

# Welcome to...

## Including students with Disabilities in General Physical Education



‘maximizing participation for all students’

# Questions to be answered today:

- What is 'Adapted Physical Education'?
- What is the role of the Adapted Physical Educator?
- What are the general physical education teacher's responsibilities (in terms of students with disabilities)?
- What are 'fact sheets' and how can I use them?
- How can the general physical educator modify activities/ curriculum to accommodate ALL students in the class?
- What type of Adapted equipment is available?

## First and Foremost, Federal Legislation...

The original federal law, known as Public Law 94-142 or the Education for All Handicapped Children Act (1975)

IDEA (2004), Individuals with Disabilities Education Improvement Act

Special Education, according to the United States Code, is defined as specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability, Including the following:

- instruction conducted in the classroom, in the home, and or hospital
- instruction in physical education

# What is Adapted Physical Education?

The National Consortium for Physical Educational and Recreation for Individuals with Disabilities (NCPERID) defines adapted physical education as the following:

**Adapted Physical Education (APE)** is physical education which may be adapted or modified to address the individualized needs of children and youth who have gross motor developmental delays.





# APE service includes the following:

- **Assessment and Instruction** by qualified personnel means that professionals are prepared to gather assessment data and provide physical education instruction for children and youth with disabilities and developmental delays.

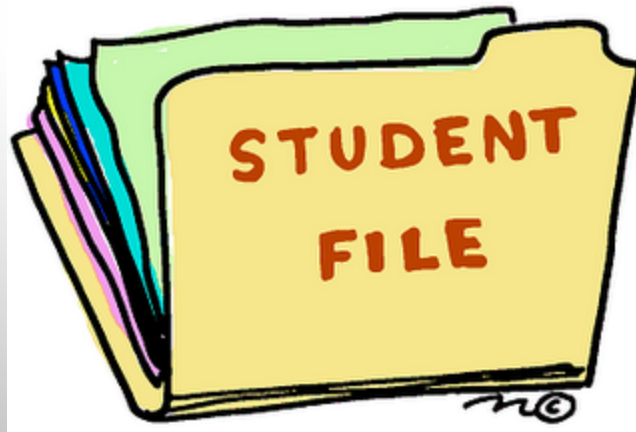


**Accurate Assessment Data**, including diagnostic and curriculum-based data collected by qualified personnel.

We use the TGMD-2, MOVE Assessment Profile, and the DEVPRO (DEvelopmental PROgramming) Motor assessment, along with informal assessments and screenings.

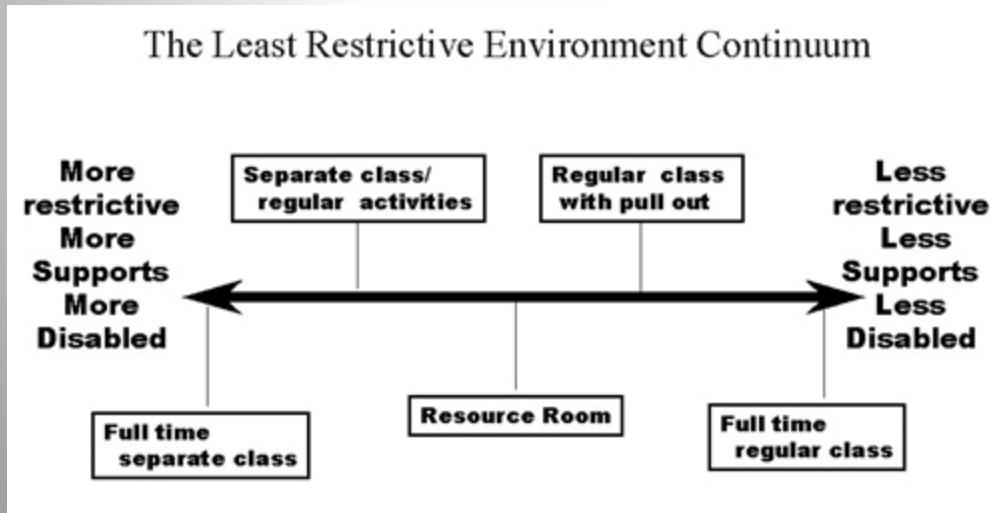


**Individualized Education Program (IEP) Goals and Objectives/Benchmarks** are measurable and objective statements written by the physical education instructor or adapted PE specialist. The goals and objectives are reflective of the physical education instructional content and monitored/evaluated according to district policy, to ensure that goals and objectives are being met in a timely manner.

