

***ADAPTED PHYSICAL
EDUCATION GUIDELINES
IN CALIFORNIA
SCHOOLS***

California Department of Education
Special Education Division
Approved 2001

Revised 2012

ACKNOWLEDGMENTS

The *Adapted Physical Education Guidelines in California Public Schools Revised* is the result of the collaborative efforts of many professionals. The need for this revised guideline emanated from requests for updated legal references and curricular programming by teachers, administrators and parents who used the first edition of the guidelines on a daily basis. The support for the revision came from the California Department of Education and the California Association for Health, Physical Education, Recreation, and Dance (CAHPERD) State Council on Adapted Physical Education (SCAPE).

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CHAPTER 1 - INTRODUCTION TO ADAPTED PHYSICAL EDUCATION GUIDELINES

REVISION

In 2001 the *Adapted Physical Education Guidelines* were approved by the California Department of Education (CDE), Special Education Division (see appendix N). Since then, state and federal laws have changed, the *Physical Education Model Content Standards* have been written and the Commission on Teacher Credentialing (CCTC) has revised the Adapted Physical Education Credential Standards. These events indicated a need for revision of the *Adapted Physical Education Guidelines*. Some members of the original writing team convened a new writing team that was comprised of three of the original members and four other professionals. The broad background and expertise of this committee provided a writing team with a well-versed perspective. Questions, concerns and input from the field were collected and considered when writing this document.

It is the intent of this revision to cite updated legal references for the *California Education Code, California Code of Regulations, Title 5* and Code of law of the USA, Title 20-Education, and Part B Regulations of Aug. 1, 2006, supplemented December 31, 2008 (regulations that reflect IDEA '04). The curriculum chapter has been rewritten to address the *Physical Education Model Content Standards for California Schools* and the state-mandated physical fitness testing applied to individuals with a disability. In response to suggestions and questions from the field, the service delivery model has been revised for clarity, assessment procedures have been revised, curriculum chapter has been updated including information on fitness testing for individuals with a disability and many chapters have been enhanced. The purpose of these *Guidelines* has not changed and it continues to reflect the current best practices for California adapted physical education.

PURPOSE

The purpose of this document is to identify program guidelines that clarify adapted physical education services. These are provided to individuals with disabilities who require highly specialized services to meet their individual goals for physical education that includes movement education and motor development. These *Guidelines* are organized by groups of key provisions that are followed by legal requirements, discussion and best practice statements, to be used when identifying, assessing, planning and implementing quality physical education programs. When determining appropriate adapted physical education services, educational personnel, other agency and community personnel, parents and individuals may reference these guidelines. Educational personnel include, but may not be limited to, teachers, support personnel and administrators. Examples of other agency and community personnel include physical therapists, occupational therapists, social workers and medical personnel.

The Adapted Physical Education Guidelines in California Schools:

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- Clarify eligibility for adapted physical education services.
- Identify physical education service delivery options.
- Provide information to evaluate, improve and maintain quality adapted physical education services throughout California.
- Provide criteria for conducting self-review and monitoring of adapted physical education services.
- Provide a resource for special education local planning areas (SELPA's), county offices of education and local education agencies (LEAs) to use in developing local plans, policies and procedures to address the physical education needs of individuals with disabilities.
- Establishes key provisions that are consistent with federal and state laws and regulations.
- Clarify the differences and similarities among adapted physical education and physical and occupational therapies.
- Clarify the role and responsibilities of an adapted physical education teacher.
- Include best practices for inclusion within the physical education setting.
- Clarify transition services.
- Addresses the relationship of *Physical Education Model Content Standards for California Schools* to children with disabilities.

RATIONALE FOR PHYSICAL EDUCATION

The many benefits of physical activity have been documented through years of research including those contained in *Leading Health Indicators for Healthy People 2020*. These benefits include increased muscular strength, stimulation of bone growth, cardiovascular fitness and flexibility, which enable the body to move and function more efficiently and contribute to personal health. In addition, individuals can attain higher levels of functional movement skills, fundamental movement patterns and skills and sport skills by receiving physical education and participating in physical activity. The attainment of these skills and patterns promotes a higher quality of life and greater opportunity for social interaction with others.

Quality physical education programs provide opportunities for individuals to attain movement and sport skills that can be applied to physical activities across the lifespan. Opportunities are also provided for individuals to develop increased levels of lifetime physical and health fitness, which contribute to an active lifestyle. Embedded within the program should also be cognitive/knowledge based learning as well as demonstration and utilization of knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity. The President's Council on Physical Fitness & Sport (2010) has published a position statement regarding physical activity and individuals with disabilities. Another initiative *Let's Move* (2010), stresses the importance of nutrition and physical activity as America strives to raise a healthier generation of children and youth. The initiative also stresses the importance of working with families of individuals with a disability to ensure that physical activities are

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part of the individual's learning plan during and after school. Individuals with disabilities, for the most part, can gain very similar benefits from physical activity and increase levels of physical fitness as people without disabilities.

LEGAL REFERENCE TO PHYSICAL EDUCATION

Federal Law

The most significant federal legislation, which has impacted physical education services for individuals with disabilities, was the *Education of All Handicapped Children Act of 1975, PL 94-142*. This legislation identified physical education as a curriculum area that was to be provided for ALL children with disabilities (handicapping conditions). To date, physical education continues to be a curriculum area identified in federal law. *PL 108-446, Individuals with Disabilities Education Improvement Act (IDEIA or IDEA 2004)* passed in 2004 which aligned *IDEA* with the *No Child Left Behind Act of 2001*. It continues to ensure that all children, regardless of disability, receive physical education (*20 U.S.C. sec. 1401 Definitions (29)*). Some of these children require specialized instruction in physical education. As a result of these needs, different services are required; a service delivery model demonstrating a continuum of service options for physical education programs has evolved as well.

At the federal level, there are two types of laws and regulations that govern special education services. They are public laws and federal regulations. The *Individuals with Disabilities Education Improvement Act of 2004 (IDEA)*, as one of the many re-authorizations of *PL 94-142*, continues to identify the curriculum content area of physical education for individuals with disabilities. As this federal law changes, the *Federal Education Code, Title 20 (20 U.S.C.)* is modified to include all of the provisions of *IDEA*. The *Code of Federal Regulations (34 CFR)*, which carries out the intent of 20 USC Education, is amended as the codes change and contains more complete descriptions of programs and services. These various laws and regulations will be referenced in this document by their abbreviations.

In the *34 Code of Federal Regulations*, physical education is defined as a part of special education.

§300.39(a)(ii) *Special education.*

(a) *General. (1) 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.*

In that same section, sec 300.39 (b) (1), (2), and (3), it defines Special Education, Physical Education, and specially designed instruction:

...(b) *Individual special education terms defined. The terms in this definition are defined as follows:*

(1) At no cost means that all specially-designed instruction is provided without charge, but does not preclude incidental fees that are normally charged to nondisabled individuals or their parents as a part of the regular education program.

(2) Physical education means—

(i) 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 the child can meet the educational standards within the jurisdiction of the public agency that apply to all children.

California Law

As at the federal level, several laws, education codes and regulations govern education at the state level. In California, adapted physical education is defined in the *California Code of Regulations, CCR, Title 5, under Sec. 3051.5(a)* and is listed as a designated instruction and service (DIS) and a related service in *California Education Code Section 56363 (a) and (b)(5)*.

Adapted physical education as defined in 5 CCR Sec. 3051.5 (a) Adapted physical education is for individuals with exceptional needs who require developmental or corrective instruction and who are precluded from participation in the activities of the general physical education program, modified general physical education program, or in a specially designed physical education program in a special class. Consultative services may be provided to pupils, parents, teachers, or other school personnel for the purpose of identifying supplementary aids and services or modifications necessary for successful participation in the regular physical education program or specially designed physical education programs.

Refer to Appendix M (particularly the highlighted paragraph) for the California Department of Education memo explaining adapted physical education as a related service.

All children, unless excused or exempt under *Section 51241*, are required to have an appropriate physical education program. In addition, these services should be provided in such a manner that promotes maximum interaction between children with disabilities and their non-disabled peers as provided in the *United States Code ((20 U.S. C. Sec. 1412 (a) (5))*). These codes ensure the rights of all children to have an appropriate physical education

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program with peers.

Need for Adapted Physical Education for Individuals with Various Disabilities

Some children may need an adapted physical education program, as they cannot successfully participate in activities of the general or specially designed physical education programs -- even with accommodations and/or modifications. These needs may be the result of movement delays or difficulties, physical or neurological disabilities, health and physical factors, emotional disorders, behavior difficulties or cognitive delays.

Physical education for individuals with disabilities has undergone several name changes since programs were first established in the 1950s. Initially, the program was referred to as corrective physical education and was offered to individuals with physical disabilities that were either acute or chronic. Other names for the program have included remedial physical education, adaptive physical education, and adapted physical education. Some of these name changes have been linked to the enactment of Public Law 94-142 and its reenactments. In addition, the changes reflect a shift in focus from rehabilitative programs, which followed a medical model, to those, which emphasize active and healthy lifestyles, which reflect the educational model.

Adapted vs. Adaptive:

In California, the physical education program designed for individuals with disabilities is called adapted physical education as it is defined in 5 CCR Sec.3051.5. The program is *adapted* to meet the needs of each student through modifications and accommodations. The student is not required to adapt to the conditions of the program as would be implied with *adaptive* physical education as in adaptive behaviors.

Program Advisory Clarifying Adapted Physical Education Program Services:

Individuals with disabilities, who are eligible for special education and related services, have a right to a free and appropriate public education to meet their unique needs. These educational services may include adapted physical education. In addition, the fields of adapted physical education, physical education and special education have developed professional practices, which are effective in providing quality services for individuals with disabilities.

Based upon these requirements, policies, practices and procedures, the California Department of Education worked collaboratively with SCAPE to develop the *Program Advisory Clarifying Adapted Physical Education Services*. In 1993, the Deputy Superintendent of Specialized Programs for the California Department of Education signed this advisory into effect. One purpose of the *Program Advisory* was to describe the variety of physical education services available for children with disabilities with the intention of assisting districts, counties and regions to establish consistent programs throughout California. The other purpose of the *Program Advisory* was to identify practices which could be used as guidelines for adapted physical education programs. The *Program Advisory*, with the support of the California Department of Education, Division of Special Education, was

revised and expanded into the *Adapted Physical Education Guidelines in California Public Schools* in 2003. Since that time, *IDEA '04* was passed at the federal level and the California education laws have been amended in order to comply with federal law. Therefore, this revision of the *Adapted Physical Education Guidelines in California Public Schools* has been updated and revised to reflect current law and best practice.

Guiding Documents:

As a result of educational reform, curriculum standards have been written for the various subject areas including physical education. These standards provide the basis for curriculum development. Curriculum standards indicate what individuals, at a given grade level, should know and be able to do. The *Physical Education Model Content Standards for California Public Schools* were written in 2005 with statewide training for school districts including adapted physical education teachers. Districts are not required to adopt state standards; however, many utilize these *Model Content Standards*. In 2008 the *Physical Education Framework*, based on the content physical education standards, was adopted by the California Department of Education, providing further guidance to California educators for development of curriculum and instruction physical education. One purpose for revising the *Adapted Physical Education Guidelines* is to assist educators utilizing all three documents to guide physical education instruction for individuals with disabilities; particularly those who require adapted physical education.

Collaboration:

A collaborative approach is recommended for adapted physical educators to maximize the quality of education provided for individuals with a disability. Effective collaboration requires a team of people working toward a common goal while each provides input from their disciplinary perspective. The adapted physical education teacher is often one member of such a team. The law requires a multi-disciplinary individualized education program (IEP) team. The IEP team is most effective if members adopt a collaborative approach and demonstrate collaborative characteristics and skills which include: open, two-way communication, solution-oriented problem solving strategies, mutual respect; and the sharing of ideas and resources. When a student receives two or more services, (e.g., APE and Physical Therapy) collaboration between and among disciplines may result in greater benefit to the student with a disability. A student with a disability may need assistive devices and specific exercises as identified by a therapist. In such a case, the adapted physical education teacher as well as the special education teacher, should be aware of how to use the specialized equipment and how to perform the exercises. On the other hand, the student may perform physical education skills with their peers that they are not motivated to perform in therapy sessions. By communicating with the therapist, the adapted physical education teacher can report to others about skill transfer to educational settings that involve group participation. The therapist can report on increases in areas such as strength, range of motion and balance.

USE OF THESE GUIDELINES

These guidelines contain key provisions, references to federal and state laws, education

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codes and regulations, standards (credential and curriculum) and best practices.

- Legal references provide support for the key provisions and are cited. All statutory citations apply to the California Education Code unless otherwise stated. Abbreviations for laws and regulations are:

CFR: Code of Federal Regulations;

USC: United States Code

PL: Public Law

CCR: California Code of Regulations

EC: Education Code (California)

- Credential standards are located in Appendix J and K and have been approved by the California Commission on Teacher Credentialing.
- *Physical Education Model Content Standards for California Schools* are addressed in Chapter 10 and located in Appendix E.
- Best practice examples are addressed under each key provision throughout the document.

In the original of this document (2004), all legal references were reviewed and approved by the legal team of the California Department of Education, Division of Special Education. In this revised document the legal references have been updated by professionals in the field.

- **KEY PROVISIONS** developed for these guidelines are denoted by the box around the key provision statement. The term key provision has been used in this revision in place of term “standard”. This change in terminology was selected to prevent confusion with other “standards” used in the profession – credential standards and curriculum standards.

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CHAPTER 2 - ROLES AND RESPONSIBILITIES

ADAPTED PHYSICAL EDUCATION CREDENTIAL

2.1 KEY PROVISION: The person providing instruction and services shall have a credential authorizing the teaching of adapted physical education as established by the California Commission on Teacher Credentialing. Refer to Appendix J for the credential standards.

Legal Reference: 5CCR Sec. 80046.1 (a) *All individuals assigned to teach adapted physical education shall hold an Adapted Physical Education authorization.*

5 CCR Sec. 80046.1(c) *Authorization. The Adapted Physical Education Added Authorization, the Adapted Physical Education Specialist Credential, and the Adapted Physical Education Emphasis Credential authorize the holder to conduct Educational Assessments related to student's progress towards meeting instructional physical education goals, provide instruction, and Special Education Support to teach students with special needs who are precluded from participation in the activities of the general physical education program or a specially designed physical education program in a special class, from birth through age 22, including preschool, and in classes organized primarily for adults.*

Discussion: Since the early 1970s, various universities in California have offered a certificate to those individuals who completed coursework and fieldwork in the area of adapted physical education. In the mid 1970s, a number of university instructors wrote a document entitled "Scope and Content of Adapted Physical Education." This was later used by the California Commission on Teacher Credentialing (CCTC) as the means by which adapted physical education teachers were credentialed. In 1979, CCTC first authorized the credentialing of adapted physical education teachers, and by 1985 all teachers in adapted physical education had to be credentialed. There were originally 21 universities who submitted their "scope and content" documents to CCTC and were approved to credential adapted physical education teachers.

It was soon evident that the "scope and content" document was not fulfilling the criteria needed to be an adapted physical education teacher in California. A number of university coordinators of adapted physical education met, and with the support of CCTC, wrote program quality standards for the adapted physical education teacher. This document was approved in December 1993 and university programs began the review process in 1997. As of fall 1999, 12 California state universities received CCTC program approval prior to enrolling individuals in their credential program. Since the 1990s, the program standards have fulfilled the needs of professional preparation programs. However, it became clear that the adapted physical education credential program should also be available for special education teachers.

In July 2011, the Adapted Physical Education Program Credential Standards were revised, approved by CCTC and Title 5 was also updated (Title 5 Sections 80046.1), refer to Appendix J for the actual standards. At the same time the adapted physical education credential became an authorization along with many other special education programs, such as learning disabled, autism and moderate to severe disabilities.

In order to teach adapted physical education to individuals in California public schools, according to Title 5, the teacher must hold a credential authorizing the teaching of physical education (single subject physical education, multiple subject, physical education supplementary authorization or special education) and have the adapted physical education authorization.

All individuals holding an adapted physical education credential have met the competencies authorizing the teaching of adapted physical education. However, the expertise of adapted physical education teachers, like teachers in general, will vary, based on their professional preparation, experience and knowledge. Therefore, consideration of specific skills and areas of expertise may be necessary when hiring a person to teach adapted physical education.

Best Practice: An adapted physical education credential authorizes the teacher to teach adapted physical education. If a credentialed person cannot be found, the employer should employ an individual who is currently enrolled in a CCTC approved adapted physical education credential program. In addition to credential competencies, an adapted physical education teacher may have specific skills and training in areas such as autism, behavior intervention, infant and toddler, adapted aquatics, MOVE, etc. When hiring an adapted physical education teacher the qualifications of the candidate should be matched to needs of the LEA (Local Education Agency).

ROLES AND RESPONSIBILITIES

2.2 KEY PROVISION: The role and responsibilities of the adapted physical education teacher include assessing and identifying an individual's needs; collaborating and/or consulting with other service providers; and providing direct adapted physical education service.

Legal Reference: Sec. 56320(f). *The pupil is assessed in all areas related to the suspected disability including, if appropriate, health and development, vision, including low vision, hearing, motor abilities, language function, general intelligence, academic performance, communicative status, self-help, orientation and mobility skills, career and vocational abilities and interests, and social and emotional status. A developmental history shall be obtained, when appropriate. For pupils with residual vision, a low vision assessment shall be provided in accordance with guidelines established pursuant to Section 56136. In assessing*

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each pupil under this article, the assessment shall be conducted in accordance with Sections 300.304 and 300.305 of Title 34 of the Code of Federal Regulations

Discussion: An adapted physical education teacher is part of the multidisciplinary assessment team whose responsibilities include assessing and identifying an individual's needs in the area of movement skills. To accomplish this, the adapted physical education teacher must choose appropriate formal and informal assessment methods and instruments; administer the tests; interpret the data; write an assessment report that includes present level of performance and recommend the appropriate physical education service based upon the individual's identified needs.

Adapted physical education teachers provide consultation to and/or collaborate with teachers, assistants/aides, parents, administrators and other professionals. Examples of other professionals include, but are not limited to, physical therapists, occupational therapists, speech and language pathologists, special education teachers, orientation and mobility specialists, teachers of the visually impaired, hearing impairment specialists, assistive technology specialists, psychologists, school nurses and recreation specialists.

Adapted physical education teachers provide direct adapted physical education service to individuals, identified through the individual education program (IEP) team process, who need specialized instruction. Appropriate measurable goals and objectives are included in the individual's IEP. Progress is reported at the same frequency as progress is reported for non-disabled peers.

Best Practice: Through assessment process and analyzes of data, along with collaboration among IEP team members, the components of the IEP are developed. Through collaborative consultation among professionals, the quality of instruction and intervention tends to be enhanced as information and strategies are shared. The primary objective for collaborative consultation is to develop the most appropriate and effective IEP for the student. It is imperative that the IEP team members communicate with one another to meet the needs of the student. Goals may overlap resulting in the implementation of IEP goals to be shared among team members. All IEP team members responsible for a given goal and objectives are identified on the IEP. Communication needs to be ongoing in order to share techniques, strategies and student progress.

2.3 KEY PROVISION: Under the supervision of a credentialed adapted physical education teacher an instructional aide provides assistance to individuals receiving adapted physical education.

Legal Reference: Instructional Aide: Sec. 45343 (a) *As used in this article, "instructional aide" means a person employed to assist classroom teachers and other certificated personnel in the performance of their duties, and in the supervision of pupils and in instructional tasks which, in the judgment of the certificated personnel to whom the instructional aide is assigned, may be performed by a person not licensed as a classroom teacher.*

Discussion:

Adapted physical education teachers may need to supervise instructional aides that are present during instruction. Instructional aides are often needed to assist in the provision of adapted physical education services. These individuals may also be referred to as assistants or paraeducators. (For additional information, best practice and suggestions for working with instructional aides in adapted physical education, refer to Chapter 11)

Instructional aides can provide valuable assistance to the adapted physical education teacher during Adapted physical education instruction. An aide can help in a variety of ways, some of which include monitoring and reinforcing skills and student behavior, supervising student safety, providing instructional prompts, leading a small group, and facilitating movement and positioning. The instructional aide should be prepared to work under the supervision of the adapted physical education teacher during adapted physical education instruction.

Best Practice: The adapted physical education teacher is responsible for the training and supervision of instructional aides. Teachers should establish a good working relationship with aides by communicating that, which is necessary to assist with an adapted physical education lesson, including the ability to:

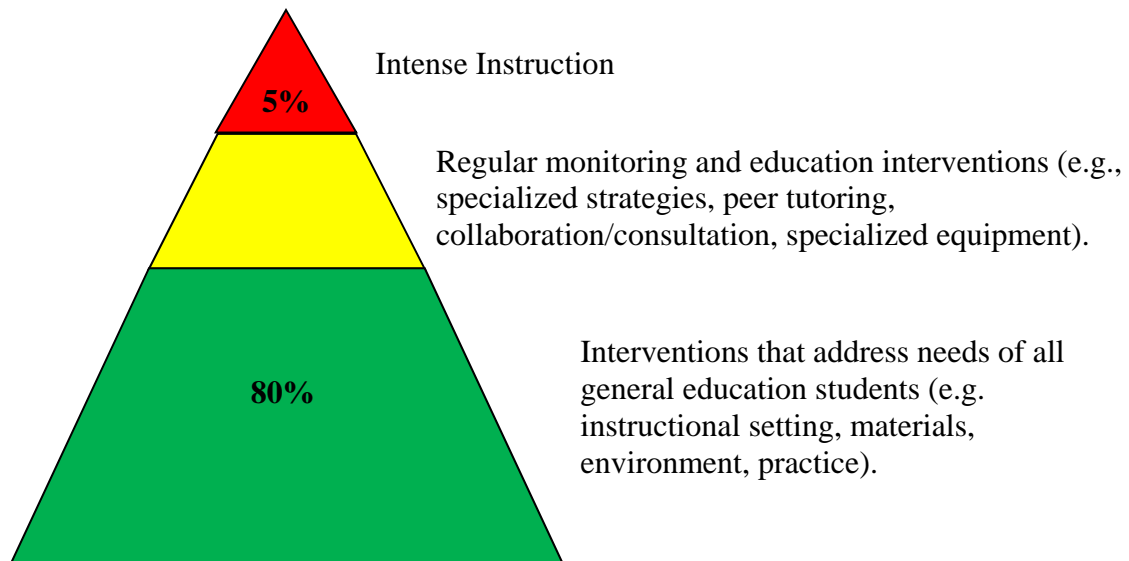
- be patient and flexible,
- work with individuals who have a disability,
- come to class prepared to work in an physical education setting,
- wear appropriate attire,
- model appropriate motor skills and patterns and provide feedback,
- support instruction as needed,
- provide practice and feedback as specified by the adapted physical education teacher.

2.4 KEY PROVISION: The adapted physical education teacher can participate in a Response to Intervention (RtI) model through collaborative consultation with general educators.

Legal Reference: Response to Intervention is not referenced in the law in relation to physical education. It is an intervention strategy designed to address needs of all individuals prior to providing targeted instruction.

Discussion: Response to Intervention (RtI) refers to a tiered model of intervention for the purpose of identifying struggling individuals early; providing intervention that will improve their success; and preventing the possible need to refer them for more intensive interventions such as special education. A hallmark of RtI is continuous progress monitoring using various assessment methods. In IDEA '04, RtI is discussed as an alternate method for identifying individuals with a specific learning disability. However, since the passage of IDEA '04, the RtI model has been proposed in other areas of education, most notably behavior, and can be

applied to any area of education. RtI is often visually depicted as a triangle with tiers such as this:



In the area of physical education, the bottom tier reflects the general physical education program. The top and middle tiers would include adaptations and/or interventions that could be made in the general or specially designed physical education class such as specific instructional strategies, student groupings, or specific cues. RtI includes evidence-based instruction, which requires collection of assessment data (often referred to as data points), about every 3 to 6 weeks. This kind of assessment focuses on student progress within the skills and content that has been taught.

Best Practice: The adapted physical education teacher should be aware of any RtI programs that are functioning at schools served. Through collaborative consultation with general education staff, the adapted physical education teacher can suggest instructional strategies, demonstrate helpful ways to use equipment, and can participate in brainstorming as teachers plan interventions. RtI is an emerging concept in education. Adapted physical education teachers should watch for new information and the expansion of RtI programs.

Examples:

- At tier one, provide a soft and inflatable ball for a regular physical education class to use when learning to serve in volleyball. This assists one student with a disability who is in the class and two other individuals who are struggling in physical education, but are not identified as having a disability.
- At tier two, the adapted physical education teacher provides visual prompts depicting the skill sequence for the volleyball serve, to use with a student in the class who has autism or any others who will benefit.

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2.5 KEY PROVISION: Adapted physical educators may need to provide service under a 504 Plan.

Legal Reference: The term Section 504 (or simply 504) refers to Section 504 of the Rehabilitation Act of 1973. (Pub. L. No. 93-112). It paved the way for the American with Disabilities Act of 1990, known as ADA (P.L. 101-336). In 2008 amendments to ADA were passed and apply to the rights of individuals under what is known as Section 504. This sequence of federal laws ensures equal access to facilities and services for individuals with disabilities.

Students with a disability, who do not meet the definition of a "child with a disability" under IDEA, may be protected under the broader definition and requirements of Section 504. Furthermore, non-academic services such as physical education and athletics are specifically mentioned. A written accommodation plan can be written in schools and it is often referred to as a "504 Plan." A process similar to the IEP process is used and it includes assessment and due process.

Discussion:

Section 504 is a general education law protecting individuals with a disability from unequal treatment. There is not a continuum of services or service delivery model identified or required. It is recommended that LEAs address these issues based on student needs. The 504 assessment procedures are similar to those under IDEA. Participants must be identified and an assessment plan developed and signed by parents. If the student is found to have a disability, but does not meet the more specific requirements of IDEA, a 504 plan is usually written and implemented.

Adapted physical education teachers who participate in the 504 processes may experience an increase in caseload and will find a need for additional time to attend planning meetings and to provide collaborative consultation to general educators. These factors can be addressed by the local education agency (LEA).

In addition, adapted physical education teachers will need to be knowledgeable about the California Physical Education Model Content Standards as well as requirements for course credit, course content and earning a diploma. Appropriate use of accommodations and modifications will also need to be understood and applied. Adapted physical educators can look to educational publications, professional organizations, the California Department of Education and the U.S. Office of Civil Rights for information, policies, rulings and guidance regarding Section 504.

Best Practice: An adapted physical education teacher may be involved in the 504 process for a general education student. The circumstances of each individual student will guide the specific involvement (or lack of involvement) of an adapted physical education teacher. An adapted physical educator might be part of the 504 team for a particular student, as one of the

appropriate teachers. An example would be a student with asthma, who has received an assessment and has been found ineligible for services under IDEA but is eligible for a 504 Plan. The adapted physical education teacher would be asked to attend a 504 meeting to discuss the specific issues in regards to the individual's disability. A 504 plan would be developed with input from the adapted physical education teacher.

2.6 KEY PROVISION: Adapted physical education teachers have the responsibility to remain current in their own field as well as the fields of general physical education and special education.

Legal Reference: There is not specific law related to this key provision. However professional ethics require engagement in activities to maintain current knowledge and skills in one's field.

Discussion: Laws that impact adapted physical education and their interpretations regularly change. New ways to teach and design programs also emerge. While these *Adapted Physical Education Guidelines* provide significant information that is current at the time of publication, it is a static document. Therefore, the adapted physical education teacher can use these *Guidelines* as a foundation, while continuing to research new information.

Best Practice: Ways to remain current include, regularly engaging in activities that enable access to new information such as joining professional organizations, reading journals, attending conferences and workshops, reading newsletters that summarize education law and utilizing web resources. The State Council on Adapted Physical Education website, www.StateCouncilAPE.org, provides information, announcements and links that are appropriate for California.

Many adapted physical education teachers find that they are the only ones in their LEA. Others work in an agency that employs only a few adapted physical education teachers. These teachers can collaborate with colleagues who are in a nearby LEA. In many areas, these practices have caused adapted physical education teachers to form groups or consortiums.

CHAPTER 3 - PROVISION OF ADAPTED PHYSICAL EDUCATION SERVICES

CHILD FIND

3.1 KEY PROVISION: Procedures exist for locating, referring, and evaluating children who may require special education including the designated instruction and service (DIS)/related service of adapted physical education (APE).

Legal Reference: Sec. 56301; 20 U.S.C. Sec. 1412(a)(3)(A) *In general, all children with disabilities residing in the State, including children with disabilities who are homeless children or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services. (See also Sec. 56301)*

Discussion: Children with suspected disabilities are to be located, referred and evaluated for special education and related services. Adapted physical education (APE) is a related service under IDEA and state law (5CCR Sec. 3051.50). When a child has been identified as having one of the 13 areas of disability, he/she may require a range of services, or solely the services of adapted physical education.

Best Practice: Each local education agency (LEA) should include adapted physical education within its local plan, which describes procedures for locating, referring and assessing children who may need special education.

IDENTIFICATION

3.2 KEY PROVISION: Each Special Education Local Planning Area (SELPA) must have a local plan, which identifies a continuous child-find system that includes procedures for identification.

Legal Reference: Sec. 56301(d) (1) *Each special education local plan area shall establish written policies and procedures pursuant to Section 56205 for use by its constituent local agencies for a continuous child-find system that addresses the relationships among identification, screening, referral, assessment, planning, implementation, review, and the triennial assessment...*

Discussion: The Individuals with Disabilities Act (IDEA) defines many parameters of the referral, assessment and review processes. Screening pertains to all children and is

conducted for all individuals in a group (e.g., grade). Usually, the purposes of screening within general education are to identify adaptations that would be helpful, or to determine whether formal assessment is needed for the purpose of identifying a child's needs. General education teachers have the responsibility to conduct screening and may consult the adapted physical education teacher for techniques, strategies or checklists.

Screening should not be confused with assessment, as placement decisions in special education cannot be based upon information obtained from screening. While screening policies and procedures are left to local control and should be stated in the local plan, IDEA specifies that before a child is assessed, an assessment plan must be developed and signed to indicate parental permission has been obtained. Care must be exercised not to single the child out when screening, as this would be considered assessment and would require an assessment plan with parental permission.

A common example of screening is the mass testing of an entire classroom. All individuals in the class are met with for brief periods by the assessor, often in the corner of the room or outside the classroom door. Since all members of a given group (e.g., all kindergartners or all second graders) receive the same treatment, this type of screening is not considered to be individual in nature, as it does not target a specific child. It is important to ensure that children are not singled out. At times, an adapted physical education teacher may be asked to informally observe a child to determine if there may be a need for adapted physical education assessment. If done, this could be interpreted as an assessment and would require parent permission and due process assurances.

If a general education teacher asks the adapted physical education teacher about a specific child, the teacher can provide consultation to the teacher by providing suggestions on how to teach various movement skills and can give some general intervention strategies. The adapted physical education teacher must be careful not to do anything that may be considered individualized assessment unless informed consent is obtained from the parent.

General physical education teachers can conduct a screening using an informal list of skills, performance on grade level standards, or a written checklist of some sort. For example, many LEAs have developed their own checklist form and criteria for screening of motor skills. The general education teacher is able to use these before making a referral for adapted physical education assessment. (See Appendix B for an example of a screening tool.)

Best Practice: Adapted physical education teachers should review the SELPA plan and follow all stated procedures regarding screening. Information obtained from screening can be used to determine the need for an adapted physical education assessment referral or to identify other adaptations, accommodations or modifications. Screening is not sufficient to recommend a child for adapted physical education services.

REFERRAL TO ADAPTED PHYSICAL EDUCATION

3.3 KEY PROVISION: Adaptations, accommodations and modifications within the existing general physical education program shall be documented before a child is referred to adapted physical education.

Legal Reference: Sec. 56303 *A pupil shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized.*

5 CCR 3021 - Referrals for Special Education and Related Services

Referral.

(a) All referrals for special education and related services shall initiate the assessment process and shall be documented. When a verbal referral is made, staff of the school district, special education local plan area, or county office shall offer assistance to the individual in making a request in writing, and shall assist the individual if the individual requests such assistance.

(b) All school staff referrals shall be written and include:

(1) A brief reason for the referral.

(2) Documentation of the resources of the regular education program that have been considered, modified, and when appropriate, the results of intervention. This documentation shall not delay the time-lines for completing the assessment plan or assessment.

Discussion: School staff and parents may collaborate to identify strategies for increasing student success in general education programs. Appropriate and meaningful intervention strategies should be based upon the child's needs and age and upon the physical education curriculum. When appropriate adaptations, accommodations and/or modifications have been tried and the student is still unsuccessful in general or specially designed physical education, a student with a disability should be referred for an adapted physical education assessment.

If a student who is eligible for special education under IDEA, is enrolled in general or specially designed physical education, and is not successful in the class, the following options exist:

- The IEP team may hold a meeting to determine appropriate adaptations, accommodations, or modifications to attempt within the current physical education setting.
- The teacher, responsible for physical education, may independently, identify and implement various interventions in either a general or specially designed physical education setting.
- The teacher or the IEP team may consult the adapted physical education teacher for suggested adaptations, accommodations or modifications that can be attempted.

After reasonable interventions have been attempted and documented, the IEP team may make

a determination that a referral for adapted physical education assessment is appropriate in order to determine the individual's needs. All referrals should be in writing and should contain at least a brief reason for the referral.

In rare cases, the student may be referred directly for an adapted physical education assessment if the IEP team has determined that attempting accommodations or modifications in the general or specially designed physical education program is inappropriate or unsafe. However, the IEP should contain documentation of the adaptations, accommodations, and/or modifications that have been considered. This will meet the letter of the law and will assist in communicating with future examiners and service providers.

Best Practice: Some general physical educators are unclear as to how they can modify instruction, equipment, and participation for their individuals who have mild disabilities. In these instances, the adapted physical education teacher may provide consultation to these teachers for the purpose of helping them identify appropriate instructional strategies, modifications, and adaptations. Often, individuals with mild disabilities can participate successfully in general physical education if rules are modified, cues are provided, equipment is changed, the student is permitted to play a specific position on a team or is provided with a peer tutor or "buddy." A referral to adapted physical education is made after adaptations, accommodations and modifications have been attempted and documented and the outcomes have been determined to be limited or unsuccessful. (Refer to Chapter 10, Key Provision 10.5 for more information regarding accommodations and modifications.)

In some cases, the severity of the disability is such that the team makes a referral to adapted physical education for an individual, as adaptations, accommodations and modifications, which have been considered, are determined to be inappropriate. Examples would include:

- A student who has a significant physical or sensory disability.
- A student with health impairment such as a significant heart condition.
- A student with autism who is unable to tolerate a large group setting.

In many cases, assessment of a student such as these will result in a recommendation for adapted physical education service. However, the assessment information will be important not only for placement, but to determine goals, adaptations and the extent to which the child may be able to participate in general physical education with modifications and/or accommodations.

(Appendix B contains a sample form that may be helpful in documenting requests for consultation from the APE Teacher, or referral for APE assessment.)

ASSESSMENT

3.4 KEY PROVISION: An assessment plan will be developed for the purpose of collecting data that will be used for determining the needs of the student and the appropriate level(s) of physical education instruction.

Legal Reference: Section 56320 - 56329 describes the requirements of the proposed assessment plan including components, timelines, parent rights and public education agency rights. Other timelines, which affect special education, are found in Sec. 56043.

Discussion: Areas that may be addressed in the assessment plan to determine the need for adapted physical education and the appropriate level of service, include but are not limited to:

- General physical education functioning, including success and safety.
- Gross motor skills.
- Motor development.
- Mobility.
- Health and physical fitness.
- Fine motor skills.
- Sport and recreation skills, including the application of motor skills to various environments.
- Effects of cognitive delays on functioning in physical education.
- Effects of behavioral difficulties on functioning in physical education.
- Effects of emotional disturbance on functioning in physical education.
- Other skills related to physical education curriculum and standards.

Best Practice: As part of a multidisciplinary team, it is recommended that the adapted physical education teacher develop an assessment plan that outlines an assessment procedure designed to reveal the strengths and needs of the child in relation to the school's physical education program. This requires careful review of the referral information in order to select the most appropriate types of assessment tools. The adapted physical education teacher should consider the following methods of gathering information:

- Observation, rubrics, task analysis or other informal methods.
- Administration of formal and/or standardized assessment instruments.
- Interviews and consultation with other school personnel, parents, and the student.
- Review of records and the results of assessment conducted by other professionals.
- Medical information

It is important that the adapted physical education teacher conduct a thorough assessment that is appropriate in terms of the age, developmental level and disability of each child. In cases where assessment is difficult, emphasis should be placed on ensuring that the student

understands the requests of the teacher. There may be times when informal versus formal assessment tools may give a better indication of abilities. Observations, interviews, review of records and increased dependence on parent input will assist in determining the functional level of the student.

3.5 KEY PROVISION: All children, who are referred for adapted physical education, shall be assessed following the same procedures and timelines defined in the law for special education.

Legal Reference: Assessment requirements for initial placement in special education are described in Sec. 56320 and apply to initial placement in adapted physical education. Some of the key requirements that apply to adapted physical education include, but are not limited to:

- Materials and procedures used shall not racially, culturally, or sexually discriminatory.
- Tests used are provided and administered in the language and form most likely to yield accurate information on what the pupil knows and can do academically, developmentally and functionally.
- Tests used are valid and reliable.
- Assessment materials are to be administered by trained and knowledgeable personnel and are administered in accordance with any instructions provided by the producer of the assessments.
- Tests are selected and administered to best ensure that when a test is administered to a pupil with impaired sensory, manual and/or speaking skills, it produces results that accurately reflect the pupil's aptitude, achievement level or any other factors the test purports to measure and not the pupil's impaired sensory, manual and/or speaking skills unless those skills are the factors the test purports to measure.
- No single measure or assessment is to be used as the sole criterion for determining whether a pupil is an individual with exceptional needs or for determining an appropriate educational program.
- The pupil is assessed in all areas related to the suspected disability.
- Assessment shall be conducted by persons knowledgeable of the pupil's suspected disability, including pupils with a suspected low incidence disability.

Timelines are described in Sec. 56043. *(a) A proposed assessment plan shall be developed within 15 calendar days of referral for assessment, not counting calendar days between the pupil's regular school sessions or terms or calendar days of school vacation in excess of five schooldays, from the date of receipt of the referral, unless the parent or guardian agrees in writing to an extension, pursuant to subdivision (a) of Section 56321.*

(b) A parent or guardian shall have at least 15 calendar days from the receipt of the proposed assessment plan to arrive at a decision, pursuant to subdivision (c) of Section 56321.

(c) Once a child has been referred for an initial assessment to determine whether the child is an individual with exceptional needs and to determine the educational needs of the child, these determinations shall be made, and an individualized education program team meeting shall occur within 60 days of receiving parental consent for the assessment, pursuant to subdivision (a) of Section 56302.1, except as specified in subdivision (b) of that section, and pursuant to Section 56344.

(d) The individualized education program team shall review the pupil's individualized education program periodically, but not less frequently than annually, pursuant to subdivision (d) of Section 56341.1.

(e) A parent or guardian shall be notified of the individualized education program team meeting early enough to ensure an opportunity to attend, pursuant to subdivision (b) of Section 56341.5. In the case of an individual with exceptional needs who is 16 years of age or younger, if appropriate, the meeting notice shall indicate that a purpose of the meeting will be the consideration of the postsecondary goals and transition services for the individual with exceptional needs, and the meeting notice described in this subdivision shall indicate that the individual with exceptional needs is invited to attend, pursuant to subdivision (e) of Section 56341.5.

(f) (1) An individualized education program required as a result of an assessment of a pupil shall be developed within a total time not to exceed 60 calendar days, not counting days between the pupil's regular school sessions, terms, or days of school vacation in excess of five schooldays, from the date of receipt of the parent's or guardian's written consent for assessment, unless the parent or guardian agrees in writing to an extension, pursuant to Section 56344.

(2) A meeting to develop an initial individualized education program for the pupil shall be conducted within 30 days of a determination that the child needs special education and related services pursuant to Section 300.323(c)(1) of Title 34 of the Code of Federal Regulations and in accordance with Section 56344.

Discussion: All assessment procedures and timelines, legally required for special education service, must be followed for adapted physical education service.

Best Practice: The adapted physical education teacher is part of the multidisciplinary assessment team and must conduct an appropriate assessment. Once a child has been referred to adapted physical education, a proposed assessment plan shall be presented within 15 days. (Sec. 56043 (a) Results of the assessment must be presented and the IEP developed within 60 days of receiving signed parental consent. (Sec. 56043 (c))

3.6 KEY PROVISION: The child shall be assessed in all areas related to the suspected disability to determine eligibility for special education.

Legal Reference: Sec. 56320(f) *The pupil is assessed in all areas related to the suspected disability including, if appropriate, health and development, vision, including low vision, hearing, motor abilities, language function, general intelligence, academic performance, communicative status, self-help, orientation and mobility skills, career and vocational abilities and interests, and social and emotional status. A developmental history shall be obtained, when appropriate. For pupils with residual vision, a low vision assessment shall be provided in accordance with guidelines established pursuant to Section 56136. In assessing each pupil under this article, the assessment shall be conducted in accordance with Sections 300.304 and 300.305 of Title 34 of the Code of Federal Regulations.*

Discussion: When determining a child’s eligibility for special education, the adapted physical education teacher may be involved in the process.

Best Practice: The documented reasons for referral, lead to the development of the assessment plan, which identifies the areas to be assessed. An adapted physical education teacher may be part of the multidisciplinary team and, upon receiving a referral, should plan and conduct an assessment within the timelines stated above. The adapted physical education teacher’s schedule should be arranged to allow for time to conduct assessments. Referrals may come at any time of the year, and the adapted physical education teacher should be prepared to process them in a timely manner. Time limits begin when the referral is made. Therefore, the adapted physical education teacher will need to ensure that referrals are received in a timely manner as well. This may necessitate procedures such as: regularly checking mail boxes at all schools of service; ensuring that key individuals (e.g., administrators, school psychologists) are able to contact the adapted physical education teacher via email or phone for notification that a referral has been made; and understanding local procedures and policies for addressing referrals. As soon as the adapted physical education teacher has been notified that a referral has been received, he/she should maintain a personal calendar to ensure that the assessment is conducted within the legal timelines.

3.7 KEY PROVISION: No one evaluation procedure may be used as the sole criterion for determining the appropriateness of adapted physical education services.

Legal Reference:

20 U.S.C. Sec. 1414 (b)

(b) Evaluation procedures

(1) Notice

The local educational agency shall provide notice to the parents of a child with a disability, in accordance with subsections (b)(3), (b)(4), and (c) of section 1415 of this title, that describes any evaluation procedures such agency proposes to conduct.

(2) Conduct of evaluation

In conducting the evaluation, the local educational agency shall—

(A) use a variety of assessment tools and strategies to gather relevant functional, developmental and academic information, including information provided by the parent, that may assist in determining—

(i) whether the child is a child with a disability; and

(ii) the content of the child’s individualized education program, including information related to enabling the child to be involved in and progress in the general education curriculum, or, for preschool children, to participate in appropriate activities;

(B) not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability or determining an appropriate educational program for the child; and

(C) use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.

Sec. 56320(e) Pursuant to Section 1414(b)(2)(B) of Title 20 of the United States Code, no single measure or assessment is used as the sole criterion for determining whether a pupil is an individual with exceptional needs or determining an appropriate educational program for an individual the pupil.

Discussion: Since adapted physical education is defined in IDEA as special education, and it may be the only special education placement for a child, adapted physical education assessments must follow the statutes and codes cited above. Accurate and thorough assessment information is obtained when several assessment procedures are utilized. Placement in adapted physical education cannot be based upon the results of one assessment procedure or test, even if the test assesses different categories of movement or success in physical education.

Best Practice: It is recommended that the adapted physical education teacher be prepared (and trained) to utilize the many types of assessment procedures that are available, and to select those that are most appropriate for each child being assessed. In addition to formal assessments observations, teacher made tests, interviews, information from parents and a review of the individual’s records are assessment procedures that can be utilized.

The adapted physical education teacher should understand the technical features of each test used and select assessment methods based on the specific purposes for assessing each child. The results of the assessment methods used should be analyzed in terms of their relationship to each other as well as their individual results.

3.8 KEY PROVISION: Assessment data are used by an adapted physical education teacher to establish a motor profile for each referred child for the purpose of developing an appropriate physical education program.

Legal Reference: *Sec. 56327 The personnel who assess the pupil shall prepare a written report, or reports, as appropriate, of the results of each assessment. The report shall include, but not be limited to, all the following:*

- (a) Whether the pupil may need special education and related services.*
- (b) The basis for making the determination.*
- (c) The relevant behavior noted during the observation of the pupil in an appropriate setting.*
- (d) The relationship of that behavior to the pupil's academic and social functioning.*
- (e) The educationally relevant health and development, and medical findings, if any.*
- (f) For pupils with learning disabilities, whether there is such a discrepancy between achievement and ability that it cannot be corrected without special education and related services.*
- (g) A determination concerning the effects of environmental, cultural, or economic disadvantage, where appropriate.*
- (h) The need for specialized services, materials, and equipment for pupils with low incidence disabilities, consistent with guidelines established pursuant to Section 56136.*

Sec. 56342(a) The individualized education program team shall review the assessment results, determine eligibility, determine the content of the individualized education program, consider local transportation policies and criteria developed pursuant to paragraph (5) of subdivision (b) of Section 56195.8, and make program placement recommendations.

(b) In determining the program placement of an individual with exceptional needs, a local educational agency shall ensure that the placement decisions and the child's placement are made in accordance with Sections 300.114 to 300.118, inclusive, of Title 34 of the Code of Federal Regulations.

20 U.S.C. Sec. 1401

(3) Child with a disability

(A) In general the term "child with a disability" means a child—

(i) with intellectual disabilities, hearing impairments (including deafness), speech or

language impairments, visual impairments (including blindness), serious emotional disturbance (referred to in this chapter as “emotional disturbance”), orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and

(ii) who, by reason thereof, needs special education and related services.

