

- Welcome
- Introduction
- Parking Lot
- Schedule



Adapted Physical Education Workshop

August 20 and 21, 2014
Randolph County 2014
Nicole Clausi Duncan



- Welcome
- Introduction
- Parking Lot
- Schedule





8:30- 8:40: Opening

8:40-9:10: What is Adapted PE?

9:10-9:40: Paperwork Needed/Data/Time Allotted

9:40-9:50: Bathroom Break

9:50-10:20: Modifications/Accommodations

10:20-10:30: Questions/Concerns



What is Adapted PE?



APE is physical education which may be adapted or modified to address the individualized needs of children and youth who have gross motor developmental delays.

Difference between Adapted PE and PE with Accommodations?

What does APE include?

- Assessment and Instruction: PE teacher will need to gather appropriate assessment data while providing PE instruction
 - Including diagnostic and curriculum-based data
- PE teachers will help provide IEP goals/objectives per individual student
 - Goals/objectives will be reflective of PE instructional content
 - Must be monitored/evaluated in order to ensure they are being met

Where/When will APE take place?

- Instruction will take place in the Least Restrictive Environment (LRE)
 - Based on student's needs
 - IEP team decisions
- Options:
 - General Physical Education Setting (GPE)
 - GPE with a teaching assistant
 - Separate Class with peers
 - Separate Class with assistants
 - One-to-one setting

How does a student qualify/receive APE?

- Decided by the IEP team
- A referral or an evaluation is performed to assess the student's strengths and needs in learning the PE curriculum
 - Can be done by PE teacher or APE specialist
- Ongoing assessments and re-evaluations will continue throughout

What are the benefits of APE?

- 1) Improve fitness, movement and coordination
 - Development of strength, flexibility and cardiovascular health
 - 2) Improve socialization and self-concept
 - Provide opportunities to participate with others and build feelings of success
 - 3) Improve cognitive functioning
 - Reinforce concepts such as number identification, counting and simple scores, names with learning shapes and colors.
 - Encourage development of memory using appropriate movement, remembering rules, and problem solving.
- Activity Worksheet

What are the goals of APE?

- To modify and adapt games/sports/activities to provide specialized instruction for the skills required within PE
- PE teachers will work on:
 - Manipulating objects: throwing, catching, striking, kicking, and rolling
 - Sequencing, following directions, communication, teamwork and cooperation
 - Fitness: Strength, flexibility, and cardio-respiratory levels
 - Motor Skills: balance, walking, running, skipping, hopping, jumping, and galloping

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**Albert Einstein HS PE class with a mixture
of general and special ed students**

