

# **Physical Education for Students with Disabilities: Legal and Practical Aspects of Quality Adapted Physical Education Programs**

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**“Making a Difference: Educational Practices That Work!”**

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# Where is La Crosse?

## West Coast of Wisconsin



























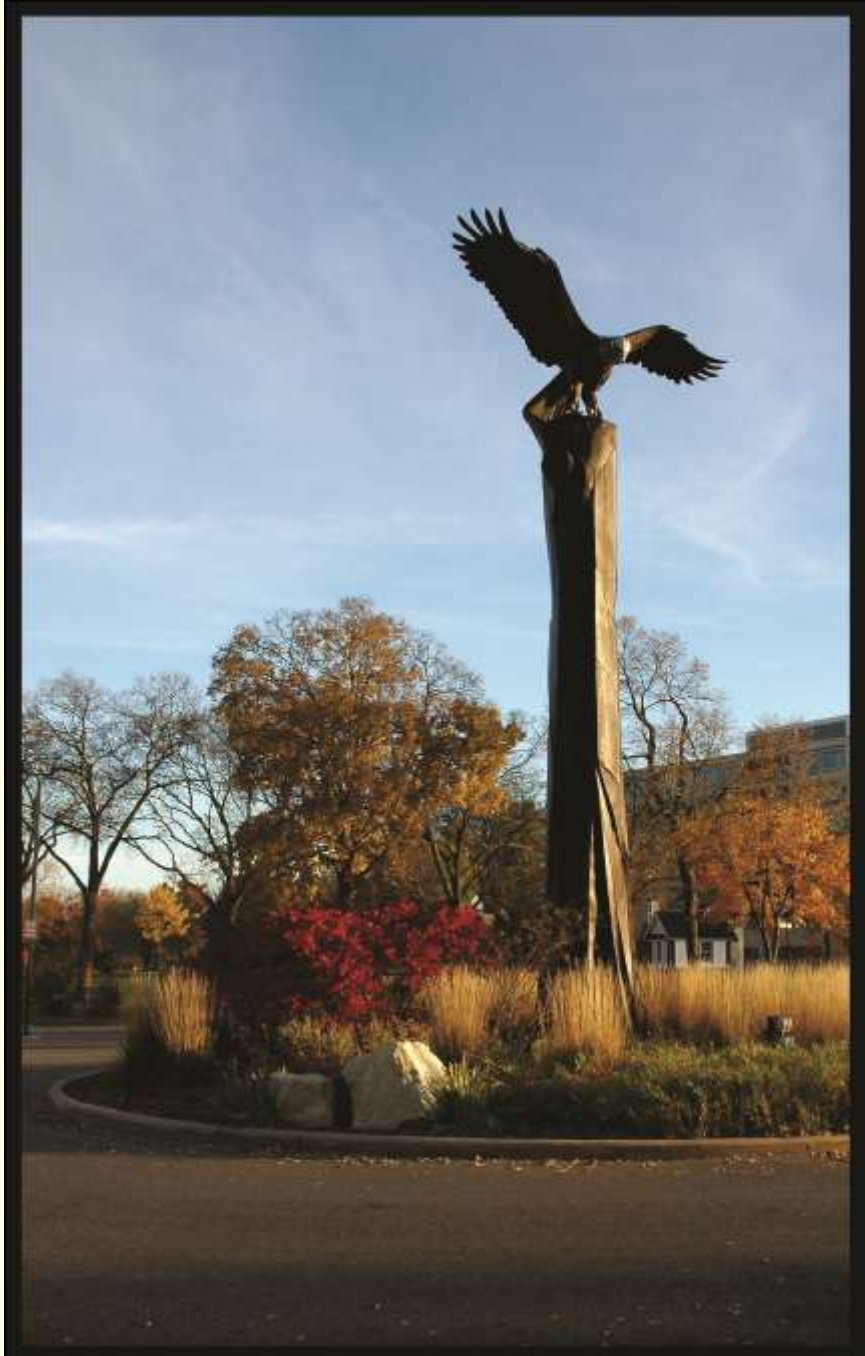
POWELL PLACE

One Day Closer to May 1<sup>st</sup>!











# La Crosse = College City







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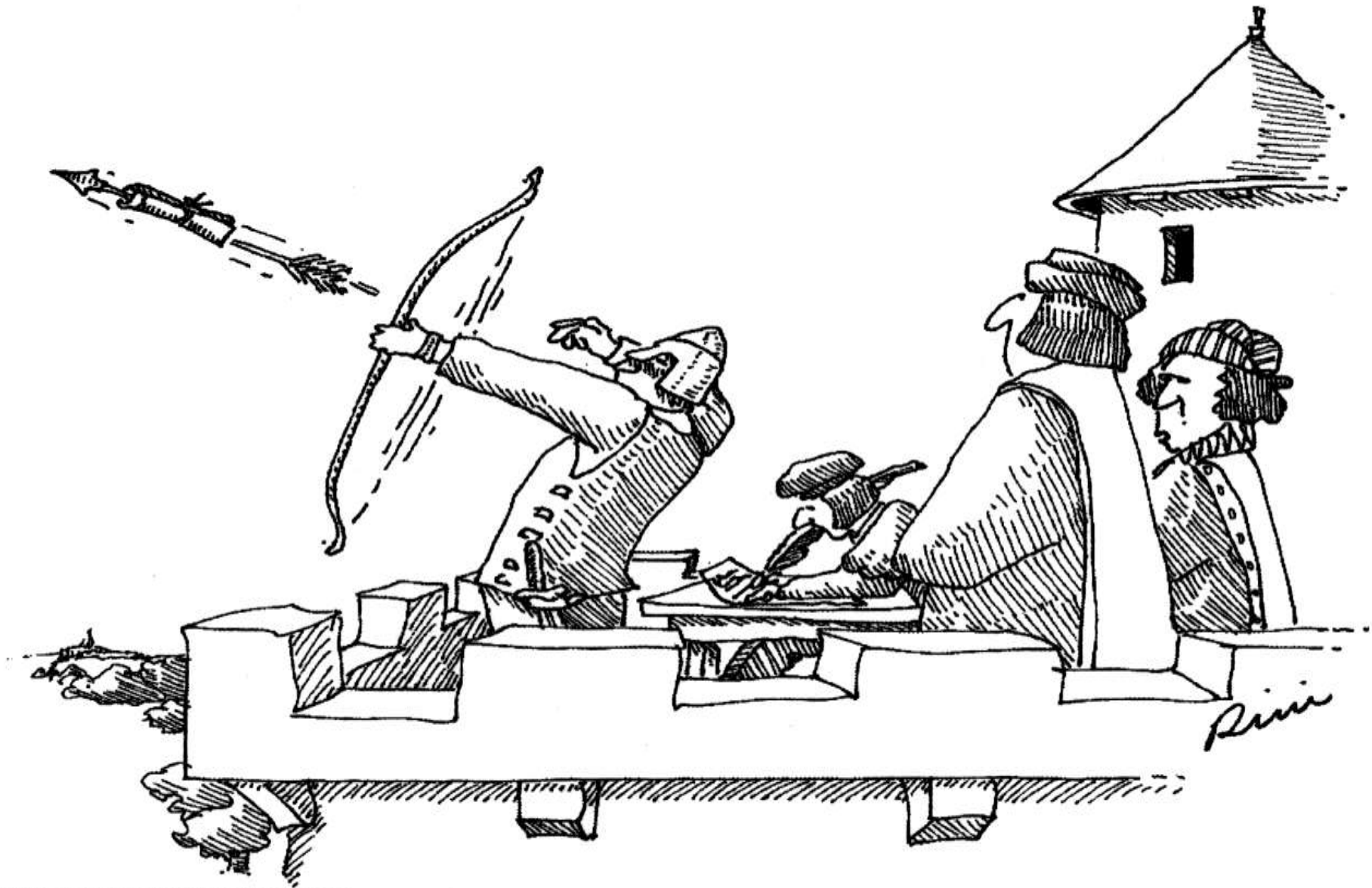








(AP PHOTO)



THE CHRONICLE OF HIGHER EDUCATION

*"It's called 'distance learning.' Very trendy,  
but I understand that they have trouble retaining students."*



# Physical Education for Students with Disabilities: Legal and Practical Aspects of Quality Adapted Physical Education Programs

- Session Objectives:
  - Describe short- and long-term benefits of physical education and physical activity for students with disabilities.
  - Understand the definition, requirements, and provision of service regulations for physical education for students with disabilities according to IDEA 2004.
  - Describe characteristics of quality and appropriate physical education service delivery and program models for students with disabilities.
  - Understand the recommended qualifications for adapted physical education teachers, and the national certification (CAPE) that exists for highly qualified personnel in APE.
  - Describe common misconceptions and best practices regarding physical education programs and instructional services for students with disabilities.
  - Locate and utilize professional resources to plan, implement, and evaluate appropriate physical education services for students with disabilities.