(B) Child aged 3 through 9 The term “child with a disability” for a child aged 3 through 9 (or any subset of that age range, including ages 3 through 5), may, at the discretion of the State and the local educational agency, include a child—

(i) experiencing developmental delays, as defined by the State and as measured by appropriate diagnostic instruments and procedures, in 1 or more of the following areas: physical development; cognitive development; communication development; social or emotional development; or adaptive development; and

(ii) who, by reason thereof, needs special education and related services.

See also, Sec. 56341, which identifies who should attend the IEP team meeting.

Discussion: Data obtained from various assessment procedures are used by adapted physical education teachers to establish a motor profile for each referred child. Results from the formal tests, which have been administered, often are reported in different units of measure. It makes sense to compare and contrast them with one another as well as with the information obtained from informal assessment procedures. At times, standardized assessments, which fall under the formal assessment category, may not be appropriate due to the nature of the disability. In these situations, other less formal assessment methods may need to be employed.

In general, an adapted physical education teacher analyzes all of the collected data and explains it in terms of a motor profile of student strengths and needs. This is done in writing, in the form of the assessment report (see Appendix D for examples) and is verbally summarized at the IEP meeting. The interpreted results contribute to the process of developing the individualized education program (IEP) including, the type(s) and frequency, duration and location of physical education service along with measurable goals and objectives that are recommended and aligned with physical education content standards.

Best Practice: The assessment process should begin with parents and teachers and proceed to the implementation of a variety of formal and informal measures. It is critical that the assessment methods and practices utilized are appropriate, nonbiased and consider the cultural and linguistic characteristics of the child.

Adapted physical education teachers are advised to review their pre-service training in their professional preparation courses on assessment methodology. The review should include a thorough understanding of statistical concepts and evaluation principles including but not limited to:

Note: All statutory citations apply to the California Education Code unless otherwise stated.

ADAPTED PHYSICAL EDUCATION GUIDELINES

- Validity
- Reliability
- Normal distribution, mean and standard deviation
- Various types of normative scores (e.g., percentile rank, stanine, standard score)
- Developmental norms versus statistical norms
- Criterion referencing
- Observation

There are many variables that should be considered when selecting an appropriate test or assessment tool, such as chronological age, student needs, functional skill issues, general motor skill differences, and inclusion goals for each child. It is recommended that pre-service training include a thorough understanding of variables involved in selecting tests and assessment methods. Adapted physical education teachers are advised to continue to update their knowledge in this area throughout their careers.

Writing a thorough and easily understood assessment report is also the responsibility of the adapted physical education teacher who conducts an assessment. In general this report should include the assessment results, analysis, motor profile of the student, and recommendations. A sample report and detailed discussion of recommended components is contained in Appendix D.

The adapted physical education teachers should be prepared to summarize the assessment results and recommendations at the IEP team meeting, in ways that are understandable to all IEP team members including parents. In addition, they should be prepared to answer questions regarding the reasons for selection and technical merits of tests and assessment methods used.

ELIGIBILITY AND PLACEMENT GUIDELINES

3.9 KEY PROVISION: A student may be considered for adapted physical education services when the IEP team determines that the child is eligible for special education.

Legal Reference:

Sec. 56342 (a) The individualized education program (IEP) team shall review the assessment results, determine eligibility [for special education], determine the contents of the individualized education program, consider local transportation policies and criteria...and make program placement recommendations. (Sec. 56342 (a))

5 CCR Sec. 3030 A pupil shall qualify as an individual with exceptional needs, pursuant to Section 56026 of the Education Code, if the results of the assessment as required by Section 56320 demonstrate that the degree of the pupils' impairment as described in Section 3030 (a through j) requires special education in one or more of the program options authorized by Section 56361 of the Education Code. The

decision as to whether or not the assessment results demonstrate that the degree of the pupils' impairment requires special education shall be made by the individualized education program team, including assessment personnel in accordance with Section 56341(b) of the Education Code. The individualized education program team shall take into account all the relevant material which is available on the pupil. No single score or product of scores shall be used as the sole criterion for the decision of the individualized education program team as to the pupils' eligibility for special education. The specific policies and procedures for implementation of these criteria shall be developed by each special education local plan area and be included in the local plan pursuant to Sec. 56220(a.).

Discussion: Once the child is 1) identified as having a disability, as defined in 20 U.S. C. 1401(3), 2) is determined by the IEP team to be eligible for special education, and 3) the results of assessment indicate that performance in physical education is adversely affected, then specific physical education services must be addressed as stated in 34 CFR Sec. 300.307. The individual child may be considered for adapted physical education services if the IEP team determines that the child is eligible to receive special education and/or related services.

Adapted physical education is identified as a related service in California Education Code 56363(a) that explains that related services are the same as designated instruction and services in Federal law. Adapted physical education is provided for children with disabilities. Adapted physical education is included in the definition of special education in regulation 300.26 (b) (1 through 3), which defines adapted physical education as special education. **Adapted physical education is not a disability category.** This service or program is available to those children who have been identified as having a disability that is defined in IDEA. Therefore, once a child is identified as having a disability under IDEA, and is an individual with exceptional needs under Sec. 56026, the IEP team may determine that adapted physical education is the special education that the child needs. **Adapted physical education can be the only service that is received.**

In rare cases, a student may attend an adapted physical education class or receive services from an adapted physical education teacher as determined through the general education processes and/or Section 504 (of the Rehabilitation Act of 1973) plan. When this occurs, special education funding does **not** apply. Therefore, administrators must carefully analyze the effect of such a placement on caseload, consultation time, class size, and general education funds.

Best Practice: When developing an IEP, the adapted physical education teacher should make sure the child is identified as having one of the disabilities listed in 20 U.S.C. Sec. 1401(3) (A-B). Before recommending to the IEP team that the student receive adapted physical education service, the adapted physical education teacher must also ensure that the assessment results indicate that the child's needs cannot be met solely in the general education program, therefore, the child needs the special education service of adapted

physical education.

3.10 KEY PROVISION: Assessment results are used to assist the IEP team in making decisions to determine if adapted physical education service is appropriate.

Legal Reference: There are no specific placement criteria established in federal or state statutes or regulations for adapted physical education services.

Discussion: Many local education agencies (LEAs) have adopted local guidelines, which identify normative scores. Frequently, poor performance on motor tests indicates that the pupil is demonstrating difficulty with movement skills and/or performance. Scores and age-equivalents commonly used by LEAs to indicate poor performance are: a raw score which falls 1.5 standard deviations below the mean, a raw score that ranks at the 7th percentile or below, or an age equivalent which indicates the child is functioning at 30% below chronological age.

Sometimes, the nature of the disability is such that even though the student performs within normal limits on standardized motor tests or on developmental scales, performance in physical education continues to be adversely affected. In these specialized cases where difficulties such as emotional disturbance, mental retardation, and/or behavior difficulties interfere with educational performance in physical education, the IEP team may determine that adapted physical education services are appropriate.

A student may score poorly on a motor test, but may be able to participate successfully in one or more of the other physical education placements. In these cases, the IEP team may determine that adapted physical education services are not appropriate. The specific criteria to be used should be delineated in each LEA's local plan and should guide the decisions of the IEP team.

Best Practice: The adapted physical education teacher should consult the local plan or district's/county's guidelines for suggested placement criteria which include functioning levels and use of statistical scores. In the absence of criteria in the Local Plan, the adapted physical education teacher should consider the above criteria as a guideline for recommending an appropriate physical education placement for a student. The IEP team has the final decision regarding placement and service decisions.

TEMPORARY DISABILITIES

3.11 KEY PROVISION: A student who is identified as having a temporary disability is not eligible for adapted physical education.

Legal Reference: 5 CCR Sec. 3001 (ag) *Temporary physical disability means a disability*

incurred while an individual was in a regular education class and which at the termination of the temporary physical disability, the individual can, without special intervention, reasonably be expected to return to his or her regular education class. Individuals with temporary disabilities are not eligible for special education (see also, Sec. 56026 (e), and 56441.11(c)(2)).

Discussion: A student, who has a disability that is temporary in nature, is not eligible for special education and/or related services as the disability will diminish significantly or will disappear over time. Some examples are broken bones, pulled ligaments and muscles and infections. Since adapted physical education is usually a special education service, or is occasionally provided to children with a disability under a 504 plan, children with temporary disabilities are not eligible for adapted physical education services. Some individuals with temporary disabilities may need accommodations within general or specially designed physical education. Consultation between the general and adapted physical education teachers can be extremely important in such cases. In rare cases, an administrative placement with an adapted physical education teacher may be provided as a general education function.

Best Practice: The adapted physical education teacher may be a resource to the general or specially designed physical education teacher by suggesting adaptations, accommodations and modifications for children with temporary conditions. The adapted physical education teacher should endeavor to be a supportive resource by maintaining knowledge of temporary disabilities and the resources to research them as necessary.

PHYSICAL EDUCATION PROGRAMS AND SERVICES

3.12 KEY PROVISION: Once a child is identified as having a disability and is determined to be eligible for special education by the IEP team, specific physical education services must be identified after considering a full continuum of program options.

Legal Reference: 34 CFR Sec. 300.108 *Physical education.*

The State must ensure that public agencies in the State comply with the following:

(a) General. Physical education services, specially designed if necessary, must be made available to every child with a disability receiving FAPE, unless the public agency enrolls children without disabilities and does not provide physical education to children without disabilities in the same grades.

(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 must 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 must ensure that the child receives appropriate physical education services in compliance with this section.

Sec. 56031 defines special education, and in doing so, states in Sec. 56031(a) *Special education," in accordance with Section 1401(29) of Title 20 of the United States Code, means specially designed instruction, at no cost to the parent, to meet the unique needs of individuals with exceptional needs, including instruction conducted in the classroom, in the home, in hospitals and institutions, and other settings, and instruction in physical education.*

Adapted physical education is one program option, which is listed as a designated instruction and service (and related service) in the California Code of Regulations (5 CCR 3051), and is therefore subject to the following requirements:

(a) General Provisions.

(1) Designated instruction and services and related services may be provided to individuals

or to small groups in a specialized area of educational need; and throughout the full continuum of educational settings.

(2) Designated instruction and services and related services, when needed as determined by the IEP.

(3) All entities and individuals providing designated instruction and services and related services shall be qualified pursuant to section 3060-3065 of this title.

5 CCR Sec. 3051.5 Adapted Physical Education for Individuals with Exceptional Needs.

Adapted physical education is for individuals with exceptional needs who require developmental or corrective instruction and who are precluded from participation in the activities of the general physical education program, modified general physical education program, or in a specially designed physical education program in a special class.

Consultative services may be provided to pupils, parents, teachers, or other school personnel for the purpose of identifying supplementary aids and services or modifications necessary for successful participation in the regular physical education program or specially designed physical education programs.

The person providing instruction and services shall have a credential authorizing the teaching of adapted physical education by the Commission on Teacher Credentialing.

One of the conditions states must meet, in order to receive federal funding for special education, is to provide for education in the least restrictive environment. This is defined, in general, as:

20 U.S.C. Sec. 1412(a)(5) *Least restrictive environment*

Note: All statutory citations apply to the California Education Code unless otherwise stated.

ADAPTED PHYSICAL EDUCATION GUIDELINES

(A) In general to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and service cannot be achieved satisfactorily.

There are no specific state adapted physical education entry criteria. However, once the child is identified as having a disability, which is adversely affecting physical education performance, and the child is determined to be eligible for special education by the IEP team, specific physical education services must be addressed as stated in 34 CFR Sec. 300.308

Discussion: Strong foundations in both state and federal laws have led to the development of a range of physical education program options. It is recommended that each SELPA specify this range. In addition, modified physical education is part of general or regular physical education programming; therefore it need not be listed as a separate type of general physical education. (However, modifications or accommodations should be listed on the child's IEP). To ensure this is clear to all, it is recommend that the service delivery model reflect modified physical education as included within general physical education.

Physical Education Service Delivery Options:

Physical Education:

This option encompasses a full spectrum of game, sport, fitness, and movement activities, including physical and motor fitness, fundamental motor skills and patterns, and skills in aquatics, dance, and individual and group games and sports. The student participates with or without accommodations adaptations, or modifications that can be made by the general physical education teacher. The IEP should accurately reflect any accommodations, adaptations, or modifications that are necessary for the student to participate successfully (and safely) in the general physical education program. Refer to Appendix K for the California Commission on Teacher Credentialing Physical Education Single Subject Credential Standards.

Specially Designed Physical Education:

This physical education program is for a special education class with minimal or limited adaptations, accommodations or modifications and is provided for the children and taught by the person who normally teaches physical education for this population. 5 CCR Sec. 3051.5(a).

Adapted Physical Education:

Adapted physical education is a service provided by a credentialed adapted physical education teacher to individuals who have needs that cannot be adequately satisfied in other physical education programs as indicated by the assessment and IEP process. Adapted physical education service may be provided through direct instruction, team teaching, the

appropriate use of instructional aides (see Key Provision 2.3), or collaborative consultation, as long as appropriate goal(s) and objective(s) are indicated and accurately monitored by the adapted physical education teacher. All adapted physical education services should be accurately indicated on the individual's IEP with appropriate goals and measurable objectives, aligned with physical education curriculum standards, recorded and monitored by the adapted physical education teacher. The frequency and duration of adapted physical education service will be based upon the needs of the student and should be listed on the IEP. The list will indicate the frequency with which the adapted physical education teacher provides service for the student. Collaborative consultation is one method of providing service on behalf of the individuals, to assist the student in participating successfully in the less restrictive settings of general physical education or specially designed physical education. (Refer to Appendix J for the California Commission on Teacher Credentialing Adapted Physical Education Authorization Credential Standards.)

Best Practice: All physical education program options should be available to all individuals. The IEP team must determine which combination of services would best meet the individual's needs and will also meet the mandated number of minutes required (elementary = 200 minutes/10 days; secondary = 400 minutes/10 days) for physical education in the least restrictive environment. (Sec. 51210(g)). A student receives 60 minutes per week in adapted physical education; with the remaining mandated physical education minutes being fulfilled in general or specially designed physical education.

Examples of Specially Designed Physical Education are as follows and do not include direct service by an adapted physical education teacher.

- Special education students who attend a special day class receive physical education instruction from their special day class teacher.
- Special education students, who attend a special day class are scheduled together in one class period to receive physical education instruction from a general physical education teacher.
- A special education student who is assigned to a general education classroom attends physical education with other special education students who are assigned to a special day class. It is taught by either the special day class teacher or a general physical education teacher.

Collaborative consultation is a professional interaction process that is effectively utilized within all of these programs to help meet the needs of the student. A student may not receive all their mandated physical education minutes within an adapted physical education setting. Therefore collaborative consultation services could be offered by the adapted physical education teacher to create a safe and successful general physical education environment for the additional mandated physical education minutes. In some situations a collaborative goal is written and both adapted physical education teacher and another teacher/specialist will be listed as responsible for implementing the goal. Example: the adapted physical educator to

provide specialized equipment (bell ball) for a student to utilize during specially designed physical education. This assists the student in meeting a goal related to play with peers. The teacher of the specially designed physical education class encourages student to use a bell ball to play kick ball with peers.

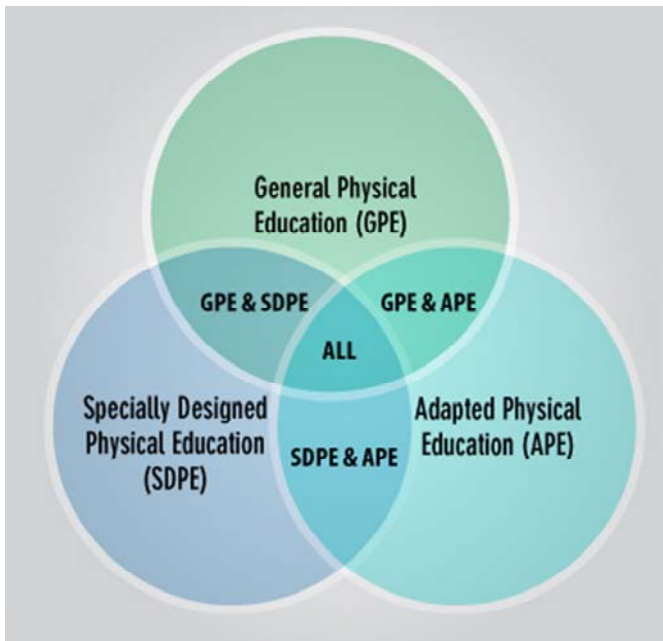
PHYSICAL EDUCATION SERVICE DELIVERY

General Physical Education:

Movement activities are provided by the general PE teacher and may include accommodations, adaptations, or modifications, which are made by the general PE teacher.

Specially Designed Physical Education:

Physical education programming, for a special education class, that requires minimal or limited adaptations, accommodations, or modifications, and is taught by the person, general or special educator, who normally teaches physical education for this population.



Adapted Physical Education:

Adapted physical education is a physical education program for children with disabilities who have needs that cannot be solely met in general or specially designed physical education. It is taught by a credentialed APE teacher either independently, with or without aides, or in a team teaching situation with either a general or a special educator. Frequency and duration of services, and goals and objectives/ which are monitored by the APE teacher, are identified on the IEP. Students receiving APE are counted on the APE teacher's caseload.

Collaborative Consultation could be identified on the IEP as a service that is provided on behalf of the student and assists the student in participating in the least restrictive environment of general or specially designed PE. If a student is receiving collaborative consultation service from an adapted physical education teacher, the student may be counted on the APE teacher's caseload if a goal and supporting objectives have been identified on the IEP and are monitored by the APE teacher.

PARTICIPATION WITH NON-DISABLED PEERS

3.13 KEY PROVISION: The majority of children identified as eligible for special education and related services are capable of being included in the general education curriculum to varying degrees with some adaptations and modifications.

Legal Reference: 20 U.S.C. Sec. 1412(a)(5). Least restrictive environment
(A) In general to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and service cannot be achieved satisfactorily.

34 CFR Sec. 300.108 *Physical education.*

The State must ensure that public agencies in the State comply with the following:

(a) General. Physical education services, specially designed if necessary, must be made available to every child with a disability receiving FAPE, unless the public agency enrolls children without disabilities and does not provide physical education to children without disabilities in the same grades.

(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 must provide the services directly or make arrangements for those services to be provided through other public or private programs.

Discussion: Many children with disabilities can be included in a standard based general physical education program because their disability requires only minor adaptations, or does not affect their performance in physical education. Individuals with disabilities must have the opportunity to participate in general physical education unless one of the exceptions stated in state or Federal law applies. Sometimes, assessment results indicate that general physical education will not be safe or appropriate for an individual with a disability. However, when interpreting assessment information, it is recommended that the IEP team, with significant input from the adapted physical education teacher, consider the outcomes of opportunities the student has had to participate in general physical education.

Best Practice: Some disabilities, which require specialized instruction in the classroom, require only minor adaptations in the physical education setting and do not require adapted

physical education. For example, a student with a learning disability, who is not demonstrating movement skill difficulties, may only need cues and reminders of the rules for a game to ensure understanding and participation. For a written assignment or test in physical education, the student may need someone to read the contents aloud or the child may need some extra time to complete the written work. These accommodations are minor in nature and do not require adapted physical education intervention. In another example, a child who is deaf and does not have significant movement difficulties, the only accommodation needed is a physical education teacher who can use the individual's mode of communication or to be accompanied by a sign language interpreter.

The general physical education teacher can request collaborative consultation from the adapted physical education teacher regarding appropriate adaptations that may be needed for inclusion of individuals with a disability.

For individuals with a disability that impacts certain types of movement performance, sport or activity specific participation is recommended. The adapted physical education teacher must consider the disability condition, functional movement and cognitive abilities of the child, available support staff, and possible peer support, when determining adaptations and modifications that will enable the student to participate in general physical education.

Examples of sport/activity specific participation in physical education include:

- A student with Down syndrome and the associated cervical vertebrae defects does not participate in diving, gymnastics, wrestling, or other activities that may put pressure on the neck. However, they may have the ability to participate in all other physical education curricular areas and is provided with adapted physical education for alternative activities to replace those units.
- A student with uncontrolled seizure disorder does not participate in activities around water, heights or involving moving equipment (e.g., roller skates or bicycles). However, s/he may have the ability to participate in all other physical education curricular areas.

3.14 KEY PROVISION: Physical education services should be provided in an inclusive manner that promotes maximum interaction between children with disabilities and their non-disabled peers.

Legal Reference: 20 U.S.C. Sec. 1412(a)(5) *Least restrictive environment*
(A) *In general to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and service cannot be achieved satisfactorily.*

34 CFR Sec. 300.108 *Physical education.*

The State must ensure that public agencies in the State comply with the following:

Note: All statutory citations apply to the California Education Code unless otherwise stated.

ADAPTED PHYSICAL EDUCATION GUIDELINES

(a) General. Physical education services, specially designed if necessary, must be made available to every child with a disability receiving FAPE, unless the public agency enrolls children without disabilities and does not provide physical education to children without disabilities in the same grades.

(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 must provide the services directly or make arrangements for those services to be provided through other public or private programs.

Discussion: This key provision can be met by selecting different physical education service delivery models (or a combination of models) when considering physical education placement for children with disabilities. Children will then be afforded the opportunity to participate, to the maximum extent possible, with their non-disabled peers. The service delivery model includes general physical education, specially designed physical education, and adapted physical education. Refer to Key Provision 3.13 (in this document) for a more complete description of these settings.

Best Practice: It is recommended that general and adapted physical educators use a collaborative consultation approach to provide the maximum amount of joint participation between children with and without disabilities. For example, a middle school student with a physical disability, such as post poliomyelitis or spina bifida, who has limited lower extremity function, and functional use of the upper extremities, could engage in sport-specific participation with non-disabled peers. This participation could occur in a combination of the modified general physical education and adapted physical education settings in which the adapted physical education teacher team-teaches with the general physical education teacher. For the sport of softball, the student could participate in skill practice for throwing, catching, and batting with limited or no adaptations. During the game, some modifications would be required, such as playing a position that required less potential running; playing a position with a partner; and having another teammate run the bases after the student hits the ball. In hockey, the student could play a defensive position, such as goalie or fullback, which does not require as much running. Adaptations can be made for almost all sports and activities. However, there are times when available adaptations are so minimal that participation is severely restricted. For the student with one of the previously identified physical disabilities, the sports of soccer and football and the running events in track and field are such examples. During these units, adapted physical education services provided solely by the adapted physical education teacher would probably better meet other identified needs of the student, which may include age-appropriate recreational and physical fitness skills.

CHAPTER 4 – INDIVIDUALIZED EDUCATION PROGRAM

4.1 KEY PROVISION: A combination of physical education program options can be used to meet the physical education requirement.

Legal Reference:

Sec. 51210 *The adopted course of study for grades 1 to 6, inclusive, shall include instruction, beginning in grade 1 and continuing through grade 6, in the following areas of study:*

...(g) *Physical education, with emphasis upon the physical activities for the pupils that may be conducive to health and vigor of body and mind, for a total period of time of not less than 200 minutes each 10 schooldays, exclusive of recesses and the lunch period.*

Sec. 51220 *The adopted course of study for grades 7 to 12, inclusive, shall offer courses in the following areas of study:*

...(d) *Physical education, with emphasis given to physical activities that are conducive to health and to vigor of body and mind, as required by Section 51222.*

Sec. 51222. (a) *All pupils, except pupils excused or exempted pursuant to Section 51241, shall be required to attend upon the courses of physical education for a total period of time of not less than 400 minutes each 10 schooldays...*

Discussion: Providing a combination of both general and special education instruction is often necessary to meet the 200 or 400 minute requirement. Doing so necessitates communication, cooperation, and collaboration among the professionals to foster continuity in the child's instructional program. It is recommended that: (a) the general classroom teacher, general physical education teacher, or special day class teacher be aware of all goal(s) stated on the IEP, and reinforce skills taught by the adapted physical education teacher; (b) the adapted physical education teacher should be aware of the general physical education curriculum and California Physical Education Model Content Standards or alternative standards, and assist with provision of accommodations and modifications; (c) administrators be aware and supportive of creative approaches of collaboration among the IEP team; (d) the IEP team indicate on the IEP how coordination will occur between school personnel.

Best Practice: For example, a student may be assigned to a combination of adapted physical education and general physical education. An elementary aged student might receive two sessions per week in adapted physical education, working on IEP goals and objectives, and for the remainder of the 200 minutes of physical education instruction s/he might attend specially designed or general physical education, taught by the classroom teacher. Occasional periods of team teaching are sometimes required when a combination of physical

education program options are assigned for a student with a disability.

4.2 KEY PROVISION: A statement of the child's present level of motor performance must be included in the IEP for a student receiving adapted physical education services.

Legal Reference:

34 CFR sec. 300.320 *Definition of individualized education program.*

(a) General. As used in this part, the term individualized education program or IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with §§300.320 through 300.324, and that must include—

(1) A statement of the child's present levels of academic achievement and functional performance, including—

(i) How the child's disability affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children); or

(ii) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;

The California Education Code identifies the components of the individual education program (IEP).

Sec. 56345.(a) *The individualized education program is a written statement for each individual with exceptional needs that is developed, reviewed, and revised in accordance with this section, as required in Section 1414(d) of Title 20 of the United States Code and that includes the following:*

(1) A statement of the individual's present levels of academic achievement and functional performance, including the following:

(A) The manner in which the disability of the individual affects his or her involvement and progress in the general education curriculum.

(B) For preschool children, as appropriate, the manner in which the disability affects his or her participation in appropriate activities.

Discussion: The child's present level of educational performance is reported for various areas of need on the IEP. The location of the present level of performance statements varies as each LEA adopts its IEP forms. There must be a present level of performance statement, or baseline for each measurable goal. IEPs also contain a page to summarize Present levels of academic achievement and functional performance, which includes state test data, including fitness test data, for the child as well as a statement present level by category (e.g., academic, social emotional, gross and fine motor, communication development, self-help, etc.).

Adapted physical education teachers who are part of an IEP team, participate in writing present levels of performance in physical education. The adapted physical education teacher should be prepared to contribute to present level statements that relate to other areas as well. For example, the adapted physical education teacher may have had the greatest opportunity

to view the child's social behaviors in games and outdoor activities, and therefore may make an important contribution to the present and possibly future levels of performance in the area of social skills.

Best Practice: Currently, online IEP programs are in use in the majority of LEAs. Before an IEP meeting, the adapted physical education teacher will input the child's present level of performance statements on the online IEP database.

When attending the IEP meeting, the adapted physical education teacher should come prepared with statements regarding the individual's present levels of educational performance; listen carefully to present levels of performance stated by other IEP team members; and participate proactively in discussions aimed at building consensus among all team members. Therefore, at the IEP meeting there is a draft IEP form presented to parents and changes to it can be made to complete the final IEP. Although the adapted physical education teacher should come to the IEP meeting with suggested goals and objectives, s/he may need to adjust the proposed goals and objectives based upon discussion and input from other IEP team members. The IEP should also address the unique needs of the child that arise out of his or her disability and how this applies to the child's progress in the general education curriculum.

4.3 KEY PROVISION: Goals and objectives should be based on the assessment results and identified needs of the child to enable the child to progress in the physical education curriculum.

Legal Reference:

Sec. 56345(a) *The individualized education program is a written statement for each individual with exceptional needs that is developed, reviewed, and revised in accordance with this section, as required by Section 1414(d) of Title 20 of the United States Code and that includes the following:...*

...(2) *A statement of measurable annual goals, including academic and functional goals, designed individual to enable the pupil to be involved in and make progress in the general education curriculum.*

Discussion: The intent of the legislation is not for a teacher to write goals for every skill that needs to be attained. Rather, the legislative intent is for the teacher to identify priority goals that are reflective of the most important skills needed to enable the child to access the general physical education curriculum, including the Physical Education Standards adopted by the LEA. For preschool children, the teacher should identify priority goals that reflect the most important skills needed to participate in appropriate activities. This intent also applies to children who are not participating in general education.

Best Practice: When writing goals and objectives, select an area or areas of need that are appropriate and functional. Consider age-appropriate skills and skills that will transition to

other lifetime activities as these are likely to contribute to progress in the general physical education program. For example, some skills that may be needed to meet physical education standards in primary grades (e.g., skipping or walking on a balance beam), are not necessary to meet the physical education standards at the high school level.

4.4 KEY PROVISION: Goals and objectives address the child’s unique needs related to the disability.

Legal Reference: 20 U.S.C. sec. 1414(d) (1) (A) (II) A statement of measurable annual goals, including academic and functional goals, designed to—

(aa) meet the child’s needs that result from the child’s disability to enable the child to be involved in and make progress in the general education curriculum; and

(bb) meet each of the child’s other educational needs that result from the child’s disability;

The California Education Code, sec. 56345 states, in part:

(2) a statement of measurable annual goals, including academic and functional goals, designed to do the following: (A) Meet the needs of the individuals that results from the disability of the individual to enable the pupil to be involved in and make progress in the general education curriculum. (B) Meet each of the other educational needs of the pupil that result from the disability of the individual.

Discussion: Some children have disabilities that are moderate to severe. To identify general physical education skills for same age peers as goals for these children may be inappropriate. Some of these children need to attain basic body control for the functional skills of sitting, standing and walking. These skills, commonly referred to as motor milestones, are used daily by most individuals. IDEA requires that annual goals included in a child’s IEP relate to meeting the child’s needs, that result from the child’s disability, so that the child can be involved in and progress in the general education curriculum. This language should not be construed to be a basis for excluding a child with a disability, who is unable to learn at the same level or rate as non-disabled children in an inclusive classroom or program. It is intended to require that the IEP’s annual goals focus on how the child’s needs, resulting from his or her disability, can be addressed so that the child can participate, individually, at an appropriate level in the general curriculum offered to all individuals.

Best Practice: Consider the disability, needs and educational setting/curriculum of the child when determining appropriate goals. Consider identifying functional movement skills, which will enhance interaction and participation at school, as goals for those who have more severe disabilities. Examples of alternative standards that can be used when writing IEP measurable goals for children with a severe disability are found in: SEACO curriculum and the MOVE curriculum, as well as the APE standards in Appendix E of these guidelines.

An adapted physical education teacher must use good judgment when choosing goals. For example, being able to walk around campus and sit in the cafeteria are both functional and appropriate skills for a student. To think that it is appropriate to write a goal for a student to

walk on a balance beam, when the student has not learned to step up one step without holding a railing would be an over-interpretation of the intent of the law. Goals should be attainable in one year. Carrying the goal over from one year to the next year should be a rare event.

4.5 KEY PROVISION: Each annual goal will be age and developmentally appropriate, measurable and will contain a description of benchmarks or short term objectives when the student takes alternate assessments aligned to alternate achievement standards.

Legal Reference:

Sec. 56345(a) *The individualized education program is a written statement for each individual with exceptional needs that is developed, reviewed, and revised in accordance with this section, as required in Section 1414(d) of Title 20 of the United States Code and that includes the following:*

(1) a statement of the individuals present levels of academic achievement and functional performance, including the following:...

... (c) For individuals with exceptional needs who take alternate assessments aligned to alternate achievement standards a description of benchmarks or short-term objectives.

Discussion: The federal law states that the purposes of measurable goals or short-term objectives are to ensure accountability and to allow parents to be able to monitor their child's progress. Currently, if a student is participating in an alternate assessment aligned to alternate achievement standards, an annual goal with short-term objectives are mandatory. Short-term objectives are not required for other individuals. The short-term objective should include a projected date of mastery and clear measurable description of the performance. (Sec. 56345(a).)

Best Practice: It is important to remember that the goal (and benchmarks or objectives if included) must be measurable. Goals should include:

- who,
- will do what,
- by when,
- under what specific circumstances or conditions,
- as demonstrated by what criteria,
- how they will be measured and by whom.

Example of a measurable goal: (CA Standard: 1.8, Grade: 2) [Student name] will overhand throw a tennis ball from 15 feet away into one of two targets (e.g., hula hoop, bucket), given unlimited verbal prompting and teacher modeling, three out of five trials, during three adapted physical education sessions, as measured by teacher observation and recording, by [date].

Often, the short-term objective dates match the general education reporting period, such as at the end of each quarter. This type of reporting schedule will satisfy the legal requirement to

report progress at least as often as it is reported for students in general education.

4.6 KEY PROVISION: Progress toward IEP adapted physical education goals will be reported to parents during required school reporting periods.

Legal Reference:

Sec. 56345(a) *The individualized education program is a written statement for each individual with exceptional needs that is developed, reviewed, and revised in accordance with this section, as required by Section 1414(d) of Title 20 of the United States Code, and that includes the following:*

...(2) *A statement of measurable annual goals, including academic and functional goals, designed to do the following:*

(A) *Meet the needs of the individual that result from the disability of the individual to enable the pupil to be involved in and make progress in the general education curriculum.*

(B) *Meet each of the other educational needs of the pupil that result from the disability of the individual.*

(3) *A description of the manner in which the progress of the pupil toward meeting the annual goals described in paragraph (2) will be measured and when periodic reports on the progress the pupil is making toward meeting the annual goals, such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards, will be provided.*

Discussion: General education teachers send progress reports as well as report cards home to parents. Each LEA has an established schedule and the adapted physical education teacher is advised to adhere to it when reporting progress, as should the other special educators.

Best Practice: Ongoing assessment of student progress is part of good teaching. The law requires that the method for measuring progress be stated. This could be stated through review of short-term objectives or through other means. When short-term objectives are not written, it is important to plan how progress will be measured and when it will be reported.

It is best for adapted physical education teachers to periodically record student progress. The adapted physical education teacher must plan effectively as the recording of progress can be time consuming. One good strategy is to periodically plan a lesson that can be station-based or skill-specific, that allows for observation and data collecting on progress towards goals. (See Appendix H for an example of a goal data collection form.)

4.7 KEY PROVISION: The IEP stipulates how much time the child spends in each of the various physical education programs.

Legal Reference:

Sec. 56345(a) *The individualized education program is a written statement for each*

individual with exceptional needs that is developed, reviewed, and revised in accordance with this section as required by Section 1414 (d) of Title 20 of the United States Code, and that includes the following: ...

...(4) A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the pupil, or on behalf of the pupil, and a statement of the program modifications or supports for school personnel that will be provided to enable the pupil to do the following:

...(C) To be educated and participate with other individuals with exceptional needs and nondisabled pupils in the activities described in this subdivision.

...(7) The projected date for the beginning of the services and modifications described in paragraph (4), and the anticipated frequency, location, and duration of those services and modifications.

Discussion: The IEP must indicate not only the type or types of services, which the child receives, but the frequency, duration and location of any DIS and related services. For example, in the IEP, the adapted physical education teacher will indicate the number of minutes provided for adapted physical education services, weekly, monthly, etc. Each adapted physical education teacher should check with their LEA for specific documentation requirements.

Best Practice: When attending an IEP meeting, the adapted physical education teacher should be prepared with a recommendation for the type or types of physical education program and the frequency, duration and location of any adapted physical education services contained in the IEP. When preparing this recommendation the adapted physical education teacher needs to consider the child's least restrictive environment.

When instructing the child, the adapted physical education teacher should document the day and time of service. The LEA may have a specific policy and procedure for such documentation. However, if the LEA does not have one, the adapted physical education teacher should maintain his or her own records, as s/he may be required to show that the services indicated on the IEP have been provided.

4.8 KEY PROVISION: A child will continue to receive adapted physical education until the IEP team determines services are no longer needed.

Legal Reference: 20 U.S.C. sec. 1414 (c)(5) *Evaluations before change in eligibility*
In general, except as provided in subparagraph (B) a local educational agency shall evaluate a child with a disability in accordance with this section before determining that the child is no longer a child with a disability.

Sec. 56381(h) Before determining that the individual is no longer an individual with exceptional needs, a local educational agency shall assess the individual in accordance with

Section 56320 and this section, as appropriate, and in accordance with Section 1414 of Title 20 of the United States Code.

56381(a) (1) A reassessment of the pupil...shall be conducted if the local educational agency determines that the educational or related services needs, including improved academic achievement and functional performance, of the pupil warrant a reassessment, or if the pupil's parents or teacher requests a reassessment.

(b) (2) (D) Whether any additions or modifications to the special education and related services are needed to enable the pupil to meet the measurable annual goals set out in the individualized education program of the pupil and to participant, as appropriate in the general curriculum.

Discussion: When an assessment demonstrates that the student can successfully participate in the general physical education program without significant adaptations, the IEP team may decide to exit the student from adapted physical education. Support and accommodations for the general education teacher and student will need to be listed on the IEP unless the IEP team has decided that the student will be exited from special education in general.

High school individuals may be exited from adapted physical education when they have met their high school physical education requirement unless the IEP team determines that they continue to need adapted physical education, or the student wishes to take physical education as an elective, and adapted physical education is determined to be the best placement . California Education Code Sec. 60800 requires that individuals meet five of six standards on the physical fitness test (FITNESSGRAM®) in order to be able to invoke the two-year exemption from physical education. The IEP team may determine that the student, because of his disability, will not be able to meet five of six standards, and therefore the student may be exempted from physical education using the 16 years and older exemption.

Best Practice: Adapted physical education services are no longer necessary when a student:

- will be safe and successful in general physical education or specially designed physical education as indicated by assessment results,
- meets the high school physical education requirement and does not want to take physical education as an elective, or
- is no longer eligible for special education and services.

The adapted physical education teacher should assess the student before the IEP team meets to consider exiting a student from adapted physical education. Results of the assessment should be presented at the meeting and in writing.

TRIENNIAL ASSESSMENT

4.9 KEY PROVISION: A triennial assessment is conducted at least once every three years but may not require additional testing.

Legal Reference:

Sec. 56381 (a) (1) *A reassessment of the pupil, based upon procedures specified in Section 56302.1 and in Article 2 (commencing with Section 56320), and in accordance with Section 1414(a), (b), and (c) of Title 20 of the United States Code, shall be conducted if the local educational agency determines that the educational or related services needs, including improved academic achievement and functional performance, of the pupil warrant a reassessment, or if the pupil's parents or teacher requests a reassessment.*

(2) *A reassessment shall occur not more frequently than once a year, unless the parent and the local educational agency agree otherwise, and shall occur at least once every three years, unless the parent and the local educational agency agree, in writing, that a reassessment is unnecessary.*

...(d) *If the individualized education program team and other qualified professionals, as appropriate, determine that no additional data is needed to determine whether the pupil continues to be an individual with exceptional needs, and to determine the educational needs of the pupil, the local educational agency shall notify the parents of the pupil of that determination and the reasons for it, and the right of the parents to request an assessment to determine whether the pupil continues to be an individual with exceptional needs, and to determine the educational needs of the pupil. The local educational agency is not required to conduct an assessment, unless requested by the parents of the pupil.*

Discussion: If testing is not required, any necessary assessment activities should focus on collecting information about how to teach and assist the child in the way he or she is most capable of learning. Thus, the statutes require that existing evaluation data on a child be reviewed to determine if any other data are needed to make decisions about a child's eligibility and services. If it is determined by the IEP team and other qualified professionals, that additional data is not needed, the parents must be notified of the determination that no additional tests, assessments or data is needed, the reasons for it, and of the parent's right to still request an evaluation. No further evaluations will be required at that time unless requested by the parents.

At times, the nature of the disability is such that, within the past three years, there has been no change. When this occurs, the nature of the assessment needs to focus on the individual's present level of performance and not on re-establishing the existence of the disability for the purpose of eligibility. Parents must give permission to waive the three-year evaluation.

Best Practice: The nature of some disabilities is such that they do not change. For example:

A student with a neuromuscular disorder who uses a wheelchair may make some gains in body control and mobility but the condition will remain the same. To restate developmental information that there are delays/difficulties, as the child cannot walk independently, run, and skip, due to the disability would be obvious. To administer a formal, standardized assessment, which evaluates locomotor skills, just to come up with a low score, would be meaningless. The nature of the assessment must match the projected needs of the student. If a formal, standardized assessment matches the needs, such as a modified fitness assessment for a student who uses a wheelchair, the use is justified. Often a triennial assessment for individuals with a disability that has not changed, the adapted physical education teacher only needs to identify the individual's current level of performance for the purpose of developing appropriate IEP goals and planning instruction.

4.10 KEY PROVISION: Adapted physical education services may be provided to children three to five years of age, based on the child's individual needs, and documented on their IEP.

Legal Reference: Adapted physical education is part of special education (34 C.F.R. sec.300.39 (a)(ii)) and, as such, applies to preschoolers who meet the additional eligibility criteria for Individuals with Exceptional Needs – age birth to four years and nine months stated in 34 C.F.R. sec 3031.

State law requires that the present level of academic achievement and functional performance for a preschool age child, as appropriate, include how the disability affects the child's participation in appropriate activities. The continuum of program options shall include, but not necessarily be limited to the designated instruction and services listed. (Sections 56345 (1)(B) and 56363(5)). Adapted physical education is a designated instruction and service. (It is also a related service as explained in the CDE memo in Appendix M, particularly the highlighted paragraph.)

Discussion: Children three to five years of age may require additional services to meet their developmental needs. The present level of performance on the IEP includes, for a preschool child, how the disability affects the child's participation in appropriate activities. ("Appropriate activities" is the federal term that is often used in lieu of general education curriculum.) Adapted physical education services may be an appropriate designated instruction and service to meet the child's motor development, play, fitness and social needs to assist the child in participating in all areas of the curricular program.

The adapted physical education teacher is part of the transdisciplinary team for children three to five years of age. The factors to consider when appropriate support services are being planned include the child's developmental level and need areas related to the specific disability. If it is determined by the IEP team that adapted physical education services are required, either direct adapted physical education instruction, collaborative and/or consultation with the teacher or parent or a combination of the two can be provided. (Refer to

the Physical Education Service Delivery Model in Chapter 3 for additional information regarding the continuum of services.) The adapted physical education service may be provided in a variety of settings including: special education preschool programs, other public or private settings such as a public preschool program, community settings, and the home. Note: Instruction in the home should only be conducted in accordance with policies and procedures of the LEA.

Some preschool children with a disability will need to have the motor aspects of the preschool curriculum adapted, in order to access and be successful in that curriculum. Adapted physical education teachers possess many skills for adapting the motor curriculum and motor instruction. Therefore, adapted physical education should be one of the DIS and related service considered when determining how to meet a preschool child's motor needs as it applies to the curriculum.

Best Practice: In the initial assessment, it will be important to remember that schools are required to assess in all areas of suspected disability. This could include motor development, motor skills, play skills and age appropriate levels of physical and motor fitness. The teacher, occupational therapist, physical therapist, adapted physical education teacher or any combination of these professionals could conduct a motor assessment specific to their scope of practice. (The reader is referred to Chapter 5, for more information on occupational and physical therapy and the roles of these therapists. Another resource is, *Guidelines for Occupational Therapy and Physical Therapy in California Public Schools*, which is published by the California Department of Education.)

The benefits of early education are among the findings of the legislature related to legal requirements for children between the ages of three and five years, inclusive. The specific benefits of early education are listed in Section 56441. Since much of the learning that occurs during early childhood involves movement, play and experiential learning, it is particularly important to address motor needs at the preschool level. Young children with a disability often need to be taught the skills that other preschool children acquire incidentally, through participation in enriched and stimulating activities and environments. The adapted physical education teacher has skills and knowledge in the teaching of developmental motor skills. (See Appendix J, Adapted Physical Education Teacher Credential Standards). Children, who are adequately supported to reach their potential in motor development, will also possess skills that support learning in other areas.

In most cases, the use of collaborative consultation to assist in embedding motor skills into the child's daily activities will be best practice, whether or not direct adapted physical education instruction is provided (refer to chapter 11). This is consistent with play-based learning, education in natural environments and the developmental model, which are foundational components of many preschool programs. Furthermore, California law sets forth a responsibility for early education program staff to consult with other professionals including regular preschool program providers, other specialists, assessment services and direct services (Sec. 56441.6).

Adapted physical education programming should be consistent with the educational philosophy and preschool curriculum model in which the child participates. The following are some examples of adapted physical education service delivery that are appropriate for the educational setting of a preschool child with a disability:

- (A) A child with a disability is enrolled in a general education preschool program, and receives adapted physical education services. At least some of the adapted physical education instruction is conducted with the child's peers, on the playground and/or during regular, gross motor play times. In addition, it is coordinated with the theme-based curriculum of the classroom. Collaboration between the preschool teacher and the adapted physical education teacher regularly occurs. Depending on need, the child may also receive individual or small group instruction from the adapted physical education teacher.

- (B) A preschool aged child with a disability, who receives adapted physical education, is cared for at home by her parents. One of the parents brings the child to the motor lab at the local elementary school, for adapted physical education instruction once a week. The adapted physical education teacher demonstrates activities, which the parent repeats several times during the week, during regular activities. The parent provides information on the child's progress and behavior in all applicable areas. (This is an example of consulting with the parent, which is consistent with legal guidelines for "interacting and consulting with family members ...to demonstrate developmentally appropriate activities to implement the child's IEP..." Sec. 56441.3.)

- (C) A preschool child with a disability is enrolled in a special day class. The adapted physical education teacher conducts lessons for the whole class once a week, which are team-taught with the special day class (SDC) teacher. Activities for the SDC teacher for the rest of the week are provided. The child also receives occupational therapy services. The adapted physical education teacher and occupational therapist have a regularly scheduled telephone call each month to share information and coordinate their services to the child.

- (D) A preschool child with a disability is enrolled in a special day class and receives speech and language therapy and adapted physical education services, once a week. One session a month is team taught by the special day class teacher, occupational therapist, and adapted physical education teacher. Utilizing the same theme, providers instruct an activity within their scope of practice. For example, in a lesson focusing on zoo animals, the classroom teacher conducts an activity in which individuals identify pictures of zoo animals; the occupational therapist conducts an activity in which individuals find toy zoo animals in sand or water; and the adapted physical education teacher conducts an activity in which individuals move like various zoo animals (e.g., bear walk, elephant walk, kangaroo jump).

CHAPTER 5 - ADAPTED PHYSICAL EDUCATION, OT, AND PT

5.1 KEY PROVISION: Adapted physical education, occupational therapy and physical therapy are all related services but serve different functions.

