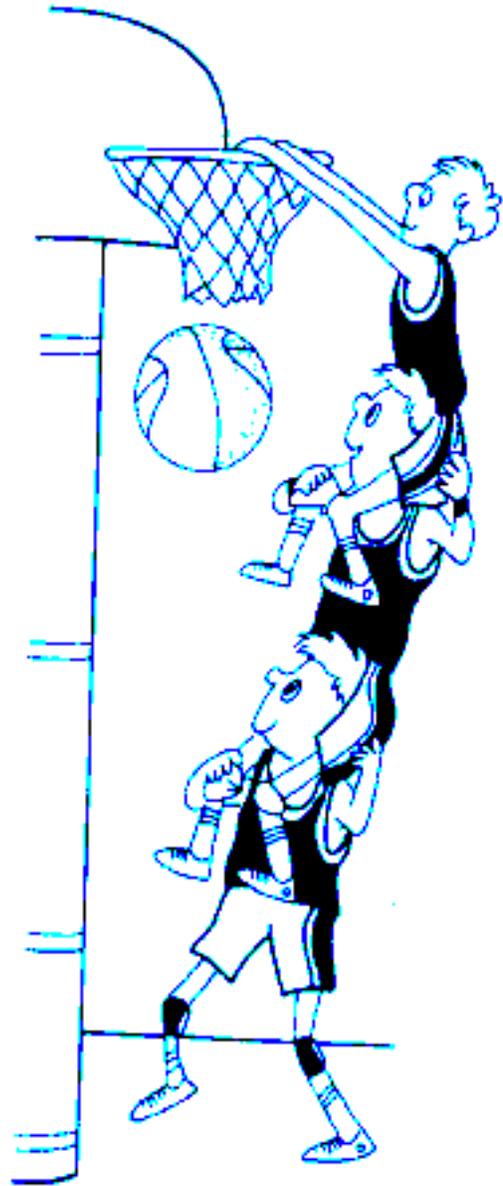




Adapted Physical Education:

THE ROLE
OF PHYSICAL AND
OCCUPATIONAL
THERAPISTS
IN PE FOR
STUDENTS
WITH
DISABILITIES



Revised Edition

September 2004

Regional and Statewide Services for Students with
Orthopedic Impairments,
Douglas ESD







***Adapted Physical Education:
The Role of Physical and
Occupational Therapists
in PE for Students with Disabilities***

Revised Edition

2004

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Diana Roberts, Editor





THE ROLE OF PHYSICAL AND OCCUPATIONAL THERAPISTS IN ADAPTED PHYSICAL EDUCATION

Table of Contents

Acknowledgements	i
Introduction	1
CHAPTER ONE: Physical Education is Not Physical Therapy	3
Definition of Special Education	3
Definition of Physical Education	5
Definition of Adapted Physical Education	5
Delivery of Physical Education	6
Qualifications and Licensure	7
Physical and Occupational Therapy are Related Services	8
Determining a Need for Adapted Physical Education	10
Purpose of Adapted Physical Education	12
Documenting Adapted PE on the IEP	15
Placement Decisions	15
A Note About Section 504 and Physical Education	16
CHAPTER TWO: Physical and Occupational Therapists as Consultants to Physical Education Teachers	17
CHAPTER THREE: General Guidelines for Adapting Physical Education Activities ..	19
Involve Students in Making Choices	20
Give Prestige to an Important Job	20
Make A “Personal Best” Public Information	20
Make Activities Meaningful	23
Alternate PE Curriculum	23
Considerations for Secondary Students	24
Community-Based Options	24
PE Contracts	24
Participation in athletic teams	25
PE Waiver	25
Organized Sports and Recreational Opportunities	25
CHAPTER FOUR: Providing Consultation in the General Physical Education Class	27
Fit Changes into the Existing Structure	28
Alternate Activities	30



CHAPTER FIVE: Providing Consultation in the Adapted PE Class	31
Content	31
Structure	33
Peer Partners	33
CONCLUSION	35
Appendix A Adapted Physical Education Assessments	37
Appendix B, Oregon Department of Education Common Curriculum Goals for Physical Education	39
Appendix C Resources	45
Appendix D Resources in Oregon	47
Appendix E Organized Sports and Recreational Opportunities in Oregon and the Region	49
References	51



Introduction

Physical and occupational therapy and adapted physical education (APE) are very different disciplines. Many people have the misconception that physical therapy and adapted physical education are two parts of a whole. The confusion arising from this misperception is compounded by the presence of the word “physical” in the terms, “adapted physical education” and “physical therapy”, leaving many people thinking that the two must be related.

The purpose of this manual is threefold:

1. to clarify the role of physical and occupational therapists in physical education for students with disabilities;
2. to help acquaint physical and occupational therapists with adapted PE, its goals and its practices so they can consult knowledgeably with the teachers who conduct adapted PE programs;
3. to guide therapists, educational teams and administrators in facilitating appropriate physical education programs for students with disabilities.

Adapted PE services vary from district to district within the state. Some school districts employ adapted PE specialists who are itinerant, and provide instruction and consultation to a number of teachers across several schools. In districts where adapted PE specialists are not employed, PE teachers or general education teachers teach adapted PE. Thus, the level and type of support needed from the physical or occupational therapist may vary depending upon the teacher’s level of experience and expertise.

Beginning with the first chapter, “Physical Education is Not Physical Therapy”, this manual describes the essential differences between physical and occupational therapy and adapted PE, as well as the responsibilities and limitations of each discipline. In subsequent chapters, the manual offers a variety of suggestions for ways that therapists can work appropriately with teachers and IEP teams to help facilitate positive physical education experiences that are meaningful and beneficial for students with disabilities.





CHAPTER ONE: ***Physical Education is Not Physical Therapy***

School physical and occupational therapists are a valuable resource to the educational team in providing services to students with disabilities. Therapists make an impact across the curriculum, in general and special education settings, with children from birth through age 21, in interactions with families, teachers, peers, administrators, medical and other community providers. Because they are so versatile, there are times when school therapists are asked to do things that are outside the scope of practice dictated by their licensure. For this reason, it is important for physical and occupational therapists to clearly understand their role and its limitations within the educational setting. A clear understanding of the his/her role can enable the therapist to be effective in their work, to facilitate the work of the IEP/IFSP team and to help parents, educators and others to have clear expectations of the therapist.

Physical education for students with special needs is one curricular area where there is often confusion about the role of the therapist. Physical therapists, in particular, are often asked to provide therapy in lieu of physical education for students with physical disabilities. However, PE is not part of the therapist's responsibility. Physical and occupational therapies and physical education have different but complimentary purposes, and the people who are qualified to provide these separate services have different training and different licenses. Just as a physical education teacher would not attempt to provide physical therapy, a physical therapist should not provide physical education. Teaching PE is not in the school therapist's scope of practice. Figure 1, page 4, compares the basic services which are specific to the disciplines of the physical therapist, the occupational therapist and the adapted PE teacher.

Under the Individuals with Disabilities Education Act (IDEA), Adapted PE is a part of special education. As such, Adapted PE must be delivered under the supervision of a credentialed teacher and not by a physical or occupational therapist, or, for that matter, an Instructional Assistant.

DEFINITION OF SPECIAL EDUCATION

IDEA includes physical education as a part of special education:

(25) The term 'special education' means specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability, including-



Figure 1 Roles of the school-based Physical Therapist, Occupational Therapist, and Adapted Physical Education Teacher

Adapted from *Guidelines for the Utilization of Physical Therapy, Occupational Therapy, Adapted Physical Education, Speech & Language Therapy in Oregon Public Schools*, Oregon Department of Education, 1981

