

ADAPTED PHYSICAL EDUCATION PROGRAM OVERVIEW

The philosophy of the Brownsville Independent School District is to provide all students, including those with disabilities, with an appropriate physical education program. Brownsville I.S.D. must ensure that students with disabilities have access to a program that enables them to achieve the same goals in physical education as their non-disabled peers. If special services are required to assist students with disabilities to master these goals, services should be provided directly or under the guidance of an APE teacher. Instructional methods, settings, materials, and time should be modified to create as optimal a learning environment as is provided for students without disabilities. In addition, at an appropriate age students with disabilities should be provided a transitional physical education program that will enable them to successfully participate in functional leisure and recreational activities in the community.

Definition

General Physical Education, as defined by the law, is the only instructional area mandated in the legislation for students in need of specifically designed programs. Physical education is defined as the development of physical and motor fitness, fundamental motor skills and patterns, and skills in aquatics, dance, individual and group games, and sports, including intramural and lifetime sports. The term includes special physical education, adapted physical education, movement education, and motor development.

Adapted physical education (APE) is a diversified program of developmental activities, games, sports, and rhythmical movements suited to the interests, capacities, and limitations of students with disabilities who may not safely or successfully engage in unrestricted participation in the activities of the general physical education program.

The Physical Education law addresses: who receives physical education services; in what environment that service may be delivered; and when these services must be addressed in the I.E.P. The following list describes the circumstances under which these types of services will be provided.

- a. All students with disabilities from birth through 21 years of age must be provided physical education if specified in their I.E.P.
- b. Each student with a disability must be afforded the opportunity to participate in the General Physical Education Program available to students without disabilities, unless the student is enrolled full-time in a separate facility; or the student needs specially designed physical education, as described in the student's I.E.P with supporting documentation from a medical physician.
- c. If a student with a disability can participate fully in the general physical education program without any special modifications to compensate for the student's disability, it would not be necessary to describe or refer to physical education in the I.E.P.
- d. If some modifications to the general physical education program are necessary for the student to be able to participate in that program, those modifications must be described in the I.E.P.

- e. If a student with a disability needs a specially designed physical education program, that program must be addressed in all applicable areas of the I.E.P.
- f. If a student with a disability is educated in a separate facility, the physical education program for that student must be described or referred to in the I.E.P.

Impact of Section 504 (1973) of the Rehabilitation Act on Physical Education

Programs must afford equal opportunities for individuals with disabilities to achieve the same results as individuals without disabilities. Disabling conditions need to be considered in order to maximize the benefits an individual can receive from physical education instruction, intramural and interscholastic sport programs.

The following guidelines should be followed to assure equally effective services for individuals with disabilities:

- a. Quality of educational services provided students with disabilities must at least equal that of services provided students without disabilities.
- b. Teachers of students with disabilities must be competent to provide instruction to students with disabilities.
- c. Services shall be offered in the most normal/integrated settings possible. A program is not equally effective if it results in students with disabilities being indiscriminately isolated or segregated.
- d. Avoid removing students with disabilities inappropriately from the community or immediate environments.

Students with and without disabilities should participate together in interscholastic sports, intramural sports, and instructional physical education programs to the maximum degree possible.

ADAPTED P.E. PROGRAM GUIDELINES

CURRICULUM

The Texas State Board of Education, through the amendment of Section 116.1 of the Texas Administration Code has designated TEKS for physical education. Based on the TEKS in physical education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. Each school district in Texas is required to provide instruction based on the TEKS. Students with disabilities must also have instruction in activities within the TEKS, when appropriate. In some cases, particularly with individuals with severe

disabilities, the TEKS may not be appropriate. In these situations, developmental goals and objectives that allow the student to make progress toward the TEKS should be developed.

PLACEMENT IN APPROPRIATE PROGRAM

The laws require that physical education be provided in the least restricted environment. The intent of the law is not to mainstream or include every student in need of specially designed programs into the General physical education program, but rather to provide a continuum of services that would provide the most appropriate educational setting for that student.

Appropriate instruction will be developed around the student needs. IDEA requires that an I.E.P. be developed for each student. The I.E.P. will be developed by more than one individual, preferably a multidisciplinary team of individuals who are qualified to assess students and make recommendations based on their assessments. The purpose of the I.E.P. multidisciplinary team is to determine the appropriate placement for the student for each subject, including physical education. All I.E.P. guidelines will be followed.