Legal Reference: Designed instruction and services (DIS) means related services.

Sec. 56363 The term “designated instruction and services” means “related services” as that term is defined in section 1401(26) of Title 20 of the United States Code and section 300.34 of Title 34 of the code of Federal Regulations (56363 (a). (Refer to the explanation contained in the CDE memo in Appendix M, particularly the highlighted paragraph.)

Adapted Physical Education

The term special education includes physical education and is defined in part as: 34 CFR sec. 300.39 *Special education. (a) General. (1) 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) Physical education means—

(i) 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.

5 CCR sec. 3051.5(a) Adapted physical education is for individuals with exceptional needs who require developmental or corrective instruction and who are precluded from participation in the activities of the general physical education program, modified general physical education program, or in a specially designed physical education program in a special class. Consultative services may be provided to pupils, parents, teachers, or other school personnel for the purpose of identifying supplementary aids and services or modifications necessary for successful participation in the regular physical education program or specially designed programs.

5 CCR sec. 3051.5 (b) The person providing instruction and services shall have a credential authorizing the teaching of adapted physical education as established by the Commission on Teacher Credentialing...

Note: All statutory citations apply to the California Education Code unless otherwise stated.

ADAPTED PHYSICAL EDUCATION GUIDELINES

Occupational and Physical Therapy

5 CCR sec. 3051.6(a)(1) *Occupational or physical therapists shall provide services based upon recommendation of the individual education program team...*

Section 3051.6(b) *Qualifications of therapists:*

The therapists shall have graduated from an accredited school.

A physical therapist shall be currently licensed by the Board of Medical Quality Assurance of the State of California (Physical Therapy Board of California (PTBC) and meet the educational standards of the Physical Therapy Examining Committee (PTBC).

An occupational therapist shall be currently registered with the (NBCOT) National Board for Certification in Occupational Therapy and also have state license in practiced state.

Discussion: A pupil may have multiple DIS and related services which are needed to assist the student in benefiting from the educational program. Adapted physical education, occupational therapy and physical therapy may not be substituted one for the other even though all three services may work on a similar skill or on the same IEP goal. The need for each DIS and related service is documented as contributing to the child's educational program. Collaboration is recommended among the disciplines (adapted physical education, occupational therapy and physical therapy). (Refer to Chapter 11 for additional information on collaboration.)

Adapted physical education teachers have specific training in anatomy, physiology, exercise physiology, human development, kinesiology, motor control theory, motor development, cognitive development, learning theory, sport, physical activity dance, behavior management and have studied the etiology of disabilities and their effects upon movement. Adapted physical education is a combination of the disciplines of physical education and special education.

Adapted physical education specialists use instructional techniques to improve the individual's movement performance in:

- Gross motor skills.
- Object control skills.
- Functional skills.
- Fine motor skills.
- Perceptual motor skills.
- Physical fitness: strength, endurance, cardiovascular, and flexibility.
- Motor fitness: speed, power, agility, balance, and coordination.
- Recreation/leisure/lactivities.
- Sport and game skills.
- Dance.
- Aquatics.

Occupational therapists are health professionals who have specific training in human

Note: All statutory citations apply to the California Education Code unless otherwise stated.

ADAPTED PHYSICAL EDUCATION GUIDELINES

growth and development and remediation of dysfunction. Included in the occupational therapist's education are courses in human anatomy and physiology; human development, especially the motor and psychosocial domains; sensorimotor processing as related to functional activities; kinesiology; analysis of activities of daily living; and the study of occupational roles.

Occupational therapists use purposeful, goal-directed activities to improve student performance in:

- Postural stability.
- Sensory registration and processing.
- Motor planning.
- Visual perception and integration.
- Fine motor.
- Activities of daily living.
- Environmental adaptations/assistive devices.
- Social play/organization of behavior.

Physical therapists are health professionals with specific training in kinesiology and the remediation of dysfunction. Included in the physical therapist's education are courses in human anatomy and physiology; pathophysiology; physiology; gait and posture analysis; human development, especially gross motor development and motor control theories, physical treatment modalities; and cardiopulmonary, orthopedic and neurological rehabilitation.

Physical therapists use techniques that correct, facilitate, or adapt the individual's functional performance in:

- Motor planning and bilateral motor coordination.
- Sensorimotor coordination.
- Postural balance and stability.
- Activities of daily living/functional mobility.
- Environmental adaptations/accessibility.
- Use of assistive devices.

Similarities and Differences: The similarities among the three (adapted physical education, occupational therapy, and physical therapy) are many, as these disciplines often work on the same types of skills. For example, in both the physical therapy and adapted physical education settings, a student could work on the skills of transferring, sitting independently, walking, and jumping. In both occupational therapy and adapted physical education, the student could be working on balance, functional manipulative skills and play activities. All three disciplines strive to improve movement performance by improving the motor coordination of skills. They also strive to facilitate a child's ability to access their school environment and keep up with their peers in a school setting. The three disciplines recognize the importance of the underlying neuromuscular systems that are responsible for the execution of movement.

Overlap of Improvement of Motor Skills Between The Disciplines

Motor Area Skills	Adapted Physical Education	Occupational Therapy	Physical Therapy
Gross Motor	x		x
Object Control	x	x	x
Functional	x	x	x
Fine Motor	x	x	x
Perceptual Motor	x	x	
Physical Fitness	x		
Motor Fitness	x		x
Recreation/Leisure	x	x	x
Games and Sport	x		
Dance	x		
Aquatics	x		
Postural Stability	x	x	x
Sensory Processing		x	x
Motor Planning	x	x	x
Visual Perception		x	
Self-Help	x	x	x
Assistive Devices		x	x
Social Play	x	x	
Accessibility		x	x

In general, occupational and physical therapists are health professionals who have certification or a license while adapted physical education teachers are educators who have a credential. The methods used often distinguish the disciplines. Some occupational therapists assist the child as they address the fine motor and sensory needs of the child in the classroom and during functional activities such as handwriting, or manipulating classroom tools. Occupational therapists also consult and provide assessment to evaluate individual's fine motor, sensory processing skills; and educate the teachers why the individuals are not performing specific skills in a motor perspective.

Both physical and occupational therapists are more knowledgeable than adapted physical education teachers regarding assistive devices to be used to for posture and gait deviations and facilitate hand usage. These disciplines have more of a foundation in the medical domain and seek to remediate movement. Adapted physical education falls under the educational domain and can address remediation of movement skills. In adapted physical education, there also is a focus on modifying and adapting the environment and demands of the task to enable the student to participate in physical activity with non-disabled peers.

Another distinction, which differentiates the three, is the relationship of each to curriculum.

While they all may provide services that assist the student with participation in and progress toward the educational curriculum, the adapted physical education specialist is most concerned with assisting the student to be successful in the physical education curriculum. There is no specific curriculum area for occupational therapy or physical therapy.

Best Practice: A collaborative approach among these specialists is recommended. When a student receives two or more services, often, the child's disability is such that it is interfering with a given movement performance. Assistive devices and specific exercises identified by a therapist often are needed to help the child. In these cases, the adapted physical education teacher, as well as the special education teacher, should be aware of how to use the specialized equipment and how to perform the exercises. On the other hand, children may perform skills with their peers during physical education that they are not motivated to perform in therapy sessions. By communicating with the therapist, the adapted physical education teacher can keep these professionals informed about skill transfer to the educational settings that involve group participation. There are many opportunities that collaboration can occur for the benefit of the individuals. Creating lessons that address gross motor, fine motor and sensory needs can create a positive learning environment for the individuals.

The primary objective for consultation and collaboration is to develop the most appropriate and effective IEP (individual education plan) for the student. It is imperative that the IEP team regularly communicates with one another for the best interest of the student. Some services can and often overlap thus enabling one professional to work on some goals that another professional has set. If this is the case the IEP must clearly state which professional will be the primary person responsible for addressing the goal and measuring progress. In addition, when a team works well together there are opportunities to share experiences working with the student. This is often beneficial as successful teaching strategies for the student evolve by identifying what works and what doesn't. With a collaborative approach, the student has a better chance of achieving their annual goals. (Refer to Chapter 11 for additional discussion of collaboration.)

CHAPTER 6 - ADAPTED PHYSICAL EDUCATION IN PRIVATE NON-PUBLIC, AND CHARTER SCHOOLS

6.1 KEY PROVISION: A child, who has been placed in a private school by parents, will be assessed if referred to special education.

Legal Reference: 20 U.S.C. Sec. 1412(a)(3)(A) *All children with disabilities residing in the State, including children with disabilities who are homeless children or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services.*

Sec. 56301 (2)(d)(1) *Each district, special education local plan area, or county office shall establish written policies and procedures for a continuous child-find system, which addresses the relationships among identification, 34 CFR sec. 300.453 - 300.462, assessment, planning, implementation, review, and the triennial assessment.*

Discussion: All children, who are suspected of having a disability, must be assessed, according to equitable child-find procedures of the LEA. (Sec. 56301(c)(1).)

Best Practice: The adapted physical education teacher should be familiar with all child-find procedures as he or she is part of the educational team. When a referral comes to the LEA, the adapted physical education teacher will help develop an appropriate assessment plan when the areas of suspected disability include areas specific to adapted physical education.

6.2 KEY PROVISION: A student enrolled by a parent in a private school is entitled to the amount of support provided to individuals in public schools in the SELPA.

Legal Reference: 20 U.S.C sec. 1412 (a)(10)(A)(i) *In general To the extent consistent with the number and location of children with disabilities in the State who are enrolled by their parents in private elementary schools and secondary schools in the school district served by a local educational agency, provision is made for the participation of those children in the program assisted or carried out under this subchapter by providing for such children special education and related services in accordance with the following requirements, unless the Secretary has arranged for services to those children under subsection (f):*
(I) Amounts to be expended for the provision of those services (including direct services to parentally placed private school children) by the local educational agency shall be equal to a proportionate amount of Federal funds made available under this subchapter.

Consultation

20 U.S.C sec. 1412 (a)(10)(A)(iii) To ensure timely and meaningful consultation, a local educational agency, or where appropriate, a State educational agency, shall consult with private school representatives and representatives of parents of parentally placed private school children with disabilities during the design and development of special education and related services for the children, including regarding—... [goes on to list the different areas of consultation.]

Discussion: Once a child has been assessed and has been found eligible for special education, an IEP must be developed which offers a free and appropriate public education (FAPE). If the parent agrees that the IEP does offer FAPE but wants the child to attend a private school, the LEA is not responsible to provide special education. However, private school individuals who qualify for special education services are allotted a dollar amount for services. This dollar amount, usually not substantial, can be used at their discretion. The number of individuals in the district that are attending private schools determines this amount. “The LEA” has a responsibility to provide consultation to the private school staff. The type of consultation to be provided needs to be determined by the LEA. Often the SELPA will establish procedures for consultation on behalf of individuals in a private school.

Best Practice: The role of the adapted physical education teacher with individuals enrolled in a private school may be to provide a limited amount of consultation and in-service training on behalf of the student in a private school setting. Adapted physical education teachers should take the initiative to be informed about local policies and procedures for provision of services to children with a disability in private schools.

Examples:

- One large urban district provides a maximum of 10 one-hour consultations per year on behalf of a child parentally placed in a private school, who is eligible for special education and services.
- Some LEAs also offer fee for service to a private school for a child who is parentally placed in that school, and who is eligible for special education and services.

6.3 KEY PROVISION: A child, who has been found eligible for special education and in need of adapted physical education services and who attends a non-public school, shall receive adapted physical education when the IEP specifies the service.

Legal Reference: Sec. 56366(a)(5) *The non-public, nonsectarian school or agency shall provide all services specified in the individualized education program, unless the nonpublic, nonsectarian school or agency and the district, special education local planning area, or county office agree otherwise in the contract or individualized services agreement.*

Sec. 56366 *It is the intent of the legislature that the role of a nonpublic, nonsectarian school or agency shall be maintained and continued as an alternative special education service*

available to a local educational agency and parents.

Discussion: The state legislature has made it clear that non-public, non-sectarian schools (NPS) can be appropriate special education placements. Also, the law requires the NPS to provide services specified in the IEP. Therefore, if adapted physical education is specified in the IEP for a child who is placed (by the LEA) in an NPS, the service should be provided. A contract is written between the LEA and the NPS to provide special education and related services/designated instruction and services. In addition, the master contract shall include an individual services agreement. (Sec. 56366 (a) (1 through 2)). Therefore, it is the responsibility of the LEA to ensure that the NPS provides all the services specified in the individual services agreement for the pupil, including adapted physical education if so specified.

Best Practice: It is the responsibility of the LEA to ensure that the nonpublic school provides all the services within the individual services agreement. The district, SELPA or county office may be identified as the service provider. When that occurs, the adapted physical education teacher should assist the local education agency in establishing the method and procedures for service delivery (e.g., location, times, transportation if necessary).

When the LEA is not going to be the service provider, the adapted physical education teacher may need to attend the IEP team meeting that provides for transfer of a student from the LEA to the NPS, to explain the individual's needs and past progress in adapted physical education. Local policies may also allow for some informal consultation to the NPS staff receiving a student, and or preparation of summary documents.

6.4 KEY PROVISION: Adapted physical education will be provided to children with a disability who attend a charter school when indicated on the child's IEP.

Legal Reference: Sec. 47646 (a) *A charter school that is deemed to be a public school of the local educational agency that granted the charter for purposes of special education shall participate in state and federal funding for special education in the same manner as any other public school of that local educational agency. A child with disabilities attending the charter school shall receive special education instruction or designated instruction and services, or both, in the same manner as a child with disabilities who attends another public school for that local educational agency. The agency that granted the charter shall ensure that all children with disabilities enrolled in the charter school receive special education and designated instruction and services in a manner that is consistent with their individualized education program and is in compliance with the federal Individuals with Disabilities Education Act ...and implementing regulations...*

Discussion: Charter schools are considered public schools. Since adapted physical education is a part of special education, children with disabilities who attend charter schools will need to receive adapted physical education service if indicated on the child's IEP.

Best Practice: The adapted physical education teacher may need to provide services for children attending a charter school. Policies and procedures of the LEA should be followed. Adapted physical education teachers should take the initiative to be informed about local policies and procedures for provision of services to children with a disability in private schools.

CHAPTER 7 EARLY INTERVENTION – INFANTS AND TODDLERS

7.1 KEY PROVISION: Adapted physical education services may be provided to infants and toddlers (children under three years of age) by qualified personnel, and must meet the other criteria delineated in IDEA '04, Part C Early Intervention.

Legal Reference: 20 USC 1432 *Definitions*

(4) Early intervention services. The term “early intervention service” means developmental services that—

(A) are provided under public supervision;

(B) are provided at no cost except where Federal or State law provides for a system of payments by families, including a schedule of sliding fees;

(C) are designed to meet the developmental needs of an infant or toddler with a disability, as identified by the individualized family service plan team, in any 1 or more of the following areas:

(i) physical development;

(ii) cognitive development;

(iii) communication development;

(iv) social or emotional development; or

(v) adaptive development;

(D) meet the standards of the State in which the services are provided, including the requirements of this subchapter;

(E) include—

(i) family training, counseling, and home visits;

(ii) special instruction;

(iii) speech-language pathology and audiology services, and sign language and cued language services;

(iv) occupational therapy;

(v) physical therapy;

(vi) psychological services;

(vii) service coordination services;

(viii) medical services only for diagnostic or evaluation purposes;

(ix) early identification, screening, and assessment services;

(x) health services necessary to enable the infant or toddler to benefit from the other early intervention services;

(xi) social work services;

(xii) vision services;

(xiii) assistive technology devices and assistive technology services; and

(xiv) transportation and related costs that are necessary to enable an infant or toddler and the infant’s or toddler’s family to receive another service described in this paragraph;

(F) are provided by qualified personnel, including—

(i) special educators;

- (ii) *speech-language pathologists and audiologists;*
- (iii) *occupational therapists;*
- (iv) *physical therapists;*
- (v) *psychologists;*
- (vi) *social workers;*
- (vii) *nurses;*
- (viii) *registered dietitians;*
- (ix) *family therapists;*
- (x) *vision specialists, including ophthalmologists and optometrists;*
- (xi) *orientation and mobility specialists; and*
- (xii) *pediatricians and other physicians;*

(G) to the maximum extent appropriate, are provided in natural environments, including the home, and community settings in which children without disabilities participate; and (H) are provided in conformity with an individualized family service plan adopted in accordance with section 1436 of this title.

(5) Infant or toddler with a disability The term "infant or toddler with a disability" - (A) means an individual under 3 years of age who needs early intervention services because the individual - (i) is experiencing developmental delays, as measured by appropriate diagnostic instruments and procedures in one or more of the areas of cognitive development, physical development, communication development, social or emotional development, and adaptive development; or (ii) has a diagnosed physical or mental condition which has a high probability of resulting in developmental delay; and (B) may also include, at a State's discretion, at-risk infants and toddlers...

20 USC 1435 - Sec. 1435(a) *In general a statewide system described in section 1433 of this title shall include, at a minimum, the following components:*

...(9) Policies and procedures relating to the establishment and maintenance of qualifications to ensure that personnel necessary to carry out this subchapter are appropriately and adequately prepared and trained, including the establishment and maintenance of qualifications that are consistent with any State-approved or recognized certification, licensing, registration, or other comparable requirements that apply to the area in which such personnel are providing early intervention services, except that nothing in this subchapter (including this paragraph) shall be construed to prohibit the use of paraprofessionals and assistants who are appropriately trained and supervised in accordance with State law, regulation, or written policy, to assist in the provision of early intervention services under this subchapter to infants and toddlers with disabilities.

Discussion: Federal law requires that states develop and implement plans to address the needs of developmentally disabled infants from birth through age two. A child born with a developmental disability (e.g., cerebral palsy, spina bifida, etc.) or born with “established risk,” is defined as an infant/toddler individual with a disability as documented by an assessment.

A major goal of the law is to fully incorporate the family into the process of early

intervention. In IDEA Part C, the Individualized Family Service Plan (IFSP) is used instead of the Individualized Education Program (IEP). The incorporation of the family into planning represents a sensitivity to both the needs of the family and those of the child. A multidisciplinary team that includes family members and is based on an assessment by that team develops the IFSP.

Another key provision of this law is that services for infants and toddlers, to the maximum extent appropriate, are provided in natural environments, including the home and community settings in which children without disabilities participate. Services are provided in a setting other than a natural environment only when early intervention cannot be achieved satisfactorily for the infant or toddler in a natural environment.

The 2004 reauthorization of IDEA describes programs for infants and toddlers in Part C. Under this federal law, adapted physical education is not specifically listed as a required service that each state needs to make available for infants and toddlers with a disability. However, as special educators, adapted physical education teachers can provide services that are designed to meet the developmental needs of an infant or toddler with a disability within a coordinated comprehensive, multidisciplinary set of services designed to promote all aspects of development..

The federal law leaves it up to the states to determine whether or not an individual is “qualified” to provide early intervention services. The law impliedly recognizes that professionals in various fields, who are qualified to provide services to infants and toddlers with disabilities, may possess different qualifications than those qualified to serve children of other ages.

It is a widely held principle that motor development typically progresses most quickly in the first few years of life. One of the traditional responsibilities of adapted physical education teachers is to teach and promote the development of motor skills. University training programs in physical education and adapted physical education have historically included a significant amount of course content related to typical and atypical motor development in infants and toddlers. Some adapted physical education teachers have received training and practice via pre-service and in-service training programs.

Best Practice: It is recommended that LEAs utilize trained and qualified adapted physical education teachers when providing adapted physical education services to infants and toddlers. It is understood that the service delivery model is likely to be different from that for preschool and older children. Adapted physical education for infants and toddlers involves a greater amount of assessment, provision of service in natural settings and collaborative consultation with families and other team members. This results in a smaller amount of direct instruction to individual children and may require more time per child than is needed for older children because of the differences in this age appropriate service delivery system. Therefore, administrators are advised to support scheduling and caseload assignment of adapted physical educators that reflect this service delivery model. For example:

- More time may be necessary for formal and informal meetings in large and small groups;
- Consulting with, providing demonstrations and explaining activities and teaching strategies to parents may require meeting with them at times other than the typical school day schedule and;
- Working with team members and parents is considered to have the same credibility as working directly with children.

Some of the major areas of knowledge and skill that may be necessary for an adapted physical education teacher to master in order to be qualified as a service provider for infants and toddlers are:

- Typical and atypical reflexes and postural reactions; sequences and progression of early motor skills and patterns; early sensory and perceptual motor development;
- Body image and self-concept;
- Overview of early language development and its relationship to motor development and motor learning;
- Principles and schedule of motor development;
- Terminology related to early motor development;
- Diagnostic team assessment approach;
- Family based assessment planning and service delivery;
- Components of the Individualized Family Service Plan;
- Activity-based intervention;
- Transdisciplinary play-based assessment and intervention;
- Formal and informal assessment tools and techniques appropriate for infants and toddlers;
- Stages of play development;
- Social development and inclusion in natural environments;
- Commonly occurring effects of various disabilities on early development;
- Strong collaboration and consultation skills; and
- Commonly occurring family concerns and issues related to young children with disabilities.

Adapted physical education services for infants and toddlers with disabilities will often be in the areas of assessment and consultation with family members and other service providers, with a limited amount of direct, ongoing instruction with the child. This is consistent with the developmental needs of all children at this young age, and with the emphasis on services to families stated in the law. In addition, adapted physical education services for infants and toddlers must be delineated on the child's IFSP (Individualized Family Service Plan). (Sec.56426.8)

Provision of adapted physical education services to infants and toddlers are not intended to replace or duplicate occupation or physical therapy and vice-versa. However, an infant or toddler may need adapted physical education to meet additional identified needs. Educators should keep in mind that the purpose of early intervention services under Part C, is to

“...promote all aspects of development of the infant/toddler with disabilities...” This is a major difference from the purposes of education for older children, under Part B, which is focused on educational benefit and progress in the curriculum. This law provides some funding to LEAs and describes components that are required to be part of a state’s early intervention program. However, as with all laws, states are permitted to, and often do utilize other resources, programs and methods for meeting their responsibilities under the law. Providing adapted physical education services is one of the programs in California that can be utilized if needed to meet an individual infant or toddler’s developmental needs.

Examples of adapted physical education services to infants or toddlers:

- The adapted physical education teacher goes to a center-based infant/toddler program to demonstrate activity based motor instruction to the center staff.
- The adapted physical education teacher observes the child while engaged in motor activities at the park, home, or childcare center (natural environment) to monitor progress in the application of motor skills to play, mobility and personal care activities.
- The adapted physical education teacher, occupational therapist and physical therapist collaborate to provide an assessment of motor skills for a toddler, in preparation for transition to a preschool program. The OT and PT assess specific motor skills in a clinic setting. The adapted physical education teacher assesses the child's motor skills during regular activities in the natural environment (e.g., home, childcare center).

7.2 KEY PROVISION: Adapted physical education services for infants and toddlers with disabilities utilize developmentally appropriate, activity- based instruction and collaborative consultation models with families, caretakers and other members of the multidisciplinary team.

Legal Reference: The federal law does not mention a specific curriculum or curriculum type. However, it emphasizes that the purpose of early intervention is to promote all aspects of development of an individual infant or toddler with a disability. Therefore, the legal inference is that a developmental curriculum is necessary. An individualized, developmental curriculum for a child should be based on a developmental assessment. In most cases, the formal assessment tools listed in the Best Practices section below or in Appendix C of this document should be used.

The federal law emphasizes family involvement and natural environments through sections describing the IFSP and specific wording in other sections. In addition, it specifies a multidisciplinary team approach. Therefore, a collaborative consultative method for delivering adapted physical education services is the most appropriate for most infants and toddlers with disabilities.

Under, Title 14, Cal. Gov. Code Sec. 95020(a), “An eligible infant or toddler shall have an individual family service plan. The individual family service plan shall be used in place of an individualized education program required pursuant to Sec. 4646 and 4646.5 of the Welfare and Institutions Code, the individualized program plan required pursuant to Sec. 56340 of the Education Code, or any other applicable service plan.”

Discussion: The main goal of adapted physical education programs for infants and toddlers with disabilities is to assist them and their families in developing and using motor skills. The motor modality is critical in enabling young children to explore and learn about their world. At this age, learning through activities and exploration is perhaps more important than at any other stage of development. Children at this stage of development learn through daily activities and interactive experiences with their environment. Therefore, learning should take place within that context and must be facilitated by regular caretakers; including parents, family members and any child care providers that may be involved.

Best Practice: Using an activity based instructional approach; the adapted physical education teacher can select from a variety of models, or can combine models, in order to assist with the development of motor skills in infants and toddlers with disabilities. For example:

- Go to the home, local park, childcare facility, playgroup, parent co-operative or other natural settings to explain and/or demonstrate age appropriate activities.
- Set up the play area .
- Provide direct service in the area of motor and/or play development including practical accommodations related to the child’s unique needs.
- Conduct parent/caretaker training sessions with or without children present.
- Set up a motor development lab at a school, preschool or childcare center and bring young children and their families/caretakers in to use it in small group sessions.
- Team-teach with other members of the multidisciplinary team.

Other roles and responsibilities of the adapted physical education teacher may include:

- Assisting with the planning and implementation of smooth transitioning of a toddler to a preschool model and setting.
- Assisting parents, caretakers, or other team members in adapting equipment that can be used in motor development and functional activities based on individual needs.
- Provide suggestions for incorporating motor activities within daily routines.
- Collaborating with other team members to design activities that meet multiple needs (e.g., combining language and motor goals; combining play and physical therapy goals).

Below is a list of resources and assessment tools for this age group. For a detailed list of tests, refer to Appendix C.

- *Battelle Developmental Inventory*. 2nd Ed. (1999) New York. McGraw Hill.
- *Bayley Scales of Infant and Toddler Development*, 3rd Ed. (2004) Psychological Corp
- *Brack, J. C. (2004). Learn to Move-Move to Learn*. Overland Park, KS. Autism Asperger

Publishing Co.

Bredenkamp and Copple, Ed. (2009). *Developmentally Appropriate Practices in Early Childhood Programs*. Washington, D.C. National Association for the Education of Young Children.

- Bricker, D. (2002). *O-3 Assessment, Evaluation, Programming Systems (AEPS) 2nd Ed.* Baltimore, MD. Paul H. Brooks Publishing
- *Brigance Diagnostic Inventory of Early Development-2*. (2010). North Billerica, MA. Curriculum Associates.
- *Curriculum, Assessment, Resources, Evaluation (CARE –R)*. (1998). Adapted Physical Education Program, Los Angeles County Office of Education.
- Cowden, Sayers, and Torrey. (1998). *Pediatric Adapted Motor Development and Exercise: An innovative multi-system approach for professionals and families*. Springfield, IL. Thomas
- Flagler, S. (1996) *Infant–Preschool Play Assessment (I-PASS)*. Chappel Hill, North Carolina. The Chappel Hill Training-Outreach Project, Inc.
- Johnson-Martin, Attermeier, and Hacker. (2004) *The Carolina Curriculum for Preschoolers with Special Needs*, 2nd Ed. (2004). Baltimore, MD. Brooks Publishing.
- Lueck, A. H., Chen, D., and Keklis, L. S. (1999). *Developmental Guidelines for Infants with Visual Impairments: A Manual for Early Intervention*. Louisville: American Printing House for the Blind, Inc.
- National Association for the Education of Young Children, 1313 L Street NW, Suite 500, Washington, DC 20005.
- *Peabody Developmental Motor Scales (PDMS-2)*. (2002). Austin, TX. Pro-Ed.
- Scheeringa. *Diagnostic Infant and Preschool Assessment Manual*. (2004). New Orleans, LA. Tulane University School of Medicine.
- Toland, Crock, and Goff. (2010). *Hawaii Early Learning Profile (HELP)*. Palo Alto, CA. Vort Corp.

7.3 KEY PROVISION: Adapted physical education teachers conduct developmentally appropriate, multidisciplinary, family directed assessments of children with disabilities who are under three years of age.

Legal Reference: Title 14, Cal. Gov. Code Sec. 95016 (a) describes assessment requirements, and it states in part that the assessment, ... *shall include a family interview to identifying the child’s unique strength and needs, and services appropriate to meet those needs; and he resources, priorities and concerns of the family and the supports and services necessary to enhance the family’s capacity to meet the developmental needs of their infant or toddler.*

Discussion: Infants and toddlers must be assessed in all areas of suspected disability, as do children of other ages. In order to address the needs of children with or at risk for developmental disabilities, the assessor must use developmentally appropriate assessment

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tools. A developmentally appropriate motor assessment will usually involve use of:

- developmental scales;
- observation during play, mobility and activities of daily living;
- interview of parents and care providers; and/or
- collaborative assessment with other multidisciplinary team members.

Assessment of motor development will reveal the child's needs for services and content of intervention. The adapted physical education teacher is one professional who may conduct an assessment of gross motor and physical play skills. The results of the assessment will help the IFSP team determine what services are needed, including whether or not services from an adapted physical education teacher are needed.

Regardless of whether a toddler has received adapted physical education services as part of his/her special education, motor development needs to be considered when assessing the child's needs for preschool. Assessment of gross and fine motor development will often need to be a part of the assessment done in preparation for the transition to preschool. Assessment of motor development is often mistakenly left out of the transition assessment for a toddler preparing to enter preschool.

Best Practice: A thorough assessment of development, conducted by a qualified professional may include the motor area. An adapted physical education teacher who is trained in appropriate methods and procedures for infants and toddlers (see Key Provision 7.1) can conduct an assessment. Procedures should be in place to include motor assessment when planning both an initial and transition assessment for an infant or toddler. Use developmentally appropriate assessment tools and procedures, and include a family interview as required by California law. Team or arena assessments are often used for infants and toddlers. An adapted physical education teacher conducting an assessment should participate in team or arena assessments when they are utilized.

7.4 KEY PROVISION: An adapted physical education teacher providing service to a child under three years of age will document services in the child's IFSP (Individualized Family Service Plan), as required by IDEA '04.

Legal Reference: CCR Title 17, Sections 52100, 52102, 52104, 52106 through 52108 describes the Individualized Family Service Plan (IFSP) that is required (rather than an IEP). Some key differences include:

- Regional Center and LEAs are responsible for various aspects of the IFSP.
- Review every six months.
- A statement about the developmental outcomes expected for the child and a statement about the outcomes for the family.
- Statements specifying the natural environments where services will be provided (e.g., home, child care, school program).

- An identified service coordinator.

Discussion: The state of California is diverse in many ways, including the educational resources and needs of LEAs of different sizes and those in rural versus urban or suburban areas. Therefore, there are different staffing patterns and some LEAs will utilize adapted physical education teachers to serve infants and toddlers with disabilities. A qualified adapted physical education teacher who is providing services to infants and toddlers will need to be informed about the requirements of the IFSP and its differences from an IEP. Documentation of developmental outcomes rather than annual goals is an important difference that will affect the planning of the assessment and focus of intervention.

Best Practice: Depending on the individual needs of the child, the adapted physical education teacher may play a strong role in the education of the child. The adapted physical education teacher should take responsibility for inquiring about district policies and procedures regarding IFSPs as well as understanding the applicable laws and regulations. It may be helpful to network with other professionals who write IFSPs and review some samples.

CHAPTER 8 - TRANSITION TO ADULT LIFE

8.1 KEY PROVISION: When a child turns 16, the IEP in force (and those thereafter) shall include transition services, one of which may include adapted physical education services.

Legal Reference: Title 20 U.S.C. Sec. 614 (d) 1 A (viii) and EC sec. 56345 (a) (8) (A –B) describes the transition services which must be included in the individual’s IEP beginning no later than the first IEP to be in effect when the child is 16.

34 CFR sec. 300.439(a) transition services means a coordinated set of activities for a child with a disability that

- (1) is designed to be within a results oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-school activities, including post-secondary education, vocational education , integrated employment, (including supported employment), continuing and adult education, adult services, independent living, or community participation;*
- (2) is based upon the individual child’s needs, taking into account the child’s strengths, preferences and interests; and includes-*
 - (i) Instruction;*
 - (ii) Related services;*
 - (iii) Community experiences;*
 - (iv) The development of employment and other post-school adult living objectives; and*
 - (v) If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.*
- (b) Transition services for children with disabilities may be special education, if provided as specially designed instruction, or a related service, if required to assist a child with a disability to benefit from special education. 34 CFR sec. 300.439(a)*

Sec. 56345 (a) (8) Beginning not later than the first individualized education program to be in effect when the pupil is 16 years of age, or younger if determined appropriate by the individualized education program team, and updated annually thereafter, the following shall be included:

- (a) Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and where appropriate, independent living skills;*
- (b) The transition service, as defined in Section 56345.1, including courses of study, needed to assist the pupil in reaching those goals.*

Sec. 56345.1(a) (3) Includes instruction, related services, community experiences, the development of employment and other post-school adult living

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objectives, and, if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.)

Sec. 56345.1 (b) In accordance with Section 300.43(b) of Title 34 of the Code of Federal Regulations, transition services for individuals with exceptional needs may be special education, if provided as specially designed instruction, or a designated instruction and service, if required to assist a pupil to benefit from special education.

Discussion: An IEP is written for individuals through age 21. Beginning with the last IEP prior to the student turning 16, the IEP team must include transition services for the student. The IEP team must address both educational and transition needs of the student. This responsibility includes the determination of DIS and related service needs, and measurable goals based upon age-appropriate transition assessments. The availability of the full continuum of special education services continues to be a requirement. (Sec. 56345.1.) Therefore, adapted physical education teachers will often be members of IEP teams when the IEP includes transition services.

For individuals with transition services, physical education program planning and curriculum options generally shift away from a school site model, toward a community or post-secondary education setting. Goals and objectives for physical education fall primarily within the areas of functional motor skills, lifelong physical activities and physical fitness skills necessary to support vocational, health or daily living activities and community participation. In addition, they are based on meeting student needs related to his/her interests and preferences.

Physical education programming, in the area of instruction, might focus on helping the student become aware of his/her movement and fitness strengths and needs as well as setting movement and fitness goals. Additionally, the student may become aware of and learn to use the resources for pursuing movement goals that are available within the community or post-secondary education setting. Programming in the area of community living might focus on helping the student experience or access community programs or facilities offering physical activities (e.g., YMCA, parks, fitness clubs, or community college classes.) In the area of employment, physical education programming might focus on physical and motor fitness necessary to perform ones job duties, or to travel to a job site. (Sec. 56345.1.)

Best Practice. When adapted physical education is the only special education service that the student receives, the adapted physical education teacher will need to ensure that the IEP includes transition services, beginning with the IEP that will be in effect when the student turns 16. The adapted physical education teacher will need to be familiar with assessment tools that are age appropriate and will assist in determining the individual's transition needs (e.g., adult fitness and health measures, activity or sport specific measures, observations of specific jobs or functional activities). It will usually be necessary to include an interest survey of lifelong activity and an interview/discussion with the student and his/her family.

These measures help to identify the individual's interests, preferences, and awareness of the individual's strengths and needs, leading to mutual preparation of proposed goals to present at the IEP meeting. It is important to address any skills the student still needs to learn in order to advocate for his/her own accommodations or modification, as needed.

THE SERVICE DELIVERY MODEL APPLIED TO IEPs FOR 16 THROUGH 21 YEAR OLDS.

Adapted Physical Education:

Lifelong activities-and fitness activities are often conducted off campus, for at least part of the time (e.g. recreation center, community swimming pool, fitness center, YMCA, etc.). This is more often the case for individuals with a moderate to severe disability, and less often the case for individuals with a mild disability who are working toward a high school diploma.

Often, the adapted physical education teacher's role is to facilitate the individual's use of community recreation and fitness resources. To achieve this, the adapted physical education teacher might conduct classes in the community, but will often collaborate with the special education teacher in conducting physical education instruction in these settings. This will usually result in less frequent, direct instruction by the adapted physical education teacher. For example, the adapted physical education teacher might attend the class in the beginning of the quarter or semester, and then keep in contact with the off-campus instructor regularly (e.g., once per month).

The adapted physical education teacher generally collaborates with the classroom transition teacher and may collaborate with the community college adapted physical education/physical education teacher. This collaboration may result in a reduction in the frequency of direct service as the other teachers assume some of the responsibility of providing physical education instruction.

Specially Designed Physical Education:

The special education teacher is responsible for providing physical education and may do so in conjunction with a community recreation leader/physical activity instructor. The adapted physical education teacher might share resources with the special education teacher as needed. This collaborative consultation would be documented as a transition service, but the adapted physical education teacher would not write and be responsible for physical education goals. In another example, the adapted physical education teacher might meet with the special education teacher prior to the beginning of the semester to help plan community-based physical activities.

Physical Education/Adult Physical Activity:

Most individuals will take part in programs in the community or institution of higher learning, as they are able to access and regularly participate in lifetime physical activities and advocate for individual accommodations if needed. The student might participate in disability sport. Some individuals will take general physical education courses at the high school as

electives, or to fulfill their requirements for a high school diploma.

8.2 KEY PROVISION: The type of physical education program in which a student participates, will be documented on the IEP for children who are age 16 or older.

Legal Reference: Sec. 56345.1(b) *In accordance with Section 300.43(b) of Title 34 of the Code of Federal Regulations, transition services for individuals with exceptional needs may be special education, if provided as specially designed instruction, or a designated instruction and service, if required to assist a pupil to benefit from special education.*

Sec. 56345. (a)(2) *A statement of measurable annual goals, including academic and functional goals, designed to do the following:*

(A) Meet the needs of the individual that result from the disability of the individual to enable the pupil to be involved in and make progress in the general education curriculum.

(B) Meet each of the other educational needs of the pupil that result from the disability of the individual.

Discussion: All IEPs need to address the instructional needs of the student. Transition services are part of the IEP beginning when the child turns 16. At that point, the parts of the IEP generally support transition goals and activities. Therefore, the focus of adapted physical education services may change, and collaborative consultation may be utilized to a greater degree. Documentation of the frequency of service, location of service and goals and objectives continues to be required if the student receives adapted physical education services. For example, if adapted physical education is provided in whole or part by collaborative consultation, it should be reflected on the IEP. In addition, if the student no longer participates in physical education that should be documented on the IEP as well.

Best Practice: When adapted physical education services are also transition services, they are likely to differ from those on an IEP that does not contain transition services. Activities are more frequently conducted in community or post-secondary settings. Goals and objectives will be more closely related to the individual's strengths, interests and preferences. Activities will be part of a coordinated set of activities that promotes movement and fitness from school to post-school living. Relatively greater amounts of collaborative consultation and lesser amounts of direct instruction are appropriate. When writing goals and objectives, the adapted physical education teacher should keep these differences in mind.

8.3 KEY PROVISION: The coordination of education and community services should involve all agencies as well as the student and family, when appropriate.

Legal Reference: Sec. 56462 *The transition services shall include, but not be limited to, the following:*

(a) In-service training programs, resource materials, and handbooks that identify the following:

...(3) The roles of other agencies in the transition process including, but not limited to, the scope of their services, eligibility criteria, and funding.

...(5) The role of families in the individualized transition process

...(b) Development of the role and responsibilities of special education in the transition process, including the following:

...(4) The coordination of the transition planning process, including development of necessary interagency agreements and procedures at both state and local levels.

Discussion: The requirements to interface with community agencies and resources apply to all areas of an individual's needs, including physical education and adapted physical education. Input from the student and the family will be needed to help determine the individual's interests, needs, goals, and progress.

Best Practice: Adapted physical educators serving individuals approaching 16 years of age, through 21 years of age should be familiar with community resources for physical activity. This includes lifelong physical activity and health related physical fitness. It also includes physical activities related to functional activities such as employment and daily living. The assessment should include interview and discussion with the student and family. It may require additional investigation of community resources, agencies and groups that conduct physical activities related to the individual's needs. Participation in physical activities with family members should also be considered.

Examples:

- (A) For a student with visual impairment who is learning self-advocacy skills, the adapted physical education teacher may need to find a community physical activity program that is already able to provide accommodations and that may be able to support the student in his/her self advocacy goals.
- (B) For a student who needs to improve and maintain upper body strength to perform a job task, the adapted physical education teacher may need to be familiar with gyms and fitness programs in the community in order to facilitate the individual's ability to use such programs as an adult.
- (C) A student may be planning to take a bus to work and needs to learn to climb the large stairs of the bus, balance while paying his/her fare, and navigate to a seat. Therefore, the adapted physical education teacher may need to become familiar with the public

transportation services, their policies for access by individuals with a disability, and the types of public transportation equipment available in the community.

8.4 KEY PROVISION: Adapted physical education in the community college setting, will comply with Title 5 of the Education Code, and will follow the *California Community College Adapted Physical Education Handbook Guidelines and Standards (2002)*.

Legal Reference: Education Code Sections 67310-67313 describe community college support services or instruction through Disabled Student Programs and Services (DSPS), to individuals with disabilities.

Discussion:

Title 5 sections related to community colleges specifically mention adapted physical education. Adaptive physical education, for example, should serve as an adapted instructional mode for the learning of physical education skills—swimming, basketball, general exercise—rather than as a method to engage in therapeutic activities. In 2002 the *California Community Colleges Adapted Physical Education Handbook* (Handbook) was produced. It is a statewide handbook that reflects the status and professional positions of the adapted physical education field in community colleges, and contains regulations, guidelines and commentaries on adapted physical education. It references sections of Title 5 and other pertinent laws. It contains vital information for transition individuals regarding opportunities, resources, rights and responsibilities when enrolling in adapted or general physical education classes at a community college. It can serve as a resource for high school personnel who are working with transition individuals and their families.

It should be noted that there are some differences in the basic foundations of education for individuals with disabilities in community colleges as compared to K-12 public schools. Many of these differences are outlined and explained in the above-referenced handbook. Of particular note is the following statement (page 13):

Whether a college offers adapted physical education or not, it is still the right of any student, disabled or not, to enroll in any physical education class (provided a duly established prerequisite is satisfied). Likewise, any student has the right to enroll in an adapted physical education class whether they have a verified disability or not.

Some other examples of differences include:

- The definition of a student with a disability and how that is determined or documented
- The involvement of the DSP&S (Disabled Individuals Programs and Services) department
- The establishment of a Student Education Contract (SEC) which specifies those regular and/or special classes and support services identified and agreed upon by

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both the student and DSPS professional staff as necessary to meet the individual's specific educational needs.

- Definition of *Special Classes Instruction*. Adapted physical education falls within this definition.
- Responsibilities of individuals enrolled in community college physical education courses.
- Purposes of instruction in adapted physical education in a community college in California.
- Differences in laws and requirements regarding enrollment of minors versus legal adults, and enrollment in credit vs. non-credit classes.
- Individuals with a disability may seek to either enroll in general physical education with accommodations or in adapted physical education.

Best Practice: Many community colleges in California offer adapted physical education programs. High school individuals with a disability may be able to enroll in adapted or general physical education classes at a community college. Adapted physical educators working with transition age individuals should become aware of programs and services offered at local community colleges as well as legal requirements and procedures in order to:

- (1) provide accurate information to IEP teams;
- (2) prepare individuals with skills necessary for entry to community college physical education classes, including information about how their disability might affect physical education participation and accommodations they may want to request; and
- (3) interface with community college timelines and procedures when necessary.

It may be helpful to establish contact with an adapted physical educator at the local community college who might serve as a consultant or liaison when individuals with transition services are considering taking physical education classes at a community college. Communication between adapted physical educators at these two levels may assist in a more specific understanding of how to prepare individuals to advocate for themselves regarding physical education participation, which may be necessary at the community college level.

CHAPTER 9 - PROGRAM AND ADMINISTRATIVE CONSIDERATIONS

LOCAL PLAN

9.1 KEY PROVISION: Each SELPA develops policy and implementation procedures within their local plan which describe all Designated Instruction and Services (DIS)/related services, including adapted physical education.

Legal Reference: Sec. 56205(a) *Each special education local plan area (SELPA) submitting a local plan to the superintendent under this part shall ensure, in conformity with Sections 1412(a) and 1413(a)(1) of Title 20 of the United States Code, and in accordance with Section 300.201 of Title 34 of the code of Federal Regulations, that it has in effect policies, procedure, and programs that are consistent with state laws, regulations and policies governing the following:*

- (1) Free appropriate public education*
- (2) Full educational opportunity. ...*
- (3) Individualized education programs, including development, implementation, review and revision.*
- ...(5)Least restrictive environment.*
- (6)Procedural safeguards.*
- (7)Annual and triennial assessments.*
- (8)Confidentiality. ...*
- ...(13) Personnel qualifications to ensure that personnel, including special education teachers and personnel and paraprofessionals providing related services... are adequately prepared and trained...*

Sec. 56195 (a)Each entity providing special education under this part shall adopt policies for the programs and services it operates, consistent with agreements adopted pursuant to subdivision (b) or (c) of Section 56195.1 or Section 56195.7. The policies need not be submitted to the superintendent.

(b)The policies shall include, but not be limited to, all of the following:

...(2)Review, at a general education or special education teacher's request, of the assignment of an individual with exceptional needs to his or her class and a mandatory meeting of the individualized education program team if the review indicates a change in the pupil's placement, instruction, related services, or any combination thereof. The procedures shall indicate which personnel are responsible for the reviews and a timetable for completion of the review.

Discussion: When writing the local plan, SELPAs should consider the following regarding appropriate physical education service(s) for children who are eligible for special education:

- Before a referral to special education is made, adaptations, accommodations and modifications within the existing general education program should be tried and documented. This might involve the SST (Student Success Team) and /or Section 504 processes for some children. Appropriate and meaningful intervention strategies should be based on the child’s needs, age and curriculum content. These strategies should be documented and reported along with the outcomes for a designated period of time before a referral to adapted physical education is made. (See also Sec. 56303.)
- Establish a continuum of physical education services available for children with a disability, including collaborative consultation. (Refer to Chapter 11 for information and discussion of collaborative consultation.)
- Establish guidelines for IEP teams when considering whether or not a child with a disability needs adapted physical education. (Recommended guidelines are contained in Chapter 3, Key Provision 3.11

Best Practice: It is recommended that the adapted physical education teacher: (a) ask how and where he/she can review a copy of the local plan; (b) provide input for its revision when requested; and (c) follow identified student study team (SST) procedures, including consulting at SST meetings if requested; (d) participate with other staff in developing and/or reviewing referral procedures as needed. (Refer to Appendix B for sample referral checklists and documentation of accommodations by general education)

Furthermore, it is recommended that all teachers who are teaching physical education (a) be aware of their responsibility to serve all children; (b) receive training in the SST process and receive support for utilizing it when necessary; and (c) be aware of accommodations and modifications that are appropriate for their classes.

