

Preparing Qualified and Effective Adapted Physical Educators to Improve Outcomes for Students with Disabilities

Sponsored by

The National Center to Improve Recruitment and
Retention of Qualified Personnel for Children
with Disabilities

(Personnel Improvement Center)

National Association of State Directors
of Special Education



Webinar Presenters

- Ron Davis and Lisa Silliman-French, Texas Woman's University, Denton
- Manny Felix and Garth Tymeson University of Wisconsin-La Crosse
- Luke Kelly, University of Virginia
- Rebecca Lytle, California St. University-Chico
- Linda Webbert, Baltimore County Public Schools, MD



Webinar Outline

- Introduction and overview- Garth Tymeson, Ph.D. University of Wisconsin–La Crosse
- Roles and responsibilities of APE teachers
- Preparing APE teachers to:
 - Design achievement-based programs
 - Implement high quality instruction
 - Demonstrate leadership and advocacy
- Putting it all together: Assessing and reporting student outcomes in adapted physical education
- Q & A



Introduction

- Physical education is part of special education services and a FAPE (PL 94-142:EAHCA to IDEA 2004)
- “including instruction in physical education” (birth - 22)
- First wording change in IDEA 2004
- New phrase “... unless the public agency enrolls children without disabilities and does not provide physical education to children without disabilities in the same grades.”
- OSEP provided clarification in the discussion section of final rules – “Second, if physical education is specially designed to meet the unique needs of a child with a disability and is set out in that child’s IEP, those services must be provided whether or not they are provided to other children in the agency.” The “second consideration.”

Introduction

- Recent GAO report and required U.S. Department of Education response reiterated the requirement and importance of physical education (it is not a related service)
- Preparation of qualified teachers was cited as a priority to address the special education needs of student with disabilities
- In addition, resources are needed for SEAs and LEAs (and parents)



Introduction

- Some states have addressed APE personnel needs by creating a separate teaching license or credential (currently ~ 13)
- Examples: CA, LA, MI, MN, WI, & OH
- Each state is different – more later from APE leaders in WI and CA
- In addition, Adapted Physical Education National Standards (APENS) = C.A.P.E.
- “One course” model exists in many states for initial certification



Introduction

- High quality programs exist in states without separate licenses (VA, TX, NY, UT, etc.)
- Much depends on the IHE faculty expertise and the knowledge of LEA staff to hire teachers with proper knowledge and skills
- A significant need still exists for the preparation of highly qualified and effective adapted physical education teachers



Introduction

- Research highlights serious obesity and sedentary lifestyles among children with disabilities
- Peer reviewed research continues to cite effective evidence-based practices to enhance the motor and physical skills of children in special education
- Personnel development in adapted physical education can lead to meaningful student success and positive education outcomes



Introduction

- The scope of roles and responsibilities for APE teachers is great
- Requires purposeful theory and practice in teacher preparation
- Identifying and hiring proper APE staff is critical at the local level
- Linda Webbert, Baltimore Co. Public Schools, will present summary of APE teacher roles and responsibilities
- Others presenters will highlight how they prepare APE teachers (several are OSEP Project Directors)



Roles and Responsibilities of Adapted Physical Education Teachers

Linda Webbert, CAPE

Adapted Physical Education Resource Teacher
Baltimore County Public Schools, MD

Roles and Responsibilities of Adapted Physical Education Teachers or ... Physical Education Teachers Teaching Adapted Physical Education



APE teachers or PE teachers qualified to teach APE should be able to:

- Design Achievement-Based Programs
- Implement High Quality Instruction
- Demonstrate Leadership and Advocacy



Achievement-Based Programs

- Ensure a continuum of placements for students with disabilities is provided.
 - APE is a service not a setting, APE 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.

Achievement-Based Programs

- Write and/or utilize adapted physical education information to design individualized physical education programs.
- Develop appropriate adapted physical education IEP goals and objectives and monitor progress.
- Provide instruction that will assist students in maintaining a healthy lifestyle in the community and as they transition from school to post secondary placements.

High Quality Instruction

- Certified Qualified PE/APE 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 behavior 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.



High Quality Instruction

- Differentiation
 - Instructional Strategies
 - Activity Modifications
 - Environment Modifications
 - Equipment Modifications and Specialized equipment/Assistive devices
 - Incorporating Technology (communication boards) (Wii, Xbox Kinect, etc.)



Leadership and Advocacy

- Promote a positive attitude regarding all students in the gymnasium.
- Have an awareness of IDEA and other federal, state and local laws and policies. (in Maryland Fitness and Athletics Equity Act).
- Collaborate with other professionals –related services (PT, OT, Speech, Vision, Special Educators).
- Be an active participant in the IEP team process.
- Stay current -
 - professional organizations state and nation wide
 - professional journals

Preparing Adapted Physical Education Teachers for Roles and Responsibilities

Designing Achievement-Based Programs



Manny Felix, Ph.D.

University of Wisconsin-La Crosse

Definition of an Achievement-Based Program in Physical Education

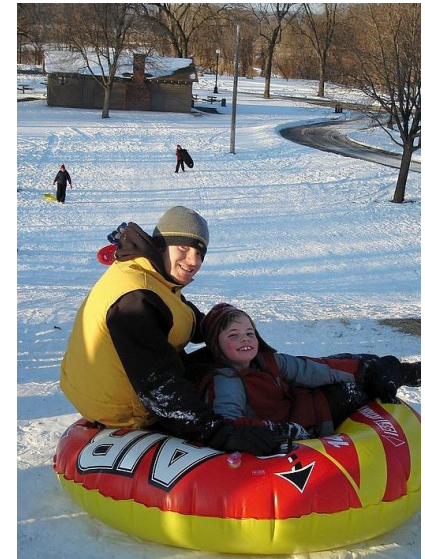
Achievement-based programs utilize a systematic sequential process that enables physical education teachers to plan, implement, and evaluate instructional programs for students based on selected goals and objectives (Kelly, 2011).



