

**GARTH TYMESON:** I want to thank everybody for coming today. I know it's bit of a late afternoon session and the weather's kind of interesting. I almost didn't make it here. I had a tough time getting out of Detroit last night and I fly from La Crosse, Wisconsin. I'm going to show you where that is in a minute. I fly from La Crosse, Wisconsin up to the Twin Cities, and usually from the Twin Cities I get different places. And so yesterday it was Twin Cities to Detroit and I had a 5:30 flight out and didn't get out until about 6:30. And I was actually surprised we flew out. And then when I flew in to Harrisburg here, I looked at how much snow was here and I said, "I'm really, really surprised." So yeah, I'm happy it worked out. I also know -- I also want to thank Donna, Donna Salkin and her -- Donna Salkin and her staff for arranging everything. They've done a terrific job with getting me here and, you know, preparing me for what this was going to be about and everything. So they do a terrific job. I also know several of the adapted physical education professionals in higher education here in Pennsylvania, okay. I do a lot of work with Bob Arnhold at Slippery Rock University. I know Monica Leporewell. Dave Laurence, Gene White, I know those people.

And actually, one thing that I did in preparation for this presentation today was I looked at the session that was done last year at this conference and noted that it was a little bit more of a policy and programmatic type of 1-hour presentation, where they were talking about some of the activities that they wanted to get together and get going at the state level. And so I'm going to be talking about very different information compared to what that 1-hour session was last year. I'm going to talk more specifically about programmatic things in districts, preparation of teachers for adapted physical education and things like that, okay? A lot of my -- a lot of the introduction was what I did in the past in things like administration and things like that, but just so that you know, I want to set the context for what I'm going to be talking about and where I'm coming from for the next, you know, hour and a half, hour and 45 minutes.

On a daily basis, what I do is I prepare teachers to work with physical education programs for kids with disabilities. That's all I spend my time doing, okay? So I want to make sure you know that. I teach courses in adapted physical education, assessment in adapted physical education, teaching models in adapted physical education, assist with other courses that are going to prepare specialists to work in the area of physical education for children with disabilities, okay? That's what I do on a daily basis. I supervise student teachers who are working in the area of adapted physical education. We also, as you can see from the title slide there, we have a center on disability, health, and adapted physical activity.

On a daily basis, I'm working with children. My colleagues, faculty members, are working with children. We're working with our college students, future teachers, with kids. In our center on disability health and adapted physical activity, we run a motor development program, for example, for kids between the ages of 3 and 18. We run an adult fitness program. All of these are for persons with disabilities. We run adapted sports programs like soccer, baseball, basketball. We have an adapted aquatics program. We run a physical activity mentoring program, where college students are working with persons with disabilities, kind of like in a Big Brothers Big Sisters type mode. So all of what I do, okay, is working in the area of adapted physical education. I'm very lucky I work closely with 10 to 15 adapted PE specialists in the districts that are around La Crosse, Wisconsin, where our university's at.

Okay? So, for example, in our school district, the school district of La Crosse, two high schools, three middle schools, about eight to nine elementary schools. We have four full-time itinerant adapted PE specialists, okay? In the surrounding school districts, there's probably another 10 to 12 of those teachers that are just adapted physical education teachers. I'm fortunate enough to be able to work with those teachers as my colleagues, okay.

In addition to that, my wife is a full-time itinerant adapted physical education teacher. So I have a Master's and Doctoral. I have Master's and Doctoral study in the area of adapted physical education, but believe me, my highest degree in adapted physical education is from my wife, okay? She is an incredibly talented and creative teacher, and so I have the advantage of that. But sometimes you can understand there's some professional, philosophical disagreement there, and I'm sure you understand how that works with your situations. I approach -- I have gotten to the point where I approach in my daily work and in my preparation of teachers, I take the approach that what I want to be doing is working with teachers who are going to be providing appropriate physical activity and physical education for kids with disabilities, but also do it from a parent point of view.

Okay, we work with parents a great deal at the University of Wisconsin, La Crosse. I work with parents a great deal. In all of our programs, we have parents involved, which might be all the way from having them in a focus group and asking them what they want their kids to be able to do, all the way to working with those parents that might ask us questions like, "Well, what should I ask for at the IEP meeting?" So even today during the session, and maybe at the end during question and answers, you're going to hear me saying, well, if I was the parent of a youngster with a disability, here's what I might ask that special ed director. Or if I was a parent of a youngster, a 4- or 5-year old youngster with Down Syndrome, here's what I would ask my physical education teacher about what should be on that IEP in relation to physical education.

And so that is -- parents are a wealth of information and experience for us. And I'm sure most of you are involved with parents, but if not, you know, make sure that you're touching base with them and taking advantage of things, okay? Just a little bit more, a little bit more context before I begin. I do, again, know folks in Pennsylvania in higher education. I'm very aware that there are outstanding physical education and adapted physical education programs in Pennsylvania, okay? So I'm not here to tell you, "This is what you've got to do," okay? I'm here to share with you some information about what's going on in other states, and especially Wisconsin, but also Minnesota and other states, and also to share information. I find that presenting at conferences like this, I always learn in addition to sharing some of my information with you. I am hoping that what you can do and what some of the things that are going on in Pennsylvania and adapted physical education might result in some things like we have.

For example, one thing that we have in Wisconsin is a great listserv that the adapted physical education teachers and others who are interested on have throughout the state. Okay? So I get numerous e-mails all the time that is from somebody who's running an adapted PE teacher listserv and there'll be questions posted on there that other adapted PE teachers can respond to, and even general physical education teachers. Minnesota has a very similar listserv. Is there anything like that in Pennsylvania? You're familiar with that? That's a very helpful thing just to begin with. We also do focus

groups with adapted physical education teachers throughout the state. And I'll talk a little bit more about that as I get going. We bring in 10 to 12 adapted physical education teachers from Minnesota and Wisconsin every May or June and we have them for about 6 hours and we just pick their brain as to what are you doing, what can we be doing better to prepare adapted physical education teachers in our program?

And so, again, you know, I'm hoping some of those things might be able to, you know, start, you know, start to come into fruition, you know, in Pennsylvania. And I'm sure they might be in certain places, but maybe getting other people together around the state. I also want to make sure that you understand I'll be talking about a couple of different terms. I'll be sort of interchangeably using physical activity and physical education. And physical education, as we know, is a required school service, but it's very important to understand that physical activity is becoming more and more and more used. Physical activity is the big umbrella term, okay, and physical education is one part of that. Much of what we do in adapted physical education is prepare children and adolescents and young adults for non-school-based physical activity participation, so oftentimes, instead of maybe you hearing me use the term physical education, I may say physical activity. And I'm just hoping everybody, you know, understands that, okay?

Also, remember as we're zinging along here, my daily motto is, never be surprised, never assume anything. So I'm hoping everything with the technology is going to be working out here. I'm not going to be -- you know, if somebody has to get out and walk away or something like that, or if you want to ask a question during the presentation, that's fine. I'm never surprised. I never assume anything. But hopefully what we can do is hang onto those questions until the end, okay? So my goals today, again, to present some information to you that hopefully will be helpful for you, for parents, for teachers, for children, and different things like that. I'd like to get a quick handle on who's in the audience, okay?

Who here is an adapted physical education teacher in the schools? Who's an adapted physical education teacher? Raise that hand! Get that hand way up. Okay. How about general physical education? Any general physical education teachers here? Okay, a couple, good, good. So do I have some special education classroom teachers? Special education classroom teachers? Any parents, parents of youngsters -- okay. Parents of youngsters with disabilities? Okay. Special education administrators or staff persons in any way? Okay, very good, very good. Okay. That helps me. That helps me a great deal.

And again, certainly going to have time at the end for question and answers and things like that. Presentation is going to be divided up into segments. And again, yeah, there's handouts that are around there. It's a little bit more of an updated version. So let me just kind of get going here. And I want to -- I want to give you a little bit of information now because oftentimes people will say, "Well, where's that presenter from? Where is that presenter from?" Well, I'm from La Crosse, Wisconsin. Okay, been in the Midwest for about 30 years now. I'm actually from out east. I'm from upstate New York. Cortland and Brockport graduate. Any Cortland or Brockport folk? Yeah, I knew there would be. I knew there would be. Okay. So I'm originally from upstate New York and been in the Midwest for about 30 years now. So where I come from, I'm on the west coast of Wisconsin, okay? And I'll show you what I mean by that.

We're about 2 hours, 2 and a half hours from Minneapolis-St. Paul, 2 hours from Madison. You know, we're in an area here where Iowa is a pretty close -- pretty close by. And we say west coast because this is the beautiful body of water that we have, okay? The Mississippi River, all right? And this is right outside of La Crosse. All right, this is right outside of La Crosse, Wisconsin, and this highway here is Highway 35 going down south, okay, toward Iowa. And it's a gorgeous area, okay? It's a gorgeous area, so what separates us from Minnesota is this beautiful body of water. And so this is kind of like a downtown area. This is a downtown area in La Crosse. Obviously, the riverfront is a very, very common place. The river is part of the culture in many, many different ways. You can imagine how outdoorsy this type of area is, okay.

Many, many inlets and areas off of the main channel, where there's all sorts of recreational and sport activities that go on. This is up top, okay? La Crosse, Wisconsin is not traditional Midwest, okay? It is not flat, as you can see. And I have this slide in here because Monica Lepore, who's at Westchester, she's watching this via the Internet, I wanted to make sure that I put a couple of slides up there that she would recognize. But this is Grandad's Bluff, and so when you're standing on Grandad's bluff, you get to see a few different things. One of my favorite places right here. Any golfers in the audience? Got a couple of golfers, there you go. There's my ball right there. That's my ball right over there. On my second shot, okay, par four on my second shot. And yes, I did three putt from there, so I bogeyed the darn hole. So right below that bluff that you just saw, okay, we've got the golf course.

