the ball in their hands. Players may even walk with the ball and throw it over the net. The player can be physically assisted and given verbal assistance as to what is happening during the game.

These are just a few examples of recreational activities, games, and sports that can be adapted for children who are deaf blind. There are a wide variety of additional games that with modifications can be fun and engaging for children who are deaf blind. These include tag, hide-and-seek, kick ball, T-ball, twister, and many more. See the following resources for more ideas and information.

CONCLUSION

The purpose of this article is to review some recreational activities and modifications in order to learn them at home so the individual can eventually access these activities in the community if preferred.It is important to remember that each child has the right to be self-determined and experience a variety of recreational activities. It is worth the time and energy spent in educating staff and modifying the activities to meet the needs of the individual.

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