# Physical Education for Students with Disabilities: Legal and Practical Aspects of Quality Adapted Physical Education Programs

- Session Segments:
  1. Brief overview of the benefits of physical education/physical activity for students with disabilities
  2. IDEA 2004 and physical education requirements for students with disabilities
  3. Characteristics of quality physical education programs for students with disabilities
  4. Preparation and qualifications of effective adapted physical education teachers
  5. Top ten list of common misconceptions related to physical education for students with disabilities
  6. Adapted physical education/physical activity resources



# Scenario: Physical Education Goals/Vision for Your Son/Daughter with a Disability

- Step 1
  - What you want accomplished in physical education?
  - Ex. Use playground equipment in the neighborhood with friends
  - Learn to ...
  - Develop ...
  - ?
  - ?
  - ?
  - ?
  - ?
- Step 2
  - What needs to be in place/happen to make these goals a reality?
  - Ex. Curriculum unit to develop physical and motor skills on the playground
  - ?
  - ?
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  - ?

# The Critical Need for Physical Activity in the School Curriculum for ALL Students

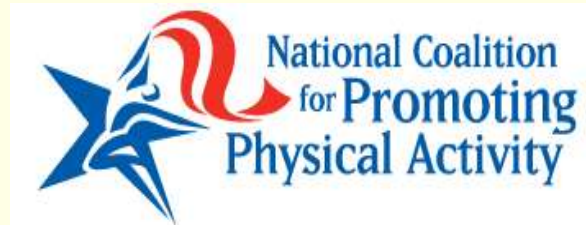
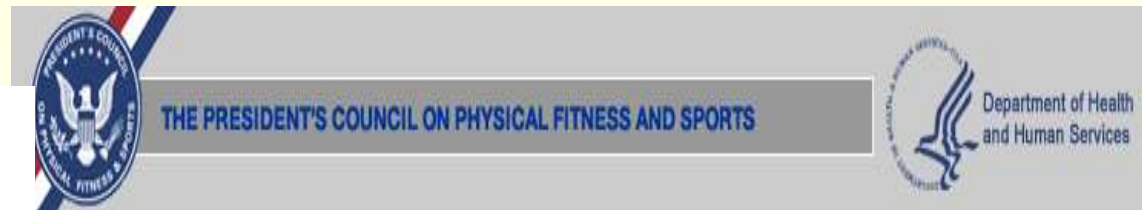
Reports, Position Statements,  
Recommendations for Quality  
Physical Education



# National Initiatives for Physical Activity and Health: Ride the Wave!



**Physical Activity and Health** A REPORT OF THE SURGEON GENERAL



# Federal Reports Recommending Regular Physical Activity for Students with Disabilities

## Surgeon General's Call to Action to Improve the Health and Wellness of Persons with Disabilities

*" According to the report, regular physical activity reduces the risk of developing or dying from coronary heart disease, noninsulin dependent diabetes, hypertension, and colon cancer. Physical activity also reduces symptoms of anxiety and depression, controls weight, and improves the health of bones, muscles, and joints." (2005)*



# GAO Report: June 2010

- U.S. Government Accountability Office (GAO) (requested study by House and Senate members)
- Title: “Students with Disabilities: More Information and Guidance Could Improve Opportunities in Physical Education and Athletics (~ 50 page report)
- Findings included:
  - “Many state, district, and school officials GAO interviewed cited teacher preparation and budget constraints as key challenges to serving students with disabilities in general PE classes. For example, they said general PE teachers need more training opportunities on working specifically with students with disabilities, yet resources for training are not always available.”

# GAO Report: June 2010

- **What GAO Recommends**

“To improve the opportunities for students with disabilities in PE and athletics, GAO recommends that the Secretary of Education facilitate information sharing among states and schools on ways to provide opportunities and clarify schools’ responsibilities under federal law. Education agreed with both of our recommendations.”

- [U.S. Department of Education is currently working on response](#)
- <http://www.gao.gov/new.items/d10519.pdf>



# Healthy People 2020

## (Proposed Objectives)

### Physical Activity and Health

- Increase the proportion of the Nation's public and private schools that require daily physical education for all students.
- Increase the proportion of adolescents who participate in daily school physical education.
- Increase the proportion of adolescents who spend at least 50 percent of school physical education class time being physically active.
- Increase the proportion of adolescents that meet current physical activity guidelines for aerobic physical activity and for muscle-strengthening activity.

# Healthy People 2020

## (Proposed Objectives)

### Obesity Prevention

- Reduce the proportion of children and adolescents who are overweight or obese.
- Prevent inappropriate weight gain in youth and adults
- Increase the percentage of schools that offer nutritious foods and beverages outside of school meals.



# Healthy People 2020

(Proposed Objectives)

## Disability and Secondary Conditions

- Increase the proportion of people with disabilities who report having access to health and wellness programs.
- Reduce the proportion of people with disabilities reporting environmental barriers to participating in home, school, work, or community activities.





# Reduction of Secondary Conditions

What are secondary conditions?

- **A secondary condition is “any condition to which a person is more susceptible by virtue of having a primary disabling condition.”**



# Reduction of Secondary Conditions

**Secondary condition** adds three dimensions not fully captured by the term co-morbidity (a medical/rehabilitation term). It includes:

1. non-medical events (e.g. isolation, reduced participation, poor nutrition);
2. conditions that affect the general population (e.g. obesity, asthma, cardiovascular/heart disease), but which more greatly affect people with a disabling condition; and
3. problems that arise any time during the lifespan (e.g. inaccessible facilities and equipment, transportation).

Children and adults with disabilities can experience secondary conditions any time during their lifespan. **Many occur during school years!**



# 2008 Physical Activity Guidelines for Americans (U.S. DHHS)

Key guidelines for children and adolescents:

- **Aerobic:** 60 min. or more of physical activity daily
- **Muscle Strengthening:** 3 days/week of muscle strengthening activities
- **Bone Strengthening:** 3 days/week of bone strengthening activities



# 2008 Physical Activity Guidelines for Americans

Health benefits associated with regular physical activity for children:

– **Strong Evidence:**

- Improved cardiorespiratory and muscular fitness
- Improved bone health
- Favorable body composition

– **Moderate Evidence:**

- Reduced symptoms of depression

# Incidence of Students with Disabilities in Public Schools

- Over 65 million people in U.S. with a disability.
- Of those, 5.5 million are children with a disability.
- Corresponds to 12-15% of school children with a disability.
- These students need physical education ... maybe more than their peers.





# School-Based Programs with Qualified and Effective Teachers



# Integration into the Community

Students with disabilities who are provided high-quality physical education and co-curricular services have better opportunities to integrate into the community as a result of:

- Enhanced social interactions and skills
- Improved physical and motor skills to participate successfully
- Increased participation levels
- Better awareness of physical activity programs and facilities



# Transition from School to Community: Making PA a Lifestyle for ALL Persons

Physical education programs assist with successful transition by:

- Development of social skills
- Development of lifetime/leisure physical activity skills
- Development of individual, dual, and team skills
- Development of physical activity habits for healthy living
- Development of physical fitness that can assist with employment roles and consistent attendance





# Summary: Quality Physical Education is Good Medicine – A Public Health Intervention

- National Initiatives and Federal reports continue to emphasize the need for quality physical education and physical activity for children with and without disabilities.
- Physical educators should use these reports and recommendations to build community consensus and district support for quality physical education programs for ALL students.



# The Legal Fit - IDEA 2004 and Physical Education for Students with Disabilities: Developing Active and Healthy Lifestyles





# Misinterpretation or Unawareness of Physical Education Requirements in IDEA 2004: It's VERY good news for the health and education of students.

BREVITY





# Physical Education is a Required Part of Special Education

- **300.39 Special education**

- (a) General.

- (1) Special education means specially designed instruction, at no cost to the parents, to meet the unique needs of child with a disability, including:

- (i) instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and

- (ii) instruction in physical education ...



