

Healthy, Physically Fit, and Ready for Action: Addressing the Physical Education and Physical Activity Needs of Individuals with Disabilities

Linda Webbert, CAPE  
Adapted Physical Education Consultant  
Baltimore County Public Schools, Maryland  
410-887-4014  
[lwebbert@bcps.org](mailto:lwebbert@bcps.org)

Robert Arnhold, Ph.D., Coordinator  
Adapted Physical Activity Program  
Slippery Rock University, PA  
724-738-2847  
[robert.arnhold@sru.edu](mailto:robert.arnhold@sru.edu)

Garth Tymeson, Ph.D.  
Center on Disability Health and Adapted Physical Activity  
Department of Exercise and Sport Science  
University of Wisconsin-La Crosse  
608-785-5415  
[tymeson.garth@uwlax.edu](mailto:tymeson.garth@uwlax.edu)

---

---

---

---

---

---

---

---

Healthy, Physically Fit, and Ready for Action: Addressing the Physical Education and Physical Activity Needs of Individuals with Disabilities

- Program Objectives: After viewing this program, participants will be able to:
  - Describe the short- and long-term benefits of physical education and physical activity for students with disabilities.
  - Understand the definition, legal requirements, and provision of service regulations for physical education for students with disabilities based on IDEA 2004.
  - Describe the characteristics of high quality and appropriate physical education services and program models for students with disabilities.
  - Understand the recommended qualifications of adapted physical education teachers, and the national certification (CAPE) that exists for highly qualified personnel in APE.
  - Describe common misconceptions and best practices about physical education programs and services for students with disabilities.
  - Locate and utilize professional resources to plan, implement, and evaluate appropriate physical education services for students with disabilities.

---

---

---

---

---

---

---

---

Healthy, Physically Fit, and Ready for Action: Addressing the Physical Education and Physical Activity Needs of Individuals with Disabilities

- Program Segments:
  1. Benefits of physical education/physical activity for all students with disabilities
  2. IDEA 2004 and physical education for students with disabilities
  3. Characteristics of quality physical education programs for students with disabilities
  4. Qualifications of Adapted Physical Educators
  5. Top ten list of common misconceptions related to physical education for students with disabilities
  6. Adapted physical education resources

---

---

---

---

---

---

---

---

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

Reports, Position Statements, Recommendations for Quality Physical Education

---

---

---

---

---

---

---

---

## National Initiatives for Physical Activity and Health



---

---

---

---

---

---

---

---

## Federal Reports Recommending Regular Physical Activity for Children with Disabilities

Surgeon General's Call to Action:

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

---

---

---

---

---

---

---

---

**Healthy People 2020**  
(Proposed Objectives)

**Physical Activity and Health**

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

---

---

---

---

---

---

---

---

**Healthy People 2020**  
(Proposed Objectives)

**Obesity Prevention**

- Reduce the proportion of children and adolescents who are overweight or obese.
- Increase the number of States with nutrition standards for foods and beverages provided to preschool-aged children in childcare.
- Increase the percentage of schools that offer nutritious foods and beverages outside of school meals.

---

---

---

---

---

---

---

---

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

Key guidelines for children and adolescents:

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

---

---

---

---

---

---

---

---

## 2008 Physical Activity Guidelines for Americans

Health benefits associated with regular physical activity for children:

– **Strong Evidence:**

- Improved cardiorespiratory and muscular fitness
- Improved bone health
- Improved cardiovascular and metabolic health biomarkers
- Favorable body composition

– **Moderate Evidence:**

- Reduced symptoms of depression

---

---

---

---

---

---

---

---

## Reduction of Secondary Conditions

What are **secondary conditions**?

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

---

---

---

---

---

---

---

---

## Reduction of Secondary Conditions

**Secondary condition** adds three dimensions not fully captured by the term co-morbidity. It includes:

1. non-medical events (e.g. isolation);
2. conditions that affect the general population (e.g. obesity), but which more greatly affect people with a disabling condition; and
3. problems that arise any time during the lifespan (e.g. inaccessible mammography). Children and adults with disabilities can experience secondary conditions any time during their lifespan.

---

---

---

---

---

---

---

---

### Incidence of Students with Disabilities in Public Schools

- Over 65 million people in U.S. with a disability.
- Of those, 5.5 million are children with a disability.
- Corresponds to 12-15% of school children with a disability.

