



## Summary

As early as 1951 guiding principles for adapted physical education programmes were developed. Actual content areas for physical education were included in regulation. Aims and objectives of an adapted physical education programme should be consistent with the guiding principles and address the mandated content areas.

When attempting to establish an adapted physical education programme it may be necessary to determine the number and type of handicapped children that needs to be served, raise the level of administrators' awareness of physical education requirements, and secure agreement to begin long-range planning to provide an appropriate physical education programme for students served by the school. A justification of the benefits and cost effectiveness of the adapted physical education programme should be communicated to parents, administration, regular physical education teachers and related service personnel.

During the long-range planning for the adapted physical education programme, important factors to consider are selecting a supervisor with outstanding qualifications, appointing an advisory committee to help guide the programme, surveying the school or district to determine specific needs, assisting with attainment of objectives for the adapted physical education programme and securing support for the programme.

When the programme is implemented, specific student needs and appropriate activities must be determined through testing. Policies for classification, scheduling and transferring students should be established. In addition to teaching, the adapted physical education instructor counsels, keeps a complete set of records and motivate students to perform high standard of achievement.