



PHYSICAL EDUCATION

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Adapted Physical Education
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**TOPIC NO. 1
Introduction to Adapted Physical Education**

**Lecture - 48
ROLE OF PHYSICAL EDUCATION IN ADAPTED PHYSICAL
EDUCATION**

INTRODUCTION

The history of the Adapted program dates back to the implementation of The Education for All Handicapped Children Act (sometimes referred to by using the acronyms EAHCA or EHA, or Public Law (PL 94-142) that was enacted by the United States Congress in 1975. This act required all public schools accepting federal funds to provide equal access to education and one free meal a day for children with physical and mental disabilities. Public schools were required to evaluate handicapped children and create an educational plan with parent input that would emulate as closely as possible the educational experience of non-disabled students.

Physical education is a complex term that is formed by the combination of two terms; 'Physical' and 'Education'. **Physical** refers to all or anything that is related to the body, **Education** is the process of bringing about positive and developmental changes in the behaviour of an individual, a child or a sportsperson (irrespective of the physical condition of the child).

On combination of the former two areas, that is Adapted program and Physical Education we get a specialized branch referred to as '**Adapted Physical Education**'. Adapted physical education is an extended branch of physical education that helps the physical education professional to deal with children belonging to the special category.

Let us now discuss the role of Physical Education in the Adapted Physical Education program.

ROLE OF PHYSICAL EDUCATION IN ADAPTED PHYSICAL EDUCATION

By combination of the two specialized areas, that is Adapted program and Physical Education we get a specialized branch referred to as '**Adapted Physical Education**'. Adapted physical education is an extended branch of physical education that helps the physical education professional to deal with children belonging to the special category. The children who may have disorders or disability/disabilities that may or may not be cured completely but the individual can be given rehabilitation so as to restore or modify the individual's functional ability to an extent where the individual becomes socially and economically productive.

Adaptive Physical Education (APE) as we know is the 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. APENS that is, the Adapted Physical Education National Standards promotes qualified, nationally certified educators to provide physical education services to students with disabilities. Adapted physical education is all about meeting the unique needs of individual students with disabilities. In Adapted Physical Education, the instructor provides planning and assessment, consultation, specialized instruction, and adapts or modifies the curriculum, task, equipment, and/or environment so a child can participate in all aspects of physical education.

More specifically, 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. Adapted physical education is a specially designed program of developmental activities, games, sports, and rhythms suited to the interests, capabilities and limitations of students with disabilities who may not safely or successfully engage in unrestricted participation in the activities of the regular physical education program. The safety of students must be considered when planning and implementing APE programs. The Individuals with Disabilities Education Act (IDEA) requires that special education, including instruction in physical education, be provided at no cost to parents. Adapted physical education may be supplemented by related services, intramural sports, athletics, or other experiences that are not primarily instructional. However, these services cannot be provided in place of an adapted physical education program.

Federal law mandates that physical education should be 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 sports (including intramural and lifetime sports)

Adapted physical education caters to the needs of people with disabilities as described by the Individuals with Disabilities Education Act (IDEA) which are categorised as follows:

- Autism
- Deaf – Blindness
- Deafness
- Hearing impairment
- Intellectual disability
- Multiple disabilities
- Orthopedic impairment
- Other health impairment
- Serious emotional disturbance
- Specific learning disability
- Speech or language impairment
- Traumatic brain injury
- Visual impairment including blindness

As mentioned above Adapted Physical Education mainly aims at restoring normal or almost normal functioning of an injured or disabled person so as to enable him or her to live a socially and economically productive life. With the enactment of The Education for All Handicapped Children Act in 1975, it became compulsory for all public schools to cater to the needs of the children with disability/disabilities as well. In the whole process of adapted physical education program, the aims, objectives, principles and characteristics of Physical Education plays a very important role. As we know that Physical Education aims at the “All-round development of an individual” which is solely possible if the objectives are fulfilled. The objectives of Physical Education, in addition to physical and mental development also include the emotional, social and vocational aspects of the individual to be developed at the same time. Thus, from all the discussions we can sum it up that both Adapted program and Physical education strives to fulfil a common objective and hence are inter-connected to each other.

In fact, **Adapted Physical Education (APE)** is physical education that is individualized and specially designed to address the needs of students with disabilities who require adaptations or modifications to be physically active, participate safely, and make progress toward the Academic Standards for Health, Safety, and Physical Education. The need for Adapted physical education is based on student assessment.

It is important to know that adapted physical education follows the same principle of Least Restrictive Environment (LRE) as all other special education services. This means that the Individualized Education Plan (IEP) team should consider the full array of delivery options, beginning with participation in the general physical education class.