Physical Therapist	Occupational Therapist	Adapted Physical Education Teacher
<p>a. Screen and assess students to determine physical therapy needs.</p> <p>b. Participate on the IEP team to develop Individualized Educational Plan, and determine most appropriate placement to meet goals and objectives.</p> <p>c. Develop and implement programs in the following areas:</p> <ul style="list-style-type: none"> • Postural and gross motor development (e.g., head control, sitting and standing balance) • Gait training and functional mobility for maximum independence within the education environment • Wheelchair mobility and transfer skills • Improvement of strength and coordination and prevention of deformity • Respiratory function for improvement/maintenance of health <p>d. Recommend, monitor, locate and/or construct equipment adapted to student's abilities, particularly for positioning and mobility (e.g., fitting seating or standing devices and monitoring braces).</p> <p>e. Instruct, train and monitor classroom staff in handling of students.</p> <p>f. Direct, supervise and provide input to the evaluation of Licensed Physical Therapists Assistants.</p>	<p>a. Screen and assess students to determine occupational therapy needs.</p> <p>b. Participate on the IEP team to develop Individualized Educational Plan, and determine most appropriate placement to meet goals and objectives.</p> <p>c. Develop and implement programs in the following areas:</p> <ul style="list-style-type: none"> • Fine motor functioning (e.g., grasp, coordination of two-handed activities and eye-hand coordination) • Motor planning, body scheme, visual and spatial perception, sequencing and problem-solving • Academic readiness and pre-vocational skills, play/leisure skills and activities of daily living (e.g., feeding, dressing, writing and computer access) <p>d. Design and construct splints and other adaptive devices and equipment to enhance independence in the educational setting (e.g., for writing, materials management, computer access, feeding, positioning, etc.)</p> <p>e. Instruct, train and monitor classroom staff in handling of students.</p> <p>f. Direct, supervise and provide input to the evaluation of Certified Occupational Therapy Assistants.</p>	<p>a. Screen and assess students to determine the physical education needs.</p> <p>b. Establish physical education goals and objectives in collaboration with other professionals as appropriate and determine most appropriate placement to meet physical education goals and objectives.</p> <p>c. Develop and implement adapted physical education programs in the following areas:</p> <ul style="list-style-type: none"> • Physical fitness • Fundamental motor skills and patterns (e.g., running, skipping, hopping, throwing, catching, etc.) • Skills in aquatics, dance and individual and group games • Sports, including lifetime and intramural sports <p>d. Coordinate special sport programs, including intramural, extramural and athletic experiences.</p> <p>e. Provide additional resources as needed to meet adapted physical education goals, e.g., resource people, curriculum guides and adapting materials and equipment.</p> <p>f. Consult with others regarding adapted physical education programs.</p>



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

(B) instruction in physical education.

(IDEA, 1997 Section 602 (25))

DEFINITION OF PHYSICAL EDUCATION

IDEA goes on to define physical education:

(2) Physical education

(i) means the development of-

(A) Physical and motor fitness;

(B) Fundamental motor skills and patterns; and

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

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

(IDEA, 1997 CFR 34, Section 300.26)

DEFINITION OF ADAPTED PHYSICAL EDUCATION

Physical education that is adapted has the same objectives as general physical education, but has had some components adjusted in order to meet the needs and abilities of students with disabilities.

Adapted physical education is an individualized program of physical and motor fitness; fundamental motor skills and patterns; and skills in aquatics, dance and individual and group games and sports designed to meet the unique needs of individuals. Typically, the word 'adapt' means 'to adjust' or 'to fit'... Adapted physical education is a subdiscipline of physical education that allows for safe, personally satisfying, and successful participation to meet the unique needs of students. ... (It) includes the modification of objectives, activities, and methods to meet unique needs. (Winnick, 2000, p. 4)



Adjustments may include alterations in equipment, rules, time limits, positions, size of teams and playing areas, or other adaptations or modifications. Adapted physical education may be delivered within the general physical education class, or in a separate class or setting, depending upon the needs of the individual student and the decisions made by the IEP team. While “special physical education” and “adapted physical education” are separate terms in the federal regulations, the meaning of the two terms is essentially the same. For the purposes of this manual, the term “adapted physical education” is used to refer to any specially designed PE instruction, in whatever setting it is delivered.

DELIVERY OF PHYSICAL EDUCATION

IDEA describes a continuum of physical education services to be considered as options when making decisions about the physical education needs of students in special education:

(a) Physical education services, specially designed if necessary, must be made available to every child with a disability receiving FAPE (a free appropriate public education).

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

(1) The child is enrolled full time in a separate facility; or

(2) The child needs specially designed physical education, as prescribed in the child's IEP.

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

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

(IDEA, 1997 CFR 34 Section 300.307)



Adapted physical education is a program, not a place:

*Consistent with the least restrictive environment concept associated with IDEA, adapted physical education may take place in classes that range from **integrated** (i.e., regular education environments), to **segregated** (i.e., including only persons receiving adapted physical education). Although adapted physical education is a program rather than a placement, it is critical to realize that a program received is directly influenced by **placement** (the setting in which it is implemented). Whenever appropriate, students receiving an adapted physical education program should be included in regular physical education environments. Although an adapted physical education program is individualized, it can be implemented in a group setting... (Winnick, 2000, p.5)*

IDEA requires that a spectrum of options for delivery of physical education be available for students in special education. As with other specially designed instruction, “regular physical education” is the placement of first choice as the least restrictive environment, that is, the setting in which the student would receive PE if she did not have a disability. IDEA also provides for “special physical education” for students for whom “regular physical education”, as it is typically delivered, is not appropriate. Special physical education may consist of related services, modifications and accommodations, supplementary aids and services, supports to school personnel, or specially designed instruction. Any or all of the above provisions might be delivered in the regular physical education environment, a special class, a community site or some combination of settings.

QUALIFICATIONS AND LICENSURE

The Teacher Standards and Practices Commission (TSPC) governs teacher certification for the state of Oregon. Under TSPC, Oregon teachers may receive certification qualifying them to teach physical education (PE). TSPC also offers a Basic Adapted Physical Education (APE) certification which is optional in combination with the PE endorsement.

At the early childhood and elementary levels (specific grades vary depending upon the district), physical education may be taught by a certified Early Childhood or elementary classroom teacher without a PE credential. A Physical Education endorsement is required to teach PE in middle and high school, (or at the pre-primary through elementary levels if the teacher teaches PE 51% or more of the time.) While Oregon Universities offer an Adapted PE credential, TSPC does not require the credential for instructors of adapted PE. In Oregon, a teacher who is qualified to teach PE is also permitted to teach APE. See Appendix D for



information on accessing the Oregon Administrative Rules pertaining to TSPC certification for PE and Adapted PE.

Some school districts in Oregon employ adapted PE specialists, known as Certified Adapted Physical Educators (CAPE). The Portland Public Schools is one example. The PPS guidelines for Adapted Physical Education Services describe the CAPE's duties in this district, as follows:

Adapted Physical Educators provide a variety of direct instruction, team teaching and consultative services along with screening, assessment, IEP and program planning and development. They work directly with individual students within the general PE setting as well as teach students in small group classes... It is possible for a student to receive a combination of service delivery options in both general PE and Adapted PE.

(Adapted Physical Education Services Description, Portland Public Schools Department of Special Education, Draft. Used by permission.)

In a school district where Adapted Physical Educators are not employed, options are available for consultation to the PE teacher. Chapter 5 offers information on resources.

PHYSICAL AND OCCUPATIONAL THERAPY ARE RELATED SERVICES

Physical and Occupational Therapy are specified in IDEA as related services. IDEA defines related services as follows:

*(22) The term 'related services' means transportation, and such developmental, corrective, and other supportive services (including speech-language pathology and audiology services, psychological services, **physical and occupational therapy**, recreation, including therapeutic recreation, social work services, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services, except that such medical services shall be for diagnostic and evaluation purposes only) as may be required to assist a child with a disability to benefit from special education, and includes the early identification and assessment of disabling conditions in children.*

(IDEA, 1997 Section 602 (22))



Related Services are provided only when needed for an individual child to benefit from his/her special education program. For children from three years of age to twenty-one who require special education, OT and PT services must be related to goals in the special education program which are described in the IEP or IFSP.

Occupational and physical therapy address fine and gross motor skills and their effect on how individuals function in activities of daily living in the school, the home, the workplace and community settings. The "Scope of School Services", developed by the Oregon statewide Orthopedically Impaired Working Group, defines four types of OT and PT intervention activities for children from age three to twenty-one in school programs:

- **School therapists evaluate the sensory motor functioning of students with disabilities and assist in determining service needs.** Evaluations of sensory motor functioning are often completed by school OTs and PTs when the child has an orthopedic impairment or a deficit in sensory motor skills that significantly affects educational performance. Sensory motor development may also be evaluated by other educational personnel as part of the child's educational program.
- **School therapists address access to education for students with disabilities.** Both IDEA and Section 504 of the Rehabilitation Act of 1973 require that school programs provide the same level of access for students with disabilities that is provided to non-disabled students in all services provided by the school. Examples of OT and PT activities in this realm might include modification of positioning equipment, computer adaptations, modification of curricular tasks to account for physical limitations or consulting with district facilities staff about building or playground adaptations.
- **School therapists address safety of students and school staff.** Therapists address the safety of students and care givers in several ways. Therapists monitor a student's sensory-motor skills to make sure that he/she is not participating in activities which are dangerous. They consult regarding equipment used by the student such as walkers, wheelchairs, school chairs and feeding utensils to ensure its appropriateness. Therapists may also check students for the possible development of medical problems such as contractures or muscle weakness and act as a liaison between the school program and the child's family and medical provider. Finally, therapists instruct school staff in proper lifting, safe feeding and physical management skills that address the safety of both the student and the school staff. Therapists provide consultation about



the unique needs of identified students to risk management personnel who are responsible for developing evacuation plans and other safety procedures. Finally, therapists also provide consultation on building accessibility and the provisions of the ADA (Americans with Disabilities Act).