Here's what you look at, okay. Here's what you look at and I want to show you again. We're on the west coast. This bridge right here separates Wisconsin from Minnesota. So you're standing up on the bluff that I just showed you, you're looking across and all of this is the backwaters of the Mississippi and the main channel is right here, okay? So that's La Crosse. La Crosse is about 70,000 people, and with some suburbs makes it about 100,000 or so. And La Crosse has a beautiful downtown area that's restored. Now, not surprisingly, we have some hills and bluffs and things like that, and this is one of them. This is my driveway, okay? This was not taken yesterday morning, but it could have been. So this is why my motto during this time of the year is always, it's one day closer to May 1<sup>st</sup>, so that we can get on to the more serious things, okay, of golfing and a few other things.

So La Crosse is a gorgeous area, okay? A lot of hills, bluffs, cliffs, and we are the Eagles too, by the way. Now, obviously you are the Philadelphia Eagles. You're going to see a lot of shirts that have eagles on it, a lot of the kids that are in the slides that I have. So we're the Eagles. That's the university's name. But again, there's all sorts of eagles in our area, but not the Philadelphia Eagles. We're a college city, okay? La Crosse, Wisconsin, we're a college city. Now that -- I'm cheating a little. That's Madison. Okay, that's Madison, that's UW-Madison. That's not La Crosse. University of Wisconsin, La Crosse, is a 4-year comprehensive like Westchester, like Slippery Rock, like those schools, okay? We're not the big one. We're about 9500 students, but we're a college town, so therefore you see some very unique things in the bars and restaurants. You see some very interesting promotions also, being a college town. Okay, free beer on Wednesday with the oil change. Okay? And I get to have a lot of fun. Okay, I get to have a lot of fun working with the college students and working with kids with disabilities. And here's one of the most recent -- not recent I shouldn't say. This was the ugly -- apparently the ugly sweater party or something that the college kids had. Following night, they all figured they would do the same

thing in our motor development program for kids, so they wore their shirts. So Santa had to get a couple of pictures of those things. So I can have -- I can have a lot of fun while I'm doing things.

So, but La Crosse, Wisconsin is a beautiful area in the Midwest, very desirable area to live in. If you're ever driving across 90, going out west, look us up, okay? Look us up. We do a lot of research in the area in our exercise physiology people. Here's a couple of our exercise physiologists. And with the obesity epidemic, they're working on some new treadmills and obviously understand the size of the treadmills that are necessary for some of the people that we're dealing with. And this one is especially also for Monica at Westchester. She says she was watching. This is distance education.

I understand now that the people from offsite are not going to be able to phone in or e-mail in questions or things like that, so I do want to let you know that, you know, if anybody wants to call me, e-mail me, or anything like that, if you're looking at this from an offsite, don't hesitate to give me a call or send me an e-mail if you have a question and I'll certainly be able to answer those things, okay? Here's what we're going to try to do. Here's what we're going to try to do today. I've got some session objectives. I've got this broken down into five or -- four or five different segments that we want to accomplish.

First, just talking about some benefits to physical education. Want to talk about some definition and requirements regarding physical education and the Individuals with Disabilities Education Act. This is where we're going to spend a fair amount of time, describing characteristics of quality and appropriate physical education for kids with disabilities, what are some quality indicators. And also talk about qualifications for individuals who are teaching. I seem to be humming a lot.

**AUDIENCE MEMBER:** You sound like you're humming.

**AUDIENCE MEMBER:** I don't think it's you. I think it's the physical air conditioning, heating, or whatever.

**GARTH TYMESON:** Wow, okay. How about it? Okay, going to do a little fun activity at the end, where we answer questions about common misconceptions about adapted physical education. And then at the end, I'll just briefly zing through some resources for you and give you some ideas, okay? So going to have it divided into segments. Okay, five or six different segments.

And what I'd like to do first, before I start talking about something, I'd like you to take a look at the slide, okay, or just turn your sheet of paper over and I want you to do something for me. Okay? Here's what I want you to do. Right now, before we get going into my content, I would like you to be the dad or mom of a youngster with a disability. Okay? And what I'd like you to do is simply write here what do you want accomplished in physical education for your son or daughter by the time your son or daughter is maybe 15, 16, 18 years old. You're the father or mother of a youngster with a disability. Knowing what you know about the importance of physical activity and physical education, I just want you to bullet a few things. And again now, this is not specific. This isn't I want my son or daughter to learn how to do a forward roll, okay? I want this to be general. As a parent, as a parent now of a youngster with a disability, by the time that youngster is 15, 18 years old, what do you want that person to be able to do in physical education? I wrote down a little bit of an example here. So, for example, if it

was a, let's say, a 4- or 5-, 6-year old youngster with a disability, let's say a youngster with Down Syndrome or Spina bifida, whatever it might be, I kind of said, well, I'd like him to be able to use playground equipment in the neighborhood with his friends, siblings, brother, sister, whatever. Take 4 or 5 minutes right now. We're going to refer to this later. I want you to take 3 or 4 minutes right now to write down a few things that you want your son or daughter with a disability to be able to do when they're 15, 16, 18, 20 years old in relation to physical activity, physical education. Take a couple of minutes. We're going to come back to this in maybe about a half hour or so. But again now, you're the parent of a youngster with a disability. Don't worry about that right column. Don't worry about that right column at all. You're just looking at that left column. Don't you worry about the right column. I just want you to write your wish list right now. Write your wish list.

We ask parents these questions all the time in our focus groups that we have with them and it'll be interesting to see if you kind of match up with some of the things that the parents are hoping that their kids are going to be able to do by the time they're 15, 18, 20 years old in relation to their physical activity and wellness. Take about one more minute. All right, okay. Going to put that aside now and let's venture into some information here, okay?

First thing that I want to talk about today in general, okay, and sometimes I feel like I'm preaching to the choir if we have our physical education teachers in the audience and everything, the critical need for physical activity or physical education in the curriculum. Just to go over a couple of very, very important documents and studies that we hope people are aware of, we hope that people in physical education and special education are aware of these documents and are using these documents, okay, in order to justify programs, curriculum, and programming, and things like that.

First one, okay, many, many different national and state initiatives that are going on. It seems as though every month these days there's some type of report that is coming out in relation to the importance of physical activity. Obviously, the obesity epidemic that is in our society these days is fueling a lot of this, but it's on a daily, weekly, monthly basis that there's some new report coming out. Most of the time, these federal reports filter down to the states and I am sure there are a couple of these reports in Pennsylvania, okay? Such as Healthy People 2012 being developed in a lot of different areas and things like that. All right?

One program -- I'm sorry, not one program. One document that's recently come out is actually from the Surgeon General, okay? You know that something has got to be of critical importance if there's a Surgeon General report on this, so in 2005, a report came out that was entitled "A Call to Action to Improve the Health and Wellness of Persons with Disabilities." That's how important this is, physical activity and physical education, for individuals with disabilities. One of the highlight statements, obviously, of that document had to talk about the importance of physical activity and physical education for persons with disabilities. This is an example of a document, and all of these things are on the web. And in the references in the back of the handout that you have, all of these things are there. This is a document that's important for people in school districts and people in teacher -- education and higher education to be aware of. These things -- this is an important document. Another one that is very, very recent, this is the latest one.

You've all heard, I'm sure, of the GAO, the Government Accountability Office. This is an arm of our federal government that actually does investigative reporting. You've probably heard things the GAO has done on banking, on agriculture, on waste, and this and that. Again, these are reports, okay, that House and Senate members request. This has been a report that was recently out just in June this year, and it's entitled "Students with Disabilities: More Information and Guidance Could Improve Opportunities in Physical Education and Sport."

Now we're just going to be concentrating on the physical education today. It included some of the findings included that many state, district, and school officials that were interviewed cited teacher preparation and budget constraints in relation to physical education for individuals with disabilities, okay? This was a report that, again, was requested, okay, by people who are in the House and Senate. And it resulted in five or six states being visited by GAO members and having interviews with parents, teachers, administrators, et cetera. My feeling is I have a hunch that you'll be hearing more about this report as federal laws get reauthorized like IDEA and also like the Rehab Act and things like that. The basic information, the basic message here that was found was that we needed to improve opportunities for physical education, co-curricular activities, athletics for students with disabilities. Okay? It's about a 40 page report. The link right here goes directly to this report. It's the type of thing where the Department of Education right now, and within the Department of Education, the Office of Special Education is preparing a response to this report. And what I think will most likely happen, hopefully what will happen in the next year or two, there will be information that the U.S. Department of Education will have on its website, okay.

There will be resources for teachers, parents, school administrators, and things like that. But this right here, again, resulted from persons that were saying, "We need to do more in physical education and sport for persons with disabilities." Okay, again, I would encourage you to take a look at this and take a look at some of the recommendations. Now, another report at the federal level is something that is in progress now and is actually a revision of Healthy People 2010 that it's in place right now. This is a federal report, Healthy People 2000. These are proposed objectives at the federal level. These things are being recommended, no big surprise, okay, in the area of physical activity and health to increase the proportion of kids that require physical education, increase the proportion of adolescents that are in physical education. All of these types of recommendations are very, very important for youngsters that are in our programs.

One of the major categories, one of the major categories in the proposed objectives has to do, not surprisingly, with obesity prevention. Okay? So some of the objectives have to do with reducing the proportion of children and adolescents who are obese, prevent inappropriate weight gains, increase the percentages of schools that are doing more in order to reduce obesity, okay? Now, also within Healthy People 2020, there are some suggestions specifically for persons with disabilities. There are some objectives that I think will end up being in the report that talk about increasing the proportion of kids or people with disabilities who have access to health and wellness. So all of these things should be very, very important facets for you and I for the health and wellness of persons with disabilities. One important thing to be thinking about.

