1.0 Course Prefix and Number: PET 6447

2.0 Course Title: Adapted Physical Education

3.0 Instructors:

4.0 Course Prerequisites: None

5.0 Course Description:

This online course is designed to prepare physical education teachers to provide safe, appropriate, and individualized accommodations to children with disabilities who are included in general physical education programs. All information presented is based on scientifically-proven practices in adapted physical education that have been successfully implemented in physical education programs in the United States. This web-based program includes lecture notes, supplemental readings, and video clips.

6.0 Course Goals and Objectives:

Module 1: Introduction to Inclusion in Physical Education

1. Physical educators will understand why children with disabilities are included into their general physical education classes and the laws related to placement of children with disabilities.

2. Physical Educators will understand what the research says about including children with disabilities in general physical education with a focus on scientifically-proven practices that facilitates the inclusion of children with disabilities in general physical education.

3. Physical educators will know understand the collaborative process with a focus on (a) roles of various specialists in the schools (e.g., physical therapists, occupational
therapists), (b) which specialist to seek to help them include children with disabilities in general physical education classes, and (c) how to work through the Individual Education Program (IEP) team to make recommendations and changes to a child’s physical education program.

Module 2: Planning and Assessment to Facilitate Inclusion in Physical Education

1. Physical educators will understand the planning process for creating and implementing an individual physical education program for a child with a disability who is included in general physical education.

2. Physical educators will understand how assessment can be used to make critical decisions regarding children with disabilities in general physical education including (a) what to teach a child with disabilities, (b) how to teach children with disabilities, (c) what support (e.g., peer tutor or teacher assistant) is needed for a child with disabilities, and (d) when it is appropriate to pull a child out of general physical education and provide APE services.

Module 3: Practical ways to Accommodate Children with Disabilities in Physical Education

1. Physical educators will understand how to make instructional accommodations for children who have a difficult time understanding directions, strategies, and rules of games.

2. Physical educators will understand how to make curricular accommodations for children with disabilities who have a difficult time with traditional physical education activities due to problems with strength, speed, endurance, coordination, or balance.

3. Physical educators will understand how to change games so that children with disabilities safely, successfully, and meaningfully participate in games without ruining the game for children without disabilities.

4. Physical educators will understand how to accommodate children with behavior problems with a focus on positive behavioral support and functional behavior analysis.

Module 4: Other Considerations when Including Children with Disabilities

1. Physical educators will understand safety concerns when children with disabilities are included in physical education and how to make sure the physical education environment is safe for everyone.

2. Physical educators will understand social factors related to inclusion and how to facilitate the social acceptance of children with disabilities by peers without disabilities in physical education.

7.0 Content Outline:

The program is divided into the following four modules:
(1) introduction to inclusion,
(2) planning and assessment, 
(3) instructional, curricular, game, and behavioral accommodations, and 
(4) safety and social considerations with inclusion in physical education.

8.0 Evaluation of Student Outcomes:

Deadlines for work will not be extended (except for extreme cases at the instructor’s discretion). If work is submitted late, 25% of the total points will be deducted per day.

All assignments are to be word-processed using 12-point Times New Roman font in black and double-spaced. Spelling and grammar should be checked. Two percent will be deducted for each spelling/grammar error.

8.1 Electronic Notebook

8.1.1 Disability Fact Sheet - To better acquaint you with specific types of developmental disabilities, you will research and write (2) two-page fact sheets on a specific disability. These fact sheets will follow the same format and will be distributed to all students in class. Each fact sheet should include the following:

- Name of disability
- Cause(s) of disability
- Motor characteristics (if any) related to disability
- Cognitive characteristics (if any) related to disability
- Behavioral characteristics (if any) related to disability
- Health problems (if any) associated with disability

**Detailed List** of resources/references to find out more about disability (including articles/books (APA reference format, Internet sites (with name of site), and organizations (include address and phone number (minimum of 5 each)).

8.1.2 Internet Assignment

1. Find two websites about the disability you chose. Again, these websites do not have to be specific to physical education. You want your two websites, however, to be something that would be useful to you.
2. Provide a summary of the information available on each website.
3. Provide the complete URL for each website using APA style.

8.1.3 Electronic Notebook

You will no longer have access to this course on Blackboard upon course completion; therefore it is suggested that you keep an electronic notebook with fact sheets and websites on each disability. You and your peers will be assigned disabilities to research. You should create a folder on your computer labeled “Specific Disabilities” and save each of your peer’s submissions in this folder on your computer. When all fact sheets have been completed, you will be asked to provide proof of this folder and its contents by (1) opening the folder on your computer and clicking “print
(2) opening a new word document and clicking paste, (3) saving
the document to your computer and submitting it to me

8.2 IEP Manual - The Individual Education Program (IEP) for students with disabilities is perhaps the
most critical element of individualized instruction. Yet, many regular physical educators do not
understand what an IEP is, how it is developed, and how it is to be implemented and evaluated.
The purpose of this assignment is to write a brief (5 pages or less) manual on the IEP that can be
shared with other regular physical educators. Include the following in this manual:

A. What are the basic requirements regarding physical education for children with
disabilities as discussed in IDEA?

B. According to IDEA, what is an IEP? What is the purpose of having IEP goals and
objectives for physical education?

C. Do all students with disabilities need specific IEP goals and objectives for physical
education? If not, what children with disabilities require IEP goals and objectives for
physical education?