- **School therapists help teach sensory-motor skills associated with success in school.** For many children with orthopedic or neurologic impairments, the educational team may determine that some of the goals on the IEP/IFSP should address the learning of new sensory-motor skills associated with school or developmental performance. Occupational and physical therapists may help plan, implement and monitor instructional programs addressing the development or refinement of fine motor skills, gross motor skills, postural adaptations, or ability to complete learning activities.

(Scope of School Services, RSOI, 2000)

Because physical and occupational therapy are not the same as physical education, they cannot be made to substitute for it. Both school therapy and adapted PE may be necessary for some students. If a student needs physical or occupational therapy in order to achieve his IEP goals, he should receive it; but, like all other students, he will still need physical education and should receive that too.

DETERMINING A NEED FOR ADAPTED PHYSICAL EDUCATION

Generally speaking, special education eligibility depends upon two factors. They are: a) Does the student have a recognized disability? and, b) Does the disability interfere with the student's learning such that the student needs specially designed instruction? A student may need specially designed instruction in only one area. That area may be speech, reading, the use of assistive technology or physical education. For some students, the **ONLY** area in which specially designed instruction is needed is physical education, or Adapted PE. This need for specially designed instruction makes available all the provisions of special education for that student, including all the provisions of IDEA, among them, related services.

All eligible students are entitled to special education, including physical education. When a student qualifies for special education, decisions about the child's individualized education program (IEP) are made by the child's IEP team. In addition to specially designed instruction, a student may need related services from a PT, an OT, a Speech-Language Pathologist, or another service provider in order to benefit from his PE program. Related services are a part of special



education as a provision of IDEA and, for school-aged children, are never a “stand alone” service. As with all educational programs, student progress is best supported when regular educational programs, special education and related services are combined into an integrated whole, documented by the IEP. The IEP team may determine that with appropriate supports the student can achieve her APE goals when instruction is embedded within the context of the regular PE class.

Some school districts have guidelines for determining eligibility for APE services. Standardized testing is sometimes used to inform the IEP team's decision-making about the type and level of APE services needed by an individual student. The OT or PT can be a participant in the decision-making process as part of the IEP team for students they serve. (For a list of evaluations which can be useful in making decisions about the type and level of PE services needed by a student, see Appendix A.)

In determining a need for adapted PE, the IEP Team should discuss the following questions, represented in the flow chart in Figure 2, page 13:

- 1) Can the student safely participate in the objectives and curriculum of the general PE class?

If yes, the team should explore the following questions:

- a) Does the student require a related service, accommodations, modifications, aids, services or supports to school personnel in order to benefit from her PE class? If so, what specific modifications (defined by ODE as changes to the activity, such as changes in distance, rules or other aspects of the game), accommodations (defined as changes in how the activity is accomplished, e.g., environmental supports, such as special equipment or assistance), aids or services, supports to school personnel (such as consultation or training to the PE teacher about the specific needs of the student) are needed and who will be responsible for providing them?

If the answer to Question 1 is no, the team should ask,

- 2) Does the student need specially designed Instruction in physical education (APE)? If so, what specific APE goals and objectives will the student accomplish?



If so, the team should examine the following questions:

- a) Can the goals and objectives be implemented safely in the regular PE class?
- b) If not, what is the least restrictive environment in which the goals can be achieved?
- c) Regardless of where the student's APE program takes place, does the student require a related service, accommodations, modifications, aid, services or supports to school personnel in order to benefit from her PE class? If so, what specific modifications (defined by ODE as changes to the activity itself, such as changes in distance, rules or other aspects of the game), accommodations (defined as changes in how the activity is accomplished, e.g., environmental supports, such as special equipment or assistance), aids or services, supports to school personnel (such as consultation or training to the PE teacher about the specific needs of the student) are needed and who will be responsible for providing them?

If the IEP team decides that the student is in need of individualized goals for physical education, they are listed on the IEP as Specially Designed Instruction. Goals and objectives are written on a goal page(s) in measurable terms, and progress is monitored and reported along with the student's progress on other goals. It is usually the teacher's job to write the goals and provide the instruction on them.

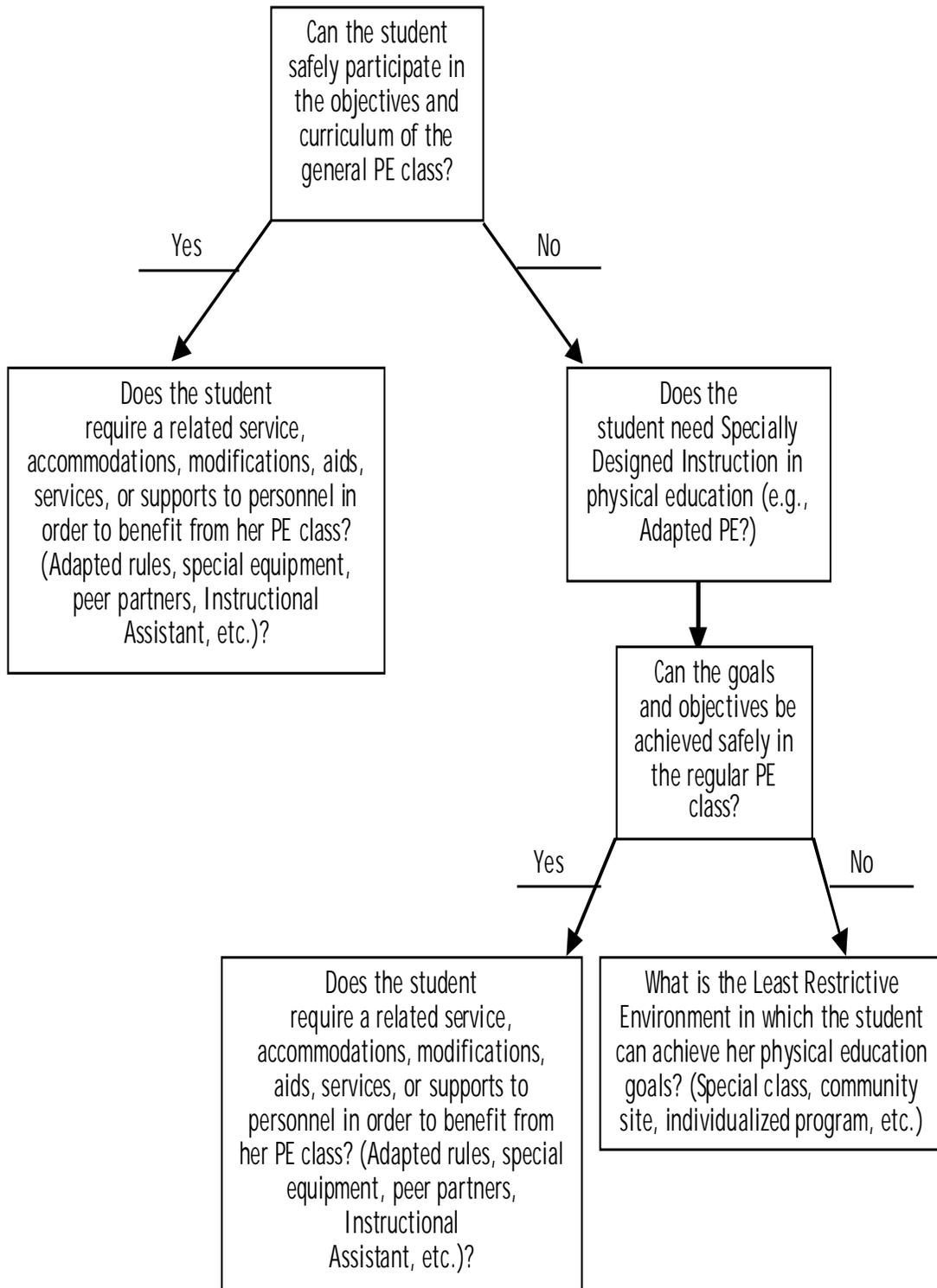
PURPOSE OF ADAPTED PHYSICAL EDUCATION

When considering PE goals for a student as part of an IEP, it is important to recognize that the purposes of physical education are the same whether the program is adapted or is delivered in a standard way. These purposes are twofold:

1. To improve motor skills and develop a higher level of physical fitness:
This includes developing abilities in basic motor and sports skills and promoting knowledge and appreciation of physical activity and games.
2. To increase social and emotional development:
This includes developing skills for lifelong leisure and recreation, developing the values of team work and fair play, developing spectator skills through knowledge of rules and strategies, and increasing opportunities to experience feelings of self-worth and the joy of active interaction with peers.



Figure 2 Process for Decision-making about Adapted Physical Education





Even if students with disabilities are unable to develop the same level of motor performance as their nondisabled peers, they can improve their fitness through regular participation in activities that are designed to meet their own individual needs and are matched to their level of ability.