One important thing to be thinking about that's in this report and is also in the literature regarding physical education for persons with disabilities, and actually for the health and wellness of all persons with disabilities, is the concept called secondary conditions. Okay? A secondary condition, as it says here, is a condition to which a person is more susceptible by virtue of having a primary disability. Okay? Think of what happens, okay, when a person has a disability. Okay? Person has a disability, we know, for example, that the percentage of persons with obesity is very, very high. The percentage of persons with disabilities with obesity is even at a higher rate. Sedentary lifestyles among persons with disabilities is very, very common, okay, and that is considered a secondary condition.

Other things, in the area of medical and rehabilitation, this term co-morbidity is used. Okay, it's been historically used. And again, that means that there's another condition that's present. What you're hearing more of these days is the use of secondary conditions. So, for example, secondary conditions provide a little bit more information in regarding secondary problems that persons with disabilities have, such as nonmedical events. So, isolation.

Okay, you can all relate to that situation among persons with disabilities. Reduced participation in our programs. That's one of the main characteristics or one of the main things that parents with youngsters with disabilities will say. "We just can't get them participating in community-based programs." Yes, there's programs going on in school, but they're only 2 days a week for 30 minutes in physical education. We need to get her out in the community. Okay, so that's a secondary condition that oftentimes occurs, reduced participation.

Another one, poor nutrition. Here's one here. Start thinking about our persons with disabilities. Obesity, asthma is higher. Cardiovascular and heart disease. Okay, these things affect persons with disabilities more than the general population. And then, also, these problems can arise anytime during lifespan, so as adults it might be inaccessible facilities, equipment, and transportation. But think about the last statement here. Children and adults with disabilities experience these secondary conditions any time and also these can be occurring in school year times. Okay, especially as the kids start getting into middle school, high school.

Okay, the social dynamics at those ages kind of change for the kids with disabilities. Okay, a little bit more isolation, less participation, unless you have parents that are really getting the kids involved. So these secondary conditions are things that are very concerning. One other report, federal report, came out a couple of years ago. First time that the federal government actually gave specific guidelines for what they want people to be achieving. In relation to children and adolescents, you look at these things and you should be saying, and I hope you're saying, "That's a good physical education program." And that's what this is, okay? These are daily requirements, physical activity requirements, that the federal government is saying that's what our kids should be experiencing. In that report, okay, research has documented that there's strong evidence for improved cardiovascular endurance, improved bone health, favorable body composition, and actually, with moderate evidence, they're saying that, okay, it's going to reduce symptoms of depression. These are all benefits of physical activity. These are all things that all of our youngsters and adolescents and adults with disabilities should be benefitting from also. Okay?



So how does this translate? Put it into the school setting now, okay? There's not just, you know, a couple of millions of persons with disabilities. 65 million persons with disabilities in the U.S. And as we know, anywhere from 12-15% of those are school-aged kids. Okay? That translates into many, many children that should be benefitting, all right, and all of those kids, all of those kids need physical education. All of those kids with disabilities need physical education. So what we need, okay, what we need, okay, in order to make this happen are school-based programs with qualified and effective teachers. So, as opposed to -- as opposed to getting their 90 minutes at home here, and you see -- you know, you see a couple -- you know, you see dad here on his treadmill in a chair, little youngster kind of running around with the remote control, mom in front of the refrigerator here. You know, we like to think that there's things going on at home, okay, but bottom line is most kids are getting their physical activity during the school day, okay, hopefully by qualified and effective teachers.

Now how does this also translate into importance for persons with disabilities? Integration. Integration into the community, okay. Physical education and physical activity for individuals with disabilities is a great way to have successful intervention, integration into the community. All right? Through good programming, there's going to be enhanced social skills and interactions, there's going to be improved physical and motor skills, there's going to be increased participation, and there's going to be better awareness of programs and facilities. Okay? Physical education and physical activity is a great way to transition kids into the community.

Okay, I generally say, and I see this in a lot of schools in our area, transition programming and adapted physical education is starting at the middle school level. The physical education teachers are trying to get the kids out into community-based settings right when they're even in middle school. And then in high school, it becomes actually part of their transition program in special education. Okay? The benefits of this are great. All right, there's development of social skills, development of leisure and lifetime skills, individual and team sports skills, development of physical activity habits, and developing fitness. Okay? So we're hoping, we're hoping -- and these are programs that we're actually doing. We're hoping that these teenagers here, by working with those teenagers in the area of fitness facilities, how to use machines, how to do different things, treadmills, elliptical, bicycles, we're teaching them how to do those things. That's going on also in our middle schools and high schools so that, when those kids are 18, 19, 20, in transition, they're going to be able to go out into the community and participate in physical activity, hopefully independently or maybe even semi-independently. Okay? So that carryover is very, very important.

Transition is not only a special education concept. Transition should be a physical education concept. That physical education person should be part of that transition too. Okay? Think of the amount of enforced leisure or sedentary time often that comes when people transition to the community, okay? We should be providing them with skill to access physical activity, recreation facilities, and things like that. Okay?

So, in summary, quality physical education is good medicine. Think about that. Quality physical education is good medicine. Okay? It's a public health intervention. A lot of people don't think about that. What are you talking about? Public health is a whole different area. Well, physical education,

physical activity intervention is a public health intervention. Okay, that's what we need to be thinking about more often, okay? Getting away from specific sports and different things like that and really taking that general concept of physical activity more seriously and applying it, okay, into community-based programs.

Okay, now going to the next topic, going to the next topic now, all right, where we're going to talk about the legal basis for physical education. All right, the legal basis for physical education. Here's a young man from the state of -- I'm pretty sure -- anybody ever read anything about this youngster from Ohio? Okay, young man from Ohio that was actually on the football team, on a couple of different teams, okay. Terrific young man.

So I'm going to talk about now the legal fit. Some of this, I hope, is going to be some repetition for you. You might be aware of this, but I still find, okay, I still find many different misinterpretations about this. So similar to the cartoon here, holy smokes, the guy is getting chased by the dog. He's afraid he's going to be getting bitten. Ahh! All of a sudden, the dog goes, "Oh, you're it." Okay, turns out to be a fun, friendly situation, okay? That's the situation with physical education in the law, okay? It is a very good situation. Again, if I'm repeating some information that people are aware of, I apologize, but I am still very surprised all the time when this gets misinterpreted. Everything from whether physical education is the same as physical therapy, whether that youngster should be receiving physical education at the high school level because his or her non-disabled peers don't receive it, when does it end, when does it begin, what's part of a program, okay? And it's one of those things where, you know, within IDEA 2004 and you special education administrators and folks are aware of this, there's maybe 350 pages to that federal register that's used to implement IDEA. Okay? And if you don't look at the fine print and you look at some of this information, you're not aware of some of these things that are there. And again, there was a recent -- and when I say recent, 2006, as a result of the regulations coming out for IDEA 2004, there was a change that was made that we're going to kind of talk about here.

But let's just kind of review now what the law does say about physical education. And it's a great thing. Okay? This is a great thing. This is not new. This has been in the law since it was originally passed in 1975 and those initial rules and regulations came out in 1977. Okay? And it says the definition of special education. There's the definition. And it also includes instruction in the classroom, et cetera, and it includes instruction in physical education. Now, again, I still know that there are people that don't realize that the definition of special education in the federal law gets that specific. Okay? Many people don't realize that. This is the definition of special education that has been in the law for 30, 35 years. And that definition right there includes physical education. And physical education is really the only specific content area that's mentioned. Okay? So it's there. So physical education is a required part of that law. It actually goes into detail and it provides a definition of physical education to provide some guidelines. Okay?

So physical education means the development of physical and motor fitness. And again, these are all common terms in physical education. And basically what this definition is saying is physical education should be a good, comprehensive program with a scope and sequence, and should contain, you know, these as a minimum type of content that's in that program. Okay? So the definition is there

to provide guidance. And notice it includes fundamental motor skills, fitness, aquatics, dance, individual group games, and different things like that. Again, you know, basically what most people would say a good definition of a comprehensive physical education program. Okay? It also includes, and they clarified, it includes terms like special physical education, adapted physical education, because sometimes in other states the term special physical education might be used, or the term specially designed physical education might be used and it won't be the term adapted physical education. Okay? Generally all means the same thing, but sometimes in different states they use different terms. Okay?

In our school district in La Crosse, Wisconsin, they use the term that is specifically from the law and it says "specially designed physical education." And that matches exactly what the law says when it says "specially designed instruction." That's what a unique need is in the definition of special education in the federal law. Okay? So, again, it provides a definition as to what physical education is. All right? And we got our little friend over here doing some skateboarding, okay? He's a congenital amputee, and if you ever have your physical educators doing it like this, get a helmet on that kid. Okay? Please get a helmet on that kid, all right?

Now, some states provide some guidance, okay? And I work with our Department of Public Instruction. Our SEA, I'm not sure what it is in Pennsylvania. Ours is called the DPI, Department of Public Instruction. And some guidance is provided by states. And this is a very good thing. We have within the Wisconsin Department of Public Instruction what's called -- we affectionately call it our Q&A in adapted P.E. This is a Q&A that is out on the website that is used by the special education administrators in relation to implementing physical education programming for kids with disabilities. This is, in our state, a very, very important document. Okay? The web link is there. It is very short, okay? We purposely keep it short and right to the point, okay? There are about 12 to 15 questions and they all directly relate to physical education programming for kids with disabilities.

A couple of examples. Must physical education be made available to all children with disabilities? When is physical education considered to be special education? And there's a Q&A. It's about four to five pages max, but it is something that is very helpful. Now I also do -- I know, you know, from looking up this and talking to colleagues across the country, there's also other states that have a Q&A like this. This is something where, if you don't have one in your state, I would certainly encourage the state Department of Education, and this might be something that the taskforce, you know, might want to consider doing. There's a lot of these different Q&As. It really does provide good guidance for parents, for teachers, for teacher educators, okay, for school personnel. This is a document that I will oftentimes give to parents. I find myself sometimes on a couple of different ends of things here. I find myself sometimes getting asked by parents, "Hey, what should I bring to the IEP meeting, Garth?" And at the same time, I'm talking to district supervisors and district administrators and they're saying, "Well, hey, this parent wants this. What can I do?" All right.