# IDEA Definition of Physical Education: Minimal Components of a Quality Program

300.39

## (2) Physical education means:

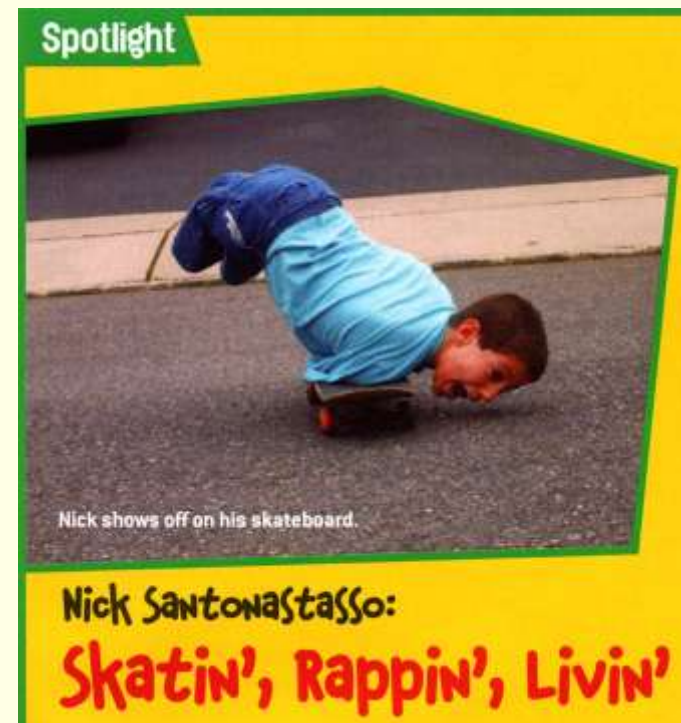
(i) The development of –

(A) Physical and motor fitness

(B) Fundamental motor skills  
and patterns; and

(C) Skills in aquatics, dance, and  
individual and group games and sports  
(including intramural and lifetime  
sports); and

(ii) includes special physical education,  
adapted physical education, movement  
education, and motor development.



# SEA or LEA Guidance for Physical Education

- Wisconsin Department of Public Instruction: Physical Education for Students with Disabilities Information Update Bulletin
- <http://dpi.wi.gov/sped/pdf/bul08-01.pdf>
- Samples from WI APE Q & A document:
  - **Must physical education be made available to all children with disabilities?**
  - **When is physical education considered to be special education?**
- Many other states have this type of document for guidance and program planning (NY – “APE Regulations, Recommendations, and Resources”) <http://www.emsc.nysed.gov/ciai/pe/documents/qa.pdf>
- If not in your state, encourage the SEA to develop a Q&A and/or other resources for parents, teachers, teacher educators, and school personnel.





# Wisconsin IEP Form: Physical Education Instruction is Listed Separate from Related Services

Page \_\_\_\_ of \_\_\_\_

**INDIVIDUALIZED EDUCATION PROGRAM:  
PROGRAM SUMMARY**  
Form I-9 (Rev. 10/06)

Name of Student \_\_\_\_\_

Projected beginning and ending date(s) of IEP services & modifications \_\_\_\_\_ to \_\_\_\_\_  
*(month/day/year)* *(month/day/year)*

Physical education:     Regular                       Specially designed  
Vocational education:  Regular                       Specially designed

*Include a statement for each of I, II, III and IV below to allow the student (1) to advance appropriately toward attaining the annual goals; (2) to be involved and progress in the general education curriculum; (3) to be educated and participate with other students with and without disabilities to the extent appropriate, and (4) to participate in extracurricular and other nonacademic activities. Include frequency, location, & duration (if different from IEP beginning and ending dates).*

I. <u>Special education</u>	<u>Frequency/ Amount</u>	<u>Location</u>	<u>Duration</u>

II. Related services needed to benefit from special education including frequency, location, and duration *(if different from IEP beginning and ending dates)*.

None needed to benefit from special education

	Freq / Amt	Location	Duration
<input type="checkbox"/> Assistive Technology			
<input type="checkbox"/> Audiology			
<input type="checkbox"/> Counseling			
<input type="checkbox"/> Educational Interpreting			
<input type="checkbox"/> Medical Services for Diagnosis and Evaluation			
<input type="checkbox"/> Occupational Therapy			
<input type="checkbox"/> Orientation and Mobility (VI only)			
<input type="checkbox"/> Physical Therapy			
<input type="checkbox"/> Psychological Services			
<input type="checkbox"/> Recreation			
<input type="checkbox"/> Rehabilitation Counseling Services			
<input type="checkbox"/> School Health Services			
<input type="checkbox"/> School Nurse Services			
<input type="checkbox"/> School Social Work Services			
<input type="checkbox"/> Speech / Language			
<input type="checkbox"/> Transportation			
<input type="checkbox"/> Other: specify			

# Wisconsin IEP Form: Physical Education Goals are Part of the Special Education Process

Page \_\_\_\_ of \_\_\_\_

**INDIVIDUALIZED EDUCATION PROGRAM:  
ANNUAL GOAL**  
Form I-6 (Rev. 10/06)

Name of Student \_\_\_\_\_

Measurable annual academic or functional goal to enable the student to be involved in and progress in the general education curriculum, and to meet other educational needs that result from the student's disability.  
*(Note: present levels of academic achievement and functional performance must include information that corresponds with each annual goal)*

Upon review:  Goal met  Goal not met

Procedures for measuring the student's progress toward meeting the annual goal.

Will the student participate in an alternate assessment aligned with alternate achievement standards for students with disabilities in any subject area?  Yes  No  
*(If yes, include benchmarks or short-term objectives for the student)*

When will reports about the student's progress toward meeting the annual goal be provided to parents?

# Physical Education Specifics in IDEA 2004

## 300.108 Physical education

The State must ensure that public agencies in the State comply with the following:

**(a) General:** Physical education services, specially designed if necessary, must be made available to every child with a disability receiving FAPE, **unless the public agency enrolls children without disabilities and does not provide physical education to children without disabilities in the same grades.** (text in red is new as of IDEA 2004; this is the only change related to physical education since 1975)





# Specific Physical Education Regulations in IDEA 2004

- (b) **Regular physical education.** Each child with a disability must be afforded the opportunity to participate in the regular physical education program available to nondisabled children **unless:**
- (1) The child is enrolled full time in a separate facility; or
  - (2) The child needs specially designed physical education, as prescribed on the child's IEP.



# Physical Education Specifics in IDEA 2004

## (c) Special Physical Education.

If specially designed physical education is prescribed in a child's IEP, the public agency responsible for the education of that child must provide the services directly or make arrangements for those services to be provided through other public or private programs.



# Physical Education Specifics in IDEA 2004

- (d) Education in separate facilities. The public agency responsible for the education of a child with a disability who is enrolled in a separate facility must ensure that the child receives appropriate physical education services in compliance with this section.

**SI Players** | FIRST PERSON | MEDIA MIX | THE WEEK AHEAD | **FAC**

## Faces in the Crowd

**Cesar Cielo**  
SANTA BARBARA, BRAZIL > Swimming  
Cielo, a junior at Auburn, won the 50- and 100-meter freestyle and swam the anchor leg of the 200 freestyle relay as the No. 6 Tigers beat No. 5 Florida 165-135. A three-time gold medalist at the Pan American Games and reigning Division I Swimmer of the Year, he holds the NCAA record in the 50 free (18.69).

**Erin Higgins**  
KENOSHA, WIS. > Basketball  
Erin, a junior guard at St. Joseph's High, scored all 35 of the Lancers' points in a 50-35 loss to Westosha Central, hitting 13 field goals, including five three-pointers, and getting 13 rebounds. She is averaging 19.7 points and has 1,943 for her career. She is also the Lakeshore Conference's soccer player of the year.

**HIGH SCHOOL VIDEO FACE**

**Brad Hennefer** **TAKKLE**  
CHERRY HILL, N.J. > Basketball and Golf  
Brad, a senior at Cherry Hill High School East, is believed to be the only athlete in the U.S. with Down syndrome to play varsity basketball and golf. As a basketball forward, he has scored 16 points this season. He is also New Jersey's Special Olympics gold medalist in golf.  
▶ TO SEE BRAD'S HIGHLIGHTS, GO TO [Takkle.com/videos/faces](http://Takkle.com/videos/faces).

**Heather Hernandez**  
OAKDALE, CALIF. > Volleyball  
Hernandez, a senior at Walsh, was named NAIA National Libero of the Year. She led the Cavaliers to a 29-9 record and a No. 23 national ranking and had 6.74 digs per game, which ranked 15th in the country. She is third in school history in total digs with 2,085 and 10th in service aces with 148.



# IDEA 2004 Federal Register “Comment” Discussion

- Page 46583 of FR (August 14, 2006)
- **“Comment:** A few commenters stated that, in some States, physical education is not required for every nondisabled children every year and this creates situations in which children with disabilities are in segregated physical education classes. The commenters recommended that the regulations clarify the requirements for public agencies to make physical education available to children with disabilities when physical education is not available to children with disabilities.”



