

University of Wisconsin-La Crosse

Graduate Studies

Physical Education Service Delivery for Students with Disabilities

A Critical Analysis Project Submitted in Partial Fulfillment of the Requirements for the  
Master of Science in Exercise and Sport Science-Physical Education Teaching  
Adapted Physical Education Teaching Concentration

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**ADAPTED PHYSICAL EDUCATION  
CRITICAL ANALYSIS PROJECT  
FINAL APPROVAL FORM**

Candidate: David L. Worst

We recommend acceptance of this Critical Analysis Project in partial fulfillment of the candidate's requirements for the degree:

Master of Science in Exercise and Sport Science-Physical Education Teaching:  
Adapted Physical Education Teaching Concentration

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## **ABSTRACT**

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According to federal law, physical education (PE) for students with disabilities (SWDs) is a required component of special education. General and adapted physical education (APE) teachers are responsible for providing SWDs with this direct service to enhance their fundamental motor skills, provide them with opportunities to be physically active, and improve their enjoyment of physical activity for a lifetime. Properly prepared general and APE teachers are the keys for the provision of specially designed instruction for SWDs within general and APE settings. The purpose of this critical analysis project was to develop an instructional video to provide a comprehensive overview of PE service delivery for SWDs. The video was developed for general and APE teachers, special education teachers and administrators, related service personnel, and parents of SWDs to clarify the requirement of PE within special education law and the appropriate services for students according to the Individuals with Disabilities Education Act (IDEA) of 2004. Key components of this instructional video and manual resource include: an overview of PE in special education law (IDEA 2004), the involvement of PE within the special education process, the continuum of placements within PE for SWDs, misconceptions about APE teachers and services, and practical knowledge pertaining to serving SWDs in PE.

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# **CHAPTER I**

## **INTRODUCTION**

According to the Centers for Disease Control and Prevention (CDC), quality physical education can serve as the cornerstone of a comprehensive school-based physical activity program because it provides a unique opportunity for students to obtain the knowledge and skills needed to establish and maintain physically active lifestyles throughout childhood and adolescence and into adulthood (U.S. Government Accountability Office, 2012). It is recommended that children and youth have 60 minutes of physical activity of moderate and vigorous intensity daily in three types of activities – aerobic activities, muscle-strengthening activities, and bone-strengthening activities (U.S. Department of Health and Human Services, 2008). Increased physical activity enhances motor skills, which in turn facilitates increased physical activity (Foley, 2010). In addition to improved motor skills, children receive additional physical, cognitive, and social benefits from daily physical activity.

Research has shown the presence of sedentary and physically inactive lifestyles among students with disabilities (SWDs). The CDC found that individuals with disabilities are more likely than people without disabilities to report poorer overall health, less access to adequate health care, and smoking and physical inactivity (2014). Additionally, people with disabilities often are at a greater risk for health problems that can be prevented (CDC, 2014). These secondary health conditions may include, but are not limited to mental health and depression, issues with weight control and/or obesity, and fatigue.



Despite the well-established physical and emotional benefits associated with regular participation in moderate physical activity, more than 56 million Americans with disabilities are at a much greater risk for developing secondary health conditions associated with a sedentary lifestyle (National Center on Health, Physical Activity, and Disability, 2014). Obesity is as much of a health problem in youth with intellectual and/or developmental disabilities as it is among youth without disabilities and, in certain disability groups, is a significantly greater health problem (Rimmer, Wang, Yamaki, & David, 2009). Since school-based physical education (PE) is one of the major sources of physical activity for SWDs, it is imperative they receive PE services to prevent possible health conditions that accompany sedentary lifestyle and physical inactivity. Physical education services for SWDs have been required by federal legislation for over 40 years.

In order to ensure that SWDs receive equal opportunities to participate in and benefit from PE as their peers without disabilities, federal laws and regulations mandate equal access. According to the Individuals with Disabilities Education Improvement Act (IDEA) of 2004, special education includes instruction conducted in the classroom, in the home, in hospitals and institutions, and other settings; and instruction in physical education (U.S. Department of Education, 2006). Specifically, IDEA defines PE as the development of physical and motor fitness, fundamental motor skills and patterns, skills in aquatics, dance, individual and group games and sports, including intramural and lifetime sports (U.S. Department of Education, 2006). Furthermore, IDEA contains a specific section for PE with regulations for states and school districts to follow. Section 300.108 of IDEA states physical education, specially designed if necessary, must be made available to every child with a disability receiving a free appropriate public

education, unless the public agency enrolls children without disabilities and does not provide physical education to students without disabilities in the same grades (U.S. Department of Education, 2006).

Despite federal legislation with requirements for PE, many SWDs are not receiving these services. In addition, there have been instances where schools have misinterpreted the PE requirements in IDEA. For example, students in the preschool and high school transition age ranges are sometimes denied PE services. In an attempt to clarify these situations, the Office of Special Education Programs (OSEP) has issued specific policy interpretation letters about the PE requirements within IDEA.

The first PE clarification letter was issued in 2010. A school district in Alabama contacted the OSEP for guidance regarding the requirements under Part B of IDEA as they related to the possible additional reading instruction provided in lieu of mandatory physical education (U.S. Department of Education, 2010). In this situation, the IEP team wanted to substitute additional reading services in place of the student's mandatory PE instruction. The OSEP letter clarified that it would be inappropriate for the IEP team to deny children with disabilities the opportunity to participate in state and IDEA mandated PE instruction for the sole purpose of providing them with additional reading instruction.

The second OSEP letter was issued in 2013 with regards to the provision of PE services to preschool children with a disability (U.S. Department of Education, 2013). When a school district tried to deny the SWD PE instruction due to the fact that no other peers her age were receiving PE instruction, the letter was written to clarify the "second consideration" for PE within IDEA. This consideration means that all services must be provided for SWDs if they are prescribed on the student's IEP, regardless of whether

their peers without disabilities at the same grade level are not receiving similar services. Again, OSEP clarified the appropriate provision of required PE instruction in IDEA 2004.

The third OSEP letter was issued for a similar issue, where the inquiry was questioning whether or not a student at the high school transition ages of 16-21 should receive the PE services documented on their IEP (U.S. Department of Education, 2013). The question arose due to the fact that students without disabilities of the same age were not receiving PE instruction. However, by referring to its letter issued earlier in 2013, OSEP stated that if PE 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 (U.S. Department of Education, 2013).

These are just a few examples of how SWDs continually face challenges to appropriate provisions of PE services. Despite having PE included in the definition of special education, the provision of PE services is still misinterpreted by some states and school districts. Despite the letters of clarifications issued by the OSEP, SWDs still face challenges to receiving federally mandated PE services. In order to meet the ongoing needs of SWDs in PE, appropriately trained APE teachers are needed to ensure SWDs are provided with effective required PE services.

Quality APE certifications and programs exist to assist PE teachers with facilitating the necessary services for SWDs. For example, the Adapted Physical Education National Standards (APENS) promotes 15 APE standards to ensure that all students who qualify for specially designed PE services receive them from a "qualified"

teacher (Kelly, 2006). In addition, currently 13 states have add-on certification or endorsement for APE teachers (Wrightslaw, 2016). This, however, means that 37 states are without additional APE certification or endorsement requirements, which ultimately impacts the delivery of services to SWDs. With the use of appropriately prepared APE teachers, SWDs can be placed in their least restrictive environments (LRE) on a continuum of placements. Some of these placements include GPE classes, one-on-one and/or small group APE classes, and segregated APE classes (Columna, Davis, Lieberman, & Lytle, 2010).

Even with appropriately trained APE professionals and a continuum of placements, there is still documented needs for improved PE services for SWDs. The U.S. Department of Education has provided little information or guidance on PE or extracurricular activities for SWDs (U.S. GAO, 2010). Most of the resources from Education have been allocated towards upholding specific special education laws, as opposed to guiding states and districts on how to properly provide PE services to SWDs. This means that districts and states are still in need of appropriately prepared personnel and resources to assist them with implementing PE services for SWDs. General and APE teachers, parents, and administrators would greatly benefit from more professional development resources to provide SWDs with federally mandated PE services.

### **Need for Project**

Despite the benefits of physical activity, SWDs are more restricted in their participation, have lower levels of fitness, and have higher levels of obesity than their peers without disabilities (Murphy & Carbone, 2008). A report by the GAO revealed that, despite legislation obligating states and schools to provide equal access to PE

programs, opportunities for physical activity are limited for children and youth with disabilities (U.S. GAO, 2010). These [limitations] include inaccessible facilities and equipment, personnel without adequate training, and inadequate, noncompliant, or otherwise inaccessible programs and curricula (U.S. Department of Education, 2011).

Park, Koh, and Block (2014) identified various factors which negatively impacted the successful inclusion of SWDs in GPE classes, including the need for additional inservice training and administrative support. For current APE and GPE teachers, there is limited research providing evidence of effective practices and approaches to increase physical activity among children and youth with disabilities (U.S. Department of Education, 2011). There is also a limited understanding of how the research on students without disabilities can be translated into guidance for physical activity programs for SWDs (Fleming, 2010). With minimal resources and research for inservice PE teachers, schools and states have difficulty establishing a general consensus regarding appropriate adapted and general PE service delivery for SWDs.

In addition to the lack of general consensus and resources for PE teachers, several misconceptions exist which inhibit appropriate PE service delivery for SWDs. Misinterpretations include the substitution of physical therapy for PE, the assumption that all general PE teachers are prepared to serve SWDs, and a general consensus for the appropriate services to be delivered on an individual basis. Parents of SWDs are among those who often misinterpret the PE services to which their children are entitled. Several resources exist which help guide parents through the special education and IEP planning process for classroom subjects such as reading, writing, and mathematics. However, similar resources for PE services are not as readily available for parents and general and

APE teachers. With the 2010 GAO report disclosing the need for more quality, and accessible resources for practicing teachers, this project provides these audiences with much needed information.

### **Purpose of Project**

The purpose of this project was to develop an instructional video that provides an in-depth overview of PE service delivery to SWDs. The amount of resources available that provide an overview of PE service delivery for SWDs is very minimal. With only 13 states having certifications for highly-qualified APE teachers, additional resources are needed to guide appropriate service delivery methods for SWDs.

Besides teachers, many audiences will benefit from the project including parents of SWDs, PE teacher education faculty, undergraduate and graduate students, and those seeking professional development in PE for SWDs. This project includes information for parent preparation for IEP meetings, suggested practices for teacher preparation courses, workshop topics for in-service teachers, and a framework for general and APE professionals delivering services for SWDs.

Additionally, the project includes the specifics of the IDEA 2004 regarding special education and PE. Furthermore, an overview of the special education process for SWDs in PE is discussed, and how students who are eligible for special education services are provided a continuum of placements. Finally, a section on common misconceptions is presented to assist in clarifying appropriate practices.

### **Definition of Terms**

The following terms are used throughout the project. These terms help clarify what is discussed in the project.

**Adapted Physical Education:** Physical education which has been adapted or modified so it is as appropriate for the person with a disability as it is for a person without a disability (Kelly, 2006). This can also be referred to as specially designed physical education.

**Adapted Physical Education Teacher:** A direct service provider who is able to assess individual students and develop, adapt, and implement specialized physical education programs in the motor domain (Kelly, 2006; Connecticut Department of Education, 2014).

**Certified Adapted Physical Educator (CAPE):** A national certification obtained through the Adapted Physical Education National Standards process (Kelly, 2006).

**Continuum of Placements:** Educational placement options based on the least restrictive environment of the child with a disability, including regular classes, special classes, special schools, homes, and hospitals and institutions (U.S. Department of Education 2006).

**Inclusion:** A philosophy of expressed commitment to educating each child, to the maximum extent appropriate, in the school and classroom he or she would otherwise attend (Wisconsin Education Association Council, 2001).

**Individualized Education Program (IEP):** A written statement for each child with a disability that is developed, reviewed, and revised in a meeting that must include: (1) a statement of the child's present levels of academic achievement and functional performance, (2) a statement of measurable annual goals including academic and functional goals, (3) a description of how the child's progress toward meeting the annual goals will be measured, (4) a statement of the special education and related services and

supplementary aids and services to be provided to the child, and a statement of the program modifications or supports, (5) an explanation of the extent to which the child will not participate with nondisabled children in the regular class, (6) a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child, (7) the projected date for the beginning of the services and modifications, and the anticipated frequency, location, and duration of those services and modifications (U.S. Department of Education, 2006).