Adapted physical education teachers are advised to develop a working relationship with teachers who are teaching physical education and assist them by providing: suggestions for accommodations and modifications; and the implications of various disabilities on participation in physical education. However, the adapted physical education teacher does not need to be “on call” at all times for individual consultations and requests. The following are some strategies that can help to manage the time needed for the provision of suggestions, resources and instructional interventions.

- Maintain a resource library that can be housed within the school’s library or curriculum resource center and can be accessed by all teachers.
- Maintain an information board that is accessible to all teachers who are teaching physical education. Use it to post new resources, games, and other information. (This could also be kept on a page of the school’s website)
- Participate in physical education department or school site staff meetings and training.
- When appropriate, provide in-service training sessions for teachers who are teaching physical education.
- Identify lead teachers at each school to assist with general physical education

- accommodations, modifications and distribution of information.
- Post messages on a web site, electronic message board, online forum, school bulletin or in a newsletter.

STATE DATA COLLECTION

9.2 KEY PROVISION: Children who are identified as an individual with exceptional needs are included in the California Department of Education data collection systems including those who receive adapted physical education as their only special education service.

Legal Reference: Sec. 56601(a) *Each special education local plan area shall submit to the superintendent at least annually information, in a form and manner prescribed by the superintendent and developed in consultation with the special education local plan areas, in order for the superintendent to carry out the evaluation responsibilities. This information shall include other statistical data, program information, and fiscal information that the superintendent may require. The superintendent shall use this information to answer questions from the Legislature and other state and federal agencies on program, policy and fiscal issues of statewide interest.*

20 U.S.C. Section 141. *Local Education Agency Eligibility.*

(A) in general

A local education agency is eligible for assistance under this part for a fiscal year if such agency submits a plan that provides assurances to the State educational agency that it meets each of the following conditions:

...(7) information for state educational agency—The local educational agency shall provide the State education agency with information necessary to enable the State educational agency to carry out its duties under this part, including, with respect to paragraphs (15) and (16) of §612(a), information relating to the performance of children with disabilities participating in programs carried out under this part.

Discussion: If a student is classified as an individual with disabilities and is receiving adapted physical education services, this is indicated on the current IEP and information about that student is entered into the CASEMIS (California Special Education Management Information System) and CALPADS (California Longitudinal Pupil Achievement Data System) systems. This enables the LEA to accurately provide information regarding DIS/related services, among other things, and receive appropriate special education funding.

Best Practice: It is advised that all adapted physical education teachers, especially those who are or may in the future be serving as case carrier for a student, be trained on the district, SELPA or county office of education process for entering data into the state data recording systems. Some LEAs, SELPAs or county offices may use other software that enters this data. Accurate information on provision of adapted physical education services, provided in

a timely manner, will ensure accurate data reporting and may affect funding, staff allocations and compliance with other laws and regulations.

CASELOAD

9.3 KEY PROVISION: Actual caseload numbers will vary based on a number of factors and are determined by each SELPA within the Local Plan.

Legal Reference: There is no legal reference for the caseload of adapted physical education teachers, therefore it is determined at the local level and should be reflected in local policy.

Discussion: Although there is no maximum caseload established for adapted physical education, caseloads need to be manageable so that they allow adequate time:


- (1) for the adapted physical education teacher to provide instruction in accordance with the time and frequency needed to meet each child's individual needs as indicated on the IEP,
- (2) to conduct assessments, prepare reports and attend IEP meetings.

In other words, caseloads need to allow adapted physical education teachers to conduct all of their duties in compliance with state and federal statutes and regulations.

There are many factors that impact an effective and efficient caseload for adapted physical education teachers. The State of California is very large and therefore there are many regional differences in the provision of educational services of all types. In 2007, statewide survey of 216 adapted physical education teachers found that the mean caseload across the state was 51 individuals. In the same survey, 11% of respondents reported that their employment contract determined a caseload limit, and those ranged from 30 to 90 individuals per full-time adapted physical education teacher. The adapted physical education teacher performing the duties of case carrier was reported by 31% of respondents, with a range of cases from 1 to 57. (Owens, 2007). This exemplifies the variability in caseloads.

Of course, any limits in an employment contract between the LEA and the adapted physical education teachers should be followed. In addition, when determining caseloads, the adapted physical education teachers will be key people to consult in determining factors impacting each district and SELPA. The number of sites and travel time are important factors; however there are many more that impact various situations. The following tables will identify the most common factors to consider when determining an appropriate caseload for an individual adapted physical education teacher.

FACTORS AFFECTING CASELOAD SIZE

CASELOAD FACTORS		
LOWER Caseload		HIGHER Caseload
Examples: Younger age or developmental level; behavioral difficulties; mobility devices used; more unduplicated cases.	Intensity of student needs. As intensity increases caseload will need to decrease. Includes assessment and identification time.	Examples: Older age; milder disability; better social skills; more duplicated cases
More sites, days, instructional minutes	Number of sites (schools or places where services are provided); number of classes/sessions, days per week, and instructional minutes specified in IEPs.	Fewer sites, days, instructional minutes
Greater distance/ travel time and more complex entry/set up/put away procedures and circumstances; IEPs scheduled after school.	Travel time/distance between sites including parking, ingress and egress, sign in, procedures, equipment set-up and return, and procedures for getting students to and from the instructional area (e.g., playground, field, multi-purpose room, community site for transition students). Includes travel to and attending IEPs, (may be held during school hours or after school hours).	Less distance/ travel time and more complex entry/set up/put away procedures and circumstances. IEPs scheduled during school hours.
Examples: Serving middle school students during their scheduled physical education class may require several periods at that school, rather than grouping all in one class as at an elementary site. Year-round schedules	Accessibility to student based on school, class and individual student schedules and calendar differences between schools and districts.	Examples: schedules that permit grouping APE students may free time available for an increased caseload. Assigning students with the same calendar and schedule to an APE teacher
More parent requests	Parent requests (e.g., assessments or parent-teacher journal/contact).	Fewer parent requests
Part-time; itinerant	Type of assignment: Full-time or part-time; itinerant or site based.	Full-time; single site

Note: All statutory citations apply to the California Education Code unless otherwise stated.
ADAPTED PHYSICAL EDUCATION GUIDELINES

More staff and greater need for collaboration; when staff members are beginning to collaborate.	Amount of time spent providing collaborative and consultative services for general, modified, and specially designed physical education. (including SST, 504 plans)	Less staff and fewer needs for collaboration; after staff members have developed rapport and collaboration skills.
More case carrier duties	Case carrier duties (number/complexity) and coordination among site administrators.	Fewer case carrier duties
Example: In some rural and some urban areas the APE teacher must check the field or playground on arrival to for dangerous items (e.g., snakes, weapons, drugs, animal droppings).	Urban, rural, or suburban conditions.	
Less access to facilities and equipment; staff who do not adhere to schedules for use of facilities.	Availability of equipment and facilities.	Greater access to facilities and equipment; fair and organized system for sharing facilities
Example: Internet access is a daily requirement for many adapted physical education teachers (e.g., for IEPs, communicating with district staff, receiving district info. and forms). Wireless connection is not always feasible; therefore, time may be needed to travel to access internet availability.	Availability and location of resources , such as training of and collaboration with support staff; equipment; instructional aides; clerical assistance and technology (e.g., lap top computers).	
Example: participation on safety or behavior teams; leadership of school events is expected (e.g., Jump Rope for Heart, field day).	Additional services or expectations required by administration or political and social expectations of the site.	Administrators understand the APE teacher's responsibility to implement IEPs. Other requests and expectations are prioritized.

Best Practice: The best practice is first, to consider the needs of the individuals and services indicated on their IEPs. Next, consider all of the above-listed factors and determine the impact on each adapted physical education teacher. There will be a range of caseloads – and a range of impacts as well.

Adapted physical education teachers should be involved in determining actual assignments and caseloads. They can do so by providing accurate information and data on the above factors. Adapted physical education teachers are generally quite familiar with IEPs that indicate adapted physical education services and therefore they can often summarize student needs.

NUMBER OF SITES

9.4 KEY PROVISION: An appropriate number of sites allows the adapted physical education teacher to provide effective instruction in accordance with the time, frequency and location as indicated on each child's IEP.

Legal Reference: Sec. 56345 (a) *The individualized education program is a written statement for each individual with exceptional needs that is developed, reviewed, and revised in accordance with this section, as required by Section 1414(d) of Title 20 of the United States Code, and that includes the following:*

...(4) *A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the pupil, or on behalf of the pupil, and a statement of the program modifications or supports for school personnel that will be provided to enable the pupil to do the following:*

(A) *To advance appropriately toward attaining the annual goals.*

(B) *To be involved in and make progress in the general education curriculum in accordance with paragraph (1) and to participate in extracurricular and other nonacademic activities.*

...(7) *The projected date for the beginning of the services and modifications described in paragraph (4), and the anticipated frequency, location and duration of those services and modifications.*

Discussion: There is no state or federally established number of sites that can be effectively served by an adapted physical education teacher, other than: 1) the number that will enable the adapted physical education teacher to meet the requirements to provide the duration, location and frequency of services indicated on the individual IEPs; and 2) to enable those individuals with an IEP to progress. Based on a statewide survey of adapted physical education programs (Owens, 2007) the average number of sites is seven per adapted physical education teacher. The factors contained in the table in Key Provision 9.3, should also be considered when determining the appropriate number of sites at which an adapted physical education teacher provides service.

Best Practice: The number of sites is best determined by the individuals' needs, caseload, site location and variations in the frequency of service provided, along with other factors in the table in Key Provision 9.3. For example, some high school individuals receive adapted physical education daily; therefore, fewer sites would be assigned to the adapted physical education teacher providing service to those individuals than for individuals who receive service only twice per week.

FREQUENCY OF SERVICE

9.5 KEY PROVISION: All children are required to participate in 200 minutes of physical education instruction per 10 days for elementary grades, and 400 minutes of physical education instruction per 10 days for secondary grades.

Legal Reference:

Sec. 51210.1(a)(1) *The Legislature finds and declares all of the following:*

(A) *The Education Code currently mandates 200 minutes of physical education every 10 schooldays for pupils in elementary school. Recent studies have shown that the vast majority of children and youth are not physically fit.*

Sec. 51222 (a) *All pupils, except pupils excused or exempted pursuant to Section 51241, shall be required to attend upon the courses of physical education for a total period of time of not less than 400 minutes each 10 schooldays. Any pupil may be excused from physical education classes during one of grades 10, 11, or 12 for not to exceed 24 clock hours in order to participate in automobile driver training. Such pupil who is excused from physical education classes to enroll in driver training shall attend upon a minimum of 7,000 minutes of physical education instruction during such school year.*

(b) *The governing board of each school district that maintains a high school and that elects to exempt pupils from required attendance in physical education courses pursuant to paragraph (1) or (2) or both of subdivision (b) of Section 51241 shall offer those pupils so exempted a variety of elective physical education courses of not less than 400 minutes each 10 schooldays.*

Sec. 56345(a) *The individualized education program is a written statement for each individual with exceptional needs that is developed, reviewed, and revised in accordance with this section, as required by Section 1414(d) of Title 20 of the United States Code, and that includes the following: ...*

...(4) *A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the pupil, or on behalf of the pupil, and a statement of the program modifications or supports for school personnel that will be provided to enable the pupil to do the following: ...*

...(7) *The projected date for the beginning of the services and modifications described in*

paragraph (4), and the anticipated frequency, location, and duration of those services and modifications.

Discussion: It is the responsibility of the district administration to ensure that the student receives the 200/400 minutes of physical education instruction inclusive of adapted physical education instruction. In many cases the student will not need the full 200/400 minutes of physical education to be provided as adapted physical education. Therefore, the required minutes can be provided by a combination of physical education services (adapted, general and/or specially designed physical education). The general classroom teacher, general physical education teacher, or special day class teacher should be aware of the adapted physical education goal(s) stated on the IEP and should reinforce skills taught by the adapted physical education teacher. In turn, goals should have been written with the appropriate standards and curriculum in mind. The IEP team should indicate on the IEP how coordination will occur between school personnel (e.g., collaborative consultation).

Best Practice: It is recommended that all general and adapted physical education teachers, with administrative support, work together to ensure that all individuals receive daily physical education instruction and meet the 200/400 minute requirement. A combination of physical education services can be used to meet the required number of minutes. For example, 100 minutes of adapted physical education combined with 100 minutes of general physical education would meet the legal requirement for those individuals in elementary grades.

9.6 KEY PROVISION: Frequency of adapted physical education services may change for an individual student and must be dependent upon the needs of the student.

Legal Reference:

Adapted physical education is one program option, which is listed as a designated instruction and service (and related service) in the California Code of Regulations (5 CCR 3051), and is therefore subject to the following requirements:

(a)General Provisions.

(1)Designated instruction and services and related services may be provided to individuals or to small groups in a specialized area of educational need; and throughout the full continuum of educational settings.

(2)Designated instruction and services and related services, when needed as determined by the IEP.

Discussion: The IEP team must determine service based on the individual’s needs, and not based on funding, services available or administrative needs. As the goals and objectives change, the frequency of adapted physical education services may need to be decreased or increased. Individuals transitioning to specially designed or general physical education settings may need adapted physical education services less often. Individuals, who are in a

transition program, are likely to need more collaborative consultation than direct service. In other cases, a student in a special day class on an integrated site may require more adapted physical education service to help him or her participate with non-disabled peers. Yet this same student, while attending a class on a segregated site, may receive appropriate physical education in a specially designed program with limited adapted physical education services.

Best Practice: Determine the needs of the student and then identify the appropriate amount of adapted physical education service the student needs in order to make progress toward goals and objectives, and to participate in the least restrictive environment. When scheduling, IEP team should consider the school calendar so that the needed number of minutes can be provided within the school year.

9.7 KEY PROVISION: Adapted physical education services can be provided using various methods and in different educational settings.

Legal Reference:

5 CCR 3051.5. (a) *Adapted physical education is for individuals with exceptional needs who require developmental or corrective instruction and who are precluded from participation in the activities of the general physical education program, modified general physical education program, or in a specially designed physical education program in a special class.*

Consultative services may be provided to pupils, parents, teachers, or other school personnel for the purpose of identifying supplementary aids and services or modifications necessary for successful participation in the regular physical education program or specially designed physical education programs.

(b) *The person providing instruction and services shall have a credential authorizing the teaching of adapted physical education as established by the Commission on Teacher Credentialing.*

5 CCR 3051 *Standards for Designated Instruction and Services (DIS) and Related Services.*

(a) *General Provisions.*

(1) *Designated instruction and services and related services may be provided to individuals or to small groups in a specialized area of educational need, and throughout the full continuum of educational settings.*

(2) *Designated instruction and services and related services, when needed are determined by the IEP.*

Sec. 45343 (a) *As used in this article, "instructional aide" means a person employed to assist classroom teachers and other certificated personnel in the performance of their duties and in the supervision of pupils and in instructional tasks which, in the judgment of the certificated personnel to whom the instructional aide is assigned, may be performed by a person not licensed as a classroom teacher.*

Sec. 45344. (a) *Subject to the provisions of this article, any school district may employ*

instructional aides to assist classroom teachers and other certificated personnel in the performance of duties as defined in Section 45343. An instructional aide shall perform only such duties as, in the judgment of the certificated personnel to whom the instructional aide is assigned, may be performed by a person not licensed as a classroom teacher. These duties shall not include assignment of grades to pupils. An instructional aide need not perform such duties in the physical presence of the teacher but the teacher shall retain his responsibility for the instruction and supervision of the pupils in his charge.

Discussion: Adapted physical education services can be provided in many settings. The most common is a program taught by an adapted physical education teacher, who has a credential to teach adapted physical education. In this situation, the adapted physical education teacher often independently teaches a small group of individuals.

Many times, instructional aides assist an adapted physical education teacher. The role of the instructional aide in adapted physical education is to assist and supplement the adapted physical education teacher in carrying out instruction to improve the quality of educational opportunity for the individuals. These instructional aides may include aides from the child's classroom, an aide assigned to a particular student for behavior support or special circumstances, or an aide assigned, full or part-time, to adapted physical education.

When an instructional aide assists the adapted physical education teacher with implementation of the lesson, and is supervised by the adapted physical education teacher, adapted physical education services are being provided. This concept can be expanded as an aide may occasionally provide services in one location on campus at the same time as the adapted physical education teacher is working with other individuals at a different location on campus. At other times, the adapted physical education teacher and instructional aide work collaboratively with the student(s). The instructional aide must be under the direct supervision of the adapted physical education teacher and is not responsible for developing lesson plans and selecting methods of instruction. This role for instructional aides and the resulting service model exists in other areas of special education such as the resource specialist program.

Another method of providing adapted physical education involves the collaborative consultation model. In these instances, the adapted physical education teacher team-teaches with another credentialed teacher, special or general education, at the frequency necessary for the student to make progress toward the attainment of adapted physical education goals and objectives. These settings include specially designed and general physical education and afford the student more opportunity to participate in physical education with peers. When the adapted physical education teacher is not present during the lesson, the other teacher is responsible for the lesson, and the individual's physical education setting then matches that of the class. In these situations, the instructional aides work under the supervision of the teacher of the class.

No minimum frequency of adapted physical education service is indicated in federal or state

Note: All statutory citations apply to the California Education Code unless otherwise stated.

law. A student may receive services daily, twice per week, twice per month, or even once per month. For example, if the adapted physical education teacher collaborates with another teacher and only works with the student once per month, the individual's IEP would indicate adapted physical education, once per month. The number of minutes for those sessions would also be indicated. Goal(s) and objectives(s) would need to be written on the IEP and monitored by the adapted physical education teacher. Extreme care needs to be exercised as such a service model could significantly impact an adapted physical education teacher's caseload. Time considerations must be given for collaborative consultation needed for the student to make progress towards adapted physical education goals and objectives.

Best Practice: Identification of the frequency of adapted physical education service on the IEP must adequately reflect the type of adapted physical education service and where the services are being provided to the child. In addition, instruction in other physical education settings may be necessary to provide the required number of minutes, the least restrictive environment and participation with peers. Accurately informing parents of the specific elements of service delivery will benefit the child and facilitate the implementation of the IEP.

The responsibilities of an instructional aide will vary from assignment to assignment however the objective is to provide assistance as needed for the student to achieve success. Instructional aides may be assigned to individuals, classrooms, or to adapted physical education teachers specifically. In any case, it is the responsibility of the school district as well as the credentialed teacher to communicate clear responsibilities for the aides to follow and implement.

Unless an instructional aide is specifically assigned to adapted physical education, the aides available to the adapted physical education teacher will vary from class to class. However, their assistance is very important. Instructional aides are often necessary not only to assist in the lesson delivery, but more importantly for safety. For example, if an adapted physical education teacher is working with only one or two individuals at a time, an aide may or may not be needed to assist. However, if an instructional aide is assigned to one particular student, that aide needs to attend adapted physical education with the student, regardless of the size of the adapted physical education class. In another example, if there are extreme physical or behavioral issues with a student, an aide should assist the adapted physical education teacher.

If an adapted physical education teacher provides services to the entire class, the instructional aides are to participate in the lesson. The degree of assistance will vary, such as helping one student complete a task, leading a small group in a skill activity, or participating themselves in the lesson to serve as a model. When planning a lesson, the adapted physical education teacher must consider the uniqueness of each class, understanding that in one class there may be numerous aides available and other classes may only have aides that exclusively assist one student. The adapted physical education teacher needs to adjust accordingly and communicate what is needed to facilitate the lesson. Verbal instructions are

often sufficient but additional visual task cards are helpful as well.

Many times the aides are more comfortable inside the classroom and may not be enthusiastic about participating in an adapted physical education lesson. It is imperative that the adapted physical education teacher recognize this and be proactive, by getting the aides involved and explaining the importance of not only helping the individuals participate in the activities but also modeling the activities themselves. The aides need to be prepared to “move” during adapted physical education and therefore must wear appropriate shoes and clothes.

9.8 KEY PROVISION: A high school student who requires adapted physical education as stated on his/her IEP, should continue to receive adapted physical education even if he/she has met the graduation requirements for physical education.

Legal Reference: Sec. 56342 (a) *The individualized education program (IEP) team shall review the assessment results, determine eligibility [for special education], determine the contents of the individualized education program, consider local transportation policies and criteria...and make program placement recommendations.*

Adapted physical education is one program option, which is listed as a designated instruction and service in the California Code of Regulations (5 CCR 3051), and is therefore subject to the following requirements:

(a)General Provisions.

(1)Designated instruction and services and related services may be provided to individuals or to small groups in a specialized area of educational need; and throughout the full continuum of educational settings.

(2)Designated instruction and services and related services, when needed as determined by the IEP.

Discussion: The need for adapted physical education does not stop because a student has reached a certain age or met a course requirement. However, the curriculum may change as the student progresses through education and therefore the student may need a different amount or type of service to meet his/her unique needs.

Best Practice: Regardless of age, the IEP team determines the need for adapted physical education in the same way. However, goals, curriculum and instruction may be different at different ages and grade levels. For more information about adapted physical education for individuals with transition services, please refer to Chapter 8. A student who has met his/her graduation requirement for physical education may continue to need to receive adapted physical education in order to progress in the curriculum or in functional skills (e.g., mobility, fitness, personal care or lifetime physical activities.)

9.9 KEY PROVISION: Adapted physical education is provided, based on the needs of students and the services indicated on IEPs. It is not based on administrative or lesson preparation needs of staff.

Legal Reference: 20 U.S.C. Sec. 1414. (d) *Individualized education programs*

(1) *Definitions*

In this chapter:

(A) *Individualized education program*

(i) *In general*

The term “individualized education program” or “IEP” means a written statement for each child with a disability that is developed, reviewed, and revised in accordance with this section and that includes—

...(iv) a statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided for the child...

Discussion: It is the responsibility of the LEA to provide needed services, such as adapted physical education, to individuals with disabilities and to be fiscally responsible in providing services. Sometimes administrative and lesson planning needs are allowed to overshadow student needs, special education laws and contractual provisions. This might occur when it comes to scheduling teacher prep periods, breaks for instructional aides, or extra time for aides to prepare instructional materials while they are not working with individuals. When adapted physical education is used to meet administrative needs, it can have a negative effect on both individuals and the adapted physical education teacher.

A collaborative or team teaching approach has proven to be a successful model in the instruction of individuals in adapted physical education. The adapted physical education teacher may instruct individuals individually or in a small group. The adapted physical education teacher could also consider including one or more individuals who are in their caseload in a specially designed physical education class or may take individuals into the general physical education class (reverse mainstreaming) for peer interaction and motivation through group participation. Specially designed physical education classes are taught by either a general physical education teacher or special day class teacher, depending on local policies and teacher assignments. The adapted physical education teacher and the general physical education teacher or specially designed physical education teacher, should work collaboratively to meet the instruction needs of the adapted physical education individuals. In any of these types of physical education classes for individuals with a disability (adapted, specially designed or general), classroom aides should attend and assist with the joint adapted and general/specially designed physical education class. This assignment of instructional staff members is needed for safety and instructional integrity.

Adapted physical education teachers are often itinerant, and as such, do not have a prep period scheduled into their day. They may have time dedicated for analysis of assessment, lesson planning, writing, or administrative duties, scheduled on a weekly or bi-weekly basis, however it usually is not daily. If the employment contract includes a daily prep period for teachers, this should also include itinerant adapted physical education teachers.

Best Practice: The teacher teaching general or specially designed physical education and the classroom instructional aides should attend adapted physical education when the whole class is receiving physical education instruction from the adapted physical education teacher. This provides a safe environment and instructional integrity for individuals with and without a disability. It is recommended that the teachers involved use a collaborative model to develop a team approach to instruction, involving the instructional aides as well as both teachers. With a collaborative team approach, educators usually find that they are able to enrich lessons, reinforce concepts and skills from other instructional areas and greatly enhance learning for all of the individuals. Educators using a collaborative team approach also report greater satisfaction with their teaching because of the mutual support that is provided. Chapter 11 contains additional information regarding collaboration.

When the adapted physical education teacher is teaching only adapted physical education individuals, there may be a need for the instructional aides, whether assigned to the classroom or to individual individuals, to attend and assist. The decision regarding how many and which aides are needed should be made by considering safety, the instructional needs of the individuals and instructional integrity. It should not be based on tasks that the classroom teacher wants the aides to do such as preparing lesson material; nor should it be considered a time for aides to take a break together. Additional information regarding the duties and responsibilities of instructional aides in adapted physical education is covered in Key Provision 9.7.

CHAPTER 10 – CURRICULUM AND INSTRUCTION, FITNESS TESTING, AND EXEMPTIONS

The Americans with Disabilities Act and IDEA require that individuals with disabilities be afforded equal opportunity in education. This includes participation in the general physical education program to the maximum extent appropriate as well as access to the general physical education curriculum. As a result of educational reform, curriculum standards have been written for the various curricular content areas.

10.1 Key Provision: All individuals with and without disabilities should receive standards-based physical education instruction.

Legal Reference: The *Physical Education Model Content Standards for California Public Schools* were adopted by the California State Board of Education on January 23, 2005.

The model content standards provide guidance for developing physical education programs by identifying what California students should know and be able to do at each grade level. Students in every school should be able to achieve these standards with adequate instruction and sustained effort. Some students with special needs may require appropriate accommodations, adaptations, and modifications to meet these standards. Local flexibility is maintained with these standards. Decisions about how best to teach the standards are left to teachers, schools, and local education agencies. (Physical Education Model Content Standards for California Public Schools, 2005. page vi)

The California State Board of Education adopted the *Physical Education Framework for California Public Schools: Kindergarten Through Grade Twelve* on September 11, 2008. *The framework supports the alignment of curriculum, instruction, assessment, and instructional resources to the state-adopted model content standards. Specific examples for implementing and assessing the standards is provided along with guidance for understanding the standards. (Physical Education Framework for California Public Schools: Kindergarten Through Grade Twelve, 2009, page x.)* This document includes, in Chapter 7, Universal Access, the need and requirement for access to instruction in the model content standards by all individuals, regardless of their unique features, one of which may be a disability.

CCR 33352 (b)*The department shall ensure that the data collected through the categorical program monitoring indicates the extent to which each school within the jurisdiction of a school district or county office of education does all of the following that are applicable to the school: ...*

...(7)Provides a course of study in physical education to pupils in any of grades 9 to 12, inclusive, that includes a developmentally appropriate sequence of instruction, including the effects of physical activity upon dynamic health, the mechanics of body movement, aquatics,

gymnastics and tumbling, individual and dual sports, rhythms and dance, team sports, and combatives.

As specified in federal law, individuals with a disability shall be educated to the maximum extent appropriate with non-disabled peers and shall have equal access to education, facilities and services (IDEA, Section 612 (a) (5) (A) and ADA, PL 110-325 and its regulations of 2012). Needed accommodations and/or modifications should be specified in the individual's Individual Education Program (IEP) or Section 504 Plan. Instruction, materials, support and/or assessment/evaluation may be adapted while the standard is not.

Discussion: Many individuals with a disability will require adaptations that include accommodations or modifications to enhance their learning. An accommodation will address the needs of the student by removing the effects of the disability but will not alter the performance outcome (e.g., more time, smaller groups and instructional prompts). A modification is also based upon the needs of the student but it fundamentally alters or lowers the generally expected performance outcome (i.e., plays "one-on-one" hockey instead of team game; steps over stationary rope instead of jumping self-turned rope; or student drops ball into a container instead of throwing with accuracy). Educators should use caution when selecting to modify physical education performance outcomes for standards as the course content may be changed. All educators are strongly encouraged to refer to the individual's IEP or Section 504 Plan when adapting a standards-based physical education curriculum for a student with a disability.

The *Physical Education Model Content Standards* identify five overarching standards for grades K-8 and three overarching standards for high school. The *Adapted Physical Education Guidelines for California Schools*, were approved by the California Department of Education in 2003, and identified eight standards for individuals with a disability along with supporting standards/benchmarks for every grade level, including pre-school. These eight Adapted Physical Education (APE) Standards were based upon the *National Association for Sport and Physical Education Standards* and the *California Challenge Standards*, as California did not have physical education standards at the time. The eight APE standards, although worded somewhat differently, can be aligned with both the five elementary and three high school overarching *Physical Education Model Content Standards*. The alignment of the standards is depicted in the following chart.

PE Standards for Grades K-6	Standards from APE Guidelines 2003	PE Standards for High School
<p>1. Demonstrate motor skills and movement patterns needed to perform a variety of physical activities.</p> <hr/> <p>2. Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.</p>	<p>1. The student will be exposed to a variety of movement activities and will be competent within their maximum potential.</p> <hr/> <p>2. The student will be introduced to movement concepts and principles in accordance with cognitive ability and will apply some of these while moving.</p> <hr/> <p>4. The student will regularly experience recreation/leisure (and fitness) activities.</p> <hr/> <p>6. The student will apply recreation/leisure (and fitness) skill to other life activities</p> <hr/> <p>8. The student will be introduced to a variety of multicultural movement activities.</p>	<p>1. Demonstrate knowledge and competency in motor skills, movement patterns and strategies to perform a variety of physical activities.</p>
<p>3. Assess and maintain a level of physical fitness to improve health and performance</p> <hr/> <p>4. Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.</p>	<p>3. The student will achieve and maintain a health-enhancing level of fitness.</p> <hr/> <p>4. The student will regularly experience (recreation/leisure and) fitness activities.</p> <hr/> <p>6. The student will apply (recreation/leisure and) fitness skills to other life activities</p>	<p>2. Achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles and strategies.</p>

5. Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity.	5. The student will demonstrate appropriate personal behavior while participating in movement activities.	3. Demonstrate knowledge of psychological and sociological concepts and principles, and strategies as they apply to learning and performance of physical activity.
	7. The student will demonstrate appropriate interaction with others while participating in movement activities.	

Table 10. 1 Aligned Physical Education Standards (Appendix E)

Best Practice: The Adapted Physical Education Standards can assist in identifying accommodations and modifications that will enable a student with a disability reach an identified level of achievement. For some individuals who have a severe disability, partial participation may be the best method by which access to grade level standards is obtained.

Grade level standards should not be equated with developmental level. For individuals whose developmental level is below their grade level, only teaching the standards from a grade level that is commensurate with the individual’s developmental level will result in a “reduced” curriculum. Once a standard is identified, the educator must: 1) determine how proficiency will be assessed; 2) select appropriate curricular materials; and 3) identify appropriate instructional strategies based upon student needs. Although standards-based instructional design includes assessment, this does not change the assessment methods or criterion for determining the need for adapted physical education.

Example:

- A student in the 5th grade has difficulty maintaining control of a ball while hand dribbling. An appropriate standard would be found in grade two: **1.14 Hand-dribble, with control, a ball for a sustained period**, (*Physical Education Model Content Standards-Grade 2, Standard 1.14*), however, in grade 5, standard 1.14: **Dribble a ball (by hand or foot) while preventing another person from stealing the ball**, (*Physical Education Model Content Standards-Grade 5, Standard 1.14*) would be used.

“Scaffolding” is often needed to teach a standard to a student with a disability. This differentiated instruction will enable the student to progress in the physical education curriculum through the use of unique instructional strategies, supports/prompts and sequences. Sometimes, individuals will need to be taught skills that are prerequisite to those identified in a particular standard. In some instances, these skills will be found in a lower grade-level standard or may be a fundamental movement pattern. Additionally, adapted equipment (which can be considered assistive technology) can often be used to make accommodations in physical education that will enable the student to meet the performance outcome identified for the physical education standard, as well as IEP goals and objectives.

Physical education programs need to include the standard content areas for individuals with disabilities, just as it does for their general education peers. By following the physical education grade-level standards, educators can ensure that the appropriate grade level standards and content are addressed. Some content area and standards may be contraindicated due to the nature of the individual’s disability. In these instances the IEP team may select the appropriate standards for a given content area. The nature of the disability may require a temporary exemption from certain physical education activities (see Key Provision 10.4). In other instances, in which physical participation is contraindicated, it would be appropriate for the student to do an alternate assignment, which reflects the content knowledge of the physical activity.

Examples:

- A student with a seizure disorder, who is prohibited from participating in any water activity (e.g., swimming, boating, diving) could perform an alternate assignment during an aquatics unit. For example, the student could research and report on basic pool and water safety.
- A student who has a medical condition and is restricted from exercising to the point of perspiration would not participate in strenuous activities but could participate in mild to moderate activities with rest breaks. Therefore, this student would not be expected to show proficiency in all of the fitness standards.

Educators should remain abreast of the most current adoptions of content standards. California is moving toward adopting common core standards by subject. At some point in the future this may include physical education.

10.2 Key Provision: Physical education high school graduation requirements apply to individuals with disabilities.

Legal Reference: Sec. 51225.3 (a) *Commencing with the 1988-89 school year, no pupil shall receive a diploma for graduation from high school who, while in grades 9 to 12, inclusive, has not completed all of the following:*

21. *At least the following number of courses in the subject specified, each course having a duration of one year, unless otherwise specified.*
(F) Two courses in physical education unless the pupil has been exempted pursuant to the provisions of this code.

Discussion: The graduation requirements of a school district specify the number of credits a student must earn in the different curricular areas, including physical education, for the attainment of a high school diploma. They incorporate the minimum requirements set by the state. There are instances when the nature of the disability is such that modifications, as specified in the individual’s IEP or Section 504 Plan, are needed. In these instances the “local flexibility” afforded school districts when implementing a standards-based physical education program can be used to designate that the high school physical education

requirements could be met through a modified program that is provided in general physical education, specially designed physical education and/or adapted physical education.

Best Practice: A student with a disability should participate in the general physical education program, with accommodations as necessary, to the maximum extent appropriate. Individuals with disabilities may earn physical education course credit for modified, specially designed and/or adapted physical education programs.

10.3 Key Provision: All individuals in grades 5, 7, and 9 shall be administered the physical performance test.

Legal Reference: Sec. 60800 (a) *during the month of February, March, April, or May the governing board of each school district maintaining any of grades 5, 7, and 9 shall administer to each pupil in those grades the physical performance test designated by the state board. Each pupil with a physical disability and each pupil who is physically unable to take all of the physical performance test shall be given as much of the test as his or her condition will permit.*

Discussion: The California State Board of Education has identified the FITNESSGRAM ® as the physical performance test. There are several options for many of the FITNESSGRAM ® subtests. The IEP team is responsible for identifying those subtests in which the student is able to participate. All scores are required to be reported to the California Department of Education.

Best Practice: Prepare all individuals for the physical performance test by having them participate in fitness activities. Prepare them for the physical performance test items and procedures. Some individuals, who are severely disabled, may only be able to participate in the body composition subtest. Others, including many who use a wheelchair, may also be able to do the shoulder stretch for flexibility. Others who have an intellectual disability and no physical disability will be tested on all fitness activities. If a student is unable to perform any of the fitness subtests due to their disability, they are not scored and the subtest must be left blank on the score sheet. In addition, the appropriate box indicating the reason for the unscored subtest must be marked.

The IEP should discuss physical fitness testing and select appropriate subtests for participation at the IEP meeting that precedes the individual's 5th, 7th, and 9th grade years. This should allow adequate time for student preparation.

10.4 Key Provision: Any student may be exempted from physical education under certain conditions.

Legal Reference: Under sec. 51241, there are three distinct and separate exemptions:

- Temporary:

Sec. 51241 (a) The governing board of a school district or the office of the county superintendent of schools of a county may grant a temporary exemption to a pupil from courses in physical education, if the pupil is one of the following:

- (1) Ill or injured and a modified program to meet the needs of the pupil cannot be provided.*
- (2) Enrolled for one-half, or less, of the work normally required of full-time pupils.*

- **Two-year:**

Sec. 51241 (b)(1) The governing board of a school district or the office of the county superintendent of schools of a county, with the consent of a pupil, may grant a pupil an exemption from courses in physical education for two years any time during grades 10 to 12, inclusive, if the pupil has met satisfactory at least five of the six standards of the physical performance test administered in grade 9 pursuant to Section 60800.

- **Permanent:**

Sec. 51241 (c) The governing board of a school district or the office of the county superintendent of a county may grant permanent exemption from courses in physical education if the pupil complies with any one of the following:

- (1) Is 16 years of age or older and has been enrolled in the grade 10 for one academic year or longer.*
- (2) Is enrolled as a postgraduate pupil.*
- (3) Is enrolled in a juvenile home, ranch, camp, or forestry camp school where pupils are scheduled for recreation and exercise pursuant to the requirements of Section 4346 of Title 15 of the California Code of Regulations.*

Sec. 51242 The governing board of a school district may exempt any four-year or senior high school pupil from attending courses of physical education, if the pupil is engaged in a regular school-sponsored interscholastic athletic program carried on wholly or partially after regular school hours.

Sec. 51222 (a) All pupils, except pupils excused or exempted pursuant to Section 51241, shall be required to attend upon the courses of physical education for a total period of time of not less than 400 minutes each 10 schooldays. Any pupil may be excused from physical education classes during one of grades 10, 11, or 12 for not to exceed 24 clock hours in order to participate in automobile driver training. Such pupil who is excused from physical education classes to enroll in driver training shall attend upon a minimum of 7,000 minutes of physical education instruction during such school year.

Sec. 51246 The governing board of a school district may exempt any pupil enrolled in his last semester or quarter, as the case may be, of the grade twelve who, pursuant to EC Section 46145 or 46146 or 46147, is permitted to attend school less than 240 or 180 minutes per day, from attending courses of physical education; provided, however, that such pupil may not be exempted pursuant to this section from attending courses of physical education if such pupil would, after such exemption, attend school for 240 minutes or more per day.

Discussion and Best Practice:

Table 10.2 Physical Education Exemptions

TYPE OF EXEMPTION	DISCUSSION	BEST PRACTICE or EXAMPLE
Temporary	Students with a temporary illness or injury may be excused if a modified program cannot be provided. This does not necessarily alter the number of physical education credits required for a diploma, as the student has four years to earn the minimum number of credits. This is very rare. In most instances a modified program can be provided by addressing the knowledge content standards.	<ul style="list-style-type: none"> • A 9th grade student who is recovering from a car accident and wears a neck brace may be excused from physical education. Upon medical release the student will need to earn the required physical education credits.
Two-year	School districts must require a minimum of two years of physical education for the high school diploma. Students, who have met five of six standards on the physical performance test in grade nine (i.e. meets the Healthy Fitness Zone for five of the six subtests on the FITNESSGRAM®), may invoke the two-year exemption which means they can choose to take the second year of physical education in any grade, 10, 11, or 12.	<ul style="list-style-type: none"> • A student with a disability takes physical education in grade nine and meets five of six standards on the physical performance test. He elects to take his second required year of physical education in grade 11. • A student with a disability elects not to invoke the two-year exemption and takes physical education for four years.
Permanent	A permanent exemption can override the minimum physical education requirement for the high school diploma.	<ul style="list-style-type: none"> • A student has a medical condition that has resulted in two years of temporary exemptions from physical education. The condition continues and the IEP team recommends that the student be exempted from physical education course requirement, as he is older than 16 years of age. • Due to the nature of a individual’s disability, she is unable to meet five of

		six - standards on the physical performance test. The 504/IEP team recommends the student receive a permanent exemption, as she is older than 16 years of age.
Athletic	Students with a disability can participate in athletics and may be exempted from physical education diploma requirements. (Note: students with or without a disability may receive physical education credit for participation in interscholastic sports. (EC 44258.7)	<ul style="list-style-type: none"> • A student with a hearing impairment participates in interscholastic sports in the fall, winter and spring, for two years and does not take a physical education class.
Driver Training	While this is still an education exemption, most if not all districts no longer offer driver training.	
Limited min. per day	Some students with a disability are on a limited schedule (e.g., independent study)	<ul style="list-style-type: none"> • A high school senior with a disability who needs one more semester/quarter of physical education for high school credit toward a diploma, but only needs two more semesters/quarters in other subjects to meet diploma requirements, could be exempted from physical education.

METHODS OF INSTRUCTION

10.5 KEY PROVISION: *Effective teaching in physical education involves adaptation, accommodation and modification.*

Legal Reference: 34 CFR sec. 300.342(b)(2) *The child's IEP is accessible to each regular education teacher, special education teacher, related service provider, and other service provider who is responsible for its implementation; and (3) Each teacher and provider described in paragraph (b)(2) of this section is informed of (i) his or her specific responsibilities related to implementing the child's IEP; and (ii) The specific accommodations, modifications and supports that must be provided for the child in accordance with the IEP.*

Discussion: Effective teaching involves awareness of individual differences and utilization of various strategies to address individual differences within the instructional group. Physical education teachers should attempt to adapt the physical education program to meet the needs of all individuals, including those who have or are suspected of having a disability. Both federal law and California law confirm this by requiring modification of the regular program before identifying a student as needing special education.

The term accommodation is used in section 504 of the Rehabilitation Act of 1973, which is a law applied to general education, and requires the provision of equal and effective provision of services for individuals with disabilities. The definition of the terms “accommodation” and “modification” as used in various laws, regulations and guidelines can be confusing.

When speaking of federal laws, there seems to be some consistency emerging in the connotation meant by the use of these terms. There is growing agreement among professionals that the term “adapt” is an umbrella term, and that “modification” and “accommodation” are two types of “adaptation.” Furthermore, “accommodation” refers to removing the effects of the disability in order to enable the student to achieve the same outcome as the general education student. Whereas “modification” means to modify the standard, therefore the student continues to participate in general education but the standard of achievement or student outcome is changed. For example, it might be called an “accommodation” to allow a student with paraplegia to use a wheelchair for endurance activities in order to achieve the same aerobic conditioning standard as the rest of the general physical education class. However, it would probably be considered a “modification” if a student with asthma is consistently allowed to shoot baskets instead of participate in endurance activities, and is not graded on the same aerobic conditioning goal standard as the rest of the general physical education class.

Using these definitions of the terms “accommodation” and “modification” has the following implications for best practice in implementing physical education programs.

- Modifications should be clearly documented because they allow the teacher to use a different standard for testing and grading the student. When it is clearly understood that the student is being held to a different standard than the rest of the general education individuals, it usually eliminates fairness issues and allows for more accurate accountability for instructional outcome.
- Accommodations may need to be documented but do not effect grading and evaluation of student outcome.
- Altering individual student standards or goals are decisions that should not be taken lightly, as it will alter student outcome. Therefore it should involve careful consideration by a team of educators, parents and student.
- Accommodations can be made by any teacher, and should always be considered in order to provide for individual differences. However, consultation and team input should be available to all teachers to assist them in matching specific accommodations to specific

learner needs.

There are a wide variety of activities that are taught in physical education programs, and a variety of individual needs. Therefore, there is also a wide variety of accommodations and modifications that can be made. It may be helpful to consider categories of accommodations and modifications within which a specific strategy may be found. The list of categories in the table below is offered to assist teams and individuals in selecting and developing accommodations and modifications to meet individual student needs.

Table 10.3 Possible Adaptations of the General Physical Education Program.

Category	Examples
Formation (including space, placement within group, and boundaries of the activity)	<ul style="list-style-type: none"> • Place hard of hearing student near instructor when verbal instructions are given. • Assign a student with asthma, obesity or reduced stamina to infield positions during softball unit. • Reduce the court or field size for student with asthma, obesity or reduced stamina.
Instructional	<ul style="list-style-type: none"> • Use gestures and demonstration to augment verbal communication. • Provide written list of tasks or steps to a student with attention or auditory memory difficulties. • Assign a peer helper to a student with attention, communication or reading difficulties
Equipment	<ul style="list-style-type: none"> • Use lighter or smaller sports equipment for a student with reduced strength and/or small stature. • Make multiple pieces of the same equipment available to increase practice time for students. • Use of equipment that emits sound for individuals with visual impairments. • Increase visual cues by using cones for bases. • Use equipment that moves at a slower speed when students are learning a new skill.
Task or objective (alter skill level to be taught or practiced during lesson)	<ul style="list-style-type: none"> • Reduce the number of repetitions of an exercise for student with reduced strength or mild physical disability. • Set goals for improving individual performance rather than comparing performance with other students. • Allow for additional trials for student with lower skills or mild physical disability.
Environment including social environment	<ul style="list-style-type: none"> • Change play surface to accommodate mobility in a wheelchair. • Assign a peer helper to a student with attention, communication, or reading difficulties. • Teacher selects teams. Do not allow student captains to "choose" teams in front of group.

	<ul style="list-style-type: none"> • Provide specific feedback and positive comments from peers or teacher.
Players (number, groupings of individuals or organize class into stations)	<ul style="list-style-type: none"> • Teacher structures groups to ensure equality and opportunity to contribute/participate. • Assign peers to model, assist or augment participation. • Play small-sided games.
Rules (including game rules and class rules.)	<ul style="list-style-type: none"> • Alter rules for inclusion rather than exclusion. • Take away defenders or create space between offense and defense. • Alter dress code rules during outdoor activities for student who is sensitive to the sun.

CURRICULAR ADAPTATIONS

Curricular adaptations are changes permissible in educational environments that allow the student equal opportunity to obtain access, results, benefits and levels of achievement. These adaptations consist of both accommodations and modifications.

Some curricular adaptations do not fundamentally alter or lower standards or expectations in either the instructional or assessment phases of a course of study and can be designated as “**accommodations.**” They are changes in teaching strategies, standards, test presentations, location, timing, scheduling, student responses, environmental structuring and/or other attributes. As such, accommodations provide access to participate in the LRE (least restrictive environment) and an opportunity to demonstrate mastery of performance standards.