# FR “Comment” Discussion, cont.

- Discussion: Section 300.108 describes **two considerations** that a public agency must take into account to meet the physical education requirements in his section.
- **First**, physical education must be made available equally to children with disabilities and children without disabilities. If physical education is not available to all children (i.e., children with and without disabilities), the public agency is not required to make physical education available for children with disabilities (i.e., a district may provide PE to all children through grade 10, but not any children in their junior or senior years).



# FR “Comment” Discussion, cont.

“**Second**, if physical education is specially designed to meet the unique needs of a child with a disability and is set out in that child’s IEP, those services must be provided whether or not they are provided to other children in the agency.”





# PE is Not Only a Grade Level Requirement in Special Education

- This “second” consideration is key and we find that many persons are unaware of this U.S. DOE interpretation since the “discussion” section is separate from the regulations in the Federal Register. SEAs, LEAs, parents, and teachers need to be informed of this second consideration for possible required physical education at ALL levels – based on the IEP. Special education is not a grade level requirement, and if a unique need is identified, physical education is required regardless of services provided to nondisabled peers at the same grade level.
- Is there a unique need in the physical and/or motor development compared to nondisabled peers? Districts need to develop criteria and policies for determining what a unique need is in physical education. This involves assessment and eligibility criteria similar to other special education and related services.

# FR “Comment” Discussion, cont.

- “This is the Department’s longstanding interpretation of the requirements in 300.108 and is based on legislative history that the intent of Congress was to ensure equal rights for children with disabilities. The regulation as promulgated in 1977 was based on an understanding that physical education was available to all children without disabilities and, therefore, must be made available to all children with disabilities.”



As stated in H. Rpt. No.94-332, p. 9, (1975):

“Special education as set forth in the Committee bill includes instruction in physical education, which is provided as a matter of course to all non-handicapped children enrolled in public elementary and secondary schools. The Committee is concerned that although these services are available to and required of all children in our school systems, they are often viewed as a luxury for handicapped children.”





- “We agree that 300.108(a) could be interpreted to mean that physical education must be made available to all children with disabilities, regardless of whether physical education is provided to children without disabilities. We will, therefore, revise paragraph (a) to clarify that the public agency has no obligation to provide physical education for children with disabilities if it does not provide physical education to nondisabled children attending their schools.”



- However, the second consideration needs to be applied as clarified by the U.S. DOE in the discussion section:
- **“Second**, if physical education is specially designed to meet the unique needs of a child with a disability and is set out in that child’s IEP, those services must be provided whether or not they are provided to other children in the agency.”



# Wrightslaw Resource Page

- Physical Education and Adapted Physical Education (2010)
- Links to Federal Register (IDEA 2004) physical education content, resources, other web pages, court cases, and more
- <http://www.wrightslaw.com/info/pe.index.htm>

“IDEA 2004 requires that students with disabilities be provided with physical education. If your child has a disability and an IEP, the school must provide physical education as part of your child's special education program. Many children benefit from adapted physical education.”

“Because physical education is a required component of special education, your child's physical education teacher should be included as a member of the IEP team.”



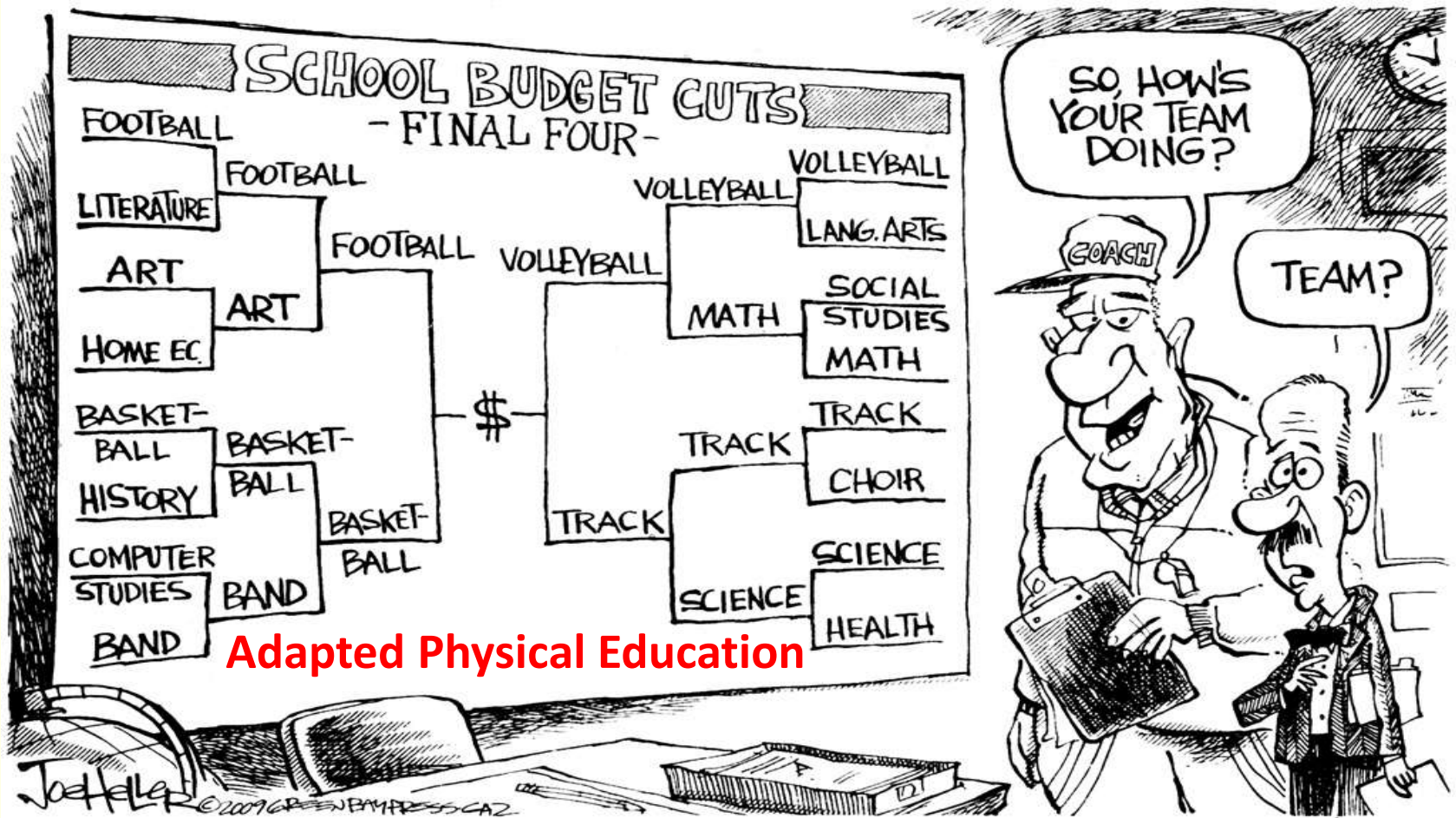
# Example of Common Misinformation:

Taken from a Website for Parents

- **Definition:** *Adapted Physical Education (APE)* may be offered to students with gross motor delays or other disability-related difficulties that make them unable to participate productively in a regular physical education class. **An Adapted Physical Education class will usually be taught by someone with a background in physical therapy** who can adjust the activities so that they will be appropriate, safe, and therapeutic for each individual student.
- **Note:** Physical therapists implement physical therapy. A properly prepared physical education professional teaches specially designed/adapted physical education in collaboration with general and special educators and related service personnel.



# Cutting is Not an Option: PE is a Required Component of Special Education and Therefore Part of a FAPE



# Physical Education is a Required Service, Not a Related Service

- A related service may be needed for the student to successfully participate in required physical education (i.e., PT to assist with a balance apparatus while teaching bike riding in physical education)





# WI Department of Public Instruction: APE Q&A Bulletin – Related Services

- **9. When physical therapy is provided to a child, could this be used to fulfill the physical education program requirement?**

No. Physical therapy is a related service whereas physical education is a component of the educational program that is required for all children.

Summary: School-age students become adults who need the knowledge, skills, and experiences to lead active and healthy lifestyles in their communities. Physical education can make this happen for ALL students.