**Individuals with Disabilities Education Act (IDEA 2004):** A law ensuring that SWDs are provided with a free appropriate public education that is tailored to their individual needs (U.S. Department of Education, 2006).

**Least Restrictive Environment (LRE):** The environment where, to the maximum extent appropriate, children with disabilities are educated with children who are nondisabled (U.S. Department of Education, 2006).

**Letters of Clarification:** Letters from the Office of Special Education Programs regarding the clarification, interpretation and implementation of the IDEA rules and regulations (U.S. Department of Education, 2010; 2013).

**Physical Education:** The development of physical and motor skills, fundamental motor skills and patterns, and skills in aquatics, dance, and individual and group games and sports, including intramural and lifetime sports (U.S. Department of Education, 2006).

**Related Services:** Transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education (U.S. Department of Education, 2006).



**Special Education:** Specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability; including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and instruction in physical education (U.S. Department of Education, 2006).

**Special Education Process:** A process used to determine a child's eligibility for, and placement within, special education services (Center for Parent Information and Resources, 2014).

## Summary

Compared to their typically developing peers, SWDs are far less physically active, meaning they are not receiving the same health benefits to enhance their quality of life. With the lack of a general consensus for the appropriate delivery of specially designed PE services for SWDs, the promotion for their needs is inhibited. An established general consensus for PE of SWDs could increase their levels of physical activity, quality of service(s), and their overall health and well-being. With a scarce amount of professional resources for adapted and general physical educators to provide high-quality services, and an increasing number of SWDs being educated with their nondisabled peers, there is a need for effective service delivery guidelines.

The purpose of this project was to develop an in-depth resource about PE service delivery for students with disabilities. This video was designed to improve the quality of PE services SWDs receive, improve the knowledge of adapted and general physical educators, and to ultimately increase the levels of physical activity and health of SWDs.

To support the development of the project, current research literature relating to the perceptions and abilities of PE teachers to instruct SWDs, multiple GAO documents, and APE state policies were reviewed. Additionally, teaching literature containing the best practices of inservice adapted and general PE teachers were reviewed. The following chapter consists of literature specifically related to PE service delivery methods for special education students.

## **CHAPTER II**

### **Review of Related Literature**

#### **Introduction**

Physical education (PE) is required by law for all students with disabilities (SWDs). This is true if SWDs are in general education or are receiving specially designed educational services. Although PE has been required in federal special education legislation since 1975, several states do not provide their schools with specific policies for PE and/or adapted physical education (APE) services. In addition, only 13 states offer teacher certification or endorsement in APE (Wrightslaw, 2016). There are 14 state departments of education that have published literature for their schools pertaining to policies and guidelines about APE service delivery. These state policies and guidelines have assisted states by supporting required PE services in accordance with special education law. There are still many states without established policies for PE service delivery for special education students.

This literature review consists of a summary of the Individuals with Disabilities Education Improvement Act (IDEA 2004) and related PE regulations, reports from the Government Accountability Office (GAO) about PE for SWDs, U.S. Department of Education letters of clarification in relation to PE and IDEA, state education department documents about (APE), and research on the roles and responsibilities of APE teachers.

#### **IDEA and Physical Education**

The Individuals with Disabilities Education Improvement Act (IDEA 2004) defines special education as specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability, including instruction conducted in the

classroom, in the home, in hospitals and institutions, and other settings, and instruction in physical education (U.S. Department of Education, 2006). As a part of special education, IDEA requires schools to provide opportunities for SWDs to be educated with their nondisabled peers in regular or general PE classes.

IDEA defines PE within section 300.39 by identifying its major components. Physical education means the development of physical and motor fitness; fundamental motor skills and patterns; and skills in aquatics, dance, and individual and group games and sports, including intramural and lifetime sports (U.S. Department of Education, 2006). Physical education also includes special physical education, adapted physical education, movement education, and motor development (U.S. Department of Education, 2006). This definition of PE within IDEA helps clarify the regulations for schools.

Unique within the IDEA is a separate section about physical education. Section 300.108 outlines various aspects of PE services that public agencies within each state must provide. Services covered in this section include: [general] physical education, regular physical education, special physical education, and education in separate facilities (U.S. Department of Education, 2006). The significance of this section pertains to the guidance for public education agencies to provide SWDs with PE services equal to that of their nondisabled peers. In some cases, if deemed appropriate by a student's IEP team, specially designed physical education must be provided in accordance with the regulations set forth by IDEA.

In terms of legal aspects and federal regulations, physical education is one of the only educational subjects with its own section within the IDEA regulations. The significance of this for SWDs, as well as general and APE teachers, relates to the

required provision of these services. Whether students are included in the general PE program or receiving specially designed physical education services, the law requires that eligible special education students be provided with the necessary services. This federal legislation created a foundation for general and adapted physical educators to advocate for the rights and unique needs of SWDs. Physical education is mandated as a part of IDEA, with specific regulations for its implementation.

There have been, however, instances where schools have misinterpreted the information within IDEA that have led to reduced or inappropriate PE services. For some of these cases, the Office of Special Education Programs (OSEP) within the U.S. Department of Education has provided guidance to schools. The next section reviews examples of specific clarifications about PE for SWDs that have been issued by the OSEP.

### **Letters of Clarification from the Department of Education**

Recent OSEP letters have demonstrated that sometimes what is written in the law is not always interpreted correctly or consistently by school districts. These interpretations about PE can vary greatly from state to state, and even district to district within a state. Often times, misinterpretations occur during the beginning (ages 3-5) and ending age-ranges (16-21) of special education services; specifically, special education students at the preschool and high school levels. Over the course of four years, the OSEP released three important clarifications of the law that dealt with PE services to SWDs. Each letter helped clarify the PE requirements in special education within IDEA.

In 2010, a letter was issued by OSEP to provide guidance to Irby, a lawyer who requested assistance with PE requirements for a high school SWD. Irby requested

“guidance regarding the requirements under Part B of the IDEA as they relate to additional reading instruction provided in lieu of mandatory physical education” (U.S. Department of Education, 2010). Specifically, the primary question was “whether an IEP Team for a student with a disability may agree to provide additional reading instruction in place of, and during, otherwise scheduled mandatory physical education instruction” (U.S. Department of Education, 2010).

The state of Alabama possessed a requirement for struggling readers to be allotted sufficient instruction time to help them improve their reading skills. At the same time, Alabama also required students to be given 30 minutes of daily PE according to the Code of Alabama; this was interpreted to include SWDs. The underlying question was whether or not IDEA provided the IEP Team with the right to dismiss the state requirement for PE in order for the student with low reading skills to receive additional reading instruction.

To clarify the regulations within IDEA, OSEP responded by stating, “in general, it would be inappropriate for the IEP Team to deny children with disabilities the opportunity to participate in State mandated PE instruction for the sole purpose of providing them with additional reading instruction” (U.S. Department of Education, 2010). Suggestions were provided for the recipient to have the IEP Team revisit their scheduling strategies in order to find the additional time to work on the student’s reading skills.

The legal basis used to resolve this issue was the fact that, because PE instruction is a requirement for all students, and the SWD must be provided an equal opportunity to meet the State requirement, no other additional instruction, including reading, can be substituted for mandatory PE instruction. This would not allow the SWD an equal

opportunity to participate in 30 minutes of daily PE, contradicting the regulations found within IDEA regarding PE instruction. The OSEP letter helped clarify the mandatory requirement of PE instruction for SWDs according to IDEA.

In addition to inappropriate substitutions of other subjects for required PE, the age at which these services are provided is often misinterpreted. Two OSEP letters had been issued to clarify this age issue. The first letter was issued by OSEP in 2013 to Tymeson in Wisconsin who requested further clarification on the provision of PE instruction for a preschool-aged child with a disability according to IDEA. Specifically, Tymeson asked whether it is consistent with Part B of the IDEA and its implementing regulations for a school district to deny the provision of physical education services as part of a preschool-aged child's IEP when physical education is not available to all children in preschool (U.S. Department of Education, 2013). The basis for this question came from a situation where a school district refused to provide PE to a preschool-aged child with a disability because other preschool children without disabilities within the same school district were not offered PE. This occurred despite the parents requesting to have PE as a part of the child's IEP.

To clarify this situation, OSEP responded by referring directly to the Part B regulations of IDEA regarding the provision of PE services to SWDs. It is true that Section 300.108 requires schools to provide PE to all children receiving a free appropriate public education unless the school does not provide PE to children without disabilities in the same grades. However, this does not relieve schools of the duty to provide PE to those students who have unique needs requiring PE and have IEPs setting out PE as a part of that student's special education and related services (U.S. Department

of Education, 2013). The letter further stated that “according to Part B, if PE 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” (U.S. Department of Education, 2013).

Two significant clarifications were highlighted in this OSEP letter. The first being the clarification that SWDs who have specially designed PE included as a part of their IEP must be provided with this special education service by the school district. Adapted or specially designed PE teachers are hired to provide the child with this direct service. The second clarification reinforces the fact that the requirements of Part B of the IDEA regarding IEPs for children with disabilities apply to preschool-aged children (U.S. Department of Education, 2013). These clarifications state the requirement of PE within special education under IDEA for preschool-aged SWDs.

Later in 2013, another age-related clarification letter was written to Kelly in Virginia to address a question regarding PE requirements for high school SWDs. Specifically, Kelly asked, “whether PE is required for high school SWDs ages 16-21, if it is in their IEPs, even though PE is not provided to their nondisabled peers in those grades” (U.S. Department of Education, 2013). The issue of this letter is identical to the Tymeson letter from 2013, with regards to providing PE instruction to SWDs at various ages.

As was clarified in the letter to Tymeson earlier in 2013, “if specially designed PE is prescribed within 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” (U.S. Department of Education,



2013). The Kelly letter states that although the Tymeson letter specifically addressed preschool-aged children with disabilities, the same requirement applies to SWDs ages 16-21. The difference within the Kelly letter relates to the interpretations made based on the placement of high school SWDs as they participated in community-based transition programs.

It is very common for high school SWDs to be in community-based transition programs during the ages of 16-21. The Department of Education states that placement refers to the provision of special education and related services rather than a specific place. This is interpreted to mean that even though high schools' SWDs are placed in a community-based transition program, as long as PE is on their IEP, they should receive the service. This letter reinforces the provision of PE services for high school SWDs ages 16-21, regardless of their educational placement, or whether their nondisabled peers are receiving similar services. If specially designed PE is prescribed within the IEP, it must be provided for the student.

The letters of clarification from OSEP shed light on significant misinterpretations with regards to PE service delivery for special education students. Within the IDEA, rules and regulations require PE instruction for SWDs. However, as described in previous sections, the law is often misinterpreted in terms of appropriately providing SWDs with PE services, which may contribute to inappropriate practices in general and/or APE. While these letters can be used as a resource for inservice general and APE teachers, a minimal amount of resources exists to further guide teachers to serve SWDs. The next sections present existing reports and documents directly related to providing PE services to SWDs.

## **Government Accountability Office Report on Physical Education for Students with Disabilities**

In 2010, the Government Accountability Office (GAO) released a report with information and guidance designed to improve the opportunities in PE and athletics for SWDs (U.S. Government Accountability Office, 2010). Certain federal laws help ensure that kindergarten-12<sup>th</sup>-grade schools provide SWDs opportunities to participate in PE and extracurricular athletics equal to those of their peers (U.S. GAO, 2010). Within a year of issuing the GAO report, the U.S. Department of Education had to develop a report in response to the GAO findings. The responding report consisted of resources and materials for states to implement in order to improve the opportunities in PE and athletics for SWDs (U.S. GAO, 2010).