An Individualized Educational Plan (IEP) can be defined as a plan for each student, aged in between 3 to 21 years, who qualify for special education services, based on an evaluation. All IEP's are outcome-oriented giving assurance that the student will benefit from special education and have real opportunities, full participation, independent living and economic self-efficiency. If a student is receiving adapted physical education services, it must be identified on the IEP and Adapted Physical Education goals that should be developed and implemented. IEP's are revised once a year by an IEP team. The plans are developed by the IEP team and based on comprehensive assessment as outlined by guidelines established in the Individuals with Disabilities Education Act (IDEA).

The APE teacher is a direct service provider and not a related service provider, because physical education for children with disabilities is a federally mandated component of special education services [U.S.C.A. 1402 (25)]. This means that physical education needs to be provided to the student with a disability as part of the special education services that child and family receive. 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/she needs them to benefit from instruction.

The purpose of the APENS project was to ensure that physical education for children with disabilities should be delivered by a qualified Adapted Physical Educator. In order to meet this purpose a set of 15 national standards representing the content a qualified Adapted Physical Educator must know to do their job was developed. In addition, a national certification exam was developed to measure the specialized content. The content an Adapted Physical Educator must know were identified and divided into 15 broad standards. The following are brief descriptions of the specific standards. (To see the standards in full, you can also refer to the Adapted Physical Education National Standards Guide.)

1. HUMAN DEVELOPMENT

The foundation of proposed goals and activities for individuals with disabilities is grounded in a basic understanding of human development and its applications to those with various needs. For the adapted physical education teacher, this implies familiarity with theories and practices related to human development. The emphasis within this standard focuses on knowledge and skills helpful in providing quality APE programs.

2. MOTOR BEHAVIOUR

Teaching individuals with disabilities requires the knowledge of how an individual develops. In the case of APE teachers, it means having knowledge of typical physical and motor development as well as understanding the influence of developmental delays on these processes. It also means understanding how individuals learn motor skills and apply principles of motor learning during the planning and teaching of physical education to students with disabilities.

3. EXERCISE SCIENCE

As an adapted physical educator, one must understand that modifications to the scientific principles of exercise and the application of these principles may be needed when teaching individuals with disabilities to ensure that all children with disabilities enjoy similar benefits of the exercises they perform. While there is a wealth of information in the foundational sciences, the focus of this standard is always on the principles that address the physiological and biomechanical applications encountered when working with diverse populations.

4. MEASUREMENT AND EVALUATION

This standard is one of the foundation standards underscoring the background an adapted physical educator should have in order to comply with the mandates of legislation and meet the needs of students. Understanding the measurement of motor performance, to a large extent, is based on a good grasp of motor development and the acquisition of motor skills covered in other standards.

5. HISTORY AND PHILOSOPHY

This standard traces facts regarding legal and philosophical factors involved in the current day practices of adapted physical education. This information is important to understand the changing contribution that physical education can make in the lives of people and children involved in the program. Major components of each law that relates

to education and physical activity are emphasized. The review of history and philosophy related to special and general education should also be covered in this area.

6. UNIQUE ATTRIBUTES OF LEARNERS

Standard 6 refers to information based on the disability areas identified in the Individuals with Disabilities Education Act (IDEA) found within school age population. Materials are categorically organized in order to present the information in a systematic manner. This organization is not intended to advocate a categorical approach to teaching children with disabilities. All children should be treated as individuals and assessed to determine what individual needs they have.

7. CURRICULUM THEORY AND DEVELOPMENT

As the adapted physical educator is planning to teach physical education to students with disabilities, the educator should recognize that certain Curriculum Theory and Development concepts, such as selecting goals based on relevant and appropriate assessments, must be understood by him. The adapted physical educator having discovered Curriculum Theory and Development which is more than writing unit and lesson plans. Nowhere does this come into play more than when the educator is planning a program for a student with disability.

8. ASSESSMENT

This standard addresses the process of assessment, one that is commonly taught as part of the basic measurement and evaluation course in a physical education degree curriculum. Assessment goes beyond data gathering to include measurements for the purpose of making decisions about special services and program components for individuals with disabilities.

9. INSTRUCTIONAL DESIGN AND PLANNING

Instructional design and planning must be developed before an APE teacher can provide services to meet legal mandates, educational goals and most importantly the unique needs of individuals with disabilities. Many of the principles addressed earlier in human development, motor behaviour, exercise science and curriculum theory and development are applied to this standard in order to successfully design and plan programs of adapted physical education.

