



Physical Education Programme for Disables, Elementary Schools ,Middle School, High School and College & University.

Introduction

An important step in providing a good adapted physical education programme is planning. A plan provides the direction of the programme and includes identifying its purpose, aim, goals, and objectives. The purpose of a programme should be consistent with mission of its organization and with the regular or general physical Education or sports programme available for individuals without disabilities. The purpose of adapted physical education is to promote self –actualization, which turn promote optimum personal development and contribution to the whole society. This purpose is consistent with humanistic philosophy interpreted by Sherrill, who says that it pertains to helping people fully human , there by actualizing their potential for making the world best possible place for all form of life (2004)

The given figure below encompasses the statement of purpose presented as well as programme's aims, programme goal, and content areas. This framework assumes that the adapted physical education programme is the part of the total physical education programme for disables ;elementary school, middle schools, High School and college & University.

Aim and goals for an adapted physical education programme.

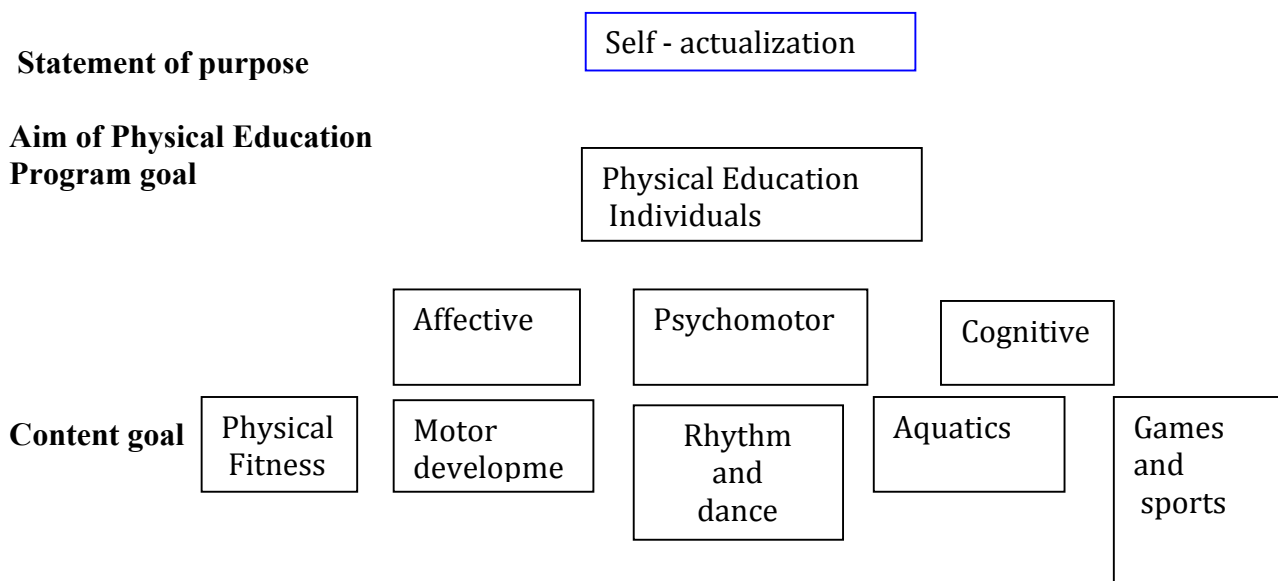


Figure.1 Aim and goals for an adapted physical education programme.

The development of physical education programme individual is accomplished through experiences associated with goal and objectives related to psychomotor, cognitive, and affective domains of learning. In this paradigm, program goal are accomplished by development through the psychomotor domain, contains and programme goals.

Programme goals developed through content area related to psychomotor development may be in many ways. Figure shows five contents areas; physical fitness, motor development, rhythm and dance, aquatics, and games and sports.

According to individual with Disable education Act (IDEA), Students of elementary school, primary school, high school , College and university, with disabilities must have an Individualized education program (IEP) developed by a planning committee. In developing an IEP development might include specially designed instruction in physical education. IDEA also requires the development of an individualized family service plan (IFSP) for infants and toddlers with disabilities (OSE/RS, 2002). Although physical education services are not mandated for this age group; they may be offered as part of an IFSD. In accordance with section 504 of the Rehabilitation Act of 1973 and its amendments, it is recommended that an accommodation plan be developed by a school-based assessment team to provide services and needed accommodations for individuals with disabilities. Each school should have policies and procedures to guide the development of all individualized programs.

OVERVIEW OF INDIVIDUALIZED PROGRAMS

When President Ford signed PL 94-142, The Education for All Handicapped Children Act. Of 1975, the provision of special education in the United States was altered in several ways. One significant change was the provision that students classified as having a disability should have IEPs. More recent legislation, culminating with the amendments to the Individuals with Disabilities Education Act (IDEA) in 1997, has reaffirmed the importance of IEPs in developing appropriate educational plans for students with disabilities. An IEP is a written document that essentially describes the student's current level of educational achievement, identifies goals and objectives for the near future, and lists the educational services to be provided to meet those goals. IDEA requires that IEPs be developed for all students with disabilities among the elementary school, Medium High school, College and University students.