Within the GAO report, two questions pertaining to the delivery of PE services to SWDs were answered. The first section of the GAO report provided information based on the opportunities currently provided for SWDs in comparison to their typically developing peers. It was established that SWDs generally attend PE class about the same amount of time as students without disabilities, according to national data and [their] site visits (U.S. GAO, 2010). This included the percentages students with and without disabilities were attending classes each week, as well as the amount of time that was spent in each class. For example, 29% of students with physical disabilities or long-term health problems attend PE class 5 days a week compared to 34% of students without disabilities (U.S. GAO, 2010; School Health Policies and Programs Study, 2006).

The report did, however, admit that schools are facing challenges to serving SWDs in GPE classes even if they are being included. Most of the issues revolved

around the types of disabilities served or the grade levels of SWDs. Parents and school officials said that PE teachers in elementary school may be able to more easily integrate SWDs in their classes than those in secondary schools (U.S. GAO, 2010). This was mainly because peers in elementary school are more accepting, the equipment is more varied, and there is less focus on competitive games than in secondary school (U.S. GAO, 2010).

In terms of how the schools provide services to SWDs, national data indicates that most SWDs took PE in general education classes with students who do not have disabilities (U.S. GAO, 2010). To allow SWDs to participate in GPE, informal adjustments were made to include students, such as simplifying the instructional content, providing additional skill modeling or repetition, and having peers without disabilities assist in teaching. Some schools accommodated students with more severe motor development delays by providing specialized or adapted PE instruction (U.S. GAO, 2010).

The issue was that while SWDs are receiving the same opportunities to participate in GPE as their non-disabled peers, the quality of their education may differ in comparison. This is critical documented evidence that portrays the differences among PE services for SWDs. While there are modifications and adaptations in effect to better include SWDs in GPE classes with their nondisabled peers, on a national scale, the efforts may not be as apparent as what was found within this report.

The next section of the 2010 GAO report pertained to how the Department of Education assists states and schools with providing PE services to SWDs. The report concluded that Education has provided states and schools with little support regarding PE

or athletics for SWDs. While the OSEP monitors states' implementation of IDEA and provides information, resources, and technical assistance to states and schools on teaching SWDs, very little of it is related to PE or extracurricular athletics, according to OSEP officials and [their] review of Education Web sites (U.S. GAO, 2010). With the limited amount of resources available, OSEP officials report that most of their assistance focuses on providing free appropriate public education in the LRE, states' exercise of general supervisory authority, and disproportionate representation of racial and ethnic groups in special education and related services (U.S. GAO, 2010). This tells state and district offices that the majority of the issues and complaints have revolved around the actual delivery of service to SWDs as opposed to the quality of the services available.

Conclusions drawn from this section of the GAO report include the misinterpretations of PE service delivery to SWDs and the Department of Education's failure to provide states with effective assistance to better serve SWDs. Officials from several states and many districts interviewed for the report said that they could benefit from Education helping states and schools share relevant information, such as practices or resources regarding PE and extracurricular athletics for SWDs (U.S. GAO 2010). Additionally, officials from 14 out of the 15 districts interviewed indicated that additional information or resources from Education on how to offer PE or extracurricular athletic opportunities to SWDs would be useful (U.S. GAO, 2010). Implications of this report shed light on the need for resources for general and adapted PE teachers to properly serve SWDs.

## **United States Department of Education Response Report**

In 2011, the U.S. Department of Education issued a response to the GAO report in order to improve the opportunities for SWDs to access PE. This was done because the GAO report revealed that, despite legislation obligating states and schools to provide equal access, opportunities for physical education are limited for children and youth with disabilities (U.S. Department of Education, 2011).

The general consensus gathered by the U.S. Department of Education was that there is limited research providing evidence of effective practices and approaches to increase physical activity, reduce obesity, and to maintain health among children and youth with disabilities (U.S. Department of Education, 2011). The response report compiled suggestions to increase opportunities for SWDs that included accessibility, equipment, personnel preparation, program options, and assessment information, all related to serving SWDs in PE. Access is facilitated through APE practices and universal design principles (U.S. Department of Education, 2011). Activities involving the use of modified or specialized equipment can replace other less safe activities (U.S. Department of Education, 2011). Appropriate personnel preparation and professional development to adapt games and activities are needed in order to increase opportunities for children and youth with disabilities (U.S. Department of Education, 2011). These are just a few of the suggestions provided for issues presented within the 2010 GAO report.

In an attempt to provide more resources and information for general and APE teachers to improve their delivery of PE instruction, several states have created and established statewide guidelines to assist inservice teachers of SWDs. These guidelines include policies for implementing APE programs and documents with questions and

answers to common concerns regarding PE and SWDs. The following section reviews samples of these state documents.

### **State Departments of Education Policy Documents**

States and school districts can improve the delivery of PE services to SWDs by identifying the common barriers to participation, documenting the needs of each individual state, and establishing state legislations to address the barriers and needs of SWDs. In response to the 2010 GAO report, Maryland enacted state legislation specifically for the implementation of APE programs within the state's schools and districts. Maryland's legislation was used as a model for other states to create their own state policies to improve the equal access opportunities of SWDs in relation to PE. Content from this section will outline the different areas of various states' legislation to provide evidence that resources are available for general and adapted PE teachers to serve SWDs.

In February of 2015, Maryland established an in-depth guide for serving SWDs in PE (Maryland State Department of Education). The guide was derived from a model that was implemented by the Maryland State Department of Education (MSDE) in 2008. The model policy provides each County board with information about APE, legislation that addresses SWDs, and guidelines and strategies for appropriate inclusion in physical education (MSDE, 2009). The extensive handbook includes over 70 pages of APE resource information, including types of APE services, roles of general and APE teachers, inclusion guidelines, program criteria, and a plethora of additional information regarding equipment adaptations and activity modifications for SWDs. The MSDE

guideline for APE has been used by the Secretary of Education to provide professionals with requested resources from the 2010 GAO report.

Similar to the MSDE APE document, Colorado developed a state manual with guidelines for implemented APE services for SWDs. The Colorado Guidelines for Adapted Physical Education (CGAPE) was developed to clarify the importance of physical education for SWDs (Colorado State Department of Education, 2007). The manual includes four major sections: two focusing on APE best practice and the law while the other two sections contain of resources for not only APE teachers, but GPE and special education teachers, administrators, and parents. The appendix section even includes additional online resources for viewers to refer to when implementing services outside of Colorado. This manual is a prime example of the types of resources requested by school districts within the 2010 GAO report.

In 2014, the states of Alabama and Connecticut both published guidelines for APE through their states' department of education. The Alabama Adapted Physical Education and 504 Process State Guidelines provides educators and parents with a 71-page manual covering several PE regulations within IDEA, an overview of APE and the special education process, and several examples of documents used in PE service delivery for SWDs (Alabama State Department of Education, 2014). Unique within this manual are sections pertaining to the relationship between PE and special education. There are also additional chapters on how Section 504 relates to PE. The Alabama manual is presented as more of an informational resource as opposed to Colorado's practical manual.

The Connecticut Guidelines for Adapted Physical Education (2014) referenced several other state manuals in order to create the most updated version of an APE manual, including state guidelines from Maryland and Colorado. The guidelines contain the laws and regulations from IDEA, APE best practice within Connecticut schools, and additional reproducible resources for general and APE advocates (Connecticut State Department of Education, 2014). A large portion of the manual outlines the practical importance of the team approach in relation to APE. Several pages cover collaboration needs and suggestions for APE teachers, physical and occupational therapists, special education teachers, and other school personnel to provide SWDs with the best possible services.

Other states with similar guidelines established through their Department of Education include California, Maine, and New York (California State Council on Adapted Physical Education, 2012; Maine Department of Education, Division of Special Services; New York State Education Department, 1997). If states are not establishing criteria for PE services for SWDs directly through their State Departments of Education, the appropriate APE personnel may still devise a set of guidelines for their particular state. Another approach some states use is a Q&A document. The state of Michigan, for example, has developed a document that includes commonly asked questions for parents and PE teachers with answers pertaining to APE services for SWDs (Michigan Department of Education). Questions answered within this document include legislation on PE for SWDs, assessment choices and information, and responsibilities of IEP Team members, including APE teachers.

Pennsylvania is another state that published a Q&A document about APE services through its Department of Education. The document includes 10 answered questions



frequently asked by parents and administrators that pertain to APE services (Pennsylvania Department of Education, 2013). A third option for disseminating resources for states includes developing a brochure on APE services within a school or state. Pennsylvania and North Carolina, for example, have collaborated with their state PE advisory councils and state boards of education to develop APE brochures to be easily distributed to parents of students receiving special education and related services. These brochures typically include how APE is defined within the state, and who parents can contact if they are interested in pursuing APE services for their child (Pennsylvania Department of Education, 2013; North Carolina Public Schools). Additional states with similar Q&A documents and brochures include Minnesota and Wisconsin (Minnesota DAPE Leadership Committee, 2012; Wisconsin DPI, 2010).

As seen by this review, there are many resources available for general and APE teachers to provide effective PE services to SWDs. Guidance is needed for teachers to appropriately include SWDs within their GPE setting, or provide them with specially designed or APE instruction. States and districts looking to further develop their APE programs can use the previously referenced state APE guidelines to assist with establishing appropriate special education and physical education criteria. However, even with accessible state Department of Education guidelines, question and answer documents, and states that require additional credentials to teach APE, the nation as a whole is still in need of resources with regards to serving SWDS in PE. It is important to understand that each state document complies with individual state definitions and services, meaning that some states manuals may differ from others. Differences may include different definitions of APE, different classifications of APE placements, and the

roles and responsibilities of APE teachers. Even with available resources, states with and without policies continue to struggle to establish universally designed PE services for special education students.

### **The Roles and Responsibilities of Adapted Physical Education Teachers**

The roles and responsibilities of APE teachers are extensively based on the needs of their caseloads. As seen in the previous review, state documents from their Department of Education facilitate the roles and responsibilities of general and APE teachers when serving SWDs. In 2008, a study was conducted in order to create an informative resource to guide improvement of service delivery and professional preparation (Kudlacek, Jesina, Sterbova, & Sherill, 2008). Within this study, 8 APE teachers, with anywhere from 2 to 23 years of experience, were interviewed to collect data related to APE teacher roles. The roles chosen to investigate during the interviews were derived from previous studies related to APE teacher roles. During the interviews, participants were questioned about the size of their caseloads, their consulting processes with GPE teachers, and their role as decision makers (Kudlacek et al, 2008). Additional demographic information about each of the APE teachers provided the authors with a more in-depth understanding related to the job roles of APE teachers.

Results from the study outlined several roles and responsibilities of APE teachers. The typical 8 hour workday of the APE specialists was often filled with traveling, caseloads of 44 to 60 students, and consulting with GPE teachers (Kudlacek et al, 2008). All of the participants also reported on their impactful roles as decision makers during IEP meetings. Altogether, the study found that there is no such thing as a typical day for APE teachers (Kudlacek et al, 2008). Conclusions from the study indicated that the job

description of APE specialists is very limited, and the need for further research regarding their roles (Kudlacek et al, 2008).

Additional roles and responsibilities can be found within the Adapted Physical Education National Standards (APENS). The APENS were developed based on a collection of data that identified which roles and responsibilities APE teachers were being asked to perform (Kelly, 2006). To understand how to create specific goals and objectives for SWDs, APE teachers need to have an understanding of the human development, motor behaviors, and exercise science of SWDs (Standards 1-3). To create a universally designed curriculum that meets the needs of all students, APE teachers should become familiar with measurement, assessment, and evaluation instruments, the unique attributes of learners, and curriculum theory for SWDs (Standards 4-9). To further develop a school district's APE program and continue to better themselves, APE teachers will need to consult with GPE teachers and development the appropriate staff, continually evaluate their program, and seek annual professional development (Standards 11-15). Each standard within the APENS manual provides aspiring APE teachers with detailed information regarding specific roles and responsibilities when serving SWDs.

### **Summary**

The findings from professional literature provide an overview of the current legislation in special education for SWDs in terms of required PE instruction. The definition of special education in federal law includes instruction in PE. This includes instruction in general or regular PE or adapted and specially designed PE, if necessary to meet a student's unique needs. The most recent legislation has been established for schools and districts within IDEA since 2004. Although the PE aspects of IDEA are

sometimes misinterpreted, the OSEP has written and addressed letters of clarification to reinforce what is required within IDEA, and how schools and districts can appropriately implement these laws. The primary findings from the first section of related literature inform general and APE teachers that there is legislation regarding PE service delivery for SWDs and that the schools and districts within the states are obligated to follow the regulations within IDEA to the fullest extent.