Planning for alternative placements in physical education for students with disabilities will follow these guidelines.

- a. A continuum of appropriate placements
- b. A criteria to justify the movement of students with disabilities along the continuum of services
- c. Movement of students with disabilities will be in the direction of less restrictive and more integrated settings
- d. Placements will be based on students abilities, disabilities, and personal needs; not categorical generalizations or labeling processes
- e. Whenever possible, students with disabilities will participate with their non-disabled

CONTINUUM OF SERVICES

The following continuum of services will provide the student with special needs, the opportunity to receive instruction in the least restrictive environment.

Level I General physical education

1.1 GPE teacher feels comfortable working with the student(s) with disabilities with no ongoing support.

1.2 Student (s) with disabilities can make necessary modifications on their own.

Note: APE teacher may meet periodically with GPE teacher to ascertain the student's progress and the teacher's comfort level.

LEVEL II GPE with APE consultation

2.1 No direct assistance needed for the student

2.2 Support personnel (i.e., Para educators, peer tutors, volunteers) assist student(s) with abilities

Note: Support can be made in the form of determining curriculum adjustments, activity modification, behavior management techniques, communication skills, and/or assessing student skills. Level of consultation can vary.

LEVEL III APE direct service in GPE
3.1 Support personnel assist the student.

Note: APE teacher engages in team teaching once or twice a week with the GPE teacher or provide one-on-one assistance to the student. APE teacher is also responsible for training the support personnel.

LEVEL IV Part-time APE and part-time GPE
2.1 Flexible schedule with reverse mainstreaming.
2.2 Fixed schedule with reverse mainstreaming.

Note: Ensures that students with disabilities continue to have an opportunity for social interaction with non-disabled peers; provides for learning age-appropriate and functional skills in a natural environment; should also focus on community-based training.

LEVEL V Self-contained APE
5.1 APE provided at the school at which the student is enrolled by the APE teacher.
5.2 APE provided by the classroom teacher at the school in which the student is enrolled. The APE teacher provides consulting or monitoring services.

Note: Level 1 represents the least restrictive placement; each level increases in the restrictiveness of placement with Level 5 representing the most restrictive placement.

COORDINATION AND DELIVERY OF SERVICES OF PERSONNEL

Texas Education Agency (TEA)

The TEA recommends physical education for students with disabilities be provided by the following personnel {19 TAC Sec. 89.213(d)(7)}

“When the ARD committee has made the recommendation and the arrangements are specified in the student’s I.E.P., physical education for individuals with disabilities may be provided by the following personnel”:

1. Adapted and General physical educators
2. Special Education instructional personnel who have the necessary skills and knowledge.

Multidisciplinary Team Approach

A comprehensive method of service delivery is best achieved by a multidisciplinary team approach. Critical to this approach is that each team member cooperate with other members to pool the knowledge of separate disciplines to develop goals that will ensure the most effective learning environment for the student. A multidisciplinary team should consist of both direct service and related service personnel.

Direct Service Personnel

Direct services personnel are those professionals identified in the federal laws as having primary educational responsibilities for students with disabilities.

Adapted Physical Education Teacher

The APE teacher is the professional responsible for developing an appropriate physical education plan for students with disabilities. The APE teacher is a physical educator with specialized training in the assessment and evaluation of motor behavior and physical fitness, programming, and program implementation.

An APE professional can assume three basic roles when meeting the physical education needs of students with disabilities: direct service provider, consultant, or monitor. The following is a detailed explanation of each of these roles.

- Direct/Consult- The professionals in APE provide direct contact with a student or a small group of students as designated intervals, as specified by the I.E.P. In addition, consultation services are provided to the student's, teachers, and/or parents to meet the student's specific I.E.P. annual goals and objectives. These professionals assist students with disabilities in meeting specific I.E.P. annual goals and objectives through one or more services per month. Further, an I.E.P. may be developed independently of other disciplines or integrated (developed between two professionals such as a special education teacher and an APE)
- Monitor – The professionals in APE provide monitoring services to the students, teachers, and/or parents as specified by a written report. In the monitoring model, professionals design a program to ensure that appropriate programming and/or equipment is in place so that the service provider is well informed of safe and successful instructions. Although much of the monitoring time is spent collaborating, APE also spends time with the student during his/her scheduled monitoring visit to help assist with any activity modifications and/or new activities. This could take place five times per year or quarterly.