Highly effective APE teachers design achievement-based programs.

Must have knowledge and skills in:

- [Physical education content](#)
- [Assessment and evaluation](#)
- [Disability and physical activity implications](#)
- [IEP development, implementation, and evaluation](#)



Knowledge and skills in physical education content

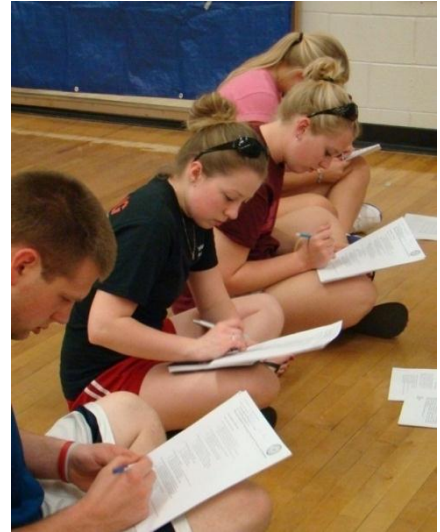
- PK-12 curriculum
 - Program objectives (e.g. object control, body management, health-related fitness, aquatics, physical activity pursuits, etc.)
 - Psychomotor, cognitive and affective domains
- Physical education content standards (National Association for Sport and Physical Education)
 - Many states have their own physical education standards
- What is appropriate/not appropriate for a SWD? (consider safety, integrity of objectives, challenge and success, feasibility)



Knowledge and skills in assessment

Designing achievement-based programs based on current levels of performance

- Standardized testing (Brockport Physical Fitness Test, Peabody Developmental Motor Scales, Adapted Physical Education Assessment Scales)
- Informal testing (rubrics, digital media, portfolios, daily/ weekly recording, task analysis etc.)
- IEP team input (parents, special educators)
- Consider special factors (e.g. behavior, communication, assistive technology)



Knowledge and skills in disability and physical activity implications

- Understand wide range of disabilities and associated characteristics (physical, cognitive, and affective)
- Understand how specific individual characteristics can influence movement skill functioning (and acquisition of)
- Improve physical activity and health outcomes through physical education



Knowledge and skills in IEP development and implementation



- Present levels of performance and annual goals
 - Individualized and meaningful
- Progress reporting
- Focused educational intervention
- Preferred intangibles include:
 - Creativity (long and short term planning)
 - Collaborative planning (SPED personnel, related service personnel, parents and community providers)
 - Documentation alternatives (beyond standardized testing)



Preparing Highly Effective APE Teachers to Design Achievement-Based Programs

UW–La Crosse APE Teacher Preparation

- Undergraduate APE Teaching Minor (24 cr.)
- Graduate APE Masters Concentration (39 cr.)
- Graduate Certification Program (18 cr.)
- ✓ Wisconsin 860 APE Add-on License



Gaining Knowledge and Skills to Design Achievement Based Programs in Adapted Physical Education

(E=Emerging, D=Developing, C=Competency)

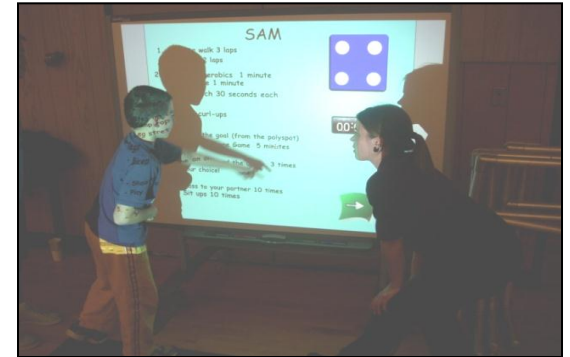


Undergraduate				Core APE Coursework *= significant clinical practicum included	Graduate			
Take	E	D	C		Take	E	D	C
yes	✓			*Introduction to Adapted Physical Education (3 cr.)				
yes		✓		*Teaching Methods in Adapted Aquatics (2 cr.)				
yes				Behavior Management (3 cr.)	yes			
yes	✓			Disabilities & Physical Activity Implications (4 cr.)	yes	✓		
yes		✓		*Assessment & Program Evaluation in APE (3 cr.)	yes		✓	
yes		✓		*Teaching & Service Delivery Models in APE (3 cr.)	yes		✓	
yes		✓	✓	*Teaching Methods & Internship in APE (3 cr.)			✓	
yes			✓	*Student Teaching in APE (3 cr.)				
				*Clinical Internship in APE (3 cr.)	yes		✓	✓

APE teachers work in a variety of educational settings.