It is important to understand that the 2010 GAO report was conducted based on the prevalence-based need for more guidance when serving SWDs in GPE. There is well-documented research on the benefits of PE and physical activity for students with and without disabilities. The problem is that even with federal laws in place to ensure equal opportunities and access to PE and physical activity for SWDs, whether SWDs were receiving their entitled services was unclear. Extensive research was conducted in order to create the GAO report; several states and school districts were visited to collect current information on their service delivery methods for SWDs in PE.

For every positive outcome within the report came a negative counterpoint. For example, it was determined that SWDs are receiving the same opportunities to participate in PE as their nondisabled peers. However, teachers admitted to experiencing several barriers when including and teaching their SWDs. In other words, general and APE teachers were pointing out that although SWDs were participating equally, they were not learning equally. A variety of factors were involved with this perception, including difficulty with serving students in secondary grades, the availability of adapted equipment, and the experience of GPE teachers to include and accommodate students with certain disabilities. Successful schools and teachers reported applying a series of

informal adaptations and modifications, which include change the style of their teaching, or using a peer tutoring system.

However, for some SWDs to be safe and successful in the GPE class, formal adjustments were reported to be the best form of differentiation. Formal adjustments are determined through the IEP process and require an appropriately prepared professional to administer the modifications. These can include modifying assessments, using specialized equipment, or having individual aids or assistants work with the student (U.S. GAO, 2010). The only problem with this is the lack of support schools and districts are receiving from the U.S. Department of Education, as reported in the GAO report. The report concluded that Education was not assisting states and providing them with enough literature or resources to implement quality general or adapted PE programs to best serve SWDs. While some schools and districts cited teacher preparation and budget constraints as the main contributors to poor GPE services for SWDs, the majority of the school officials admitted that an improvement in resource sharing and collaboration would benefit all SWDs and their special education and related services.

In an attempt to increase the opportunities for SWDs with regards to general and APE services, the Department of Education released a report in 2011 with suggestions for states to improve educational experiences for SWDs. Content within the report included suggestions for equipment, personnel preparation, teaching styles, and various other aspects of PE program development for SWDs. The dissemination of this information encouraged states to develop guidelines for general and adapted PE programs through their Department of Education. As noted in this review of literature, several states have established criteria for APE; and some others have developed documents for parents and

school officials to use to assist them with APE service delivery and program development.

Furthermore, the roles and responsibilities of APE teachers remain undefined and varied. While traveling, consulting with GPE teachers, and providing IEP decisions for students receiving specially designed PE services have been documented as key job roles for APE teachers, several of the more commonly seen roles remain undocumented, including teaching SWDs, assessing and evaluating SWDs using a variety of instruments, managing the behaviors of students with behavioral needs, and collaborating with related service personnel to benefit the needs of the whole child.

Even with the push towards increasing the collaboration among states and PE programs for SWDs, and federal legislation holding schools and districts accountable for serving SWDs in general or APE, the need for more quality resources, guidelines, and teaching models still exists. The next step to improve the delivery of PE services to special education students is to create a universally designed instructional video that entails all of the aspects of an appropriate PE program for SWDs. With this resource, schools and districts will be able to implement the appropriate general and APE services for their SWDs.

## **CHAPTER III**

### **Critical Analysis**

#### **Introduction**

Physical education (PE) is a required special education service for students with disabilities (SWDs). The Individuals with Disabilities Education Improvement Act (IDEA) of 2004 includes PE as part of the definition of special education (U.S. Department of Education, 2006). The IDEA also includes a separate section that details PE services for SWDs. This chapter summarizes specific information regarding the IDEA requirement of PE services for SWDs, and how they are implemented by general and/or adapted physical education (APE) teachers in PK-12 school districts. Additionally, information regarding the preparation of APE teachers and their roles within school districts is included. Resources such as legal mandates on PE, excerpts from APE state guideline manuals, practical teaching journals, and adapted equipment sources are also included in this chapter. General and APE teachers can use these resources to implement and advocate for appropriate PE services for SWDs in their schools, and to improve current APE programs. Finally, recommendations for future research studies and critical analysis projects are presented.

#### **Preparing Adapted Physical Education Teachers**

There are several resources that exist to provide teachers and schools with a general consensus of a highly qualified teacher. The IDEA of 2004, for example, defines a highly qualified special education teacher as one who obtained full state certification as a special education teacher, has not had their certification waived in spite of an emergency, and holds at least a bachelor's degree (U.S. Department of Education, 2006).

Although the recently enacted Every Student Succeeds Act (ESSA, 2016) has removed the definition of highly qualified for special education teachers, each state is still responsible for complying with the three certification requirements discussed above (U.S. Department of Education, 2016). Additionally, IDEA outlines alternate circumstances to deem a teacher as highly qualified, including receiving professional development, or participating in an intensive, supervised program of special education teacher development (U.S. Department of Education, 2006). Since PE is included under the definition of special education within IDEA, the definition of a highly qualified special education teacher applies to general and APE teachers. In addition, several states have add-on teaching licenses or certifications in APE.

Although there is legislation to define what it means to be a highly qualified teacher, individual states ultimately determine who can be considered a highly qualified or appropriately trained teacher, including APE teachers. The IDEA regulations leave the responsibility on the states to establish their own criteria and requirements for general and APE teachers who will serve SWDs. Yet, even after 12 years of the latest IDEA reauthorization in 2004, only 12 states have developed specific criteria and/or additional licensure or certification for PE teachers to instruct special education students. These states include: California, Louisiana, Maine, Michigan, Minnesota, Nebraska, Ohio, Oregon, Rhode Island, South Dakota, Wisconsin, and Wyoming (Wrightslaw, 2016). The remaining states consider a highly qualified teacher as someone who is licensed to teach GPE. By providing states and school districts with guidelines for what constitutes a highly qualified APE teacher, states would be able to follow the intent of legislation and establish state requirements.



Teachers who serve students in APE in the remaining 38 states that do not have additional licensure or certification can choose to complete the Adapted Physical Education National Standards (APENS) certification process (Kelly, 2006). The mission of APENS is to promote the 15 APE standards and national certification exam. Once certified through the APENS, teachers receive the Certified Adapted Physical Educator (CAPE) recognition, and are considered a qualified teacher to provide services to eligible SWDs. See Appendix A for more information on the APENS certification process.

Appropriately prepared APE teachers must, at the very least, have the same knowledge and skills as a highly qualified GPE teacher. This means that APE teachers, similar to GPE teachers, should first have a bachelor's degree in PE and a state license to teach PE. This sets the foundation for aspiring APE teachers. Content that separates APE teachers from GPE teachers, however, includes the need for comprehensive knowledge regarding disability types, assessment methods, disability and physical activity implications, and IEP development and implementation (American Association for Physical Activity and Recreation, 2010). These skills are not obtained within typical classes of a general physical education teacher education (PETE) program. According to one professional group, in order for APE teachers to demonstrate the necessary competency, they need to obtain at least 12 semester hours of additional coursework that addresses the education needs of SWDs (AAPAR, 2010). This goes far beyond the typical 3 credit course that is often required of university general PETE programs. Of those 12 hours, 9 must be dedicated specifically to APE. See appendix B for a complete list of recommended coursework options from AAPAR.

An appropriately prepared APE teacher should also have accumulated a minimum of 150 hours of practicum experience during their preservice education (AAPAR, 2010). This ensures school districts looking to hire a highly qualified APE teacher that they have sufficient hands-on, practical experience working with SWDs. Preservice GPE teachers should immerse themselves within a full spectrum of APE experiences that include teaching SWDs throughout the PK-12 grade levels, coaching and assisting adapted and/or disability sport programs, and attending IEP meetings for SWDs. Each of these experiences fully prepares GPE teachers to assume the roles of an APE teacher to provide quality services to SWDs.

Most general PETE programs offer only one introductory course in APE. In most states, the education derived from this single 3 credit course is enough to meet the requirements for a GPE teacher to be considered qualified to teach APE. However, one 3-credit course falls short of providing teachers with the needed knowledge and skills to teach APE. In fact, it inhibits SWDs from receiving the same quality of PE that students without disabilities receive. An editorial issues article (SHAPE, 2009) stated that most inservice APE teachers and introductory course APE professors would agree; one three-credit APE course does not provide GPE teachers with nearly enough information to be prepared to serve SWDs (SHAPE America, 2009).

Since specially designed PE is a required instructional service for SWDs, appropriately trained, highly qualified personnel must be prepared to deliver this service. In order to meet the unique needs of SWDs in PE, preservice PE teachers should strive to obtain the recommended licensure and/or certification and have additional content knowledge regarding physical activity and sport for SWDs. Appropriately preparing PE

teachers to serve SWDs will provide them with the experiences and skills to carry out their roles and responsibilities as APE specialists.

### **Adapted Physical Education Teacher Roles and Responsibilities**

With the appropriate preparation and necessary credentials, APE teachers assume many roles and responsibilities to serve SWDs in PE. Primarily, APE teachers assume the roles of a direct service provider for SWDs and consultant to GPE teachers. The responsibilities that come with these roles incorporate more than simply instructing SWDs or providing them with a few modifications to be included in GPE. An important role for APE specialists is to design specialized, achievement-based programs for SWDs composed of meaningful, high-quality instruction that enables lifelong health, wellness, and physical activity (Kelly, 2011).

Assuming the role as a direct service provider, APE teachers are given the responsibility to develop specially designed PE programs for SWDs. Adapted PE teachers should know the strengths and limitations of various curricular models designed specifically for APE (Kelly, 2011). This will allow for proper development of APE programs that exist on a continuum of placements and are based on the individual needs of the SWDs. Various curricular models for APE include achievement-based curriculums, Smart Start, and I-CAN (Kelly, 2011).

The three most common placements for SWDs include the GPE setting, the APE setting, or a combination of both settings (Columna, Davis, Lieberman, & Lytle, 2010). The placement determines the type of PE program that the APE teacher will implement. For example, within the GPE setting, the APE teacher will work closely with the GPE teacher to collaboratively teach all students towards the GPE curriculum, while using

specific modifications and specially designed instruction for SWDs. In an APE setting outside of the GPE class, the APE teacher will need to carefully analyze the GPE curriculum to create a mirrored APE curriculum with developmentally appropriate activities. Once the APE teacher has established the APE program with a curricular model and a continuum of placements, they can begin to identify, appropriately place, and instruct eligible SWDs.

Another prominent responsibility of the APE teacher includes utilizing APE information to assist with IEP planning, or the PE content of an IEP. Similar to the special education teacher or occupational and physical therapist, APE teachers are responsible for using their extensive content knowledge to collaborate with the IEP team to develop appropriate APE IEP goals and objectives for SWDs. The goals should focus on developing the content areas within the definition of PE in IDEA, as well align with the GPE curriculum. It is also important for APE teachers to devise goals that will work in unison with other members of the student's IEP motor team (physical and occupational therapists).

Developing the IEP goals requires APE teachers to possess the knowledge and skills to assess and evaluate SWDs to determine their present levels of performance. Since the abilities of SWDs may greatly differ from that of their typically developing peers, unique, standardized assessment instruments are used to accurately determine their current strengths and weaknesses in PE content. The assessment role of an APE teacher may include formal, standardized testing using valid and reliable testing instruments, or informal testing using rubrics, checklists, and weekly observation tools. Once the IEP goals have been developed, it is the APE teacher's job to monitor the progress of the

student to provide the IEP team and parents with a report at required intervals and for annual meetings.

Additional responsibilities of APE teachers allow them to be considered the resource and content expert. Other roles of APE teachers may include: adapting equipment, accommodating the environment, providing professional development sessions, consulting with GPE teachers and other motor team personnel, and analyzing and supervising other APE teachers within a school district (National Association of State Directors of Special Education, 2012). Again, while some of these roles may seem similar to those of a GPE teacher, APE teacher responsibilities emphasize the need for content knowledge regarding disabilities and their implications on students in a variety of settings and placements. Obtaining the necessary content knowledge, and assuming the major roles and responsibilities will enable APE teachers to implement various service delivery models to serve SWDs in PE. See Appendix C for an additional list of roles and responsibilities for APE teachers.