This is actually one document that I oftentimes give to parents. We have parents come in, we'll maybe take a half hour and say, "Okay, Mrs. Smith, this is what the law says. This is what the school district needs to be doing." And so, oftentimes the parents will go to these IEP meetings pretty well loaded up with information and ammunition in relation to what's going on. But this is something that I

think could be very, very helpful for teachers, for parents, administrators. If you had a Q&A document like this, and again, there's all sorts of models out there that you could use and just kind of, you know, do a little mixing and matching for your needs, I would strongly encourage you to have one of these.

Now, another important thing has to do with on our IEP form in the state of Wisconsin, and I'm not quite sure what it is in Pennsylvania and a lot of other states, but this is the IEP form for the state of Wisconsin. And notice right here physical education, they check whether it's general or regular P.E. or specially designed. And where that says specially designed, that could also say adapted P.E. That's the term they use. So, within the state of Wisconsin, anybody's IEP, you can look at that IEP and say, "Okay, is the youngster in general or regular P.E.? Or is it specially designed or adapted P.E.?" Okay? And again, now I'm not quite sure what your IEP form has, but this is very helpful, okay? This is very helpful. Makes it very clear.

Okay, when I'm asked to look at a youngster with disability, a parent might say, "Well, here's the IEP, Garth. What would you say?" I say, "Well, why isn't that checked?" Okay. You've given me assessment data that says the youngster's 2 years behind in the Peabody Developmental Motor Skills. I'm wondering why that isn't information that's being used to have specially designed physical education. So, again, on the IEP form, that's very clear. Now another important -- another important aspect is these related services are separate from the physical education. Now you might say to yourself, "Well, yeah, that's common sense. That's common knowledge." Not really, okay? Oftentimes it gets confused. Oftentimes people will say, "Well, John is getting physical therapy, therefore we don't need physical education." We're going to talk a lot about that. That is not correct, okay? So these related services are obviously different from these required services and I think this helps having it separated like this on the IEP form. Okay? And so it's very, very clear what the difference is. And then, also, if it's physical education specially designed, therefore there has to be present level of performance, okay, and also, obviously, measurable goals and/or objectives if they're still writing objectives and not just measurable goals. Okay?

And so on these forms you see in Wisconsin, if that youngster has specially designed or adapted physical education, there are therefore present level of performance statements with very specific goals and objectives related to physical education. All right, now there's also some other specific information that's in the law. Besides the definition of physical education and besides -- you know, noted that it is part of special education, there is some more specific information about physical education that is very important in the law. So the federal register -- I promise I'm not doing anything. The federal register goes on and provides some information, all right? It talks about physical education in such a way where it says general physical education or regular physical education. General physical education, physical education services, specially designed if necessary, must be made available to every child receiving a free, appropriate public education. Now this is important here. Unless the public agency enrolls children without disabilities and does not provide physical education to those kids in the same grades.

Now we're going to take a few minutes and talk about this. Notice what I say here, that the text that's in red on this slide and on your handouts there, the text that's in red was only added in IDEA 2004. Okay, a couple of years ago in 2006, when those rules and regs came out. This has been the only

change since 1975, when IDEA was passed. We're going to talk a little bit about this because oftentimes this gets misinterpreted. So what happened was they changed the law, they changed this statement within IDEA 2004, and they said unless the public agency enrolls children without disabilities and doesn't provide it.

So here's the example. At a high school -- and I'm going to make up the state. At a high school in New Mexico, there's only 1 year of required physical education. There's only 1 year of required physical education for the kids at the high school level. Therefore, after a youngster with a disability might have 1 year, then school says, "Well, that's it. Don't need to provide any more physical education." That's not correct, all right? Because, fortunately, in addition to this here, they made a clarification, all right? And I'm going to jump ahead here. And they made a clarification in the law and they talk about it in the preface to the rules and regulations, where it says there are two considerations for physical education, two considerations where kids with disabilities must receive physical education.

So, in the discussion section it says, first, physical education must be made available equally to children with and without disabilities. If physical education is not available to children, so, for example, both within and without, the public agency is not required to make physical education available for the kids without disabilities. So here's an example. But it goes on to say there is a second consideration. And this is very, very important. And this is oftentimes overlooked. And this is the whole concept behind IDEA and individualized education. Second consideration says if physical education is specially designed to meet the unique needs of the child with a disability and is on the youngster's IEP, those services must be provided whether or not they are provided to other children. That is very, very important, okay? That is something that parents need to be aware of, teachers need to be aware of, administrators need to be aware of because that is a clarification that is in the federal register. But the thing is a lot of people don't see that because it's in the discussion section that sits prior to the final rules and regulations that came out. Okay?

And in talking with, you know, three, four lawyers that deal with these things all the time, guess what they say? Well, they say this is, you know, this is pretty logical. What it's saying is if there's documentation for a need and the need is based on assessment, okay, and it says that the youngster is functioning, I'm just going to make this up, 2 years behind his non-disabled peers, then that could be justification for that youngster receiving specially designed or adapted physical education. Okay? Now here's an interesting thing about how this evolved. And again now, this has been the only change in physical education in the federal law since 1975, when the original act was passed. When the proposed rules and regulations came out for IDEA 2004, it said it wasn't going to change. Okay? A year later, when the final rules and regs came out, this was there. And then within the preamble to the rules and regs, these discussions took place. Okay? And again, these are right there.

Your handouts there actually have the Internet address and you can see all this. This is information that I am giving to moms and dads. I'm giving this information to moms and dads, we're talking about this in our teacher preparation program, we're sharing this information. Oftentimes this gets lost and it gets misinterpreted. So I oftentimes hear that physical education for kids with disabilities is a grade level requirement. And what I mean by that is people will say, "Well, if they aren't getting it --

the kids without disabilities aren't getting physical education for their junior or senior years in high school, the non-disabled kids don't need to get it also because that's what it says." But what they don't see is this second consideration. And this wording right here is right from the federal register. This isn't anything that anyone made up in the area of adapted physical education. Okay? So this is important. This is important. The law has changed slightly, okay, but it did add in this second consideration. Okay?

Again, this was something that came out of the blue for people in physical education and adapted physical education. There was no warning about this. And when we looked at the comments, the public comments that this resulted from, guess how many school districts wrote in and wrote comments about this? One. One. One large, urban school district. One large, urban school district said, "When we have to provide physical education to kids in certain grades, they're in segregated settings because the non-disabled kids aren't getting physical education." Department of Education changed the federal requirement as a result of one comment from a school district. But fortunately, in the interpretation and their clarification, they also put that information in there. Okay?

So, again, I often hear, "Well, gee, it's a grade level requirement." It's not really. It's an individually determined requirement, boom, okay, right here. Now that puts some onus, that puts some onus, I think, on parents. Okay? That puts some onus on adapted physical education teachers to make sure that they have good assessment data in order to document a unique need. And we're going to talk a little bit more about that. Okay? So, all right, and again, I've talked about this. It's not only a grade level requirement. It's a requirement based on the individual needs of that student. So, therefore, if there is a unique need in the physical and motor areas, okay, the district needs to develop criteria and policies. Now this is something where oftentimes district will go, "What do you mean?" Well, think about it. If a youngster is going to qualify for special education services, usually there's criteria, right? Well, in states like Minnesota, okay, Minnesota has statewide eligibility criteria for adapted physical education. They have certain assessment instruments that they use and they'll say if the youngster is at a certain level, then that is qualifying for specially designed physical education.

Districts around my area, okay, and what we prepare our adapted physical education teachers to do is to work with their school district and develop entry and exit criteria. Okay? So, for example, it might be a school district has that if a youngster scores below the 17<sup>th</sup> or 18<sup>th</sup> percentile on the Peabody Developmental Motor Skills, that's justification. It might be with the test of gross motor development that if they have a gross motor quotient below X, that they may, they may be eligible for adapted physical education services. It shouldn't be any different than in any area of special education services. Okay? There should be criteria that are established. And again, in many states, these criteria exist. And what happens is it gets filtered down to the district level also. Okay? So, again, those are, you know, some of the policy issues. And I'm going to go through that. I'm going to go through that. I'm going to just go right there.

Now, one of the next slides there I think is important for you. Just very recently, very recently -- anybody here familiar with Wrightslaw? You special ed folks are -- and adapted P.E. folks are probably familiar. This is, you know, a website and these people put on a lot of different workshops in relation to legal aspects of special education. They recently just added a nice page on adapted physical education

on their website. Very nice page. They work with, you know, eight to ten people throughout the country, gave them some feedback, and there's some very good information on there for school administrators, principals, teachers, parents. And, you know, a lot of good websites and resources for legal aspects of physical education.

Here's something that, you know, again, I talk about the misinterpretations and things like that. Here's one that's off a website for parents. Talks about the definition of adapted physical education. Okay, and then it says, "An adapted physical education class will usually be taught by someone with a background in physical therapy." That's kind of like, "Well, wait a second. You know, wait a second." I mean, this is what we deal with on a constant basis. You deal with misconceptions, misinterpretations, and things like that. So here's a website that's out there. And again, most of the information on this website is terrific. All right, but all of a sudden there's a statement like that, and the parent goes, "Well, okay, I should be getting my physical therapist to do physical education." It's kind of like whoa. And again, you know, this right here, physical therapists implement physical therapy, right? Okay, a properly prepared physical education professional teaches adapted physical education in collaboration with general and special education staff. All right? So it's not a related service.