# Scenario: Physical Education Goals/Vision for Your Son/Daughter with a Disability

- Step 1
  - What you want accomplished in physical education?
  - Ex. Use playground equipment in the neighborhood with friends
  - Learn to ...
  - Develop ...
  - ?
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- Step 2
  - What needs to be in place/happen to make these goals a reality?
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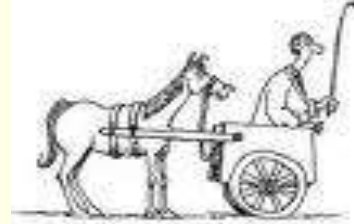
# Characteristics of Quality Adapted Physical Education Programs for Students with Disabilities





## Quality Indicator of an Effective Program

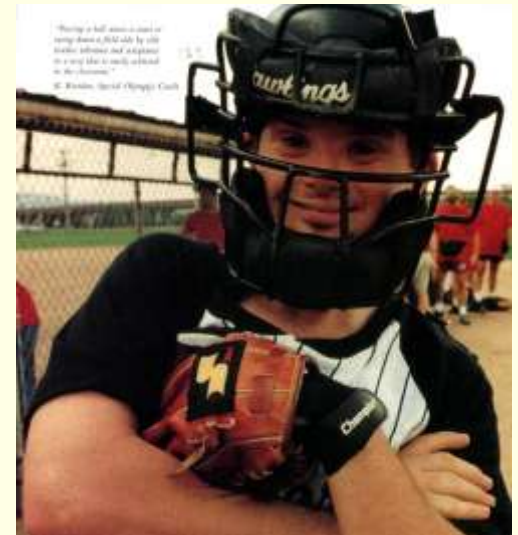
# Quality Instruction in Physical Education... Quality Instruction in Adapted Physical Education



Physical Education is a planned instructional program with specific content and grade level outcomes and objectives that meet National Standards.  
(National Association for Sport and Physical Education)

Students must be provided:

- An opportunity to move and learn.
- Qualified physical education teachers.
- Meaningful content.
- Appropriate and differentiated instruction.
- Adequate facilities.
- Age appropriate equipment.
- Regular assessment to monitor and reinforce learning.



For further information see position statement: What constitutes a Quality Physical Education Program NASPE  
<http://www.aahperd.org/naspe/standards/upload/What-Constitutes-a-Highly-Qualified-PE-Teacher-2007.pdf>



Quality Indicator of an Effective Program

## Qualified Personnel

- Highly Qualified Physical Education Teacher
  - State certification requirements
  - Teachers may have different roles
    - Adapted Physical Education Teachers, Adapted Physical Education Consultants
- Certified Adapted Physical Educators
  - Adapted Physical Education National Standards Exam (APENS)



# Qualified Personnel..continued

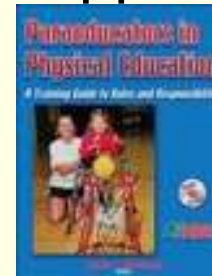


- The Paraeducator
  - Often spends the most time with the student.
  - Should know how to effectively manage behavior.
  - May not have knowledge related to adapted physical education.
  - **IS VERY IMPORTANT IN THE DELIVERY OF APPROPRIATE INSTRUCTION.**

# How can a paraeducator be utilized to maximize instruction?

## The paraeducator

- Needs clearly defined roles and responsibilities.
- Needs to know the gymnasium is a “classroom”.
- Needs directions from the teacher.
- Needs professional development opportunities.
- Needs to be appreciated.



Paraeducators in Physical Education: A Training Guide to Roles and Responsibilities (2009). Human Kinetics Publishing, By Lauren Lieberman, Ph.D.



Quality Indicator of an Effective Program

# Identifying Students for Adapted Physical Education Services

Adapted PE must be a part of the special education process.

How do students qualify for adapted physical education?

Referral for an assessment to determine services can come from....

- A Physical education teacher
- A Parent
- A Physician
- A Physical therapist



**SAMPLE: IEP Referral Process for Adapted Physical Education  
Baltimore County Public Schools**

Student receives physical education in a general physical education class.

Student demonstrates difficulty meeting  
grade level outcomes

- STEP 1 Physical education teacher completes informal screening assessment---implement modifications to physical education program. If the student is not successful .....
- STEP 2 See appropriate school personnel to request an IEP team meeting.
- STEP 3 Present concerns at an IEP team meeting and request parent permission for an Adapted Physical Education Assessment.
- STEP 4 Once parent permission has been obtained, qualified assessor conducts APE assessment.
- STEP 5 Assessor completes APE assessment report.
- STEP 6 Assessor presents APE report at IEP team meeting  
No need for APE service or  
Makes recommendations for services, the most appropriate environment, and adapted physical education goals and objectives to be reviewed and agreed on by the IEP team.
- STEP 7 APE goals and objectives approved by IEP team, entered into IEP, and signed by parent.
- STEP 8 On-going evaluation by physical education teacher including quarterly reports, annual review, and updating/revising APE goals and objectives.

# Appropriate Assessments

## Foundation for effective programming

- Data collection
- Interpretation
- Decision making

More than one assessment should be used to determine current levels of performance....



Quality Indicator of an Effective Program

# Availability of Assessment Tools

## Assessment Areas

- Motor Development/Skills
  - Physical fitness
  - Knowledge
- Social/Emotional/Behavior



# Examples of Assessment Tools

- Physical Fitness Tests
  - Fitnessgram Physical Fitness Test
  - Brockport Physical Fitness Test
- Motor Development
  - Test of Gross Motor Development-2 (TGMD-2)
  - Peabody Developmental Motor Skills-2 (PDMS-2)
- Motor Performance
  - Adapted Physical Education Assessment Scale
  - Bruininks-Oseretsky Test of Motor Proficiency
- Aquatics
  - Red Cross Skills Progression
  - Aquatics Skills Checklist (teacher made rubrics/task analyses)





# Examples of Assessment Tools

continued.....

- Authentic Assessment
  - Links closely to instruction
  - Takes place in real life situation
  - Directly measures the skills the student needs for successful participation in physical education



# Assessment Results..

Are used to recommend:

- Adapted physical education services
- The best learning environment for adapted physical education
- IEP adapted physical education goals and objectives





## Quality Indicator of an Effective Program

### Adapted Physical Education Assessment Report

- Results reported at the IEP team meeting
- Critical in identifying the needs and services
- Format of the report will differ from district to district, but the components should be consistent.
- Adapted Physical Education should be treated as any other special education report summary.

# **Components of an Adapted Physical Education Assessment Report**

**Sample adapted physical education report should include the following:**

Information about the student

- Full legal name
- Birthdate/Age
- Grade
- Address and phone number
- Parent's name
- Disability description
- Background information about the student

Information about the professional performing assessments

- Name
- Title
- Contact information



# Components of an Adapted Physical Education Assessment Report

**Sample adapted physical education report should include the following:**

## Information about the assessment

- Reason
- Date/s assessment was conducted
- Description of formal/informal assessment procedures
- Description of student's behavior during the assessment
- Indication of the validity and reliability of the assessment
- Description of present levels of performance
- Areas of strengths and needs
- Report of actual test scores
  - Means and standard deviations
  - Percentile scores
  - Standard scores
  - Age equivalents/ranges

## Recommendations

- Summary of needs
- Recommendation for services
- Recommendations of the most appropriate learning environment. (LRE)
- Frequency and duration of APE services
- The report must be signed and dated by the assessor.



Quality Indicator of an Effective Program

# Continuum of Learning Environments

(including instructional supports where appropriate)

INTEGRATED IN GENERAL PHYSICAL EDUCATION



INTEGRATED GENERAL PHYSICAL EDUCATION with  
SUPPLEMENTARY AIDS AND SERVICES



INTEGRATED GENERAL PHYSICAL EDUCATION SUPPLEMENTED  
with SEPARATE ADAPTED PHYSICAL EDUCATION



SEPARATE ADAPTED PHYSICAL EDUCATION SUPPLEMENTED  
with INTEGRATED GENERAL PHYSICAL EDUCATION



SEPARATE ADAPTED PHYSICAL EDUCATION

# Appropriate Inclusion

IDEA mandates that students with disabilities be educated with students who are not disabled to the maximum extent possible whenever appropriate.

Therefore, general physical education should be considered as the first option.



# Quality Indicator of an Effective Program: Careful Planning for Appropriate Inclusion

## **Ecological Approach (Block, 2007)**

- Determine what to teach
- Analyze general physical education (GPE) curriculum
- Determine modifications needed in GPE
- Determine support student with disability will need in GPE
- Prepare the GPE teacher
- Prepare GPE students
- Prepare support personnel





## Quality Indicator of an Effective Program Considerations for Providing Appropriate Inclusion

### Class size

Categorically placing students with disabilities into a general physical education class, just for the sake of inclusion may increase class sizes to numbers that may negatively impact the instruction for all students.

### Developmental level of the student – Peer interactions

Students should receive instruction with same aged nondisabled peers, not with a class based on their developmental level.

### Teaching facilities and equipment

Students with disabilities may need specialized equipment for successful participation in activity.