### **Service Delivery Models in Adapted Physical Education**

The IDEA states that SWDs need to be educated with their nondisabled peers to the maximum extent possible as a part of their free appropriate public education (FAPE). This also means that SWDs should be taught within their least restrictive environment (LRE). This means that the GPE setting should always be considered the preferred placement option. However, if the severity of their disability does not allow them safe and successful participation with their nondisabled peers, GPE and APE teachers must decide which placement, or service delivery model would best meet the student's unique needs.

A service delivery model in APE describes the process of how, when, and where SWDs will be instructed. There are three commonly implemented service delivery models used in APE, and can be referred to as consultation, collaborative, and direct service models. Ideally, a continuum of each service delivery model will be utilized for SWDs to help them make progress towards dismissal from specially designed PE services. The diagram below is an example of a continuum of placements in which each type of service delivery model will be implemented:

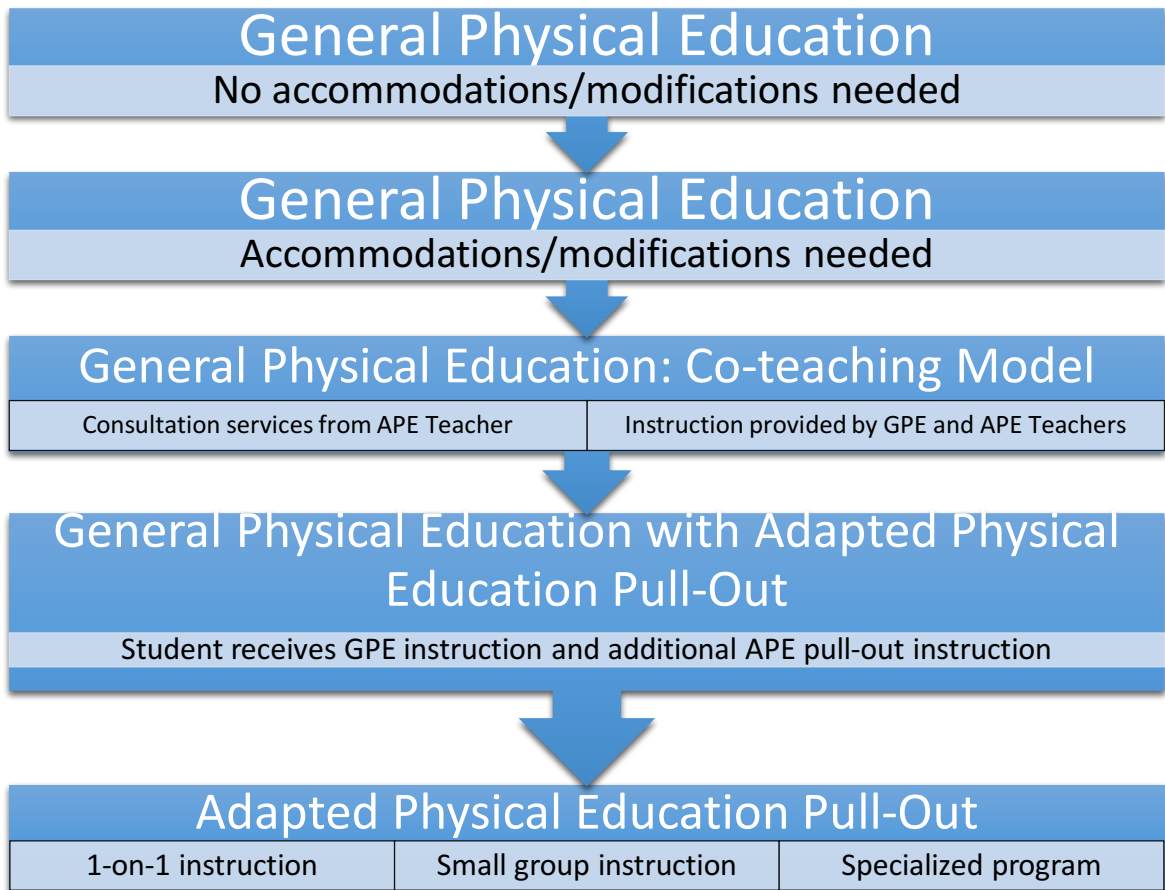


Figure 3.1 – Adapted Physical Education Service Delivery Model

The top two levels of Figure 3.1 represent the consultative model, in which the GPE teacher will primarily serve the student while consulting with the APE teacher for adaptations and disability implications when necessary. The third and fourth levels represent the collaborative model, where the general and APE teachers will both serve the SWD. The bottom level represents the direct service model where the APE teacher is the sole provider of services for the SWD. Within each type of service delivery model, a continuum of placements exists that will allow developmentally appropriate services within a variety of settings.

Figure 3.1 illustrates a service delivery model with a continuum of placements. The first level on the flowchart refers to a student's LRE, in which they receive no additional accommodations or adaptations, and are educated with their nondisabled peers in GPE. The second and third placement levels on the continuum are heavily based on collaborative services between the GPE and APE teachers. There are several occasions where GPE teachers will need to consult with an APE teacher about the physical education and equipment implications for specific disabilities. For example, some students with osteogenesis imperfecta, or brittle bones disease, can be included in the GPE class, but will require almost all of the equipment and several of the activities to be adapted for safety precautions. With such a wide range of potentially dangerous implications for the GPE teacher to be aware of, consulting with the APE teacher is highly recommended to ensure a safe and successful PE program for the SWD. The APE teacher will also need to consult with the GPE about the progress the student is making and what may better benefit their progress in PE.

Often times, the GPE teacher will consult with the APE teacher regarding a student with an emotional and/or behavioral disorder (EBD). Students with EBDs can sometimes exhibit behaviors that negatively impact the learning of their nondisabled peers, as well as distract the teacher from delivering instruction. By consulting with the APE teacher, the GPE teacher will be provided with specific behavior management techniques to help support the student. The APE teacher may also assist the GPE teacher by managing the behaviors of the student during instruction or activity.

In addition to consultation services, there are times when the general and APE teachers will collaborate and cooperatively teach the same class. This has been recognized as one of the most effective inclusion strategies for SWDs (Block, 2007). For example, if the students are engaged in a team-based activity, the GPE teacher will deliver the rules and directions for the activity, while the APE teacher will instruct the teams with SWDs to modify and adapt the rules in specific ways to include the SWDs. Similarly, the APE teacher may also support the SWDs in GPE. This enables the GPE teacher to focus mainly on the nondisabled peers, while the APE teacher focuses on making all of the appropriate accommodations to the curriculum, instruction, equipment, and activities. This becomes more of a direct service delivery model for the students rather than a collaborative one.

When an APE teacher decides to “pull” a SWD out of GPE, it can mean that the student would benefit from additional APE instruction, or that the GPE placement is no longer the student’s LRE. Direct service from the APE teacher can happen in a number of placements. During a one-on-one session, the APE teacher will typically pull the child out of a regularly scheduled class to provide APE services in an available location within



the school; this can be in an empty hallway or cafeteria, as well as the gymnasium or an open room with optimal space. Once the student has received their direct service, the APE teacher will return them to their class. It is even common for a student's motor team to work together when creating their schedules so that the student can receive all of their special education and related services consecutively to avoid pulling them out of class multiple times.

Other placement options within this model include small group APE classes and specialized programs for SWDs. Small groups allow the APE teacher to structure a class similar to a GPE class, except that only four to ten SWDs will be enrolled. This type of setting allows SWDs to benefit from socialization with other students, as well as work on improving their abilities to follow directions and interact with a group, all in preparation for, one day, participating in GPE. Specialized programs for SWDs may include community-based physical fitness programs for secondary-aged SWDs, or adapted aquatics programming.

By developing a PE program for SWDs based on a service delivery model that includes a continuum of placements, GPE and APE teachers will have more opportunities to improve services. Developing and implementing a comprehensive service delivery model with a continuum of placements is one of the most important responsibilities of an APE teacher. Upon completion and implementation of a service delivery model, APE teachers, special education teachers and administrators are encouraged to devise district and/or state-wide APE service delivery manuals for SWDs in order to make progress towards the recommendations put forth by IDEA. See the Resource section below for examples of service delivery models within state department of education manuals.

## **Description of Instructional Video Content**

The video produced for this project is entitled *Physical Education Service Delivery for Students with Disabilities*. This in-depth instructional video provides an overview of PE service delivery for SWDs. Several of the reports reviewed in this project suggest that GPE and APE teachers throughout the country wish to improve the PE opportunities for SWDs within their schools and states. In order to help general and APE teachers, this video provides information regarding the relationship between PE, special education, federal legislation, and serving SWDs. Content in the video includes: IDEA and PE, PE in the special education process, the continuum of placements for SWDs in APE, and common misconceptions regarding PE service delivery to SWDs. This resource will help develop achievement-based PE programs for SWDs. See Appendix D for the video script. The video and this document are posted on the website for the University of Wisconsin-La Crosse Center on Disability Health and Adapted Physical Activity.

### **Resources for Physical Education for Students with Disabilities**

Several resources were used to develop this instructional video and can assist inservice GPE and APE teachers with professional development. The following resources can assist PE teachers with serving SWDs.

#### **Government Publication on Physical Education for Students with Disabilities**

1. U.S. Department of Education – Office of Special Education and Rehabilitative Services, Office of Special Education Programs (2011). *Creating Equal Opportunities for Children and Youth with Disabilities to Participate in Physical Education and Extracurricular Athletics*, Washington, DC: Author. Available at: <http://www2.ed.gov/policy/speced/guid/idea/equal-pe.pdf>.

In response to a Government Accountability Office report from 2010 regarding the improvement of opportunities for SWDs in PE, the U.S. Department of Education issued a report to assist states with improving their PE services for SWDs. While this resource is not meant for mandating or prescribing particular curricula or teaching strategies, the information within the report should be used primarily for resources and suggestions to increase PE opportunities.

### Journal Articles

1. University of Wisconsin-La Crosse Adapted Physical Education Teacher – Consultation Resource: <https://docs.google.com/document/d/1STg-S7GuJrQ28Us2c4WgvpvofuQDKT2BOXQbjCokwTA/pub>

One of the most effective ways to distribute practical resources for GPE and APE teachers is to work collaboratively to create a consultation resource for the various service delivery roles of an APE teacher. The link consists of a published Google website, where several journal articles have been compiled for inservice and preservice APE and GPE teachers and divided into five subject areas regarding PE instruction for SWDs: Teaching Strategies for SWDs, Inclusion Practices, Service Delivery Models and Implementation Practices, Assessment Strategies, and Technology Utilization.

### Websites

1. Society of Health and Physical Educators (SHAPE) America – Adapted Physical Education Resource Manual: <http://www.shapeamerica.org/publications/resources/pa/upload/Adapted-Physical-Education-Resource-Manual.pdf>

Compiled by the SHAPE America Adapted Physical Activity Council, this manual provides resources related to adapted physical education. The manual includes eight chapters regarding disability advocacy, sports, adapted equipment, and professional teacher references.

2. Center on Disability Health and Adapted Physical Activity – Adapted Physical Education Instructional Videos: <http://www.uwlax.edu/CDHAPA/Adapted-Physical-Education-instructional-videos/>

The Center on Disability Health and Adapted Physical Activity, located at the University of Wisconsin-La Crosse, has many resources for GPE and APE teachers teaching SWDs. As a part of the UW-La Crosse APE graduate program, instructional videos are produced by graduate students to assist APE and GPE teachers with teaching SWDs in various PE and sport topics.

3. National Center on Health, Physical Activity and Disability (NCHPAD): <http://www.nchpad.org/>

The National Center on Health, Physical Activity and Disability is entering its 17<sup>th</sup> year of public health practice and resource dissemination for individuals with disabilities. Similar to the CDC, NCHPAD provides professionals who work with persons with disabilities with specific disability implications for health promotion and disease prevention. The main mission of NCHPAD is to create health equity for people with disabilities by educating others about social activities that include fitness and aquatic activities and sports programs.