So, you know, I have here a little cartoon. These school administrators are kind of looking at what they're cutting and everything and adapted physical education seems to be on the table. But remember now, adapted physical education is special education, okay? Physical education is special education. Physical education is part of the definition. So, you know, it's not like you can cut that, just like you can't cut speech therapy, you can't cut physical therapy, you can't cut services to persons with disabilities. It's part of that law. Okay? And so related services, okay, related services are different. You may have related services taking place that are actually going to assist a person with a disability in physical education. And I give an example here. You may have a bike riding. The teachers are teaching the kids how to ride bikes, okay? You may have in that situation a physical or occupational therapist working with the physical education teacher to make it a successful situation. Okay, so the physical therapist might be working collaboratively with the adapted physical education teacher on some sort of apparatus for balance. And so they need to be working together, but those services shouldn't be replacing each other. Okay? Yeah, question.

**AUDIENCE MEMBER:** [inaudible]

**GARTH TYMESON:** Here's what I would suggest. I'd suggest to the parent, when they're working on that youngster's IEP, okay, and IEP, obviously that's going to be including transition, I would suggest to that parent that they have the student assessed in health-related physical fitness. How does that student's health-related fitness compare to their non-disabled peers or how does that student's health-related fitness compare to norms that are already set up nationwide? So it might be they might use something like Fitnessgram. They might use something like the Brockport Physical Fitness Test that has adaptations. And I would recommend that the parent request that assessment, and if there is a unique need, I'd recommend that the parent ask for physical education as part of the transition program, where that might become part of the caseload for an adapted physical education teacher. That's very common. A caseload for an adapted physical education teacher can include many one-on-ones or small group

programming. Okay? Good -- those scales, okay, I'm going to talk more about them. Yeah, we're going to talk more about those, okay?

All right, so this is just kind of summarizing, again, that it's different, that related service is different. Okay? And this is one that gets so misinterpreted, we have a separate question about it, okay? We have a separate question about this on our adapted P.E. Q&A in the state of Wisconsin. So there it is right there. I'll let you read that. And again, we always assume that people are aware of this, but you know my daily mottos. Never assume anything, never be surprised. So, in summary, kids are needing physical education. It's required for their health and physical well being. Good physical education programs are going to be able to provide those things. Okay? All right, now I want you to go back to this. I want you to go back to this. This side right here. This side right here. I'm kind of curious. I'm kind of curious. What do a few people have here? If you were that parent of a youngster with a disability, if you were that parent of a youngster with a disability, oh, ages 4 or 5 years old, what do you want to see happening when they're 15, 18 years old? Yeah?

**AUDIENCE MEMBER:** I have a bunch.

**GARTH TYMESON:** Oh, give us two or three of them.

**AUDIENCE MEMBER:** All right, safely use recreation equipment.

**GARTH TYMESON:** Okay, all right, similar to that one. Yep.

**AUDIENCE MEMBER:** Okay, learn how to enter and exit recreational activity.

**GARTH TYMESON:** Excellent. Facilities or activities?

**AUDIENCE MEMBER:** [inaudible]

**GARTH TYMESON:** Okay.

**AUDIENCE MEMBER:** Learn how to adapt to exercise [inaudible].

**GARTH TYMESON:** Okay, so you want that motor team to be working together. You want that physical education program to be linked to that physical therapy program so there's good overlap. Yep, absolutely. Okay, who else? Who else? What are some things? Yeah, what are some things you want your son or daughter to be able to do?

**AUDIENCE MEMBER:** [inaudible]

**GARTH TYMESON:** Very good. In our focus groups with parents with disabilities, what do you think are two of the most important things that parents with kids with disabilities want their kids to be able to do? You bet. Ride a bike and what's the other one? Huh? Swimming. Somebody said swimming? Yeah, really. Amazing, year after year when we do this, okay? Year after year. What are some other things that you had? What are some things that you had you want your son or daughter to be able to do? Yeah?

**AUDIENCE MEMBER:** [inaudible]



**GARTH TYMESON:** Okay, so you want that to be part of a team. You want that youngster to be accepted, be able to participate as part of a team.

**AUDIENCE MEMBER:** [inaudible]

**GARTH TYMESON:** There you go, yeah. Yeah. Yeah. Yeah. Yeah, so that one that I did put there is very relevant to what you're saying. Yeah, yeah. Yeah, very relevant and you hear parents say that also. And I have that up there because that's a very common curriculum unit in adapted physical education, teaching the kids how to appropriately play and use equipment so they can be with their siblings and friends. What else? What are some other things? Yeah?

**AUDIENCE MEMBER:** [inaudible]

**GARTH TYMESON:** Endurance, strength and endurance.

**AUDIENCE MEMBER:** [inaudible]

**GARTH TYMESON:** Yeah, or maybe look at an exercise video, a video at home. Or maybe be able to use a Wii or an Xbox with a good, appropriate physical activity game, right? Okay. And there are very good, appropriate physical activity games. Anybody done the new Xbox Kinect? Who's done it? [inaudible]. Yeah, anybody done the soccer games in it and things like that? You can be very physically active with some of these exer-games. Okay, now you can also be very physically inactive, but that's one thing, and you saw a couple of our slides, and when I get to them again, I'll just kind of highlight it, that there are some things there that you can be doing with exer-games.

The Wii. Wii has a great game. One of the games is called Outdoor Adventure. Anybody? Outdoor Adventure, the jump rope and the log rolling, okay. So these are very, very good games that we work on with some of our kids, you know, in adapted physical education. And sometimes people will say, "Well, how can you do that in physical education?" Are you kidding me? If you've never tried these things and you do them, you are getting great physical activity in some of these games. Now, you're also doing a lot of them where you're not getting good physical activity, so you got to pick and choose and try them out. We show the parents the games so that we encourage the parents to buy the ones that are physically active, okay? Anybody else got anything they want to just share real quick? Yep?

**AUDIENCE MEMBER:** [inaudible]

**GARTH TYMESON:** Absolutely. So that when they're 18, 20 years old and they go to the YMCA or the fitness center, they're going to be able to say, "Well, you know, I'd like to shoot hoops for a half hour right now and then ride the exercise bicycle for 20 minutes," as opposed to somebody going, "I want to go to free swim for a half hour and then do the elliptical," or whatever it might be. Okay? Good, great. That's what I want you to think about. Now here's what I want you to think about and what we'll just kind of play around with. Bingo, step two, what needs to be in place? What needs to be in place in order for those things to happen for your son or daughter? What needs to be in place in the schools? What needs to be there in order for those things to happen? In order for those goals to be achieved or your wish or your vision, what are some things that need to be there, or some aspects?

Take 2 minutes. Take 2 minutes and just jot down a few things. What needs to be present in order to make those things happen during those ages of 5 to 18 or 21? I want you to take 2 minutes and just think about that and jot down a few things. What needs to be present in order to make those things reality? Could be a very, very long list, and I understand that. Take about one more minute now. What needs to be present for those visions that you have or those goals that you have for your son or daughter to come true? What needs to be happening in that school district or in that program? All right, we got to get moving right now.

Next part of the presentation, okay, I want to talk about what we consider -- and when I say we, I forgot to mention in the beginning that I kind of owe some credit for some of the content of the presentation to a couple of my colleagues. Myself and Bob Arnold at Slippery Rock University, and also Linda Weber from the Baltimore County Schools. Linda is an adapted physical education specialist in the schools. Some of the content and some of the slides that you're seeing had been done at other presentations and things like that we've put together, so I want to make sure I recognize that there's some other people that made some contributions to the program. Here's some kids in our programs. We do a lot of different things and a whole bunch of different things going on there. Okay, so some characteristics of quality programs. These are in no certain order, no strict order, okay? There are -- I'm sure there's more that would be considered quality characteristics, but these are some that we think are very, very important, okay?

First one is quality instruction, okay? There has to be a good physical education instructional program in place in order to have a good adapted physical education program. I find that if there's a good general physical education program in place, inclusion of kids with disabilities is much easier. If you have a good program in place, you generally have good quality teachers that are making differentiation, that are making adjustments even within the general education population. And so if you have a good program in place in general physical education, usually appropriate inclusion is going to be a lot easier. And so, therefore, you know, we just need to take for granted that there needs to be a good general physical education in place, good scope and sequence, appropriately trained professionals, equipment, facilities, et cetera, a standards based program, assessment that's taking place. All of those things help when we try to integrate or include youngsters with disabilities into those situations. Okay? So that's a given. That is a given in our field.

Now next one, highly qualified or effective personnel. Now I'm talking about physical education teachers with a background in adapted physical education. I am not going to take a lot of time on this right now because I have a whole segment coming up just on adapted physical education roles and responsibilities for those folks. Okay? But understand that there are some states that have certifications in adapted physical education. I am very fortunate I'm from one of those 14 states that has an add-on certification in adapted physical education. Our undergraduates, okay, that take our physical education, our adapted physical education teaching minor, our undergraduates graduate with 18 credit hours in adapted P.E. and do 30% of their student teaching in adapted P.E. Okay? At the undergraduate level. They take a course in assessment in adapted P.E., teaching models in adapted P.E., adapted aquatics. They take an advanced disability characteristics and physical activity implications course. They take a leadership course in adapted P.E. and 30% of their student teaching is with a certified adapted physical

education teacher. So I'm very fortunate I'm from one of the 13 states that has an add-on certification. Minnesota right across the river from us has another great certification. Okay? I'm going to talk more about those things later, okay? But that obviously is a quality indicator for adapted physical education. As you know, the teacher is the most important facet no matter what we're talking about. Okay?

Here's another one. Part of the qualified personnel, paraeducators, paraprofessionals. We really focus on this in our adapted physical education teacher preparation program. You might go, "Wait a second, what's this all about?" People in physical education working with paraprofessionals, and I'm not sure what you call them, paraeducators, paraprofessionals. Yes, this is very, very important, so that when I go and supervise a student teacher or something like that and the paraprofessional comes into that regular physical education class with that youngster on the autism spectrum and there's 23 non-disabled 4<sup>th</sup> graders and the paraprofessional opens the door and goes, "Okay, Bobby, there you go," and then she leaves, it's kind of like, whoa, what is going on here? Okay? This is something that, in the area of adapted physical education, we really talk about. Making sure that the paraprofessional or the paraeducator is part of the instructional program.