### Safety and medical concerns

There needs to be procedures in place for informing teachers of health/medical issues that may impact physical activity.



Quality Indicator of an Effective Program

## Collaboration with Related Services

- Multidisciplinary Approach
  - Physical therapists
  - Occupational Therapists
  - Speech Language Therapists
  - Orientation and Mobility specialists
  - Transition Specialists (Community-Based APE)
  - Motor Team Model
- Related services do **NOT** replace instruction in physical education.



## Quality Indicator of an Effective Program Physical Education as Part of Transition Services

Planning for the future.....

- Formal transition in special education begins during the calendar year in which the student turns age 14.
- Transition Services means a coordinated set of activities for a child with a disability that is designed to be a results-oriented process, focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities.



# How Does Adapted Physical Education Assist with Transition?

- Adapted Physical Education Teachers:
  - Have the responsibility to teach the skills and knowledge needed for successful participation in community-based physical recreation, fitness, leisure and sport activities.
  - Need to address the transition process from school to community-based activities and the development of skills necessary for successful transition to a lifetime of participation in physical activity.





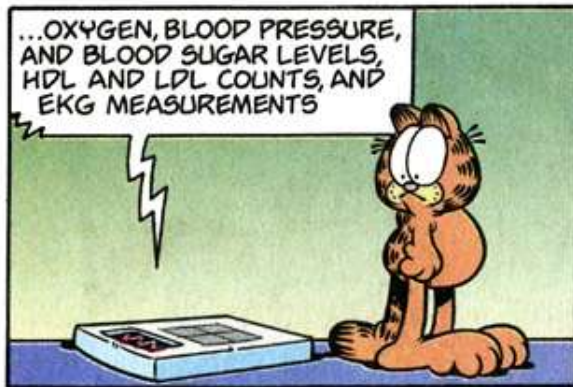
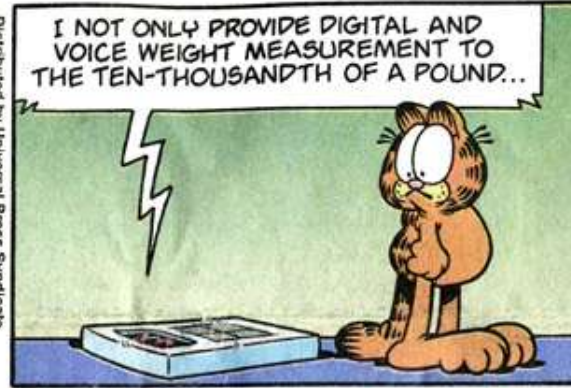
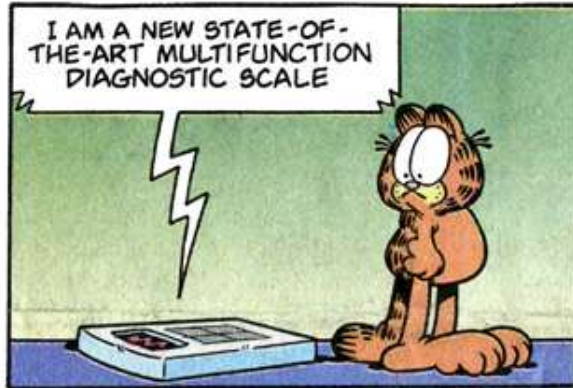


# Quality Indicator of an Effective Program Ongoing Evaluation of Entire APE Program

How does your state/local school district  
measure up to providing  
**AN EFFECTIVE ADAPTED PHYSICAL  
EDUCATION PROGRAM?**



# We Need to Assess Programs



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JIM DAVIS 11-16

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# Considerations for Evaluating Adapted Physical Education Programs

## General

- Is there collaboration between special education and physical education?
- Is there a process for locating, identifying, and referring students who may need adapted physical education services?
- Do physical educators as direct service providers have access to confidential files?

## Communication

- Are there opportunities for communication among other service providers (classroom teacher, PT, OT, Speech/Language, Psychologist)?
- Is there regular and effective communication with parents/guardians?
- Is there access to a school nurse or other health specialist?

## Assessment

- Are appropriate assessments and materials for adapted physical education available?
- Is there a 504 committee established?
- Is there an understanding of service delivery models for adapted physical education?
- Is there appropriate administrative support?
- Is there a clear understanding to the referral process?
- Are parents included as providing information regarding student abilities?
- Are accommodations made for communication/language barriers for students and parents?

# Considerations for Evaluating Adapted Physical Education Programs continued...

## IEP Process

- Are physical educators properly notified of IEP team meetings and treated as a member of the IEP team?
- Is there a method of reporting on goals to parents?
- Are physical educators included in the planning as students transition from school to post school activities?
- Are there on going and adequate professional development opportunities for adapted physical education provided to:
  - Physical education teachers?
  - Adapted physical educators?
  - Paraprofessionals?
- Is there exit criteria or rationale?

## Instruction

- Is there adequate safe space to implement quality programs?
- Is there an adequate budget for specialized equipment?
- Are class sizes appropriate for quality instruction?
- Is there a sequential curriculum guide available that promotes a wide variety of activities?



# Additional Resources for Evaluating APE Programs

- Block, M. (2007). *A Teacher's Guide to Including Students with Disabilities in General Physical Education* (3<sup>rd</sup> ed.). Brookes.
- Lieberman, L. & Houston-Wilson, C. (2009). *Strategies for Inclusion: A Handbook for Physical Educators* (2<sup>nd</sup> ed.). Human Kinetics.
- Sherrill, C. (2004). *Adapted Physical Activity, Recreation, and Sport* (5<sup>th</sup> ed.). McGraw-Hill.
- Winnick, J. (2011). *Adapted Physical Education and Sport* (5<sup>th</sup> ed.). Human Kinetics.



**Finding the Right Highly Qualified and Effective Adapted  
Physical Education Professional for the Job**

**“All Physical Education Teachers are  
Not Creatively Equal”**

# Finding the Right Fit: Preparation, Experiences, and Dispositions

- Specialization exists in physical education teacher preparation.
- Not all PE teachers have the knowledge, skills, and dispositions (KSDs) to fit the need of LEAs for all roles.
- All PE programs do not prepare specialists, just like all Elem Ed programs don't prepare teachers for all special education roles.
- Every certified PE teacher is not a fit for the roles in special education service delivery.



# Most Common Preparation for Physical Education Teachers

- Similar to how most general education classroom teachers are prepared.
- One course in adapted physical education to prepare future teachers to meet the needs of students with disabilities who are appropriately included in general or regular PE classes.
- Minimal requirement in most states; some more via models such as infusion.





# Typical Physical Education Teacher Preparation Model

- This one course is typically designed to prepare teachers to work with students with high incidence disabilities who are placed in general PE.
- Content includes information on adaptations, implications of disabilities, special education process, techniques for safe and successful inclusion, etc.
- Depends on who teaches the course and their experiences.
- Ideally, hands-on experiences



# Adapted Physical Education Professionals: Teachers, Consultants, and Much, Much More

- Similar to teacher education for special educators, some PETE programs prepare **specialists** for adapted or specially designed instruction.
- The Adapted Physical Education profession is not new and continues to expand (adapted physical activity).
- Textbooks, journals, conferences, professional organizations, licenses, --- similar to special education focus and unique skill sets.



# Select Roles of APE Teachers

- APE teachers are prepared for the necessary special education roles including:
  - Direct service (teaching)
  - Consultation/collaboration
  - IEP team work, including case manager role for IEPs
  - Assessment
  - Advocacy
  - Early childhood through young adult transition years
  - Behavior management





# APE “Add-on” Teaching Licenses: Highly Qualified to Meet Student Needs

- To ensure proper APE teacher preparation, some states have developed add-on teaching licenses in APE

Examples:

- Michigan
- Wisconsin
- Minnesota
- California
- Rhode Island
- Louisiana
- Ohio

Wisconsin Directory of APE Teachers:

<http://www.uwlax.edu/sah/ess/sape/html/directory.htm>





# APE “Add-on” Teaching Licenses: Highly Qualified to Meet Student Needs

- State APE certifications vary in content, credits, process, etc.
- For example, in WI ....
- Link to DPI APE criteria (page 172)
- <http://www.dpi.state.wi.us/tepd/pdf/all-cs.pdf>
- APE preparation can be at the undergraduate and/or graduate levels.
- Ex. UW-La Crosse has summer-only program for practicing teachers, and full-time options at preservice levels.
- In WI, 50-70% of job announcements will include “APE 860 add-on” license as required or preferred.