Scope of achievement-based programs includes:

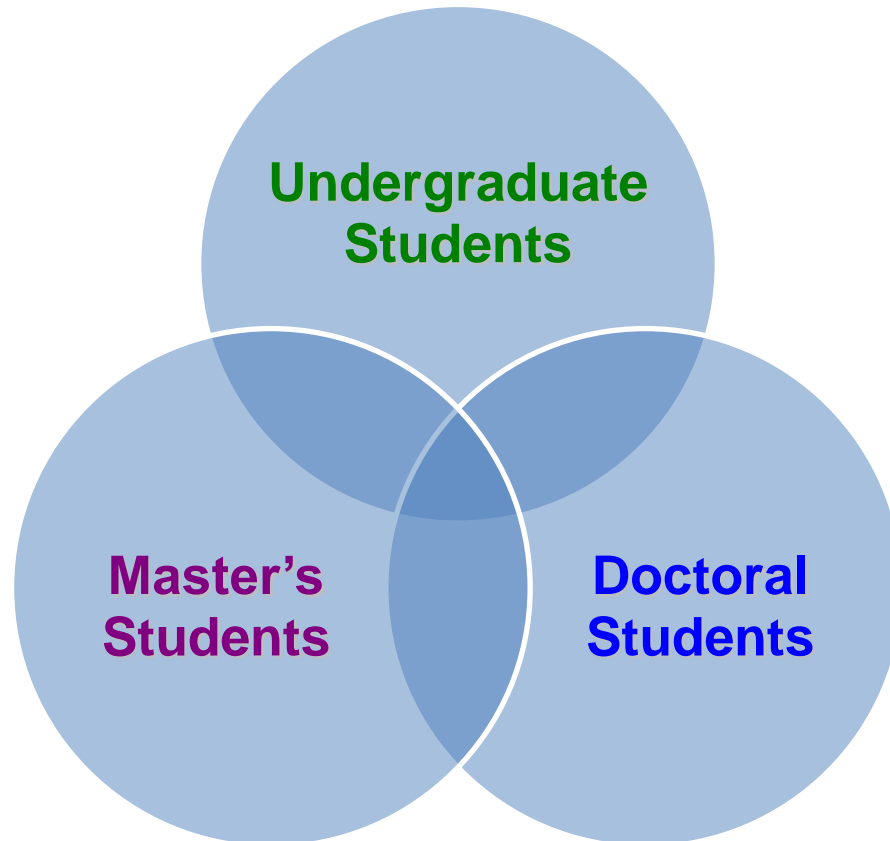
- 1:1 settings
- Self-contained, small group
- Inclusive general PE classes
- PK-12 spectrum
- Transition to community-based lifetime physical activity pursuits, where appropriate



Collaborative Learning Teams: Addressing Functional Levels of ALL students

Ron Davis, Ph.D.

Lisa Silliman-French, Ph.D., CAPE
Texas Woman's University, Denton, TX



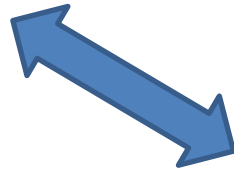
Preparing Teachers for Assessment in APE

Undergraduate Students

- 3 credit hours specifically in APE
- Assessment embedded throughout the curriculum (e.g., disability sport, Elem/Sec PE Methods)

Graduate Students

- 3 credit hours specifically in APE
- Assessment embedded throughout the curriculum with the use of technology and video (e.g., Dartfish, Flip cameras)



Practical experience

- Application experiences for both undergraduate and graduate
- Report writing
- Engaging IEP meetings
- International

Collaboration with Community and Public Schools



Preparing Teachers in Behavior Management for APE

Undergraduate Students

- 3 credit hours specifically in Special Education
- 3 credit hours specifically in APE
 - Data collection (i.e., establish baseline)
 - Determine effective reinforcers
 - Implement Program
 - Measure progress

Graduate Students

- 3 credit hours specifically in APE
- Supervise undergraduate projects
- Design, develop, and implement an extensive BM project

Practical experience

- Campus
- Community
- Local School Districts



Instructional Strategies

Modifying activities, environment, and equipment

- Review of theoretical models (Adaptation, Newell's interaction model)
- Class presentations and teaching demonstrations
- Review of theoretical models, development of equipment, and application during practical settings
- Graduate students preparation and presentation at professional State conference



Specialized Equipment/Technology

Using specialized equipment

Using technology

Use of Dartfish software for movement and behavior analysis during teaching

Use of iPads and Smartboards



Using other assistive devices

Picture cards and Tri-fold story boards



Leadership and Advocacy

What APE teachers should know and be able to do.

Rebecca K. Lytle, Ph.D.

California State University, Chico

Professional Development

- IDEIA and ADA
- State and/or National guidelines for Phys. Ed/
Guidelines for APE
- Local district policies and procedures
- Disability Sport Organizations
 - Special Olympics, Paralympics, other...
- Membership in state, national and international
APE professional organizations
- Attend local consortium meetings and
state/national conferences (co-presenting)
- Reading and application from current research
journals in the field (evidence based-practices)

Leadership Roles in IEP Process

- Attend IEP meetings
- Present comprehensive motor assessment reports at IEP meetings based on multiple measures
- Recommend objectives/outcomes
 - Content standards
 - teacher interviews and observations
 - parent interview (future goals for child)



Collaborative Skills

- Co-teaching with GPE/SPED teachers to implement programs
- Family supports – resources in community, home visits, phone calls, integration of parental needs in IEP goals
- Facilitate communication with PT/OT/SLP to coordinate services, goals, and team teaching when appropriate
- Communication with schools and agencies



Collaboration

- Models of consultation/collaboration
- Effective documentation methods
 - Action plans
 - Sample lessons
 - Equipment/modifications
 - Rubrics, progress sheets
- Guidelines for peers supports or paraeducator training
- Comprehensive Portfolio Review – Exit interview



Indicators of High Quality Adapted Physical Education (APE)