10. TEACHING

A major part of any APE position is teaching. In this standard many of the principles addressed earlier in such standard areas as human development, motor behaviour, and exercise science, are applied to this standard in order to effectively provide quality physical education to individuals with disabilities.

11. CONSULTATION AND STAFF DEVELOPMENT

As more students with disabilities are included in the general education program, teachers are provided more consultation and staff development activities for colleagues. This requires sensitivity as well as excellent communication skills. The dynamics of interdisciplinary cooperation in the consultation process requires knowledge of several consultative models. This standard identifies key competencies an adapted physical educator should know related to consultation and staff development.

12. STUDENT AND PROGRAM EVALUATION

Program evaluation is a process of which student assessment is only a part. It involves evaluation of the entire range of educational services. Few physical educators are formally trained for program evaluation, as national standards for programs have only

recently become available. Therefore, any program evaluation that has been conducted is typically specific to the school or district, or limited to a small range of parameters such as number of students scoring at a certain level of a physical fitness test. Adapted physical education programs or outcomes for students with disabilities are almost never considered in this process.

13. CONTINUING EDUCATION

The goal of this standard is to focus on APE teachers remaining current in their field. A variety of opportunities for professional development are available. Course work at a local college or university is just one avenue. APE teachers can take advantage of workshops, seminars and presentations at conferences, conventions or in service training. Distance learning opportunities are also becoming abundant.

14. ETHICS

A fundamental premise of the Adapted Physical Education National Standards Project is that those who seek and meet the standards to be certified as adapted physical educators will strive at all times to adhere to the highest of ethical standards in providing programs and services for children and youth with disabilities. This standard has been developed to ensure that its members not only understand the importance of sound ethical practices, but also adhere to and advance such practices.

15. COMMUNICATION

In recent years, the role of the professional in APE has evolved from being a direct service provider to include communicating with families and other professionals in order to enhance program instruction for individuals with disabilities. This standard includes information regarding the APE teacher effectively communicating with families and other professionals using a team approach in order to enhance service delivery to individuals with disabilities.

The roles and responsibilities of the adapted physical education specialist include but is not limited to assessing and identifying an individual's needs; collaborating or consulting with other service providers; and providing direct Adapted Physical Education service. Legal Reference: 5 CCR sec. 3051.5(b) and sec. 56320(f)(g).

An Adapted Physical Education specialist is part of the multidisciplinary assessment team whose responsibilities include assessing and identifying a child's needs in the area of movement skills. To accomplish this, the Adapted Physical Education specialist must choose appropriate assessment methods and instruments; administer the assessment; interpret the data; describe the present level of performance; and recommend the appropriate physical education service based upon the student's identified needs. Adapted Physical Education specialists provide consultation to and 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 specialists provide direct adapted physical education service to students, identified through the individual education program (IEP) team process, who need specialized instruction. Appropriate goals and objectives/benchmarks are included in the student's IEP. Progress toward goals and objectives/benchmarks are reported at the same frequency as progress is reported for non-disabled peers.

The Best Practice however is that through appropriate assessment and interpretation of data, the needs of the student, goals and objectives are identified. Children with disabilities often receive services from several teachers and specialists. Through consultation and collaboration among these professionals, the quality of instruction and intervention tends to be enhanced as information and strategies are shared.

An Adapted Physical Education teacher or Physical Education teacher qualified to teach Adapted Physical Education should be able to fulfil the following roles:

- The adapted physical educator should be able to design achievement based programs
- He should be able to implement high quality instruction
- The educator must demonstrate leadership and advocacy

1) **Design Achievement Based Programs**

- To ensure that a continuum of placements for students with disabilities is provided, it should be kept in mind that Adapted Physical Education is a service not a setting, Adapted Physical Education can be provided
 - In a general physical education class.
 - In a separate adapted physical education class.
 - In a combination of settings.
- Develop and implement physical education programs.
- Evaluate general physical education curriculum for appropriate activity.
- Write and/or utilize adapted physical education information to design individualized physical education programs.
- Develop appropriate Adapted Physical Education and Individualized Educational Plan goals and objectives and monitor progress.
- Provide instruction that will assist students in maintaining a healthy lifestyle in the community and as they change/transit from school to post secondary placements.

2) **Implement high Quality Instruction**

- Certified Qualified Physical Education/Adapted Physical Education Teachers: Individual State/local requirements for Adapted Physical Education teachers or “qualified” teachers to teach Adapted Physical Education
- Post Bachelor’s work in Adapted Physical Education or Certified Adapted Physical Educator High Quality Instruction.
- Implement effective classroom and behaviour management strategies.
- Provide age-appropriate meaningful physical activity.
- Be able to evaluate/assess performance and in physical education to determine strengths and needs of each student.
- Differentiation:
 - Instructional Strategies,
 - Activity Modifications,
 - Environment Modifications,
 - Equipment Modifications and Specialized equipment/Assistive devices,
 - Incorporating Technology (communication boards) (Wii, Xbox Kinect, etc.)