Special Education Classroom Teacher and General Physical Education Teacher

Special educators are professional personnel who have received specific training in the techniques and methodology of educating students with disabilities. For the purposes of physical education, the GPE and/or special educator, with the support of the APE consultant, may be a Direct Service Provider.

IMPLEMENTATION OF SERVICES

1. Scheduling

Scheduling an adequate number of physical education classes for students with disabilities is critical because benefit derived from physical and motor activities is directly related to the opportunity to practice on a regular and frequent schedule. To ensure maximum use of both the teacher and the student's time, scheduling should be discussed and agreed on at the I.E.P./ARD meeting. Factors that will influence scheduling include:

- Teacher caseload
- School district policies (e.g., physical education participation for 50% of the school year).
- School policies
- Classroom activities (e.g., music therapy) or other services provided through the day that may interfere with scheduling

2. Accountability

All teachers are expected to provide professional services of the highest quality. Teachers specially trained to work with students with disabilities have an additional responsibility, because of the nature of the populations they serve. In addition, they must also be knowledgeable about their student's conditions, the constraints resulting from those conditions, and motivational techniques that will ensure student persistence. Teachers with direct responsibilities for serving students with disabilities should be aware of the various avenues available to assist them with their special responsibilities. The avenues are Campus administration, B.I.S.D. Special Services Supervisor, B.I.S.D. P.E. Curriculum Specialist and other related service providers.

A variety of forms of communication will be used to enable service providers and supervisory personnel to provide the highest levels of services possible. Student I.E.P.s and medical records will be available for review by the APE teacher. Daily lesson plans will be developed to detail the activities used to reach each student's goals and objectives. These lesson plans will be placed on file for periodic review to document the frequency and quality of services delivered. APE teacher will comply with campus policies regarding lesson plans verification. The interant APE teachers will keep daily service logs (including information about contact hours; students served, times, and objectives worked on; as well as progress made for each student) that will be turned in to the campus administrator and Special Services supervisor. The daily service logs and lessons plans will provide formal documentation that the goals and objectives identified on each student's I.E.P. are routinely addressed.

Note: APE teachers will be evaluated by their home campus administrators. Instrument: PDADS

REFERRAL, ASSESSMENT, PLACEMENT PROCEDURES, AND ARD DOCUMENTATION

A. Referral Procedures

The referral, assessment, ARD documentation, and placement procedures are perhaps the most important part of ensuring that each student receives the most appropriate physical education program in the least restrictive environment. The procedures described in this section provides the steps to be followed when there is concern about the physical and motor development/performance of a student with a disability. In most cases, the referral process will be set into motion by the physical education or classroom teacher who is providing direct service to the student. The following pages describe the specific steps in this process.

Instructional Model

Like most instructional models, the model for APE follows a progression that starts with accumulating information about the student, assessing his/her needs, prescribing a program to meet those needs, administering (teaching) that program, and monitoring progress.

The process within the model starts at the top with the referral of a student experiencing significant physical and/or motor difficulties (refer to Figure 1). If the student is declared disabled by psychological services and is receiving special education services, the referral may be initiated by the special education teacher or a school representative. Otherwise, the referral should come from the student's physical education or classroom teacher. The referral is sent through the diagnostician to the appropriate APE teacher who then observes the student's physical fitness performance and/or motor behavior to determine what, if any, intervention strategy is needed.

The APE teacher then either determines the student does not need modification, begins short-term consultation, begins long-term consultation including an ARD, or conduct a more detailed diagnostic assessment. The student's individual goals and objectives are then written and the student is placed in the appropriate physical education setting.

The program model now becomes cyclic in nature. Determining what areas need remediation, what activities can enhance that remediation, and how to teach those activities are critical to student success. Evaluation and reevaluation are constants in the program. If a student is not showing improvement, the program should be reviewed to determine its appropriateness and if needed modifications identified are being implemented.

