



SOUTHEAST AREA COOPERATIVE

GUIDE

TO

ADAPTIVE PHYSICAL EDUCATION

8/30/12

What is Adapted Physical Education?

(Adapted Physical Education National Standards)

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

- Physical and motor skills
- Fundamental motor skills and patterns (throwing, catching, walking, running, etc.)
- Skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports)

ARSD 24:05:28:08 Physical education services, specially designed if necessary, shall be made available to every child in need of special education or special education and related services, unless the public agency enrolls children without disabilities and does not provide physical education to children without disabilities in the same grades. Each child shall be afforded the opportunity to participate in the regular physical education program available to children without disabilities unless the child is enrolled full time in a separate facility or the child needs specially designed physical education which cannot be provided in the regular physical education program.

If specially designed physical education is prescribed in the child's individual education program, the school district responsible for the education of the child shall provide the services directly or make arrangements for it to be provided through other public or private programs. For children enrolled in separate facilities, the district responsible for the education of the child shall ensure that the child receives appropriate physical education services.

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

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

- Adapted physical education is physical education which may be adapted or modified to address the individualized needs of children and youth who have gross motor developmental delays. The service should include the following:
 - Assessment and instruction by qualified personnel means that professionals are prepared to gather assessment data and provide physical education instruction for children and youth with disabilities and developmental delays

- Accurate assessment data – including diagnostic and curriculum-based data collected by qualified personnel
- Individualized Education Program Goals and Objectives/Benchmarks – are measurable and objective statements written by the physical education instructor. The goals and objectives are reflective of the physical education instructional content and monitored/evaluated according to district policy , to ensure that goals and objectives are being met in a timely manner
- Instruction in a least restrictive environment (LRE) refers to adapting or modifying the physical education curriculum and/or instruction to address the individualized abilities of each child. Adaptations are made to ensure that each student will experience success in a safe environment.
- Placement is outlined in the IEP and may include one or more of the following options:
 - The general physical education setting
 - The general physical education setting with a teaching assistant or peers
 - A separate class setting with peers
 - A separate class setting with assistants
 - A one-to-one setting between students and the instructor

For all practical purposes APE **IS** developmentally appropriate physical education at its finest. It involves differentiating instructions so the physical activity is as appropriate for the person with the disability as it is for a person without a disability. The emphasis of APE is to facilitate participation of students with disabilities with typically developing peers in age-appropriate activities.

Special APE is a federally mandated component of special education services (U.S.C.A. 1402 (25)) and ensures that physical education is provided to the student with a disability as part of the child’s special education services. Change the word “adapted” to “differentiated” and you have Adapted Physical Education. It is **GOOD** teaching which differentiates the curriculum, task, equipment, and/or environment as appropriate for each child, so ALL students can successfully learn and participate in physical education.

Physical Education Considerations for Students with Special Needs

When do I call an Adaptive Physical Education Teacher?

- Additional problem solving is needed to generate programming ideas
- Modified equipment or instructional materials is needed
- Any time the LEA staff needs consultative assistance to meet the physical education needs of students

Possible Options to be addressed in the IEP

- Regular physical education
- Regular physical education with modifications (No IEP)
- Specially designed physical education (IEP Needed)

Regular Physical Education

- Attends regular PE – modifications may include: a paraeducator, a peer, use of mobility device(wheelchair, walker, crutches) or doctors request of limited activity

Specially Designed Physical Education (IEP Needed)

- Students who do not attend physical education class due to behavioral or medical limitations (medically fragile students)
- A goal for physical education is required
 - The goal could be combined with another goal and PE would be the setting
 - Data collected for IEP could be done by the special education teacher, paraeducator, or PE teacher
 - PE teacher may provide activities related to the goal

Differentiating Instruction for Students with Disabilities

Quality adapted physical education involves the physical educator differentiating instruction to meet the needs, interests, and abilities of each individual student. That differentiation might involve the teacher adapting/ modifying the content, process, environment, and/or student assessment. Below we have provided numerous ways that some sports and activities can be modified and/or changed to meet the needs of each student. The goal is to have students participate in activities where all students can learn and be successful. Check out this great Best Practice called: [Disability Awareness in Physical Activity Best Practice Idea](#).

General Adaptation Suggestions

<p><u>Equipment:</u></p> <p>Larger/lighter bat Use of velcro Larger goal/target Mark positions on playing field Lower goal/target Scoops for catching Vary balls (size, weight, color, texture)</p>	<p><u>Rules Prompts, Cues:</u></p> <p>Demonstrate/model activity Partner assisted Disregard time limits Oral prompt More space between students Eliminate outs/strike-outs Allow ball to remain stationary Allow batter to sit in chair Place student with disability near teacher</p>
<p><u>Boundary/Playing Field:</u></p> <p>Decrease distance Use well-defined boundaries Simplify patterns Adapt playing area (smaller, obstacles removed)</p>	<p><u>Actions:</u></p> <p>Change locomotor patterns Modify grasps Modify body positions Reduce number of actions Use different body parts</p>
<p><u>Time:</u></p> <p>Vary the tempo Slow the activity pace Lengthen the time Shorten the time Provide frequent rest periods</p>	<p><u>Bowling</u></p> <p>Simplify/reduce the number of steps Use two hands instead of one Remain in stationary position Use a ramp Use a partner Give continuous verbal cues</p>
<p><u>Basketball</u></p> <p>Use various size balls (size, weight, texture, color) Allow travelling Allow two hand dribble</p>	<p><u>Golf</u></p> <p>Use a club with a larger head Use shorter/lighter club Use colored/larger balls</p>

Disregard three second lane violation
Use larger/lower goal
Slow the pace, especially when first learning
If student uses wheelchair, allow him to hold ball on his lap while pushing wheelchair
Use beeper ball, radio under basket for individual with visual impairment

Practice without a ball
Use tee for all shots
Shorten distance to hole

Soccer

Use walking instead of running
Have well defined boundaries
Reduce playing area
Play six-a-side soccer
If student uses a wheelchair, allow him to hold ball on his lap while pushing the wheelchair
Use a deflated ball, nerf ball, beeper ball, brightly colored ball
Use a target that makes noise when hit

Softball

Use velcro balls and mitts
Use larger or smaller bats
Use a batting tee
Reduce the base distances
Use Incrediballs
Shorten the pitching distance
If individual is in wheelchair, allow them to push ball off ramp, off lap, or from tee
Use beeper balls
Provide a peer to assist
Players without disabilities play regular depth defense
Students without disabilities count to ten before tagging out person with disability

Volleyball

Use larger, lighter, softer, bright colored balls
Allow players to catch ball instead of volleying
Allow student to self toss and set ball
Lower the net
Reduce the playing court
Stand closer to net on serve
Allow ball to bounce first
Hold ball and have student hit it

Tennis

Use larger, lighter balls
Use shorter, lighter racquets
Use larger head racquets
Slow down the ball
Lower the net or do not use a net
Use brightly colored balls
Hit ball off tee
Allow a drop serve
Stand closer to net on serve
Do not use service court
Use a peer for assistance

Websites: activities, adaptations, information, etc.

<http://www.pecentral.org/adapted/adaptedmenu.html>

<http://www.apens.org/>

<http://www.aea11.k12.ia.us/APE/>