3) **Demonstrate Leadership and advocacy**

- Promote a positive attitude regarding all students in the gymnasium.
- Have an awareness of Individuals with disabilities Education Act also abbreviated as IDEA and other federal, state and local laws and policies.
- Collaborate with other professionals
 - Related services (Physiotherapist, Speech, Vision and Special Educators).
- Be an active participant in the Individualized Educational Plan team process.
- Stay current and mirror latest trends and techniques, as well as keep a track of the recent relevant researches.
 - Professional organizations state and nation wide,
 - Professional journals.

The services provided by an Adapted Physical Education teacher may further include (adapted from Sherrill, 1998):

- Planning services
- Assessment of Individuals /Ecosystems
- Prescription/Placement: The IEP
- Teaching/Counseling/Coaching
- Evaluation of Services
- Coordination of Resources and Consulting
- Advocacy

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The role of physical education in adapted physical education can more specifically be summed up as:

- The adapted physical education is a setting that can be given under different conditions.
- The program is compulsory in every public school and aims to give the students specifically designed programs that make them self sufficient and independent.
- It ensures results by a continuous process of test, evaluation and feedback system keeping a track of the child's development.
- Develops the confidence of the child by involving him in various kinds of physical tasks that are designed specially for the concerned child.
- Fulfilling the objectives of physical education indirectly leads to the achievement of the aim of adapted physical education as well thus playing an important role in the adapted program.
- Adapted physical education leads to the overall human development.

- It leads to an improvement in the motor efficiency of the students or individuals.
- Develops confidence among the students thus leading to better communication chain between the child, the parents, teachers and the school authorities as well.

With the development of new and improved technology with physical education, and especially adapted physical education, it is important for the APE teacher to know and understand different ways to implement technology for increased success for their students. APE teachers can develop an updated website regarding a fitness workout plan, in which students can download and follow at home with a sibling or parent. Students can be taught how to keep track of their physical fitness goals and record the data on a spreadsheet. Video files can also be used to demonstrate proper technique. Teachers can easily create videos of students doing an activity and download them onto an iPod or computer so students have an easily accessible reference to use during transition periods or after they graduate. Video files or iMovies can be utilized as report cards or as evidence of IEP goal attainment. In APE pedometers can easily be introduced into any lesson and taught how to use and how to keep track of steps. Teachers can also play appropriate and motivating music for aerobic activities. Video games are also starting to become more and more predominant in physical education classes, such games can be used outside of school as well. Some games are particularly accessible for individuals with disabilities including Wii and Eye Toy Play. New applications (Apps) are constantly being created to assist people with disabilities in numerous ways. With technology growing, APE teachers need to continue to develop as professionals in providing new ways to enhance their students physical development.

From all the above discussion about the various aspects of Adapted Physical Education, it is clear that APE is an individualized program of instruction created for students with disabilities that enables success in physical education. In the context of APE, "adapt" means "to adjust" or "to fit" and also to make modifications so as to meet the special needs of students.

APE is a sub-discipline of physical education and encompasses the same components associated with physical education, providing safe, personally satisfying and successful experiences for students of varying abilities. The curricular purposes of adapted physical education align with those of physical education. The Individuals with Disabilities Education Improvement Act (IDEA) includes in the definition of adapted physical education physical and motor fitness, fundamental motor skills and patterns, skills in aquatics and dance individual and group games and sports, including lifetime sports, designed to meet the unique needs of individuals ages 0-21.

APE should be diversified and include developmental and remedial activities as well. APE is a direct service, not a related service. APE services should include assessment and instruction by qualified personnel prepared to gather assessment data and provide physical education instruction for children and youth with disabilities and developmental delays.

CONCLUSION

Adapted Physical Education is a field which draws upon more than a hundred years of history, having its roots in the 19th century efforts are aimed at medically directed remediation of disabilities. Since then, a whole body of scientific research has expanded our understanding of the field to the point where it now constitutes a knowledge base appropriate for a specialist. The field continues to grow exponentially and keeping up with it. It is essential if students who require APE are to receive the full benefit of the instruction to which they are entitled. The only realistic means available to school districts and parents for ensuring that those students are receiving that benefit is to rely on a **National** level certifying authority to maintain an updated **Standard** and to regularly certify that its members are current in their understanding and practice of those skills and knowledge.