---

---

---

---

---

---

---

---

### Integration into the Community

Children with disabilities who are provided high-quality physical education services have better opportunities integrating into the community, especially in the following ways:

- Social interaction
- Improved motor skills to participate successfully
- Increased participation skills
- Awareness of physical activity facilities for a lifetime

---

---

---

---

---

---

---

---

### Transition from School to Community

Physical education programs assist with transition by:

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

---

---

---

---

---

---

---

---

### Quality Physical Education

- National Initiatives and Federal reports continue to emphasize the need for quality physical activity for children with and without disabilities.
- As physical educators, we can turn to these reports and recommendations to build community consensus and district support for quality physical education programs.

---

---

---

---

---

---

---

---

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



---

---

---

---

---

---

---

---

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



---

---

---

---

---

---

---

---

### Physical Education is a Required Part of Special Education in IDEA 2004

• **300.39 Special education**

(a) General.

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

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

(ii) instruction in physical education ...



---

---

---

---

---

---

---

---

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

300.39

(2) **Physical education means:**

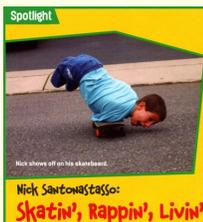
(i) The development of –

(A) Physical and motor fitness

(B) Fundamental motor skills and patterns; and

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

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



---

---

---

---

---

---

---

---

### Physical Education Regulations in IDEA 2004

**300.108 Physical education**

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

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



---

---

---

---

---

---

---

---

**Physical Education Regulations in IDEA 2004**

(b) **Regular physical education.** Each child with a disability must be afforded the opportunity to participate in the regular physical education program available to nondisabled children **unless:**

- (1) The child is enrolled full time in a separate facility; or
- (2) The child needs specially designed physical education, as prescribed on the child's IEP.




---

---

---

---

---

---

---

---

---

---

**Physical Education Regulations in IDEA 2004**

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




---

---

---

---

---

---

---

---

---

---

**Physical Education Regulations in IDEA 2004**

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

**St. Players** PREPARED BY MARIANA | THE NEEDS-AGED PAGE

**Faces in the Crowd**

**Cesar Cleto**  
Senior | Basketball, Soccer, Football, Track & Field  
 Cesar is a senior at St. Joseph's High School. He is a member of the basketball, soccer, and football teams. He is also a member of the track and field team. He is a member of the St. Joseph's High School Student Council. He is a member of the St. Joseph's High School Honor Society. He is a member of the St. Joseph's High School National Honor Society. He is a member of the St. Joseph's High School National Honor Society.

**Erin Higgins**  
Senior | Basketball, Soccer, Football, Track & Field  
 Erin is a senior at St. Joseph's High School. She is a member of the basketball, soccer, and football teams. She is also a member of the track and field team. She is a member of the St. Joseph's High School Student Council. She is a member of the St. Joseph's High School Honor Society. She is a member of the St. Joseph's High School National Honor Society. She is a member of the St. Joseph's High School National Honor Society.

**Brad Henner**  
Senior | Basketball, Soccer, Football, Track & Field  
 Brad is a senior at St. Joseph's High School. He is a member of the basketball, soccer, and football teams. He is also a member of the track and field team. He is a member of the St. Joseph's High School Student Council. He is a member of the St. Joseph's High School Honor Society. He is a member of the St. Joseph's High School National Honor Society. He is a member of the St. Joseph's High School National Honor Society.

**Heather Hernandez**  
Senior | Basketball, Soccer, Football, Track & Field  
 Heather is a senior at St. Joseph's High School. She is a member of the basketball, soccer, and football teams. She is also a member of the track and field team. She is a member of the St. Joseph's High School Student Council. She is a member of the St. Joseph's High School Honor Society. She is a member of the St. Joseph's High School National Honor Society. She is a member of the St. Joseph's High School National Honor Society.