STUDENTS WITH A DISABILITY

The specially designed program for any child identified as having a disability by the school district in accordance with IDEA is the detailed the IEP and must include certain components.

Student with unique needs in physical education

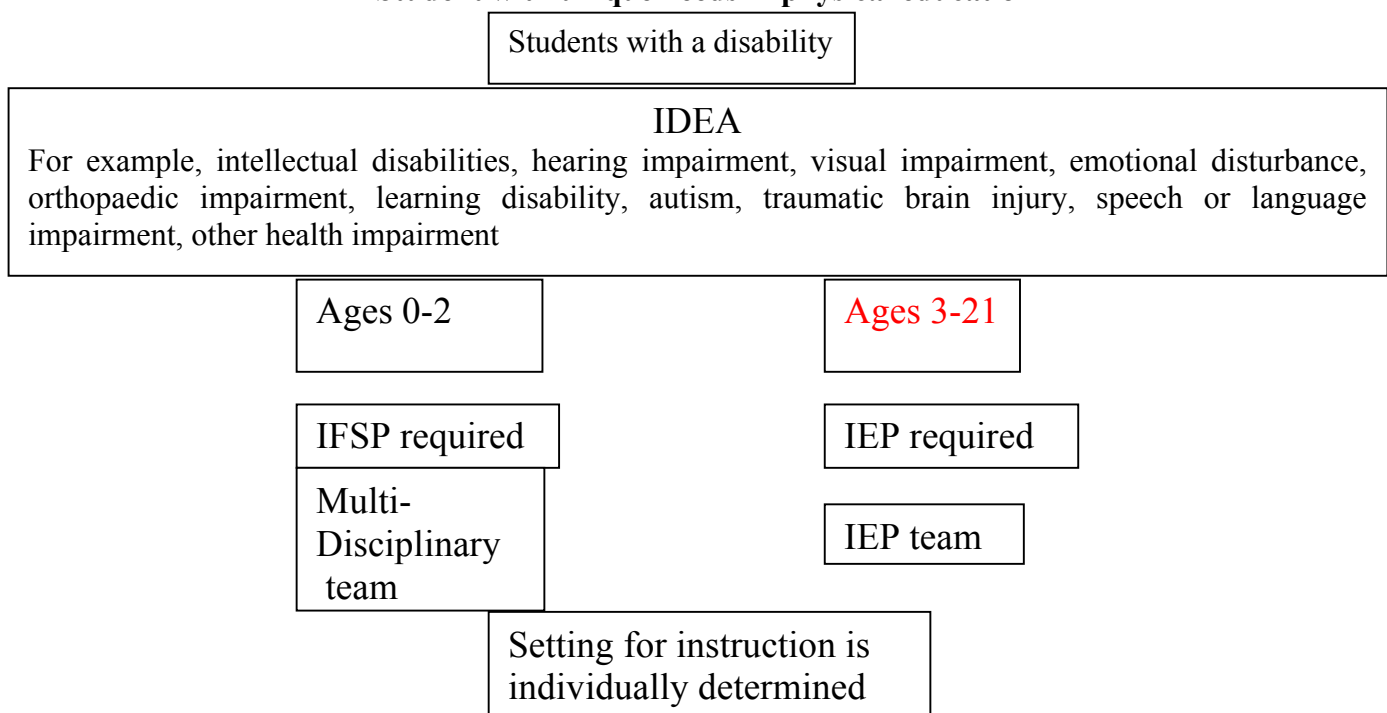


Figure 2. Individualized programme for students with unique needs in physical education.

Although local IEP forms might include additional information, IDEA requires an IEP to contain eight components.

1. Present level of performance

Every IEP must include a statement of the child's present levels of educational performance, including how the child's disability affects the child's involvement and progress in the general curriculum or for preschool children. How the disability affects the child's participation in certain activities (Department of education, 2002). In essence, the present level of performance (PLP) component is used to establish the student's current "baseline" educational abilities and is where all relevant evaluation information has two general purposes: (1) to determine if a child has a disability (this is especially critical during the student's initial evaluation and any formal re-evaluations, which much take place at least once every three years) and (2) to determine the educational needs of the child. PLP should also note how the disability affects the child's participation and success in the regular curriculum. The present level of performance component is the cornerstone of the IEP.

2. Annual goal and short-term objective

Every IEP is a statement of measurable annual goals, including benchmarks or short-term objectives. These goals and objectives relate to: (1) meeting the child's needs that result from the disability so that the child can be involved in and progress in the general curriculum and (2) meeting each of the child's other educational needs that result from the child's disability (Department of education, 2002).

