



SOUTHEAST AREA COOPERATIVE

GUIDE

TO

ADAPTED PHYSICAL EDUCATION

rev. 8/30/14

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 instruction 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 Adapted 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

Adapted Physical Education Eligibility Process

1. Complete the appropriate checklists found at <http://southeastareacoop.org>
2. After reviewing the checklists, the Adapted PE Teacher (APE) will conduct an observation, if needed
3. After conducting the observation, the Adapted PE Teacher will communicate with the Case Manager whether or not an evaluation is recommended.
4. The Case Manager will add to the parental consent – Adapted Physical Education Evaluation
5. From this point forward, the team will follow the evaluation process

The student is determined by the team to be eligible for adapted physical education because:

- a. The student's performance on an appropriate psychomotor or physical fitness assessment tool is 1.5 standard deviations or more below the mean.

OR

- b. The student's development or achievement and independence in the school setting is inadequate to allow the student to succeed in the general physical education program as supported by written documentation from 2 or more of the following: motor and skill checklists, informal assessments, medical history or reports and social, emotional and behavioral assessments.

PHYSICAL PARTICIPATION IN SCHOOL

General Information & Directions

7/14

This form should be completed as part of a pre-referral process. If there are educational motor concerns please go to the Southeast Area Cooperative website <http://southeastareacoop.org> to download the appropriate checklists and this cover page. This is not an evaluation, this is simply a set of checklists for you to complete as part of your concerns, this could be done as part of a student assistance team/teacher assistance team process, or a teacher that has observed some things that she/he are concerned about, etc.

- Educational Motor Concern – Fine Motor
 - School Age – 21
 - Complete this cover page
 - Complete the OT checklist & return to your OT and/or COTA
 - Preschool Age
 - Complete this cover page
 - Complete the Preschool Functional Educational Checklist and return to your OT and/or COTA
- Educational Motor Concern – Gross Motor
 - School Age – 21
 - Complete this cover page
 - Complete the PT and the Adapted PE Checklist and return to your PT and/or APE teacher
 - Preschool Age
 - Complete this cover page
 - Complete the Preschool Functional Educational Checklist and return to your PT

A student observation will be scheduled within 1-3 weeks. (recommend that the classroom teacher, student assistance team lead, etc. have made a contact with the parent to let them know of your concerns and that you would like to have an observation)

If educational motor concerns are observed, a recommendation will be made to the Case Manager for possible evaluation; whether it be OT, PT or APE or any combination, thereof.

Please do not add PT, OT or APE on a Consent to Evaluate until this checklist has been completed and the Case Manager has had a conversation with an OT, PT or APE.

Student Information

Student: _____ DOB: _____ Date: _____

Parent(s) Name: _____ Grade: _____

District/Building: _____ Teacher: _____

Checklist completed by: _____

Medical Diagnosis (if any):

Special Equipment: (glasses, orthotics, hearing aids, FM Systems, Paras, etc)

Best time/location to observe the student:

Best time/location to meet with teachers:

Date received by Service Provider: _____

IEP Examples

Elementary Sample

Eric is a 3rd grader with a primary disability of Cognitive Disability

Present Level of Academic and Functional Educational Performance (PLAFP)

Eric is an active young boy who enjoys a variety of individual and team activities, he has difficulty with rules and strategies related to 3rd grade benchmarks, 30% accuracy.

Locomotor Skills: Eric's patterns of skipping & hopping on one foot, met 3/5 criteria. His patterns of walking, running, and galloping met 5/5 criteria.

Object Control Skills: He can kick a stationary ball (5/5), but has difficulty tracking and kicking a moving ball (2/5)

Physical Fitness: Recent results of physical fitness testing indicate that Eric has appropriate health and fitness levels.

Functional: Eric enjoys playing simple games alongside of his classmates. He correctly follows the rules during games at a 25% success rate.

Educational needs

Eric needs to improve his basic locomotor skills of skipping and hopping on one foot for increased participation with his peers.

Eric needs to improve his object control skills (kicking) for increased participation during games.

Eric needs an understanding of rules for basic games and activities.

Annual goal

Physical Activity

During this IEP, Eric will demonstrate an increase in his performance of motor skills and movement patterns needed to perform a variety of physical activities from his current level of 60% to the 80% level.

Objectives or benchmarks

1. Eric will demonstrate a functional skipping pattern for 50 feet, 6 out of 10 trials on 5 separate occasions as observed by PE teacher and/or APE teacher.
2. Eric will demonstrate functional hopping on preferred foot for 10 seconds on 5 separate occasions as observed by PE teacher and/or APE teacher.

3. During low organized games, Eric will kick a moving ball to a stationary target 5 out of 10 trials on 5 separate occasions as observed by PE teacher and/or APE teacher.

Annual goal

Functional Skills

By the end of this Annual IEP, Eric will improve his use of rules in games within his Physical Education class from a 25% rate to a 60% rate.