---

---

---

---

---

---

---

---

---

---

### IDEA 2004 Federal Register "Comment" Discussion

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



---

---

---

---

---

---

---

---

### FR "Comment" Discussion, cont.

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



---

---

---

---

---

---

---

---

### FR "Comment" Discussion, cont.

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



---

---

---

---

---

---

---

---

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

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

---

---

---

---

---

---

---

---

### FR “Comment” Discussion, cont.

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




---

---

---

---

---

---

---

---

### FR “Comment” Discussion, cont.

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

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




---

---

---

---

---

---

---

---

### FR "Comment" Discussion, cont.

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




---

---

---

---

---

---

---

---

---

---

- However, the second consideration in the Federal Register needs to be applied as described by the U.S. DOE in the discussion section:

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




---

---

---

---

---

---

---

---

---

---

### SEA Guidance for LEAs and Physical Education

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




---

---

---

---

---

---

---

---

---

---



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

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



---

---

---

---

---

---

---

---

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

Sample to clarify for schools:

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

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

---

---

---

---

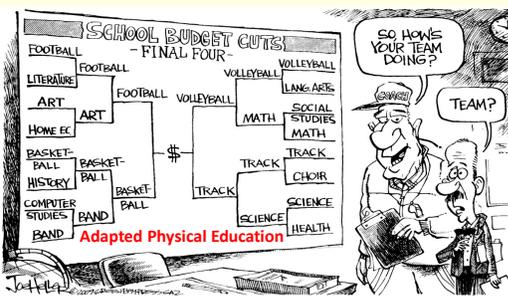
---

---

---

---

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



---

---

---

---

---

---

---

---

School-age students become adults who need the knowledge and skills to lead active and healthy lifestyles in their communities. Proper physical education can make this happen **for ALL students.**



---

---

---

---

---

---

---

---

### Characteristics of Quality Adapted Physical Education Programs



---

---

---

---

---

---

---

---

### Quality Indicator of an Effective Program Quality Instruction in Physical Education... Quality Instruction in Adapted Physical Education



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

Students must be provided:

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

For further information see position statement: What constitutes a Quality Physical Education Program NASPE  
[http://www.naspe.org/naspe/standards/upload/What\\_Constitutes\\_a\\_Highly\\_Qualified\\_PE\\_Teacher\\_2007.pdf](http://www.naspe.org/naspe/standards/upload/What_Constitutes_a_Highly_Qualified_PE_Teacher_2007.pdf)

---

---

---

---

---

---

---

---

### Strands of Quality Physical Education

- Students who meet grade level outcomes.  
(All states may not use the same language)
- Students who are not meeting grade level outcomes and in need of remediation.
- Students who need accommodations and remediation due to health related issues under Section 504.
- Students who are not meeting grade level outcomes and have been identified as students with disabilities under IDEA as needing adapted physical education service.



---

---

---

---

---

---

---

---



Quality Indicator of an Effective Program

### Qualified Personnel

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

---

---

---

---

---

---

---

---

### Qualified Personnel..continued

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



---

---

---

---

---

---

---

---

### How can a paraeducator be utilized to maximize instruction?

#### The paraeducator

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



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

---

---

---

---

---

---

---

---

---

---



Quality Indicator of an Effective Program

### Identifying Students for Adapted Physical Education Services

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

How do students qualify for adapted physical education?

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

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

---

---

---

---

---

---

---

---

---

---

#### IEP Referral Process for Adapted Physical Education Baltimore County Public Schools

Student receives physical education in a general physical education class.

Student demonstrates difficulty meeting grade level outcomes

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

---

---

---

---

---

---

---

---

---

---

## Appropriate Assessments

### Foundation for effective programming

- Data collection
- Interpretation
- Decision making

(Adapted Physical Activity, Recreation, and Sport. Sherrill, C. 2004)

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

---

---

---

---

---

---

---

---



Quality Indicator of an Effective Program

## Availability of Assessment Tools

### Assessment Areas



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

---

---

---

---

---

---

---

---

## Examples of Assessment Tools

- Physical Fitness Tests
  - Fitnessgram Physical Fitness Test
  - Brockport Physical Fitness Test
- Motor Development
  - Test of Gross Motor Development-2 (TGMD-2)
  - Peabody Developmental Motor Skills 2
- Motor Performance
  - Adapted Physical Education Assessment Scale
  - Bruininks-Oseretsky Test of Motor Proficiency
- Aquatics
  - Red Cross Skill Progression
  - Aquatics Skills Checklist



---

---

---

---

---

---

---

---

### Examples of Assessment Tools

continued.....



