



PHYSICAL EDUCATION
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Title:
Adapted Physical Education B. P. Ed. 3rd Year

TOPIC NO. 1
Introduction to Adapted Physical Education

Lecture - 47
Meaning, Definitions, Aims, Objectives, Needs and
Importance of Adapted Physical Education

INTRODUCTION

Typically, the words adapt means “to adjust” or “to fit”. Also the “adapt” includes the modification of objectives and methods to meet unique needs. Adapted physical education and sport programs relate to the unique needs and abilities of individuals which vary widely.

The present information base of adapted physical education is first created in Greece, with an aim to improve the connection between University studies with primary and secondary school education and to provide educational support to Physical Education Teachers and students who are willing to provide support to students with disabilities within typical or special school contexts.

In Greece, Law 2817/2000 established the term “co-education” of students and the most recent Law 3699/08 that reformed education support provided to students with disabilities and forwarded inclusion in Greece, are the most important special education laws up to date. However, as happened in other countries in previous years, an obvious gap is still noticed between theory and real application of inclusion in practice in Greek educational settings.

Thus, approaching this information base in this transitory education period toward full inclusion in practice, it is important for Physical Education Teachers to initially understand that adapted physical education, as special education in general, is not a matter of concern only for few teachers who offer their services in special education environments. The fact that in typical schools the majority of students do not present any motor, intellectual, sensory or emotional disabilities does not mean that there are not children in typical schools who fall short in terms of their ability to participate and profit from Physical Education lessons compared to their peers.

In today’s education aiming to provide equal learning opportunities and to reduce social discriminations, the inclusion of students with disabilities in typical classes is a “one-way road”

for all developed countries and the main decades Knowledge in adapted physical education constitutes a necessary requirement for a skillful Physical Education Teacher who is in position to satisfy the educational needs of all students in his class. In this direction, this information base aims to offer as much as possible assistance.

MEANING

Adapted Physical Education is an area within the physical education which has been adapted or modified, so that it is as appropriate for the person with a disability as it is for a person without a disability.

Adapted Physical Education (APE) is an art and science of developing implementing, and monitoring a carefully designed physical education instructional program for a learner with a disability, based on a comprehensive assessment, to give the learner the skills necessary for a lifetime of rich leisure, recreation, and sport experiences to enhance physical fitness and wellness.

Adapted physical education is basically a specially designed physical education program for students with disabilities. APE programs include identifying students with determining what skills and behaviours to teach, creating and implementing a program, and evaluating the progress of each student. These decisions are made through a collaborative process in which the Physical Education Teacher, special educator, parents, and therapists all work together to design an appropriate, individualized program.

Consistent with the least restrictive environment concept associated with Individuals with Disabilities Education Act. (IDEA), adapted physical education may take place in classes that range from integrated (i.e. regular educational environment) to segregated (i.e. including only individuals receiving adapted physical education). Although adapted physical education is a program rather than a placement, it should be understood that a program received is directly influenced by placement (the setting in which it is implemented). Whenever appropriate, students receiving an adapted physical education program should be included in regular physical education environments. Although, an adapted physical education program is individualized, it can be implemented in a group setting and should be geared to each student's needs, limitations and abilities.

Adapted physical education should emphasize an active program of physical activity rather than a sedentary alternative program. The program should be planned to attain the benefits of physical activity through meeting the needs of students who might otherwise be relegated to passive experience associated with physical education. In establishing adapted physical education programs, educators work with parents, students, teachers, administrators and professionals of different disciplines. Adapted physical education may employ developmental (bottom to top), community-based, functional (top-down) or other orientations and might employ a variety of teaching styles. Adapted physical education takes place in schools and other agencies responsible for educating individuals.

DEFINITION

Adapted Physical Education (APE) may be offered to students with gross motor delays or other disability-related difficulties that make them unable to participate in a regular physical education class. An Adapted Physical Education class will usually be taught by someone with a

background in physical therapy who can adjust the activities so that they will be appropriate, safe, and therapeutic for each individual student. The class may take place in a gym where regular education students are also having classes, and the teacher may facilitate appropriate interaction between the classes. In order to get APE for your child, request that it be put in his IEP, and be prepared to justify the need for adaptation. The Web site PE Central is a good place to visit for more information on APE.

