



FAQs

Q1. What should be included in physical education curricula?

Ans: Physical education curricula should include individual sports skills, team sports skills, aquatic and dance skills and prerequisites to community-based recreational sports and physical activity.

Q2. What are the guiding principles of adapted physical education?

Ans: The guiding principles of adapted physical education are:

- i). There is need for common understanding regarding the nature of adapted Physical education.
- ii). There is need for adapted Physical Education in schools and colleges.
- iii). Adapted physical education has much to offer to the individual who faces the combined problem of seeking an education and living most effectively with a handicap.
- iv). The direct and related services essential for the proper conduct of adapted physical education should be available to our schools.
- v). It is essential that adequate medical guidance be available for teachers of adapted physical education.
- vi). Teacher of adapted physical education have a great responsibility as well as an unusual opportunity.
- vii). Adapted physical education is necessary at all school levels.

Q3. What are the requirements in physical education that should be considered while teaching adapted physical education.

Ans: Physical education engaged in teaching adapted physical education should have the following requirements:

- a) It should have adequate professional education to implement the recommendations provided by medical personnel.
- b) It should be motivated by the highest ideals with respect to the importance of total student development and satisfactory human relationship.
- c) It should develop the ability to establish rapport with students who may exhibit social maladjustment as a result of a disability.
- d) It should be aware of a student's attitude toward his disability.
- e) It should be objective in relationships with students.
- f) It should be prepared to give the time and effort necessary to help a student overcome a difficulty.
- g) It should consider as strictly confidential information related to personal problems of the student.
- h) It should stress on similarities rather than deviations, and abilities instead of disabilities.

Q4. What kind of student were accommodated in adapted physical education in past?

Ans: In the past adapted physical education programmes have been developed to accommodate students who have temporary injuries (e.g. preoperative and postoperative cases), weak musculature, or problems with posture or body mechanics.

Q5. What are long ranges planning?

Ans: The most important step in providing appropriate physical education services for handicapped students is long-range planning. Programmes that are carefully planned have a much greater chance of meeting the students' needs than those programmes that are hurriedly put together. Long-range planning involves (1) identifying an individual who will be responsible for the programme: (2) appointing an advisory committee: and (3) having the supervisor and advisory committee survey the district to establish goals for the programme, interpret the need for the programme, secure support for the programme and agree on general policies for the programme.

Q6. What are the 3 steps which should be accomplished before adapted physical education?

Ans: The 3 steps to be accomplished before adapted physical education are:

- i) It is important to determine the number and types of children classified as handicapped in the school or district.
- ii) School administrators must be made aware of the federal requirement.
- iii) The school or school district administration must agree to begin planning to provide appropriate physical education experience for the handicapped students.

Q7.What can adapted physical education offer an individual?

Ans: Adapted physical education has much to offer to the individual who faces the combined problem of seeking an education and living most effectively with a handicap. Through adapted physical education the individual can:

- a) be observed and referred when the need for medical or other services is suspected .
- b) be guided to avoid situations which would aggravate the condition or subject him/her to unnecessary risks or injury.
- c) improve neuromuscular skills, general strength and endurance following convalescence from acute illness or injury.
- d) be provided with opportunities for improved psychological adjustment and social development.

Q8. In school what are the service essential for proper conduct of A.P.E.?

1. **Ans:** The direct and related services are essential for the proper conduct of adapted physical education in schools.

These services should include:

- a) Adequate and periodic health examination;
- b) Classification for physical education based on the health examination and other pertinent tests and observations;

- c) Guidance of individuals needing special consideration with respect to physical activity, general health practices, recreational pursuits, vocational planning, psychological adjustment, and social development,
- d) Arrangement of appropriate adapted physical education programs:
- e) Evaluation and recording of progress through observations, appropriate measurements and consultations,
- f) Integrated relationships with other school personnel, medical and its auxiliary services, and family to assure continuous guidance and supervisory services;
- g) Cumulative records for each individual, which should be transferred from school to school.

Q9.What are the data that should be gathered from handicapped students?

Ans: Data concerning their ages, number, and types of conditions should be gathered, if it is learned that handicapped students are enrolled in the school district,

Q10.Where can a handicapped student obtain assistance from?

Ans: Handicapped students can obtained assistance from the local, district, or state professional teachers' association and the office of special education in the state departments of education.