### **State Department of Education Adapted Physical Education Policies and Manuals**

As a resource for parents and school staff, State Departments of Education have designed APE policies and service manuals to improve PE services for SWDs. Each policy or manual listed below is designed to provide guidelines and information regarding APE services available for SWDs in each state. States that have not developed service delivery guides are encouraged to use the following documents as a reference when creating and/or implementing APE services.

1. Alabama Adapted Physical Education and 504 Process State Guidelines – [https://www.alsde.edu/sec/isvcs/hpe/Process/APE%20and%20504%20State%20Guidelines%20\(final\).pdf](https://www.alsde.edu/sec/isvcs/hpe/Process/APE%20and%20504%20State%20Guidelines%20(final).pdf)
2. California Adapted Physical Education Guidelines – <http://www.califstatecouncilape.org/>
3. Colorado Guidelines for Adapted Physical Education – <https://www.cde.state.co.us/cdesped/ape>
4. Connecticut Guidelines for Adapted Physical Education – <http://www.sde.ct.gov/sde/exp/view.asp?a=2663>
5. Louisiana Guide for Determining Eligibility for Adapted Physical Education – <https://www.louisianabelieves.com/docs/default-source/public-school/determining-eligibility-for-adapted-physical-education-2015.pdf?sfvrsn=2>
6. Maine Guidelines for Implementing Adapted Physical Education, Physical Therapy, Occupational Therapy, and Therapeutic Recreation – <https://www.maine.gov/doe/physicaled/adapted/pam-guidelines.rtf>
7. Maryland Adapted Physical Education: A Guide for Serving Students with Disabilities – [http://www.wrightslaw.com/info/ape.md.service\\_guide.pdf](http://www.wrightslaw.com/info/ape.md.service_guide.pdf)
8. Michigan Adapted Physical Education Q&A Document – [http://www.michigan.gov/mde/0,4615,7-140-74638\\_67383\\_67384---,00.html](http://www.michigan.gov/mde/0,4615,7-140-74638_67383_67384---,00.html)

9. Minnesota Developmentally Adapted Physical Education Best Practice Operational Guide – <http://nebula.wsimg.com/63ba04bae1bf7a737fa0914557de16dc?AccessKeyId=D82A4572EFF056DB2B1E&disposition=0&alloworigin=1>
10. New York State Adapted Physical Education Regulations, Recommendations, and Resources Manual – [www.p12.nysed.gov/ciai/pe/documents/qa.pdf](http://www.p12.nysed.gov/ciai/pe/documents/qa.pdf)
11. Wisconsin Department of Public Instruction Physical Education for Children with Disabilities Q&A Document – <http://dpi.wi.gov/sites/default/files/imce/sped/pdf/bul10-04>.

### **Recommendations for Future Research**

The development and completion of this project has created several research questions for future study. The need for research continues in the field of APE.

1. What factors inhibit SWDs from receiving high-quality PE in PK-12 schools?
2. What barriers do GPE and APE teachers face when serving SWDs in PE?
3. Is there a difference in the quality of services provided between itinerant APE teachers and single-school APE teachers?
4. On a national scale, where are SWDs receiving the best APE programming?  
What are the contributing factors to these successful programs?
5. What do GPE and APE teachers need to improve their service delivery to SWDs?

## **Recommendations for Future Critical Analysis Projects**

In addition to future research, there is a need for several practical and descriptive critical analysis projects on this topic. Providing GPE and APE teachers with practical resources regarding service delivery for SWDs can enhance the quality of APE programs. Future critical analysis projects could include:

1. An instructional video on the implementation of APE service delivery model(s) at the preschool, elementary, and secondary levels.
2. A video on the roles and responsibilities of APE teachers.
3. An instructional video on the collaborative “motor team” service delivery model among the GPE teacher, APE teacher, and related service personnel (OT and PT).
4. A manual providing a step by step process for how school districts and states can develop APE service delivery models and other resources through their state Departments of Education.
5. An instructional video on the inclusion of SWDs in GPE.
6. A video on creating and coaching disability sport programs for SWDs.
7. An instructional video on preparing and implementing peer tutors for SWDs in GPE.
8. An instructional video on equipment modifications and adaptations for SWDs.
9. A video for parents on how to maximize physical activity participation for their child with a disability.

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APPENDIX A

ADAPTED PHYSICAL EDUCATION NATIONAL STANDARDS (APENS)  
CERTIFICATION PROCESS

## **Adapted Physical Education National Standards Certification Process\***

### **Becoming a Certified Adapted Physical Educator (CAPE)**

The process to become a certified adapted physical educator (CAPE) includes taking the Adapted Physical Education National Standards (APENS) certification exam. Before one can sit for the APENS certification exam, however, specific eligibility criteria must be met. Teachers must have the following to sit for the exam:

1. A bachelor's degree in physical education or equivalent.
2. Twelve credits of coursework in adapted physical education.
3. Two hundred hours of supervised teaching experience with students with disabilities in physical education.
4. A current valid teaching license in physical education (or related field) for the state or residence.

Teachers that pass the exam will be certified by the National Consortium for Physical Education for Individuals with Disabilities (NCPEID) for a period of seven years. After the seven year period, their CAPE certifications will no longer be valid. Teachers who wish to remain a CAPE will need to both retake and pass the APENS exam, or follow the non-exam recertification process available for PE and APE professionals. The non-exam recertification process includes an application that requires teachers to meet following criteria:

1. Have a minimum of 10 years teaching experience in PE and/or APE.
2. Have a valid and current teaching license in PE.
3. Have accrued 15 points under section 5 of the application which includes professional experiences of being an elected official, presenting information at an inservice workshop, successfully passing a 3 credit hour workshop in APE, possess a valid state APE licensure/endorsement, or supervising interns and/or student teachers in PE and/or APE for a minimum of 200 hours.

\*For any additional information or questions, professionals should visit the APENS website <http://www.apens.org/index.html> for more information on becoming a nationally certified adapted physical educator.

APPENDIX B

RECOMMENDED COURSEWORK FOR PREPARING  
ADAPTED PHYSICAL EDUCATION TEACHERS

## **Recommended Coursework for Preparing Adapted Physical Education Teachers\***

As discussed in the Critical Analysis chapter of this paper, one 3 credit undergraduate course will not suffice to meet the needs of students with disabilities (SWD) in APE. In order to fully prepare APE teachers for the unique needs of SWDs, they will need to complete additional, disability specific coursework to improve their competency and effectiveness as APE teachers. The following is a list of recommended coursework and content areas that can assist APE teachers with professional preparation.

### **Recommended Coursework Areas\***

- a. Disability culture/studies
- b. Motor assessment and programming for individuals with disabilities
- c. Report writing
- d. Special education law
- e. Development of individualized education programs (IEPs)
- f. Adaptations and modifications for physical education
- g. Behavior management
- h. Collaboration and consultation skills
- i. Advocacy skills (with emphasis on individuals with disabilities)
- j. Instructional design and planning
- k. Individual teaching and learning styles
- l. Inclusion practices in physical education
- m. Community and family resources for individuals with disabilities
- n. Professional leadership
- o. Assistive technology for physical education
- p. Disability implications for physical activity
- q. Sports for individuals with disabilities
- r. Disability pathology
- s. Case management and transition planning in special education
- t. Adapted physical activity

\*List adapted from American Association for Physical Activity and Recreation position paper on Highly Qualified Adapted Physical Education Teachers (American Association for Physical Activity and Recreation, 2010).

APPENDIX C

ADAPTED PHYSICAL EDUCATION TEACHER  
ROLES AND RESPONSIBILITIES




## **Adapted Physical Education Teacher Roles and Responsibilities\***

The roles and responsibilities of adapted physical education teachers are determined by several local factors, including the types of students with disabilities (SWDs) the teacher will be serving. Additionally, job descriptions and APE teacher selection committees will often list in detail the required qualifications and job responsibilities for APE teachers. Many of these teachers will be assigned to multiple buildings in a school district and serve as traveling or itinerant teachers. The following is a list of common roles and responsibilities of APE teachers who assume the roles of a direct service provider and a consultant for general physical educators:

- a. IEP team member\*
- b. Developing IEP goals and objectives\*
- c. Collaborating with IEP motor team\*
- d. Consulting with general physical educator
- e. Scheduling caseloads\*
- f. Assessment/Evaluation for eligibility\*
- g. Monitoring/Recording student progress\*
- h. Teaching strategies\*
- i. Equipment adaptations\*
- j. Environmental/Safety accommodations\*
- k. Modifying general physical education curriculum\*
- l. Ensure access to and inclusion in the general physical education curriculum\*
- m. Training and utilizing paraprofessionals\*
- n. Referring/Identifying SWDs\*
- o. Assisting with making placement decisions for SWDs\*
- p. Instructing SWDs\*
- q. Assisting/Supporting SWDs in general physical education\*
- r. Co-teaching with general physical educator\*
- s. Professional development leader\*
- t. Developing and implementing behavior intervention plan\*
- u. Conducting community based physical activity programs\*
- v. Facilitating extracurricular sport/athletics opportunities for SWDs
- w. Creating and coaching adapted sports programs for SWDs
- x. Developing state guidelines for adapted physical education

\*Roles and responsibilities are adapted from Maryland state APE guidelines, and the La Crosse School District (WI), Fairfax County Public Schools (VA), and Prince George's County (MD) APE job descriptions.

APPENDIX D  
INSTRUCTIONAL VIDEO SCRIPT

Time	Content and Script	Video
0:00-0:15 (15 sec)		Students in FULL inclusion in GPE (3 classes)
0:15-0:30 (15 sec)	<b>Physical Education Service Delivery for Students with Disabilities</b>	Students in Large Group APE (2 classes)
0:30-0:45 (15 sec)		Students in Small Group APE (2 classes)
0:45-1:00 (15 sec)		
0:45-1:00 (15 sec)	<p>Hi, my name is David Worst, and I'm a graduate student in adapted physical education at the University of Wisconsin-La Crosse. What you just saw was not an assortment of clips of any students in physical education classes. Those were examples of several different classes where students with disabilities were actively, meaningfully, and appropriately engaged. And, those students were being taught in a variety of physical education placements, some adapted or specially designed to meet their unique individual needs.</p>	Scene of me sitting in professional environment
1:00-3:00 (2 min)	<p>The purpose of this video is to provide an in-depth overview of physical education service delivery for students with disabilities. Due to the unique educational needs of some students, we will focus on adapted or specially designed physical education. The target audiences for this video include parents of students with disabilities, general and adapted physical education teachers, physical education teacher education professionals in higher education, special education teachers and administrators, and related service personnel who want to learn more about collaborating with adapted physical educators. This video could also be used as a resource for parents preparing for their child's IEP meetings, and as professional development for in-service physical education and special education teachers.</p>	Several streaming clips of SWDs in APE classes
	<p>The video is divided into 4 chapters: Chapter I presents information about the Individuals with Disabilities Education Improvement Act (or IDEA 2004) and how the law applies to physical education; Chapter II discusses how physical education is a required part of the special education process; Chapter III presents</p>	Text on Screen of Each Part

	<p>various physical education placement and service delivery options, and finally, Chapter IV clarifies common misconceptions related to physical education for students with disabilities.</p> <p>Physical education for students with disabilities can encompass a wide range of possible placements and specialized instruction, all according to the student’s unique needs. To the greatest extent possible, students with disabilities should have access to the general physical education curriculum. So let’s return to some of the clips we saw in the beginning of our video, and see what types of service deliveries were being implemented for students with disabilities. This scene shows (1) a student with significant learning needs receiving specially designed physical education in a 1-on-1 setting, (2) students with various disabilities in their small or large group adapted physical education classes who may not yet be able to safely or successfully participate in a general physical education class, and (3) a general or inclusive physical education class where students with and without special education needs are actively and meaningfully participating in and benefitting from instruction. All of these examples represent different physical education placements discussed in this video.</p>	<p>Re-show the clips of 1-on-1/Small Group/Large Group/Inclusion classes</p>
<p>4:00-5:00 (2 min)</p>	<p>According to a 2010 report from the US Government Accountability Office (or the GAO), teachers need resources to improve their overall delivery of instruction for students with disabilities. Throughout this video, I will discuss IDEA, how physical education is a part of the special education process for students with disabilities, and various physical education placements and service delivery methods for students with disabilities. First, let’s begin with IDEA, and see how physical education is a part of special education and defined under federal law.</p>	<p>Clips of GAO document</p> <p>Scene of me sitting in professional environment</p>
<p>4:40-13:20 (11 min)</p>	<p style="text-align: center;"><b>IDEA and Physical Education</b></p> <p>According to section 300.39 of IDEA, special education means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and instruction <b>in physical education</b>. This physical education requirement is sometimes an</p>	<p>Clip of SPED definition in Federal Register</p>