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

---

---

---

---

---

---

---

---

### Assessment Results..

Are used to recommend:

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



---

---

---

---

---

---

---

---



Quality Indicator of an Effective Program  
Adapted Physical Education Assessment Report

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

---

---

---

---

---

---

---

---

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

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

Information about the student

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

Information about the assessor

- Name
- Title
- Contact information

---

---

---

---

---

---

---

---

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

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

Information about the assessment

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

Recommendations

- Summary of needs
- Recommendation for services
- Recommendations of the most appropriate learning environment. (LRE)
- Frequency and duration of APE services

- The report must be signed and dated by the assessor.

---

---

---

---

---

---

---

---

 Quality Indicator of an Effective Program

**Continuum of Learning Environments**  
(including instructional supports where appropriate)

INTEGRATED IN GENERAL PHYSICAL EDUCATION

↑ ↓

INTEGRATED GENERAL PHYSICAL EDUCATION with  
SUPPLEMENTARY AIDS AND SERVICES

↑ ↓

INTEGRATED GENERAL PHYSICAL EDUCATION SUPPLEMENTED  
with SEPARATE ADAPTED PHYSICAL EDUCATION

↑ ↓

SEPARATE ADAPTED PHYSICAL EDUCATION SUPPLEMENTED  
with INTERGATED GENERAL PHYSICAL EDUCATION

↑ ↓

SEPARATE ADAPTED PHYSICAL EDUCATION

---

---

---

---

---

---

---

---

**Appropriate Inclusion**

IDEA mandates that students with disabilities be educated with students who are not disabled to the maximum extent possible whenever appropriate. Therefore, general physical education should be considered as the first option.

---

---

---

---

---

---

---

---

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

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

**Developmental level of the student**  
Students should receive instruction with same aged non-disabled peers, not with a class based on their developmental level.

**Teaching facilities and equipment**  
Students with disabilities may need specialized equipment for successful participation in activity.

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

---

---

---

---

---

---

---

---

 Quality Indicator of an Effective Program  
**Collaboration with Related Services**

- **Multidisciplinary Approach**
  - Physical Therapists
  - Occupational Therapists
  - Speech Language Therapists
  - Orientation and Mobility Specialists
  - Transition Specialists (Community-Based APE)
  - Motor Team Model
- Related services are not to REPLACE instruction in physical education.

---

---

---

---

---

---

---

---



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

Planning for the future.....

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




---

---

---

---

---

---

---

---

### How does Adapted Physical Education assist with transition?

• Adapted Physical Education Teachers:

- Have the responsibility to teach the skills and knowledge needed for successful participation in community based recreation, leisure and sport activities.



- Need to address the transition process from school to community-based activities and the development of skills necessary to transition to a lifetime of participation in physical activity.

---

---

---

---

---

---

---

---



Quality Indicator of an Effective Program

Ongoing Evaluation

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




---

---

---

---

---

---

---

---

**Considerations for Evaluating Adapted Physical Education Programs**

**General**

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

**Communication**

- Are there opportunities for communication between other service providers (classroom teacher, PT, OT, Speech/Language, Psychologist)?
- Is there access to a school nurse or other health specialist?
- Does the physical education teacher have access to confidential files?

**Assessment**

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

---

---

---

---

---

---

---

---

---

---

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

**IEP Process**

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

**Instruction**

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

---

---

---

---

---

---

---

---

---

---

**Additional Resources for Evaluating APE Programs**

- Winnick, J. (2005). Adapted Physical Education and Sport. 4<sup>th</sup> ed. Human Kinetics.
- Sherrill, C. (2004). Adapted Physical Activity, Recreation, and Sport. 5<sup>th</sup> ed. McGraw-Hill.

---

---

---

---

---

---

---

---

---

---



**Finding Highly Qualified Adapted Physical Education Professionals for the Job**  
**“All Physical Education Teachers are Not Creatively Equal”**

---

---

---

---

---

---

---

---

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

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



---

---

---

---

---

---

---

---

**Most Common Preparation for Physical Education Teachers**

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



---

---

---

---

---

---

---

---

### Typical Physical Education Teacher Preparation Model

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




---

---

---

---

---

---

---

---

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

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




---

---

---

---

---

---

---

---

### Select Roles of APE Teachers

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




---

---

---

---

---

---

---

---

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

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

**Examples:**

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



Wisconsin Directory of APE Teachers:  
<http://www.uwfax.edu/sah/ess/sape/html/directory.htm>

