



## FAQs

### **Q1. What is community-based physical education programming?**

Ans: The community-based physical education program is to provide an education to differently abled individuals so that differently abled individuals could become independent adults in the community. Prerequisite to independent living is the acquisition of the physical and motor skills that will enable a differently abled individual to participate in domestic, recreational, and vocational life in the community. The physical and motor skills attained in instructional settings in the schools should be generalized into physical activity in the community.

### **Q2. What is normalization?**

Ans: Normalization “means making available to the differently abled patterns and conditions of everyday life which are as close as possible to the norms and patterns of the mainstream of society.

### **Q3. Describe some principles of normalization.**

Ans: Principles of normalization are:

- They must be perceived by society as human beings, not as subhuman.
- They must be perceived by society as possessing a legal and constitutional identity (due process of law for involuntary institutionalization as well as equal opportunity in education, housing, employment)
- They must be viewed as persons who can adapt to their environment and acquire skills for as long as they live.
- They must be provided opportunity by society to take full advantage of their culture.
- Services must be provided by trained personnel with technical competence in education and rehabilitation.
- The human services that care for the differently abled and providing opportunity for skill development must be valued and well understood by society.
- The differently abled must be provided opportunities to play valued roles and lead valued lives in our culture.

### **Q4. What are the role and tasks of physical education teachers of the differently abled?**

Ans: The role and tasks of physical educator is to develop physical and motor fitness, fundamental motor skills and patterns, team sports skill, and knowledge of rules and strategies that go with participation in physical activity.

**Q5. What is the present status of physical education for differently abled individuals as compared to the legislative entitlements of these children?**

Ans: The present status of physical education for differently abled individuals as compared to the legislative entitlements is that Physical education for differently abled individual has been a mandate for over a decade. As a result of the mandated physical education programs, there are undoubtedly several model programs in operation. However, from a national perspective, even with financial assistance from the federal government to develop adapted physical education teachers and programs, physical education for differently abled students is still inadequate and woefully neglected under developed area of public school programming. One reason differently abled students are not receiving adequate institution in physical education is because they are inappropriately placed. By law differently abled children should be placed in the most appropriate least restrictive setting that meets their needs. The least restrictive environment is the desirable setting yet not all differently abled individuals belong to the regular class.

**Q6. What is a legal definition of physical education?**

Ans: It is the very foundation of good citizenship in preparing him for later training and in helping him adjust normally to his environment.

**Q7. Describe the purpose of the rehabilitation Act of 1973 and The Education for All Handicapped Children Act.**

Ans: Concern for the needs of disabled individuals surfaced during the renaissance; however, social reforms directed toward improving the quality of life for the disabled did not begin until the nineteenth century. World War I and II provided the impetus to develop rehabilitation programs to improve the function of disabled persons. Focus on upgrading the opportunities for mentally retarded individuals become a reality in the 1960s. A national effort to provide school and community services for all differently abled person began with the rehabilitation Act of 1973 and the Education for all Handicapped Children Act of 1975. These two pieces of legislation mandate appropriate physical education programs and opportunities to participate in intramurals and interscholastic sports for differently abled citizens of school age.

**Q8. Write the cascade system of lesser restrictive school environments?**

Ans: The suggested cascade system of lesser restrictive school environments are as follows:

*Level 1: specialized facility (Non-public school)*

The differently abled student needs more intense physical education than can be provided in a public school (day or residential program).

*Level 2: The special school setting.*

The differently abled individual receives an individual physical education program under the direction of an adopted physical education teacher in a specially designed facility within the public school system

*Level 3: Regular physical education class and an adapted physical education (differently abled only) class.*

Differently abled students receive the special physical education program under the direction of the regular physical education teacher. In addition the student spends time in a specially staffed and equipped adapted physical education setting.

*Level 5: The regular physical education setting plus supplementary instruction and services*

The differently abled pupil receives the individual physical education program under the direction of the regular physical education teacher. In addition, instruction or services from an adapted physical education specialist is provided.

*Level 6: the regular physical education setting*

The differently abled student receives an individual physical education program under the direction of the regular physical education teacher in the regular class.

**Q9. What is a related service?**

Ans: The development of the physical prerequisite (of a pathological nature) of skills is called related service.

**Q10. Why is physical education an integral part of special education?**

Ans: Physical education is an integral part of special education because it specially designs instruction at no cost to parents or guardian to meet the unique needs of a child with a disability including instruction conduct in a classroom, in home, in hospital and institution, in other setting and in physical education.