

## ***Advocating for the Physical Education Needs of Students with Disabilities***

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This session explores the placement decisions and related services needed to help ensure students with disabilities receive appropriate access to physical education. Strategies will be discussed and a collection of digital and printed resources provided to help ensure physical educators advocate for the needs and supports of their students with disabilities.

### INTENDED OUTCOMES

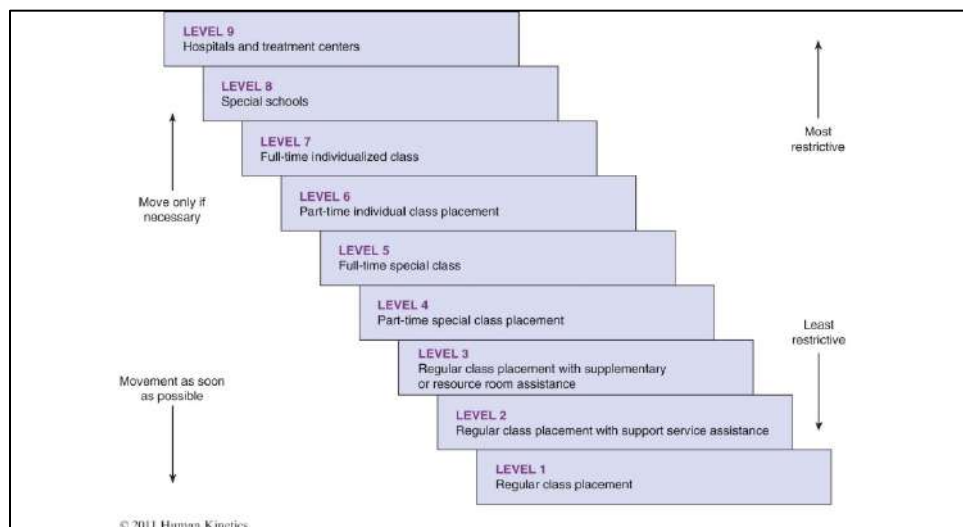
By the end of this session, participants will:

- Understand many of the physical education needs of students with disabilities.
- Realize common misconceptions about quality adapted physical education.
- Identify advocacy tips and strategies used to promote appropriate adapted physical education services.

### SPECIFIC TOPICS

- Physical education placement decisions
- The IEP decision-making process
- Who provides adapted physical education
- IEP-driven goals and objectives in physical education

### CONTINUUM OF ALTERNATIVE INSTRUCTIONAL PLACEMENTS IN PHYSICAL EDUCATION



(Winnick & Porretta, 2017)

## WHAT IS ADAPTED PHYSICAL EDUCATION

Adapted Physical Education is physical education which has been adapted or modified, so that it is as appropriate for the person with a disability as it is for a person without a disability. Federal law mandates that physical education be provided to students with disabilities and defines Physical Education as the development of:

- physical and motor skills
- fundamental motor skills and patterns (throwing, catching, walking, running, etc)
- skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports)

The services provided by an APE teacher include (adapted from Sherrill, 1998):

- Planning services
- Assessment of Individuals /Ecosystems
- Prescription/Placement: The IEP
- Teaching/Counseling/Coaching
- Evaluation of Services
- Coordination of Resources and Consulting
- Advocacy

The APE teacher is a direct service provider, not a related service provider, because physical education for children with disabilities is a federally mandated component of special education services [U.S.C.A. 1402 (25)]. This means that physical education needs to be provided to the student with a disability as part of the special education services that child and family receive. This is contrasted with physical therapy and occupational therapy, which are related services. These therapies are provided to the child with disabilities only if he/she needs them to benefit from instruction. Thus, APE is a direct service, not a classroom.

(APENS, 2008)

## WHO COMPRISES THE IEP TEAM

According to IDEA (2004), section [614(d)(1)(B)] states the IEP team includes:

- (i) the parents of a child with a disability;
- (ii) not less than 1 regular education teacher of such child (if the child is, or may be, participating in the regular education environment;
- (iii) not less than 1 special education teacher, or where appropriate, not less than 1 special education provider of such child;
- (iv) a representative of the local education agency who is: qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities; knowledgeable about the general education curriculum; and knowledgeable about the variability of resources of the LEA;
- (v) An individual who can interpret the instructional implications of evaluation results, who may be a member of the team described above;
- (vi) At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
- (vii) Whenever appropriate, the child with a disability.

## COMPONENTS OF WELL-WRITTEN MEASURABLE ANNUAL GOALS

Apply the A (audience) B (behavior) C (condition) D (degree) model!

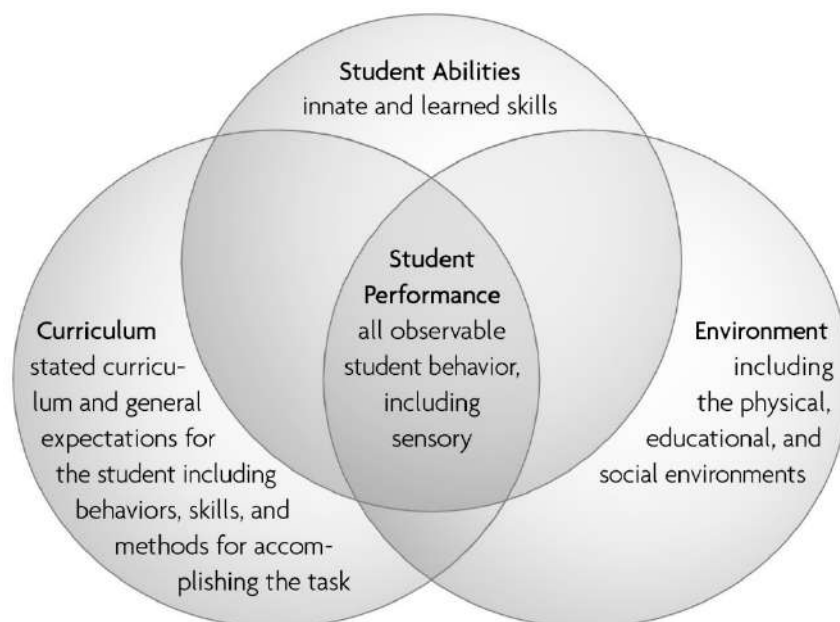
Sample measurable annual goal (psychomotor):

By **November 2**, **Timothy** will be able to **demonstrate independent mobility** across a **variety of cardiovascular fitness skills** **80% of the time** as evidenced by **teacher observation, checklists, and rating scales**.