Although the general goals of physical education are the same for all students, those developed for students who have disabilities must sometimes be individualized for them in the same way that other educational goals are. Goals should reflect the amount of improvement in physical fitness, motor skills and social and emotional skills expected of the student based on their current level of functioning and rate of change. Growth in social and emotional skills, particularly, is dependent on the student having the opportunity to experience success and a sense of accomplishment. The sense of shared accomplishment and self-worth that comes with being on a winning relay team can offer an opportunity that may not be otherwise available.

The Oregon Department of Education has identified Common Curriculum Goals for Oregon schools, which include Content Standards and Benchmarks for grades 3, 5, 8 and the Certificate of Initial Mastery (CIM). The standards, listed below, define the essential learning objectives for physical education for Oregon students. The full text of the Oregon Standards for Physical Education is included in Appendix B. The Oregon Department of Education requires that the student's Present Level of Performance (PLEP) statement in the IEP identifies how the student's disability affects her involvement and progress in the general curriculum and its relationship to the Common Curriculum Goals for PE. The student's IEP goals for physical education would be based upon one or more of the skills referenced in the PLEP.

The Common Curriculum Goals for physical education in Oregon are:

1. Demonstrate knowledge of a variety of motor skills.
2. Understand and participate in a variety of physical and recreational activities available in the school and community.
3. Understand and apply movement concepts.
4. Understand and apply physical education vocabulary as it relates to movement concepts.
5. Understand rules and strategies for a variety of physical activities.
6. Demonstrate knowledge of a physically active lifestyle.
7. Understand the meaning of physical fitness and how personal fitness can be improved and maintained using a health-related fitness assessment as one tool for measuring.



8. Understand appropriate and positive behavior management (social skills) and respect for all individual differences, including gender, ethnicity, and physical ability during physical activity.
9. Understand and apply safety in movement activities.
10. Understand that history and culture influence games, sports, play, and dance.

For students who have severe disabilities, PE activities designed to help them meet these standards may have to be specially designed to promote active participation. Students may participate fully with accommodations, partially with modifications to the activity, in a supported way with a peer partner or Educational Assistant, or by some other method. To the greatest extent possible, goals should be taught through the students' participation and not purely as a cognitive skill.

DOCUMENTING ADAPTED PE ON THE IEP

If a student with a disability has IEP goals associated with PE activities, the goals are listed on the IEP as specially designed instruction, and goal pages with objectives are added to the IEP. Goals are developed collaboratively by the IEP team which may include the child's PE teacher, with input from the participating therapist or appropriate others as needed. If PE activities will involve an Educational Assistant, the training provided to the assistant is documented as related services or supports to personnel, along with specific amount of time and anticipated duration of the training. Anticipated aids, services, modifications and accommodations for PE are listed accordingly. Some students with disabilities may not need the individualized goals which constitute an Adapted PE program, but may need support services in order to participate in the regular PE class. In this case, the related services, modifications, accommodations, etc. would be documented on the IEP along with the rest of the student's educational program.

PLACEMENT DECISIONS

The exclusion of students from participation in PE activities ignores the legal requirement that they have an instructional program in physical education. It also discounts their need to simply be children and have fun, to learn to play with others and to interact with their typical peers in activities that will gain for them the acceptance and understanding they need for healthy development.

When adults exclude children who have disabilities from taking PE with their typical classmates, they may be sending a powerful message. That message might be: "It's not a good idea to play with those kids who have disabilities." This



message can lead students to believe that children with disabilities do not like to play or that they fear play because they could get hurt or even die if they tried to do the games other children enjoy. It also can lead students who have disabilities to believe they cannot play with their non-disabled peers.

Physical education classes offer a way for students to develop life-long fitness and leisure activities that can be used beyond the school years. Whenever possible, students with physical disabilities should participate in PE along with other students because both parties can benefit from this experience. By playing together, they can learn to work together cooperatively and to appreciate each other's strengths and abilities. Typical students can come to admire how hard students with disabilities must work to do things others do easily. They can learn ways to include these students in their games at school and in the neighborhood. Students with disabilities will have the advantage of becoming a part of the normal exchange that occurs among children during play. They will have the opportunity to see a variety of models for social behavior and to learn that their own feelings about winning and losing, competition and rules are no different than those of other students.

Placement for PE instruction is an individualized decision, based upon a variety of factors and determined by the IEP team. Considerations can include the student's motor and cognitive-behavioral skills, the environmental supports available in the general PE class, the preferences of the student and his family, the student's age and other relevant factors. Placement should never be made according to a "cookie cutter" approach that specifies a particular service or class based upon a student's disability.

A NOTE ABOUT SECTION 504 AND PHYSICAL EDUCATION

Section 504 of the federal Rehabilitation Act of 1973 guarantees access to the school program for any student who is recognized as having a disability, but does not need specially designed instruction (special education). For a student who meets the eligibility criteria, the school is required to consider what modifications, services or environmental accommodations the student needs in order to physically access the school program. A 504 Officer is appointed by the school principal to head a team that develops a 504 Plan for the student. If a student who has a disability seems to need supports or adaptations to his PE program, but does NOT need specially designed instruction for PE or any other subject, that student should be considered for a 504 plan to ensure that he has the supports needed in order to access all aspects of the school program. See Appendix C for resources on the provisions of Section 504 and developing Section 504 plans.



CHAPTER TWO: Physical and Occupational Therapists as Consultants to Physical Education Teachers

As with other curricular areas, when goals and objectives for physical education have been identified for a student with a disability, it is appropriate for the IEP team to consider whether the student is in need of related services in order to achieve their PE goals. Occupational and physical therapists have an important role to play in physical education for students with disabilities. That role is to consult with and work as a team member with the people who teach PE, and to provide them with information about individual student needs. Consultation and information are particularly important during the planning process so that teachers can make useful adaptations in their programs. It can sometimes be confusing to a PE teacher if s/he receives consultation from therapists in addition to the Adapted PE Specialist. As with provision of consultation to other classroom teachers, a collaborative approach is best in order to decrease the amount of consultation time required, to avoid duplication of services, and to insure that consultation is coordinated.

By virtue of their training, both physical and occupational therapists are in an ideal position to help teachers understand how a disability may interfere with a student's participation in typical PE activities. They can offer valuable suggestions for adapting activities and equipment so students can participate more fully in PE classes. Therapists know which activities and movements are easiest for a student; which he does not do well but is ready to learn; and which he should avoid because they are too difficult or too risky for him.

Because therapists are familiar with a student's functional motor, sensory-motor and mobility needs, they can help teachers develop PE modifications, accommodations, goals and objectives that are safe and accessible for the student, and which are aimed at improving function. In addition, they can suggest ways that beneficial motor activities can be incorporated into the student's PE program. Therapists can provide valuable information about motor learning and motor planning strategies, they can make suggestions for specific strengthening activities to help the student experience success in PE.

Physical and occupational therapists can be instrumental in integrating therapeutic interventions into functional PE activities. These therapeutic



activities can be carried out in PE classes and other recreational activities which are a part of the student's educational program. Therapists know about leisure activities that are a part of the PE curriculum. They can also make suggestions for dressing and showering procedures for students when their class dresses for PE. A therapist can also consult about, and/or provide, equipment adaptations for enhancing successful participation in PE.

Therapists can make many valuable contributions to Adapted PE programs in general. They can help the school community to recognize the need that some students with disabilities have for Adapted PE and they can help clarify the essential differences between Adapted PE and physical or occupational therapy.

In a district where there is no Adapted PE specialist, school therapists can also help administrators and PE teachers recognize the implications of the requirements in IDEA regarding PE. When appropriate, they can help administrators to understand that PE teachers need extra time to evaluate students with special needs, participate in developing goals as a part of the IEP team, prepare activities and carry out adapted or modified PE instruction.



CHAPTER THREE:

General Guidelines for Adapting Physical Education Activities

It is the job of the PE teacher, or where available the adapted PE teacher, to modify physical education activities for students who need adaptations. In order to provide appropriate supports and consultation to the teacher, it is important for the physical or occupational therapist to have a general understanding of adapted PE. The goal of this chapter is to offer general information for that purpose.

If it is necessary to adapt PE activities to meet the needs of a student with a disability, there are at least four approaches to making these changes. These approaches are:

- a. To change the equipment,
- b. To change the way all students play,
- c. To change the way one student on each team plays, so the team of the student with special needs is not penalized, and,
- d. To make special allowances for the student with a disability.

Figure 3, page 21, provides a list of possible adaptations to PE activities. These are only a few of the possible ways that activities may be adapted for students with special needs. Simply changing the equipment that all students use can make a game accessible to the targeted student while keeping it fun and challenging for others. Replacing the kickball with a beach ball or balloon (if no one in the class has a latex allergy*) can slow down the game enough for a student with mobility limitations to participate. Organizing a unit of wheelchair basketball or "Seal Walk Tag" can do away with the differences while giving the student with special needs an opportunity to fully compete and even to excel at an activity where his nondisabled peers are at a disadvantage.