	<p>overlooked aspect of special education services. At times, it is confused with related services, such as physical or occupational therapy, that will be mentioned later on. Within section 300.39, (i) physical education is <b>defined as</b> the development of (A) physical and motor fitness, (B) fundamental motor skills and patterns, (C) skills in aquatics, dance, individual and group games and sports, which includes intramural and lifetime sports; and (ii) includes special physical education, adapted physical education, movement education, and motor development. In addition, section 300.108 of IDEA, contains specific wording to indicate that: 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. There are key considerations that need to be explained here before we explore additional aspects of physical education mentioned in IDEA.</p> <p>Although the law states that physical education services do not have to be provided to children with disabilities if their peers without disabilities in the same grade are not being provided with physical education services, there is information on a very important “second consideration” about these services. Specific information is contained in the discussion section of the IDEA rules and regulations on page 46583 that states “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.” Thus, it is clear that physical education is not a grade level requirement. It is like all other special education services that must be determined based on individual needs and is decided by the IEP team, including parents.</p> <p>Section 300.108 of IDEA expands on physical education requirements. According to the regulations, <i>Regular physical education</i> means that 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 in the child’s IEP. <i>Special physical education</i> means that 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</p>	<p>Small clip of related services definition</p> <p>Clip of PE definition in federal register</p> <p>Pictures of SWD in various settings</p> <p>Scene of me sitting in professional setting</p> <p>Clip of second consideration discussion section</p> <p>Clip of definitions from Federal Register of each section</p>
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	<p>or make arrangements for those services to be provided through other public or private programs. The final section on <i>Education in separate facilities</i> states that 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.</p> <p>It is very clear that physical education is a required aspect of special education. Students with disabilities are entitled to adapted or specially designed physical education according to the rules and regulations for IDEA. Since physical education is a direct service, it should be listed on the student’s individualized education program (or IEP) as a special education service and specifics such as the frequency and duration of these physical education services.</p> <p>In addition to physical education content in the IDEA rules and regulations, there are some important “clarifications” that have been published by the Office of Special Education Programs (or OSEP) within the U.S. Department of Education. These help clarify issues or questions presented by schools, parents, and others. These clarifications are issued by the Department in the form of letters to the public and are available on their website.</p> <p>Over the past few years, three common areas of physical education misinterpretations have been clarified by these important policy letters: (1) Preschool aged children, (2) Secondary aged transition students, and (3) Substituting other subject areas for required physical education.</p> <p>There is often confusion about the requirement of adapted physical education services for preschool special education children ages 3-5 since most general education preschools do not offer physical education. OSEP addressed a situation where a school was not providing specially designed physical education services as requested by the parents. The school misinterpreted that since other students their age were not receiving physical education services, no specially designed physical education services were required as requested by the parents. OSEP clarified that 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. This is exactly what the “second consideration” means that was previously discussed.</p>	<p>Scene of me sitting in professional setting</p> <p>Pictures of OSEP, US DOE, Letters of clarifications</p> <p>Clips of SWDs in each of the three areas mentioned in letters</p> <p>Pictures of Pre-K SWDs</p> <p>Clips of Letters of Clarification with key information highlight/magnified VVV</p> <p>Picture of OSEP Pre-school Letter</p>
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	<p>Another often questioned topic is physical education during high school transition ages of 16 to 21. An OSEP letter clarified the issue to establish that if a child has specially designed physical education prescribed within their IEP, the school must provide the child with those services. The rationale here is the same as that used for providing adapted physical education for preschool-aged children. A related confusion has to do with placement and the services provided within the placement. For example, students with IEPs aged 18-21 were placed in a community based transition program. The U.S. Department of Education holds the position that the placement refers to the provision of special education and related services rather than a specific place, such as a classroom or specific school. This means that regardless of the placement, if the child has physical education on his or her IEP, they should receive those services, regardless of whether their nondisabled peers receive the services. This reinforces the principle that special education is not a grade or age level service.</p> <p>A third OSEP letter clarifies that physical education cannot be substituted for, or replaced by, another subject. In the scenario addressed, the IEP team wanted to substitute a child’s physical education requirement with additional reading. This substitution, however, is not appropriate under IDEA. Physical education instruction is required and must be provided for a child if prescribed on his or her IEP by the public agency responsible for providing the service in order for the child to meet the special education requirement. The OSEP letter stated that “it would be inappropriate for the IEP team to deny children with disabilities the opportunity to participate in State mandated physical education instruction for the sole purpose of providing them with additional reading instruction”. This helped solidify the importance of providing required physical education to special education students.</p> <p>As seen in the IDEA regulations and OSEP letters of clarification, physical education is a required service in special education for the students ages 3-21. Therefore, specially designed physical education services should follow the same process as all other individualized special education services. It is important to understand that there is a process that must be followed in order to determine eligibility for specially designed or adapted physical education, similar to any other special education or related services. In the next section, we’ll review the special education process and</p>	<p>Picture of OSEP High School Transition Letter</p> <p>Picture of OSEP No Substitution Letter</p> <p>Scene of me sitting in professional setting</p>
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<p>13:25-21:50 (9 min)</p>	<p>show how specially designed or adapted physical education is part of this same process.</p> <hr/> <p style="text-align: center;"><b>Special Education Process</b></p> <p>The process for determining if students with disabilities are eligible for adapted physical education mirrors the steps used to determine the eligibility of students with disabilities for other special education or related services. Let's illustrate these similarities and give examples.</p> <p style="text-align: center;"><b>Referral</b></p> <p>The initial step of the special education process is to identify if a child meets the eligibility requirements of a special education disability category and has a need for special education and related services. Schools use a process called Child Find to identify children that may have a disability and qualify for special education and related services. Children suspected of having a disability are referred for comprehensive assessment and evaluation. Anyone with knowledge of the child's educational needs can make this referral, including parents and teachers. Parents must give consent for the evaluation(s) to occur.</p> <p style="text-align: center;"><b>Assessment</b></p> <p>The next step is evaluating or assessing the student. The student should be evaluated within all areas related to the suspected disability. For classroom subject areas, evaluations may include reading, math, and literacy comprehension assessments to determine if there is a need for specially designed instruction. In physical education, teachers assess students in content areas such as physical and motor fitness, fundamental gross motor skills and patterns, and skills within various curricular content areas. Physical education teachers may also evaluate student behaviors to see how they impact their educational performance. Some common standardized assessments used by adapted physical education teachers include: The Test of Gross Motor Development, Peabody Developmental Motor Scales, Bruininks-Oseretsky Test of Motor Proficiency, and the Brockport Physical Fitness Test. These assessments must be administered and interpreted by qualified professionals, such as an adapted physical education teacher. The evaluation results are analyzed by a team of professionals and shared with the parents to determine eligibility and need for special education and related services.</p>	<p>Scene of me sitting in professional setting; SPED diagram</p> <p>Referral diagram and accompanying clips</p> <p>Assessment diagram with accompanying clips</p> <p>Clips of common APE assessments</p> <p>Scene of Lisa at IEP meeting</p>
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	<p style="text-align: center;"><b>Evaluating Eligibility</b></p> <p>The evaluation steps of the special education process incorporate a qualified group of professionals and parents who decide whether or not the child is considered “a child with a disability”. It is important to note that adapted physical education teachers are assessing to determine the need for specially designed or adapted physical education services.</p> <p>The next step involves a team of professionals, including the adapted physical education teacher, who determine the child’s eligibility for a special education disability category. This is required in order to develop the Individualized Education Program (or IEP). A child is eligible if he or she meets criteria for a disability and demonstrates a need for special education. These professionals and parents are the IEP Team. Once a child has been declared eligible for special education or related services, the IEP team meets to create the child’s IEP. This Team must include parents.</p> <p style="text-align: center;"><b>Individualized Education Program</b></p> <p>The next step is scheduling the IEP meeting. It is important to note that the IEP cannot be created prior to the actual IEP meeting. The IEP team is responsible for aligning the contents of the IEP with the child’s unique needs. Members of the IEP team include parents, regular and special education teachers, and the child, if appropriate. The team will also include individuals with the capabilities to: interpret evaluation results for their assessments, and represent the school administration. An adapted physical education specialist is often the person who will interpret assessment results in the physical education area. After the child has been found eligible for special education, the IEP can be developed at the IEP meeting. An IEP describes the educational program designed to meet the child’s unique educational needs. This includes the student’s present level of performance statements and goals for subject areas, including physical education, special education services, and, if appropriate, related services. If the student qualifies for specially designed physical education, there should be specific present level of performance statements, and goals and objectives addressing the child’s needs. It is important to note that if parents disagree with the recommended IEP, steps to mediate the program may be taken by the parents or school to reach a consensus.</p>	<p style="text-align: center;">Evaluating eligibility diagram with accompanying clips</p> <p style="text-align: center;">Scene of TGMD-2 Dr. T. assessment</p> <p style="text-align: center;">IEP diagram with accompanying clips</p> <p style="text-align: center;">Picture of IEP team members</p> <p style="text-align: center;">Scene of Lisa at IEP meeting</p> <p style="text-align: center;">Picture of mock IEP</p>
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	<p style="text-align: center;"><b>Implementation</b></p> <p>Once the IEP has been developed and consented to by the parents, it is implemented. Parents are given a copy of the IEP and IEP team members have access to the IEP so they are aware of their specific responsibilities. These responsibilities include the accommodations, modifications and supports needed for the child to succeed. The child will receive their specially designed instruction in the appropriate educational placement.</p> <p>Progress toward IEP goals must be reported to the parents on a regular schedule like in general education. A child’s progress can be monitored in a variety of ways. For example, adapted physical education teachers may be tracking a child’s performance using a school-wide progress system to periodically record how a child is making progress towards their annual IEP goals and objectives. Another example would be when the adapted physical education teacher uses technology, such as an iPad, to record a student’s progress to share with the parents or other members of the IEP team.</p> <p style="text-align: center;"><b>IEP Review</b></p> <p>At least annually, the IEP must be formally reviewed by the team. A meeting is held to discuss possible changes in a child’s performance across all areas on the IEP. At the meeting, school staff present progress reports and future recommendations. This is also an opportunity for parents to ask questions and make suggestions or requests about what direction they would like their child’s program to go, and what they wish to be included in the future. This can be in relation to the child’s goals, educational placement, or method of service delivery. For example, if a parent requests a specific skill they wish their child to improve upon, such as swimming or riding a bike, the adapted physical education teacher can work with the parents’ requests and align them with appropriate IEP goals and objectives to ensure their services meets these needs.</p> <p>Once every three years, students must be reevaluated to determine if the child continues to be a “child with a disability” according to IDEA, and if there still is a continuing need for special education and related services. If a child has a very unique situation where evaluation must take place more often, or the parents’ request to have the child reevaluated sooner, then the proper actions must take place. This is an important step for adapted physical education</p>	<p>Implementation diagram with accompanying clips</p> <p>Clips of APE teacher recording student progress</p> <p>Muted scene of IEP meetings with voice over of purpose of meeting</p> <p>Re-evaluation title on screen and accompanying clips</p>
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<p>21:50-29:10 (15 min)</p>	<p>teachers in terms of a student’s annual progress. If the child has progressed enough to where he or she does not require special education or related services for classroom subject areas, physical education services can still be provided if their physical education progress has not improved. Since it is possible that physical education services can be the only special education service a child receives, it is important that the adapted physical education teacher document all progress throughout the three-year period to properly suggest recommendations for the child’s future adapted physical education services.</p> <p>This multistep process ensures that children with disabilities receive appropriate special education and related services. While most teachers and parents only consider this process to pertain to classroom subjects, general and adapted physical education teachers follow the same process as their general and special education classroom colleagues. Without following the proper special education process, students with disabilities may not receive the services they are guaranteed.</p> <p>In our next section, we’ll discuss what a continuum of educational placements means, how these placements are used in physical education, and how general and adapted physical education teachers play a key role in deciding the most appropriate placement for students with disabilities to receive meaningful and beneficial instruction.</p> <hr/> <p style="text-align: center;"><b>Continuum of Placements</b></p> <p>The majority of students with disabilities are included in general physical education classes and are instructed by general physical education teachers. However, there are instances where a student with a disability cannot safely and successfully participate in the general physical education class, even with supplementary aids and services. This means that a general physical education setting may not be considered the student’s least restrictive environment. So what does a school do when they are presented with this situation? They look to an adapted physical education specialist in order to properly recommend the most appropriate placement or a combination of placements, to meet the student’s unique and individual education needs.</p> <p>The least restrictive environment is defined within IDEA in order to</p>	<p>Scenes of evaluation and clips of assessment</p> <p>Clips of SWDs receiving APE services</p> <p>Scene of me sitting in professional setting</p> <p>Scene of me sitting in professional setting</p> <p>Pictures of SWDs in APE</p> <p>Continuum of Placements diagram</p>