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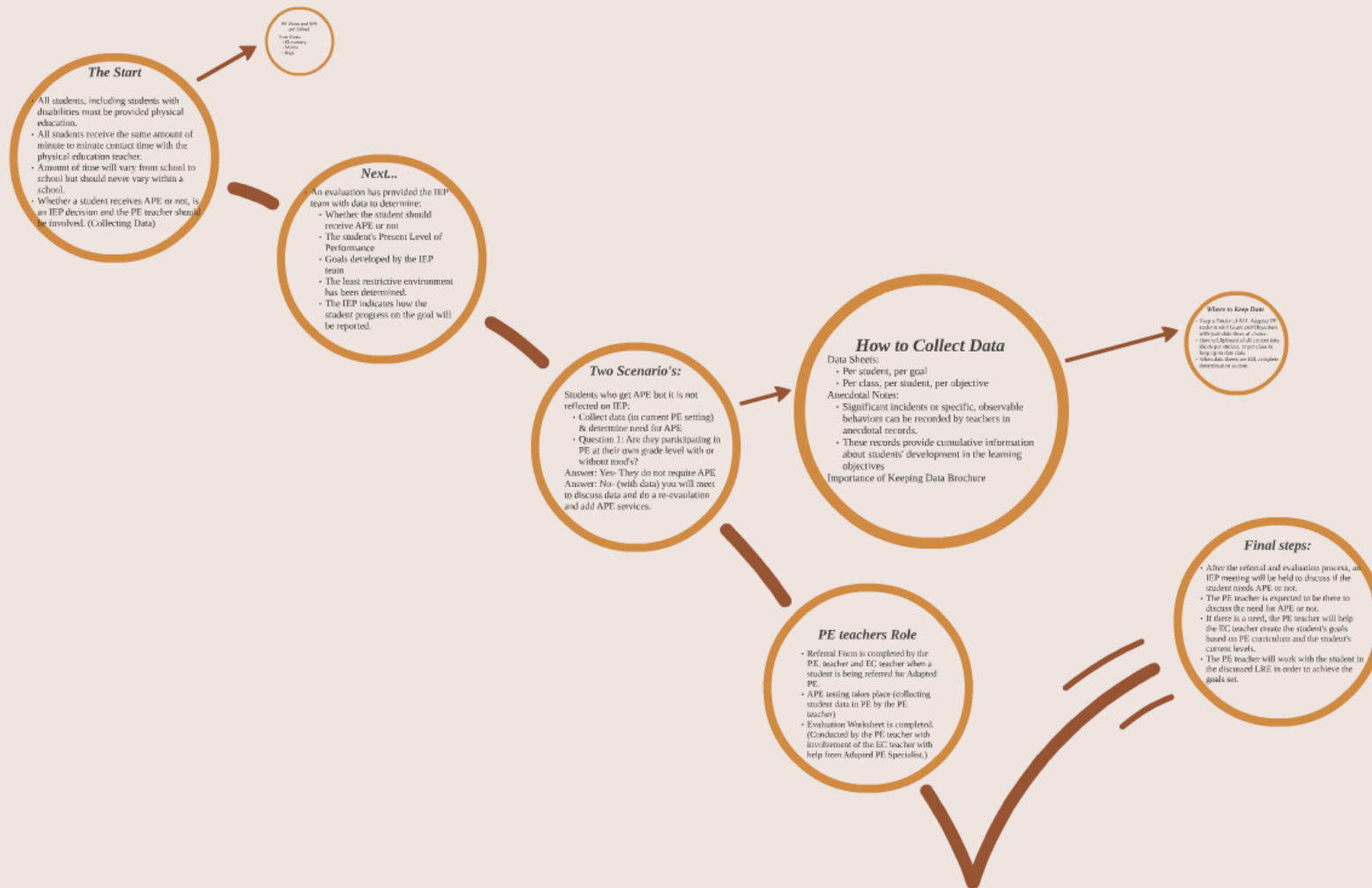
3 Main Areas of Focus:

- 1) Improve fitness, movement and coordination
 - Development of strength, flexibility and cardiovascular health
- 2) Improve socialization and self concept
 - Provide opportunities to participate with others and build feelings of success
- 3) Improve cognitive functioning
 - Reinforce concepts such as number identification, counting and keeping score, assists with learning shapes and colors.
 - Encourages development of memory using sequencing of movement, remembering rules, and problem solving

Activity Worksheet

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APE Paperwork

The Start

- All students, including students with disabilities must be provided physical education.
- All students receive the same amount of minute to minute contact time with the physical education teacher.
- Amount of time will vary from school to school but should never vary within a school.
- Whether a student receives APE or not, is an IEP decision and the PE teacher should be involved. (Collecting Data)

PE Times and APE per School

Time Sheets

- Elementary
- Middle
- High

Next...

- An evaluation has provided the IEP team with data to determine:
 - Whether the student should receive APE or not
 - The student's Present Level of Performance
 - Goals developed by the IEP team
 - The least restrictive environment has been determined.
 - The IEP indicates how the student progress on the goal will be reported.

Two Scenario's:

Students who get APE but it is not reflected on IEP:

- Collect data (in current PE setting) & determine need for APE
- Question 1: Are they participating in PE at their own grade level with or without mod's?

Answer: Yes- They do not require APE

Answer: No- (with data) you will meet to discuss data and do a re-evaluation and add APE services.

How to Collect Data

Data Sheets:

- Per student, per goal
- Per class, per student, per objective

Anecdotal Notes:

- Significant incidents or specific, observable behaviors can be recorded by teachers in anecdotal records.
- These records provide cumulative information about students' development in the learning objectives

Importance of Keeping Data Brochure

Where to Keep Data

- Keep a Binder of ALL Adapted PE students with Goals and Objectives with your data sheet of choice.
- Have a Clipboard of all current data sheets per student, or per class to keep up-to-date data.
- When data sheets are full, complete determination section.