Objectives or benchmarks

1. Eric will improve his use of the rules from a 25% to 40% rate in various low organized games on 5 separate occasions as observed by the PE teacher and/or APE teacher.
2. During a tag game, Eric will increase his understanding of the rules of the game by moving from correctly tagging 40% of the time to 60% on three different days as observed by APE teacher.

Middle School Sample

Linda is a seventh grade girl who has autism (Asperger's Syndrome)

Present Level of Academic and Functional Performance (PLAFP)

Physical Fitness: She demonstrates low endurance (18 minute mile, with 5 minutes in target heart rate zone), low strength (2 push-ups) and good flexibility (16 sit bend and reach) during fitness testing.

Motor Skills: Her object control skills are functional; overhand throwing pattern (8/10), two-handed catch (7/10 softball sized whiffle ball), striking (7/10 tennis volleys).

Linda prefers self-directed, independent work involving light activity. Environmental noise (i.e., vacuum cleaner, sounds from adjoining spaces) interferes with her ability to participate and attend. Linda chooses to play separate from the group. She loves repetition and a variety of equipment. Linda participates best in small groups and when rules and strategies are simple. Linda communicates using gestures and by answering yes/no questions. Parents indicate a desire to have Linda participate in family-based activities (i.e., swimming, cross country skiing).

Educational needs

Linda needs to increase the number of activities and the duration of her participation. Linda needs exposure and experiences to acquire skills for a variety of lifetime fitness activities.

Annual goal

Physical Activity and Rec/Leisure

During this annual IEP, Linda will increase her participation in physical activity in her target heart rate zone, moving from 3 days per week to 5 days per week (combined school and home).

Objectives or benchmarks

1. While swimming a stroke of her choice, Linda will increase her time spent in her target heart rate zone from 5 minutes to 10 minutes on 3 separate days as observed by PE teacher, Parent or APE teacher.
2. Linda will roller or in-line skate during her class for 20 minutes while increasing time in her target heart from 10 minutes to 15 minutes three separate occasions as observed by the PE or APE teacher.
3. Using a pedometer throughout the day, Linda will increase her step total from 5,000 steps per day to 10,000 steps per day for a period of one month and log the results as monitored by the parents and reported to the PE or APE teacher.

High School Sample: Transition IEP

Brad is 10th grade student.

Present Level of Academic and Functional Performance (PLAFP)

I have Spina Bifida and move around the environment using a self-propelled wheelchair or by walking on my hands as my legs stay in contact with the floor behind me. I also use a hand cranked ergometer for recreational purposes for up to 15 minutes. I am able to get my heart rate to 130 bpm for 15 minutes. In the weight room, I perform 3 set of 10 repetitions with a 5 lb dumbbell doing shoulder presses and arm curls. I also perform a behind the head triceps extension with the 5 lb dumbbell. I will also use orange and purple colored resistance bands to perform a variety of upper body exercises. I do a seated row with both arms at the same time and a seated chest press with one arm at a time. I also perform lateral rotation of the shoulder and medial rotation of the shoulder exercises with the resistance tube with one arm at a time. I can also perform lateral extension of the shoulder with a tube above my head with both arms. I can also perform side and front raises for my shoulder muscles with a 5 lb dumbbell. On the pulley machine I can perform 3 sets of 10 on the lat pull down (30 lbs), triceps extension (30 lbs), and incline row (30 lbs). When not in the weight room I have been working on fine motor skills and coordination with a suction cup crossbow to aim at objects on the whiteboard. I am able to pass and catch a Nerf football with a partner successfully 50% of the time at a distance of 15 feet. I also enjoy using the Nintendo Wii to play tennis or bowling. I am outgoing and enjoy the challenge of trying new things. I prefer to make decisions regarding my personal fitness and recreation. I participate in adapted athletics (floor hockey and softball). Outside of school I enjoy bowling and softball, and walking my dog. I have strong social and verbal skills.

Educational needs

I need to explore community activities, facilities and equipment which allow me to keep active after I graduate from high school. I need to improve my form while performing fitness activities to get the maximum benefit from my exercises. I need to develop skills necessary for participation in activities that interest me that are offered in the various community facilities.

Transitional activities (Students age 14 and older. Identify person(s) accountable for each activity.)

I will participate in Adapted Athletics (floor hockey and softball). My parents and I will be responsible for signing me up and participating in the practices and games. I will continue to explore community recreational facilities (bowling alley YMCA). My parents, school personnel and I will be responsible for transportation to these facilities.

Physical Activity

Annual goal

During this IEP, I will successfully research the information needed to independently participate in 3 fitness or recreational activities in my community as documented by the APE teacher.

Objectives or benchmarks

1. I will create a list of 6 recreational and fitness activities that I am interested in participating in that are available in my immediate community.
2. I will use my full range of motion when performing strength training exercises 90% of the time.

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/>