# States without Add-On Licenses Can Prepare Highly Qualified APE Teachers

Many states do not have separate add-on APE licenses. Examples of programs that go beyond the 1 course generalist preparation:

- SUNY Cortland and Brockport
- PA (SRU, West Chester, IUP, East Stroudsburg, etc.)
- Virginia (UVA)
- Texas (Texas Woman's University)
- University of Utah
- Many, many others



# Finding APE Teacher Preparation Sites

- Graduates of these programs are often hired out-of-state.
- Examples: UW-La Crosse to UT, CA, CO, NC, OR, MD, MN, IL, AK, NY
- Web link to National Directory of IHEs with APE Teacher Preparation Programs
- <http://www.ncperid.org/directory.htm>



# OSERS Funded APE Teacher Preparation Programs

- Personnel development programs in APE throughout the U.S.
- State University of NY-Brockport
- Western Michigan University
- Texas Woman's University
- University of Wisconsin-La Crosse
- Slippery Rock University, PA
- Oregon State University
- University of Utah
- These samples and others located at NCPERID website link below:
- <http://www.ncperid.org/masters.htm>





# Professional Development and Position Statements in Adapted Physical Education

- Professional organization statements – AAHPERD/NCPERID
- Adapted Physical Activity Council statement on “highly qualified” adapted physical education teachers.
- [http://www.aahperd.org/aapar/news/positionpapers/upload/Highly-Qualified-Adapted-Physical-Education-Teacher\\_PDF.pdf](http://www.aahperd.org/aapar/news/positionpapers/upload/Highly-Qualified-Adapted-Physical-Education-Teacher_PDF.pdf)
- NCPERID Website position statements
- <http://www.ncperid.org/index.htm>



# National APE Certification: Adapted Physical Education National Standards (APENS)

- National APE Teacher Certification emerging as indicator of “highly qualified”
- CAPE = Certified Adapted Physical Educator
- ~ 1,700 CAPES
- Some states without an APE add-on license recognize and seek CAPES (i.e., Alaska)
- Michigan recognizes CAPE as equal to state APE endorsement
- APENS = Adapted Physical Education National Standards
- <http://www.apens.org/>



# Obtaining Highly Qualified APE Teachers to Meet the Physical Education Special Education Requirement?

- How can SEA's work with LEAs?
- Encourage LEA's to hire persons with proper qualifications – PE and APE. Your PE coordinator should be aware that these specialists exist.
- Many districts have APE teachers working 50/50 or other percentages (i.e., Holmen, WI ranges from 100 to 20% FTE- but all have APE 860 add-on license).
- Small or rural agencies may work with regional centers (WI: CESAs) to hire itinerant APE specialists for multiple districts.
- Professional development of current staff (i.e., on-line courses, workshops, sabbaticals, etc.)
- Work with your IHE's to help prepare highly qualified APE professionals (UW-La Crosse has annual Focus Groups for APE teachers).



# Top 10 List of Most Common Misconceptions about Physical Education for Students with Disabilities



10. Instructional assistants/paraprofessionals are not part of the physical education program.

TRUE

FALSE

9. Adapted physical education teachers live in the gymnasium and are not involved in the IEP Process.

TRUE

FALSE

8. Students with disabilities can be exempt or excused from physical education for medical reasons.

TRUE

FALSE

7. Physical education cannot be the only special education service on the IEP.

TRUE

FALSE



6. Physical education and physical therapy (or other related services) are interchangeable and can be substituted for the physical education requirement.

TRUE

FALSE

5. A student with a disability is either included full-time in the general physical education program or has a separate adapted physical education placement.

TRUE

FALSE

4. All physical education teachers have the professional knowledge, skills, and dispositions to meet the needs of all children with disabilities.

TRUE

FALSE

3. Adapted physical education placement is only for students with physical disabilities.

TRUE

FALSE



2. Students with disabilities are automatically eligible for adapted physical education services.

TRUE

FALSE

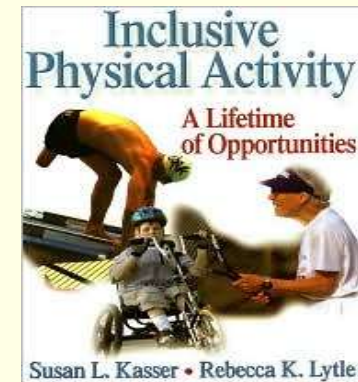
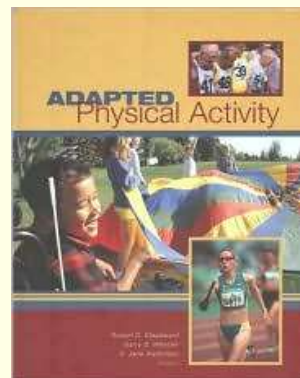
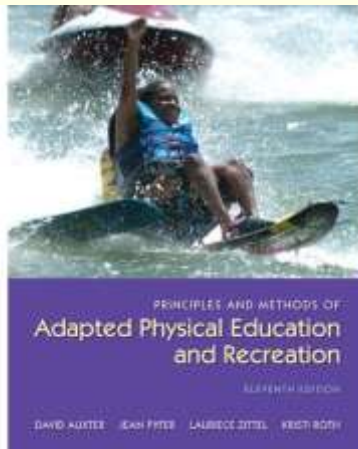
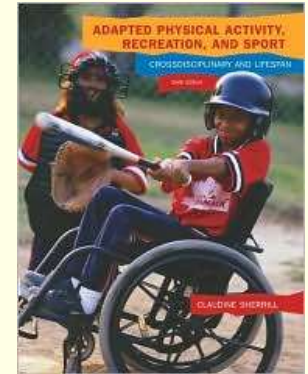
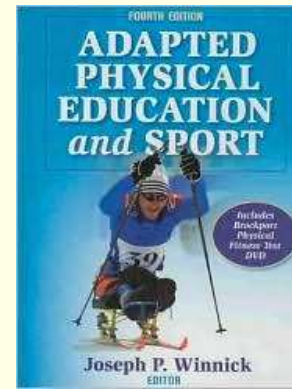
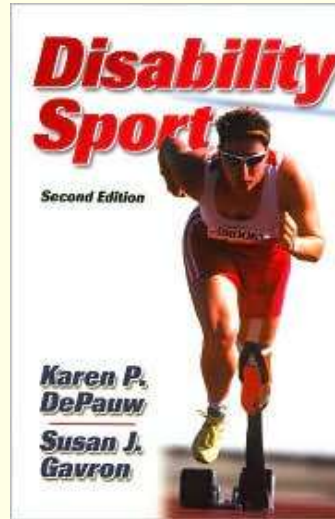
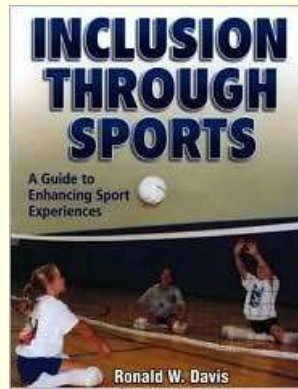
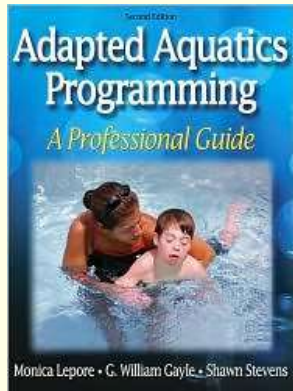
1. Physical education is part of special education for all students with disabilities.