Some adaptations do alter or lower standards of expectations and can be termed **modifications.**” These modifications, although providing access, will necessitate an alternative assessment to achieve accountability for performance. This alternate assessment is individually selected by the IEP team to measure performance on a specific test/course/activity for which the standard or typical expectation of the course/standard/group would be inappropriate.

Modifications are changes in course content, teaching strategies, standards, test presentation, location, timing, scheduling, expectations, student responses, environmental structuring and/or other attributes which provide access for a student with a disability to participate in a course/standard/test, which DO fundamentally alter or lower the standard or expectations for the course/standard/test. (Definitions of accommodations and modifications are from “Assessment and Evaluation of Students with Disabilities: The Legal Requirements that Regular and Special Education Need to Know in Working with Students with Disabilities in the ‘General Curriculum’.” A presentation by Miriam Kurtzig Freedman, M.A., J.D., at the LRP 20th National Institute on Educating Individuals with Disabilities, San Francisco, April 1999.)

Prompting: Movement responses should be initiated by the child. However, in some situations a verbal, visual or physical prompt may be needed to ensure imitation of a task. Prompts should be as natural as possible and not be used to complete a movement, but to assist in generating a movement. Further, promoting procedures are essential for children with motor delays to initiate many movements and essential for attaining their developmental milestones.

When presenting a task use only one presentation modality at a time. Separate the verbal directions from the demonstration and the verbal directions from any hands-on guidance (tactile assistance). Avoid describing while demonstrating, or demonstrating while describing. Also avoid giving verbal directions while you are assisting someone with hands-on guidance. Actions and verbal descriptions are kept separate. As adapted physical education teachers the concept of simplifying is basically breaking down tasks to their most basic form.

Teachers facilitate when they help children develop an awareness of movement by combining their actions with thought and language. By asking appropriate questions, teachers can encourage children to think rather than just to respond. The questions that provoke the most thought are divergent or open-ended ones that can have more than one correct answer and don't require a "yes" or "no" response.

Prompting Hierarchy: Prompting is defined as a range of instruction stimuli provided in order to direct an individual toward the performance of a desired response. Prompts range from the least to the most intrusive. The amount of assistance increases with each level in the hierarchy. The prompt types are as follows:

1. Natural Cue: Behavior independently occurs as a result of a natural cue to a stimulus in the environment. The individual performs the behavior without any assistance.
Example: John stands up to take the field when he sees his friends stand up.
2. Gestural Prompt: Physical gestures that may include pointing, beckoning or shaking one's head to indicate approval or disapproval.
Example: The referee points toward the goal of the team who will have the ball. Mr. Brown stands next to a student at the starting line and points in the direction that the student should run.
3. Indirect Verbal Prompt: The instructor uses words to imply that some behavior needs to occur.
Example: Mrs. Green says, "Class, what do we do after warm up exercises?" Students understand it is time to go to assigned stations.
4. Modeling: Performing the desired behavior in order to encourage the initiation of that behavior by the individual.

Example: A peer helper runs beside Sally. A peer helper is positioned in front of Joe to model the stretching exercise.

5. Symbolic (Pictorial or Written) Prompt: Symbols (pictures or words) are presented to guide behavior. Often a sequence of pictures or a list of words is used, combined with the gestural prompt of pointing to the symbol of the desired behavior for that moment in time.

Example: Michael has four pictures of how to do his weight lifting routine. When he appears confused, his teacher gesturally redirects him to the correct picture.

6. Direct Verbal Prompt: The instructor explicitly states the behavior that needs to occur.
Example: “Boys and girls, please stand up now.” “Jimmy, pick up your glove and go to right field.”

7. Minimal Physical Prompt: Slight physical contact that guides the individual toward the behavior.

Example: When Phil does not pick up the ball when verbally told to do so, Mrs. Jones lightly touches his elbow. *Note, depending on the situation, a minimal physical prompt may be less intrusive and facilitate more independence than a direct verbal prompt.

8. Partial Physical Prompt: The instructor physically starts the individual on the desired behavior, and then ceases the physical assistance so the individual may independently complete the behavior.

9. Full Physical Prompt: The instructor physically guides the individual through the entire behavior.

Example: John’s mother physically positions his hands on the tennis racket and swings his arm to hit a bounced tennis ball.

CHAPTER 11 - FACILITATING COMMUNICATION WITH OTHER SCHOOL STAFF

11.1 KEY PROVISION: Communication exists among all of the individuals providing instruction and services to individuals with disabilities.

Discussion: Individuals with difficulty achieving success in school are the responsibility of the general education program. Timely identification and provision of the necessary support services is in the best interest of the student. Communication between the general educator, the adapted physical education teacher, and the site administrators is critical to the acceptance and proper accommodation of the individuals with disabilities. Regardless of the reason(s) that cause a student to have difficulty achieving success in school, the general educator must be a key partner in the process if the challenged student is to be placed into his/her classroom.

Many general physical educators identify limited awareness and support as the major reason for their resistance to including individuals with disabilities in their classes. This limited awareness and support falls in several categories including:

- Student's legal right to a free and appropriate public education (FAPE);
- General educator's responsibilities to each student under his/her tutelage;
- Accommodations/modifications available to the general educator when working with a particular student with a disability;
- How a general educator can safely and competently accommodate a student's disability;
- Forms of support and resources available;
- LEA (Local Education Agency) and site administrators' awareness of their responsibilities to the student and the general educator and how to accommodate their needs to facilitate their success.

It is the responsibility of the adapted physical education teacher to initiate and maintain communication with other professionals as well. Part of this responsibility is to educate and inform the general education faculty about disabled students and their educational needs. Itinerant adapted physical education teachers need to be particularly aware of this responsibility at each of the sites that they visit. It is important to make sure school site staff are introduced to the adapted physical education teacher, and know how to contact him/her in order to coordinate facilities, equipment, instruction, meetings and student schedules.

Best Practice: Effective collaboration includes communication, preparation and proactive planning. Suggestions for increasing communication to facilitate collaboration between the adapted physical education teacher and other professionals includes the following:

- Maintain a positive, friendly approach to collaboration between the general educator, the adapted physical education teacher and other individuals.
- It is important to keep lines of communication open between all professionals involved with a student with a disability. A general education teacher would feel unsupported if a special education student was placed in their class without the proper collaboration between all professionals involved. This does not lend itself to good teacher morale or a positive educational experience for the student.
 - a. Conduct periodic scheduled meetings of the professionals and/or paraprofessionals involved with each class or student should be held to assess progress and to discuss future strategies.
 - b. Communication should occur regularly between all professionals and instructional aides working with a particular student. This includes informal means such as notes, phone calls/e-mail, and daily/weekly report form.
 - c. Communicate regularly with instructional aides and “peer buddies.”
 - d. General education staff (e.g., physical education dept. chair, general classroom teacher, principal or designee) should inform adapted physical education teachers of procedures for scheduling of individuals, use of facilities and use of equipment.
- LEA and site administrators must understand and support special education service at each school site.
- Conduct in-services regarding updates on resources, programs, requirements (e.g. 200/400 minutes of physical education instruction every ten days), procedures, strategies and methods for successful inclusion.
- Support collaboration efforts between all team members to facilitate successful inclusion.
- Adapted physical education teachers should initiate communication with general education staff to provide information on ways to modify, adjust and accommodate tasks and activities for individuals who need accommodations but do not receive adapted physical education.
- Counselors and administrators should make every effort to place individuals with disabilities in classes that are appropriate to meet individual needs with goals such as:
 - a. Ensure the success and safety of the individuals with and without disabilities in the class.
 - b. Arrange for class size that enables accommodations and modifications to be implemented.
 - c. Balance enrollment throughout classes to ensure an appropriate ratio of individuals with and without disabilities.
 - d. Assign instructional aides, peer tutors, or other support as needed.
- Adapted physical educators can further support collaboration by:
 - a. Inviting general educators and administrators to observe lessons. Attend professional conferences together.
 - b. Teaching joint APE and GPE classes.
 - c. Providing teachers of special day classes with general physical education information.

- d. Supporting curriculum taught in general and special education classes
- e. Creating and maintaining lists of physical education vocabulary (e.g., jump vs. hop, leap vs. jump, locomotor vs. non-locomotor), playground game rules or instructions for self-made equipment (e.g., newspaper balls, milk carton scoops, tin can stilts).
- Adapted physical education teachers should consider the following to be part of each school community.
 - a. Scheduling time for collaborative consultation.
 - b. Ensuring general education teachers have access to IEP and adapted physical education assessment reports.
 - c. Informing school personnel of times, days of week and phone number where the adapted physical education teacher may be contacted for questions or help (leaving a schedule and business card at each school may be an efficient procedure).
 - d. Introducing him or herself to others on the school campus (e.g., administration, general physical educators, administrative assistants, nurse, custodian, instructional assistants, playground supervisors other service providers).
 - e. Participating in school programs and activities.
 - f. Attending staff meetings.
 - g. Appreciating other professional's job roles and duties.

11.2 KEY PROVISION: On the job skills and strategies for the adapted physical educator – collaboration with classroom teachers.

Discussion: It is extremely important to have a good working relationship with the classroom teachers. Meeting the mandated physical education minutes (200/400 minutes every 10 days) often requires a collaborative relationship between classroom and adapted physical education teachers. Establishing mutual professional respect for one another is one of the keys to success as an adapted physical education teacher.

Best Practice: Collaborative consultation is a professional interaction process that is effectively utilized to help meet the needs of the student, therefore creating a safe and successful general physical education environment. In some situations a collaborative goal is written and both adapted physical education teacher and another teacher/specialist will be listed as responsible for implementing the goal.

It is rare that the adapted physical education teacher provides all the required minutes of physical education instruction for the individuals. As a result, the classroom teacher is responsible for the remainder of the physical education minutes. The adapted physical education teacher should offer collaborative consultation with the classroom teacher by working on similar skills and units of instruction.

If the adapted physical education teacher is teaching an entire class, the classroom teacher should be involved. It is a great advantage to have the extra adult presence and it is often critical for safety. In addition, the individuals are supported for staying on task, behavioral problems are minimized and more work on individual goals is accomplished because all individuals are involved in activity. Another advantage is that the classroom teachers observe what happens during the lesson and can try some of the activities on their own. Along these lines, it is beneficial to point out easy activities to repeat, give helpful tips, and when possible, provide a short written description. Creating the atmosphere of collaboration will make all teaching efforts much more likely to create success for included individuals.

11.3 KEY PROVISION: On the job skills and strategies for the adapted physical educator – collaboration with general physical educators.

Discussion: Many individuals receiving adapted physical education service participate in a general physical education program to meet the mandatory physical education minutes (200/400 minutes every 10 days). General physical education teachers have those individuals in their classes and need support for successful inclusion. An effective strategy of support is through a collaborative consultation model.

Best Practice: The following is a list of the outcomes and possible actions that teachers working in a collaborative consultation relationship could apply to their practice.

- Background information. There is basic information needed by the general physical education teachers to start off the year successfully. Packets of information could be created to share some of the past experiences that the included student may have had in their physical education learning. The packets could include: 1) IEP goals and objectives, 2) worthwhile equipment, 3) information from previous general physical education teachers on strategies that worked, or didn't, 4) strategies to complete physical fitness testing, and 5) overall accommodations, modifications or strategies and student preferences to create a successful physical education experience.
- Develop goals. The general physical education teacher and adapted physical education teacher should work together to create appropriate goals to mark successful inclusion. This will assist that student participation is not the only measure of successful inclusion.
- Create a consultation plan. This will include information the general physical education teacher desires and what the adapted physical education teacher will deliver. It will list the "when and how" the consultation interactions will take place.
- Documentation. Ongoing documentation should be used to keep the meetings at a regular interval and document what is discussed and what are the current issues. Copies can be delivered or sent electronically to all involved. This documentation will ensure implementation of strategies discussed during the scheduled consultation interactions.

- Strategies. General physical education teachers need ready-to-use strategies for their classes. Adapted physical education teachers can give specific information about the individual student so that their classes will be inclusive, because they might not always have time or the knowledge to do this on their own. Several books are available that provide resources for the physical education teacher regarding inclusion, such as:
 - Lieberman, L, and Houston-Wilson, C. (2009). *Strategies for Inclusion: A Handbook for Physical Educators*. Champaign, Illinois: Human Kinetics.
 - Block, Martin E. (2006). *Teacher's Guide to Including Students With Disabilities in General Physical Education*. Baltimore: Paul H. Brookes Publishing Company.
- Regarding same, there are two highly useful resources available for physical educators; Lieberman & Houston-Wilson, 2002; Block, 2007.
- Plan ahead. The general physical education teacher must provide as detailed information as possible on their units of instruction to the adapted physical education teacher. For example, the general physical education teacher can provide a unit plan that will discuss the types of skills, drills, activities and game play for the adapted physical education teacher. The adapted physical education teacher in return can create appropriate inclusion strategies and rubrics or unit goals for the included student.
- Value roles. Both the general physical education teacher and the adapted physical education teacher need to feel valued in his or her role in the collaborative consultation process. Adapted physical education teachers should ensure the general physical education teacher is part of the IEP process including input on goals and objectives. General physical education teachers should ask for desired information and give input for goals and objectives. Pope, M. (2009)

11.4 KEY PROVISION: On the job skills and strategies for the adapted physical educator – collaboration with instructional aides.

Discussion: Instructional aides (paraeducators) can provide valuable assistance to the adapted physical education teacher during adapted physical education instruction. These individuals may also be referred to as assistants or instructional aides. These instructional aides may include aides from the child's classroom, an aide assigned to a particular student for behavior support or special circumstances, or an aide assigned, full or part-time, to adapted physical education.

Best Practice: Creating an atmosphere of mutual respect will assist in the future collaborative relationship with instructional aides. Tips for working with instructional aides:

- Take time to establish expectations or roles within the teaching environment.
- Give instructional aides information on each student's disabilities and medical needs.
- Provide IEP goals and objectives.

- Resolve conflicts when they arise.
- Allow instructional aides to be an active member of the multidisciplinary team.
- Provide documentation log for instructional aide to open communication with the adapted physical educator.

The adapted physical education teacher and instructional aide can and should work collaboratively with the student(s). The instructional aide must be under the direct supervision of the adapted physical education teacher and is not responsible for developing lesson plans and selecting methods of instruction. The role of the instructional aide in adapted physical education is to assist and supplement the adapted physical education teacher in carrying out instruction to improve the quality of educational opportunity for the individuals. An aide can help in a variety of ways, some of which include monitoring and reinforcing skills and student behavior, supervising student safety, providing instructional prompts, leading a small group and facilitating movement and positioning. The instructional aide should also be prepared to work under the supervision of the adapted physical education teacher during adapted physical education instruction.

<p>11.5 KEY PROVISION: On the job skills and strategies for the adapted physical educator – scheduling.</p>
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Discussion: A schedule must be set before teaching can begin. Creating a schedule that takes into account caseload, number of school sites and locations, travel, assessment and reports time can be complicated however it needs to be developed and will be a valuable tool.

Scheduling Considerations

- Bus arrival and departure times.
- Bell schedule, including recess, breakfast and lunch times and toileting schedules.
- Communicate with classroom teachers and other related services early in year or even at the end of the previous year to establish an agreed upon time for adapted physical education.
- Set assessment times to minimize cancellations to set adapted physical education schedule.
- Adapted physical education teachers schedules should be provided to:
 - School administrators
 - Administrative assistants
 - Relevant teachers
 - Other service providers
 - APE supervisor
- Teachers and administrative staff must have adapted physical education contact information in the need of cancellation of service due to illness, emergency drills or others.

- Once set, schedules should be respected by promptness and attentiveness. When cancellations cannot be avoided, communication with school site personnel and rescheduling may be necessary.

Best Practice: There are numerous ways to indicate, on the IEP, how a student will receive APE services; minutes per week, per session, per month, individual or in a group setting. In considering the service, the individual's needs are top priority. However, it is also important to consider the adapted physical education teacher's caseload and schedule. An itinerant teacher needs to be flexible because of all the variables involved. An effective strategy is to indicate minutes per month rather than times per week. For example, 240 minutes per month rather than two times a week for 30 minutes. Minutes per month, gives flexibility to accommodate holidays, pupil free days, and sick days. Each LEA has guidelines for documenting the location, amount and frequency for which service will be provided. Districts and/or SELPAs will help determine options for providing services.

Many children with IEPs receive multiple services, making it imperative that each service provider communicates with the classroom teacher during the scheduling process. Communication with all service providers will minimize conflicts during schedule creation. Completed schedules should be shared with school administration staff, teachers and other service providers. Changes to the adapted physical education schedule may occur due to an addition of a student or school site therefore notification of the adapted physical education supervisor and school staff is necessary. Meetings, holidays and others instances sometimes require a session with a student to be rescheduled, the adapted physical education teacher should make appropriate contact to reschedule and make up these missed sessions.

Providing adapted physical education contact information is highly recommended in order to be notified ahead of time if a student is absent, an assembly or fire drill will be occurring and so forth. Advance notification of this type may provide opportunities to complete other necessary duties (e.g. assessments, observations, IEP work). An example of a letter of introduction from LAUSD is located in Appendix B.

11.6 KEY PROVISION: On the job skills and strategies for the adapted physical educator – equipment.
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Discussion: An abundance of and variety of typical and specialized physical education equipment is available for physical education activities. Adapted physical education teachers are responsible for the care, maintenance and storage of equipment. An itinerant adapted physical education teacher may need to travel with equipment in his or her vehicle, utilizing a main storage room at a school site or office site. There may be some schools that have a room, closet or storage area where some of the adapted physical education equipment and materials can be stored on site.

Best Practice: Adapted physical education teachers should keep an inventory of equipment and take the time to label adapted physical education equipment. Administration and school sites can assist the adapted physical educator in finding a safe, accessible and secure location to store adapted physical education equipment. Developing a relationship with on-site physical educators may open the door to borrowing school site equipment if and as needed. Appendix I has a detailed list of suggested equipment.

11.7 KEY PROVISION: On the job skills and strategies for the adapted physical educator – assessment & data collecting.

Discussion: An important aspect of teaching adapted physical education is assessing individuals and collecting data. It is important to allow time in the weekly schedule for formal assessments and observations. Collecting ongoing data on individuals receiving adapted physical education services is a priority. This includes tracking progress on IEP goals. It is important to have documentation to show to parents, administrators and other IEP team members, to indicate the individual’s progress or that he/she has met goals.

Best Practice: Creating a time block in the adapted physical educator’s schedule specifically for assessment is key to time management for assessing and data collection. Creating a goal worksheet or notations on a lesson plan assists in maintaining records of individual student performance. (For examples, refer to Appendix H).

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- A Glossary of Terms
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- D Adapted Physical Education Report of Assessment
- E Alignment of Physical Education Standards
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APPENDIX A

GLOSSARY OF TERMS

Accommodations: Changes made by any teacher in order to provide for individual differences. Accommodations provide access in order to enable the student to achieve the same outcome as the general education student.

Adapted: The program is changed to meet the individual needs of the student.

Adapted Physical Education (service definition): Adapted physical education is a service not a placement. A physical education service designed to meet the unique needs of an individual with a disability who is unable to fully participate in the general physical education program. Service is provided by a credentialed adapted physical education teacher who may work collaboratively with other school personnel including general physical education teachers, special day class teachers, and instructional assistants. Consultative services may also be provided to school personnel and others, including parents, medical personnel and social agencies for the purpose of identifying supplemental aids, services or modifications necessary for successful participation in the general physical education program or specially designed physical education program.

Adapted Physical Education (setting definition): A physical education program designed to meet the unique needs of an individual with a disability who is unable to fully participate in the general physical education program. The program is taught by a credentialed adapted physical education teacher.

Adapted Physical Education Program Advisory: Guidance for local education agencies or other entities, which is exemplary.

The California Department of Education recognizes that children with disabilities who are eligible for special education and related services have a right to a free and appropriate education to meet their unique needs. It is the purpose of this Program Advisory to describe the variety of physical education services available for children with disabilities. All children, unless excused or exempt under Education Code sec. 51241, are required to have an appropriate public physical education program. Availability of adapted physical education services therefore, should be consistent in all districts, counties, and regions of the state. In addition, these services should be provided in such a manner that promotes maximum interaction between children with disabilities and their non-disabled peers.

(Program Advisory 1993.)

The California Department of Education recognizes that professional practices in physical

education have been developed which are effective in providing quality services for children. The purpose of this advisory is to identify these practices which could be used as guidelines.

Adaptive: In relation to physical education, “adaptive” is a misused term, in that the student is not required to adapt to the program as would be implied with “adaptive physical education,” and in adaptive behavior.

Arena Assessment: This is a type of transdisciplinary assessment method that involves a facilitator who is in primary contact with the child and family during the assessment process. The facilitator presents a variety of activities so that team members from other disciplines gain assessment information. Other team members observe and may provide support to the facilitator during the assessment.

Benchmark: A short-term objective, which is a true indicator of the stated performance.

Best Practice: Methods of meeting requirements and/or needs that have been tried and proven exemplary.

Blended Inclusion Model: This is a team teaching situation where an adapted physical education teacher and a general education teacher combine their two classes. This usually takes place at the elementary level with self-contained classes. The goal is to efficiently educate students with disabilities with their non-disabled peers. This type of grouping often enhances the adapted physical education teacher’s ability to do the same and may help to facilitate collaborative consultation.

CBI: Community Based Instruction

CCR: California Code of Regulations.

CCS: California Children’s Services.

CFR: Code of Federal Regulations.

Child Find: Legal requirement to actively seek out, find and serve students with disabilities.

Collaborative Consultation: A process for providing services to special education students in which adapted physical education teachers collaborate with other education staff,(e.g., general classroom teachers, teachers of special education and other school professionals and/or paraprofessionals and parents) to plan, implement and evaluate interventions carried out in the adapted, regular, modified or specially designed physical education program. The purpose is to ensure each student’s success in the educational system.

CTC: Commission on Teacher Credentialing.

Curricular Adaptations: Changes permissible in environments, which allow the student equal opportunity to obtain success, results, benefits and levels of achievement. These adaptations can consist of both accommodation and modifications.

Developmental Delay: CCR 17 sec. 52020 *An infant or toddler shall be eligible for early intervention services if he or she is between birth up to thirty-six months of age and meets one of the criteria specified in Section 52022 as determined by means of evaluation pursuant to Section 52082 of these regulations and needs early intervention services.*

52022 (a) Developmental Delay - A developmental delay exists if there is a significant difference pursuant to 52082 between the infant's or toddler's current level of functioning and the expected level of development for his or her age in one or more of the following developmental areas:

(1) Cognitive;

(2) Physical: including fine and gross motor, vision, and hearing;

(3) Communication;

(4) Social or emotional;

(5) Adaptive.

(b) Established Risk

(1) An established risk condition exists when an infant or toddler has a condition of known etiology which has a high probability of resulting in developmental delay; or

(2) An established risk condition exists when an infant or toddler has a solely low incidence disability.

(c) High Risk for Developmental Disability

(1) High risk for a developmental disability exists when a multidisciplinary team determines that an infant or toddler has a combination of two or more of the following factors that requires early intervention services based on evaluation and assessment pursuant to Section 52082 and Section 52084:

(A) Prematurity of less than 32 weeks gestation and/or low birth weight of less than 1500 grams.

(B) Assisted ventilation for 48 hours or longer during the first 28 days of life.

(C) Small for gestational age: below the third percentile on the National Center for Health Statistics growth charts.

(D) Asphyxia neonatorum associated with a five minute Apgar score of 0 to 5.

(E) Severe and persistent metabolic abnormality, including but not limited to hypoglycemia, acidemia, and hyperbilirubinemia in excess of the usual exchange transfusion level.

(F) Neonatal seizures or nonfebrile seizures the first three years of life.

(G) Central nervous system lesion or abnormality.

(H) Central nervous system infection.

(I) Biomedical insult including, but not limited to, injury, accident or illness which may seriously or permanently affect developmental outcome.

(J) Multiple congenital anomalies or genetic disorders which may affect developmental outcome.

(K) Prenatal exposure to known teratogens.

(L) Prenatal substance exposure, positive infant neonatal toxicology screen or symptomatic neonatal toxicity or withdrawal.

(M) Clinically significant failure to thrive, including, but not limited to, weight persistently below the third percentile for age on standard growth charts or less than 85% of the ideal weight for age and/or acute weight loss or failure to gain weight with the loss of two or more major percentiles on the growth curve.

(N) Persistent hypotonia or hypertonia, beyond that otherwise associated with a known diagnostic condition.

(2) High risk for a developmental disability also exists when a multidisciplinary team determines that the parent of the infant or toddler is a person with a developmental disability and the infant or toddler requires early intervention services based on evaluation and assessment as specified in Section 52082 and Section 52084.

(d) A developmental delay shall not be determined based on:

(1) Temporary physical disability;

(2) Cultural or economic factors;

(3) The normal process of second language acquisition; or

(4) Manifestation of dialect and sociolinguistic variance.

DIS: Designated Instruction and Service means specially designed instruction and related services as may be required to assist a student with a disability to benefit educationally.

Disability: The term “child with a disability” means a child with an intellectual disability, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), deaf/blind, emotionally disturbed, orthopedic impairments, autism, traumatic brain injury, other health impairments or specific learning disabilities; and who by reason thereof, needs special education and related services.

Early Intervention: A coordinated comprehensive, multidisciplinary set of services designed to promote all aspects of development of the infant/toddler with disabilities (children under three years of age).

EC: Education Code.

FAPE: Free Appropriate Public Education.

Formal Assessment: Use of “...those tests with standardized or uniform conditions or directions...” “...all norm-referenced tests are formal, while criterion referenced tests may be either formal or informal.” (1998, Burton and Miller. *Movement Skill Assessment*, page 99.)

IDEA: Individuals with Disabilities Educational Act. *The purpose of this law is: (1) to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related service designed to meet their unique needs and prepare them for employment and independent living; (2) to ensure that the rights of children with disabilities and parents of such children are protected; and (3) to*

assist States, localities, educational service agencies, and Federal agencies to provide for the education of all children with disabilities. (IDEA; 20 U.S.C. sections 1400 et seq.)

IDEA 97: Amendment to the original act, signed by Congress in 1997.

IDEA 2004: Reenactment, signed by Congress in 2004.

IEP: Individualized Education Program.

IFSP: Individualized Family Service Plan. This is a written plan providing for early intervention services to a child from birth through two years of age and their families who have been determined eligible for early intervention services.

Infant and Toddler: Children under the age of three .

Informal Assessment: Use of "...those tests that cannot be categorized as formal; that is, those that do not have standardized or uniform conditions and directions." Examples of informal assessment methods include but are not limited to: interviews, review of records, teacher made tests, observations and questionnaires. ." (1998, Burton and Miller. *Movement Skill Assessment*, page 101.)

Instructional Aide: An assistant or adapted physical education assistant or paraprofessional.

ITP: Individual Transition Plan.

Key Provision: This term is used in place of "standard" for this revision. This change in terminology was selected to prevent confusion with other "standards" used in the profession such as credential standards and curriculum standards.

LEA: Local Educational Agency.

LRE: Least Restrictive Environment. To the maximum extent appropriate, children with disabilities are educated with their non-disabled peers and special classes, or other removal from education with their peers are not used unless the nature and severity of the disability is such that education with needed supports in the general education environment is not successful.

Modification: To modify (adjust) the standard allowing the student to continue to participate in general education; however, the standard of achievement, student outcome or grading criteria is changed.

Modified Physical Education: Participation within general physical education by a physical education teacher or general classroom teacher but with modifications such as "no running," "no contact sports," "use of crutches," etc. 5cc 3051.5 (a) (note the difference from the

definition of modification).

M.O.V.E. Program™: Movement Opportunities Via Education.

NASPE: The National Association of Sport and Physical Education of the American Alliance of Health, Physical Education, Recreation and Dance.

NPS (Non-Public School): An alternative special education service available to districts, SELPA's, county offices and parents.

OCR: Office of Civil Rights.

OHI: Other Health Impaired: *A pupil has limited strength, vitality or alertness, due to chronic or acute health problems, including but not limited to a heart condition, cancer, leukemia, rheumatic fever, chronic kidney disease, cystic fibrosis, severe asthma, epilepsy, lead poisoning, diabetes, tuberculosis and other communicable infectious diseases, and hematological disorders such as sickle cell anemia and hemophilia which adversely affects a pupil's educational performance. In accordance with sec. 56026(e) of the Education Code, such physical disabilities shall not be temporary in nature as defined by section 3001 (v). (34 CFR 300.39(a)(2))*

OM: Orientation and Mobility.

OT: Occupational Therapist.

Physical Education: *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(34 CFR 300.39(a)(2))*

Physical Education Framework for California public schools kindergarten through Grade 12, adopted by the California State Board of Education on September 11, 2008 is a resource for the development, implementation, and evaluation of standards-based physical education programs and instruction in California public schools.

PL: Public Law.

Private School: Facility or program chosen and paid for by parents.

PT: Physical Therapist.

Related Services: Developmental, corrective and other supportive services designed to enable a child with a disability to receive a free appropriate public education, as described in

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Note: All statutory citations apply to the California Education Code unless otherwise stated.

ADAPTED PHYSICAL EDUCATION GUIDELINES

the individualized education program of the child, as may be required to assist a child with a disability to benefit from special education. If the service is considered special education rather than a related service under state standards, it is included in the definition of 'special education' and is not only provided if needed to benefit from special education. An example is physical education, including "special physical education, adapted physical education, movement education and motor development." Designated instruction and services" means "related services".

RSP: Resource Specialist Program.

Response to Intervention: A tiered model of intervention for the purpose of identifying struggling students early; providing intervention that will improve their success; and preventing the possible need to refer them for more intensive interventions such as special education. A hallmark of RtI is continuous progress monitoring using various assessment methods. In IDEA '04, RtI is discussed as an alternate method for identifying students with a specific learning disability.

School Based Coordinated Programs: Under school based coordinated programs, administrators have the right to place a general population student with an adapted physical education teacher. The general population student, however, is not a part of the adapted physical education program. Educational accountability may become an issue if administrative assignment is for an extended period of time. Therefore, it is helpful when such assignments are documented on SST notes or a 504 plan.

SDC: Special Day Class.

Section 504: Federal law section of the Rehabilitation Act of 1973, which ensures specific educational rights for children with disabilities. It was reenacted in 1990 as the Americans with Disabilities Act. The Office of Civil Rights monitors this program without providing funding.

SELPA: Special Education Local Plan Area. An educational region that provides educational services to children within a defined geographic area. A SELPA may include more than one agency.

S.I.: Sensory Integration.

Specially Designed Physical Education This physical education program is for a special education class with minimal or limited adaptations, accommodations, or modifications and is provided for the children and taught by the person who normally teaches physical education for this population. 5 CCR Sec. 3051.5(a).

Special Education: 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 - (i)*

instruction conducted in the classroom, in the home, in hospitals and institutions and in other settings; and (ii) instruction in physical education. (34 CFR sec. 300.39 (a)(1))

Standards (curriculum): Competencies defining *what a student should know and be able to do*.

Standards (program) (Adapted Physical Education): Legal requirements or best practices, which collectively will standardize Adapted Physical Education programs throughout California.

SST: Student Study Team (also called Student Success Team or SIT, Student Improvement Team) .A committee of site professionals, community representatives, advocates, parents or guardians that provide an effective support system to classroom teachers, other staff and students for resolving educational concerns. (possible SIT student improvement team)

SST Process: This process outlines a cadre of trained professionals, with expertise in child growth and development, instructional strategies, behavior management and curriculum at a local school, who collect information and meet regularly to discuss and create interventions for students who are experiencing school difficulties.

Temporary Disability: *...a disability incurred while an individual was in a regular education class and which at the termination of the temporary physical disability, the individual can, without special intervention, reasonably be expected to return to his or her regular education class. (5CCR sec 3001(ag))*

Test Validity: The content of the test, tests what it purports to measure. (A. Burton and D. Miller. *Movement Skill Assessment*, 1998.)

Transition: A coordinated set of activities for students at age 16 that promotes movement from school to post-school activities.

Triennial Assessment: Assessment process performed every three academic years.

Stand Alone Service: A student receives only one special education service, e.g., adapted physical education.

U.S.C.: United States Code.

Validity of Assessment Results: Test results accurately reflect the student's abilities. Making this determination involves selection of appropriate assessment methods as well as accurate observation of the student's behavior.

Appendix B

CHECKLISTS FOR REFERRAL AND INTRODUCTION

ADAPTED PHYSICAL EDUCATION PRE-REFERRAL CHECKLIST

Request for motor observation or consultation of the Adapted Physical Education Specialist may be initiated by a parent, teacher, nurse, or other concerned school staff member.

Date of Request: _____ Referred by: _____
 Student's Name: _____ Birth date: _____ Grade: _____
 School: _____ Teacher: _____ Room #: _____
 Parent or Legal Guardian: _____
 Home Address: _____
 Telephone #: (Home) _____ (Work) _____
 Language Spoken at Home: _____
 Recess/Lunch Times: _____ PE Days & Times: _____

Reason for Referral/ Specify Areas of Concern: _____

Specify Pertinent Medical Information (if any): _____

Does the student receive any other Special Education Services?: Yes _____ No _____
 Which Services?: _____

Difficulty in performing the various motor skills listed below **MAY** indicate a need for Adapted Physical Education services. Please check all that apply in accordance to the grade level physical education standards and as observed in physical education lessons as well as free play opportunities (recess).

SKILL	CAN	MOST OF THE TIME	OFTEN	SOME OF THE TIME	CANNOT
Balance on one foot (2 Sec. Min.)					
Hop					
Jump					
Skip					
Gallop					
Slide					
Run					
Bounce and catch to self					
Dribble a ball with hands					
Catch a ball with hands					
Throw a ball 15 feet					
Kick a stationary ball					
Kick a rolled ball					
Hit a ball off a batting "T"					
Jump rope turned by others					
Turn own jump rope					
Falls excessively					
Awkward and clumsy when moving					

Please return this completed form to the Adapted Physical Education Specialist at your school or district office. Receipt of form will be acknowledged via appropriate line of communication. (E-mail)



**Los Angeles County
Office of Education**

**Division of Special Education
Request for Psychomotor Observation
or Consultation**

This request may be initiated by a parent, teacher, nurse, or other concerned school staff member. The school study team is responsible for exploring all available services within the school setting, including modifications in the regular program.

NAME OF PUPIL (LAST, FIRST MIDDLE INITIAL)		PUPIL'S SOCIAL SECURITY NUMBER	SEX <input type="checkbox"/> M <input type="checkbox"/> F	BIRTHDATE (MO/DAY/YR)
FIRST AND LAST NAME OF PARENT OR LEGAL GUARDIAN		HOME TELEPHONE NUMBER ()	WORK TELEPHONE NUMBER ()	
ADDRESS OF PARENT OR LEGAL GUARDIAN (NUMBER, STREET, APT. NO., CITY, STATE, ZIP CODE)				
LANGUAGE(S) SPOKEN IN HOME <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other (specify)				

PUPIL'S SCHOOL	
NAME OF SCHOOL	DISTRICT OF RESIDENCE
ROOM NO.	FIRST AND LAST NAME OF TEACHER
TELEPHONE NUMBER OF SCHOOL ()	

REQUEST
SPECIFY PERTINENT MEDICAL INFORMATION
SPECIFY AREAS OF CONCERN

List Attempted Interventions and Modifications of Regular Programs	Results of Attempted Interventions	Date
1.		
2.		
3.		

List Additional Recommended Interventions	Results of Additional Interventions	Date
1.		
2.		
3.		

Request consultation and/or observation by adapted physical education specialist.

PRINT NAME OF PERSON INITIATING REQUEST		POSITION OF INITIATOR	
TELEPHONE NUMBER OF INITIATOR ()	SIGNATURE OF PERSON INITIATING REQUEST	DATE SIGNED	

Form No. 301-617 Rev. 2/94 DISTRIBUTION: Original - Adapted Physical Education Specialist; Canary Copy - Requestor; Pink Copy - As Needed

INTER-OFFICE CORRESPONDENCE
Los Angeles Unified School District
Related Services Department

TO: , Principal
, APEIS
, Teacher(s)
, Office Staff

DATE:

FROM:
Adapted Physical Education Specialist

SUBJECT: ADAPTED PHYSICAL EDUCATION SERVICES (School Year)

Hello! My name is xxxxxx and I am assigned to provide school-based Adapted Physical Education (APE) services for the students at your school. I am looking forward to working with you this year.

My scheduled days at your school are:

Day	Time	Class/Group	Location

My voice mail number is _____ x. _____, my cell phone number is _____ and my email address is: _____. Please contact me if you have any questions regarding APE, including the provision of APE services, assessments or upcoming IEP meetings. I check my voicemail on a daily basis and return messages within 24 hours. Please understand that I have other schools on my schedule and will do my best to meet your needs. I am happy to assist you in order to provide quality services for all students. In the event I cannot be reached please contact the APE program office at _____.

Since the procedure for the Informal Dispute Resolution (IDR) has been realigned with IDEA. 2004 and is consistent with the goals of the Modified Consent Decree (MCD), I anticipate working closely with you and your staff to find mutually agreeable solutions to meet the needs of your students. When requested, I will make every effort to meet with your school staff and parents during the resolution period, where schools will have the opportunity to resolve cases at a local level prior to going to a formal due process proceeding. Please contact me prior to the resolution meeting in order to review all records and pertinent information.

I anticipate good things this school year!
Again, please do not hesitate to contact me if you have any questions regarding Adapted Physical Education.

Appendix C

TESTS AND ASSESSMENT TOOLS COMMONLY USED

Tests and Assessment Tools -Currently Available

TEST NAME (Bold indicates common name)	TYPE or AREA TESTED	AGE	AVAILABLE
APEAS II <i>Adapted Physical Education Assessment Scale II</i> (2007)	Motor Performance	5-18 yrs.	American Association for Physical Activity and Recreation 1900 Association Drive Reston, VA 20191-1598 http://www.aapar-apeas.org/
AEPS <i>Assessment, Evaluation, & Programming System for Infants & Children from Birth to Three Years</i> (Bricker) (2002)	Early Movement Milestones, Fundamental Movement Skills, Functional Movement Skills	Birth-3 yrs.	Paul H. Brookes Publ., PO Box 10624, Baltimore, MD 21285-0624 http://www.brookespublishing.com/
<i>Assessment of Hand Skills in the Primary Child</i> (DVD/Web Program) (Benbow) (2008)	Structured observation of hand and arm movements	5 yrs. and up	Clinician's View®, P.O. Box 458, Fairacres, NM 88033 USA http://www.clinicians-view.com/
BDI-2 <i>Battelle Developmental Inventory</i> , second edition (2005)	Motor Abilities, Early Movement Milestones, Fundamental Movement Skills	Birth-7yrs. 11 mo.	Riverside Publishing 3800 Golf Road, Suite 200 Rolling Meadows, IL 60008 www.riversidepublishing.com
BEERY™ VMI <i>Beery-Buktenica Developmental Test of Visual-Motor Integration</i> , 6th Edition (2010)	Visual perception integrated with fine motor skills	2-100 yrs.	Pearson Attn: Customer Service P.O. Box 599700 San Antonio, TX 78259 www.pearsonassessments.com
Brigance IED II <i>Brigance Inventory of Early Development II</i> (2010)	Motor Development	Birth-7 yrs.	Curriculum Associates Corporate Headquarters P.O. Box 2001 North Billerica, MA 01862-9914 www.curriculumassociates.com
Brockport <i>Physical Fitness Test Manual</i> (1999)	Physical Fitness (for youth with disabilities)	10-17 yrs.	Human Kinetics Publ., PO Box 5076, Champaign, IL 61825-5076 www.humankinetics.com

TEST NAME (Bold indicates common name)	TYPE or AREA TESTED	AGE	AVAILABLE
BOT-2 <i>Bruininks-Oseretsky Test of Motor Proficiency</i> , second edition (2005)	Motor Ability	4-21 yrs.	Pearson Attn: Customer Service P.O. Box 599700 San Antonio, TX 78259 www.pearsonassessments.com
CCPSN <i>Carolina Curriculum for Preschoolers with Special Needs</i> (2004)	Gross and fine motor assessment and curriculum guide	2-5 yrs.	Paul H. Brookes Publ., PO Box 10624, Baltimore, MD 21285-0624 http://www.brookespublishing.com
CARE-R <i>Curriculum, Assessment, Resources, Evaluation</i> (1998)	Motor Development, Early Movement Milestones, Fundamental Movement Skills & Motor Ability	Birth-17 yrs. Varies for each area	Adapted Physical Education Program, Southwest Services Support Center 1501 S. Peck Ave. Manhattan Beach, CA 90266
DEVPRO Developmental Programming Gross Motor and Perceptual-Motor Skills (1999)	Developmental sequence and task analysis	Birth-11 yrs. (varies by area)	Carol Kofahl www.devprosoftware.com
<i>Erhardt Developmental Prehension Assessment</i> (1994)	Hand function and fine motor ability	All	Erhardt Developmental Products 2379 Snowshoe Court E., Maplewood, MN 55119 www.ErhardtProducts.com
<i>Fitnessgram</i> (2010) (Standards 2010)	Physical Fitness	4 th grade through high school	Human Kinetics Publ., PO Box 5076, Champaign, IL 61825-5076 www.humankinetics.com
GMFM <i>Gross Motor Function Measure</i> (GMFM-66 & GMFM-88) (2002)	Early Movement Milestones, Fundamental Movement Skills	Persons with Cerebral Palsy under 20 years	Mac Keith Press High Holborn House, 52-54 High Holborn, London WC1V6RL
HELP <i>Hawaii Early Learning Profile</i> 1. HELP 0-3 (for ages birth to 3) (1992-2007) 2. HELP 3-6, second edition (for ages 3-6) (2010) 3. <i>HELP 3-6 Checklist, 2nd Edition</i> (2010)	Structured Observation & Checklist with a gross and fine motor section	Birth-6 yrs	VORT Corporation P.O. Box 60132-W Palo Alto, CA 94306 www.vort.com

Note: All statutory citations apply to the California Education Code unless otherwise stated.

TEST NAME (Bold indicates common name)	TYPE or AREA TESTED	AGE	AVAILABLE
KALMS(R) <i>Kounas Assessment of Limited Mobility Students, Revised (1999)</i>	Functional motor skills of students with an orthopedic disability	3-21	Sharon Kounas or KALMS (R) Test 6001 Wadsworth Avenue Highland, CA 92346 www.kalmstest.com
LAP-3 <i>Learning Accomplishments Profile (manual) 2004</i>	Motor Development	36 to 72 months	Kaplan Early Learning Company 1310 Lewisville Clemmons Rd Lewisville, NC 27023 www.kaplanco.com
MVPT <i>Motor-Free Visual Perceptual Test, Third Edition (2003)</i>	Sensory Motor	4-8 yrs.	Western Psychological Services 12031 Wilshire Blvd. Los Angeles, CA 90025-1251 http://portal.wpspublish.com
MOVE ® <i>Assessment Profile for Children</i>	Early Movement Milestones, Fundamental Movement Skills	Infant-young adult	MOVE International, 1300 17th St., City Centre, Bakersfield, CA 93301 http://www.move-international.org/products
Movement ABC <i>Movement Assessment Battery for Children Checklist, Second Edition (2007)</i>	Motor Abilities, Fundamental Movement Skills, Specialized Movement Skills	3 to 16.11 yrs.	Pearson Attn: Customer Service P.O. Box 599700 San Antonio, TX 78259 www.pearsonassessments.com
PDMS-2 <i>Peabody Developmental Motor Scales, Second Edition (2002)</i>	Standardized	Birth-6.5 yrs.	Western Psychological Services 12031 Wilshire Blvd. Los Angeles, CA 90025-1251 http://portal.wpspublish.com
Physical Best (1998)	Physical Fitness	5-17 yrs.	AAHPERD 1900 Association Dr. Reston, VA 22091 www.aahperd.org/naspe/professionaldevelopment/physicalBest/
QNST II <i>Quick Neurological Screening Test –II, second revised edition (1998)</i>	Sensory Motor	5 yrs. & up	Western Psychological Services 12031 Wilshire Blvd. Los Angeles, CA 90025-1251 http://portal.wpspublish.com
TGMD-2 <i>Test of Gross Motor Development II (2000)</i>	Motor Development	3-10 yrs.	ProEd, 5341 Industrial Oaks Blvd. Austin, TX 78735

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TEST NAME (Bold indicates common name)	TYPE or AREA TESTED	AGE	AVAILABLE
TVPS 3 <i>Test of Visual Perceptual Skills</i> , third edition (2009)	Visual-Perception Using Non-Motor Response	4.1-18 yrs.	Western Psychological Services 12031 Wilshire Blvd. Los Angeles, CA 90025-1251 http://portal.wpspublish.com
TPBA2 <i>Transdisciplinary Play Based Assessment</i> , second edition (2008)	Early Movement Milestones, Fundamental Movement Skills	Birth-6 years	Paul H. Brookes Publ. PO Box 10624 Baltimore, MD 21285-0624 http://www.brookespublishing.com

Tests and Assessment Tools – Older and/or Out of Print

The following assessment instruments are out of print or published before 1996. Out of print tests may be available in personal, university or school district libraries. Best practice is to use older or out-of-print tests only when other tests are not appropriate.