When we work with our students, our future teachers, we say that you're writing a lesson plan within a lesson plan for your paraeducator. You need to make sure that that paraeducator is part of that instructional process. In adapted physical education, there's even a book that is out, okay, and Lauren is the author of this book and she's coming during the summer to do a presentation, okay? Lauren is a Westchester grad and also did her master's at La Crosse with us several years ago. She's at SUNY Brockport now. The paraeducator is an important part of adapted physical education, okay? Your paraeducators, they know these students. They're with these students sometimes 4, 5, 6 hours a day, 5 days a week. Some of these paraeducators are with kids 5, 6, 7, 8, 9 years. They're a wealth of information. They need to be active parts of the instructional process, okay? They really need to be active parts. I'm kind of chuckling to myself as I say this because just about 3 weeks ago had an experience where had to talk with a student teacher, had to talk with a principal, had to talk with a cooperating teacher about something that happened, okay? And I'm sure you all probably know what I would get to. That paraeducator really needed to be part of that process. This is very, very important.

Another quality indicator, okay, is a process being in place to identify students with disabilities, a process in place that is just like any special education process for identifying students, to be able to answer the questions, how do students qualify for adapted physical education? Now this is going to vary from district to district, okay? And again, I'm going to talk about, you know, ways that I've seen it done, ways that we do it in districts. But again, this is going to differ, but this needs to be in place. There has to be procedures in place where teachers and others can refer kids to be identified as needing specially designed or adapted physical education instruction. This is part of the special education process, okay?

So this is one that Linda put together. And again now, this is very specific to a school district or a set of schools in Baltimore County, okay? This is a student who is in special education, okay? This is a student who is receiving special education services, so there's a process that takes place where, if this student is not achieving to grade level expectations, there's a whole process that's available to teachers to see if this student might be in need of some adapted or specially designed physical education,

possibly in addition to general physical education that he's receiving, okay? So, again, this is an eight-step process and, again now, this will differ from district to district. You might have a process already in place. You might just take a process that's already in place and maybe put in physical education, okay, but there should be a process in place just like any special education service, where there's a referral, where there's permission, there's additional assessment, there's taking a look at that evaluation information, there's sharing information to see if that student meets criteria to be receiving specially designed or adapted physical education.

So this is a quality indicator. I mean, if you don't have a process like this set up in your district, where if a teacher says, "You know, I've got a fourth grader in my physical education class and I really think some adapted physical education or specially designed instruction is necessary for this youngster," I mean, that's a process that should be in place, just like any other special education process. Okay? So appropriate assessments are obviously the foundation for effective programming. There's going to be data collection, interpretation, decision-making. And I would think that as you're hearing these things, you're probably saying to yourself, "We need a physical education teacher that understands this process also." Okay? So that's why in many states there are adapted physical education specialists. There are people who take courses in this. I teach on a regular basis an assessment in adapted physical education class. We do mock IEP meetings, assessments, referrals. They test students with all sorts of instruments. They write up IEP reports. Okay? This is part of the IEP process for youngsters. This needs to be in place in school districts. There's different types of assessment tools. We're getting to it, okay? There's different types of assessment tools that match the requirements in the definition in the law.

So, not surprisingly, people have developed assessment instruments for motor performance, motor development, physical fitness, and things like that. Here are some of the common ones. Here are some of the common ones so that by the time students, if they've take an adaptive P.E. assessment class, they know the Peabody Developmental Motor Skills. Okay? Just like maybe some of your preschool special ed teachers do, or your occupational therapists. Now in adapted physical education, we don't do the fine motor assessment as part of the Peabody Developmental Motor Skills. We do the gross motor, okay? Also, there's instruments like the test of gross motor development that measures fundamental motor skills like throwing, catching, kicking, hopping, running, striking, all those things. There's also -- there's something called the APEAS, the Adapted Physical Education Assessment Scale. There's the Bruininks-Oseretsky Test of Motor Proficiency. In the area of aquatics, there are the Red Cross Skills Progressions. This right here is something that we have. It's called the Aquatics Skills Checklist, so it's like a rubric or a task analysis. But oftentimes there are commercially -- these are commercially available products, okay, that are generally -- that are generally redone every maybe 10 years or so. As you can see, this is in its second edition. Second edition. The Brockport Physical Fitness Test. Okay, so people in adapted P.E. are familiar with these assessment instruments. Yep?

**AUDIENCE MEMBER:** [inaudible] adapted P.E. teacher [inaudible] was who was going to do what specific to gross motor? And I just wondered if there's specific guidance as to what exactly [inaudible] differentiates gross motor [inaudible].

**GARTH TYMESON:** Yeah, and again, this is the motor team. This is the motor team approach. You want to have that OT, that PT, and that adaptive P.E. teacher sitting down and saying, "Okay, this is what my curriculum is all about, and so what I'm going to do on the Peabody are the manipulative skills and the balance skills and what other." Okay? And then the PT would go, "Eh, well, we only really need to do this part of it." And the OT might say, "Not gonna do it because I use something different." The bottom -- the most important thing is that what? They're communicating. They're collaborating. And what you have is the motor team approach, okay?

So, again, many of the adapted P.E. teachers, and I'll use my wife's example, my wife's colleagues are the adapted -- I'm sorry, my wife's colleagues are the physical therapists and the occupational therapists. They're on the motor team. But they're not duplicating. They're helping each other. They're knowing what each other's doing, but they're not duplicating, okay? Because there's really just not enough of them to spread themselves out that much. That okay? All right. So, again, assessment instruments are available for that quality indicator. Now here's what's important also. You want to be doing some authentic assessment, okay. So this assessment should be taking place where it should be happening. So an example might be -- an example might be you might develop a rubric for a YMCA participation for your high school transition class for fitness, okay? You might do some authentic assessment where you're teaching a youngster how to use that Wii game for physical activity. And, again, we do that. We try to teach -- we teach youngsters, we show our future teachers, we know that the teachers out in the schools are using some of these exer-games, so we need to expose our future teachers to Wii. That's how I learned to do this stuff and I had a lot of fun with it, okay? And so it's an important part of it.

So some of these can be authentic assessments. So, assessment results certainly, you know, are used for a number of different reasons, everything from services to the environment where the youngster's going to be taught. That report, that assessment report, is a critical component of the special education process. I got like some sample information that could be part of an assessment report. This is really no different than all of your other components on your IEP. It wouldn't make any -- it wouldn't make much difference. You'd still have some of these, and obviously this is used for a district. You would just take your district's report and make sure that you're fitting that information in. But instead of that being in the area of academics, it might be in the area of physical education. It might be for the Brockport Fitness Test for that youngster who's 14 with spina bifida, who's a wheelchair user. Okay? You need to work up some information for that youngster. Now another quality indicator.

Another quality indicator in adapted P.E. program, not surprisingly, is that there's a continuum of placements. Okay? There's a continuum of placements, meaning that there's a variety of instructional settings just like there's a variety of instructional settings in the special education and the general education area. Okay? It doesn't mean that everybody is in that segregated, adapted P.E. class. In most of the districts around our area, they're saying the placement is general physical education unless we can see there's some need for specially designed physical education. Many of our districts in our area, and you can hear this throughout the country also, will be getting kids in general physical education and they're also providing some small group instruction. So it might be that the youngster's in general P.E. twice a week and the adapted P.E. specialist might be working with that youngster also twice a week to

be working on skills to make that kid successful in the curriculum unit that they're in in general P.E. Okay, so there's a lot of that that goes on.

And then, obviously, there's also still going to be some need for, you know, very, very specialized adapted physical education services, where it might not be safe for a youngster to participate in a general physical education program. So there should be a continuum of services that are available. That's certainly a quality indicator. Obviously, the general physical education program is the placement of choice. And then, from there, it's based on individual assessment, determination of what the curriculum is about. Marty Block at the University of Virginia I think has a very, very good model.

This references in the back, okay, Dr. Marty Block, and this is an ecological model. It's an approach to integration and adapted -- and physical education or inclusion. I think this is a very good general guideline. He has a series of steps that you might want to do. It's logical. Okay, if you're looking to include a youngster with a disability into the general physical education program, let's take a look first, obviously, of what we want that youngster to learn, something that I had you do right in the beginning. Let's take a look at the general P.E. curriculum. Let's take a look at modifications that are needed. And it goes all the way down through even preparation of the general P.E. teacher. Who's going to be doing this? You're going to need somebody that's prepared in adapted or special physical education to work with that general P.E. teacher. But I like that model. I think it's a very practical model. That's just the summary of the steps in that resource that you have in the back. There's probably eight to ten pages in that book that really gets more into detail as to what district-level teachers can be doing for inclusion.

Now, so there's obviously -- there's obviously some considerations for providing appropriate inclusion. You know, you have everything from class size to teaching facilities and equipment, safety and medical considerations. These are all things that need to be taken into consideration in relation to whether you're making an appropriate inclusion decision. You know, and it might be, for example, that if a youngster is functioning at a certain developmental level, let's say that youngster is functioning at a 2-year-old developmental level. Well, you're not going to have that youngster in a class with 2- and 3-year olds if that youngster is 8 and 9 years old chronologically. So you need to kind of take a look at those situations where chronological age versus developmental level, you're taking all of those things into consideration and you're making good decisions, you know, about what's appropriate inclusion for that youngster.

