

## **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*

**Maryland Adapted Physical Education Consortium  
and the Maryland State Department of Education**





## **Position Statement on Eligibility for Adapted Physical Education Services**

The National Association for Sport and Physical Education (NASPE) and the American Association for Physical Activity and Recreation (AAPAR) recommend that students be considered eligible for adapted physical education services if their comprehensive score is 1.5 standard deviations below the mean on a norm-referenced test, or at least two years below age level on criterion-referenced tests or other tests of physical and motor fitness. Any stakeholder in the process of reviewing policy for appropriately identifying and placing students for adapted physical education services must initiate these steps:

- Advocate consistently for the importance of physical education for students with disabilities, focusing foremost on each child's needs.
- Know the law regarding the education of students with disabilities.
- Identify and involve relevant stakeholders, both within and beyond the school setting, to assess the current policy and services regarding placing students with disabilities in physical education.
- Establish guidelines to determine entry, exit and placement criteria for appropriate services for children with disabilities. Determining a child's eligibility for adapted physical education services should include an appropriate testing method to evaluate his or her current level of performance and other relevant sources of information, such as parents and teachers.
- Provide a continuum of placement options for children with disabilities beyond just segregated adapted physical education and full inclusion.
- Develop quality adapted physical education curricula that are consistent with NASPE standards and the curriculum for able-bodied students, to meet the needs and abilities of each student.
- Monitor the ongoing progress of each student to ensure that instruction occurs in the least-restrictive environment.

- Design and implement staff development to enhance teachers' understanding and practice of teaching adapted physical education.

For more information about this position statement please go to <http://www.aahperd.org/naspe/standards/upload/Eligibility-Criteria-for-Adapted-PE.pdf>

### **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.

A quality physical education program has a curriculum based on standards, is developmentally appropriate, and identifies measurable learning goals.

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.

### **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 of well-being



## **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.

All students are entitled to a quality physical education program of instruction. Adapted physical education is quality physical education consistent with the curriculum approved by the local school system and tailored to the needs of individual students.

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 recommended that fitness, psychomotor skills, socialization, behavior, ability to be in large groups and parental interests be carefully considered before determining a student's placement for adapted physical education services. In addition, an entire multidisciplinary team that works with a child should make the decision.

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.

**For information about Adapted Physical Education**

**Contact :**