TEST NAME (Bold indicates common name)	TYPE or AREA TESTED	AGE	Comments/Availability
ASBI <i>Analysis of Sensory Behavior Inventory –Revised</i> (Morton/Wolford) (1994)	Interview &/or Clinical Observation of sensory responses and behaviors	3 yrs.- adult	Skills with Occupational Therapy P.O. Box 1785, Arcadia, CA 91007
BMAT <i>Basic Motor Ability Test</i> (1979)	Motor Performance	4-12 yrs.	In: <i>The Clumsy Child</i> , Arnheim, Daniel C.Y. Mosby, St. Louis
BSID II <i>Bayley Scales of Infant Development II</i> (1993)	Early motor milestones	Birth-14 mo.	Pearson Attn: Customer Service P.O. Box 599700 San Antonio, TX 78259 www.pearsonassessments.com
<i>Callier-Azusa Scale G</i> (1978)	Motor development, perceptual, and practical skills designed for students with deaf-blindness also appropriate for most students with severe disability		University of Texas at Dallas/Callier Center 1966 Inwood Rd., Dallas, TX 75235 www.utdallas.edu/calliercenter/academic/azusa-scale/

TEST NAME (Bold indicates common name)	TYPE or AREA TESTED	AGE	Comments/Availability
DeGangi-Berk <i>Test of Sensory Integration</i> (1983)	Sensory integration, postural control, bilateral motor integration and reflex integration	3-5 yrs.	Western Psychological Services 12031 Wilshire Blvd. Los Angeles, CA 90025-1251 http://portal.wpspublish.com
Denver II <i>Denver Developmental Screening Test II</i> (1992)	Standardized & Normalized	Birth-6 yrs.	Denver Developmental Materials, Inc., PO Box P.O. Box 371075 Denver, CO 80237-5075 www.denverii.com/DenverII.html
Frostig <i>Movement Skills Test Battery</i> (1972)	Gross/Fine Motor	K-6th grade	
Revised Gesell <i>Developmental Schedules</i> (1949)	Not Reported	4 wks.-36 months	
Hughes <i>Basic Gross Motor Assessment</i> (1981)	Motor Ability	5.6-12.5 yrs.	
Koontz <i>Child Developmental Program</i> (1974)	Motor Development	Birth-48 months	
Milani-Comparetti <i>Motor Development Screening Test</i> (1967)	Motor Skill Foundations	Birth-2 yrs.	
MAP <i>Miller Assessment for Preschoolers</i> (1988)	Movement Skill Foundations, Motor Abilities, Early Movement Milestones, Fundamental Movement Skills	2.9-5.8 yrs.	Pearson Attn: Customer Service P.O. Box 599700 San Antonio, TX 78259 www.pearsonassessments.com
MCA <i>Motor Control Assessment</i> (1991)	Motor Abilities, Early Movement Milestones, Fundamental Movement Skills	2 yrs. and up	
MDC <i>Motor Development Checklist</i> (1976)	Early Movement Milestones	Not Reported	
MSI <i>Motor Skills Inventory</i> (1988)	Movement Skill Foundations	3-16 yrs.	
Movement Patterns Achievement Profile (1980)	Motor Development	2-6 yrs.	In: <i>They Need to be Carefully Taught</i> , Evans, Jane R., AAHPERD, 1980
SIGMA <i>Ohio State Univ. Scale of Intra-Gross Motor Assessment</i> (1979)	Fundamental Movement Skills	2-14 yrs.	

Note: All statutory citations apply to the California Education Code unless otherwise stated.

ADAPTED PHYSICAL EDUCATION GUIDELINES

TEST NAME (Bold indicates common name)	TYPE or AREA TESTED	AGE	Comments/Availability
PEDI <i>Pediatric Evaluation of Disability Inventory</i> (1992)	Self-Administered Questionnaire	6 mo. -7 yrs.	Pearson Attn: Customer Service P.O. Box 599700 San Antonio, TX 78259 www.pearsonassessments.com
Preschool Motor Assessment (1989) UNDERGOING REVISION AS OF JAN. 2011	Developmental motor milestones	2-4.6 years	Adapted Physical Education Los Angeles Unified School District 333 S. Beaudry Ave, 18th floor Los Angeles, CA 90017 213.241.6216
<i>Physical Best and Individuals with a Disability</i> (1995)	Options for testing health related fitness in individuals with a disability	Children and adults	
<i>Physical Fitness Testing of the Disabled: Project U.N.I.Q.U.E.</i> (1984)	Physical Fitness (modified for those with orthopedic and sensory disability)	5-17 yrs.	
<i>Stanford Functional Developmental Assessment</i>	Motor Development	Birth-12 yrs.	In: <i>Physically Handicapped Children</i> , (1982) Bleck, Eugene, M.D. Grune & Stratten, FL
<i>Southern California Ordinal Scales of Development</i> (1985)	Gross and fine motor development sections	Birth-11 yrs.	FOREWORKS Box 9747 North Hollywood, CA 91609 www.foreworks.com
VAB-R <i>Vulpe Assessment Battery, revised (VAB)</i> (1994)	Movement Skill Foundations, Early Movement Milestones, Fundamental Movement Skills	Birth-6 yrs.	Slosson Educational Publications, Inc P.O. Box 544 East Aurora, New York 14052 www.slosson.com

Appendix D

ADAPTED PHYSICAL EDUCATION REPORT OF ASSESSMENT

An Adapted Physical Education report of teacher assessment is a critical element in the process of identifying the needs and services for children with disabilities. While the format of the report is not critical, the elements are. A model report should include the following:

1. Student information

- Full legal name
- Birthdate, age
- Gender
- School and grade, educational program
- Disability description
- Teachers' names

2. Evaluator Information

- Name, Title
- Employer, position

3. Relevant background information

- History of schools
- History of contact with student
- Other services

4. Assessment and Results

- Dates of assessment
- Reason for referral/assessment
- Results of vision and hearing report
- Description of assessment tools and procedures(formal and informal)
 - Clear description of the test, age, developmental level.
 - Note if the test is not normed with individuals with the particular disability
 - Note if you are using a portion of the test
- Description of the student's behavior during the assessment
- Indication of the validity and reliability of the assessment
- Description of the formal and informal test results that support one another
- Present levels of performance
- Areas of strengths and needs
- Report of actual test scores
 - Means and standard deviations
 - Percentile scores
 - Standard scores
 - Age equivalents/age ranges
 - Other scores may be appropriate

5. Recommendations

1. Summary of needs
2. Recommendation of physical education placement(s) and most appropriate learning environment (LRE).
 - a. Possible placements for physical education are: general physical. education, modified physical education, specially designed physical education and adapted physical education.
 - b. Attach some modifications/accommodations
3. Service recommendation
 - a. Frequency and duration of APE services, if appropriate
 - b. Assessment results are used to determine if adapted physical education service is **appropriate**.
 - i. Watch the use of language of “qualification” or “eligibility”.
4. Recommendations of goal information, possible standard.

6. Signed and dated by assessor

EXAMPLES

**XXXXXX County Office of Education
Student Support Services
123 Normal Street
City, State. Zip
Area code and Phone number**

ADAPTED PHYSICAL EDUCATION REPORT

Name: _____ **Date of Birth:** _____
School: _____ **Date of Report:** _____
Teacher: Chronological Age: _____
Date of Evaluation: _____
Evaluator: Heidi Erickson, Adapted Physical Education Specialist

Student Information

Summary of Evaluation

Assessments used:

A. *Brigance Diagnostic Inventory of Early Development*

B. *CARE-R*

(Curriculum, Assessment, Resources and Evaluation – Revised)

Motor Performance Record

C. Observational Record

D. Playground Observation Form

E. Referral questionnaire for Adapted P.E. for grades K-1

- F. Physical Education Intervention Implementation Form
- G. Adapted Physical Education Health Review
- H. Parent /Concerns Attachment form 5-16-03 IEP

A. Brigance Diagnostic Inventory of Early Development

The Brigance was designed to be used in programs for infants and children below the developmental level of seven years. The Brigance is used as a tool for developing and communicating an individualized education program that best meets the needs of the child. The goal of this assessment is to obtain valid information about the movement skills and behaviors of the child.

Gross motor skills are required to move the body effectively and efficiently within the environment. The components of motor fitness include coordination, speed, agility, powers or strength and balance.

Philip's scores are as follows:

Gross Motor Skills and Behaviors _____ Yrs/mo

The assessment results tell us that XXXXX is performing Gross Motor Skills and Behaviors below his chronological age. XXXXX is performing at XX% of his Chronological age of XX.

B. CARE-R

(Curriculum, Assessment, Resources, and Evaluation – Revised)

Motor Performance Record

The components of physical education assessed in CARE-R are gross motor, object control, health and physical fitness, perceptual motor and fine motor.

XX's scores are as follows:

Gross Motor-

Object Control-

Fine Motor-

The assessment results state that XXXX is performing within the rudimentary and emerging levels. The range indicates the time within which the skill normally emerges.

C. OBSERVATION RECORD (Completed by specialist on)

Locomotor:

Perceptual Motor:

Fine Motor:

Object Control:

D. PLAYGROUND OBSERVATION (Completed by specialist on)

Gross Motor Performance

1. Use of playground apparatus:
2. Choice of equipment:
3. Description of play:
4. Duration of play:

Social Skills

1. Turn taking:
2. Problem solving:

Sensory Needs

Types of behavior observed that are sensory seeking or avoiding

Tactile –

Vestibular –

Proprioceptive-

Auditory-

Visual –

Gustatory Olfactory-.

E. Referral for Assessment Questionnaire (completed by teacher)

Playground Skills:

Social- Emotional:

Strengths

Challenges

Social- Emotional:

Strengths

Challenges:

Locomotor Pattern:

Strengths

Challenges

Object Manipulation

Strengths

Challenges:

F. Physical Education Intervention Implementation Form (completed by teacher on)

Teacher concerns:

G. Adapted Physical Education Health Review (completed by parents on 10/30/03)

H. Parent Concerns:

Fine & Gross Motor Skills

Unable to:

Communication

Senses/Perception

Recommendations

Based on observations and assessments it is recommended that XXXXXX receive adapted physical education services on a direct basis for 20 minutes one time a week. Consultation will be provided to classroom teacher for curricular support as needed outside of the direct service.

XXXXXX should have the opportunity for supervision on age appropriate playground equipment such as a tricycle, slide, swings and a climbing apparatus.

Final placement, services and recommendations will need to be the joint decision of the Individual Educational Plan (IEP) team meeting.

XXXXXXXXX
Adapted Physical Education Specialist
XXXX County Office of Education
Email address
phone

LOS ANGELES UNIFIED SCHOOL DISTRICT
Division of Special Education – Related Services
ADAPTED PHYSICAL EDUCATION

ASSESSMENT REPORT

Student Name:	_____	Date of Report:	_____
Date of Birth:	_____	School of Attendance:	_____
Chronological Age:	_____	School of Residence:	_____
Eligibility:	_____	Grade:	_____
Medical Diagnosis:	_____	Class Placement:	_____
Primary Language:	_____	Teacher:	_____
Gender:	_____	Assessor:	_____
		Assessment Date(s):	_____

Reason for Referral

* was referred by the student study team for a motor development and motor abilities assessment as a part of the three-year review process required of all students participating in special education. The purpose of the assessment is to obtain a current estimate of motor abilities and to assist the IEP team in determining continued eligibility for adapted physical education.

* was referred by the student study team for a motor development and motor abilities assessment. The purpose of the assessment is to obtain a current estimate of motor abilities and to assist the IEP team in determining eligibility for adapted physical education.

The purpose of this assessment is to obtain a current estimate of motor development and abilities and to assist the IEP team in determining eligibility for adapted physical education.

* was referred by her teacher with gross and/or fine motor concerns. Behaviors noted were as follows: __ (Difficulty understanding directions, questions, and commands. Difficulty expressing thoughts and feelings. Difficulty formulating sentences. Difficulty remembering material presented visually/verbally. Difficulty in eye hand movements. Difficulty with large muscle activities

Inadequate self concept. Difficulty with peer relationships. Short attention span. Easily distracted. Impulsive. Shy. Non-participating. Defiant. Destructive. Aggressive. Does not complete work. Does not work independently. Poor school attendance).

* was referred by his/her parents when he/she recently transferred to __ from __. The purpose of this review is to provide the IEP team with information that will assist them in determining eligibility for special education.

Educationally Relevant Health, Developmental and/or Medical Findings

* disability inhibits balance which makes it difficult for him/her to sit, stand, or walk unsupported.

Parent reports that

* has a seizure disorder that manifests itself during physical activity. Student seizures are currently being controlled by medication.

*has an asthma condition that needs to be monitored during physical activity.

* has a heart condition that needs to be monitored during physical activity.

Nurse reports that * has an allergic reaction to _____ and needs to be monitored during physical activity.

* has no medical restrictions at this time.

Language Background

* primary language is English.

* primary language is __ and she/he is an English learner.

* primary language is __, and according to her/his classroom teacher, is able to speak and understand English.

* uses her/his primary language of __ at school, but during the assessment process was able understand and respond using gestures, simple words and phrases.

* is a beginning English learner and required the assistance of a translator to understand and perform tasks during the assessment process.

Educational History/Interventions

* attends __ School in the Los Angeles Unified School District. She participates in a special day program for __ (students with disabilities, students with autism, students with visual impairments ...). Her teacher is __. Her services include occupational and physical therapy through California Children's Services (CCS) __.

* continues to participate in a general physical education program with her classmates

Classroom Participation / Observation

* has difficulty participating in a large group setting. Seems timid and insecure with his classroom peers while interacting in simple games. She does not engage with his classroom peers in physical activity during recess and/or lunch. Frequent prompts by classroom assistant or teacher are needed in order to engage in physical activity with his peers

* has difficulty staying on task and is unable to follow simple directions from the classroom

teacher. She is very distractible which inhibits his/her ability to attend to task. She has difficulty with loud noises. The outside playground environment seems to increase distractibility.

* is able to participate in simple games with her peers during recess, lunch and her physical education. She engages with other children during active play and follows directions and routines without assistance. She seems to stay on task and enjoys physical activity.

Behavior Implications

* was seen on a number of occasions during which a variety of motor development and motor ability tests were administered using an observational format. She was cooperative and task oriented throughout the assessment. Her performance is considered an accurate measure of her current functioning.

* is able to perform testing items with (no support, minimal supports, requires regular prompting, requires direct assistance).

Modifications of testing items include ____.

* was able to comprehend testing items with (no supports, minimal, hand over hand assistance)

* was observed during __ (recess, physical education) and is able to participate in activity such as ____ (name sport or activity) with the following modifications/accommodations: __ (i.e. shorter distances, more practice time, teacher direct assistance, gestural prompts, etc).

Tests and Validity of Assessments Utilized During the Assessment

- | | |
|--|---|
| <input type="checkbox"/> Teacher Interview | <input type="checkbox"/> Classroom Observations |
| <input type="checkbox"/> Parent Interview | <input type="checkbox"/> Playground Observations |
| | <input type="checkbox"/> Physical Education Observation |

- Assessment Tool(s):
- | | | | |
|--------------------------------------|------------------------------------|--|----------------------------------|
| <input type="checkbox"/> APEAS II | <input type="checkbox"/> CARE-R | <input type="checkbox"/> SIGMA | <input type="checkbox"/> Peabody |
| <input type="checkbox"/> Brigance | <input type="checkbox"/> Bruininks | <input type="checkbox"/> PreK
APEAS | <input type="checkbox"/> TGMD II |
| <input type="checkbox"/> Fitnessgram | <input type="checkbox"/> Other: | | |

Testing and assessment materials and procedures used for the purposes of assessment and placement of individuals with exceptional needs are selected and administered so as to not be racially, culturally or sexually discriminatory. Tests have been validated for the specific purpose for which they are used and administered by trained personnel in accordance with the instructions of the producer.[34 C.F.R. 300.532(e)]

Assessments and Assessment Results

The *Los Angeles Unified School District Adapted Physical Education Assessment Scale II (APEAS II)* is a test of motor performance for children ages 4.6 to 17. Its' primary purpose is to determine appropriate placement of students in physical education. Proposed service recommendation criteria for adapted physical education instruction include the following:

- Significantly reduced performance level of two or more years or 1.5 standard deviations below the mean (less than 7.5 percentile).
- There is a significantly reduced performance level because of a severe medical disability or impairment, which requires significant modification of activities and precludes safe or successful participation in the general physical education or special physical education program.
- Physical disabilities shall not include temporary physical disabilities.

The *Brigance Diagnostic Inventory of Early Development* is a comprehensive inventory including 98 skill sequences, from birth through the developmental age of seven years for the following areas: psychomotor, self-help, speech and language, general knowledge and comprehension and early academic skills. The test is normative and criterion referenced. For the purpose of the adapted physical education evaluation, the areas of pre-ambulatory motor skills, gross motor skills and/or fine motor skills may be used.

The *Peabody Developmental Motor Scales (PDMS)* is a standardized test that measures gross and fine motor skills of children from birth through 83 months. The Gross Motor Scale consists of tasks that require precise movement of the large muscles of the body. The items are classified into five skill categories which are reflexes, balance, non locomotor, locomotor and receipt and propulsion of objects. The Fine Motor Scale consists of tasks that require precise movement of the small muscles of the body. The items are classified into four skills categories which are grasping, hand use, hand eye coordination and manual dexterity. Norms are provided for each skill category at each age level as well as for total scores.

The *Test of Gross Motor Development – Second Edition*, assesses two areas of basic motor skills: object control and locomotor. Object control or eye/hand coordination and eye/foot coordination are skills for basic ball handling. The object control skills subtest includes striking, kicking, throwing a small ball, catching, rolling and bouncing a playground ball. Locomotor skills include running, galloping, jumping, hopping, sliding and leaping. This assessment tool is both criterion and norm referenced.

The *Developmental Test of Visual Perception (DTVP-2)* is a battery of eight subtests that measure different but interrelated visual perceptual and visual motor abilities. The battery is designed for use with children ages 4 through 10 years of age. It is based on Marianne Frostig’s theories of visual perception. The eight subtests are eye hand coordination, position in space, copying, figure ground, spatial relations, visual closure, visual motor speed and form constancy.

The *Bruininks-Oseretsky Test of Motor Proficiency (BO)* is an assessment tool to test overall gross and fine motor skills. It includes subtests in running speed and agility, balance, visual motor control, bilateral coordination, strength, upper limb coordination, response speed and upper limb speed and dexterity. The short form includes items from all categories.

ADAPTED PHYSICAL EDUCATION ASSESSMENT SCALE (APEAS II)

The Adapted Physical Education Assessment Scale is a multi-item test of motor performance for children ages 4.6 to 17. Its’ primary purpose is to determine appropriate placement of students in physical education. Each item is standardized individually.

(INSERT APEAS II SCORESHEET)

THE CALIFORNIA PHYSICAL FITNESS AND HEALTH RELATED TEST
(Fitnessgram)

The *Fitnessgram* is a comprehensive fitness assessment battery for youth. It includes a variety of health-related physical fitness tests designed to assess cardiovascular fitness, muscle strength, muscular endurance, flexibility and body composition. Criterion-referenced standards associated with good health have been established for children and youth for each of the health-related fitness components.

	Raw Scores	Within Healthy Fitness Zone	
Aerobic Capacity			
Mile Run		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Pacer		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Walk Test (secondary only)		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Body Composition			
Body Mass Index		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Abdominal Strength and Endurance			
Curl Up		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Trunk Extensor Strength and Flexibility			
Trunk Lift		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Upper Body Strength and Endurance			
Push-Up		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Modified Pull-Up		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Pull-Up		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Flexed Arm Hang		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Flexibility			
Sit and Reach		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Shoulder Stretch		<input type="checkbox"/> Yes	<input type="checkbox"/> No

Perceptual Motor Function (*Sensorimotor or perceptual-motor test items sample the functioning of the sensory systems as they support or contribute to efficient movement. The five systems of greatest interest to the physical educator are the vestibular, tactile, proprioceptive, visual and auditory*).

* was able to follow a moving object smoothly with her eyes demonstrating good ocular control.

* was unable to smoothly follow a moving object with her eyes across midline and remain on target. Her eyes lagged behind and darted ahead.

* moved her head while tracking a moving object during the ocular control task.

* was able to properly imitate all body postures.

* correctly assumed 10 out of 15 postures. The five postures that were incorrectly performed are an indication of difficulty crossing the midline of the body.

In the area of imitation of body postures, * appeared she did not understand test item and did not attempt to mirror any of the 15 postures imitated by the examiner.

* demonstrates good static balance by standing on each foot for 20-25 seconds.

* was able to stand on her right foot with eyes open for 12 seconds and stand on left foot for 8 seconds.

* was unable to balance on either foot with eyes closed.

Lifts foot momentarily while standing with support.

* completed 3 alternate hopping patterns demonstrating appropriate form.

* is unable to hop; therefore did not complete the alternate hopping portion of the assessment.

Object Control (*Activities for motor pattern development include: rolling, throwing, bouncing, catching, striking, and kicking objects of various sizes and shapes*).

* has age appropriate object control skills. She can __ (throw, kick) an object to a target from ____ feet away with accuracy (__ out of __ trials).

* can catch a ball __ (thrown, tossed) from __ feet away __ out of __ times with appropriate eye contact.

* successfully kicked an 8" playground in an intended direction and was able to kick a rolled ball from __ feet away displaying good balance in the attempt.

* She is able to bounce a ball consecutively __ out of __ times and can strike an object with force of execution.

* is unable to catch a tossed object from __ feet away.

* is unable to catch a ball tossed from __ (10, 15, 30) feet as required by the assessment, however, she is able to catch a ball __ (tossed, bounced, thrown) from __ feet.

* she has difficulty with eye contact when catching an object and loses focus when throwing an object at a target.

While kicking, * can make contact with a stationary ball but is unable to kick a rolling ball in any direction due to poor balance.

* is unable to strike an object with force of execution and needs to be motored through the attempt. Poor balance inhibits his ability to age-appropriately perform object control skills..

Locomotor Skills (*Activities for motor pattern development (locomotor) include: walking, running, jumping, hopping, sliding, galloping, skipping and leaping*).

Walking

Using a mature pattern, __ is able to walk (forward, backwards, sideways)

Is able to walk on a 2" line (or balance beam) a distance of __ feet.

Due to his disability, __ walks with an unsteady gait.

Walks with support (hand held, walker)

Running

Runs with a (early stage, mid-stage, mature pattern)

Runs with good speed, is able to change directions quickly and avoid obstacles in her path.

Runs with an (awkward, uneven, unsteady) gait.

Mature running form is emerging.

Jumping

Can jump in place __ consecutive times.

Is able to jump forward __ consecutive times.

Can jump over a __ -inch high obstacle.

Can jump down a 6" step.

Can jump a long rope turned by others

Can jump a selfturned rope.

Due to poor (dynamic balance, leg strength, motor planning) has difficulty jumping forward.

Hopping

Can hop with support on the preferred (or left, right, either) foot __ times.

Can hop in place independently __ times.

Can hop on the __ foot forward __ consecutive times

Due to poor (dynamic balance, leg strength, motor planning) has difficulty hopping on one foot.

Sliding

Is able to slide to the (right, left) a distance of __ feet.

Galloping

Using a (left, right) leg lead is able to gallop a distance of __ feet.

Uses a side-facing gallop pattern with a (right, left) leg lead.

Skipping

Is able to skip using a rhythmic pattern

Is unable to establish a consistent skip pattern, but this skill is emerging.

Leaping

Is able to perform a leap with a (left, right) foot take-off.

Physical Fitness (*The factors that contribute to health-related physical fitness are: muscular strength, aerobic capacity, flexibility and body composition*).

Muscular Strength

Has adequate upper body strength as demonstrated by the ability to perform ___ push-ups.

Can perform ___ curl-ups in 30 seconds.

Requires assistance to perform curl-ups.

Aerobic Capacity

Is within the Healthy Fitness Zone as measured by the (Pacer, Mile run) portion of the *Fitnessgram*.

Is below the Healthy Fitness Zone as measured by the (Pacer, Mile run) portion of the *Fitnessgram*.

Is able to complete a mile run/walk in ___.

Has adequate cardiovascular endurance to participate in all class activities.

Requires frequent rest periods during class activities.

Flexibility

Is within the Healthy Fitness Zone as measured by the ___ portion of the *Fitnessgram*.

Body Composition

Is within the Healthy Fitness Zone as measured by the *Fitnessgram*.

Adaptive Behaviors (*Adaptive behaviors, those behaviors that, in spite of adequate motor performance, limit a student’s ability to safely and successfully participate in general physical education*).

* is able to successfully participate with her peers in the general physical education program with no supports.

* has difficulty understanding complex game strategies. For example: ___.

Modifications and accommodations are needed to in order for * to successfully participate with peers in team sports and group activities. These include: ___.

Although, * can perform some gross motor skills successfully such as: ___ (catching, kicking, throwing etc.) She has difficulty participating in team sports or activities that involve group cooperation.

	Behavior	Domain
<input type="checkbox"/>	Peer Interaction	Behavioral
<input type="checkbox"/>	1. Requires occasional reminders in order to interact with peers	
<input type="checkbox"/>	2. Requires regular prompting to interact with peers	
<input type="checkbox"/>	3. Requires direct instructional assistance to interact with peers	

<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Fitness Level 1. Occasionally needs a rest break 2. Can complete 50% of the class activities without a rest break 3. Requires frequent rest breaks	Motor
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Medical Condition: 1. Is able to self-manage medical condition 2. Requires regular prompting to self-manage medical condition 3. Requires direct assistance to manage medical condition	Medical
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Time, Equipment and/or Activity Modifications 1. Requires <u>one</u> of the above modifications: 2. Requires <u>two</u> of the above modifications: 3. Requires <u>three</u> of the above modifications:	Motor
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Understanding of Rules And/Or Strategies 1. Is able to comprehend with minimal supports 2. Requires regular prompting to appropriately participate. 3. Requires direct assistance to appropriately participate.	Cognitive
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Behavior Prevents Participation in Group Activities <ul style="list-style-type: none"> • Is able to manage behavior with minimal supports • Requires regular prompting to self-manage behavior • Requires direct assistance to manage behavior 	Behavioral

Validity of Assessment Findings

Including environmental, cultural, or economic factors on performance

- The student was cooperative and the assessment results are a valid indicator of student performance.
- Assessment was administered in the student’s native language or other mode of communication to ensure that the measurement reflects the student’s ability rather than English language skills.
- A translator was used during the assessment.
Translator Name: _____ Language: _____
- Assessment results may have been affected by:

Summary and Present Level of Performance

* understood and followed all verbal directions, instructions and commands.
* often needed to be redirected to the current task
Unable to stay focused during the assessment or class activity or group activity or....
Highly distracted by ____
Strengths and age appropriate or emerging skills include...
Relative strengths include ____
Areas of strength include ____
* is able to (describe skill) with (or without) prompts.
A review of previous IEP’s and school records indicates
Previous IEP and medical records revealed that....

* was able to perform the following motor skills: walk, run, jump, hop, skip, gallop, slide, with an emerging pattern or immature pattern/ mature pattern or confused pattern or pattern not seen.
* was able to jump a self-turned rope using a mature/immature jumping pattern, for # of consecutive jumps

* has difficulty with __

* is below age expectancy in __

* is unable to (describe skill) __ (or without) prompts.

Significant delays in perceptual motor, gross motor, and cognition were evident while * ...

Areas in need of improvement include _ and _

* is unable to stay on task to complete class activity.

* is in need of remediation in the areas of ...

Impact of Disability

*'s motor impairment in the areas of object makes it difficult for her to ...

* inability to (describe skill) impacts his ability to participate with peers in physical education activities.

Accommodations and Modifications

It is recommended that activities be modified during lunch and recess to insure *'s participation.

It is recommended that the following equipment be modified during participation in general physical education.

It is recommended that * have a peer tutor during physical education

Recommended Goals

(GR: 1 ST: 1.15) * will catch an 8 inch playground ball bounced to self __ out of __ trials 80% of the time.

Conclusions and Recommendations

It is recommended that * receive physical education services through a collaboration model consisting of co-teaching in the general physical education class. The adapted physical education teacher will co-teach with the general physical education teacher two to five times per week for a total of __ minutes. Intensive instruction may occur in a small group setting on an as-needed basis.

It is recommended that * receive services through a consultative model delivered by the general physical education instructor within the general physical education setting. The adapted physical education teacher will assist the general teacher with regular review of student progress, accommodations and modifications of equipment and game rules. The adapted physical education teacher will consult with the general physical education teacher __ to __ times per __ for a total of __ minutes. Instruction may occur in a small group setting on occasion.

It is recommended that * receive services indirectly through a consultation model. The general physical education teacher and the adapted physical education teacher will design a program that consists of regular review of student progress, accommodations and modifications of core material

and modeling of instructional practices. The adapted physical education teacher will consult with the general physical education teacher ___ to ___ times per ___ for a total of ___ minutes.

It is recommended that * receive direct physical education services provided by an adapted physical education specialist. Services are recommended ___ to ___ times per ___ for a total of ___ minutes.

It is recommended that * inclusion with general physical education be implemented by adding students from the general physical education program to the adapted physical education program on certain activities (fitness and modified sports) and lesson. The use of peer mentors will be used to help the students learn proper social interactions. Also, on certain occasions students who can demonstrate appropriate social interactions will be added to general physical education classes for certain lessons and activities.

The current assessment indicates that * functions below age expectancy for many motor skills.

* demonstrates she can physically access all areas in the school and classroom environment. * demonstrates the strength and mobility necessary to perform general activities in the school and classroom environment.

This report will be shared with the IEP team to discuss and recommend the most appropriate physical education placement for *.

Based on the current motor assessment, it will be recommended to the IEP team that * continue to participate in the adapted physical education program and the collaborative physical education class with her classmates at this time.

Extended School Year

* is able to retain majority of acquired skills during the summer (or intersession) break. Adapted physical education services are not needed for the ESY session.

* is unable to retain acquired skills during the summer break. adapted physical Education services for ESY are needed and appropriate. If the student attends ESY she will receive adapted physical education during the short break to assist in the maintenance of the current level of performance.

For students with a special education eligibility (or suspected eligibility):

- Based on the adapted physical education assessment, which included evaluation of relevant functional, developmental and academic information, student **does not meet eligibility criteria for adapted physical education** for his/her chronological age or developmental level.
- Based on an adapted physical education assessment, which included evaluation of relevant functional, developmental and academic information, **the student is able to benefit from their special education program without adapted physical education -related services support.**

Services will be provided ___ times during the four-week session.

- Based on the adapted physical education assessment, which included evaluation of perceptual motor function, object control, locomotor skills, physical fitness and adaptive behaviors, student **does meet eligibility criteria for adapted physical education** for his/her chronological age or developmental level according to the California Code of Regulations § 3030 and § 3031 and may need special education and related services. Results indicated weakness in areas of:
- | | |
|--|---|
| <input type="checkbox"/> Perceptual Motor Function | <input type="checkbox"/> Physical Fitness |
| <input type="checkbox"/> Object Control | <input type="checkbox"/> Adaptive Behaviors |
| <input type="checkbox"/> Locomotor Skills | |

It is the responsibility of the IEP team to establish special education eligibility, placement and instructional setting to meet federal and state special education laws and regulations.

Report Prepared By:

Title of Assessor: Adapted Physical Education Specialist

Signature: _____

Name: Christi

DOB: 12/1/2000

CA: 4.2

School: ABC Elementary

Grade: Preschool

Date(s) of Assessment: 2/16 & 2/22

Assessed by: _____, APE Teacher

Assessment Methods: The *Brigance*, the *LAUSD Adapted Physical Education Pre-School Motor Assessment* and teacher observations

Introduction

Christi is a 4.2 year old girl, who is currently enrolled in a pre-school mixed class at ABC Elementary. This is a transition IEP for Christi’s placement and services when she transfers to kindergarten. She was cooperative during testing for the majority of the time; she followed teacher directions, and seemed to enjoy being outside and playing. At times, she tended to show her stubborn side and would continue to play but would not give the equipment back or wanted to do her own activity.

Background of Student

Christi is 4.2 year old girl in a preschool class at ABC Elementary. She was born full-term without any complications and was diagnosed at birth with Down syndrome. She is petite for her age, in the 5th percentile for her height and the 10th percentile for her weight. She is a cute girl with a wonderful smile. She can be very compliant at times but has periodically isplayedstubbornness as well. .

Assessment Information

Christi’s gross-motor development was assessed using the *LAUSD Adapted Physical Education Pre-School Motor Assessment* and the *Brigance*. The tests were administered on the ABC kindergarten playground and the elementary playground; observations were done outside as well as inside the classroom. No other children were present and the assessments were performed in an atmosphere of guidance and support.

The *Brigance Inventory of Early Development* is a comprehensive inventory including 98 skill sequences from birth through the developmental age of six years for the following areas: psychomotor, self-help, speech and language, general knowledge and comprehension, and early academic skills. The test is normative and criterion referenced. For the purpose of the adapted physical education evaluation, the areas of pre-ambulatory and gross motor skills were used. The *Brigance* identifies the child’s developmental level as well as their strengths and weaknesses in gross motor activities, evaluating movement and object control skills such as standing, walking, climbing stairs, running, jumping, hopping, kicking, catching, rolling, throwing and balance.

Gross Motor Skills	Skill Achieved Description	Developmental Age
Standing	Momentarily Stands on either foot	3-0
Walking	Walks on tiptoes 3 or more steps and walks backwards	2-6

Note: All statutory citations apply to the California Education Code unless otherwise stated.

Stairs and Climbing	Walks up and down stairs alternating feet while holding rail	3-0
Running	Runs well and can stop and start with ease. Runs with most of her weight on the balls of her feet. Arms are straight when she runs but do swing at sides.	3-0
Jumping	Jumps forward 10 times (feet are apart) and can jump over a small object	2.6
Hopping	Attempts to hop but has to put foot down. Unable to hop with hand held.	3.0
Kicking	Walks up and kicks a stationary ball with her right foot. If ball is rolled to her, she stops the ball with her hands and then kicks the ball.	2.6
Balance Beam	Stands with both feet on balance beam without assistance	2.0
Catching	Catches a thrown 8 ½" ball by scooping under the ball and trapping it with her chest.	3.6
Rolling & Throwing	Throws an 8 ½" ball, bringing the ball about head level with no feet movement. Can throw a tennis ball but not in any intended direction	3.0

The *Brigance* Assessment

Christi's developmental age equivalency on the *BRIGANCE Inventory of Early Development* was that of a 2.8 to 3.0 years old.

LAUSD Preschool Developmental Scale

The *Los Angeles Unified School District Adapted Physical Education Preschool Motor Assessment* tests motor performance in four major areas (balance, locomotor, gross motor and fine motor). Its primary purpose is to determine appropriate placement of students in physical education. Guidelines for pre-school eligibility (LH) state that children must have a discrepancy of at least 25% between their cognitive development and their development in one or more of the following areas: gross or fine motor, receptive language, expressive language and school readiness.

Motor Performance	Skill Achieved	Developmental Age	Chronological Age
I. Balance	Stands on one foot for 1 to 2 seconds	3.0	Stands on one foot 6-8 seconds
II. Locomotor			
Walk	Walks on tip toes for 1-2 feet	3.0	Walks with mature pattern
Run	Gallops 6 to 10 patterns with right foot leading	4.0	Gallops 6-10 patterns
Jump	Jumps in place 3 times in a row	2.6	Jumps over 2" high obstacle
Hop	Attempts to hop; mainly with right foot	2.6	Hops in place, either foot, 5 times
Stairs	Walks up and down stairs, alternating feet with assistance inconsistently	3.0	Walks up, alternating feet, without assistance
III. Gross Motor			
Throw	Throws beanbag 6 feet in an intended direction	3.6	Throws 3" x 3" beanbag 12' in intended direction
Catch	Traps an 8" ball bounced from 3 feet, 3 out of 5 trials	3.0	Traps (arms & body) 8" ball thrown from

Note: All statutory citations apply to the California Education Code unless otherwise stated.

Kick	Kicks stationary ball several feet in an intended direction	3.0	5', 3/5 times Kicks rolled ball several feet in any direction
------	---	-----	--

LAUSD Preschool Developmental Scale

Christi's developmental age equivalency on the above assessment is approximately 3.0 years old.

Summary of Skills

Christi's strengths in locomotor skills include jumping, galloping, and running. Christi is able to gallop, inefficiently, which is a 4.0-year-old skill; however, she displays difficulty attempting to skip on one foot. Her strengths in the object control skills are throwing and catching. She is able to bring an 8 1/2" ball about forehead level, using both hands, before she propels the ball. Christi would benefit from working on her jumping skills as well as the beginning stages of hopping for the locomotor area and balancing for the non-locomotor area. In the area of object control, she would benefit from working on kicking a slowly rolled ball, and catching using her hands as the main body part to receive the ball.

According to classroom teacher, Christi was very shy when she entered the program and would not play on the playground with her classmates. It was reported that she would isolate herself from the other students. Nowadays, she will play on the slide and has bonded with a male classmate. During APE time, she has demonstrated good listening and has followed modeled directions. She has been receptive to music and seemed to interact well with everyone. However, there have been times when she would not perform any gross motor skills; she would sit on the carpet and had to be motored through the skills.

Recommendation for Student:

Due to Christi's gross motor abilities being below average, it is recommended that Christi continue to receive APE in a collaborative model 20 minutes per week. When she transitions to kindergarten, it is recommended that she receives APE services 30 minutes per week in a direct setting to help improve her balance, locomotor skills and object manipulation skills.

The IEP team will review the results of the assessments and will determine if Christi is eligible for adapted physical education services during extended school year.

Submitted by:

Adapted Physical Education Teacher

ADAPTED PHYSICAL EDUCATION

ASSESSMENT REPORT

NAME: S **BIRTHDATE:** 10/05/1997

DATE TESTED: March 2007 **AGE:** 9.5

SCHOOL: Elementary **PROGRAM:** Lifeskills

REASON FOR ASSESSMENT: Triennial. Evaluation of motor skills is being completed in order to determine present level of performance in order to make appropriate recommendations for placement and programming.

BACKGROUND INFORMATION: ----- has a diagnosis of Coffin-Lowry Syndrome. He has 7 siblings and many are also in special education programs and are diagnosed with the same syndrome. Arturo was in the XXX District in 2004 in the Lifeskills program at ZZZ Elementary. Then he went to the YYY School District and now has returned to the XXX Elementary School District in the Lifeskills program. S exhibits significant overall developmental delays. However, there are no reports of limitations or restrictions to his participation in physical activity.

BEHAVIORAL OBSERVATION: ----- is a small, affectionate 9 year old boy. He appears younger in age not only in size but also with regards to behavior. He wants to be hugged and held, often taking time away from doing any task or needing immediate acknowledgment for doing a task. He consistently has a smile on his face and seems to enjoy the APE environment. He often is easily distracted and requires additional prompting to complete an activity and yet, on other occasions, he does very well in imitating and following routine exercises.

ASSESSMENT AND TEST RESULTS: ----- was assessed using the *LA Unified Adapted Physical Education Scale (APEAS)* and the *Test of Gross Motor Development (TGMD)* and observation. These protocols are norm-referenced and provide information by using percentiles. Assessment was completed on a one-on-one setting with the exception of the endurance run which was completed with his classmates. ----- was cooperative and put forth a good effort on the assessment tasks. It is concluded that this assessment describes ----- present abilities in motor skills and development.

The *APEAS* is an assessment tool that measures not only how the skill is performed but also the end result (how accurate throwing and kicking to a target, how many laps ran on the endurance test, how high a student can jump, how long a student can balance on one foot, etc.). On the *APEAS*, S's scores were below the 5th percentile on most of the areas.

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Note: All statutory citations apply to the California Education Code unless otherwise stated.

ADAPTED PHYSICAL EDUCATION GUIDELINES

However, kicking and jumping were identified as strengths. The following are the test items and the percentile scores.

- KICK A ROLLED BALL (50%)
- KICK A STATIONARY BALL (25%)
- JUMPING FORM (25%)
- RUNNING FORM (15%)
- VERTICAL JUMP (15%)
- IMITATION OF POSTURES (7%)
- THROWING (below 5%)
- CATCHING (below 5%)
- ENDURANCE RUN (below 5%)
- BENT KNEE CURL-UP (below 5%)
- AGILITY RUN (below 5%)
- ALTERNATE HOPPING (below 5%)
- BALANCE ON LEFT FOOT, EYES CLOSED (below 5%)
- RHYTHMICAL HOPPING (below 5%)
- BALANCE ON LEFT FOOT, EYES OPEN (below 5%)
- BALANCE ON RIGHT FOOT, EYES CLOSED (below 5%)
- BALANCE ON RIGHT FOOT, EYES OPEN (below 5%)

On the *APEAS*, S achieved significantly low scores. However, he did well on the kicking items. It was the one skill that he seemed to have experience doing previously and was eager to kick the ball. Concerning throwing, it has been observed in a play setting, that S can throw as far as 15 feet. However, on this task he was to throw to a target that was 15 feet away. Every attempt was short (7-10 feet) and he needed to be reminded to consistently use his right hand rather than either when throwing. Catching is also a skill that he has demonstrated ability to trap a ball tossed to him from 10 feet, but beyond that distance he suddenly fears the ball and will not make an effort to catch it. On the endurance run, even though his score indicates below 5%, compared to his classroom peers he does better than most of the other students. He did struggle with the curl-ups and required physical motoring to do the curl-up. S- can hop 1x and balance for about a second on each foot but he is always reaching for support. Concerning the imitation of postures, S was not able to do the poses that required him to cross the midline. However, I was pleased with his effort overall on this task S can kick, jump, throw and catch with some success and has demonstrated better skills in an informal play setting rather than a formal assessment environment. However, based on his performance on this assessment, he has significant motor delays.

The *TGMD* is an assessment tool that measures how a skill is performed; the focus is the “form” not the end result. On the *TGMD*, S’s overall score suggests that his gross motor development is significantly low. -S strength was indicated in his locomotor skills, he can run, gallop, jump and slide. He was not able to skip, leap or hop more than 1x. When he runs

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ADAPTED PHYSICAL EDUCATION GUIDELINES

he is flat-footed and his toes often point inward. When he gallops or slides he was only able to do each skill with his right foot leading.

Concerning his object control skills, he also did not do well. Even though I have indicated that S can trap/catch a ball, throw, and kick a ball; based on the set criteria of the *TGMD* he did not score any points of significance. On this, S did not know how to hold a bat for striking as in baseball, slaps at a ball without any control in dribbling, will not attempt to catch a ball beyond 10 feet (he appears afraid), makes contact with a ball to kick but does not demonstrate proper form, and does not step with opposition or follow through when throwing a ball.

SUMMARY: S is a happy 9 year-old. Based on the testing protocol used on this assessment and observation, -S demonstrates a significant delay in motor skills. He likes moving but is very inconsistent when performing any motor skill tasks.

RECOMMENDATIONS:

- Provide Adapted physical education as a direct service.
- Consultation/collaboration as needed with classroom teacher.

Evaluation and report by: _____
Credentialed Adapted Physical Education Specialist

Appendix E

ALIGNMENT OF PHYSICAL EDUCATION STANDARDS

Refer to the last section of this appendix for the **Position Paper on Physical Education Content Standards for Students with a Disability.**

The chart on the following page will help align the Adapted Physical Education Curriculum Standards used in the 2002 Guidelines with those approved by California Department of Education, 2005. “The model content standards provide guidance for developing physical education programs by identifying what California students should know and be able to do at each grade level. Students in every school should be able to achieve these standards with adequate instruction and sustained effort. Some students with special needs may require appropriate accommodations, adaptations, and modifications to meet these standards. Local flexibility is maintained with these standards. Decisions about how best to teach the standards are left to teachers, schools, and local education agencies.” (Physical Education Model Content Standards for California Public Schools, 2005.)

The following was written in the 2002 Adapted Physical Education Guidelines regarding standards and it seems to be something that teachers in the field continue to use. Therefore,

it was included in these revised Guidelines as well.

Curriculum standards indicate what students, at a given grade level, should know and be able to do. The National Association on Sport and Physical Education (NASPE) of the American Alliance of Health, Physical Education, Recreation, and Dance has written grade level standards for physical education (1995). Thought should be given to NASPE standards for general physical education as well as the Physical Education Model Content Standards for California Public Schools (discussed in chapter 10) when considering these Adapted Physical Education Curriculum Standards. Special Education Association of County Offices (SEACO) offers an alternative curriculum, also using NASPE standards, for students with moderate to severe disabilities.

The following standards have been developed for students who require an adapted physical education service and cannot safely and successfully participate independently in the general physical education program. Adapted physical education is designed for students to actively participate within the least restrictive environment. Refer to Appendix F, Curriculum Benchmarks Examples that match the Adapted Physical Education Standards from 2002 Guidelines.

Aligned Physical Education Standards

PE Standards for Grades K-6	Standards from APE Guidelines 2003	PE Standards for High School
<p>1. Demonstrate motor skills and movement patterns needed to perform a variety of physical activities.</p> <hr/> <p>2. Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.</p>	<p>1. The student will be exposed to a variety of movement activities and will be competent within their maximum potential.</p> <hr/> <p>2. The student will be introduced to movement concepts and principles in accordance with cognitive ability and will apply some of these while moving.</p> <hr/> <p>4. The student will regularly experience recreation/leisure (and fitness) activities.</p> <hr/> <p>6. The student will apply recreation/leisure (and fitness) skill to other life activities</p> <hr/> <p>8. The student will be introduced to a variety of multicultural movement activities.</p>	<p>1. Demonstrate knowledge and competency in motor skills, movement patterns, and strategies to perform a variety of physical activities.</p>
<p>3. Assess and maintain a level of physical fitness to improve health and performance</p> <hr/> <p>4. Demonstrate knowledge of physical fitness concepts, principles and strategies to improve health and performance.</p>	<p>3. The student will achieve and maintain a health-enhancing level of fitness.</p> <hr/> <p>4. The student will regularly experience (recreation/leisure and) fitness activities.</p> <hr/> <p>6. The student will apply (recreation/leisure and) fitness skills to other life activities</p>	<p>2. Achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles and strategies.</p>

Note: All statutory citations apply to the California Education Code unless otherwise stated.

ADAPTED PHYSICAL EDUCATION GUIDELINES

5. Demonstrate and utilize knowledge of psychological and sociological concepts, principles and strategies as they apply to learning and performance of physical activity.

5. The student will demonstrate appropriate personal behavior while participating in movement activities.

7. The student will demonstrate appropriate interaction with others while participating in movement activities.

3. Demonstrate knowledge of psychological and sociological concepts and principles and strategies as they apply to learning and performance of physical activity.

MOVEMENT SKILLS AND MOVEMENT KNOWLEDGE

Curriculum Standard 1: The student will be exposed to a variety of movement activities and become competent in several, depending upon ability.