Although the annual goal is broad or general, a short-term objective (STO) is narrow and specific. A STO is a statement that describes a skill in terms of action, condition, and criterion. Condition indicates the way the skill is to be performed, such as running 50 yards (about 45 meters). Criterion refers to how well the skill is to be performed, such as running 50 yards in 8.5 seconds. Conditions and criteria used in physical education usually relate to such concepts as "how fast," "how long," "how far," or "how many," although it is also appropriate to describe "how mature". Just as an annual goal must relate to PLP information, STOs must relate to an annual goal.

3. Statement of special education and related service and supplementary aids and services

A third required component of the IEP is a statement of the special education and related services and supplementary aids and services to be provided to the student (or on behalf of the student) as well as a statement of the program modifications or supports for school personnel that will be provided for the student. These services, aids and supports are provided to help the student progress in the general curriculum as well as in extracurricular and non-academic activities, and to participate with both students with disabilities (Department of Education, 2002).

4. Statement of participation in regular settings

The IEP must contain an explanation of the extent, if any, to which the child will not participate with children without disabilities in the regular class and in other extracurricular and non-academic activities (Department of Education, 2002). If a child is removed from the regular physical education setting to participate in an adapted physical education program, for instance, this should be noted in this component of the IEP. Usually this explanation includes a percentage of time the student is excluded from (or included in) the regular educational setting and for what kind of activities.

5. Assessment modifications

Another required IEP component is a statement of individual modifications in the administration of state- or district-wide assessments of student achievement needed in order for the child to participate in such assessment, the IEP must include a statement regarding why that assessment is not appropriate for the child and how the child will be assessed instead (Department of Education, 2002). Thus, if a school district routinely administers physical education tests (physical fitness, fundamental motor skills, sports skills, aquatics and so on).

6. Schedule of services

A sixth required component is the projected date for the beginning of the services and modifications listed earlier in the IEP and the anticipated frequency, location, and duration of those services and modifications (Department of Education, 2002)

7. Transition services

The IEP also requires that beginning at age 14 (or younger, if determined appropriate), a statement of needed transition services for the child must be added (Department of Education, 2002). This component includes goals and actions to help the student transition successfully from the school based educational program to a community based option that will occur no later than age 22. Many students, for instance, might eventually be enrolled in vocational training programs, some will go on to college, and others might enter alternative adult service programs (e.g., group homes, sheltered workshops). School personnel attempt to prepare students for the most appropriate option once they “age out” of school. For physical education teachers, transition includes extending opportunities for physical activity into the community.

8. Procedures for evaluation and parental report

The final required component of the IEP is a statement of how the child’s progress toward annual goals will be measured and how the child’s parents will be regularly informed of that progress (idea, 2002). This component is used to specify how and when the student’s progress will be evaluated. In most cases, progress is determined by testing the written objectives. The evaluation should indicate the extent to which the progress is sufficient to enable the child to achieve the goals by the end of the year. Evaluation can be scheduled to occur at any time within 12 months from the time the IEP takes effect; the IEP must be reviewed at least annually and re-evaluated at least triennially. Parental notification of the progress of a student with a disability must occur at least as often as a parents are routinely informed of the progress of a student without disabilities (e.g., the frequency of regular report cards)

DEVELOPMENT OF THE IEP

Procedures for developing an IEP vary slightly from state to state, but essentially the process involves two steps ;

- (1) to determine if the student is eligible for special education services and
- (2) to develop the most appropriate program, including establishing goals and objectives and determining appropriate placement. The process that results in the development of an IEP usually begins with a referral. Any professional staff member at a school who suspects that a child might possess a disability can refer the child for an evaluation to determine eligibility for special education.

IDEA requires that an IEP team, consisting of one or both of the student’s parents; at least one regular education teacher; at least one special education teacher; a representative of the school district qualified to provide or supervise the provision of special education .

In many cases the IEP team will determine unique needs by assessing the results of standardized tests. But before reaching a final decision, the team also considers other information, such as samples of current academic work; the role of behaviour, language, and communication skills on

the academic performance; the amount of previous instruction; and anecdotal accounts, including parental input. On the basis of the information gathered and their ensuing discussion, the IEP team decides if the student is a “child with a disability” and thus qualified for special education; if so, the team recommends a program and a placement setting recommends a program and a placement setting based on an IEP it has develop.

Conclusion

Physical Education programme for disables, elementary schools, High schools, Collage & university is based on individual education programme (IEP) .Individuals with Disabilities Education Act (ADEA) in 1997, has reaffirmed the importance of IEP, in developing appropriate education plans for students with disabilities. IEPs in developing appropriate educational plans for students with disabilities. An IEP is a written document that essentially describes the student’s current level of educational achievement, identifies goals and objectives for the near future, and lists the educational services to be provided to meet those goals. IDEA requires that IEPs be developed for all students with disabilities among the elementary school, Medium High school, College and University students.