Adapted Physical Education (APE) is an adapted, or modified, physical education program designed to meet the individualized gross motor needs, or other disability-related challenges, of an identified student. The program can be provided one-on-one, in a small group, or within the general physical education setting. The APE instructor needs to be trained in assessing and working with special needs children. Lesson plans, and worksheets need to be adapted for the needs of the children.

Adapted physical education is an individualized program including physical and motor fitness, fundamental motor skills and patterns, skills in aquatics and dance, and individual and group games and sports designed to meet the unique needs of individuals.

According to North Carolina department of public instruction "a diversified program of activities specially designed for an individual who meets eligibility criteria for special education and related services is not able to participate safely and successfully in the regular physical education program.

SIMPLIFIED APA DEFINITION

Adapted physical activity (APA) is a professional branch of kinesiology/Physical education/sport and human movement sciences, which is directed toward persons who require adaptation for participation in the context of physical activity.

From a sport science perspective, Adapted physical activity is science of a research, theory and practice directed toward persons of all ages underserved by the general sport sciences, disadvantaged in resources, or lacking power to access equal physical activity opportunities and rights. APA services and supports are provided in all kinds of settings.

AIMS

The following points are the aims of adapted physical Education

- It aims to help students to take part in social and economic world as the citizens which is being respect for his personal qualities.
- To give an opportunity for fullest development of his physical, social and economic potential in an environment.
- To give an opportunity to all the people regardless of his disabilities to have an opportunities to participate in physical education and learning experiences.
- To provide through competent leadership or diversified programme of developmental activities from a games and rhythms, suited with the interest, capacities and the limitation of the students with disability.

OBJECTIVES

Adapted Physical Education is provided to students with disabilities and defines Physical Education as the development of:

- Physical and motor skills,
- Fundamental motor skills and patterns (throwing, catching, walking, running, etc.)

- Skills in aquatics, dance, and individual and group games and reports (including intramural and lifetime sports).

Adapted Physical Education is Physical Education which has been adapted or modified, so that it is as appropriate for the person with a disability as it is for a person without a disability.

The Individuals with Disabilities Education Act uses the term disability as a diagnostic category that qualifies students for special services. These categories are:

1. Autism
2. Deaf-Blindness
3. Deafness
4. Hearing impairment
5. Mental retardation
6. Multiple disabilities
7. Orthopedic impairment
8. Other health impairment
9. Serious emotional disturbance
10. Specific learning disability
11. Speech or language impairment
12. Traumatic brain injury
13. Visual impairment including blindness

The services provided by an APE teacher are

- A. Planning services
- B. Assessment of Individual / Ecosystems
- C. Prescription / Placement : The Individual Education Program
- D. Teaching / Counselling / Coaching
- E. Evaluation of Services
- F. Coordination of Resources and Consulting
- G. Advocacy

The Adapted Physical Education teacher is a direct service provider, not a related service provider, because special physical education is a federally mandated component of special education services. This means that physical education needs to be provided to the student with a disability as part of the child's special education. This is contrasted with physical therapy and occupational therapy, which are related services. These therapies are provided to the child with disabilities only if he needs them to benefit from instruction.

The adapted physical education domain applies to all population with special disabilities. Objectives will be consistent with those of regular physical education and sports. Movement, skills, and sports should be learned, but equipment, rules, and environmental structure may need to be modified to allow for maximum participation and benefit.

1. Promote the development of skills needed for the use of school and community playgrounds, e.g. balancing, swinging, climbing, hanging, hopping, and basketball.
2. Deliver physical fitness and activities that will increase/maintain endurance, flexibility, and strength, e.g. power walking, weight training, aerobic exercises etc.
3. Promote the acquisition of the social skills necessary for following directions, fair play, sportsmanship, and respecting the rights of others.

4. Promote the development of physical and social skills needed to participate in after school and/or community programs such as Special Olympics or Paralympics
5. Promote the transfer of the physical and social skills needed for leisure/recreational activities for use at school and in the community, e.g. swimming, Bowling, dance, bicycling, and miniature golf.
6. Enhance the physical therapist's goals e.g. balance, walking, range of motion exercises, aquatics, M.O.V.E. Program (Mobility Opportunities Via Education) goals, etc.
7. Promote the development of the skills to successfully participate in regular physical education for inclusion, e.g. softball, Volleyball, Basketball, etc.
8. Consult with regular physical education teachers to facilitate the inclusion of students with disabilities in regular physical education classes.
9. To provide fun activities for the students with disabilities.