(* Latex allergies can be life-threatening. Allergies to latex occur frequently among children with certain disabilities, particularly those which require multiple surgeries, such as spina bifida. For resources on information about items commonly used in PE which often contain latex, along with product supplier and product information for alternatives that are latex-free, see Appendix C.)



Whenever possible, it is a good idea to involve all students, those who have a disability, and those who do not, in deciding how to adapt a game. If students help choose the changes, they will be more satisfied with the end result and, perhaps feel more confident in making changes by themselves in games played at recess and in the neighborhood. One way to promote student participation in developing changes for games is to hold a contest at the beginning of the school year to see who will come up with the best changes for favorite games and activities. The students may need several examples such as those in Figure 3 to get them started.

Whether changes are made in the way an activity is done, the equipment used or the rules observed, the changes should be explained to students as a way to make doing the activity equal rather than easier. The concept of equitable challenges should be explained as a way to give everyone the opportunity to participate and learn.

GIVE PRESTIGE TO AN IMPORTANT JOB

Sometimes a student who has a disability needs the assistance or at least the cooperation of a buddy if he is going to participate in an activity. For instance, after propelling his wheelchair over a part of a race route, he may need someone to push him over the rest of the route. When assigning a student to be a buddy, or to take a role as a member of the opposing team who has a “disability”, it is important that the responsibility involved in such a role is understood by the students. This can be communicated to students by stressing that a PE buddy is someone who is responsible, considerate and a good sport. The buddy role should never be assigned to someone as a punishment or to keep him in line. It should be rotated among students so that everyone gets an opportunity to be a buddy, and so it does not interfere with any student’s participation in the PE program. (See “Peer Partners”, Chapter 5, for more information.)

MAKE A “PERSONAL BEST” PUBLIC INFORMATION

Although students with physical disabilities cannot always compete equally with their typical peers, competition against their own previous performance can be a part of their experience in PE. It can be very rewarding to a student to find he can do more sit-ups, throw a bean bag farther, or make more baskets than he could previously. If prizes or medals are given for improved classroom performance, there can be categories for “personal best”, most spirit and good sportsmanship.



Figure 3 Suggested Adaptations for Physical Education Activities

Adaptations to Team Games

Change the way everyone plays the game:

- All play on knees or sitting on the floor
- All play using only one hand
- All play on scooter boards
- All can choose an alternate piece of equipment, e.g., a smaller bat or a lighter bat

Change the way an opponent plays to equalize the teams:

- One opponent plays on knees, in wheelchair, on walker, etc.
- One uses only one hand
- The student with a disability and one opponent sit on regular chairs in middle of each half court

Change equipment to make it easier for the targeted student:

- Use lighter balls or balloons for throwing and hitting games
- Use lighter bats or racquets
- lower net or basketball hoop, move target closer
- Play table games on floor
- Use glow-in-the-dark tape or equipment for low vision students
- Use traffic cones to mark sidelines and other boundaries
- Make a variety of equipment as a choice for all students

Devise specific adaptations for specific games:

- To make a student competitive in baseball, for example, time how long it takes three students to run from home plate to first base. Average their times. Have the student with a disability run or drive his wheelchair the same amount of time (the average of the three students) and make that the distance he must cover in order to be “safe” at first base.
- Use a T-ball rather than a pitched ball if it will allow the student to participate.
- Brainstorming with the PE teacher and targeted student before starting a new unit can produce this type of individual planning.

Allow special rules for the student with a disability.

- Reduce the number of points required to win
- Increase number of hits or volleys allowed
- Move the student closer to the target
- Let the student with a disability have more tries before ending turn

Adaptations for Races and Relays

Races that make everyone equal:

- All on scooter boards, on crutches, or in wheelchairs
- All on knees crawling, rolling or scooting on back
- All blowing ping-pong balls while scooting on stomach



Figure 3 Continued

One person on each team assumes the same functional ability as the targeted student:

- Use a wheelchair, crutches, or a walker
- Crawl, roll, etc., when competing against student with a disability

Create a special role for the targeted student and one other student on each team:

- Hand out baton at end of the relay lap
- Hold hula hoop that others are tumbling through

Change the distance required for the student with a disability. If he can go half as far as the average student, have him “run” a leg that is half the distance everyone else runs.

Adaptations for Miscellaneous Games and Activities

Reduce the size of the playing area:

- Change the boundary lines
- Increase the number of players
- Decrease the height of the net or goal
- Use equipment that reduces the range of play
- Play net-type games through a hoop

Slow down moving objects:

- Change the throwing style to underhand
- Throw ball with one bounce, or roll the ball
- Increase the size of the ball or use balloons
- Station the ball by placing it on home plate or on a tee
- Decrease the weight of the ball
- Decrease the air pressure in the ball

Modify the rules:

- Sit or lie down rather than stand
- Walk rather than run
- Throw or strike rather than kick
- Permit additional trials, strikes, throws, jumps
- Allow for substitution
- Reduce the time periods of the game
- Reduce the number of points needed to win



MAKE ACTIVITIES MEANINGFUL

PE activities can be developed to meet the needs of every student. Consider, for example, a student who has a severe seizure disorder, fluctuating states of consciousness, severe cerebral palsy, and little functional voluntary movement. This student might have IEP goals such as improving standing endurance, which would result in health benefits like improving cardiovascular system functioning, maintaining or increasing bone density, and maintaining or improving flexibility. She might also have goals in the area of increased sensory awareness. If it is safe for this student to be in the gym during PE class, she could be positioned in her stander in the gym and perhaps participate in a relay race in which relay items such as batons are picked up or dropped off from her stander tray. Being a part of the PE class can provide a wealth of both visual and auditory stimulation, as well as social contact.

A student who lives in a rural area and uses a wheelchair may not have the opportunity to play wheelchair basketball once he graduates from high school. Nonetheless, exposure to the game in school can encourage the student to seek out opportunities to engage in wheelchair sports as an adult because he has developed a passion for sports and fitness through participation during his school years.

It is important to weigh the potential consequences of exclusion from the regular program in favor of an individualized activity. The familiarity gained by exposure to a game or activity can build life-long recreational interests that foster social opportunities. Partial participation, in the game of football, for example, affords a student experience that can result in years of enjoyment in following the game.

Activities should have meaning for the student. Sitting in a wheelchair and dropping a bean bag into a bucket may not be nearly as meaningful to a student as carrying a basketball in their lap and letting it roll to a peer who can then shoot a basket. It is important for the educational team to work together to find ways for students to be involved in activities that are personally satisfying. For instance, it may be worthwhile for a student with a tracheotomy breathing tube who is prohibited from swimming to attend poolside during a swimming unit for the social benefit of making the outing.

ALTERNATE PE CURRICULUM

The IEP team and the student may decide that for a limited period of time, i.e., the duration of a unit, the student's needs can be met best through activities that are done individually, such as weight training. Such activities can be personally satisfying and are more likely to be pursued after graduation.



Participation with the class in overly modified activities that will have little use during post school years may not be beneficial. The student might receive greater long range benefits from developing a hobby such as photographing wild flowers or a personal fitness activity than from playing a game in which all features of the game must be adapted to him. An important role for PE teachers in situations such as these is to give input to the IEP team to promote the learning of meaningful leisure skills that can lead to enjoyable life-long leisure activities. If necessary, the PE teacher may offer extra PE credits in independent study so students can get the instructional time needed to support the development of these skills.

CONSIDERATIONS FOR SECONDARY STUDENTS

The older the student, the less likely it is that a student with an orthopedic impairment can be safely integrated into team sports, since the level of play increases and the amount of skill-building drill decreases. Older students with disabilities may choose to participate in a separate Adapted PE program, which enables them to pursue individual recreational interests. This may be an APE class, or an individually designed program developed by the IEP team.

Many high school programs require only one year of PE to meet requirements for graduation. Students are permitted to opt out of PE after they have met the requirement. The same standard should be applied in making decisions for and with students in special education. There are numerous options to consider for secondary students:

COMMUNITY-BASED OPTIONS

For some students, especially those of transition-age, access to community recreational opportunities may be an important IEP goal. As a part of the PE program, students learn to take public transportation, utilize a public (or private) facility, and enjoy the benefits of life-long recreation. Student interest and the IEP team will determine whether community recreation should be a part of a student's Individualized Education Program.

PE CONTRACTS

PE may still be an option for those students who have met the requirement but who have an interest in additional PE instruction. Many schools offer students the option of choosing to contract for credit for an individualized physical education program. The individualized program may take place on or off-campus, depending upon the student's circumstances and interests. Swimming, weight-training and bowling are only a few of the activities which might be appropriate for an individualized PE contract.



PARTICIPATION IN ATHLETIC TEAMS

Wheelchair athletes and other students with disabilities can participate in some school athletic teams at the middle and high school level, when appropriate. Swimming, track and field, cross country and cross country skiing are examples. The most accessible of these activities tend to be individual sports where progress is tracked against the participant's own prior performance.