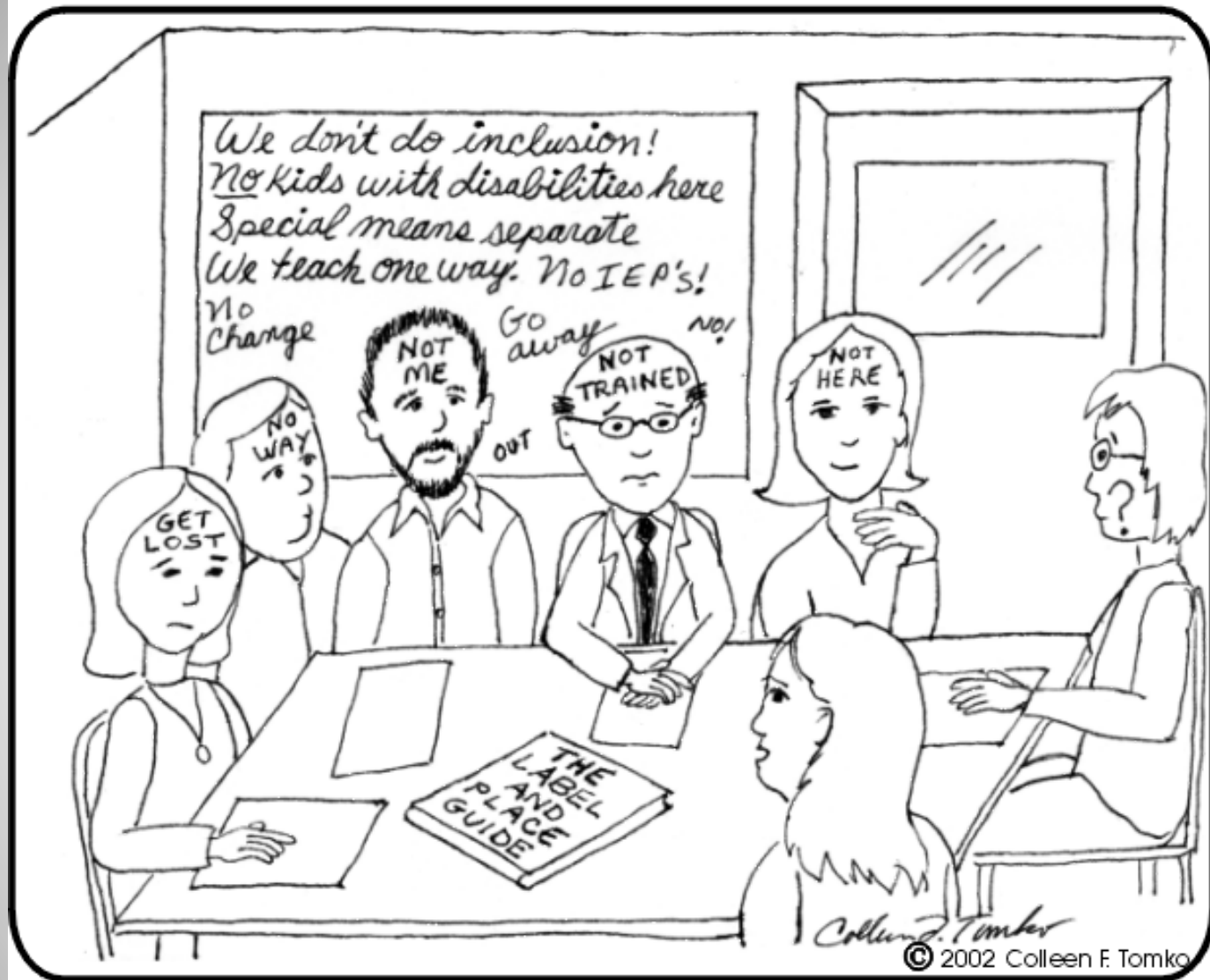


# Instruction in a Least Restricted Environment (LRE)

refers to adapting or modifying the physical curriculum and/or instruction to address the individualized abilities of each child. Adaptations are made to ensure that each student will experience success in a safe environment. Placement is outlined in the IEP and may include one or more of the following options:



# THE PARENT SIDE<sup>©TM</sup>



Even though school staff is not "supposed to" discuss placement before the IEP is complete...