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	<p>assist public agencies on appropriately placing students with disabilities. According to IDEA, to the maximum extent appropriate, children with disabilities are educated with children who are nondisabled. This provides all students with access to the general education curriculum and standards.</p> <p>If it has been determined that a student with a disability cannot safely and successfully participate in the general physical education setting, adapted or specially designed physical education services should be written in the student’s IEP. It is very important to understand that adapted physical education is the service for the child, and not the placement. For example, within a general physical education class, the instructions or equipment for particular activity can be adapted in order to help the student with a disability successfully participate. These adaptations can range from changing the equipment size, shortening the distance within an activity, or minimizing the amount of times the student has to perform a particular task. Let’s take a look at the options along this continuum of physical education services for students with disabilities.</p> <p style="text-align: center;"><b>General Physical Education</b></p> <p>The general physical education placement is desirable for each student, since it allows students with disabilities to be educated with their peers without disabilities. In this setting, no extensive form of differentiation or adaption is needed to help a student with a disability succeed with their peers without disabilities. If specific modifications or adaptations are required in order for a child to succeed, these specific accommodations should be outlined within a child’s IEP. The accommodations could be implemented by the general physical education teacher or a paraprofessional assigned to the student. It is also common for general physical education teachers to consult with adapted physical education teachers about the necessary adaptations or accommodations prior to classes in order to learn how to implement them correctly.</p> <p>When the severity of the disability significantly impacts the child’s or the peers’ safety and success, the adapted physical education specialist may begin to ask certain questions in order to evaluate the appropriateness of the general physical education setting. A change of placement decision can be based on what assistance the teacher and/or student needs for a successful experience, the sensory needs of the child, or the safety and success of the child and his/her peers.</p>	<p>Clip of LRE definition in Federal Register</p> <p>Clips of SWDs in multiple settings</p> <p>Continuum diagram with focus on GPE</p> <p>Multiple GPE scenes</p>
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	<p>If it is still believed that the child could succeed in general physical education classes, then the student will continue to be placed in this setting, but receive additional support from the adapted physical education teacher. Another way to think of this placement is to imagine the adapted physical education teacher as a co-teacher for the class and focusing on the student who needs more individualized instruction. The adapted physical education teacher attends each of the child’s classes and provides the necessary modifications for the student to be successful. This can include equipment adaptations, behavior management strategies, or developmentally appropriate instructions.</p> <p style="text-align: center;"><b>Dual Placement</b></p> <p>There are instances where, even with the additional support from the adapted physical education teacher or paraprofessional, that the child’s development is not progressing at an appropriate pace, or there is not active and meaningful engagement or participation. When this happens, the child may need adapted or specially designed physical education services in addition to their general physical education class services. This dual placement incorporates more opportunities to develop skills and appropriate behaviors in order to make more progress towards participating with their peers without disabilities. Within this separate placement, the adapted physical education teacher will “pullout” the student from a general education class and take them to their desired location to provide them with services. Adapted or specially designed physical education can take place in a variety of areas within the school, including a gymnasium, multipurpose room, classroom, or hallway. Instruction in these placements should be conducted by a qualified adapted physical education specialist who will deliver the instruction in a one-on-one session with the student or within a small group with other students with disabilities. Sometimes students will receive these services once a week, while other times it may be 3 times a week, in addition to their general physical education class. The specific frequency and duration of these services should be documented in detail on the IEP.</p> <p style="text-align: center;"><b>Adapted Physical Education Placements</b></p> <p>The next placement option within this continuum is often referred to as an adapted physical education placement. As mentioned before, it is important to note that adapted physical education is the service, not the placement. If the student cannot safely or successfully participate in general physical education class, even</p>	<p>Multiple clips of SWD in GPE with and without modifications</p> <p>Clips of GPE with support from APE teacher</p> <p>Continuum diagram with focus on Dual placement</p> <p>Various settings where APE can take place (hallway, cafeteria, alt. gym)</p> <p>Scene of Lisa walking student from gen. classroom to APE setting</p> <p>Example of dual placement schedule</p> <p>Continuum diagram with focus on APE placement</p>
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	<p>with supplementary aids and services, but has been prescribed specially designed physical education within their IEP, then they will receive adapted physical education services in a separate setting within the school. This can be compared to classroom instruction where a specialist in reading or math will instruct students within a small group outside of the general classroom. Similar to the previous placement, this may take place in small or large group adapted physical education class, in a one-on-one instructional placement with the adapted physical education teacher, or a combination of the two placements.</p> <p style="text-align: center;"><b>Adapted Physical Education in Separate Settings</b></p> <p>A final example for a placement option relates to a child who may be prescribed to receive specially designed physical education services in an adapted physical education placement located outside of the school building that would generally be appropriate for the student. This placement is not decided based on the availability of space within the child’s school building, or the availability of personnel or resources. This placement is chosen based on the significant impact the disability has on the child’s performance within a typical public school. The instruction that takes place within this placement is similar to that of the in school segregated adapted physical education placement. An example of this would be a student with significant behavioral issues who may be placed in an alternative education program outside of the typical public school building.</p> <p>The placements discussed here are typically the most common types of placement options seen within public schools today. Placement options should be discussed during the child’s IEP meeting so that the appropriate accommodations can be made for the child to receive physical education services that are meaningful, beneficial, and in the least restrictive environment. Some school districts may have different physical education placements based on staffing and other factors.</p> <p>The continuum of placements discussed provides general and adapted physical education teachers with placement options for students with disabilities in physical education. Even with this information, the delivery of physical education services is sometimes misinterpreted and inappropriately provided. Let’s conclude the video by discussing a few common misconceptions to clarify appropriate practices in physical education services for</p>	<p>Multiple clips of student in APE settings receiving services</p> <p>Continuum diagram with focus on APE in separate settings</p> <p>Examples of alternative schools for SWDs; Multiple clips of SWDs in alternate settings</p> <p>Review of continuum of placements diagram IEP meeting scene and various clips</p> <p>Scene of me sitting in professional setting</p>
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<p>29:10-35:00 (6 min)</p>	<p>students with disabilities.</p> <hr/> <p style="text-align: center;"><b>Common Misconceptions About PE for SWDs</b></p> <p>Even with the inclusion of physical education in IDEA, resources available, and professional development opportunities, several misconceptions exist about physical education for students with disabilities. The following are a few examples with information to help dispel these myths.</p> <p style="text-align: center;"><b>1. “Students with disabilities are automatically eligible for adapted or specially designed physical education services and should be placed in separate adapted physical education classes”.</b></p> <p>As discussed in the section regarding the special education process, students with disabilities who may benefit from specially designed physical education services must go through the special education process in order to be considered eligible for adapted physical education services. The American Association for Physical Activity and Recreation published a very useful position statement that discusses eligibility criteria for adapted physical education services. A few highlights from this document include: considering students to be 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 a criterion-referenced tests or other tests of physical and motor fitness. In fact, there are many students with disabilities who are very appropriate for general physical education. For example, many students with specific learning disabilities or mild physical disabilities can easily participate with their peers without disabilities with the use of reasonable accommodations and adaptations.</p> <p style="text-align: center;"><b>2. “All physical education teachers have the skills, knowledge, and dispositions to teach students with disabilities”.</b></p> <p>According to a position statement published by the American Association for Physical Activity and Recreation, adapted physical education specialists must meet additional requirements in order to be considered an appropriately prepared physical education teacher capable of providing individualized instruction to students with disabilities. These requirements include: having a bachelor’s</p>	<p>Scene of me sitting in professional setting</p> <p>Question on screen</p> <p>Clips of AAPAR position statement</p> <p>Question on screen</p>
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	<p>degree in physical education teacher education, achieving 12 semester hours of coursework that specifically addresses the educational needs of students with disabilities, which includes 9 hours specifically for adapted physical education, having experienced at least 150 hours of practicum experience teaching students with disabilities, and attending professional preparation programs that are based on standards for adapted physical education. The expertise of adapted physical educators includes their abilities to evaluate students for special education eligibility, select the least restrictive educational placement for the student to receive their services, and to provide individualized instruction for children with disabilities based on their unique needs. Many states have separate add-on teaching licenses in adapted physical education. There is also a national credential called Certified Adapted Physical Educator (CAPE).</p> <p><b>3. “A student with a disability has either full-time general physical education or separate adapted physical education”.</b></p> <p>We discussed the continuum of placements used for students to receive specially designed physical education. On that continuum, one placement option referred to a dual placement, which included instruction both the general physical education classroom, as well as an adapted physical education placement setting. Therefore, if prescribed on the IEP, a student with a disability can receive part of their physical education services within the general physical education class, and instruction within a designated adapted physical education setting. The most important point is that appropriate options should be available to best meet the needs of individual students.</p> <p><b>4. “Physical education and physical therapy are interchangeable, or physical therapy can be substituted for physical education services”.</b></p> <p>Under IDEA, physical education is required and part of the definition of special education. Physical and occupational therapy are defined as related services. Related services, as defined under Section 300.34 of the Federal Register, means transportation and such developmental, corrective, and other supportive services as required to assist a child with a disability to benefit from special education. Related services include speech language pathology and audiology services, interpreting services, psychological services, and physical and occupational therapies. Because these related services are</p>	<p>Clips of AAPAR position statement</p> <p>List of states with APE Add-on License</p> <p>Question on screen</p> <p>Review of dual placement</p> <p>Question on screen</p> <p>Clip of Related Services definition with highlighted sections</p>
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	<p>designed to assist a child with a disability to benefit from special education, which includes physical education, related services cannot be substituted for physical education. Rather, physical education and related services personnel should collaborate as a “motor team” to meet the needs of specific students.</p> <p><b>5. “Adapted physical education teachers are not involved in the IEP process”.</b></p> <p>IDEA states that the IEP team should be composed of persons with knowledge of the child’s educational needs. This means that if a child has been evaluated to receive specially designed or adapted physical education and has been prescribed within their IEP, the IEP team must include a general physical education and/or adapted physical education teacher to make appropriate decisions for the child’s program.</p> <hr/> <p style="text-align: center;"><b>Summary</b></p> <p>In this video, we have seen that physical education is an integral part of special education law, how a child is evaluated for special education services, where the child can receive the specially designed physical education services throughout a continuum of settings, and common misconceptions about general and adapted physical education services. Physical education is included in the definition of special education, and is a required special education direct service for students with disabilities. The special education process used for identifying, evaluating and placing students with disabilities is also used in physical education. Through this process, students with disabilities are placed and instructed within a continuum of placements directly related to physical education. Implementing the content within this video will help dispel misconceptions about physical education services for students with disabilities. I hope the video provided an informative view of physical education services for special education students. Thank you for watching!</p>	<p>Clips of PT/OT</p> <p>Question on screen</p> <p>Clip of IEP team definition and IEP meeting scenes</p> <p>Various clips from video</p> <p>Scene of me in professional setting</p>
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