Now this is another quality indicator. We just talked a little bit about this, so I'm not going to spend a lot of time, but there really needs to be good collaboration here, okay? One thing that these people need to do is work together to communicate. Okay? I find in a lot of school districts that these people are sharing an office. Okay? I also find that a lot of school districts, or this is the way it is in Wisconsin, in Wisconsin the adapted physical education teachers are special ed employees. Okay? So my wife, for example, and the other adapted P.E. teachers in the school district of La Crosse, their supervisor is the director of special education. They're special education employees, okay? And, therefore, they're working with the physical therapist, occupational therapist, speech therapist. This needs to be happening, that there's a team approach in adapted physical education.

So, transition. This is the one where I was telling you, okay, here's one of our youngsters in our program. And notice the Eagles, that's the UW-L Eagles, okay? And this is one of our college students, who's in a physical activity mentoring program. And I mentioned that we're similar to Slippery Rock University here in Pennsylvania, where we have a program like Dr. Arnhold has also, so we're teaching this youngster how to use some good exer-games. All right? Part of a transition program. Physical education, adapted physical education for students with disabilities is really a critical part of transition programming, okay? I hope you're understanding this because what we need to be doing is preparing students with disabilities to be active participants in the community. Okay? Everything from teaching them what types of activities they can be doing for active and healthy living to the facilities, to the equipment, et cetera. Okay? And that's a lot. That's a lot. Transition is important. Okay? So, adapted physical education persons help with transition. It needs to be part of the program, okay.

Again, think of when youngsters, you know, in special education are going out into the community, using those community physical activity resources, a key part of what they're going to be doing in the future when they're 25, 30 years old, 35. I think we all know what happens to our physical activity levels as we get older, right? Okay. And so if we can do anything at all to offset that, to negate that, teaching kids how to be physically active, we really need to be doing it. I don't need to tell you the \$300 billion a year that we spend, okay, in this country on obesity problems, \$300 billion. Okay, it's really critical. Another indicator, that there's a program evaluation procedure in place. Okay? For your entire adapted P.E. program, okay? So there's some things here, or I should say a little cartoon. I got a little cartoon that kind of goes through and, wow, this scale does everything. This scale measures my body index. It measures my blood levels. Tells you to step on and then you get on, you go, "Oh my God, I didn't want to see the answer." Right? Okay, so we need to assess our programs, however.

We need to be assessing. There's a number of different things that you can look at, okay? There's a number of different things that you can look at in your program. And when I say in your program, I could say your school district. School district should be looking at this, evaluating their physical education programs for students with disabilities in a number of different areas. Okay? You know, so, for example, I'll just go to this one. Are physical educators properly notified about IEP meetings? Are they treated as an IEP member? In many states, in our state for example, we have many adapted physical education teachers who are the case managers. They're in charge of the entire IEP. Many of our adapted P.E. teachers are the case managers, okay? They're in charge of the entire IEP. They're special educators. Okay, they are special educators. Additional references. Okay, so for some information about evaluating programs, okay?

Now going to jump to the next one and this is really the last area. The last area and this is one that I kind of had one slide on when we talk about appropriately training people in adapted physical education. And I got a little something here saying all physical education teachers are not creatively equal. And what I mean by that, okay, is that if you're looking for a good adapted physical education teacher, you need to find someone who's very creative, innovative, and really knows what's going on, okay? And not all physical education teachers are created that way. That's the bottom line. Okay, we're going to talk about that. So we need to find the right fit. And I got our friend over here. Got this big water pump, okay. Well, this isn't the right water pump, but I'm going to make this fit. Well, I think you

really need to be careful here and the message that I'm talking about, and I know I got a lot of special ed staff and administrators in here, hiring the right person. Not every physical education teacher, okay, has the right knowledge, skills, dispositions, and experiences to be an adapted physical education teacher. I don't know how else to say that. Okay? Not all of our physical education teacher candidates go into adapted P.E. We don't force them to, okay, because not all of them are going to want to do that. Okay? But if you're in the situation where you're able to hire physical education teachers who are going to be working with kids with disabilities, you need to know that they're out there and they have skills and knowledges and dispositions and experiences. Okay? So not all of them are ready. Not all of them are ready. I wish they were. Okay?

But I'll tell you how they're generally trained, okay? Here's the most common way that kids with physical education backgrounds are trained, okay? So most of the time there's one course in adapted physical education. That one course is generally taught, okay, in order to get the physical education teachers ready for the most likely candidates that are going to be included, the kids with high incidence disabilities. Learning disabilities, okay? Mild intellectual disability. Different things like that, okay? So most of the time they take one course. That's the minimum requirement. And that one course, you know, is going to be dealing with low -- I'm sorry, high incidence. Usually the content is about adaptations. And again, one course. They take one course. And a lot of times it depends on who's teaching that course and whether they're even getting a hands-on experience. Okay? We kind of got ours. They get 25 hours. Every Thursday night for 2 hours a night, they're working with kids with disabilities. Okay? They're writing IEPs and things like that, but that doesn't happen in every situation.

So it really depends upon, you know, who's teaching the course and what kind of experiences they're getting. That's usually what most physical education teachers are getting. However, however, there's a lot of programs throughout the country, some in your own state here, that are going well over that. Okay? Adapted physical education, you know, is a profession. Okay? I consider myself a special educator and physical educator. You know, how many here are members of CEC, Council for Exceptional Children? Be surprised if a lot of you weren't. Yeah, okay, so I'm a lifetime member of CEC, but I'm also a lifetime member of AAHPERD, the physical education type organizations. Adapted physical education is nothing new, okay, but it's there and we need to be aware of that, especially when we're hiring people. Okay? So here's some roles. These are just a few of the roles of appropriately qualified adapted physical education teachers. Direct service or teaching, consultation and collaboration, IEP teamwork, assessment advocacy.

Here's something unique. Okay, adapted physical education teachers are working at the preschool level also. That's one of the big differences between your general P.E. teacher and your adapted P.E. teacher. You know, our adapted P.E. teachers need to be working with 3- and 4-year-old youngsters with disabilities. It's a whole new ballgame for our teacher preparation candidates in P.E. when we say, okay, in adapted P.E., you're going to be working with that 3-year-old youngster with Down Syndrome or on the autism spectrum or whatever. So you need to be making sure that you're getting a person that has that background also. So these are just a few of their roles, but I'm sure it's -- many of you are looking at it and going, "They're special educators." And you know what? That's what they are. But they also have a good background in physical education, okay?



So here's some examples of the states that have add-on certifications. There's about 14 of these states now. Many of these states have had these add-on certifications for 25 and 30 years. These are nothing new, okay? These are nothing new. It varies in each one of the states how you get that add-on certification. So in Wisconsin, you could jump to that link right there and go to that page and you could see what a person like myself in teacher education needs to prepare this student for. Okay, there's certain types of competencies and knowledges and skills that we need to put in certain courses in order for our students to get that 860 add-on. Minnesota, again, right next to us, a lot of our students go there. Minnesota has a super add-on. They call it a credential. Many other states have it. Who knows, who knows, we might be looking in 5, 6, 7, 8 years where Pennsylvania might have an add-on. So, again, and I'm not saying that this doesn't happen in states where there's not these add-on certifications, okay? Because I know of all of these programs and many of them right here in Pennsylvania, where you have programs where students are getting multiple classes in adapted P.E. Okay? You don't have any add-on certification, but in my estimation some of your programs are really putting out people that have advanced knowledge and skills and dispositions.

**AUDIENCE MEMBER:** [inaudible] have to have a secondary certification in Pennsylvania. Would this be a possible add-on [inaudible]?

**GARTH TYMESON:** I'm going to say yes, not knowing a whole lot about your certification. Here's the way ours -- yeah, here's the way ours works. Our certification is what's called a 530 in general physical education. You go through your physical education teacher preparation program, you get your 530 certification. If students in our program at the University of Wisconsin, La Crosse, take our adapted P.E. minor, they also qualify for our 860 add-on, okay? But they have to take, you know, 18 credit hours and do some other student teaching in adapted P.E. So it's just all according to how your state organizes that teacher licensure as to how it would be.

Now there are some states -- there are some states, for example, that I had listed up there where I look at what they need to do to get that adapted P.E. certification and I got to tell you it worries me because there's only maybe one or two additional courses. So I take a look at some of the states that have an add-on license in adapted P.E. and I look at it and I go, "How in God's name did they ever get that passed?" But, you know, that's besides the point. Okay? So there's a lot of states that, you know, you're still going to be preparing good adapted physical education teachers even if you don't have an add-on certification. Let's face it, it's based on the teacher preparation program that people go through, okay? So finding them, people who are hiring people, okay, you know, we send our students all over and so do other programs. You can also go to this web link here that's part of the National Consortium on Physical Education and Recreation for Individuals with Disabilities and it's got a directory of teacher preparation programs in adapted P.E. Okay?

There's also federal grants. We're fortunate enough we have a U.S. Department of Education federal grant. So does Slippery Rock University right here in Pennsylvania. So we get funding from the Office of Special Education in D.C. to prepare what we call -- we prepare our itinerant adapted P.E. specialists. That's what our adapted P.E. specialists do in Wisconsin. Most of the time, they're traveling around to three, four, five different schools. It varies. It often varies, okay, and let me just get to this --

I'm going to go back. Oftentimes our teachers in Wisconsin might only be teaching adapted P.E. 30% of the time and general P.E. 70%. But what we're finding is more and more school districts are saying -- as a matter of fact, on 60% to 70% of the job openings, it says 860 add-on preferred or required. So they're hiring them. Even -- I don't want to mention specific school districts, but even some pretty large school districts in Wisconsin say, "We don't even look at the candidates unless they have both certifications." They need that person that has that 860 also. Okay? So there's professional statements, national statements that are out there regarding highly qualified adapted P.E. teachers.