PE teachers Role

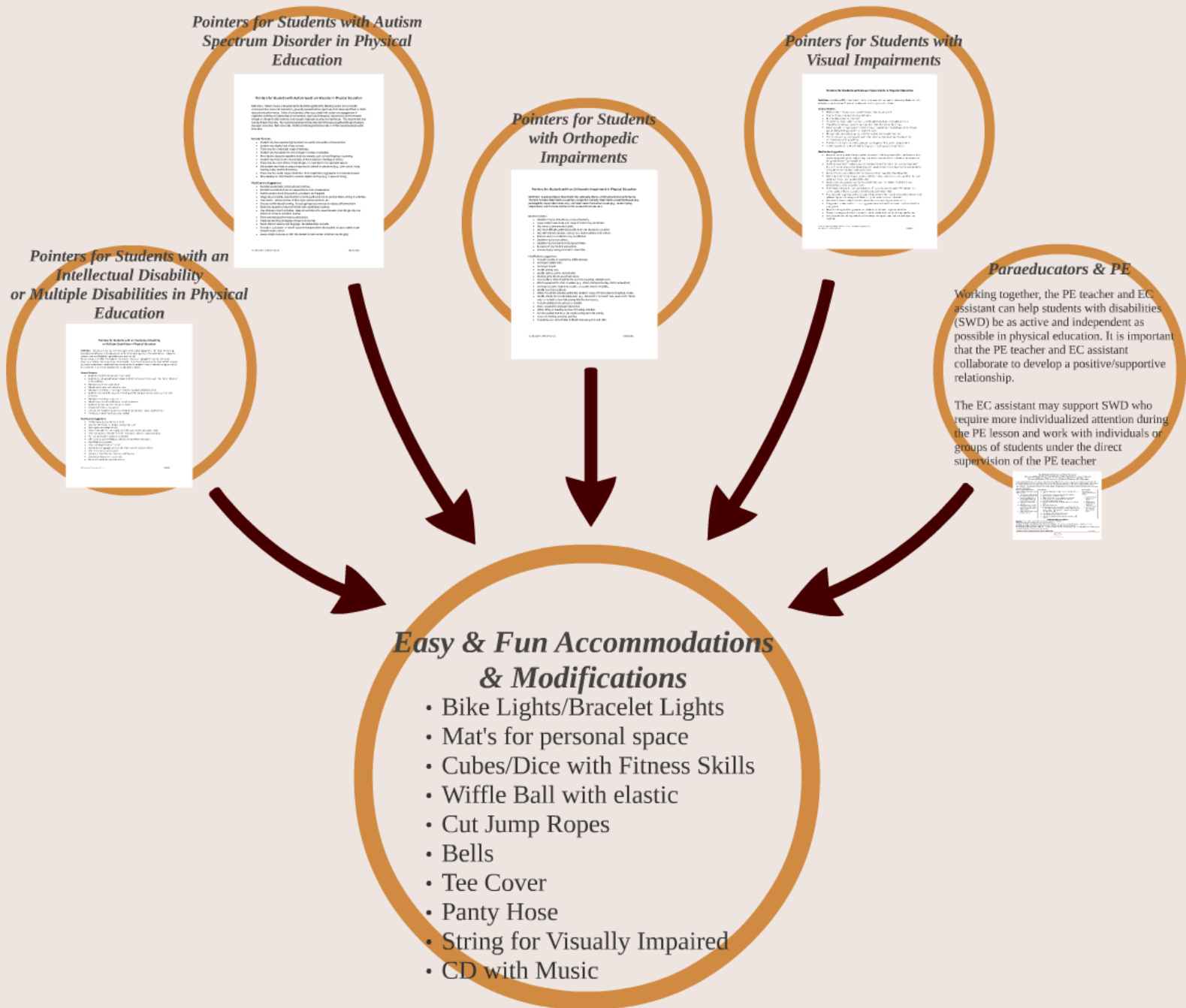
- Referral Form is completed by the P.E. teacher and EC teacher when a student is being referred for Adapted PE.
- APE testing takes place (collecting student data in PE by the PE teacher)
- Evaluation Worksheet is completed. (Conducted by the PE teacher with involvement of the EC teacher with help from Adapted PE Specialist.)