PE WAIVER

In some schools, a parent may sign a waiver permitting their child not to take the PE requirement. Conditions for PE waivers vary from school district to school district. A PE waiver is typically considered only for students who truly will not benefit from any aspect of a PE program, and whose time is better spent doing something else, such as taking an elective class.

ORGANIZED SPORTS AND RECREATIONAL OPPORTUNITIES

Numerous programs offer opportunities for adapted recreation throughout the Northwest. A student, especially one of transition age, may have a goal of learning adapted skiing, wheelchair racing, or another activity. It is appropriate for the IEP team to assist the family by providing information to help the student learn to access available resources. For information on organized sports and recreational opportunities in Oregon and the region, see Appendix E.





CHAPTER FOUR: Providing Consultation in the General Physical Education Class

There are times when it may be appropriate for the school therapist to propose ideas for modifying activities in a regular PE class as a part of their consultation to the teacher. Some teachers may need more support than others, especially if they do not have experience with students who, for example, use a wheelchair. While it may be ideal for the PE teacher to be able to adapt PE activities in her or his class as needed, at least initially it may be necessary for the PE teacher to consult with the Adapted Physical Education Specialist (if available) or the special education teacher for assistance in learning how to provide specially designed instruction for individuals in their class. The PT or the OT are also resources for information specific to students on their caseload.

PE activities should be modified only enough to accommodate the student who needs the change in order to participate. Activities should not be altered so dramatically that their identity is lost and students no longer recognize the original activity. Teachers must exercise care to prevent adaptations from setting the student apart in a negative way. It is advisable to discuss possible adaptations with the student (and, if possible, the class), and to share with the class why they are needed. It is important to explain that adaptations create a more equitable play environment. For a list of some of the kinds of adaptations that may be made to typical PE activities, see Figure 3, Chapter Three.

Therapists are familiar with the motor abilities of the students with disabilities whom they serve, their limitations and their strengths. Teachers need and appreciate this information. Following are some suggestions that therapists can use when consulting with physical education teachers:

- ◆ Point out the student's ability to participate in a variety of activities. Stress activities the student can do, especially early in the term when the other children are forming their impressions of her.
- ◆ Clearly describe the range of activities that are safe for the student. Many teachers assume a child with an orthopedic impairment is more fragile than other children.
- ◆ Communicate any safety or health issues that the student does have, e.g. shunt precautions, latex allergy, cervical instability in a child with Down Syndrome, etc. (See Appendix C for resources for information about commonly-used PE equipment that may contain latex.)
- ◆ If the student tires easily, describe to the teacher how and when to schedule time for him to rest and recover.



- ◆ Provide information about how the student transfers to/from crutches, wheel chair, or unsupported positions.
- ◆ Work with the teacher to be realistic and strive for a balanced approach. Acknowledge that not every activity can be adapted and that the child with a disability need not participate in all activities. Sometimes the other students need to play fast, run hard and expend pent-up energy.
- ◆ Suggest a back-up activity in case the planned activity does not work.
- ◆ Suggest a variety of positions, such as floor sitting, or use of a stander or walker, which the student can use for activities.
- ◆ Help the teacher pace instruction so that the student is not overwhelmed with too many new, demanding activities, especially those involving catching fast-moving balls, moving about in large groups or other activities at which he has limited experience.
- ◆ Point out activities that are unsafe for the student. Write them down and give copies to the PE teacher and case manager. Remember that just because a particular PE activity elicits a primitive or pathological pattern or increased muscle tone, it is not automatically contraindicated. The primary goal of PE is participation, not normalization of reflexes and tone. The physical or occupational therapist is the best person to discuss this concept with the PE teacher.

FIT CHANGES INTO THE EXISTING STRUCTURE

When consulting in any class, physical and occupational therapists can try to suggest changes that will be as nondisruptive to the class routine as possible. Whenever possible, the student with disabilities should participate in the large-group activity, with adaptations, if needed. Figure 4, page 29, shows a sample participation plan for a PE class. Not all PE classes will follow this or any routine structure, but they often include some or all of these types of activities. The participation plan demonstrates what the roles of the teacher, classmates, the student with disabilities and the consultant might look like in the general PE setting.

It may be useful for the therapist to ask the PE teacher for a schedule of the PE activities that will be taught during the year. Many PE teachers divide the year into activity units and prepare a schedule of them early in the school year. While it may not be possible for the therapist to see students for each activity unit, therapists can offer their services to the PE teacher, and ask to be notified if ideas or equipment adaptations are needed.

In some instances, the IEP team may determine that the student needs more individualized supervision and support within the PE class. Such support might be provided by an Educational Assistant. In this case, the therapist may provide



Figure 4 Sample Participation Plan for a PE Class

Activity Person	Teacher	Classmates	Target Student	Consultant
Warm-up	Directs students.	Perform large rhythmic body movements to promote flexibility and cardio-vascular functioning.	Warms up with other students.	Recommends use of any needed special exercises which could be done by the targeted student or by the entire group if appropriate.
Skill Drills	Explains and demonstrates the skills that will be used in the coming activity.	Imitate and practice the skills.	Listens, watches and practices along with classmates.	If needed, may help with problem-solving to determine what adaptations are needed.
Instructional Activity	Emphasizes skill development, positive social interaction and personal enjoyment, making sure the activity is fun and appropriately challenging.	Participate in the activity.	Participates with others as much as possible.	Helps with problem-solving to determine what modifications, accommodations or other supports may be needed.
Closure	Directs the class in cooling down, relaxing, cleaning up equipment and preparing to move to next class.	Perform cool-down exercises, participate to put away equipment, prepare to move to next class.	Participates in cool-down and clean-up activities, manages personal needs in preparation to move to next class.	May help with problem-solving to find a way for the target student to take a role in equipment clean-up with peers, manage personal needs.



help and consultation to the assistant in addition to the PE teacher, but never ONLY to the assistant. This is because, under IDEA, special education must be designed and supervised by a certified special education teacher.

ALTERNATE ACTIVITIES

With a little effort and persistence, most activities can be changed so that students with disabilities can participate in them. However, there are instances when an activity simply cannot be adapted enough or made safe enough for a student. When this happens, an alternate activity should be planned that can be done in a small area within the same setting as the regular class activity so that the teacher can supervise both activities. Use of alternate activities should be the exception and not the rule.

The one important role therapists play in school programs is to ensure the safety of students and staff members. Therapist may provide consultation to the teacher about alternate activities and the circumstances under which they should occur. If alternate activities are to be included as a part of the student's individualized plan for physical education, this option should be documented on the student's IEP as an accommodation or modification, or, if a specific activity is recommended, an individualized goal.

Alternate activities should be developed with the goal of building skills, rather than just keeping a student occupied. Alternate activities should relate to what the class is doing. Some alternate activities can be done alone. Others require a partner, preferably one who views working (or playing) with the student who has a disability as a privilege. It is usually preferable for the targeted student to work with a nondisabled partner.

Some examples of alternate activities include skill building that relates to the PE activity being taught: e.g., practicing ball-handling skills using a modified ball, modified distance, modified target (e.g. lower basket, closer goal, etc.), practicing batting skills by knocking a whiffle ball off a tee, or learning game rules so that the student can actively participate as a) line judge, b) score keeper, statistics keeper, line judge, etc.



CHAPTER FIVE: ***Providing Consultation in the Adapted PE Class***

When a physical education program is developed specifically for a group of students who have disabilities, it is implied that they require a program in which not only the games and activities are adapted, but the structure and methodology of the instruction is adapted as well. In districts which employ Adapted PE Specialists, the APE class may be taught by a person who is highly knowledgeable and experienced in teaching students with disabilities. Where APE Specialists are not available, Adapted PE may be taught by a certified PE teacher or a classroom teacher, who may or may not have experience in teaching APE. (See Chapter One for information about teacher certification for physical education in Oregon.) In either case, it may be appropriate for the therapist to provide consultation to the teacher, being careful to adhere to the consultant role, and focusing on the needs of students who have the related service on their IEP.

When the teacher needs information on general principles of adapted PE, it should ideally be provided by an Certified Adapted Physical Educator. This expertise is not always locally available. The Oregon Department of Education employs a PE Specialist who can provide consultation to school districts and personnel about physical education. In addition, Oregon State University and other schools of higher education in the state have adapted PE certification programs. Faculty of these programs can provide consultation to teachers of adapted PE in the schools. See Appendix D for contact information for these and other resources in Oregon. Numerous books and manuals on adapted PE are also available. These resources contain information on APE curriculum, IEP goal development, adaptations, disability sports, inclusive games, and more. A list of these recommended resources, with information on borrowing items which are available in the RSOI statewide loan library, is included in Appendix C.

CONTENT

The Oregon *Content Standards for Physical Education* (2003-04 School Year) state, "A physically educated person performs a variety of physical activities, participates regularly in physical activity, knows the benefits from involvement in physical activity and its contributions to a healthy life." (See Appendix B, Oregon Common Curriculum Goals, for the specific Goals, Standards and Benchmarks for physical education.) These standards also apply to students in adapted PE.