The intent of this standard is the development of movement competence and proficiency, within the student's capabilities, based upon his/her disability. Movement competence implies the development of sufficient ability to enjoy participation in physical activities and establishes a foundation to facilitate continued motor skill acquisition and increased ability to engage in appropriate motor patterns in daily physical activities. The development of proficiency in a few movement forms gives the student the capacity for successful and advanced levels of performance to further increase the likelihood of participation. In the primary years, students develop maturity and versatility in the use of fundamental skills (e.g., running, skipping, throwing, striking) that are further refined, combined and varied during the middle school years. These motor patterns, now having evolved into specialized skills (e.g., a specific dance step, chest pass, catching with a glove), are used in increasingly complex movement environments (e.g., more players or participants, rules, and strategies) through the middle school years. On the basis of interest and ability, high school students select a few activities for regular participation within which proficiency will be developed. In preparation for adulthood, adapted physical education students should have acquired as much of the basic skills to participate in a wide variety of leisure and work-related physical activities and advanced skills as their abilities will accommodate.

Curriculum Standard 2: The student will be introduced to movement concepts and principles in accordance with cognitive ability and will apply some of these when moving.

This standard concerns the ability of the learner to use cognitive information to understand and enhance motor skill acquisition and performance. This includes the application of concepts from disciplines such as motor learning and development, sports psychology and sociology, biomechanics and exercise physiology. Specifically this would include concepts like increasing force production through the summation of forces, effects of anxiety on performance, and the principle of specificity of training. Knowledge of such concepts and

practice applying these concepts enhances the likelihood of independent learning and therefore more regular and effective participation in physical activity. During the lower elementary years the emphasis is placed on establishing a movement vocabulary and initial application of introductory concepts (e.g., force absorption, principles governing equilibrium, application of force). Through the upper elementary and middle school years the emphasis is placed on learning more and increasingly complex concepts. In addition, emphasis is placed on applying and generalizing these concepts to real-life physical activity situations (e.g., managing stress, effect of growth spurt on movement performance). During the high school years the student should possess sufficient knowledge of concepts to independently and routinely use a wide variety of increasingly complex concepts (e.g., performance trends associated with learning new motor skills, specificity of training). By graduation the student should have, within the limitations of his/her capacity, developed sufficient knowledge and ability to independently use their knowledge to acquire new skills while continuing to refine existing ones.

Curriculum Standard 3: The student will achieve and maintain a health-enhancing level of fitness.

The intent of this standard is to instill in the student an understanding of the need for a health enhancing level of personal fitness. In addition, this standard is intended to provide the student with the knowledge and skills necessary to pursue an active healthy lifestyle with necessary supports. This includes an understanding of the concepts of exercise physiology, human growth and development, the specific nature of their disability and the challenges it presents relative to the motor learning process of skill development. In the elementary school years the focus is on body parts, vocabulary and function. Related, this standard has as a goal that the individual will acquire an understanding that not all individuals develop at the same rate and that all individuals have strengths and weaknesses. Finally, through a variety of challenging but fun aerobic type activities students will, be given the opportunity to establish and maintain a health enhancing level of personal physical fitness. In the middle school years the emphasis is placed on building on the strengths and working to improve weaknesses. Fitness concepts to be explored include specific and complex concepts of exercise physiology including the five components of physical fitness (cardiovascular strength, muscular strength, muscular endurance, flexibility and body composition), the principles frequency, intensity, and time, and the training principles of overload, progression, and specificity. In the high school years the student will experience self-assessment of his/her own fitness levels and developing a personalized fitness program using previously learned exercise physiology concepts and principles. By graduation, the student will have a general plan for pursuit of their personal fitness needs for the future with necessary supports and accommodations. They will also be supported in appreciating the need to alter and adjust the plan to accommodate their occupations, aging process and lifestyle changes.

Curriculum Standard 4: The student will regularly experience recreation/leisure and fitness activities.

The intent of this standard is to establish patterns of regular participation in meaningful physical activity into adulthood. This standard is the first step in connecting what is done in the physical education class with the lives of students outside of physical education. While participation within the physical education class is important, what the student does outside the physical education class is critical to developing an active, healthy lifestyle. Students are more likely to participate if they have had opportunity to develop interests that are personally meaningful to them. Regularly experiencing recreation/leisure and fitness activities assists the student in discovering the types of activities they enjoy and developing a habit of exercise. Young children need to learn to enjoy physical activity, participate in developmentally appropriate activities that help them develop movement competence and be encouraged to participate in vigorous and unstructured play. As students get older, the structure of activity tends to increase and the opportunities for participation in different types of activity increase outside of the physical education class. Attainment of this standard should develop an awareness of those opportunities and encourage a broad level of participation. Cognitive understandings develop from an initial awareness of cause and effect relationships between activity and its immediate identifiable effects on the body to an increased understanding of the role of physical activity on the physiological body, social opportunities and relationships and emotional well-being; and a comprehensive perspective on the meaning of a healthy lifestyle.

SELF-IMAGE AND PERSONAL DEVELOPMENT

Curriculum Standard 5: The student will demonstrate appropriate personal behavior while participating in movement activities.

The intent of this standard is achievement of self-initiated behaviors that promote personal and group success in activity settings. These include safe practices, adherence to rules and procedures, sport etiquette, cooperation and teamwork, ethical behavior in sport and positive social interaction. Achievement of this standard in the lower elementary grades begins with recognition of class rules and procedures and a focus on safety. In the upper elementary levels students learn to work independently, with a partner and in small groups. In middle school students identify the purposes for rules and procedures and become involved in decision making processes to establish rules and procedures for specific activity situations. High school students initiate responsible behavior, function independently and responsibly and positively influence the behavior of others in physical activity.

Curriculum Standard 6: Students will apply recreational/leisure and fitness skills to other life activities.

The intent of this standard is to make as certain as possible that the student is able to take what he/she has learned in physical education and apply it, where appropriate, to the other aspects of life. For example, a physical skill can be modified to be utilized in another

previously unknown sport activity or non-sport related physical activity. Another example is the ability to recognize the importance of personal fitness and an understanding of how to include the pursuit of personal fitness into one's lifestyle. A social skill example is cooperative learning, where individuals work together in a positive manner in order to reach a common goal: or the social skill of conflict resolution, where individuals learn to agree to disagree in non-violent manner and work out disagreements in a process agreeable to all. In the elementary levels, it begins with mastering basic locomotor, non-locomotor and manipulative skills. It includes working safely in one's own space then working together in small groups, sharing and waiting one's turn. The concept of learning and following rules begins here. It relates the feelings of fun and pleasure with the achievement of success. In the middle school years it includes application of movement skills and knowledge, basic biomechanical principles, the importance of practice, rules and social skills to specific individual and team sports activities. At the high school level students refine all these skills and understandings as they generally select and pursue excellence in one or two movement activities. They also learn to apply previously learned knowledge and physical skills to new yet untried movement activities. Finally, students understand the importance and benefits of leading an active healthy lifestyle.

SOCIAL DEVELOPMENT

Curriculum Standard 7: The student will demonstrate appropriate interaction with others while participating in movement activities.

The intent of this standard is to develop respect for individual similarities and differences through positive interaction among participants in physical activity. Similarities and differences include characteristics of culture, ethnicity, motor performance, disabilities, physical characteristics (e.g., strength, size, shape), gender, race and socio-economic status. Elementary school students begin to recognize individual similarities and differences and participate cooperatively in physical activity. By middle/junior high school, students increase their ability to participate cooperatively with persons of diverse characteristics and backgrounds in larger groups. High school students are expected to participate with all people, recognize the value of diversity in physical activity and develop strategies for inclusion of others. Adapted physical education students are expected to achieve these same standards, if not at the regular grade level, at a level appropriate to their development.

Curriculum Standard 8: The student will be introduced to a variety of multicultural movement activities.

This standard is designed to develop an awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning as seen from the perspective of the individual and individuals and cultures different from that of the student. Physical activity can provide opportunity for self-expression and social interaction and can be

enjoyable, challenging and fun. These benefits entice people to continue and expand participation in activity throughout the life span. Through experiencing movement activities from a variety of cultures, the student can develop a better understanding of the perspective of others.

** The bulk of these standard descriptors is taken directly from the NASPE standards and modified only slightly to accommodate individuals with disabilities. (National Association for Sport and Physical Fitness. 1995. Moving Into The Future: National Standards for Physical Education: A Guide to Content and Assessment. Mosby-Year Book, Inc.



Position Paper on Physical Education Content Standards for Students with a Disability



The Physical Education Model Content Standards for California Public Schools were adopted by the California State Board of Education in January 2005. “The model content standards provide guidance for developing physical education programs by identifying what California students should know and be able to do at each grade level. Students in every school should be able to achieve these standards with adequate instruction and sustained effort. Some students with special needs may require appropriate accommodations, adaptations, and modifications to meet these standards. Local flexibility is maintained with these standards. Decisions about how best to teach the standards are left to teachers, schools, and local education agencies.” (Physical Education Model Content Standards for California Public Schools, 2005). The intent of this position paper is to provide suggestions related to implementing standards-based physical education instruction for students with a disability.

As specified in federal law, individuals with a disability shall be educated to the maximum extent appropriate with non-disabled peers and shall have equal access to education, facilities, and services. (IDEIA, Section 612 (a) (5) (A) and Section 504 of the Rehabilitation Act, 1973) Most students with a disability will require accommodations or modifications to enhance their learning. Needed accommodations and/or modifications should be specified in the student’s Individual Education Program (IEP) or Section 504 Plan. An accommodation will address the needs of the student but will not alter the standards. A modification is also based upon the needs of the student but it fundamentally alters or lowers the standard or expectation. Educators should use caution when selecting to modify physical education standards as the course content will be changed. This is especially critical for those students who are diploma-bound. There are instances when the nature of the disability is such that modifications, as specified in the student’s IEP or Section 504 Plan, are needed. In these instances, the “local flexibility” afforded school districts when implementing a standards-based physical education program can be used to designate that the high school physical education requirements can be met with a modified curriculum that is provided in general physical education, specially-designed physical education, and/or adapted physical education. (Please refer to the Adapted Physical Education Guidelines for California Schools, 2003, for a description of service delivery models.) All educators are strongly encouraged to refer to the student’s IEP or Section 504 Plan when determining a standards-based physical education curriculum for a student with a disability.

The Physical Education Model Content Standards identify five standards for grades K-8 and three for high school. The Adapted Physical Education Guidelines for California Schools, adopted by the California Department of Education in 2003, identifies eight standards for

individuals with a disability. These eight Adapted Physical Education (APE) standards were based upon the National Association for Sport and Physical Education Standards and the California Challenge Standards as California did not have physical education standards. The APE Guidelines writing team included standards as a means of ensuring professional accountability. The eight APE standards, although worded somewhat differently, can be aligned with both the five elementary and three high school Physical Education Model Content Standards. The alignment of the standards is depicted in the chart at the end of this position paper.

The APE standards were written to address individual abilities as affected by a disability. Two standards specifically include recreation and leisure and transition which are essential for individuals with a disability. In the Adapted Physical Education Guidelines for California Schools, 2003, each APE standard is listed with supporting standards (benchmarks) for every grade level including pre-kindergarten. The APE Standards are written in language that will provide guidance to educators when identifying appropriate accommodations, adaptations, or modifications for the student to meet the physical education model content standards.

Standards guide age-appropriate curriculum for all curricular areas. The Physical Education Model Content Standards list numerous standards for each grade from kindergarten through grade 8 and for each of the high school courses. When determining a standards-based physical education curriculum for students with a disability, the five elementary and three high school standards should be addressed. Educators need to consider the student's individual needs and abilities when selecting the standards to be taught. Many of the standards will not be appropriate for those with a severe motor impairment. In situations that require modifications, the APE Guideline Standards can provide guidance in developing performance standards that can meet the physical education standard for a student with a disability.

“Scaffolding” is often needed to teach a standard to a student with a disability. This differentiated instruction will enable the student to progress in the physical education curriculum through the use of unique instructional strategies, supports/prompts, and sequences. Sometimes, students will need to be taught skills that are prerequisite to those identified in a particular standard. In some instances, these skills will be found in a lower grade-level standard or may be a fundamental movement pattern. Additionally, adapted equipment (which can be considered assistive technology) can often be used to make accommodations in physical education that will enable the student to meet the physical education standards, as well as IEP goals and objectives.

Grade level standards should not be equated with developmental level. For students whose developmental level is below their grade level, only teaching the standards from a grade level that is commensurate with the student's developmental level will result in a “reduced” curriculum. Instead, educators should select appropriate grade-level standards as well as needed standards from lower grade levels or from the APE Guidelines. Once a standard is selected, the educator must determine how proficiency will be assessed, select appropriate

curricular materials, and identify appropriate instructional strategies based upon the needs identified in the IEP or Section 504 Plan. Although standards-based instructional design includes assessment, this does not change the assessment methods or criterion for determining the need for adapted physical education. Eligibility, need for service, and the service delivery model are contained in the Adapted Physical Education Guidelines for California Schools, 2003.

Educators may also find it useful to refer to the Adapted Physical Education Guidelines for California Schools, 2003, for guidance when providing appropriate movement instruction for children with a disability in pre-kindergarten programs. At present, there are no pre-kindergarten standards in the Physical Education Model Content Standards. In federal law, motor development and movement education are defined under physical education (IDEIA, 2004). These two areas are also recognized as being important components of a pre-kindergarten curriculum. By referring to the APE Guidelines, the educator can identify appropriate physical education performance standards in the area of movement for a pre-kindergarten student with a disability.

All students with a disability can benefit from a standards-based physical education curriculum. With accommodations, adaptations, and modifications, they can meet the five K-8 and three high school physical education standards.

*Written by the Adapted Physical Education Guidelines for California Schools Committee
Endorsed by the State Council on Adapted Physical Education (SCAPE), California
Association for Health, Physical Education, Recreation, and Dance (CAHPERD)*

Appendix F

GRADE LEVEL GUIDELINES: CURRICULUM BENCHMARK EXAMPLES

The annual goals are measurable and whenever appropriate relate to enabling the student to be involved and progress in the general physical education curriculum. Every goal should state a specific skill to be learned. An example of a measurable goal is "By- date, student will dribble an junior basketball with one hand a distance of 15', on two of three opportunities, as observed and recorded by the APE teacher. Benchmarks should be specific, incremental and measurable (e.g., what could you expect the student to accomplish in three months six months and nine months). The benchmarks should be consistently measured with the general education reporting period unless there is a request for an IEP review prior to a reporting period.

The benchmarks should consider five things: when, condition, who, new or replacement behavior and measurement. **When** is the date. The use of regular school reporting periods is used. The **condition** refers to phases such as, with three teacher prompts, independently, spontaneously after modeling, when given adult direction, when given verbal direction, following a demonstration, when asked to imitate, etc. The **who** is the student. The new or replacement **behavior** uses keynote words and phrases such as, will demonstrate, complete, follow directions, take turns, remain engaged, give eye contact, make a choice, respond verbally, touch a switch, bounce a ball, catch a ball, participate in a game and the like. **Measurement** includes minutes, percent accuracy, number of days, times and interactions per sessions and work rate.

The following section gives the physical education framework goals, grade examples and ideas for benchmarks for each grade level. This is to be used as a guide with the adapted physical education teacher, general physical education teacher, classroom staff or parent adapting each idea to meet the needs of the student. The benchmarks are suggested starting points for thought. It is important for the reader to move in and out of grade level benchmarks getting ideas and then developing them to suit the needs of the individual student.

Note that that standards used are those developed for the 2002 Adapted Physical Education Guidelines and are reflective of the *Physical Education Model Content Standards for California Public Schools, 2005*, but are not identical. Refer to Appendix E for the alignment of the curriculum standards.

GRADES PRE-K-K:

“How We Move Our Bodies Through Space

MOVEMENT SKILLS AND MOVEMENT KNOWLEDGE

<p><u>Standard One:</u> The student will be exposed to a variety of movement activities and will be competent within their maximum potential.</p>	<p>Students in Early Childhood Education will meet the standard by working in small groups and independently and will be able to:</p> <ul style="list-style-type: none"> • Act upon movement directions. • Body part identification. • Begin to explore personal space. • Engage in simple action songs and rhymes. • Move in non-locomotor ways: twist, turn, pivot, bend, rise, fall, swing, sway, stretch. • Move with objects, trap, toss, catch, throw, kick, strike, bounce and catch to self. • Rolling a ball to a partner sitting, kneeling, or standing. • Catch a tossed ball with hands, arms and chest. • Move in locomotor ways. <u>Even Beat</u>: crawl, creep, walk, run, jump and hop. • Move in locomotor ways. <u>Uneven Beat</u>: gallop, slide, leap and skip. • Travel through space without bumping into others and without losing control. • Move in sequence to a common beat • Balance while bending, twisting and stretching. • Strike a stationary ball with any part of the body. • Walk, run, maneuver a wheelchair or use special equipment with proper form.
<p><u>Standard Two:</u> The student will be introduced to movement concepts and principles in accordance with cognitive ability and will apply some of these when moving.</p>	<ul style="list-style-type: none"> • Identify various parts of the body and their location, e.g., arms, legs and hands. • Identify fundamental movement patterns. • Identify and begin to use the technique employed to soften the landing in jumping. • Static and dynamic balance. • Be exposed to directional and positional terms such as over, under, forward and backwards, right and left, and up and down, around and move in relation to their body in space.
<p><u>Standard Three:</u> The student will achieve and maintain a health-enhancing level of fitness.</p>	<ul style="list-style-type: none"> • Physical fitness encompasses cardiovascular fitness, strength, endurance, flexibility and body composition. • Motor fitness translates to, agility, balance, coordination, power and speed. • Provide opportunities to experience personal feelings of success and achievement. • Interpret their environment through play. • Recognize that exercise is good for one's health and is fun. • Sustain moderate to vigorous physical activity. • Identify nutritious foods or state if it is nutritious or not when given a food. • Awareness of his/her heart beating fast during physical activity, also understand the concept of sweating as a good thing.
<p><u>Standard Four:</u> The student will regularly experience recreation/leisure and fitness activities.</p>	<ul style="list-style-type: none"> • Have opportunities to take turns, share equipment. • Form simple shapes such as a circle and a line. • Sequence simple actions to music, nursery rhymes and stories. • Experiment with objects such as milk cartons, plastic jugs,

	buckets, bean bags, creatively shaped balls, plastic toys and stuffed animals to demonstrate space.
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SELF-IMAGE AND PERSONAL DEVELOPMENT	
<p>Standard Five: The student will demonstrate appropriate personal behavior while participating in movement activities.</p>	<ul style="list-style-type: none"> • Play and work in personal space without interfering with others. • Follow adult-delivered rules. • Respond to rule infractions when reminded. • Handle and care for equipment in safe and appropriate fashion. • Awareness of peers; takes cues from peers. • Identify personal space and "take it" with them in general space. • Awareness of implements and force applied to balls, frisbees, and beanbags, etc.
<p>Standard Six: The student will apply recreation/leisure and fitness skills to other life activities.</p>	<ul style="list-style-type: none"> • Development of simple skills for recreation involvement, including following simple directions, initial perceptual abilities such as differentiation, eye-hand coordination and ocular tracking. • Beginning of directionality, reception and propulsion skills. • When playing in backyard or local playground equipment, parents are to remember a few basic skills such as: rolling, crawling, creeping, sitting, standing, walking, grasping, holding, releasing, pushing, pulling, lifting, bending, sliding, and swinging.

GRADES PRE-K:
“How We Move Our Bodies Through Space”

SOCIAL DEVELOPMENT

<p>Standard Seven: The student will demonstrate appropriate interaction with others while participating in movement activities.</p>	<ul style="list-style-type: none"> • Chooses playmates without regard to personal differences (e.g., race, gender disability). It should be noted that at this age students will pick friends it is important for the teacher to set the environment that does not allow for "put downs." "Highlight Kids" are students that have chosen the opposite gender as a partner. • Participation in activities without interfering with others. • Take turns with a partner or small group using a piece of equipment with teacher prompting. • Interact with playmates without regard to personal differences (e.g., race, gender, or disability). • Develop individual responsibility and getting along with others.
<p>Standard Eight: The student will be introduced to a variety of multicultural movement activities.</p>	<ul style="list-style-type: none"> • Traditional holidays from around the world are introduced through movement, e.g., striking a pinata, simple movements to ethnic music and spinning a top. • Family, relatives and friends share simple games and dances with the class. • Play toss with a soft globe ball and briefly point out where they live. • Use pathways to cooperatively piece together a puzzle map.

GENERAL TEACHING STRATEGIES

1. Keep the movements simple.
2. Select an activity that your particular group of students can accomplish in a short period of time so that they will experience success of their first try and will look forward to the next activity.

3. Have the students do the activity first without music, if the students are going to pat their legs and then their heads, for example, do the sequence several times until they can do it comfortably. Then add the music.
4. At first, have the students sit or stand in one spot; moving about will be more difficult for them.
5. Give the students the opportunity to try the movement to their own timing, before involving the whole group.
6. Use bilateral, symmetrical movements first (both sides of the body doing the same thing at the same time).
7. Repeat each movement 8 to 16 times to assure that all the students master the movement.
8. Try not to call attention to the students who are not performing "correctly," because this causes self-consciousness and embarrassment and children become "turned-off" to the activity at hand.
9. Work only with the steady beat.
10. Avoid clapping hands and stomping feet. These are difficult coordination activities for young children. Instead, have students gather in and tap with the tip of their fingers on body parts to help internalize the beat.
11. Avoid giving directions that indicate "right" or "left." Allow each student to decide which side he or she wants to start. You can say for example, "one side" and "the other side," or "first side" and "second side."

GRADE ONE:
“Children Move Through Space and Time”

MOVEMENT SKILLS AND MOVEMENT KNOWLEDGE

<p><u>Standard One:</u> The student will be exposed to a variety of movement activities and will be competent within their maximum potential.</p>	<ul style="list-style-type: none"> • Skill themes such as throwing, kicking, rolling, striking, bouncing and catching, dribbling and volleying. • Travel and change direction quickly and safely in response to a signal. • Identify and demonstrate four characteristics of a correct throw both one and two-handed. • Kick a ball rolled to them. • Toss and catch a ball individually or with a partner, begin to assess the quality of movement. • Travel in relationship to objects: over, under, behind and through. 	<ul style="list-style-type: none"> • Develop awareness of the concepts of space, time, and effort through movement experiences. • Locomotor activities include: hopping, galloping, marching and sliding to specific rhythms. • Non-locomotor movements include balances, lifting and carrying, starting and stopping, swinging, curling, dodging. • Manipulate objects: roll, toss underhand, bounce with two hands, retrieve, stationary kick. • Simple dances in columns and circles.
<p><u>Standard Two:</u> The student will be introduced to movement concepts and principles in accordance with cognitive ability and will apply some of these when moving.</p>	<ul style="list-style-type: none"> • Place the body and limbs in different positions, demonstrating high, middle (medium) and low levels. • Move backward and change direction safely without falling. • Balance on a variety of body parts. • Describe "how to" hop, gallop slide, etc 	

<p>Standard Three: The student will achieve and maintain a health-enhancing level of fitness.</p>	<ul style="list-style-type: none"> • Recognize changes in their bodies, such as changes in height and weight. • Identify oxygen and food as fuel to supply the body with energy. • Engage in sustained physical activity that causes an increased heart rate and deeper breathing. • Understand the differences in others skills, e.g., some people are fast in short distances; others run slower but farther.
<p>Standard Four: The student will regularly experience recreation/leisure and fitness activities.</p>	<ul style="list-style-type: none"> • Show interest in trying new movement activities and skills. • Identify how the body feels during different kinds of physical activity. • Participate in a wide variety of physical activities outside the physical education and adapted physical education class.

SELF-IMAGE AND PERSONAL DEVELOPMENT

<p>Standard Five: The student will demonstrate appropriate personal behavior while participating in movement activities.</p>	<ul style="list-style-type: none"> • Realize consistent patterns of expected behaviors in time intervals on playground. • Use equipment safely and responsibly. • Develop responsibility for expected behaviors on the playground and in the classroom. • Stop activity immediately at the signal to do so.
<p>Standard Six: The student will apply recreation/leisure and fitness skills to other life activities.</p>	<ul style="list-style-type: none"> • Make choices while participating in movement related activities during recess or lunch. • Perceptual motor skills enhanced. • Development of balances, fine motor and differentiation of body parts. • Ability to choose worthwhile leisure-time activity when with parents and friends; e.g., shall we throw the dog a ball or play on the swing? Shall we slide down the equipment or ride the tricycle?

SOCIAL DEVELOPMENT

<p>Standard Seven: The student will demonstrate appropriate interaction with others while participating in movement activities.</p>	<ul style="list-style-type: none"> • Work in a group setting without interfering with others. • Take turns and share a piece of equipment. • Interact positively with others regardless of personal differences. • Offer "put ups" to others. • Recognize it's OK that someone might be more skilled than someone else.
<p>Standard Eight: The student will be introduced to a variety of multicultural movement activities.</p>	<ul style="list-style-type: none"> • Identify variations in games and activities played in classmates' homes and neighborhoods. • Playing partners toss to various types of ethnic music. • Understanding historical perspectives, i.e., marbles (Germany was the center of the world marble trade originally made from chips of marble, cheaper versions were of baked clay and glass. Marbles were known in pre-Christian Rome).

GRADE TWO:
“My Partner And I And How We Move Through Space”

MOVEMENT SKILLS AND MOVEMENT KNOWLEDGE

<p><u>Standard One:</u> The student will be exposed to a variety of movement activities and will be competent within their maximum potential.</p>	<ul style="list-style-type: none"> • Demonstrate skills of chasing, fleeing and dodging in a variety of situations. • Jump in a self-turned rope repeatedly forward and or backwards. • Skip, hop, gallop, jump and slide in a variety of situations. Combine locomotor patterns in time to music using a 4/4 beat • Strike a ball repeatedly with a hand or paddle, and be able to dribble off a wall. • Receives and sends an object in a continuous motion. • Balances, demonstrating momentary stillness, in symmetrical and nonsymmetrical shapes on a variety of body parts. • Beginning two/four square.
<p><u>Standard Two:</u> The student will be introduced to movement concepts and principles in accordance with cognitive ability and will apply some of these when moving.</p>	<ul style="list-style-type: none"> • Know and begin to describe the difference between walking, jogging, running, hopping, skipping, walking on tip toes, galloping and sliding and identify when watching others. • Experience increase and decrease (fast and slow) in speed by using locomotor and manipulative skills appropriately. • Demonstrate the qualities of space, time, force and flow when performing a variety of locomotor skills.
<p><u>Standard Three:</u> The student will achieve and maintain a health-enhancing level of fitness.</p>	<ul style="list-style-type: none"> • Understanding movement is important as a means for exercise fitness. • Support body weight for momentary climbing, hanging, and taking weight on hands. • Demonstrate flexibility by moving each joint through a full range of motion. • Participate in sustained physical activity in physical classes and on the playground.
<p><u>Standard Four:</u> The student will regularly experience recreation/leisure and fitness activities.</p>	<ul style="list-style-type: none"> • Participate in a wide variety of physical activities outside the physical education class. • Identify feelings resulting from challenges and successes in physical activity. • Interpret an experience through movement (creative movement, dance, visualization, for instance)

SELF-IMAGE AND PERSONAL DEVELOPMENT

<p><u>Standard Five:</u> The student will demonstrate appropriate personal behavior while participating in movement activities.</p>	<ul style="list-style-type: none"> • Self-discipline: self-control in relation to self, other persons, and objects. • Apply rules, procedures, and safe practices with little reinforcement. • Use equipment and space safely and properly. • Respond positively to an occasional reminder about a rule infraction. • Practice specific skills as assigned until the teacher signals the end of practice. • Stops activity and control the equipment immediately at the signal to do so.
<p><u>Standard Six:</u> The student will apply recreation/leisure and fitness skills to other life activities.</p>	<ul style="list-style-type: none"> • Participates in a wide variety of activities that involve locomotion, non-locomotion and manipulation of objects outside of physical education class. • Seeks participation in gross motor activity of moderate to vigorous in nature, at home and in the community.

SOCIAL DEVELOPMENT

<p>Standard Seven: The student will demonstrate appropriate interaction with others while participating in movement activities.</p>	<ul style="list-style-type: none"> • Work cooperatively with another to complete an assigned task. • Assist a partner by sharing observations about skill performance during practice, using simple criteria. • Resolve conflicts in socially acceptable ways. • Treat others with respect during play.
<p>Standard Eight: The student will be introduced to a variety of multicultural movement activities.</p>	<ul style="list-style-type: none"> • Describe how contemporary, successful local personalities have made a positive difference through physical activity. • Cut out old sports magazines and make a collage of favorite sports. • Understanding historical perspectives, i.e., quoits probably developed from the Greek sport of discus throwing and spread with traders. Quoiting leagues are a familiar part of social life in Scotland and England and were introduced to the United States during colonial times. Horseshoe pitching and variations of that game have largely replaced the original version of quoiting.

GRADE THREE:

“Continuity and Change in Movement”

MOVEMENT SKILLS AND MOVEMENT KNOWLEDGE

<p>Standard One: The student will be exposed to a variety of movement activities and will be competent within their maximum potential.</p>	<ul style="list-style-type: none"> • Develop a sequence of physical activities and movement patterns that match appropriately (rhythm, speed, emotion, etc.) to a selection of music. • Dribble a ball continuously, using the hands or feet for control in place and moving around. • Use a variety of body shapes, levels, and pathways in simple sequences of movement. • Balance with apparatus, balance inverted (upside down), balance on body parts, partner balances. • Manipulation: elementary striking skills (refined), dribble, volley. • Movement concepts at this point are: <table style="width: 100%; border: none;"> <tr> <td style="padding: 2px;">Forward/Backward</td> <td style="padding: 2px;">Over/Under</td> <td style="padding: 2px;">Off of</td> <td style="padding: 2px;">Wandering</td> <td style="padding: 2px;">Across</td> </tr> <tr> <td style="padding: 2px;">Counterclockwise</td> <td style="padding: 2px;">Clockwise</td> <td style="padding: 2px;">Quick</td> <td style="padding: 2px;">Right/Left</td> <td></td> </tr> <tr> <td></td> <td style="padding: 2px;">Sideways</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 2px;">Heavy/Light</td> <td style="padding: 2px;">In Front/Behind</td> <td style="padding: 2px;">Through</td> <td style="padding: 2px;">Diagonally</td> <td style="padding: 2px;">Up/Down</td> </tr> <tr> <td style="padding: 2px;">Around/Through</td> <td style="padding: 2px;">Loud/Quiet</td> <td style="padding: 2px;">Next To</td> <td style="padding: 2px;">Hard/Soft</td> <td style="padding: 2px;">Middle</td> </tr> <tr> <td style="padding: 2px;">Straight/Zigzag</td> <td style="padding: 2px;">On Top Of</td> <td style="padding: 2px;">Fast/Slow</td> <td style="padding: 2px;">Weak/Strong</td> <td></td> </tr> <tr> <td></td> <td style="padding: 2px;">High/Low</td> <td></td> <td></td> <td></td> </tr> </table> 	Forward/Backward	Over/Under	Off of	Wandering	Across	Counterclockwise	Clockwise	Quick	Right/Left			Sideways				Heavy/Light	In Front/Behind	Through	Diagonally	Up/Down	Around/Through	Loud/Quiet	Next To	Hard/Soft	Middle	Straight/Zigzag	On Top Of	Fast/Slow	Weak/Strong			High/Low			
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<p>Standard Two: The student will be introduced to movement concepts and principles in accordance with cognitive ability and will apply some of these when moving.</p>	<ul style="list-style-type: none"> • Recognize similar movement concepts in a variety of skills. For example, an underhand movement can be used in a variety of activities. • Identify critical elements of locomotor movement. • Use feedback to improve performance. • Understand stop and start movement. • Learn to focus on important cues and adjust movement to specific situations. 																																			

<p>Standard Three: The student will achieve and maintain a health-enhancing level of fitness.</p>	<ul style="list-style-type: none"> • Understand strength and fitness benefits from various types of exercise. • Understanding the importance of cardiorespiratory exercise. • Understanding the importance of flexibility. • Identify the components of health-related fitness. • Describe the importance of warm-up and cool-down as a part of aerobic activities. • Participate in aerobic activity for extended periods of time (ten minutes, for example). This should be during class and during free time.
<p>Standard Four: The student will regularly experience recreation/leisure and fitness activities.</p>	<ul style="list-style-type: none"> • Identify benefits gained from participating in physical activity • Participate in regular physical activity that encourages appropriate social interactions • Use physical activity as a means of self-expression.

SELF-IMAGE AND PERSONAL DEVELOPMENT

<p>Standard Five: The student will demonstrate appropriate personal behavior while participating in movement activities.</p>	<ul style="list-style-type: none"> • Work independently and on task during physical education activities • Follow rules, procedures, and etiquette with minimal adult direction. • Understand gender differences and how this effects growth rates. • Engage with all members of the class and not just with special friends.
<p>Standard Six: The student will apply recreation/leisure and fitness skills to other life activities.</p>	<ul style="list-style-type: none"> • Awareness of opportunities in physical activities in the community with regards to his/her disability. • Regularly participates in physical activity for developing a healthy lifestyle • Identifies at least one activity to participate in on a regular basis.

SOCIAL DEVELOPMENT

<p>Standard Seven: The student will demonstrate appropriate interaction with others while participating in movement activities.</p>	<ul style="list-style-type: none"> • Gaining a respect for others; understanding of play and assist each other in activities • Continuity and change is addressed through the study of how the student's ability to move has changed throughout his or her life. • Play cooperatively in small groups of three to five with minimal adult support • Work productively with partners toward a goal. • Invite a peer to take a turn at an apparatus unit before repeating a turn. • Identify and accept differences in each other's physical performance.
<p>Standard Eight: The student will be introduced to a variety of multicultural movement activities.</p>	<ul style="list-style-type: none"> • Circle dances from around the world. • Explain how their physical education program has changed since kindergarten. • Music and dance with stories from the class. • Games from around the world. • Understanding generation relationships, i.e., games did your grandparents played.

GRADE FOUR:
“Manipulating Objects In and Through Space”

MOVEMENT SKILLS AND MOVEMENT KNOWLEDGE

<p><u>Standard One:</u> The student will be exposed to a variety of movement activities and will be competent within their maximum potential.</p>	<ul style="list-style-type: none"> • Throw, catch, strike, and kick using mature form. • Dribble and pass in basketball related activities. • Balance with control on a variety of objects (balance board, large apparatus, stilts). • Develop and refine a gymnastics tumbling sequence demonstrating smooth transitions. • Develop a creative dance sequence and refine it into a repeatable pattern. • Using correct form jump and land for height and distance. • Transfer weight from feet to hands at fast and slow speeds, using large extensions (e.g., mule kick, handstand, cart wheel).
<p><u>Standard Two:</u> The student will be introduced to movement concepts and principles in accordance with cognitive ability and will apply some of these when moving.</p>	<ul style="list-style-type: none"> • Understand that repetition improves performance. • Emphasis is on learning the correct technique rather than the result. • Be ready to take initiative/demonstrate leadership. • Create chances to process quickly by developing movement opportunities.
<p><u>Standard Three:</u> The student will achieve and maintain a health-enhancing level of fitness.</p>	<ul style="list-style-type: none"> • Engage in appropriate activity that results in the development of muscular strength, endurance and good nutrition. • Maintain continuous aerobic activity for a specified time and activity (12-15 minutes). • Support, lift, and control body weight in a variety of activities. • Participate regularly in physical activity to improve physical fitness. • Develop more complex dances.
<p><u>Standard Four:</u> The student will regularly experience recreation/leisure and fitness activities.</p>	<ul style="list-style-type: none"> • Learning to appropriately respond with success and failure in experiences. • Participate regularly in a physical activity that develops a healthy lifestyle. • Describe healthful benefits that result from their regular and appropriate participation in physical activity. • Identify opportunities in the community to participation in physical activities. • Participation on a regular basis in at least one physical activity. • Design games, gymnastics and dance sequences of personal interest.

SELF-IMAGE AND PERSONAL DEVELOPMENT

<p><u>Standard Five:</u> The student will demonstrate appropriate personal behavior while participating in movement activities.</p>	<ul style="list-style-type: none"> • Assess their own performance problems without blaming others. • Accept decisions regarding a rule infraction without displaying a negative reaction. • Act in a safe manner during physical activity. • Work independently and on task in small groups. • Demonstrate good sportsmanship by playing according to the rules, accepting the decisions of officials and congratulating their opponents no matter what the outcome of the game.
<p><u>Standard Six:</u> The student will apply recreation/leisure and fitness skills to other life activities.</p>	<ul style="list-style-type: none"> • Describe local opportunities in movement related activities influenced by demographics. • Participates in non-school sports. (Examples are baseball, soccer, football, ice hockey, jazz dance and swim team. Participation may be after school or in the summer.) • Encourage other family members to engage in hiking, roller blading, walking and other physical activities to develop family unity.

SOCIAL DEVELOPMENT

<p>Standard Seven: The student will demonstrate appropriate interaction with others while participating in movement activities.</p>	<ul style="list-style-type: none"> • Demonstrate the ability to lead or follow while working cooperatively with partner or small group. • Recognize the fundamental strategies in simple games. • Recognize the attributes that individual differences can bring to group activities.
<p>Standard Eight: The student will be introduced to a variety of multicultural movement activities.</p>	<ul style="list-style-type: none"> • Activities reflect ethnic groups represented in California population: Hispanic, Native American, Asian, Irish, Italian to name a few. • Report on local sports and recreational opportunities. • Describe and participate in activities of different national, culture, and ethnic origins. • Understanding historical perspectives, i.e., Chinese rope-kicking (a popular game in China it's a version of the English favorite, "high water-low water").

GRADE FIVE:

“Manipulating Objects With Accuracy And Speed”

MOVEMENT SKILLS AND MOVEMENT KNOWLEDGE

<p>Standard One: The student will be exposed to a variety of movement activities and will be competent within their maximum potential.</p>	<ul style="list-style-type: none"> • Manipulate objects with accuracy and speed with relationship to boundaries. • Combine movement skills in applied settings. • Develop specialized movement skills. • Pass a ball or other object to a moving player in dynamic situations. • Cooperative games with emphasis on more than two skills. • Contemporary line dances set to music using a 4/4 beat. • Understand offensive and defensive play.
<p>Standard Two: The student will be introduced to movement concepts and principles in accordance with cognitive ability and will apply some of these when moving.</p>	<ul style="list-style-type: none"> • Use information from internal, (self-evaluation) and external (peers and teachers) sources to improve performance. • Use fundamental strategies in modified sports-related games. • Understand simple principles of practice and conditioning that enhance performance.
<p>Standard Three: The student will achieve and maintain a health-enhancing level of fitness.</p>	<ul style="list-style-type: none"> • Participate in a variety of health-enhancing physical activities in both school and non-school settings. • Assess their personal health-related fitness and set goals to meet standards of health-related fitness. • Meet current health-related fitness standards as defined by modified fitness tests. • Understand that different body types are more effective at certain movement skills and activities. • Identify how to balance food intake with physical activity. • Understand the relationship of calories in/calories Out to body composition.
<p>Standard Four: The student will regularly experience recreation/leisure and fitness activities.</p>	<ul style="list-style-type: none"> • Describe opportunities in the school and community for regular participation in physical activity. • Participate daily in some form of health-enhancing physical activity. • Describe and demonstrate movement activities and ways of using the body to communicate ideas and feelings.

SELF-IMAGE AND PERSONAL DEVELOPMENT

<p>Standard Five: The student will demonstrate appropriate personal behavior while participating in movement activities.</p>	<ul style="list-style-type: none"> • Distinguish between acts of courage and reckless acts. • Follow game rules independently and with adult support. • Participate in establishing rules and procedures that are safe and effective for specific activities and environments.
<p>Standard Six: The student will apply recreation/leisure and fitness skills to other life activities.</p>	<ul style="list-style-type: none"> • Participates in outdoor recreational activities at local facilities or areas. • Utilize table games to enhance leisure time. • Increase socialization through participating in aerobic dance. • Increase constructive use of leisure through participation in an activity that can be done at home using video format. • Participate in running, jogging, and walking activities throughout the community.

SOCIAL DEVELOPMENT

<p>Standard Seven: The student will demonstrate appropriate interaction with others while participating in movement activities.</p>	<ul style="list-style-type: none"> • Teach an activity or skill to partners or a small group of peers or younger children. • Demonstrate fairness in games and activities. • Putting yourself in another's place, how would you feel if you used a wheelchair or was too small to reach a basket. • Understand the concept of empathy.
<p>Standard Eight: The student will be introduced to a variety of multicultural movement activities.</p>	<ul style="list-style-type: none"> • Activities throughout the world could be discussed. • Develop historical perspectives, i.e., the Olympic Games encompass which sports and which countries usually do the best and why? • Jeu de Boules from France, Bocce originating in Italy, Qui lies adapted from the old French or Tlachthi from Spain can be researched and played.

GRADE SIX:

“Cooperative Effort Toward Achieving A Common Goal”

MOVEMENT SKILLS AND MOVEMENT KNOWLEDGE

<p>Standard One: The student will be exposed to a variety of movement activities and will be competent within their maximum potential.</p>	<ul style="list-style-type: none"> • Throw a variety of objects, demonstrating both accuracy and force both with one hand and two. • Perform tumbling and dance sequences that combine traveling, rolling, balancing and transferring weight into smooth flowing sequences. • Keep an object going continually with a partner, using a striking pattern. This can be done with the body or with a racquet or trainer volleyball, manipulate the boundary for success.
<p>Standard Two: The student will be introduced to movement concepts and principles in accordance with cognitive ability and will apply some of these when moving.</p>	<ul style="list-style-type: none"> • Recognize and correct errors in personal movement patterns. • Identify the basic locomotor, non-locomotor, and manipulative skills that enhance performance. • Provide constructive feedback to a partner.

<p>Standard Three: The student will achieve and maintain a health-enhancing level of fitness.</p>	<ul style="list-style-type: none"> • Instructor keeps a record of heart rate before, during and after a vigorous physical activity. • Engage in physical activity at the target heart rate for a minimum of 20 minutes. Identify proper warm-up and cool-down techniques and the reasons for using them. • Demonstrate activities designed to improve and maintain muscular strength, endurance, flexibility, cardiovascular functioning, and proper body composition (the five health components of fitness).
<p>Standard Four: The student will regularly experience recreation/leisure and fitness activities.</p>	<ul style="list-style-type: none"> • Participate in a variety of physical activities, both in and out of school based upon individual interests and capabilities. • Use time wisely when given the opportunity to practice and improve performance. • Participate in establishing rules, procedures, and etiquette that are safe and effective for specific activities

SELF-IMAGE AND PERSONAL DEVELOPMENT

<p>Standard Five: The student will demonstrate appropriate personal behavior while participating in movement activities.</p>	<ul style="list-style-type: none"> • Remain on task without close teacher monitoring. • Use time wisely when given the opportunity to practice and improve performance. • Participate in establishing rules, procedures, and etiquette that are safe and effective for specific activities.
<p>Standard Six: The student will apply recreation/leisure and fitness skills to other life activities.</p>	<ul style="list-style-type: none"> • Choose to exercise at home for personal enjoyment and benefit. • Participate in games, sports, dance and outdoor pursuits both in and out of school based on individual interests and capacities. • Identify opportunities close to home for participation in different kinds of activities. • Make suggestions for modifications in a game or activity that can aid his/her inclusion.

SOCIAL DEVELOPMENT

<p>Standard Seven: The student will demonstrate appropriate interaction with others while participating in movement activities.</p>	<ul style="list-style-type: none"> • Design and play small-group games that involve cooperating with others (peers and non-disabled peers). • Make suggestions for modifications in a game or activity that can improve the game to enhance "fair/equal" participation for all. • Recognize the role of games, sports and dance in getting to know and understand theirs with individual likeness and differences. • Appreciate style differences of movement activity.
<p>Standard Eight: The student will be introduced to a variety of multicultural movement activities.</p>	<ul style="list-style-type: none"> • Dances of contemporary cultures, whose origins are studied in ancient civilizations, simple movements extract the essence of the dance. • Dance to a 4/4 beat and takes turns as a drummer to pound out the beat. • Understanding historical perspectives, i.e., hoops (The Greeks set great stones by hoop rolling as a healthy exercise for people with a weak constitution: it was recommended by Hippocrates, the great physician in one of his treatises on medicine, about 300 BC).

GRADE SEVEN:
“Providing Challenges And Making Decisions Through Activities Which Involve Risk”

MOVEMENT SKILLS AND MOVEMENT KNOWLEDGE

<p>Standard One: The student will be exposed to a variety of movement activities and will be competent within their maximum potential.</p>	<ul style="list-style-type: none"> • Adapt and combine locomotor, non-locomotor and manipulative skills to meet the demands of increasingly complex movement activities. • Perform a variety of simple folk and square dances. • Demonstrate beginning skills for net or other types of games. • Explore combatives, aquatics and adventure activities.
<p>Standard Two: The student will be introduced to movement concepts and principles in accordance with cognitive ability and will apply some of these when moving.</p>	<ul style="list-style-type: none"> • Recognize general characteristics of movement that can be applied to specific settings. • Apply basic offensive and defensive strategies in simple settings • Apply scientific principles to individual/dual sports.
<p>Standard Three: The student will achieve and maintain a health-enhancing level of fitness.</p>	<ul style="list-style-type: none"> • Participate in vigorous activity for a sustained period of time (at least 20 minutes) at least three times per week, while maintaining a target heart rate. • Establish and monitor personal physical activity goals. • Assess, set and meet current health-related fitness standards as defined by fitness testing. • Identify the impact of such factors as nutrition, relaxation, stress and substance abuse on the body's ability to participate in physical activity.
<p>Standard Four: The student will regularly experience recreation/leisure and fitness activities.</p>	<ul style="list-style-type: none"> • Participate in games, sports, dance and outdoor pursuits, both in and out of school, based upon individual interests and capabilities. • Describe the relationship between a healthy lifestyle and physical, emotional and social well-being. • Explore modified introductory outdoor skills suited to the student's environment.