---

---

---

---

---

---

---

---

---

---

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

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




---

---

---

---

---

---

---

---

---

---

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

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

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




---

---

---

---

---

---

---

---

---

---

### Finding APE Teacher Preparation Sites

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



---

---

---

---

---

---

---

---

### OSERS Funded IHE APE Teacher Preparation Programs

- Personnel development programs in APE throughout the U.S.
- State University of NY-Brockport
- California State University-Chico
- Texas Woman's University
- University of Wisconsin-La Crosse
- Slippery Rock University, PA
- Oregon State University
- University of Utah
- North Carolina A&T University
- These samples and others located at NCPERID website:
- <http://www.ncperid.org/masters.htm>



---

---

---

---

---

---

---

---

### Professional Development and Position Statements in Adapted Physical Education

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



---

---

---

---

---

---

---

---

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

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




---

---

---

---

---

---

---

---

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

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




---

---

---

---

---

---

---

---

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

---

---

---

---

---

---

---

---

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

TRUE

FALSE

---

---

---

---

---

---

---

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

TRUE

FALSE

---

---

---

---

---

---

---

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

TRUE

FALSE

---

---

---

---

---

---

---

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

TRUE

FALSE

---

---

---

---

---

---

---

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

TRUE

FALSE

---

---

---

---

---

---

---

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

TRUE

FALSE

---

---

---

---

---

---

---

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

TRUE

FALSE

---

---

---

---

---

---

---

---

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

TRUE

FALSE

---

---

---

---

---

---

---

---

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

TRUE

FALSE

---

---

---

---

---

---

---

---

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

TRUE

FALSE

---

---

---

---

---

---

---

---

## Adapted Physical Education Resources

---

---

---

---

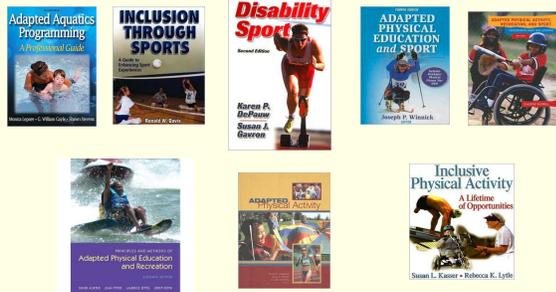
---

---

---

---

## Sample Textbooks



---

---

---

---

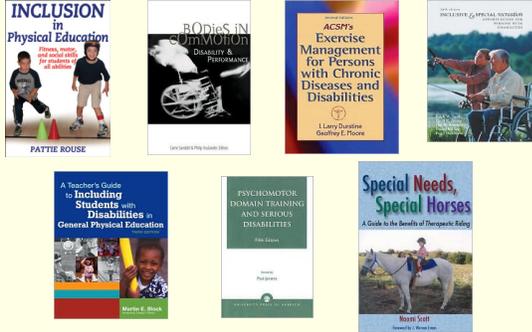
---

---

---

---

## Sample Textbooks




---

---

---

---

---

---

---

---

## Equipment Companies

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




---

---

---

---

---

---

---

---

## Equipment Companies

- US Games – [www.usgames.com](http://www.usgames.com)
- S&S World Wide Games – [www.ssw.com](http://www.ssw.com)
- Wolverine Sports – [www.wolverinesports.com](http://www.wolverinesports.com)
- Access to Recreation – [www.accesstr.com](http://www.accesstr.com)



**SSSWorldwide**  
Helping People Play & Learn Since 1966  
Call Toll-Free 1-800-288-9941  
SSWW™



 **Access to Recreation, Inc.**

---

---

---

---

---

---

---

---

## Websites

- |   |  |
|---|--|
| Texas Woman's University<br><a href="http://www.twu.edu">www.twu.edu</a>  | International Blind Sports Federation<br><a href="http://www.ibsa.es">www.ibsa.es</a>  |
| National Center on Physical Activity & Disability<br><a href="http://www.NCPAD.org">www.NCPAD.org</a>   | International Wheelchair & Amputee Sports Federation<br><a href="http://www.iwasf.com">www.iwasf.com</a>   |
| National Consortium for Physical Education and Recreation for Individuals with Disabilities<br><a href="http://www.NCPERID.org">www.NCPERID.org</a> | International Paralympic Organization<br><a href="http://www.paralympic.org">www.paralympic.org</a>  |
| Disabled Sports USA<br><a href="http://www.dsusa.org">www.dsusa.org</a>   | Deaflympics<br><a href="http://www.ciiss.org">www.ciiss.org</a>  |
| International Federation for sport for athletes with an intellectual disability.<br><a href="http://www.INAS-FID.org">www.INAS-FID.org</a>          | Special Olympics International<br><a href="http://www.specialolympics.org">www.specialolympics.org</a>   |
|   | University of Wisconsin-La Crosse Center on Disability Health and Adapted Physical Activity<br><a href="http://www.uwlax.edu/sah/ess/sape/html/sap.htm">http://www.uwlax.edu/sah/ess/sape/html/sap.htm</a> |