Luke E. Kelly, Ph.D., CAPE
University of Virginia

APE Quality Indicators

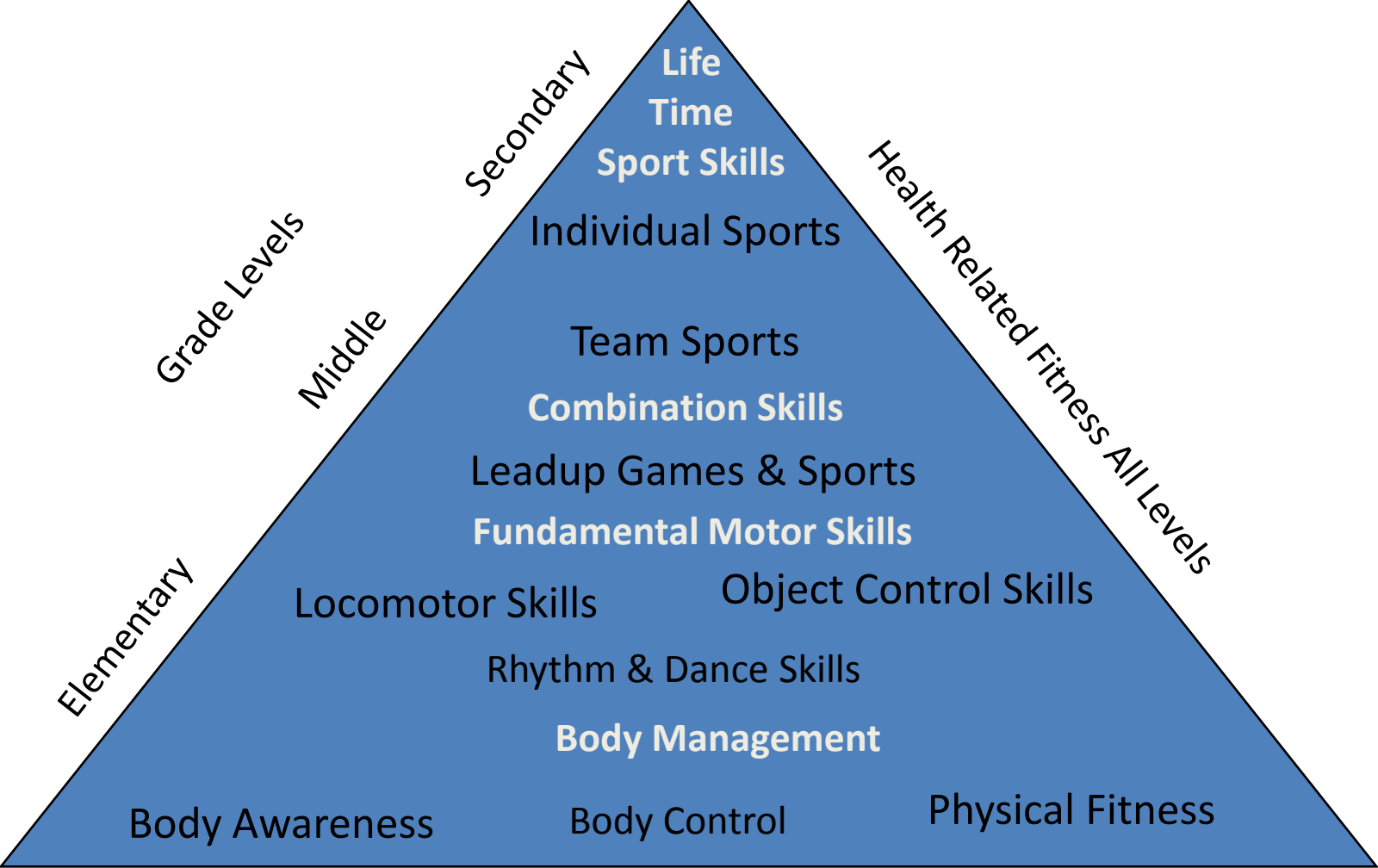
- How can administrators evaluate whether students with disabilities are receiving appropriate Adapted Physical Education?
- What information should parents receive regarding Adapted Physical Education at each IEP meeting?
- What competencies should administrators be looking for when hiring physical educators to work with students with disabilities?

School Administrators

What physical education information should be available for all students receiving adapted physical education?

1. A defined assessment process and criteria for evaluating students' present level of physical and motor performance.
 - a. The needs assessment instrument used should parallel the content in the GPE curriculum
 - b. The needs assessment is interpreted to determine whether the student's needs can be met in General Physical Education (GPE) curriculum
 - a. With no modifications;
 - b. With minor instructional modifications or accommodations; or
 - c. Whether a specially designed physical education program is needed
 - c. Show example of a typical
 - a. [GPE pyramid](#)
 - b. [Sample GPE Elementary Scope and Sequence](#)

General Physical Education
Curriculum Pyramid



Sample GPE Elementary Curriculum

Scope and Sequence

Goal Area	Objective	Grades					
		K	1	2	3	4	5
Body Awareness	Body Parts	**					
	Body Actions	--	**				
	Personal space	--	--	**			
Personal/Social	Follow Instructions	**	R	R	R	R	R
	Work Habits	--	**	R	R	R	R
Locomotor	Run	**					
	Gallop		**				
	Hop	--	--	**			
	Slide		--	--	**		
	Skip			--	--	**	
Rhythm & Dance	Even Beat	**					
	Uneven Beat		**				
	Accented Beat		--	**			
Physical Fitness	Partial Curl-ups			--	**	R	R
	V-Sit Reach			--	**	R	R
	Push-ups				--	**	R
	Endurance Run		--	--	--	--	**
	Body Mass Index						**
Object Control	Underhand Roll	**					
	Underhand Throw	--	**				
	Catch	--	--	**			
	Kick Stationary Ball		--	--	**		
	Two-arm Sidearm Strike			--	--	**	
	Hand Dribble			--	--	**	
	Overhand Throw			--	--	--	**
	Set Shot				--	--	**

School Administrators (cont.)