SELF-IMAGE AND PERSONAL DEVELOPMENT

<p>Standard Five: The student will demonstrate appropriate personal behavior while participating in movement activities.</p>	<ul style="list-style-type: none"> • Accept and respect decisions made by game officials--whether they are students, teachers or referees. • Demonstrate appropriate sportsmanship. • Understand that the quality of life is enhanced due to tension and stress releasing effects of physical activity.
<p>Standard Six: The student will apply recreation/leisure and fitness skills to other life activities.</p>	<ul style="list-style-type: none"> • Rotate through a circuit training program that offers individual tasks and small cooperative activities that foster fitness skills. • Develop individual journals to record i best performances in a variety of activities. • Work with the family to develop games and specific game nights at home.

SOCIAL DEVELOPMENT

<p>Standard Seven: The student will demonstrate appropriate interaction with others while participating in movement activities.</p>	<ul style="list-style-type: none"> • Work cooperatively and productively in a group to accomplish set goals in both cooperative and competitive activities. • Handle conflicts that arise with others without confrontation. • Work cooperatively with more and less skilled peers.
<p>Standard Eight: The student will be introduced to a variety of multicultural movement activities.</p>	<ul style="list-style-type: none"> • Appropriate curriculum content will carry over into general movement program. , • Understanding historical perspectives, i.e., knucklebones (a game similar

	to Jacks), hopscotch (originated in Scotland), tug-o-war with many variations around the world, i.e., Burma, Canadian natives, Korea, Austrian and Tyrol have variations that are unique and fun.
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GRADE EIGHT:
“Working As A Team To Solve Problems”

MOVEMENT SKILLS AND MOVEMENT KNOWLEDGE

Standard One: The student will be exposed to a variety of movement activities and will be competent within their maximum potential.	<ul style="list-style-type: none"> • Use basic offensive and defensive skills in a modified version of a team sport. • Demonstrate competence in modified versions of a variety of movement forms. • Performs a variety of simple folk and square dances. • Describes principles of training and conditioning for specific physical activities.
Standard Two: The student will be introduced to movement concepts and principles in accordance with cognitive ability and will apply some of these when moving.	<ul style="list-style-type: none"> • Understand boundaries and move advanced movement and game strategies. • Understand principles of practice for specific physical activities. • Will maintain a record of moderate to vigorous physical activity. • Understand the concept that fouls involve people and violations involve space (lines) equipment, time. Terminology of rules becomes more developed.
Standard Three: The student will achieve and maintain a health-enhancing level of fitness.	<ul style="list-style-type: none"> • Design personal health-related fitness programs based upon a fitness profile assessed by fitness scores. • Describe how to improve and maintain appropriate body composition. • Describe principles of training and conditioning for specific physical activities. • Assess physiological indicators of exercise during and after physical activity. • Engage in physical activity at the target heart rate for minimum of 20 minutes three times a week. • Correctly demonstrates various weight training techniques.
Standard Four: The student will regularly experience recreation/leisure and fitness activities.	<ul style="list-style-type: none"> • Establish personal activity goals. • Participate in regular health-enhancing activities to accomplish personal physical activity goals. • Emphasis on favorite physical activity to improve skill level. • Describe long-term physiological, psychological, and other benefits that may result from regular participation in physical activity.

SELF-IMAGE AND PERSONAL DEVELOPMENT

Standard Five: The student will demonstrate appropriate personal behavior while participating in movement activities.	<ul style="list-style-type: none"> • Solve problems by analyzing causes and potential solutions. • Practice appropriate ways to independently learn new skills and sports. • Play within the rules of a game. Fouls involve people and violations involve space (lines), equipment and time. • Considers the consequences when confronted with a behavior choice.
Standard Six: The student will apply recreation/leisure and fitness skills to other life activities.	<ul style="list-style-type: none"> • Be exposed to a variety of new activities. • Enjoys the aesthetic and creative aspects of performance. • Feels satisfaction when engaging in physical activity. • Participates in fitness-enhancing physical activities outside of school, (e.g., gymnastics club, wheelchair sports team, community swim team, sponsored youth sports).

SOCIAL DEVELOPMENT

<p>Standard Seven: The student will demonstrate appropriate interaction with others while participating in movement activities.</p>	<ul style="list-style-type: none"> • Identify positive and negative peer influences. • Recognize that team sport rules are fair and allow for maximum participation. • Make choices based on the safety of others and self. • Identify behaviors that are supportive and inclusive in physical activity. • Respects the physical and performance limitation of self and others. • Displays sensitivity to the feelings of others during interpersonal interactions. • Handles conflicts that arise with others without confrontation.
<p>Standard Eight: The student will be introduced to a variety of multicultural movement activities.</p>	<ul style="list-style-type: none"> • Describe physical education and physical activity in the U.S. during the last century. • Describe how various cultures have influenced games, sports, play and dance in the United States. • Demonstrates understanding of the ways sport and dance influence American culture. • Understanding historical perspective, i.e., barrel rolling (fun loving turn of the century Paris used to give each contestant a wine barrel to roll a given distance we may try this today with modern plastic garbage cans!) • Understanding historical perspective, i.e., camel rush (how many of you can fit on the back of a camel?) Great fun in India but how can we adapt this fun and wacky game? An empty bathtub, plastic water pool, garbage can, or wheelbarrow might work.

GRADE NINE:

“Students Develop Fitness Programs For A Healthy Life-Style”

MOVEMENT SKILLS AND MOVEMENT KNOWLEDGE

<p>Standard One: The student will be exposed to a variety of movement activities and will be competent within their maximum potential.</p>	<ul style="list-style-type: none"> • Develop a practice program for an open skill (impacted by environmental variables) and for a closed skill (not impacted by environmental variables). • Apply fundamental movement skills in team sports, tumbling, gymnastics and aquatics. • Create a variety of offensive/defensive strategies for a new team game.
<p>Standard Two: The student will be introduced to movement concepts and principles in accordance with cognitive ability and will apply some of these when moving.</p>	<ul style="list-style-type: none"> • Analyze movement performance using the principles of resistance in order to learn or improve a movement skill. • The sciences can collaborate in teaching concepts related to gravity, levers, motion, biomechanics and exercise physiology. • Basic knowledge of simple gymnastics. • Aquatics should ensure that the students are water safe.
<p>Standard Three: The student will achieve and maintain a health-enhancing level of fitness.</p>	<ul style="list-style-type: none"> • Create and implement an individualized fitness program, monitor physical changes and modify the plan to ensure success. • Learn simple physiology of exercise concepts. • Understand the importance of balanced nutrition for good health- • Revise personal goals for fitness as needs change. • Develop an understanding of the components of total health fitness through a ten-week unit on fitness. • Overall goal of healthy life style through scientific medicine and physical activity.
<p>Standard Four: The student will regularly experience recreation/leisure and</p>	<ul style="list-style-type: none"> • Gain an appreciation of achievements, no matter how large or small. • Set and move towards realizing personal goals for health and fitness. • Journals which include a record and analysis of personal exercise and

fitness activities.	<p>nutrition, personal growth and development and personal achievement.</p> <ul style="list-style-type: none"> • Understand the concept of "personal best."
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SELF-IMAGE AND PERSONAL DEVELOPMENT

<p>Standard Five: The student will demonstrate appropriate personal behavior while participating in movement activities.</p>	<ul style="list-style-type: none"> • Analyze the variety of body types within age and gender groups, and their efficiency at different skills. • Recognize need for affiliation, creates in the student a willingness to acknowledge and respect stylistic differences in performance. • Team members resolve conflicts for the group, understanding of the word "teamwork."
<p>Standard Six: The student will apply recreation/leisure and fitness skills to other life activities.</p>	<ul style="list-style-type: none"> • Choose to participate in movement-related activities outside of school. • Understand the importance of maintaining a healthy life style. • Become involved in a community-based activity such as a bowling league, square dance group or Special Olympics challenge sports.

SOCIAL DEVELOPMENT

<p>Standard Seven: The student will demonstrate appropriate interaction with others while participating in movement activities.</p>	<ul style="list-style-type: none"> • Demonstrate the use of conflict resolution skills as a member of a team. • Awareness of likeness and differences. • Awareness of rules and understand how they can be modified by the group participating. • Understanding of peer pressure.
<p>Standard Eight: The student will be introduced to a variety of multicultural movement activities.</p>	<ul style="list-style-type: none"> • Aesthetic features of movement qualities to create a routine for use in tumbling, gymnastics, aquatics, team sports or fitness. • Integration with geography is accomplished through activities in which students plan routes, measure distance and gradients and experience orienteering as an aerobic activity. This could be as simple as how many miles is it to a special park, each day you chart how far you walked or jogged and after completing x amount of miles; the student is rewarded by going there. • Understanding historical perspective, i.e., All-America Soap Box Racing is highlighted every August in Akron, Ohio; photographers in early 20th century France take pictures of many adults who design and build ingenious wheeled racers.

GRADE TEN:

"Analyze Skills For Effective Movement"

MOVEMENT SKILLS AND MOVEMENT KNOWLEDGE

<p>Standard One: The student will be exposed to a variety of movement activities and will be competent within their maximum potential.</p>	<ul style="list-style-type: none"> • Develop a practice plan for movements that take into consideration this stage of learning. • Apply the fundamental movement skills in individual and dual sports, outdoor education, self-defense and dance.
<p>Standard Two: The student will be introduced to movement concepts and principles in accordance with cognitive ability and will apply some of these when moving.</p>	<ul style="list-style-type: none"> • Create a variety of offensive/defensive strategies for a new individual game. • Analyze movement performance using application of levers to learn or improve a movement skill. • Analyze a movement performance using the scientific principles of movement in order to learn or improve a movement skill.

<p>Standard Three: The student will achieve and maintain a health-enhancing level of fitness.</p>	<ul style="list-style-type: none"> Analyze the mechanical principles involved in a fitness workout. Students assess personal fitness status in terms of cardiovascular endurance, muscular strength and endurance, flexibility and body composition- Assess personal fitness, compare scores to a health-related standard and set goals for improvement or maintenance. Discuss the importance of balanced nutrition for maintaining a healthy life-style
<p>Standard Four: The student will regularly experience recreation/leisure and fitness activities.</p>	<ul style="list-style-type: none"> Analyze current physical education programs and careers from the United States and around the world. Understand the concept of "personal best" Set personal goals for health and fitness. Gain an appreciation of achievements no matter how large or small.

SELF-IMAGE AND PERSONAL DEVELOPMENT

<p>Standard Five: The student will demonstrate appropriate personal behavior while participating in movement activities.</p>	<ul style="list-style-type: none"> Appreciate the importance of commitment and dedication for effective movement-related performance. Chooses an activity because of personal enjoyment and not because friends are in it. Walks away from verbal confrontation. Acknowledges good play from an opponent during competition. Listens to all sides before taking action in conflict situations. Enjoys the satisfaction of meeting and cooperating with others of diverse backgrounds during physical activity.
<p>Standard Six: The student will apply recreation/leisure and fitness skills to other life activities.</p>	<ul style="list-style-type: none"> Explain the relationship between the development of the sensory system and selection of developmentally appropriate activities. Understand the importance of maintaining a healthy life style. Become involved in community based activity such as a bowling league, square or social dance group, or a horseback riding club.

SOCIAL DEVELOPMENT

<p>Standard Seven: The student will demonstrate appropriate interaction with others while participating in movement activities.</p>	<ul style="list-style-type: none"> Applies leadership skills during movement-related experiences. Contributes meaningfully to the achievement of a team. Recognizes and leaves provoking situations without getting involved in argument or physical interaction. Use actions of others as social cues to appropriate action Observes behavior of others in a situation and acts as they do. Asks for help when needed.
<p>Standard Eight: The student will be introduced to a variety of multicultural movement activities.</p>	<ul style="list-style-type: none"> Appreciates the aesthetic features of movement, its use in art forms and its cultural and ethnic diversity. Analyze the influence of events in world history on sport, games and modern Olympics in society today Understanding historical perspective, i.e., earthball. (Earthball is the modern American version of an ancient game whose beginnings go back to the earliest tribal free-for-all a game used ceremonially in other cultures to express an exuberant belief in the regenerative forces of nature.)

GRADE ELEVEN/TWELVE:
“Selecting Activities For The Pursuit Of Individual Excellence”

MOVEMENT SKILLS AND MOVEMENT KNOWLEDGE

<p>Standard One: The student will be exposed to a variety of movement activities and will be competent within their maximum potential.</p>	<ul style="list-style-type: none"> • Apply the correct technique for fundamental movement patterns in an activity of choice. • Demonstrate some mastery of skills in games, sports and dances and participate in intramural programs.
<p>Standard Two: The student will be introduced to movement concepts and principles in accordance with cognitive ability and will apply some of these when moving.</p>	<ul style="list-style-type: none"> • Apply motor learning concepts when learning new skills in an activity of choice. • Comprehend the correct elements of various movements, strategies, safety procedures and basic rules. • Use the principles of movement to accomplish a task with the least effort.
<p>Standard Three: The student will achieve and maintain a health-enhancing level of fitness.</p>	<ul style="list-style-type: none"> • Incorporate an activity of choice into their personal fitness plan. • Assess personal fitness; compare scores to a health-related standard and set goals for improvement and/or maintenance. • Show evidence of developing and maintaining physical fitness to achieve the goal of a healthy lifestyle. . • Critically evaluate media claims about commercial products and programs.
<p>Standard Four: The student will regularly experience recreation/leisure and fitness activities.</p>	<ul style="list-style-type: none"> • Know current physical education programs and careers from the United States and around the world. • Demonstrate the concept of "personal best" • Set, maintain and/or improve upon personal goals for health and fitness. • Show an appreciation for achievements -- no matter how large or small.

SELF-IMAGE AND PERSONAL DEVELOPMENT

<p>Standard Five: The student will demonstrate appropriate personal behavior while participating in movement activities.</p>	<ul style="list-style-type: none"> • Display cultural sensitivity in movement-related experiences. • Show evidence of a positive self-image. • Encourages others to apply appropriate etiquette in all physical activity settings. • Responds to inflammatory situations with maturity and personal control. • Diffuses potential conflicts by communicating with other participants. • Creates a safe environment for personal skill practice. • Takes a supportive role in an activity. • Acknowledges outstanding performances of opponents as well as the "favored" team.
<p>Standard Six: The student will apply recreation/leisure and fitness skills to other life activities.</p>	<ul style="list-style-type: none"> • Participate in activities of choice and strive for individual excellence. • Derives genuine pleasure from participating in physical activity.

SOCIAL DEVELOPMENT

<p>Standard Seven: The student will demonstrate appropriate interaction with others while participating in movement activities.</p>	<ul style="list-style-type: none"> • Share in the responsibility of group action and problem solving as a member of a group or team. • Knows and follows rules for general physical education class. • Independently completes warm-up exercises and warm-downs.
<p>Standard Eight: The student will be introduced to a variety of multicultural movement</p>	<ul style="list-style-type: none"> • Develops approaches and strategies for including persons of diverse backgrounds and abilities in physical activity. • Displays a willingness to experiment with the sports and activities of

<p>activities.</p>	<p>other cultures.</p> <ul style="list-style-type: none"> • Identifies, processes and meaningfully adapts to the effect of age, gender, race, ethnicity, socioeconomic status, and culture upon physical activity preferences and participation. • Expose students to sport history and significant sports-related literary works of different time periods. • Understanding historical perspective of certain sports and games, i.e., water jousting. Water jousting developed as a lighthearted version of land jousting on horseback, in the days of chivalry. Early water jousts tilted at shields, known as quintains, supported on poles in rivers. Then the game moved downstream to the Mediterranean coast of southern France, where it became special entertainment at summer festivals
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Appendix G
QUALITY INDICATORS: LESSONS, TEACHING AND PROGRAM

Student Teaching
Daily Lesson Plan Content
Department of KHP, Cal Poly, Pomona

Daily planning for teaching is a vital aspect of any successful teaching experience. Certain elements must be contained in each lesson therefore making the content of the student teachers lesson very improvement. However format is not important and is left up to the student teacher to work out with the approval of their master teacher and university supervising teacher.

Content of a daily lesson includes the following when appropriate:

1. Lesson date
2. Period/class
3. Time of actual teaching
4. Location of class
5. Unit theme
6. Daily theme/skill
7. Daily objective(s)
8. Teaching style
9. Equipment needs
10. Things to look for
11. Organizational arrangements
 - Opening
 - Skill introduction
 - Practice of skill
 - Playing of games
 - Closing
12. Class activity – what teacher and students will be doing
 - Opening
 - Skill introduction
 - Practice of skill
 - Playing of game
 - Closing
13. Alternative activities (rainy day activity or if lesson needs some quick changes)
14. Evaluative procedures
 - By self
 - By master teacher
 - By students
15. Gathering lesson feedback
16. Assessing the selected teaching style.

Appendix H
LESSON PLANNING AND DATA COLLECTION FORMS

TASK ANALYSIS WITH PROMPT RECORDING

Student: _____	Observation Dates and Prompts Used		
Name of Task: _____			
Task Steps			
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			

Key to prompt types:

Natural Cue.....N	Direct Verbal Prompt.....DV
Gestural Prompt.....G	Minimal Physical Prompt.....MP
Indirect Verbal Prompt.....IV	Partial Physical Prompt.....PP
Modeling.....M	Full Physical Prompt.....FP
Symbolic (pictorial or Written) PromptS	

KHP – Peer Teaching Assessment Form

Name _____ Date _____

Activity _____ Course _____

0	1	2	3	4	5
<i>Demonstrates an inaccurate, unacceptable level of content knowledge for teaching performance expectations.</i>	<i>Demonstrates a deficient level of content knowledge for teaching performance expectations.</i>	<i>Demonstrates a developing but inconsistent level of content knowledge for teaching performance expectations.</i>	<i>Demonstrates an average level of content knowledge for teaching performance expectations.</i>	<i>Demonstrates a proficient level of content knowledge for teaching performance expectations.</i>	<i>Demonstrates an advanced, exemplary level of content knowledge for teaching performance expectations.</i>

Each of the following areas of teaching performance will be assessed on a 0 - 5-point scale.

- _____ Planning and Preparation of Objectives and Lesson Content (*TPE #'s 1, 7, 9, 13*)
- _____ Establishes Safe and Challenging Expectations (*TPE #6*)
- _____ Knowledge of Subject Matter, Skill, Demonstrations, Activity/Game (*TPE #'s 1, 4*)
- _____ Teaching Addresses California State Model Content Standards (*TPE #'s 1, 4, 13*)
- _____ Establishes Procedures and Routines (*TPE #10*)
- _____ Appropriate Amount of Instructional Time (*TPE #'s 2, 10*)
- _____ Lesson Introduction / Closure (*TPE #'s 2, 4, 5, 6*)
- _____ Students Engaged in Moderate to Vigorous Activity (*TPE #5*)
- _____ Voice Projection / Inflection (*TPE #4*)
- _____ Lesson Follows an Appropriate Developmental Progression (*TPE #2*)
- _____ Appropriate Amount of Practice Time in Defined Skill Areas (*TPE #'s 2, 4*)
- _____ Instruction Within the Psychomotor Domain (*TPE #'s 1, 2*)
- _____ Instruction Within the Cognitive Domain (*TPE #'s 1, 2, 7*)
- _____ Instruction Within the Affective Domain (*TPE #'s 1, 2, 6, 11, 12*)
- _____ Ability to Identify Students Needing Additional Instruction (*TPE #8*)

- _____ Time Management (*TPE # 2, 10*)
- _____ Class Behavioral Management (*TPE # 2, 10, 11*)
- _____ Development and Implementation of Assessment Mechanism (*TPE #3*)
- _____ Interpersonal Interaction and Rapport with Students (*TPE # 11*)
- _____ Professionalism (*TPE #12*)

Peer Teaching: _____ Out of 100 Points Possible

Systematic Observation – Interval Recording

I = Instruction: Time when students being observed are receiving information about how to perform a skill, (e.g., watching a demonstration, listening to instruction on how or where to move).

M = Management: Time when students being observed are involved in class business that is unrelated to instructional activity, (e.g., transition between activities; retrieving or returning equipment; listening to behavior rules, roll call, school announcements).

A = Activity: Time when students being observed are appropriately involved in physical movement, (e.g., catching a ball, throwing at a target, dribbling a basketball, etc.).

W = Waiting: Time when students being observed are waiting for instruction, waiting to retrieve equipment, waiting for a turn in practice, or waiting for an opportunity to perform a skill.

O = Off Task: Any student behavior that differs from the lesson content or what students have been instructed to do.

Time Analysis Calculation

- First, determine the total number of minutes in the lesson.
- Then, determine the total number of seconds in the lesson. Example: A 45-minute lesson will have 2700 total seconds. ($60 * 45 = 2700$)
- Next, determine the total number of intervals recorded for each category. Example: Activity was recorded in a total of 106 intervals.
- Then, multiply the total number of intervals recorded for each category by the duration of each interval. Each interval is 15 seconds in duration. Example: Activity was recorded in a total of 106 intervals. So you will multiply $106 * 15 = 1590$. This means that 1590 seconds represents time spent in the area of activity.

- Lastly, divide the total number of seconds for each category by the total number of seconds in the lesson. Example: $1590 / 2700 = .588$; therefore, 59% of time was spent in the area of activity.

Developed by the Department of Kinesiology and Health Promotion Pedagogy Committee at California State Polytechnic University, Pomona

Interval Recording – Learning Time Analysis

Teacher: _____ **Observer** _____ **Grade Level** _____

Activity _____ **School** _____

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
31	32	33	34	35
36	37	38	39	40
41	42	43	44	45

Instruction _____ * 15 = _____ / 3000 = _____ %
Management _____ * 15 = _____ / 3000 = _____ %
Activity _____ * 15 = _____ / 3000 = _____ %
Waiting _____ * 15 = _____ / 3000 _____ %
Off Task _____ * *15 / 3000 _____ %

Appendix I

ORDERING AND MANAGING EQUIPMENT

Ordering Equipment:

1. Understand purchase and ordering procedures within LEA's guidelines.
2. Develop a priority list. Be specific; including catalog(s), page numbers, photos where possible and any other descriptive information.
3. Meet with other Adapted Physical Education teachers to discuss group purchases, specific needs, and how to minimize unnecessary expenditures.
4. Check with site administrator regarding availability of equipment and materials.

Managing of Equipment:

1. Maintain an up-to-date equipment list.
 - List equipment resources, district or other available agency.
2. All programs (new or established) should have the necessary equipment to begin a basic adapted physical education assignment and a means to provide additional equipment as needed.
3. Develop check out system for assuring awareness of equipment and accountability.
 - a. Clarify repair and replacement procedures.
 - b. Locate a storage facility at each site or one central location within the LEA.
 - c. Provide a means for transporting equipment.
 - From central storage area to individual school sites.
 - From vehicle to teaching site.

It is highly recommended to have a cart with wheels.

Essential Equipment for Adapted Physical Education Program:

- Appropriate assessment tools.
- Assorted balls including playground, basketball, etc.
- Assorted fine motor.
- Balance beam.
- Balance boards.
- Balloons.
- Basketball hoop, adjusted for success.
- Batting-T.
- Bean bags.
- Board games.
- Bowling pins.
- Bubbles.
- CD/ media player.
- Clipboard.

- Colored chalk.
- Cones of assorted sizes.
- Flying discs.
- Ribbon wands.
- Hand sanitizer
- Hoops of all colors and sizes.
- Jump ropes.
- Ladder (rope).
- Lummi sticks.
- Masking tape/floor tape.
- Mats large and small.
- Measuring tape
- Mesh transport bag and/or wheeled carry all.
- Parachute, various sizes and colors.
- Plastic bat.
- Plastic scoops
- Poly Spots™.
- Ribbon wands.
- Ruler
- Scarves.
- Scooter boards.
- Selection of appropriate and variety of music.).
- Soft non-threatening assorted balls and manipulatives.
- Stopwatch.
- Stretch ropes.
- Target games, for throwing accuracy.
- Therapy balls.
- Timer
- Tissues
- Tug-o- war rope.
- Writing Instrument (preferably pen) and notepad.

Appendix J
ADAPTED PHYSICAL EDUCATION AUTHORIZATION
CREDENTIAL STANDARDS
5 California Code of Regulations Pertaining to Special Education
Added Authorizations

§80046.1. *Requirements for and Authorization of for the Adapted Physical Education Added Authorization.*

(a) All individuals assigned to teach adapted physical education shall hold an Adapted Physical Education authorization. The requirements for the Adapted Physical Education Specialist Credential Added Authorization shall include the following:

(1) One of the following:

(A) A preliminary, clear, professional clear, or life California general education teaching credential that is based on a baccalaureate degree, and a program of professional preparation including student teaching, and which that authorizes the teaching of physical education in any grades K - 12; or

(B) A preliminary, professional clear, Level I, Level II, clear or life special education teaching credential or a preliminary, clear, or life special education services credential with a special class authorization as listed in sections 80047 through 80047.9 provided that the individual has completed a minimum of twelve semester units, or the equivalent quarter units, in physical education content courses with a minimum of three-semester units, or the equivalent quarter units, in both kinesiology and motor development.

(2) Completion of a Commission-approved professional program for the Adapted Physical Education Specialist Credential Added Authorization including successful completion of supervised field study in adapted physical education, and

(3) Verification of completion from a Commission-approved program accredited by the Committee on Accreditation as provided in Education Code Section 44373(c).

(b) Period of Validity. The period of validity of the Adapted Physical Education Added Authorization, the Adapted Physical Education Specialist Credential, and the Adapted Physical Education Emphasis Credential shall be determined by the expiration date of the remains valid as long as the appropriate prerequisite teaching credential or authorization required in subsection (a)(1)(A) or (B) remains valid.

(c) Authorization. The Adapted Physical Education Added Authorization, the Adapted Physical Education Specialist Credential, and the Adapted Physical Education Emphasis Credential authorize the holder to conduct Educational Assessments related to student's progress towards meeting instructional physical education goals, provide instruction, and Special Education Support to teach students provide instruction and services to individuals with exceptional special needs who are precluded from participation in the activities of the general physical education program or a specially designed physical education program in a special class, from birth through age 22, including preschool, and in classes organized primarily for adults.

Preconditions

All Adapted Physical Education Added Authorization Programs must meet the Commission's ten General Preconditions (<http://www.ctc.ca.gov/educator-prep/standards/Standards-Preconditions.pdf>) as well as those provided below

Preconditions for Education Specialist: All Added Authorization Programs

In addition to the Commission's ten General Preconditions, each program of professional preparation for an Added Authorization shall adhere continually to the following requirements of California State law or Commission Policy:

(11) Candidates accepted into an Added Authorization program must currently hold a preliminary education specialist teaching credential or be eligible for a preliminary education specialist teaching credential prior to recommendation for the Added Authorization.

(12) The Added Authorization courses may be considered part of coursework for completing the Clear Education Specialist program.

Additional Preconditions for Adapted Physical Education Added Authorization

In addition to the Commission's ten General Preconditions and the two Added Authorization Preconditions, each program of professional preparation for the Adapted Physical Education Added Authorization shall adhere continually to the following requirements of California State law or Commission Policy:

Candidates for the Added Authorization in Adapted Physical Education must hold a teaching credential in one of the following: 1) Single Subject: Physical Education; 2) Multiple Subject; 3) Special Education Specialist; or 4) teaching credentials issued under prior statutes with comparable authorizations to 1-3.

Candidates must provide evidence of coursework in motor development and kinesiology or the equivalent or must take this coursework as a prerequisite to or concurrently with the Adapted Physical Education Added Authorization coursework.

Program Standards

Adapted Physical Education Added Authorization (APEAA)

The regulatory process for the Added Authorization in Adapted Physical Education has not been completed. At this time, the APEAA may only be added to 1) Single Subject: Physical Education, 2) Multiple Subject or 3) teaching credentials issued under prior statutes with comparable authorizations to 1-2. Once the regulatory process has been completed, a coded correspondence will be distributed.

APEAA Standard 1: Characteristics of Students in Adapted Physical Education

Note: All statutory citations apply to the California Education Code unless otherwise stated.

ADAPTED PHYSICAL EDUCATION GUIDELINES

The program provides opportunities for the candidate to be able to identify students with a disability who may qualify for Adapted Physical Education services, including but not limited to motor behavior, neurological conditions and physiological performance. The candidate demonstrates knowledge and application of kinesiology as it pertains to individuals with disabilities. The candidate uses knowledge of kinesiology and motor development to assess a student's eligibility for adapted Physical Education services. As a member of the IEP team, the Adapted Physical Education Specialist will identify the disability categories, as identified in IDEA or under a Section 504 plan, and apply these to the characteristics presented by the student.

APEAA Standard 2: Motor Behavior as Applied to Adapted Physical Education

The program provides opportunities for the candidate to demonstrate knowledge of the principles and patterns of typical and atypical human growth and motor development across the lifespan in order to select appropriate, safe, and effective teaching strategies and activities for individuals with a variety of disabilities. In addition, the program provides candidates instruction in the principles of neurological development, motor learning, motor control, and perceptual motor development as they apply to the effective instruction of individuals with disabilities.

APEAA Standard 3: Scientific Principles of Human Behavior

The program provides opportunities for the candidate to demonstrate the knowledge and application of scientific principles of exercise and movement including an understanding of the impact of disease, medication, and musculoskeletal and neurological conditions on the physiological and biomechanical performance of individuals with disabilities.

APEAA Standard 4: Instructional Strategies and Adaptation

The program provides opportunities for the candidate to demonstrate instructional strategies and adaptations for attaining individualized measurable goals for individuals with disabilities throughout the lifespan using safe and developmentally appropriate physical education in a variety of settings. This knowledge of instructional strategies and adaptations should include comprehensive curriculum planning, content standards, lesson and unit plans, behavior management, collaboration, consultation, and transition planning to comply with legislative mandates.

At the printing of these guidelines, CCTC was working with a group of professionals to add more standards to the above four. However, these four are the APE AA standards and they will not change.

APPENDIX K

PHYSICAL EDUCATION SINGLE SUBJECT CREDENTIAL STANDARDS

Growth, Motor Development, and Motor Learning

The program provides instruction in, and study of, lifelong human developmental processes as these interact with and influence motor learning and performance.

The Science of Human Movement

The program requires preparation in the science of human movement, including the study of anatomy, kinesiology/biomechanics, exercise physiology and health related fitness.

The Sociology and Psychology of Human Movement

The program provides a broad range of experiences designed to enhance each student's awareness of the sociological and psychological aspects of human movement and the interrelationships among activities, individuals and society.

Movement: Concepts and Forms

The program requires coursework that develops knowledge, skills and the ability to integrate and apply movement concepts in physical activities. The program provides appropriate experiences in movement forms, including, but not limited to: aquatics; combatives; dance; fitness activities; fundamental and creative movement skills; individual, dual and team sports and games; outdoor education activities; and tumbling and gymnastics.

Physical Education as a Profession

The program includes instruction in the philosophy and history of physical education, the status of physical education in contemporary society, and the role of the educator in promoting the profession. Coursework includes past and present philosophies of physical education and their impact on the goals, scope and components of physical education programs. The historical development of physical education, current issues that affect the discipline, and the responsibilities of educators as members of the profession are integral components of the curriculum.

Assessment and Evaluation Principles

The program includes instruction in assessment and evaluation principles that are appropriate for individuals with diverse backgrounds, varying abilities and special needs in physical education.

Integration of Concepts

The program includes integrative study of the major themes and concepts of the disciplines within physical education, and of the interrelationships that exist among physical education and other subject areas.

APPENDIX L

ADAPTED PHYSICAL EDUCATION WEB SITE RESOURCES

Adapted Physical Education

- Adapted Physical Education National Standards
<http://www.apens.org/>
- California State Council on Adapted Physical Education (SCAPE)
www.napeconference.org/
- Camp Abilities
<http://www.campabilities.org/>
- Center on Motor Behavior in Down Syndrome
<http://www.umich.edu/~cmbds/>
- MOVE (Mobility Opportunities Via Education/Experience) International
<http://www.move-international.org/>
- National Center on Physical Activity and Disability (NCPAD)
<http://www.ncpad.org/>
- National Consortium of Physical Education and Recreation for Individuals with Disabilities (NCPERID)
<http://www.ncperid.org/>
- P.E. Links 4-U
<http://www.pelinks4u.org/>
- PE CENTRAL
<http://www.pecentral.org/>
- Project Inspire
<http://www.twu.edu/inspire/>
- Yoga for the Special Child
<http://www.specialyoga.com/>

Teaching Physical Education Resources

- California Physical Education Model Content Standards
<http://www.cde.ca.gov/be/st/ss/documents/pestandards.pdf>
- California Physical Education Framework
<http://www.cde.ca.gov/ci/cr/cf/documents/2009peframework.pdf>
- Fitnessgram
<http://www.fitnessgram.net/home/>
- Games Kids Play
<http://www.gameskidsplay.net/>
- PE CENTRAL
<http://www.pecentral.org/>
- PE Links 4-U
<http://www.pelinks4u.org/>
- PE Universe
<http://www.peuniverse.com>
- Physical Education Technology Newsletter
<http://www.pesoftware.com/Technews/news.html>
- Responsible Educators Accountable for Learning (REAL Teachers)
<http://www.supportrealteachers.org/>
- Teach PE
<http://www.teachpe.com/>

Physical Education Associations

- American Alliance of Health Physical Education Recreation and Dance (AAHPERD)
www.aahperd.org/
- American Association for Physical Activity and Recreation (AAPAR)
<http://www.aahperd.org/aapar/>
- American Fitness Alliance
<http://www.americanfitness.net/>

Note: All statutory citations apply to the California Education Code unless otherwise stated.
ADAPTED PHYSICAL EDUCATION GUIDELINES

- California Association for Health, Physical Education, Recreation and Dance (CAHPERD)
<http://www.cahperd.org/index.html>
- California State Council on Adapted Physical Education (SCAPE)
www.napeconference.org/
- International Federation of Adapted Physical Activity (IFAPA)
<http://www.ifapa.biz/>
- The President's Council on Physical Fitness and Sport
<http://www.fitness.gov/>

Disability

- Access to Recreation
<http://www.accesstr.com/>
- Center on Motor Behavior in Down syndrome
<http://www.umich.edu/~cmbds/>
- National Center on Accessibility
<http://ncaonline.org/>

Special Education

- California Department of Education Special Education Division
<http://www.cde.ca.gov/sp/se/>
- Council for Exceptional Children
www.cec.sped.org
- Individuals with Disabilities Education Act (2004)
<http://idea.ed.gov/>
- The National Information Center for Children and Youth with Disabilities (NICHCY)
<http://nichcy.org/>

Professional Journals

- Adapted Physical Education Quarterly (Human Kinetics)
www.humankinetics.com/
- PALAESTRA Journal
www.palaestra.com/
- Sports 'n Spoke Magazine
<http://www.pvomagazines.com/sns/>

Other Professional Associations

- Occupational Therapy
<http://www.aota.org/>
- Physical Therapy
<http://www.apta.org/>
- Therapeutic Recreation
<http://www.recreationtherapy.com/>

Equipment Companies

- Flaghouse
<http://www.flaghouse.com>
- Gopher
<http://www.gophersport.com>
- Sportime
www.Sportime.com

Disability Sport Organizations

- American Association of Adapted Sports Programs
<http://www.adaptedsports.org>
- Blaze Sports
<http://www.blazesports.com/>
- Challenged Athletes Foundation
<http://www.challengedathletes.org/caf/>

Note: All statutory citations apply to the California Education Code unless otherwise stated.
ADAPTED PHYSICAL EDUCATION GUIDELINES

- Disabled Sports USA
<http://www.dsusa.org>
- Dwarf Athletic Association of America
<http://www.daaa.org>
- International Paralympic Committee
<http://www.paralympic.org>
- Paralyzed Veterans of America
www.pva.org
- Special Olympics
www.specialolympics.org
- United States Association for Blind Athletes (USABA)
www.usaba.org/
- United States Paralympics
<http://usparalympics.org>
- USA Deaf Sports Federation
www.usdeafsports.org
- Wheelchair Sport USA (WSUSA)
www.wsusa.org

Appendix M

CALIFORNIA DEPARTMENT OF EDUCATION MEMO REGARDING RELATED SERVICES



CALIFORNIA
DEPARTMENT OF
EDUCATION

1430 N STREET
SACRAMENTO, CA
95814-5901

JACK O'CONNELL
State Superintendent of
Public Instruction
PHONE: 916-319-0800

Date: March 27, 2007

To: Special Education Local Plan Area (SELPA) and State-operated Programs (SOP) Directors/Administrators

From: Mary Hudler, Director, Special Education Division

Subject: Special Education and Related Services/Designated Instruction and Services Required to Ensure a Free Appropriate Public Education for Individuals with Exceptional Needs, Including Interagency Responsibilities

This policy memorandum supersedes the July 28, 1998, memorandum issued by the State Director of Special Education to reflect recent changes in federal law and regulations in the subject area.

Public Law 108-446, a measure reauthorizing the Individuals with Disabilities Education Act (IDEA), was signed into law by the President on December 3, 2004. The United States Department of Education's Office of Special Education and Rehabilitative Services promulgated regulations, governing the Assistance to States for Education of Children with Disabilities Program and the Preschool Grants for Children with Disabilities Program, that were needed to implement changes made to the IDEA in 2004. The final regulations became operative on October 13, 2006.

The purposes of the Act and the IDEA regulations are:

- (A) To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living;
- (B) To ensure that the rights of children with disabilities and parents of such children are protected; and
- (C) To assist States, localities, educational service agencies, and Federal agencies to provide for the education of all children with disabilities;

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Note: All statutory citations apply to the California Education Code unless otherwise stated.

ADAPTED PHYSICAL EDUCATION GUIDELINES

To assist States in the implementation of a statewide, comprehensive, coordinated, multidisciplinary, interagency system of early intervention services for infants and toddlers with disabilities and their families.

To ensure that educators and parents have the necessary tools to improve educational results for children with disabilities by supporting system improvement activities; coordinated research and personnel preparation; coordinated technical assistance, dissemination, and support; and technology development and media services; and

To assess, and ensure the effectiveness of, efforts to educate children with disabilities. [20 U.S.C. 1400(d) and 34 C.F.R. 300.1]

The California Legislature passed, and the Governor signed, Assembly Bill 1662, Chapter 653, as urgency legislation in 2005, a measure sponsored by the State Superintendent of Public Instruction, to bring the *California Education Code* into alignment with the Individuals with Disabilities Education Improvement Act of 2004. This year, the State Superintendent of Public Instruction is sponsoring an urgency measure and a technical bill to align the *California Education Code* with the IDEA regulations of 2006.

In the area of related services for individuals with exceptional needs, AB 1662 amended Section 56363 of *California Education Code* to specify that “designated instruction and services” means “related services” as that term is defined in paragraph (26) of Section 1401 of Title 20 of the *United States Code* and Section 300.24 (renumbered by the 2006 IDEA regulations as Section 300.34). Section 56026(a) of the *California Education Code* defines an “individual with exceptional needs” to mean those persons who are identified by an individualized education program team as a “child with a disability”, as that phrase is defined in subparagraph (A) of paragraph (3) of Section 1401 of Title 20 of the *United States Code*. “Child with a disability” is defined by the IDEA to be a child with one of the 13 federal disability designations, and “who, by reason thereof, needs special education and related services.”

Since 1984, the *California Government Code*, at Chapter 26.5, Division 7, Title 1, (commencing with Section 7570), has specified that interagency responsibilities for the provision of services to children with disabilities are the joint responsibility of the State Superintendent of Public Instruction and the Secretary of Health and Human Services Agency (formerly Secretary of Health and Welfare). The California Legislature assigned some of those related services to other state and local noneducational agencies. If, for example, a child with a disability (individual with exceptional needs), requires assistance in the area of mental health, the California Department of Mental Health (DMH) would assist in the provision of appropriate services as determined by an individualized education program team that includes a representative of a responsible public agency that provides the mental health service. [GC 7572(e)] Should the DMH or other noneducational public agency not be able to fulfill its obligation in a timely manner, the LEA must still ensure provision of special education and related services under the law. Individuals with exceptional needs may not be denied access to programs and services due to any agency’s failure to act or due to an issue of fiscal resources. [20 U.S.C. 1412(a)(12) and 34 C.F.R. 300.154]

In the event that an LEA is forced to provide related services/designated instruction and services due to lack of action by a public, noneducational agency, the LEA, under federal law, may claim reimbursement for related services/designated instruction and services required to provide the child with a free appropriate public education. [20 U.S.C. 1412(a)(12)(B)(ii) and 34 C.F.R. 300.154(b)(2)]

Section 300.154(b)(2) of Title 34 of the *Code of Federal Regulations* states that if a public agency other than an educational agency fails to provide or pay for the special education and related services described in paragraph (b)(1) of the section, the LEA, or State agency responsible for developing the child’s IEP must provide or pay for these services to the child in a timely manner. “The LEA or State agency is authorized to claim reimbursement for the services from the noneducational public agency that failed to provide or pay for these services and that agency must reimburse the LEA or State agency in accordance with the terms of the interagency agreement or other mechanism described in paragraph (a) of this section.” [See also 20 U.S.C. 1412(a)(12)]

Each of the State Interagency Cooperative Agreements between the California Department of Education and other State departments, covering special education and related services administered by those entities, includes language citing the financial responsibility and conditions and terms of reimbursement now contained in 34 C.F.R. 300.154(a)(1) and (b)(1). [Formerly 34 C.F.R. 300.142(a)(1) and (b)(1)]

Note: All statutory citations apply to the California Education Code unless otherwise stated.

Although the lists of related services and designated instruction and services are not exhaustive, the 2004 IDEA statute added “school nurse services designed to enable a child with a disability to receive a free appropriate public education as described in the individualized education program of the child” to the list. The law also clarified that the “related services” term “does not include a medical device that is surgically implanted, or the replacement of such device.” [20 U.S.C. 1401(26)] The 2006 IDEA regulations added “interpreting services” to the list of related services and specified what those interpreting services include. Additional information was added to the regulations to clarify the exception of services that apply to children with surgically implanted devices, including cochlear implants. [34 C.F.R. 300.34(a) and (b)]

The IDEA regulations, at 34 C.F.R. 300.39, make it clear that “speech-language pathology services, or any other related service, if the service is considered special education rather than a related service under State standards, is included in the definition of ‘special education.’” Another example is physical education, including “special physical education, adapted physical education, movement education, and motor development.” They are considered special education under federal and state law even though “adapted physical education” is listed as a designated instruction and service in the *California Education Code*. [34 C.F.R. 300.39(b)(2)(ii) and EC 56363(b)(5)]

The related services specified in 34 C.F.R. 300.34 are considered developmental, corrective, and other supportive services that are required to assist a child with a disability to benefit from special education. They may not be offered separately from special education unless State standards consider the service to be special education [34 C.F.R. 300.8(a)(2)(i) and (ii)]:

1. Speech-language pathology and audiology services.
2. Interpreting services.
3. Psychological services.
4. Physical and occupational therapy.
5. Recreation, including therapeutic recreation.
6. Early identification and assessment of disabilities in children.
7. Counseling services, including rehabilitation counseling.
8. Orientation and mobility services.
9. Medical services for diagnostic or evaluation purposes.
10. School health services and school nurse services.
11. Social work services in schools.
12. Parent counseling and training.
13. Transportation.

[20 U.S.C. 1401(26) and 34 C.F.R. 300.34]

In California, designated instruction and services are also considered to be developmental, corrective, and other supportive services as are required to assist an individual with exceptional needs (also defined as a “child with a disability”) to benefit from special education, and are not offered separately from special education unless State standards consider the service as special education. [34 C.F.R. 300.8(a)(2)(i) and (ii)]

Pursuant to Section 56363 of the *Education Code*, “designated instruction and services” means “related services” as that term is defined in paragraph (26) of Section 1401 of Title 20 of the *United States Code* and Section 300.34 (formerly 300.24) of Title 34 of the *Code of Federal Regulations*. They include, but are not limited to, the following:

1. Language and speech development and remediation.
2. Audiological services.
3. Orientation and mobility services.
4. Instruction in the home and hospital.

Note: All statutory citations apply to the California Education Code unless otherwise stated.

5. Adapted physical education.
6. Physical and occupational therapy.
7. Vision services.
8. Specialized driver training instruction.
9. Counseling and guidance services, including rehabilitation counseling.
10. Psychological services other than assessment and development of the individualized education program.
11. Parent counseling and training.
12. Health and nursing services, including school nurse services designed to enable an individual with exceptional needs to receive a free appropriate public education as described in the individualized education program.
13. Social worker services.
14. Specially designed vocational education and career development.
15. Recreation services.
16. Specialized services for low-incidence disabilities, such as readers, transcribers, and vision and hearing services.
17. Interpreting services.
[EC 56363(b)(1)-(17)]

Like related services, as specified in federal law, designated instruction and services, in California, do not include a medical device that is surgically implanted, or the replacement of that device. [34 C.F.R. 300.34(b) and EC 56363(c)]

I hope that this updated policy memorandum has clarified how some of the recent changes in federal law and regulations impact the provision of special education and related services/designated instruction and services. If you have any questions or need further clarification, please contact your Focused Monitoring and Technical Assistance (FMTA) consultant.

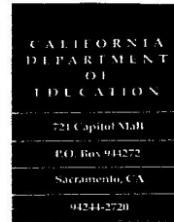
Appendix N

LETTER FROM CALIFORNIA DEPARTMENT OF EDUCATION, SPECIAL EDUCATION DIVISION

Preface of Original Document, 2001



DELAINE EASTIN
State Superintendent of Public Instruction



Preface

I have always recognized the importance of physical education as a lifelong learning skill. It is a program that builds confidence, promotes social skills, develops motor skills and leads to a healthy lifestyle. However, some students with disabilities may require adapted physical education in order to benefit from a quality physical education program.

I appreciate the collaboration and support of the CAHPERD State Council on Adapted Physical Education and the work of the committee that resulted in this document. The Adapted Physical Education Guidelines includes standards of excellence in regards to: services, credentials, curriculum and best practices. The intent of this document is to provide a resource for ensuring a quality physical education program for the children within your school community.

ALICE D. PARKER, Ed.D.
Assistant Superintendent of Public Instruction
Director, Special Education