TRUE

FALSE

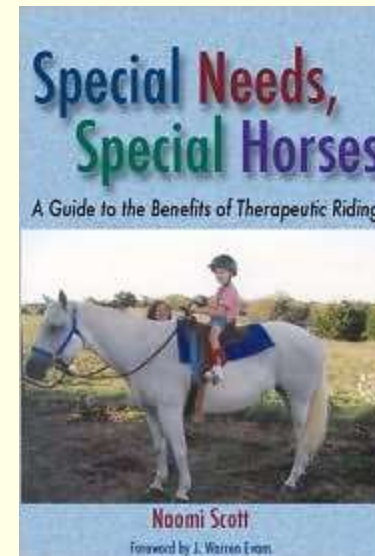
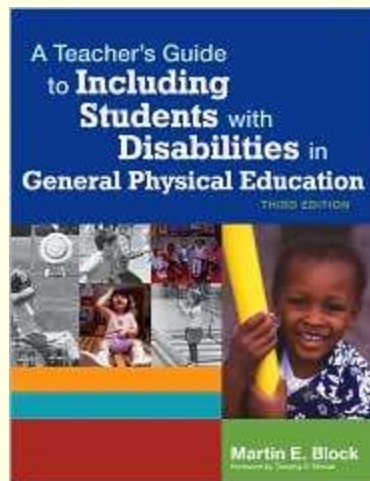
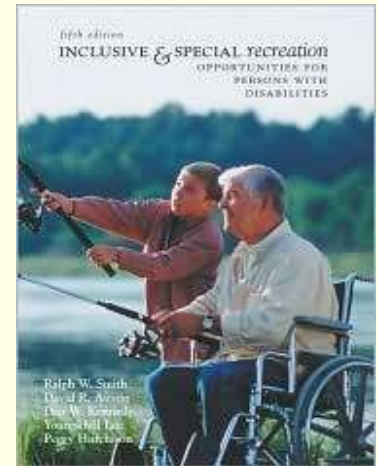
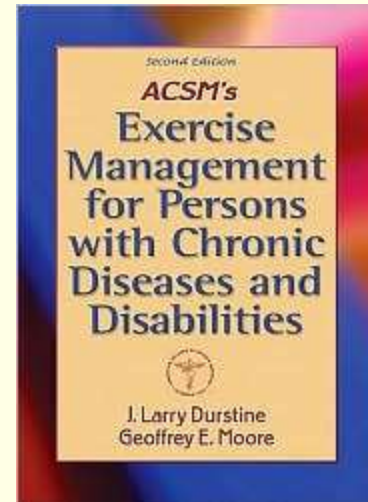
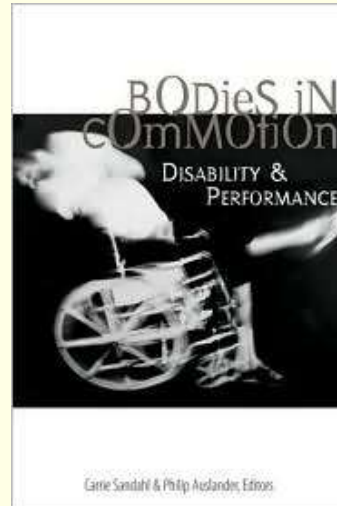
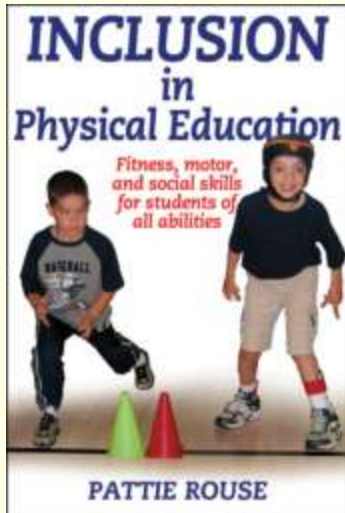
# Adapted Physical Education Resources

# Textbooks



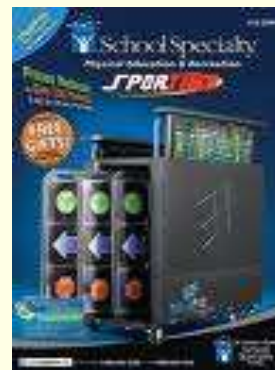
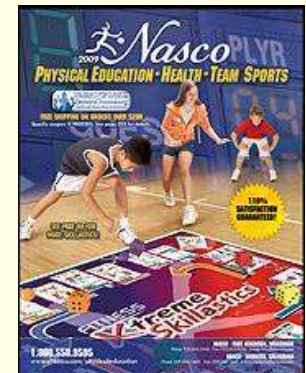
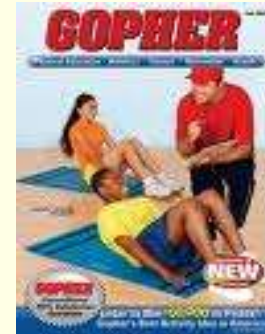
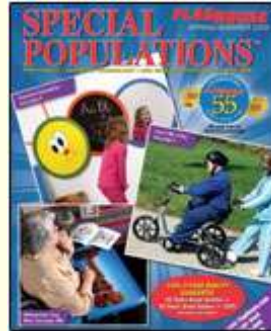


# Textbooks



# Equipment Companies

- Flaghouse – [www.flaghouse.com](http://www.flaghouse.com)
- Gopher – [www.gophersport.com](http://www.gophersport.com)
- eNASCO - [www.enasco.com/physicaleducation/](http://www.enasco.com/physicaleducation/)
- Palos Sports – [www.palossports.com](http://www.palossports.com)
- Sportime – [www.sportime.com](http://www.sportime.com)



# Equipment Companies

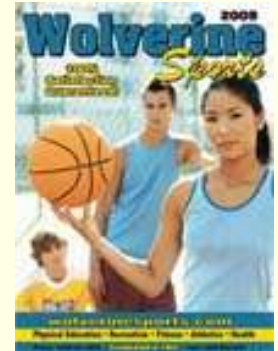
- US Games – [www.usgames.com](http://www.usgames.com)



- S&S World Wide Games – [www.ssw.com](http://www.ssw.com)



- Wolverine Sports – [www.wolverinesports.com](http://www.wolverinesports.com)



- Access to Recreation – [www.accesstr.com](http://www.accesstr.com)

# Websites

Texas Woman's University

[www.twu.edu](http://www.twu.edu)

National Center on Physical Activity &  
Disability

[www.NCPAD.org](http://www.NCPAD.org)

National Consortium for Physical Education  
and Recreation for Individuals with Disabilities

[www.NCPERID.org](http://www.NCPERID.org)

Disabled Sports USA

[www.dsusa.org](http://www.dsusa.org)

International Federation for sport for athletes  
with an intellectual disability.

[www.INAS-FID.org](http://www.INAS-FID.org)

International Blind Sports Federation

[www.ibsa.es](http://www.ibsa.es)

International Wheelchair & Amputee Sports  
Federation

[www.iwasf.com](http://www.iwasf.com)

International Paralympic Organization

[www.paralympic.org](http://www.paralympic.org)

Deaflympics

[www.ciss.org](http://www.ciss.org)

Special Olympics International

[www.specialolympics.org](http://www.specialolympics.org)

University of Wisconsin-La Crosse

Center on Disability Health and Adapted  
Physical Activity

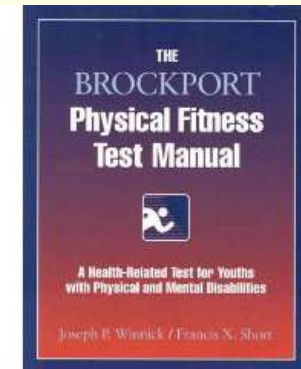
<http://www.uwlax.edu/sah/ess/sape/html/spp.htm>

# Assessment Tools

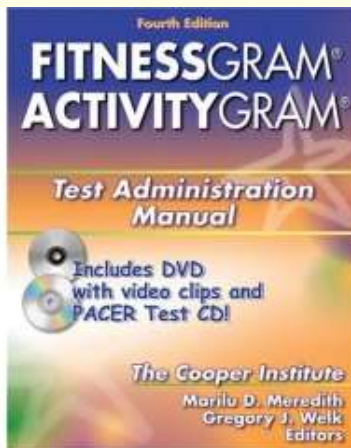


- Test of Gross Motor Development 2 (TGMD-2)

- BROCKPORT PHYSICAL FITNESS TEST



- FITNESSGRAM





# Assessment Tools

Peabody Developmental  
Motor Scales-2 (PDMS-2)



Adapted Physical  
Education Assessment  
Scale (APEAS II)



# References

- American Association for Physical Activity and Recreation. (2008). *Adapted Physical Education Assessment Scale (APEAS II)*.
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- Horvat, M., Block, M., & Kelly, L. (2007). *Developmental and adapted physical activity assessment*. Champaign, IL: Human Kinetics

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- Steadward, R.D., Wheeler, G., & Watkins, E.J. (2004). *Adapted physical activity*. University of Alberta Press.
- Ulrich, D. (2000). *Test of Gross Motor Development, 2<sup>nd</sup> ed. Complete Kit*. Austin, TX: Pro-Ed.
- Winnick, J. & Short, F. (1999). *Brockport fitness test manual*. Champaign, IL: Human Kinetics.
- Winnick, J. (2011). *Adapted physical education and sport. 5<sup>th</sup> ed.* Champaign, IL: Human Kinetics.

# Scenario: Physical Education Goals/Vision for Your Son/Daughter with a Disability

- Step 1
  - What you want accomplished in physical education?
  - Ex. Use playground equipment in the neighborhood with friends
  - Learn to ...
  - Develop ...
  - ?
  - ?
  - ?
  - ?
  - ?
- Step 2
  - What needs to be in place/happen to make these goals a reality?
  - Ex. Curriculum unit to develop physical and motor skills on the playground
  - ?
  - ?
  - ?
  - ?
  - ?
  - ?