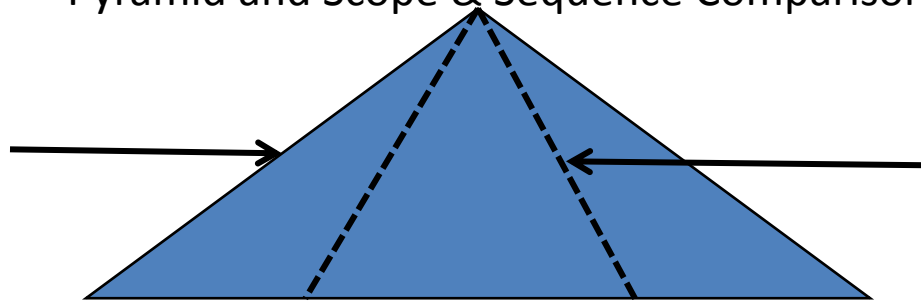
What physical education information should be available for all students receiving adapted physical education?

2. When an individualized physical education program plan is required, it is based upon:
 - a. Student's PLP
 - b. Student's long-term health, leisure, and work needs
 - c. Time and resources available to address the student's needs
 - d. For most students their APE program will be a subset of the GPE curriculum
 - e. Show the [relationship between GPE and APE pyramids](#)
 - f. Show how [severity of disability effects the pyramids](#)

Pyramid and Scope & Sequence Comparison

GPE
Scope & Sequence

APE
Scope & Sequence



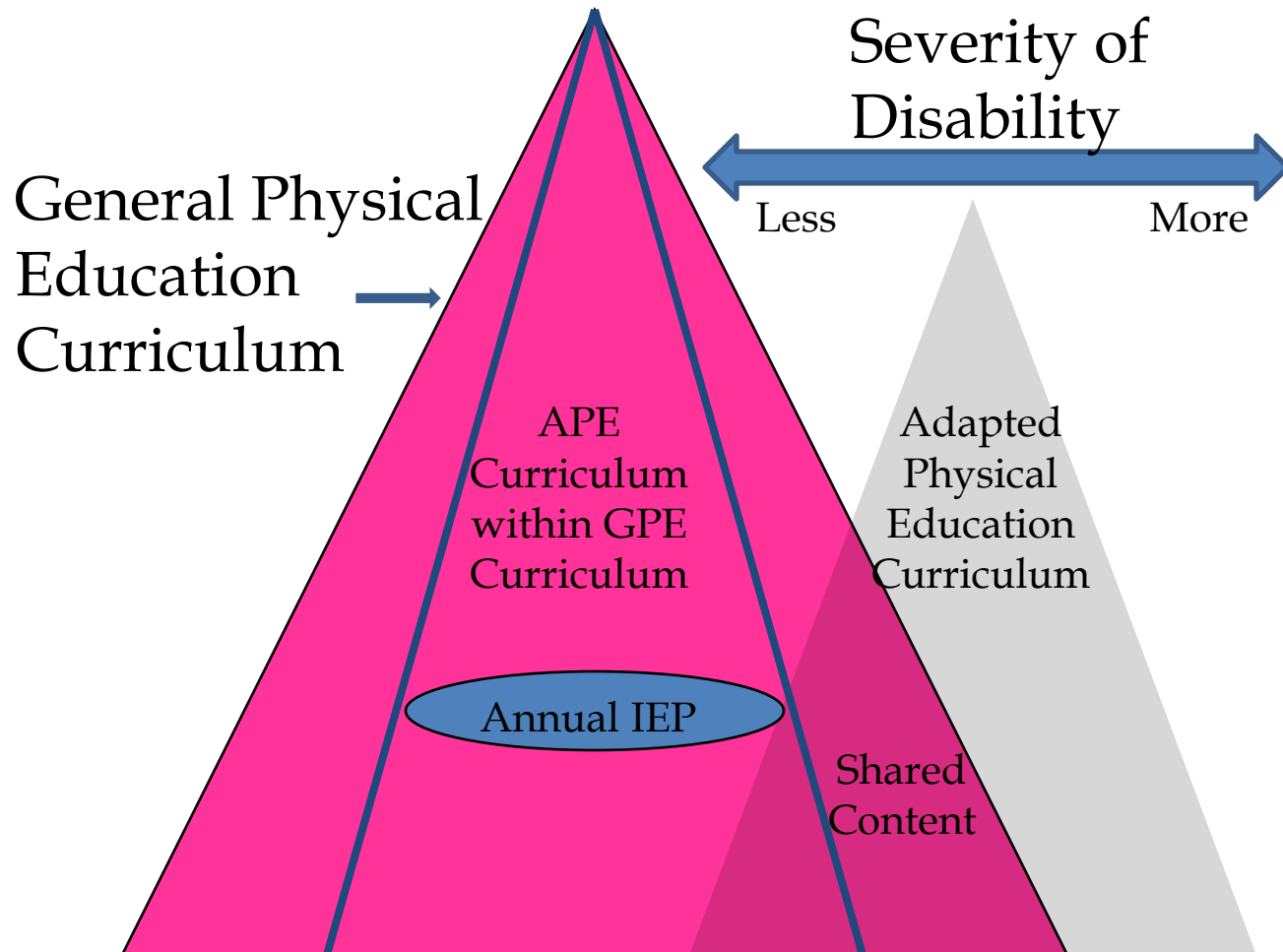
Goal Area	Objective	Grades					
		K	1	2	3	4	5
Body Awareness	Body Parts	**					
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Personal/Social	Follow Instructions	**	R	R	R	R	R
	Work Habits	**	**	R	R	R	R
Locomotor	Run	**					
	Gallop	**					
	Hop	**	**				
	Slide	**	**	**			
	Skip	**	**	**			
Rhythm & Dance	Even Beat	**					
	Uneven Beat	**					
	Accented Beat	**	**				
Physical Fitness	Partial Curl-ups		**	**	R	R	
	V-Sit Reach		**	**	R	R	
	Push-ups		**	**	R		
	Endurance Run	**	**	**	**	**	
	Body Mass Index						**
Object Control	Underhand Roll	**					
	Underhand Throw	**	**				
	Catch	**	**	**			
	Kick Stationary Ball	**	**	**			
	Two-arm Sidearm	**	**	**			
	Strike	**	**	**			
	Hand Dribble	**	**	**			
	Overhand Throw	**	**	**			
Set Shot	**	**	**				