The following are goals that each disabled student should be able to attain.

- An understanding of what he/she can and cannot do physically.
- Optimal participation within the scope of his/her disability.
- Varied skills and safety habits bearing upon recreational sport and games.
- Ability to participate in group activities and to be a leader therein.

NEED AND IMPORTANCE OF ADAPTED PHYSICAL EDUCATION

This section of the chapter focuses on inclusion for physical education instruction, but integration and inclusion have relevance for sports also. Schools have a responsibility to provide both curricular and extracurricular experiences in the most integrated settings possible. This is reflected in this book by the use of the term adapted sports rather than disability sport when referring to sport opportunities for individuals with disabilities. A need exists to examine and provide opportunities in sports that include both individuals with and without disabilities in regular or inclusionary settings. The term disability sport implies a single sport setting. Use of this term to refer to all sport related to individuals with disabilities impedes creativity and participation in unified sport and in unified sport settings. A sport integration continuum that reflects an inclusionary view that is less confining than an orientation that emphasizes disability. Of course, this movement towards a more inclusionary sport must not necessarily impede the aim for excellence that is characteristic of many segregated sport opportunities. Athletes with disabilities should be encouraged to develop themselves optimally to participate at the highest level of athletic excellence, even through the setting might be segregated.

1. Adapted physical education is provided considering the severity of individual with disability.
2. The incorporation of physical education into the Handicap Act have given many opportunities to survivors with disability are:
 - a) Teaching motor skills to all children with disability who will use this skill in recreational environment in the community.
 - b) Teaching the person with disability with ambulatory skills and instruction so that they can develop lifelong skill.

- c) Help in developing of physical and motor fitness so that they may involve themselves in developing self help skills, like feeding and dressing.
- d) Being involved in variety of skills to establish themselves for daily routine.
- e) For the preparation of special teacher needed for adapted physical education.
- f) For the successful of mainstream of children disability.
- g) For eliminating discrimination against handicap children so that they can perform and learn in a non-restricted environment.
- h) Self confidence leadership and social interaction are of equal importance to handicap as well as non-handicap children/students.
- i) It provides students with a more stimulating and motivating environment.
- j) It provides increase opportunities for students with disabilities to developed social skills and age-appropriate play skills.
- k) It promotes the development of friendships among students with and without disabilities.

Identify Unique Needs

The first step towards promoting inclusion is to identify the unique needs of the individual student. Once this is accomplished, the program content and objectives can be selected. The identification of unique needs is basic to adapted physical education. In the absence of unique needs, the physical education that is appropriate is regular physical education.

Determine appropriate instructional settings and sports service

Once unique needs are recognized, inclusive settings for instruction and supplementary or support service are identified. A setting for instruction depends on the support or supplementary service required. Support services might include ways to promote individualized attention through team teaching, peer tutoring, teaching assistants, para-professionals, or volunteers. In addition to support services there might be a need to identify and provide accommodations for students with disabilities to promote inclusion. Example includes interpreters; facilities, equipment, or supply modifications; and even rule modifications. Example of supplementary service include physical, occupational, or recreation therapy; orientation and mobility training, or extended service in physical education.

Individualize instruction

The ability to individualize instruction is an important skill for teachers implementing inclusive program. Individualization occurs when teachers make modifications in their objectives, methods of assessment, content, instructional materials, teaching styles and instructional strategies and methods. Strategies for individualization in inclusive environments will vary and build on the curricular content and objectives appropriate for each student. Inclusionary curricular options modified from the suggestion of Craft (1996) include:

1. A multilevel curriculum in which specific skills or activity levels are varied to meet specific objectives but in which the content areas are the same for all students;
2. A modified curriculum in which activities are adapted to meet the same or different goal or objectives;

3. A different curriculum in which the activities pursued are different in order to meet the same or different goal or objectives.

CONCLUSION

People who pursue a career of teaching physical education and coaching sports typically enjoy physical activity and are active participants in physical education and athletics. Often, however, they do not become knowledgeable about adapted physical education and sport until they prepare for their careers. With increased awareness, they realize that people with unique needs might exhibit abilities ranging from very low to extremely high. As they gain experience, students begin to appreciate that people with a variety of unique needs are involved in adapted physical education and sport. They learn that those with unique needs include people with and without disabilities. Being involved in disability awareness activities and having an opportunity to function as if one has a disability provides important insights and values to prospective teachers.