Decisions about adapted PE activities take into account the state standards for physical education, along with assessment data from formal or informal individualized assessment. It is also important that decision-making reflects the student's, parents' and peers' preferences. "These preferences, in addition to what is available in the school and community, will help shape the list of targeted activities for a particular student." (Block, 2000, p. 128) Several excellent checklists and worksheets to guide decision-making about adapted PE curriculum are presented in "A Teacher's Guide to Including Students with Disabilities in General Physical Education" (Block, pages 127 – 130). (See Appendix C, *Resources*)

Individual skill-building activities may be a part of any PE class. The ability of a student with a motor involvement to perform individual skill building activities should be assessed before the activities are made a part of his PE program. Specifically, the assessment should help pinpoint skills the student is able to develop but cannot yet do and any needed adaptations in equipment or performance. These skills may appear as goals and objectives on the student's IEP. (See Chapter One for considerations for the IEP Team.)

Tips for introducing individual skill-building activities are shown below. The teacher might,

- ◆ Make charts where students can record their own progress, adapted as needed (e.g., student uses sticker rather than pencil to record performance).
- ◆ Allow students to choose skills on which to work:
 - ◇ Have the student with a motor disability choose the same skills as others, when he can accomplish them, with adaptations if necessary.
 - ◇ If unable to do what others are doing, have the student choose a skill from the same category, i.e., locomotion, balance, etc.
- ◆ Give awards and prizes based on individual growth or goal achievement, not "best" in class.
- ◆ Help students learn to monitor their own needs, i.e., if tone increases, introduce more stretching in the workout.

Related services, modifications and accommodations, supplementary aids and services, and supports to school personnel should all be considered when developing Adapted PE options for a student on an IEP. ODE defines modifications as changes to the activity itself, such as changes in the rules, distances or other aspects of a game to enable a student with special needs to participate, while accommodations constitute a change in how it is accomplished, e.g., environmental supports, such as visual directions, special equipment or physical assistance. The adaptations to activities and games that are listed in Chapter Three can be used in both self-contained APE classes and integrated classes.



STRUCTURE

In general, systems and strategies which are effective in the special education classroom may be successfully applied in the Adapted PE class. Some general guidelines for teachers include:

- ◆ Maintain a consistent and predictable structure for each class session.
- ◆ Use concrete instructions and be consistent.
- ◆ Teach functional activities: As a rule, functional activities are likely to be more meaningful to students with disabilities than teaching isolated skills because the students may have difficulty generalizing what they learn.
- ◆ Identify specific goals and objectives for each student's participation in the class, based on individual IEP goals.

PEER PARTNERS

It can be effective to include nondisabled peers in a "reverse integration" model in Adapted PE classes. An integrated model brings other students into the classroom who can model activities and behavior, and these students can usually give assistance when it is needed. While peer tutoring is never a substitute for an Adapted PE program conducted by a certified teacher, it can be a positive adjunct to the PE class, with multiple benefits to all involved. "Peer Partner" programs can extend to other areas of the curriculum and even into extra-curricular activities, such as athletics, student associations or clubs. It is important that peer partners receive coaching in partnering skills. Partners may be awarded PE or elective credit, as for a typical PE class or other activity.

Special Olympics calls the Peer Partner model "Unified Sports". They offer a comprehensive manual for setting up a "Unified Sports" program. The manual is available as a printable file on the Special Olympics website at <http://www.specialolympics.org>. In addition, "Strategies For Inclusion: A Handbook For Physical Educators" (Lieberman & Houston-Wilson, 2002), includes an excellent section on peer tutoring, with information on how to develop a peer tutoring program. See Appendix C for information on both these resources.





CONCLUSION

The Physical Education requirements in Oregon schools apply to all students, including students with disabilities. Delivery of adapted physical education may take place anywhere on a continuum from instruction in the general PE class with minimal accommodations, to instruction in a special Adapted PE class. Decisions about PE instruction are made by the IEP team, including the PE teacher, and are based upon individual motor skills assessment, with recommendations from related services providers. The role of the physical or occupational therapist is not to provide physical education, or to provide therapy in place of physical education. The therapist's role is to provide consultation to the PE teacher for students who have related services listed on their IEP.

The goal of this manual has been to guide the therapist in how to provide appropriate consultation about student needs in adapted PE and to offer information and resources to enhance delivery of quality adapted PE services. The manual is also intended as a resource to support appropriate utilization of therapists' expertise with regard to adapted PE. It is our hope that this manual helps to optimize opportunities for students with disabilities to enjoy the benefits of physical education programs that are fun, inclusive, and appropriate to their needs and interests.





Appendix A ***Adapted Physical Education Assessments***

Some assessment tools for measuring skills and determining need for Adapted PE services include:

Brockport Physical Fitness Test (1999) Champaign, IL: Human Kinetics,
<http://www.humankinetics.com>

Bruininks-Oseretsky Test of Motor Proficiency (1978) Circle Pines, MN: American Guidance Services, Inc., <http://www.agsnet.com>

Los Angeles Unified School District Adapted Physical Education Assessment Scale- Elementary (APEAS) (See ordering information below)

Los Angeles Unified School District Adapted Physical Education Assessment Scale- Secondary (APEAS) (See ordering information below)

Test of Gross Motor Development II, 2nd Edition, (TGMD-2) (2000) Austin, TX: PRO-ED, Inc., <http://www.proedinc.com>

To order the APEAS free of charge, mail or fax request on letterhead to:
LA Unified School District, Adapted PE Program
16th floor
333 S. Beaudry St.
Los Angeles, CA 90017
Phone: 213-241-8052
Fax: 213-241-8434





APPENDIX B, OREGON DEPARTMENT OF EDUCATION COMMON CURRICULUM GOALS FOR PHYSICAL EDUCATION

The study of physical education prepares students for the long-term benefits of an active and healthy life. A physically educated person performs a variety of physical activities, participates regularly in physical activity, knows the benefits from involvement in physical activity and its contributions to a healthy life.

EXPRESSIVE AND EFFICIENT MOVING

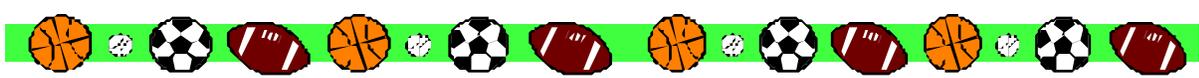
Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM
Demonstrate knowledge of a variety of motor skills	<i>Demonstrate motor skill competency in a variety of physical activities and motor skill proficiency in one physical activity</i>	Demonstrate mature form of basic locomotor patterns: run, gallop, slide, horizontal jump, hop, leap, and skip, starting and stopping on command and in control		Demonstrate movement principles (mechanics, force, speed) in performing skills related to a team activity and an individual or partner activity	Demonstrate competency (basic skills) in complex versions of three or more of the following categories of movement forms and more advanced skills in one or more movement forms. (One activity counts in one category) <ul style="list-style-type: none"> ▪ Individual activities ▪ Dual activities ▪ Aerobic/cardio-respiratory lifetime activities ▪ Outdoor pursuits ▪ Dance, self-defense ▪ Yoga, martial arts ▪ Team sports ▪ Strength training conditioning ▪ Aquatics



Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM
		<p>Demonstrate critical elements in manipulative skills: throw, catch, kick, and strike</p> <p>Balance, demonstrating momentary stillness, in symmetrical and asymmetrical shapes on a variety of body parts</p> <p>Demonstrate three different step patterns and combinations of movements into repeatable sequences</p>	<p>Demonstrate the use of a foot dribble (R/L foot), hand dribble (R/L hand), strike, throw, catch, and volley with a partner</p> <p>Perform one dance or rhythmic activity to music</p>	<p>Execute a floor exercise, jump rope, or manipulative routine with intentional changes in direction, speed, and flow</p> <p>Demonstrate one of the following rhythmic activities: folk, square, social, creative dance, aerobic</p>	
Understand and participate in a variety of physical and recreational activities available in the school and community					
Understand and apply movement concepts	Apply movement concepts and principles to the development of motor skills		<p>Through feedback and practice, demonstrate improvement in performance of a new motor skill</p>	<p>Describe and apply principles of training, conditioning, and practice for specific physical activities</p> <p>Detect and correct errors of a critical element of movement</p>	<p>Utilize the following components to critique an activity: skills and strategies, use of feedback, positive and negative aspects of personal performance, appropriate practice and conditioning procedures</p>
Understand and apply physical education vocabulary as it relates to movement concepts					



Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM
<p>Understand rules and strategies for a variety of <u>physical activities</u></p>	<p>Apply appropriate rules and strategies to physical activities, games and sports</p>		<p>Use basic offensive and defensive roles in physical activities, or games or sports</p> <p>Identify rules and procedures in specified physical activities</p>	<p>Demonstrate basic strategies specific to one team activity and one dual or individual activity</p> <p>Demonstrate an understanding of the rules to be followed during participation in specified physical activities</p>	<p>Communicate to others basic strategies specific to one team activity and one dual or individual activity</p> <p>Demonstrate rules and strategies in complex versions of at least two different categories of the following movement forms:</p> <ul style="list-style-type: none"> ▪ Individual activities ▪ Dual activities ▪ Aerobic/cardio-respiratory activities ▪ Outdoor pursuits ▪ Dance, self-defense, yoga, martial arts ▪ Team sports ▪ Strength training & conditioning ▪ Aquatics



FITNESS FOR LIFETIME

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM
Demonstrate knowledge of a physically active lifestyle	Provide evidence of engaging in a physically active lifestyle	Identify changes in his/her body during moderate to vigorous exercise	Identify changes in his/her body before, during and after moderate to vigorous exercise (e.g., perspiration, increased heart and breathing rates)	Develop personal activity goals and describe benefits that result from regular participation in physical education Analyze and categorize physical activities according to potential fitness benefits	Participate in physical activities and evaluate personal factors that impact participation Through physical activity, understand ways in which personal characteristics, performance styles, and activity preferences will change over the life span
Understand the meaning of physical fitness and how personal fitness can be improved and maintained using a health-related fitness assessment as one tool for measuring	Demonstrate ways to achieve and maintain a health-enhancing level of physical fitness		Identify and assess the health-related components of fitness	Correctly interpret results of physical fitness assessments and use them to develop a written fitness program Identify the principles of fitness training using the FITT (Frequency, Intensity, Time and Type) model	Assess and analyze personal health-related fitness status Independently design a written personal fitness and activity program which incorporates related physical fitness components and principles (overload, progression, specificity, and individuality)

SELF-MANAGEMENT AND SOCIAL BEHAVIOR

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM
Understand appropriate and positive behavior management (social skills) and respect for all individual differences, including gender, ethnicity, and physical ability during physical activity	Demonstrate responsible behavior and respect for differences among people during physical activities	Identify rules, procedures, and etiquette in a specified physical activity Identify positive ways to resolve conflict	Explain and demonstrate safety, rules, procedures, and etiquette to be followed during participation in physical activities	Apply rules, procedures, and etiquette that are safe and effective for specific activities/situations Identify the elements of socially acceptable conflict resolution and sportsmanship	Analyze and apply rules, procedures, and etiquette that are safe and effective for specific activities/situations Apply conflict resolution strategies in appropriate ways and analyze potential consequences when confronted with unsportsman-like behavior
Understand and apply safety in movement activities					
Understand that history and culture influence games, sports, play, and dance					

Performance Standards

Performance standards for physical education will be set by the Oregon Department of Education based on the state's academic content standards. In 2003-04 an implementation timeline will be developed for availability of CIM endorsement in physical education.







Appendix C Resources

PRINT RESOURCES

(Note: Items noted are available for loan to residents of Oregon from the statewide lending library of the Regional and Statewide Services for Students with Orthopedic Impairments, 541-957-4791, www.rsoi.org.)

- Block, M. E. (2000). *A Teachers Guide to Including Students With Disabilities in General Physical Education*. Baltimore: Paul H. Brookes. (RSOI Library #517)
- Caruso, B. (Ed.). (2001). *Section 504 and Physical Disabilities: Best Practices in Accommodating Students*. Palm Beach, FL:LRP Publications. (RSOI Library #488)
- Depauw, K. P. & Gavron, S. J. (1995). *Disability and Sport*. Champaign, IL: Human Kinetics.
- Kasser, S. (1995). *Inclusive Games*. Champaign, IL: Human Kinetics. (RSOI Library #518)
- Kelly, L. E. (1995). *Adapted Physical Education National Standards: National Consortium for Physical Education and Recreation For Individuals With Disabilities*. Champaign, IL: Human Kinetics.
- Lieberman, L. & Houston-Wilson, C. (2002). *Strategies For Inclusion: A Handbook For Physical Educators*. Champaign, IL: Human Kinetics. (RSOI Library #519)
- Orthopedically Impaired Working Group. (2001). *Physical and Occupational Therapy in Educational Settings*. Roseburg, OR: RSOI. (www.rsoi.org)
- Orthopedically Impaired Working Group. (2001). *Scope of School Services: Physical and Occupational Therapy*. Roseburg, OR: RSOI. (www.rsoi.org)
- Sherrill, C. (1997). *Adapted Physical Activity, Recreation and Sport: Crossdisciplinary and Lifespan*. New York: McGraw-Hill.
- Smith, T. E. C. (Ed.). (2002). *The Section 504 Trainer's Manual*. LRP Palm Beach, FL:LRP Publications. (RSOI Library #497)



Winnick, Joseph P. (Ed.). (2000). *Adapted Physical Education and Sport*. Champaign, IL: Human Kinetics. (RSOI Library # 516)

INTERNET RESOURCES

Special Olympics (2003). *Unified Sports Special Olympics Handbook*. <http://www.specialolympics.org> (See "Schools & Youth").

Latex allergies:

American Latex Allergy Association, *Latex-Free School Product List*. <http://my.execpc.com/~alert/schoolprod.html>. Retrieved July 15, 2004.

Sussman, G. & Gold, M. (1998). Reactions Caused by Latex. *ACAAI Guidelines for the Management of Latex Allergies and Safe Latex Use in Health Care Facilities*. <http://allergy.mcg.edu/physicians/latex.html#anchor407908>.



Appendix D ***Resources in Oregon***

Margaret Bates, Education Specialist, Physical Education
Office of Curriculum, Instruction, & Field Services, Oregon
Department of Education
255 Capitol Street NE, Salem, OR 97310-0203
Phone: 503-378-3600

E-mail: margaret.bates@state.or.us

(Information on state PE Standards, consultation on curriculum, inservice training, strategies for Adapted PE, referral for course work)

Oregon Administrative Rules, Teacher Standards and Practices Commission:
http://arcweb.sos.state.or.us/rules/OARS_500/OAR_584/584_tofc.html

Oregon Standards for Physical Education:
<http://www.ode.state.or.us/cifs/newspaper/>

Oregon State University Adapted Physical Education Certification Program:
Jeffrey Allen McCubbin, Professor, Associate Dean,
College of Health and Human Sciences
Oregon State University

Phone: 541-737-5921, Fax: 541-737-4230

E-mail: jeff.mccubbin@oregonstate.edu

(Inservice workshops and course work in teaching adapted physical education)

RSOI Loan Library, 541-957-4791, www.rsoi.org





Appendix E ***Organized Sports and Recreational Opportunities in Oregon and the Region***

OREGON:

Adventures Without Limits
1341 Pacific Ave., Forest Grove, OR 97116
phone/fax: 503-359-2568
www.awloutdoors.com

IMPACT program: Individualized Movement and Physical Activity for Children Today
123 Women's Building
Corvallis, OR 97331-6802
541-737-2176, 541-737-4230 (fax)
<http://www.hhs.oregonstate.edu/IMPACT/index.html>

Oregon Disability Sports, Suite 300, 721 NW 9th Avenue, Portland, OR 97209
1-800-869-8180, 503- 241-0850, E-mail: orgames@open.org.
<http://www.oregondisabilitysports.org/index.htm>

Oregon Disability Sports Resource Directory:
<http://www.oregondisabilitysports.org/ResourceDir.pdf>

OSAA, Oregon School Activities Association
25200 SW Parkway Ave., Suite 1
Wilsonville, OR 97070-9616
www.osaa.org

Special Olympics Oregon - NW Region 5901 SW Macadam, Suite 100
Portland, OR 97239, 503-248-0600, www.soor.org

WOW Oregon: Winners on Wheels, E-mail: WOWOregon@aol.com
<http://wowwildrz.tripod.com/index.html>



REGION:

American Association of Adapted Sports Programs, www.aaasp.org

America's Athletes With Disabilities, www.americasathletes.org/index.html

National Disability Sports Alliance, www.ndsaonline.org/



References

- Block, M. E. (2000). *A Teachers Guide to Including Students With Disabilities in General Physical Education*. Baltimore: Paul H. Brookes.
- Portland Public Schools, Department of Special Education, (2004). *Adapted Physical Education Services Description, Motor Services Continuum, DRAFT*, Portland, OR.
- Individuals with Disabilities Education Act (IDEA), Public Law 105-17 Amendments of 1997.
- Oregon Department of Education (1981). *Guidelines for the Utilization of Physical Therapy, Occupational Therapy, Adapted Physical Education, Speech & Language Therapy in Oregon Public Schools*. Salem, OR.
- Special Olympics (2003). *Unified Sports Special Olympics Handbook*. Washington, D.C.
- Winnick, J. P. (Ed.). (2000) *Adapted Physical Education and Sport*. Champaign, IL: Human Kinetics.