Mrs. Smith could read their faces and the writing on the wall.

❖ For all practical purposes, Adapted Physical Education **IS** developmentally appropriate physical education at its finest. It is adapting, modifying, and/or changing a physical activity so it is as appropriate for the person with a disability as it is for a person without a disability.

❖ Change the word “adapted” to “modified” and you have the idea of Adapted Physical Education. It is **GOOD** teaching which adapts (modifies) the curriculum, task, equipment, and/or environment so that **ALL** students can fully participate in physical education.



# PE for those with Disabilities?

Exercise for those individuals with disabilities may be even more critical (than the typical student) since they are at greater risk for a sedentary lifestyle and exercise can help improve circulation, digestion, balance, range of motion (ROM), and many other factors related to daily living and general mobility



# What is an 'APE Specialist'?

In most states (36 to be exact, along with 8 territories), an APE specialist is a certified K-12 Physical Education Teacher who has taken the required amount of college credits in courses dealing with special populations.

14 states however have defined an endorsement or certification in adapted physical education (Colorado is not one of them).



## **Working with Paraprofessionals:**

Physical education teachers should collaborate with the paraprofessional to ensure that the following occurs:

- ✓ the paraprofessional is in the physical education class when the student with the disability is participating
- ✓ Knowledge/understanding of physical education terminology and equipment.
- ✓ Open and two-way communication between the paraprofessional and the physical educator.
- ✓ Appropriate dress for physical activity
- ✓ Safety considerations are of foremost concern
- ✓ Determining the paraprofessional's responsibilities and roles in the physical education class.

The responsibilities of paraprofessional will vary based on the lesson activities but can include the following:

- providing instructional support in small groups
- monitoring equipment usage and activity participation
- providing one-on-one instruction
- collaborating with the physical educator on a regular basis
- modifying materials and/or equipment
- collecting data on students, especially as it regards the student's IEP
- implementing behavior management plans
- providing personal care assistance



# Role of the General ED PE Teacher

- Physical Educators should have a positive attitude and be willing to make an effort to accommodate students with disabilities
- Physical educators should learn as much as possible about the student with disabilities, including information about:
  - ✓ medical and health problems, including medicines and emergency procedures
  - ✓ contraindicated activities due to health or physical problems
  - ✓ present level of gross motor, cognitive, and affective functioning.
  - ✓ specific IEP goals/objectives for PE
  - ✓ general likes/dislikes that can serve as re-enforcers.







- Physical educators should utilize peers to assist the student with disabilities
- If a physical educator thinks he/she needs extra support for a particular student, then he/she should ask for it.
- Physical educators should be prepared to make simple adjustments to their teaching style.





\*\* As long as all students are engaged in the activity, the student needs adaptations or modifications doesn't need to be doing 'exactly' what the rest of the class is doing.

For example, if the class is working on Basketball shooting skills at the regular baskets, a shorter basket can be set up or hung on the wall (or use a hula-hoop) with a smaller ball to 'level the field'.



# Examples of instructional accommodations:

1. Verbal cues
2. Student's method of communication
3. Duration
4. Size and nature of group
5. Eliminating distractions
6. Level of difficulty
7. Level of motivation
8. Providing structure
9. Move the group to student with disability, instead of making student w/disability move to group.
10. Eliminate outs/strike outs



# Examples of Modifications for curriculum

1. Vary balls or equipment (size, weight, color or texture)
2. Lower goal ,target or net
3. Larger goal or target
4. Slow the activity pace
5. Allow bounces between catches
6. Allow ball to remain stationary
7. Allow batter to sit in a chair or use a Tee
8. Change locomotor patterns
9. Lengthen or shorten the time
10. Mark positions on playing field



# References

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Stopka, Dr. Christine (2006) The Teacher's Survival Guide. Adaptations to optimize the inclusion of students of all ages with disabilities in your programs.

Colorado Guidelines for Adapted Physical Education.

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# Slideshow of various APE activities





