Goal Area	Objective	Grades					
		K	1	2	3	4	5
Body Awareness	Body Parts	**	R				
	Body Actions	**	**	R			
	Personal space	**	**	**	R		
Personal/Social	Follow Instructions	**	R	R	R	R	R
	Work Habits	**	**	**	R	R	R
Locomotor	Run	**					
	Hop	**	**	**			
	Jump	**	**	**			
Physical Fitness	Partial Curl-ups		**	**	R	R	
	V-Sit Reach		**	**	R	R	
Object Control	Underhand Roll	**	**				
	Underhand Throw	**	**	**			
	Catch	**	**	**			
	Kick Stationary Ball	**	**	**			
	Overhand Throw	**	**	**			

5 to 3

8 to 5

Relationship Between GPE and APE Curricula

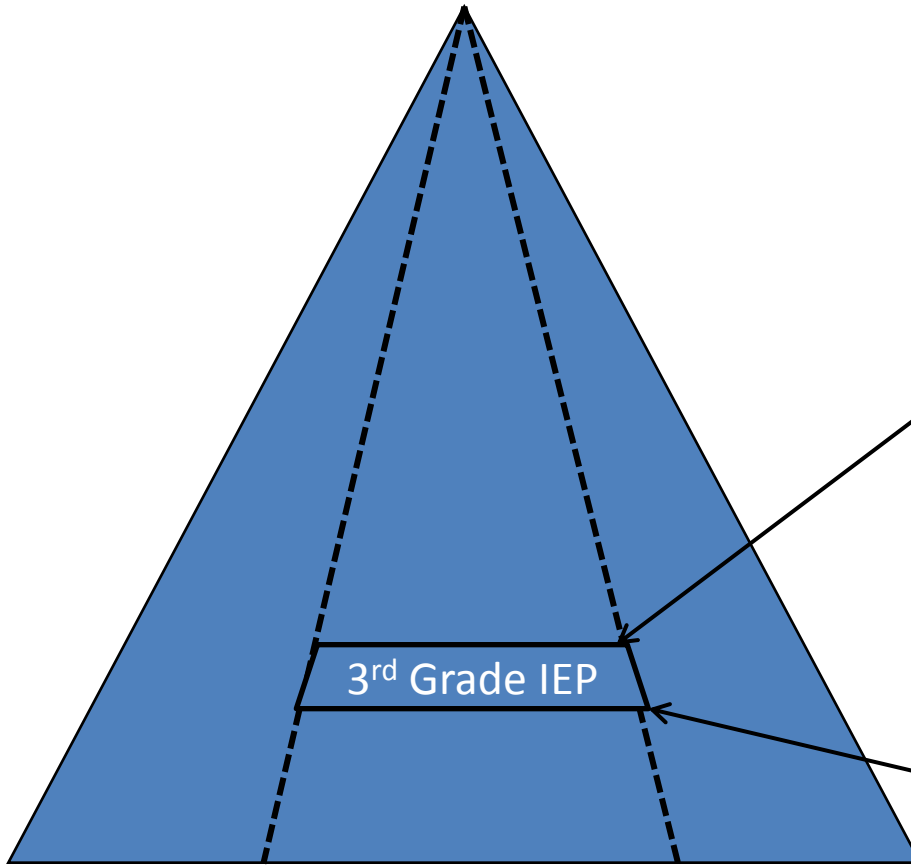


School Administrators (cont.)

What physical education information should be available for all students receiving adapted physical education?

3. A statement justifying the placement where the student's physical education program will be implemented and why this is the LRE for that student.
 - Most students with APE program plans can work on them in GPE
4. Data-based reports and annual summaries documenting student progress on achieving their physical education program goals and objectives.
 - Progress can be recorded right on the program scope and sequence plan
5. Annual IEPs that show a developmental progression on objectives in the student's program plan and systematic progress towards achieving one or more of the physical education program goals.
 - Show the [relationship between IEP and the APE program](#)