Now there's also, and we talked a little bit about this before the presentation, there is something that's called the CAPE, the Certified Adapted Physical Educator, and this is a national program. Some states that do not have an add-on certification will use the APEN standards, the Adapted Physical Education National standards, and they'll adopt that. So the state of Alaska, for example, okay, provides additional funding to the teachers that get that CAPE certification. It's a national exam that you sit for, okay? Some states use it. Some states even with Adapted Physical Education endorsement, like Michigan, will recognize passing the CAPE exam as their state add-on adapted P.E. So if I am from Iowa, okay, if I'm from Iowa, that does not have an add-on license in adapted P.E., and I pass the CAPE exam, if I then move to Minnesota -- I'm sorry, if I move to Michigan, Michigan will recognize CAPE as their state certification in adapted P.E. This is something that I know that the folks in Pennsylvania are beginning to look at as saying, you know, "Let's really start encouraging that." And again, I don't know where it's going to go, but I'd certainly encourage you to take a very serious look at it. It's housed right up at SUNY Courtland. Dr. Tim Davis is the director of that program, oversees the CAPE program.

So, you know, again, people who are in hiring positions, you know, it's important that people in special education, physical education, human resources persons knows that these specialists exist. There are many districts that will hire these people and just have them maybe teaching 10, 20, 30% of their time in adapted P.E. and then the rest of their time in general P.E. And, again, I think that's a pretty good model because people who are hiring these folks know that they both have their certification in general P.E. and adapted P.E. Also, professional development courses exist. You know, all sorts of training that you can get. I would encourage school districts to work closely, you know, with their higher education institutions. And, again, sounds like in Pennsylvania that's really happening with your adapted P.E. state group that's really making some good progress.

So got a little fun here for us. Got a little fun here. Taking a little quiz, okay? We'll take a little quiz here. Going to hear some noise. Maybe. Maybe it's turned off. Oh, must be turned off. It is, okay. There should be sound on this, people clapping. I'm glad it's not on. True or false, instructional or para-assistants are part of the physical education program. Huh? There you go. There you go. Boy, they've got to be part. It is so important for these paraprofessionals to be actively involved, working with kids in physical education. And I don't want to say this, but I have to say this. It's not break time. It's not break time, okay? If that youngster has a paraprofessional assigned, it's the same as if they're in the classroom. Your classroom is the physical education classroom, okay? They need to be there, just like any other situation. All right, here's another one now. Adapted physical education teachers live in the gymnasium and are not involved in the IEP process. Obviously that's false, okay? These people are special educators. These people are involved in the IEP process, just like any special education or related

service personnel. Okay? Students with disabilities can be exempt or excused from physical education for medical reasons. They can be, but they shouldn't be. They really shouldn't be. There isn't a condition, maybe a rare medically fragile condition, where kids, okay, with disabilities shouldn't be involved in physical activity and physical education.

As a matter of fact, there was a recent court case. Any of you special education folks get that special ed law monthly? Okay, there was one about 3 months ago. There was an issue about 3 months ago that had a case where a school district initially accepted an excuse from a medical doctor to get the youngster out of physical education. That went to a hearing and it ended up that the IEP team won, that the medical person couldn't say what was appropriate education. It was really the IEP team's decision and that adapted physical education teacher was an important part of that IEP team. And so that was an interesting case if you got those. Okay, next one. Physical education cannot be the only special education service on the IEP. That's false. It can be. You can have a youngster that is appropriately functioning, okay, in all other areas of the education, but there may be a need for specially designed P.E. And if physical education is part of the definition of special education, guess what? Boom, that could be the only service. Okay?

Next one. Physical education and physical therapy or others are interchangeable and can be substituted. We know the answer to this one, right? Okay, the answer is false. Okay? All right, next one. A student with a disability is either included in full-time general P.E. or has a separate adapted P.E. placement. And the answer to that is false. Okay? False. There can be multiple placements. All physical education teachers have the knowledge, skills, dispositions to work. Okay, unfortunately, we have to face reality. That's false. Okay, that's false. Not all teachers do all things. So be careful. Adapted physical education placement is only for students with physical disabilities. Obviously that's false. Many, many other types of disabilities that are going to require specially designed instruction. Okay? Second one, students with disabilities are automatically eligible for adapted physical education. Obviously false. Okay, many students, many students with disabilities are going to be, obviously, some of your best movers. Okay? Students with learning disabilities, student behavior disorders, they're going to be terrific movers and learners, okay? So it isn't an automatic. Last one. Physical education is part of special education for all students with disabilities. And obviously that's true. All right, obviously that is very, very true.

Now there's some resources that you have there. There's some resources, equipment companies. And again, no matter what you're looking for, there's equipment out there. I would also encourage you to go to websites for a lot of this stuff now. Okay? There are very unique websites for teaching students how to bicycle, teaching students how to ski, all sorts of very specialized companies. Some very good websites for additional information. These assessment tools here, if you have any questions afterwards, I'd be glad to answer those questions about assessment tools. References. Okay, now what's got to be in place? What's got to be in place? You know what we want our kids to achieve, or your son or daughter. What are some things now that need to be in place to make it happen? Give me a few examples. Yep?

**AUDIENCE MEMBER:** [inaudible]

**GARTH TYMESON:** People understanding universal design. Designing instructions so that everyone can be successful. Fantastic. What else needs to be in place for your son or daughter to make it happen?

**AUDIENCE MEMBER:** [inaudible]

**GARTH TYMESON:** There you go, equipment, the necessary equipment to make it happen. Paraprofessionals that are involved in the instructional process. One thing we didn't talk about was training peer tutors, training peer tutors to work with youngsters with disabilities, also a very good instructional strategy in adapted physical education. What else needs to be in place?

**AUDIENCE MEMBER:** Frequent access to playground equipment.

**GARTH TYMESON:** There you go, access, appropriate access to equipment, facilities, and things like that. That needs to be happening. That's part of an adapted physical education program. An adapted physical education professional is going to be transitioning kids into the community and making that happen. Okay, taking outings and things like that in adapted physical education at the high school level has to be a major part of your program. What else should be present? What else needs to be present for your son or daughter?

**AUDIENCE MEMBER:** [inaudible]

**GARTH TYMESON:** Absolutely, absolutely, having data to justify the placement and show that there's progress that's made for your son or daughter. What else? What else are -- what are some keys? What's another couple of keys?

**AUDIENCE MEMBER:** [inaudible]

**GARTH TYMESON:** What's that?

**AUDIENCE MEMBER:** A planned program.

**GARTH TYMESON:** A planned program, you bet, with a scope and a sequence. Really collaborating with your general physical education program also. That's key. That has to be a key part of it right there. Okay, that's a key part. What else is important for your kids? What needs to be present? The right what? Yes, fabulous. Get my smiley ring. Questions now. Here's your goal now. You want -- okay, well, you're going to get another -- no, you got your smiley ring right there. Look, I've got something now. For everybody that asks a question, I got a present for you. It's not -- and it's not a candy chocolate kiss, I promise. [audience laughing]. Oh, this is heaven for me, chocolate and stuff like that. The only thing that could possibly be better for this whole situation -- 5 minutes? Okay, good. The only thing that could possibly be better for me in this situation is that if I was here during the summer and the golf course was open with all this chocolate. But really, your goal right now is to get a smiley ring from me. Question? Yep, good.

**AUDIENCE MEMBER:** [inaudible]

**GARTH TYMESON:** Oh, boy. You gradually work with that teacher to try to give that teacher some ideas, but you're also working with the school staff. You as a --you as a parent aren't evaluating that teacher. The school staff is and I would strongly suggest that you talk with the school staff and supervisor about what is or isn't happening with that instructional situation. Question?

**AUDIENCE MEMBER:** I'm a parent, so as a parent of a young child, first grade -- I appreciate that. Who has a pretty significant physical disability that causes [inaudible] stuff like that. So the doctor [inaudible] always says to do as much physical activity in [inaudible]. And my district has a rule about [inaudible].

**GARTH TYMESON:** Okay. If I was that parent, if I was working with that parent, I'd go to that parent, make sure that that parent knew the definition of physical education in the federal law. That includes aquatics instruction. I would suggest that the school district, you know, consider incorporating aquatics instruction. If other youngsters are receiving aquatics instruction, I would talk about equal opportunity as to why my youngster is not receiving aquatics instruction that, by definition, a federal law has included in the definition of physical education. So, I mean, I would work with my district. I would work at the IEP meeting in a collaborative way and to see if maybe some additional programming could be gained. But I would bring it to the IEP meeting in writing and try to work with the district. Question?

**AUDIENCE MEMBER:** [inaudible] your ideas together, the fact that [inaudible]. [audience laughing]. The fact that you tend to [inaudible] teachers are part of the special ed department [inaudible]. And the fact that you want the right phys ed teacher [inaudible], do you see in the near future [inaudible] going to teach an adapted phys ed course [inaudible] because I equate that with like an [inaudible]. Well, I mean, that may not be a good fit and [inaudible].

**GARTH TYMESON:** Well, the question deals with, you know, I think, you know, what's appropriate qualifications for a teacher who's teaching a certain content area. And, first of all, I firmly believe that a teacher needs to have that foundation in general physical education. That teacher needs to have the basics in exercise, physiology, kinesiology, motor development, teaching strategies, and then needs additional information, additional knowledge and skills and dispositions about working with persons with disabilities. There are some states right now that have these add-on certifications that do say if that youngster -- I'm sorry, if that teacher is going to be teaching youngsters with physical education on their IEP, it has to be by that certified person. Now you would hope, you would hope that districts are getting the best qualified person and getting a person, if they're going to be working with kids with disabilities, that had the skills. But, you know, we all, you know, understand that sometimes people are getting hired to teach physical education based on what they can coach. You know, we know that happens sometimes and, unfortunately, that's not getting us the best teachers. I hesitate, you know, to say that, but I see that and, you know, this is very similar. So, I mean, all I'm saying is that if people are in hiring positions, I hope they're looking at hiring the best qualified teacher to work with the children that they're dealing with, especially in adapted physical education.