Final steps:

- After the referral and evaluation process, an IEP meeting will be held to discuss if the student needs APE or not.
- The PE teacher is expected to be there to discuss the need for APE or not.
- If there is a need, the PE teacher will help the EC teacher create the student's goals based on PE curriculum and the student's current levels.
- The PE teacher will work with the student in the discussed LRE in order to achieve the goals set.



Accommodations & Modifications



Pointers for Students with an Intellectual Disability or Multiple Disabilities in Physical Education

Pointers for Students with an Intellectual Disability or Multiple Disabilities in Physical Education

Definition: Intellectual Disability (ID) means significantly subaverage general intellectual functioning that adversely affects a child's educational performance existing concurrently with deficits in adaptive behavior and manifested during the developmental period. Multiple disabilities (MU) means two or more disabilities occurring together (such as intellectual disability-blindness, intellectual disability-orthopedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. MU does not include deaf-blindness.

General Pointers:

- Students may demonstrate poor muscle tone.
- Students (including students with Down syndrome) may experience upper respiratory infections or heart defects.
- May have a communication delay.
- May demonstrate a short attention span.
- May experience delay in reaching milestones in growth and development.
- Students may have difficulty comprehending and following directions, especially multi-step directions.
- May experience delay in social skills.
- May display a lack of confidence or lack of motivation.
- Student may have low level of physical fitness.
- Be aware of medical precautions.
- Check to see if student has been screened for Atlanto-Axial Instability of the neck.
- Provide a variety of modifications as needed.

Modifications Suggestions:

- Provide highly structured environment.
- Use a variety of cues including picture/symbol cues.
- Use brightly colored equipment.
- Establish boundaries – use brightly colored visuals (cones, pylon spots, rope).
- Keep instructions brief and simplified. Break tasks into small, attainable steps.
- Pair instructions with repetition as needed.
- Offer prompt, positive feedback and be consistent with motivators.
- Avoid food as a motivator.
- Keep rules of games to a minimum.
- Avoid abstract language-use concrete materials to emphasize lessons.
- Be firm, maintain class structure.
- Be flexible. Have Patience, Patience, and Patience.
- Use stations to teach skills/activities.
- Set up self-paced activity opportunities.

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Pointers for Students with Autism Spectrum Disorder in Physical Education

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Definition: Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotypical movements, restricted interests, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. This impairment may include Autistic Disorder, Pervasive Developmental Disorder-Not Otherwise Specified (Atypical Autism), Asperger's Disorder, Rett's Disorder, Childhood Disintegrative Disorder or all Pervasive Developmental Disorders.

General Pointers:

- Student may be experiencing impaired non-verbal and verbal communication.
- Student may display lack of eye contact.
- There may be a restricted range of interests.
- Student may be resistant to any change in routine or schedule.
- May display obsessive repetitive body movements such as hand flapping or spinning.
- Student may have a lack of awareness of the existence or feelings of others.
- There may be a lack of fear of real danger, or a real fear for no apparent reason.
- The student may have an unusual response to stimuli or sensations (e.g., pain, touch, noise, hearing, taste, smell and balance).
- There may be a wide range of behavior, from repetitive to aggressive to extremely passive.
- May develop an attachment to unusual objects and toys (e.g., a piece of string).

Modifications Suggestions:

- Establish predictable and structured routines.
- Establish consistent classroom expectations and consequences.
- Reinforcement should be positive, consistent and frequent.
- Integrate social skills, opportunity to practice self-control and social problem solving in activities.
- Use visuals – picture stories, station signs, picture symbols, etc.
- Choose activity based learning. Encourage vigorous exercise to reduce self-stimulation.
- Allow the student to become familiar with established routines.
- Use stations to teach activities. Keep same stations for several weeks, and change only one station at a time to maintain routine.
- Eliminate excessive/extraneous stimulation.
- Duplicate teaching strategies of classroom teacher.
- Avoid abstract lessons and language. Be deliberately concrete.
- Provide a 'cool down' or 'break' space in the gym where the student can go to settle or get himself under control.
- Give prompts and cues so that the student is aware when activities are changing.

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Pointers for Students with Orthopedic Impairments

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Definition: A severe physical impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures and burns that cause contractures, etc.).