Relationship Between Program Plan and IEP

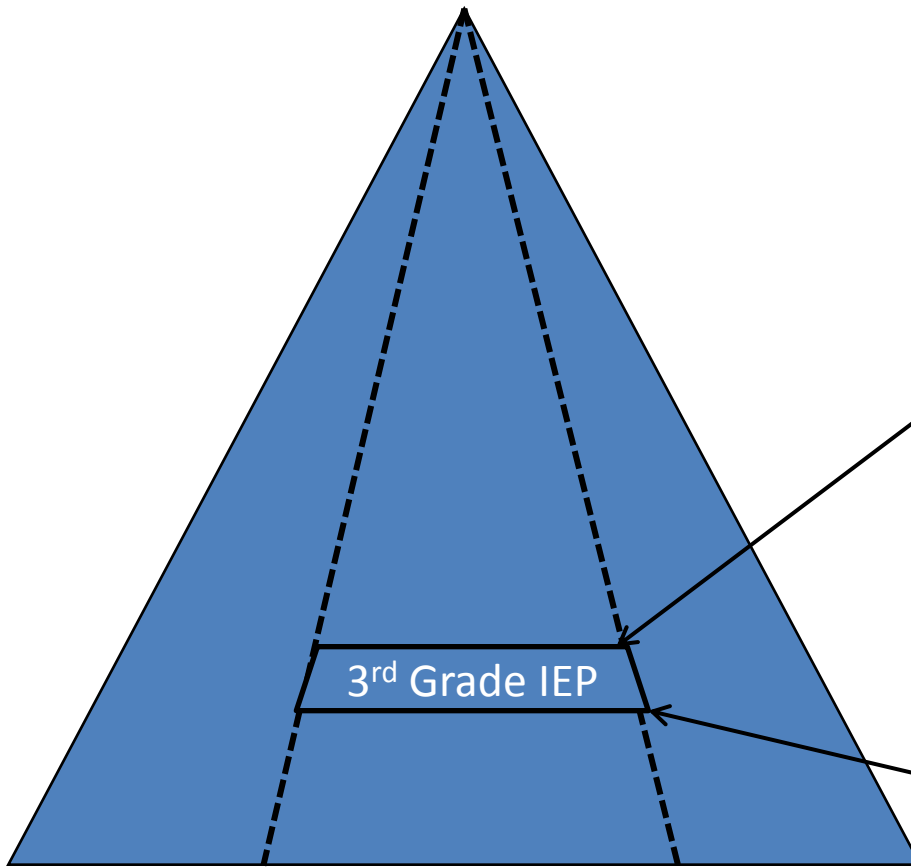


Goal Area	Objective	Grades					
		K	1	2	3	4	5
Body Awareness	Body Parts	**	R				
	Body Actions	--	**	R			
	Personal space	--	--	**	R		
Personal/Social	Follow Instructions	**	R	R	R	R	R
	Work Habits	--	--	--	**	R	R
	Locomotor						
Physical Fitness	Run	**					
	Hop	--	--	**			
	Jump			--	--	**	
Object Control	Partial Curl-ups				--	--	**
	V-Sit Reach			--	**	R	R
Object Control	Underhand Roll	--	**				
	Underhand		--	**			
	Throw						
	Catch	--	--	--	**		
	Kick Stationary			--	--	**	
	Ball						
	Overhand Throw			--	--	--	**

What Parents Should Receive at Each IEP Meeting

1. Report of their child's present level of physical and motor performance (PLP)
2. A copy of their child's physical education program plan that clearly shows the relationship between the student's current IEP goals and objectives and the student's long-term physical education plan.
 - a. Show the [relationship between the IEP and APE program plan](#)

Relationship Between Program Plan and IEP



Goal Area	Objective	Grades					
		K	1	2	3	4	5
Body Awareness	Body Parts	**	R				
	Body Actions	--	**	R			
	Personal space	--	--	**	R		
Personal/Social	Follow Instructions	**	R	R	R	R	R
	Work Habits	--	--	--	**	R	R
	Locomotor						
Physical Fitness	Run	**					
	Hop	--	--	**			
	Jump			--	--	**	
Object Control	Partial Curl-ups				--	--	**
	V-Sit Reach			--	**	R	R
Object Control	Underhand Roll	--	**				
	Underhand		--	**			
	Throw						
	Catch	--	--	--	**		
	Kick Stationary			--	--	**	
	Ball						
	Overhand Throw			--	--	--	**

IEP Goals and Objectives parallel the goals and objectives in the student's program plan

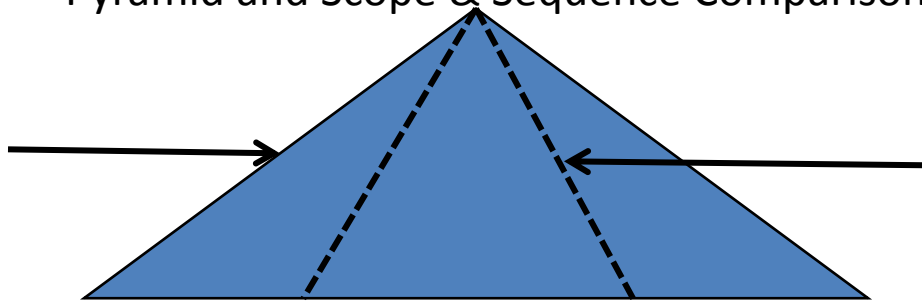
What Parents Should Receive at Each IEP Meeting (cont.)

3. A justification of their child's physical education placement and any support services required for the student to make adequate progress on the program plan and this year's IEP goals and objectives.
 - a. **Show example** that shows that students will typically be **working on fewer objectives** due to their disability and that the objectives they need to work on parallel the GPE curriculum.

Pyramid and Scope & Sequence Comparison

GPE
Scope & Sequence

APE
Scope & Sequence



Goal Area	Objective	Grades					
		K	1	2	3	4	5
Body Awareness	Body Parts	**					
	Body Actions	**	**				
	Personal space	**	**	**			
Personal/Social	Follow Instructions	**	R	R	R	R	R
	Work Habits	**	**	R	R	R	R
Locomotor	Run	**					
	Gallop	**					
	Hop	**	**				
	Slide	**	**	**			
	Skip	**	**	**			
Rhythm & Dance	Even Beat	**					
	Uneven Beat	**					
	Accented Beat	**	**				
Physical Fitness	Partial Curl-ups		**	**	R	R	
	V-Sit Reach		**	**	R	R	
	Push-ups		**	**	R		
	Endurance Run	**	**	**	**	**	
	Body Mass Index						**
Object Control	Underhand Roll	**					
	Underhand Throw	**	**				
	Catch	**	**	**			
	Kick Stationary Ball	**	**	**			
	Two-arm Sidearm		**	**	**		
	Strike		**	**	**		
	Hand Dribble		**	**	**		
	Overhand Throw		**	**	**	**	
Set Shot		**	**	**	**		