---

---

---

---

---

---

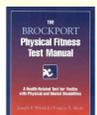
---

---

---

---

## Assessment Tools

- Test of Gross Motor Development 2 (TGMD-2) 
- BROCKPORT PHYSICAL FITNESS 
- FITNESSGRAM 
- SENIOR FITNESS TEST 

---

---

---

---

---

---

---

---

---

---

## Assessment Tools

Peabody Developmental Motor Scales 2 (PDMS-2) 

The President's Challenge 

Adapted Physical Education Assessment Scale (APEAS II) 

---

---

---

---

---

---

---

---

---

---

## References

American Association for Physical Activity and Recreation. (2008). *Adapted Physical Education Assessment Scale (APEAS II)*. Health Publishing Company.

Auxter, D., Pyfer, J., Huettig, C.I., Zittel, L., & Roth, K. (2009). *Principles and methods of adapted physical education and recreation*. New York: McGraw-Hill.

Block, M.E. (2006). *A teachers guide to including students with disabilities in general physical education*. Portland, OR: Brooks.

Cooper Institute. (2007). *Fitnessgram/activitygram: Test administration manual*. Human Kinetics.

Davis, R. (2002). *Inclusion through sports: A guide to individualizing sport experiences*. Champaign, IL: Human Kinetics Publisher.

DePauw, K. & Gavron, S.J. (2005). *Disability sport*. Champaign, IL: Human Kinetics.

Durstine, J.L. & Moore, G.E. (2002). *ACSM's exercise management for persons with chronic diseases and disabilities*. Champaign, IL: Human Kinetics.

Folio, M. R. & Fewell, R. R. (2000). *Peabody Developmental Motor Scales-2*. Riverside Publishing Company.

---

---

---

---

---

---

---

---

---

---

## References

Jansma, P. (1999). *Psychomotor domain training and serious disabilities*. University Press of America.

Lepore, M., Gayle, G.W., & Stevens, S. (2007). *Adapted aquatics programming: A professional guide*. Champaign, IL: Human Kinetics Publisher.

President's challenge. (2009). <http://www.presidentschallenge.org/index.aspx>.

Rikli, R. & Jones, C.J. (2001). *Senior fitness test manual*. Champaign, IL: Human Kinetics Publisher.

Rouse, P. (2009). *Inclusion in physical education*. Champaign, IL: Human Kinetics Publisher.

Sandahl, C. & Auslander, P. (2005). *Bodies in commotion: Disability and performance*. Michigan: University of Michigan Press.

Scott, N. (2005). *Special needs, special horses: A guide to the benefits of therapeutic riding*. Denton, TX: University of North Texas Press.

---

---

---

---

---

---

---

---

---

---

## References

Sherrill, C. (2003). *Adapted physical activity, recreation and sport*. New York: McGraw-Hill.

Smith, R.W., Austin, D.R., Kennedy, D.W., Lee, Y., & Hutchison, P. (2004). *Inclusive and special recreation: Opportunities for persons with disabilities*. New York: McGraw-Hill.

Ulrich, D. (2000). *Test of Gross Motor Development, 2<sup>nd</sup> ed.* Austin, TX: Pro-Ed.

Winnick, J. & Short, F. (1999). *Brookport fitness test manual*. Champaign, IL: Human Kinetics.

Winnick, J. (2005). *Adapted physical education and sport*. 4<sup>th</sup> ed. Champaign, IL: Human Kinetics.

---

---

---

---

---

---

---

---

---

---

**Addressing the Physical Education and Activity Needs of Individuals with Disabilities**

- 1. Consider Adapted Physical Education and Activity programs taught by highly qualified teachers as necessary for students with disabilities.
- 2. Work to promote fitness and wellness programs in your states and local communities.
- 3. Support national and state policies that include Adapted Physical Education.

Bill East,  
NASDSE 2009

---

---

---

---

---

---

---

---