General Pointers:

- Students may be ambulatory or non-ambulatory.
- Upper and/or lower body part range of motion may be limited.
- May have a communication delay.
- May have difficulty generalizing skills from one situation to another.
- May demonstrate seizures, sensory loss, hydrocephalus and scoliosis.
- Balance and/or coordination may be affected.
- Student may have prosthesis.
- Student may have low level of physical fitness.
- Be aware of any medical precautions.
- Ensure playing area/gymnasium is accessible.

Modifications suggestions:

- Provide a variety of activities for differentiation.
- Use larger, lighter balls.
- Use larger targets.
- Modify playing area.
- Modify rules to games and activities.
- Shorten game time to ease frustrations.
- Use noodle or other implement to assist in expanding student reach.
- Attach equipment to chair or walker (e.g., attach shortened hockey stick to wheelchair).
- Use large scooters, large mat scooter, or scooter seats for mobility.
- Modify locomotor patterns.
- Utilize movement activities within the students' range of motion (bend, straighten, shake).
- Modify activity for non-disabled peers (e.g., Instead of a 'no hands' rule, reverse it to 'hands only' or 'no feet' to level the playing field for chair users).
- Provide additional rest periods as needed.
- Stress cooperation and peer interaction.
- Utilize sitting or kneeling in place of standing activities.
- Ask the student how he or she might participate in the activity.
- Focus on reaching, grasping, pushing.
- Provide lessons and activities in life-time leisure games and skills.

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Pointers for Students with Visual Impairments

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Definition provided by IDEA: impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

General Pointers:

- Wide variety in residual vision, student may or may not use a cane.
- Physical fitness is below that of sighted peers.
- Balance development is impaired.
- Fundamental motor patterns and skills are delayed (locomotor and object control).
- May demonstrate poor posture, low frustration level, fear to try new things.
- Speaking louder isn't going to enhance the lesson, however do introduce yourself or excuse yourself every time you come in or leave the room.
- Be organized, use auditory signals, and emphasize what the student can do.
- Mannerisms such as rocking, waving of hands, ducking head, twisting the body can be minimized by providing activities.
- Provide an orientation of a new space such as the gym or field, as well as equipment.
- Know the student's name and medical diagnosis, including possible restrictions.

Modification Suggestions:

- Use other sensory modalities to provide information: Auditory presentation, tactile exploration, assistance by moving their body through the motion (ask permission and explain what you are doing before touching the student).
- Auditory presentation needs to be short but descriptive. Information can also be presented in Braille. An example would be: 5 feet forward instead of 'over there'; describe the activity before the student tries – be descriptive but concise.
- Use partners for social development and assistance during games. (Sighted guide).
- Special equipment: audible goal locators, beepers, radios, audible balls, bells, guide wires, rope taped to the floor, talking pedometers, etc.
- Space is clear of obstacles, boundaries are defined (rope, incline/decline, different floor texture), doors are fully closed or open.
- Proximity to the teacher, look at the teacher. (This sounds out of place for VI however it is normal speech.) Personal space is marked (poly spot they can feel).
- Bright colored, larger equipment. Orange and yellow work well but ask the student. Use contrast between figures and background. Softer or lighter materials to minimize fear.
- Spend extra time on body and spatial awareness, balance and gross motor skills.
- Play games in slower motion, in running games use one direction to travel, limit the size of the playing field.
- Require plastic guards for glasses when students participate in vigorous activities.
- Please, no background music, it makes it hard for students to hear what they need to hear.
- Ask the student what they need to participate; what they can see; how the activity can be modified.

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Paraeducators & PE

Working together, the PE teacher and EC assistant can help students with disabilities (SWD) be as active and independent as possible in physical education. It is important that the PE teacher and EC assistant collaborate to develop a positive/supportive relationship.