Goal Area	Objective	Grades					
		K	1	2	3	4	5
Body Awareness	Body Parts	**	R				
	Body Actions	**	**	R			
	Personal space	**	**	**	R		
Personal/Social	Follow Instructions	**	R	R	R	R	R
	Work Habits	**	**	**	R	R	R
Locomotor	Run	**					
	Hop	**	**	**			
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Physical Fitness	Partial Curl-ups		**	**	R	R	
	V-Sit Reach		**	**	R	R	
Object Control	Underhand Roll	**	**				
	Underhand Throw	**	**	**			
	Catch	**	**	**	R	R	
	Kick Stationary Ball	**	**	**	R	R	
	Overhand Throw	**	**	**	R	R	

5 to 3

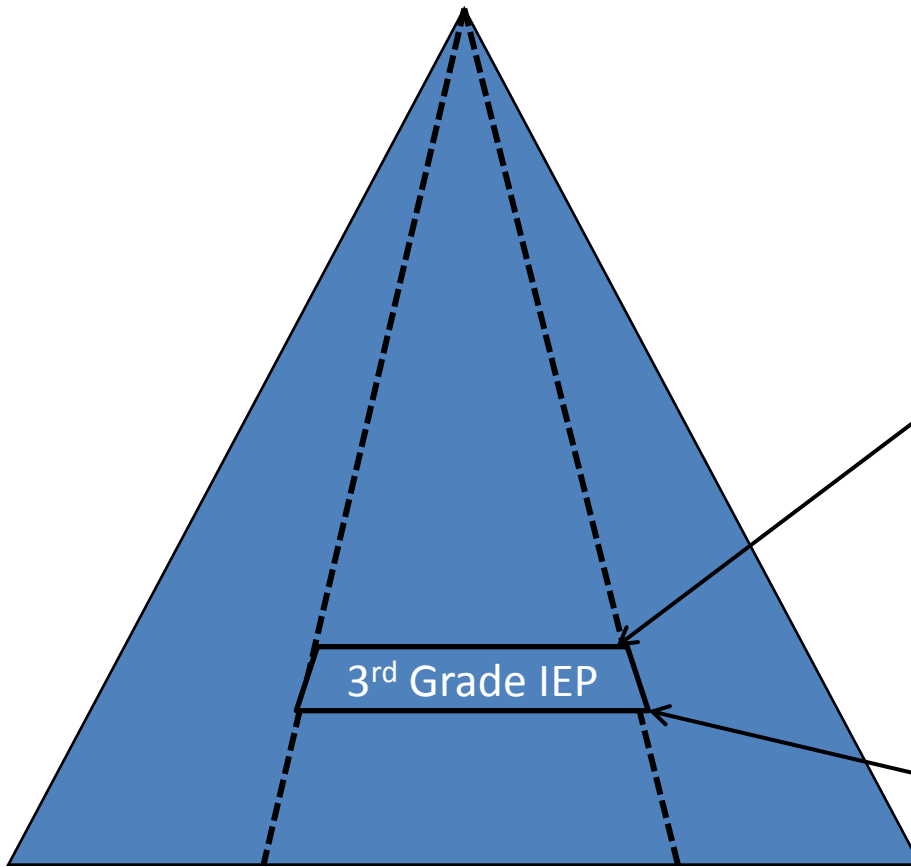
8 to 5

What Parents Should Receive at Each IEP Meeting (cont.)

4. A report documenting the progress their child has made to date on achieving the goals and objectives in the physical education plan.
 - a. Parents should get short term reports with each report card period during the year and then a summary report at the annual IEP meeting

5. An explanation of what goals and objectives are targeted to be addressed in the forthcoming year (goals and objectives of the IEP) and their relationship to the APE program plan.
 - a. Show relationship between the IEP and APE program plan

Relationship Between Program Plan and IEP



Goal Area	Objective	Grades					
		K	1	2	3	4	5
Body Awareness	Body Parts	**	R				
	Body Actions	--	**	R			
	Personal space	--	--	**	R		
Personal/Social	Follow Instructions	**	R	R	R	R	R
	Work Habits	--	--	--	**	R	R
Locomotor	Run	**					
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Physical Fitness	Partial Curl-ups				--	--	**
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Object Control	Underhand Roll	--	**				
	Underhand		--	**			
	Throw						
	Catch	--	--	--	**		
	Kick Stationary			--	--	**	
	Ball						
	Overhand Throw			--	--	--	**

IEP Goals and Objectives parallel the goals and objectives in the student's program plan

Parents (cont.)

6. If progress is not being achieved as expected, an explanation should be provided and appropriate adjustments made to the overall plan, placement, support services, and the goals and objectives on the IEP.

Summary of Competencies of Highly Qualified APE Teachers

1. Have earned state or national certification in adapted physical education.
2. Can accurately assess and evaluate students with disabilities to determine their physical education needs.
3. Can develop long-term, achievement-based, and individualized physical education program plans for students that require them.
4. Can work collaboratively with parents and other members of the IEP team.
5. Can communicate to appropriate audiences, the student's physical and motor needs and how these can be addressed both at school and at home.
6. Can determine appropriate instructional placements and create appropriate learning environments so that students can achieve the objectives targeted for instruction in their program plans and IEPs.
7. Can design and implement high quality instruction to address the assessed needs of students with disabilities so that they can both learn their target objectives and successfully participate with their peers in physical education.
8. Can collect on-going assessment data and periodically provide written data-based reports of student performance so all concerned parties can monitor the student's progress.

Select References

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Questions & Answers

