

Ways to Adapt in Physical Education:

Adapt Instruction

Vary size of the group, consider using stations

Consider the diverse nature of the group during instruction

Provide a small pupil-teacher ratio

Measure success using a variety of methods (skill tests, journals, portfolios)

Emphasize sport skill development, fitness, lifetime leisure activities

Provide a variety of teaching styles

Train and provide strategies for paraprofessionals or peer tutors

Consider using multi-sensory directions

Use augmentative-alternative communication devices

Adapt Equipment

Size, shape, weight, texture, color

Moveable, stationary, suspended

Increase speed/decrease speed
Assistive technology (pedometers, heart rate monitors)

Therapeutic equipment

Adapt the Game

Rules, boundaries, and equipment

Time allotment

Method of scoring

Positioning of players

Type of movement used

Adapt the Environment

Surface of instructional area

Amount of stimulation-auditory, visual, sensory

Accessibility of all instructional facilities including outside playing fields

What Can You Do?

If you are a Physical Education Teacher:

- Update your knowledge on types of disabling conditions, motor development, and teaching strategies through inservice courses, current literature, and conferences.
- Participate in development of Individualized Education Programs (IEPs) for students with disabilities.
- Ask for help from adapted physical education specialists, special educators, occupational therapists, physical therapists, health related professionals, administrators, and parents in providing an appropriate physical education program and what supplementary aids and services are available.

If you are an Administrator

- Include the physical education teacher in the IEP team process when discussing a child with special motor needs.
- Discuss with your physical education staff the time, scheduling, and facility requirements needed to implement the IEP goals and objectives.

If you are a Parent

- Determine if your child's IEP provides for appropriate physical education services.
- Discuss with the physical education teacher your interests related to your child's physical fitness, motor skill development, and leisure and recreational sports skills.
- Ask for a meeting with the school's IEP team if you feel that your child is not making adequate progress or needs additional services.

If you are a member of the Medical Profession

- Be aware that a specially designed physical education program is available for every child with a disability from age three through age 21.
- Inform the physical education teacher and IEP team of any limitations or contraindicated activities that may affect the child's program.
- Suggest movement activities that may be helpful to a child with temporary or chronic health problems.

Adapted Physical Education (APE)



Individuals with Disabilities Education Act (IDEA)

The Individuals with Disabilities Education Act (IDEA) was reauthorized in 2004 and continues to identify the curriculum content area of physical education for individuals with disabilities.

This legislation identifies physical education as a curriculum area that is available to ALL children with disabilities. To date, physical education continues to be the only curriculum area identified in federal law. In federal regulations, 34 C.F.R. §300.108 it states:

“Physical Education services, specially designed if necessary, must be made available to every child with a disability receiving a free appropriate public education.”

Prepared by the
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Position on Inclusion and Physical Education

The following statements represent the position of the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD) on the inclusion of children with disabilities who need APE services in physical education:

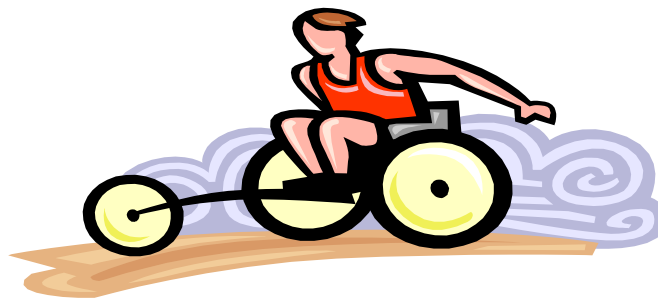
- Students with disabilities must be included to the maximum extent possible in the general physical education program.
- Students with disabilities in general physical education will have the opportunity to learn and perform in the physical, cognitive, and social-emotional domains.
- Students with disabilities must be actively engaged participants in meaningful learning experiences in the general physical education class, not just in the physical proximity or space. The best inclusive environments offer a variety of activities at different learning levels of difficulty so ALL students can be involved in learning.
- Students with disabilities must not be removed from or placed into the general physical education program except through the IEP team decision-making process.
- Decisions involving the inclusion of students with disabilities into the general physical education program must consider the safety of ALL students, including the students with disabilities. *Often, safety concerns can be addressed with supplementary and aides supports, and such supplements should be tried before removing the child due to safety concerns.*
- The inclusion of students with disabilities into the general physical education program must not compromise the learning of other students in the class. *Often, learning concerns can be addressed with supplementary aides and supports, and such supplements should be tried before removing the child due to learning concerns.*

- Families must be meaningfully involved in the IEP team decision-making process related to the inclusion of their child in the general physical education program.
- Students with disabilities in the general physical education program must receive regular evaluation of progress toward IEP goals as often as same age peers receive evaluation feedback such as report cards.
- Supplementary aides and services, as well as other instructional support (as needed) will be provided in the general physical education environment to students with disabilities and/or the physical educator.
- School based physical educators will receive direct and/or consultative services from qualified professionals in adapted physical education (APE) to support the inclusion of students with disabilities when needed.
- Allow students to participate in the IEP team decision-making process to the maximum extent possible.

For more information about this position statement please go to www.aapar.org

The Physically Educated Person

Physical education can serve as a vehicle for helping students to develop the knowledge, attitudes, motor skills, behavioral skills, and confidence needed to adopt and maintain physically active lifestyles. The outcomes of a quality physical education program include the development of students' physical competence, health-related fitness, self-esteem, and overall enjoyment of physical activity. These outcomes enable students to make informed decisions and choices about leading a physically active lifestyle.



Adapted Physical Education (APE)

The physical education program designed for individuals with disabilities is called adapted physical education as it is in Title 34 Code of Federal Regulations (C.F.R.). The program is *adapted* to meet the needs of each student through modifications and accommodations. The student is not required to adapt to the conditions of the program as would be implied with adaptive physical education as in adaptive behaviors.

Adapted Physical Education is a **service** not a **setting**. It is important to distinguish that students with disabilities that need **APE services** receive this service in order to benefit from quality instruction in physical education in the least restrictive environment (LRE).

It is also important to note that many students receiving special education services do not require or need Adapted Physical Education services. These students should participate in General Physical Education and participate in the required curriculum when appropriate. These students may not need physical education goals and objectives listed on their IEP.

Benefits of Physical Activity

- Helps build and maintain healthy bones, muscles, and joints
- Reduces the risk of dying from coronary heart disease and developing high blood pressure, diabetes, and various forms of cancer
- Improves stamina and muscle strength
- Helps control body weight
- Reduces symptoms of anxiety and depression, improves mood, and promotes a general feeling

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