The EC assistant may support SWD who require more individualized attention during the PE lesson and work with individuals or groups of students under the direct supervision of the PE teacher

North Carolina Department of Public Instruction Exceptional Children Division and NC Adapted Physical Education Advisory Council Exceptional Children (EC) Assistant in the Physical Education (PE) Classroom		
Working together, the PE teacher and EC assistant can help students with disabilities (SWD) be as active and independent as possible in physical education. It is important that the PE teacher and EC assistant collaborate to develop a positive/supportive relationship. The PE teacher instructs the PE curriculum, the EC assistant instructs the student. Both need to have their expertise in order to determine appropriate for the student and promote progress through the PE curriculum. The EC assistant may support SWD who require more individualized attention during the PE lesson and work with individuals or groups of students under the direct supervision of the PE teacher.		
Before Lesson in PE Classroom: Assisting in PE begins long before starting of the gymnasium. <ul style="list-style-type: none">• Talk about upcoming PE activities to help students prepare for class.• Prepare to transition to the gym—wear appropriate clothing and shoes both student and staff.	During PE Class: <ul style="list-style-type: none">• Assist with participation in activities as needed—help students stay on task.• Ensure students maintain good position to analyze directions.• Provide prompts and redirection as needed.• Use or adjust equipment and modifications when appropriate.• Encourage positive, age appropriate interaction with peers.• Assist with transitions between activities.	At the End of PE: Students often need assistance at the conclusion of PE class. <ul style="list-style-type: none">• Assist students in the locker room as needed.

North Carolina Department of Public Instruction

Exceptional Children Division and NC Adapted Physical Education Advisory Council

Exceptional Children (EC) Assistant in the Physical Education (PE) Classroom

Working together, the PE teacher and EC assistant can help students with disabilities (SWD) be as active and independent as possible in physical education. It is important that the PE teacher and EC assistant collaborate to develop a positive/supportive relationship. The PE teacher knows the PE curriculum, the EC assistant knows the student. Both need to share their expertise in order to determine expectations for the student and promote progress through the PE curriculum.

The EC assistant may support SWD who require more individualized attention during the PE lesson and work with individuals or groups of students under the direct supervision of the PE teacher.

<u>Before Coming to PE/Entering Gym</u>	<u>During PE Class</u>	<u>At the End of PE</u>
<p>Assisting in PE begins long before arriving at the gymnasium.</p> <ul style="list-style-type: none"> • Talk about upcoming PE activities to help students prepare for class. • Prepare to transition to the gym – wear appropriate clothing and shoes (both student and staff). • Assist students through hallways as needed. • Monitor locker room, as needed, or assist students with changing shirts or shoes prior to class in an alternate setting. • Assist students in locating assigned spot/squad in the gym. 	<ul style="list-style-type: none"> • Assist with participation in activities as needed – help students stay on task. • Ensure students maintain good position to see/hear directions. • Provide prompts and redirection as needed. • Utilize adapted equipment and modifications when appropriate. • Encourage positive, age-appropriate interaction with peers. • Assist with transitions between stations. • Engage the students to identify modifications (“How can you catch the ball?”). • Use positive reinforcements. • Identify replacement behaviors rather than saying “Don’t do that”. For example – If Mary is running around the gym instead of sitting on her poly spot, you might say “Sit on spot, Mary”. This is the behavior or skill you are asking Mary to perform. • Stay in close proximity to the student(s) as needed. • Assist with student assessment upon request. • Assist with data collection for Individualized Education Program (IEP) purposes. 	<p>Students often need assistance at the conclusion of PE class.</p> <ul style="list-style-type: none"> • Assist students in the locker room as needed. • Assist students to transition from PE back to class. • Talk about activities from class and to prepare for future classes.

Modifications often used in PE class:

Equipment: Change weight and size of objects and implements, target size and ball softness.

Space: Change distance from target, playing area, and distance from bases.

Time/Force: Vary the time to complete the activity, or the number of repetitions. Slow activity down or substitute stationary activities for movement.

Rules and Responsibilities: Simplify or change rules, reduce choices available, and/or eliminate quick changes in roles.

Prompting: Use consistent prompting to assist learner. Types of prompts include visual cues, verbal prompts, physical and modeling skill or behavior. Verbal prompts are generally less effective as they require more time to process.

Adapted from Marie Slusser (Adapted Physical Education: Charlotte-Mecklenburg Schools)

Revised April 2012

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Easy & Fun Accommodations & Modifications

- Bike Lights/Bracelet Lights
- Mat's for personal space
- Cubes/Dice with Fitness Skills
- Wiffle Ball with elastic
- Cut Jump Ropes
- Bells
- Tee Cover
- Panty Hose
- String for Visually Impaired
- CD with Music



Questions/Concerns

Please fill out evaluation form before leaving and hand in.