- **A** udience
- **B** ehavior
- **C** onditions
- **D** egree
- *Action verb*
- *Duration*
- *Measurement*

## ECOLOGICAL APPROACH TO OBSERVATION & ASSESSMENT

- Considers student performance & capabilities across current and future environments
- Guides teachers to consider the impact of curriculum and environment on performance and ability
- Ecological inventories can be used to assess student performance



(Seaman, DePauw, Morton, & Omoto, 2007)

## ASSISTIVE TECHNOLOGY (AT) PROCESS

- AT devices are defined as, “Any commercially acquired, modified, or customized item, piece of equipment, or product system used to increase, maintain, or improve the functional capabilities of students with disabilities.
- AT services extend support for selected devices and can include customizations and training for use in and outside school settings. \*\*PE teachers can be trained too!

### Sample Devices used in PE settings

<i>Picture Exchange Communication System (P.E.C.S)</i> \$ <ul style="list-style-type: none"><li>• Aids with communication, low tech, used regularly in school settings, portable &amp; easily customized to individual need.</li></ul>
<i>Proloquo2Go</i> ( <a href="http://www.assistiveware.com/product/proloquo2go">http://www.assistiveware.com/product/proloquo2go</a> ) \$\$\$\$ <ul style="list-style-type: none"><li>• Picture-based augmentative communication software, high tech, extremely portable via mobile technology (i.e., tablet, smartphone), extends customization to individual need.</li></ul>
<i>Proloquo4Text</i> ( <a href="http://www.assistiveware.com/product/proloquo4text">http://www.assistiveware.com/product/proloquo4text</a> ) \$\$\$ <ul style="list-style-type: none"><li>• Augmentative communication software designed for more advanced learners, high tech, extremely portable, extends customization to individual need</li></ul>
<i>Pictello</i> ( <a href="http://www.assistiveware.com/product/pictello">http://www.assistiveware.com/product/pictello</a> ) \$ <ul style="list-style-type: none"><li>• Talking visual story creator software, high tech, extremely portable, customizable features apply to varying needs</li></ul>
<i>HUDL Technique</i> ( <a href="http://www.hudl.com/products/technique">http://www.hudl.com/products/technique</a> ) <b>FREE VERSION</b> <ul style="list-style-type: none"><li>• Motion analysis software, high tech, extremely portable, free and inexpensive subscription options, apple/pc App compatibility</li></ul>
<i>Exercise Buddy</i> ( <a href="http://www.exercisebuddy.com/">http://www.exercisebuddy.com/</a> ) \$ <ul style="list-style-type: none"><li>• Video-modeling &amp; prompting software, high tech, specifically designed for those with Autism, extremely portable, growing list of PE-related content</li></ul>
<i>Ringin' balls</i> (Flaghouse, Sportime, GopherSport) \$ <ul style="list-style-type: none"><li>• Assorted collection of ringing/beeping balls, low tech, designed for those with sensory and behavioral limitations</li></ul>
<i>SporttimeMax Hands-On Basketball</i> (Amazon, Sears, Sportime) \$ <ul style="list-style-type: none"><li>• Basketball-specific learning device, low tech, promotes shooting/passing form &amp; technique, benefits multiple learners with/without disabilities</li></ul>
<i>Self-made Striking Station</i> \$ <ul style="list-style-type: none"><li>• Low tech, promotes striking form &amp; technique, benefits multiple learners with/without disabilities</li></ul>

(Adapted from Laughlin, Murata, Gonnelli, & Larranaga, In press)

## STANDARDIZED ASSESSMENTS COMMONLY USED IN APE

INSTRUMENT	TYPE	AGE RANGE	DISABILITY TYPE
APE Assessment Scales II (AAPAR)	Norm and criterion-referenced assessment	4.6 years to 17.0 years	All children
Brigance Inventory of Early Development 2 (Brigance, 2004)	Criterion-referenced	6-months–6.0 years	All categories
Brockport Physical Fitness Test (Winnick & Short, 1999)	Health-related and criterion-referenced	10–17 years	All categories
Bruininks-Oseretsky Test of Motor Proficiency 2 (BOT–2) (Bruininks & Bruininks, 2005)	Norm-referenced	4.0–21 years	All categories
Early Screening Profile–Motor (Bruininks, Rynders, & Ilmer, 1990)	Screening	2.0–6.11 years	Developmental delays
Peabody Developmental Motor Scales–2 (PDMS–2): (Folio & Fewell, 2002)	Norm-referenced and curriculum based	3.0–6.0 years	Developmental delays
Transition Planning Inventory (Clark & Patton, 1997)	Criterion-referenced	age 12–adult	All categories
Test of Gross Motor Development–2 (TGMD–2) (Ulrich, 2000)	Norm- and criterion-referenced	3.0–10.0 years	All categories

(Hodge, Lieberman, & Murata, 2012)

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