Adapted Physical Education

Outside of the Box
Who am I?

Never be proud of doing the right thing... just do the right thing.

-Dean Smith
APE is...

Special Education

Not a related service

A program – not a person

Not a local option or decision

Required by law
It’s the Law

The Individuals with Disabilities Education Act (IDEA), Public Law 108-466 (2004), states that physical education is a required service for children and youth between the ages of 3-21 who qualify for special education services because of a specific disability or developmental delay.

**Federal Law (PL 94-142, PL 101-476, PL 105-17, PL 108-446)** mandates the following in regards to physical education and students with disabilities:

**General.**

(1) As used in this part, the term special education means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability, including:

(i) Instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and

(ii) Instruction in physical education.

(2) The term includes each of the following, if it meets the requirements of paragraph (a)(1) of this section:

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.

(3) Specially-designed instruction means adapting, as appropriate to the needs of an eligible child under this part, the content, methodology, or delivery of instruction-

(i) To address the unique needs of the child that result from the child’s disability; and

(ii) To ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children.
Least Restrictive Environment

“What is the best educational scenario for THIS student?”

LRE Factors (in no particular order):
1. Student’s disability/level of need
2. Scheduling
3. Support Services
4. Age Appropriateness
5. Assessments
6. EC Teacher
7. GPE Teacher

LRE varies from school to school, student to student.
Continuum of Possibilities

Level 1:
General Physical Education (GPE)

Level 2:
GPE with APE Consultation

Level 3:
APE Direct Services in GPE

Level 4:
Self-Contained APE

Students with and without disabilities participate in PE, no assistance

Accommodations and modifications identified and implemented by GPE

GPE teaches class, APE specialist provides direct service to student(s) during GPE

GPE or APE teaches students with special needs in separate, small group setting
A Day in the Life

Class #1
8 students with autism, separate setting, taught by APE

Class #2
2 students with wheelchairs, general PE, taught by GPE teacher, consultative service from APE

Class #2.5
7 students with physical and/or cognitive delays, community outing (Eno River State Park), facilitated by APE, assisted by EC staff

Class #3
6 students with developmental delays, peer partner program within GPE, co-taught by GPE and APE

Class #4
12 students with physical and/or cognitive delays, separate setting, taught by APE, assisted by GPE

Class #5
10 students with autism, reverse inclusion, taught by APE

**AGC** – Reverse inclusion  **WCE** – Inclusion
Abstract Thinking

- Paradigm shift
- Creative lessons
- Simplify
- Mini victories
- Functional, lifetime skills
- Social implications
Equipment Design
Creative Programs

Adapted Aquatics

Peer Partners

Volunteers

Bicycle Safety

Equipment Recycling

First Pitch
Collaboration

Physical Therapist
Occupational Therapist
Paraeducators
Parents
Classroom Teacher
Speech Language Pathologist
Students
Paraeducators
Also known as: Teacher Assistants, Paraprofessionals, Instructional Assistants

Main focus – to assist teacher(s) in implementing a student’s IEP

Can provide valuable information regarding student’s:
- Behaviors
- Communication skills
- Likes and dislikes
- Medical issues
- Other ideas for adaptations/modifications

Tips for Working With Paraeducators:
- Be aware of expectations set in place by classroom teacher
- Empower
- Communicate
- Provide specific instructions
- Keep a log
- Make it fun for them
The Basics

Be enthusiastic.

Embrace change.

Educate yourself.

Know your students.

Observe in the classroom.

Celebrate mini victories.

Focus on what your students CAN do.
Instead of thinking outside the box, get rid of the box.

Deepak Chopra
APE Go To Resources
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Dance and Fitness Instructors • Education Administrators • Future Professionals
PreK–12 Health and Physical Education Teachers • Researchers
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Lara Brickhouse
Lara.Brickhouse@dpsnc.net
LBrick0602@gmail.com
@NCAAdaptedPE
NC-APE.com