B. Assessment Procedures

Assessment is critical beginning for program planning for students experiencing physical and/or motor delays. Students with disabilities need to be provided appropriate physical education services determined through informal/formal evaluation techniques.

1. Purpose of Assessment

Evaluation includes collecting information from screening and testing instruments, observation, community based and ecological survey report, review of records, consult with parents, and using that information to identify a student's need (DEC, 2000). The six purposes for assessment in APE are as follows:

- a. Establish present levels of performance-identify student strengths and weaknesses.
- b. Program development-determines what activities would promote development of delayed areas and which activities could be modified to permit participation.
- c. Placement – help determine the most appropriate physical education placement.
- d. Predication- enables the teacher to make an educated estimate about what the student is capable of achieving.
- e. Measure achievement- determines whether the student has achieved the established educational goals.
- f. Determine further needs- determine whether the student's needs can be met with modifications of the general physical education program or whether there is a need for further testing or referral for related services.

2. Assessment and Placement Flow Chart

If it is determined that a student requires long-term consultation, the formal assessment and placement procedure is as follows (refer to Figure 2)

3. Assessment Techniques

In case where the Occupational and/or Physical Therapist are also assessing the same student, all the personnel conducting motor assessments will consult to avoid possible duplication of assessments.

C. Criteria for placement

The following criteria are used to determine the most appropriate (least restrictive) physical education placement:

- a. Results of physical and/or motor assessments:
- b. Psychomotor, cognitive, and affective factors that would impact the student's ability to successfully and safely participate in general physical education; and

- c. Capability of the student to benefit from an APE program, including such considerations as: ability to understand cause and effect; demonstration of emotional behavior to benefit from one-to-one instruction; capability for voluntary movement; ability to interact with another person. (Note: If a student does not meet these minimum criteria, motor goals will be provided and addressed by other qualified personnel).

D. ARD Documentation

There are two basic ARD documents used by the APE staff as required in the DEC Reference Guide, Part II.

1. Written assessment report; and
2. Individual Educational Plan



Brownsville Independent School District
Health Services, 1124 E. Madison, Brownsville, TX 78520 (956) 548-8191

Physical Exercise Limitations or Exemptions

Date _____ School _____ ID# _____

Grade/Teacher _____

Student's Name _____ D.O.B. _____ Height _____ Weight _____

Blood Pressure _____

Name of Physician: _____

All Medical Diagnoses: _____

Permanent _____ Temporary _____

Estimated Duration _____

Please indicate below specifically which activities are allowed for this student's participation:

_____ **May** participate in Physical Education
 _____ **NO PHYSICAL EDUCATION**
 _____ Medical restrictions/precautions, i.e. cardiac, seizures,
 brittle bone, endurance issues, etc.
 (Please **specify** below)

Normal/abnormal	Normal/abnormal	Normal/abnormal
() () Vision	() () Cardiovascular system	() () Cranial nerves
() () Hearing	() () Respiratory system	() () Coordination
() () Oral cavity	() () Gastrointestinal system	() () Reflexes
() () Neck	() () Genitourinary system	
() () Extremities	() () Skin	

- | | | |
|---|----------------|--|
| 1. Heart disease/heart defect/high blood pressure | () Yes () No | Current Medications:

_____ |
| 2. Seizures/Epilepsy | () Yes () No | |
| 3. Diabetes/Hypoglycemia/insulin dependent | () Yes () No | |
| 4. Atlanto-Axial instability - Verified by x-ray | () Yes () No | |
| 5. Detached Retina or other eye problems | () Yes () No | |
| 6. Concussion or serious head injury | () Yes () No | |
| 7. Major Surgery or serious illness | () Yes () No | |
| 8. Heat exhaustion/stroke | () Yes () No | |
| 9. Impaired motor ability | () Yes () No | |
| 10. Temperature motor ability | () Yes () No | |
| 11. Allergies to Insect stings/bites | () Yes () No | |
| 12. Asthma | () Yes () No | |
| 13. Tendency to bleed easily | () Yes () No | |
| 14. Serious bone or joint disorder | () Yes () No | |
| 15. Sickle cell trait or disease | () Yes () No | |
| 16. Other problems that would interfere with Physical Education _____ | () Yes () No | |
| 17. Sensory Impairments | () Yes () No | |

Physician Signature: _____ Phone Number: _____