D. Who should be involved in writing IEP goals and objectives for physical education?
What is the role of the regular physical educator in writing these goals and objectives?

E. Describe the process for developing an IEP in physical education from child find to
actually writing the IEP? What is the role of the regular physical educator in this
process?

F. What should be included in an IEP for physical education (include a detailed example of
how to write an IEP goal and objective for physical education)?

G. Who must be present at an IEP meeting? Does the regular physical educator have to
attend?

H. What is the relationship between assessment and the IEP in physical education? What
types of assessment are appropriate in physical education?

I. What is the relationship between placement and the IEP in physical education? What are
the arrays of possible placements for physical education?

J. Who is considered “qualified” in Virginia to create, implement, and evaluate the physical
education portion of a child’s IEP in physical education?

K. Who evaluates the IEP in physical education? Who (if anyone) is held accountable for
the student's progress (or lack thereof) on IEP objectives? What happens if the student
does not make progress?

L. What happens at the end of the year? What information should I bring to the end-of-year
IEP in physical education meeting?

8.3 Comprehensive Case Study
Comprehensive Case Study - Using the following format as a guideline, develop comprehensive case study on a student with MR, SLD, ADHD, ED, or autism. You can request a particular disability, or I can assign one to you. Note that this is the culmination of all that you learned in this class. I am looking for great detail of research including a minimum of 20 references (mostly current articles and web sites rather than books) and examples to help the reader understand characteristics of this disability and the rational for your program (see Sample Case Study in class web page under “Sample Assignments”).

Prologue

Describe a child who you work with (or make up a child) with this particular disability. Briefly describe child’s age, general motor skills (how much he/she is delayed), behaviors, and current level of placement/support.

A. Review of Literature

In this first part of your case study provide detailed, referenced, information regarding the disability (this section should be a “review of current literature” on your disability. This section should include most of your references. I am particularly looking for your effort in finding recent articles on your disability related to the following):

1. Define the disability in lay terms.
2. Outline the cause(s) of the disability and the typical course (i.e., progression) of the disability.
3. List the major descriptors/classification systems used to describe the disability.
4. Describe physical characteristics of the disability.
5. Describe medical complications/problems associated with the disability along with any contraindications for physical activity.
6. Describe potential psychological/social implications related to the disability.
7. Describe motor characteristics/problems associated with the disability (as an APE teacher, this should be the strongest section of your paper with many current references).

B. Specific Planning/Teaching Strategies for this Student

This section of your case study is an application of everything you learned this semester to a child with a particular disability. This is your chance to show me that you understand planning, assessment, teaching, decision-making, and sports programs and can then apply this information to a child with a particular disability. Use the following to guide this section of your case study:

1. How would you go about developing a top-down plan for this student (what factors would you consider when deciding what to teach)? Present a sample long-term plan (multiple year plan), long-term goals (one year), and short-term objectives (a few months).
2. List key people on the collaborative team who you would consult with regarding this student's program. Why did you choose these key people? What questions would you ask them?
3. What assessment tools would you use to determine this student’s present level of performance? Why would you use these tools (explain based on what you know about your child with a disability – in other words, explain particular assessment tools are appropriate for a child with this disability?)

4. What teaching/learning activities/techniques/modifications would you prescribe for this student? Why would you prescribe these techniques? This is a chance to show me that you really know the unique learning needs of the child with disabilities and what teaching techniques are appropriate for this child (see Ch. 6 in my book).

5. Where would you teach this student (i.e., regular or separate physical education or some combination of both)? Why would you choose this setting? Think about your decision model for placement that you did in an earlier assignment.

6. In this particular setting, how much support do you think the student needs? Who will provide this support? Who will train this support staff? How did you make these decisions regarding support? Again, think about your decision model for support that did in an earlier assignment.

7. How often would you teach this student (30 min, 60 min)? Why did you select this schedule? Again, think about your decision model for amount of service in an earlier assignment.

8. Once implemented, how will you determine if the program is going as planned? What would you do if the student is not making as much progress as you anticipate?

9. Do you think this student should participate in a regular or special sport/recreation program? Why? If special, what special sport/recreation programs are available for children with this type of disability? Could this child play intramural/scholastic sports or participate in regular community sports/recreation activities? Which sports/activities would you recommend? Why would you choose these sports/activities? What modifications would you anticipate to insure this student's success (see Ch. 7 and 8 in my text)?

8.4 Discussion Boards

Course Readings. Throughout the course, you will be asked to discuss course readings, content, and submissions from your peers. When posting your responses, make sure you address the specific areas indicated in the assignment. You will receive a maximum of 15 points for each discussion based on the completeness, quality, and timeliness of your responses. Your initial posting for each of these weeks is due by Friday at noon. Your responses to peer submissions are due by 11:59 Saturday night.

| Electronic Notebook                  | 15 |
| Disability Fact Sheets               | 15 |
| Websites                             | 10 |
| IEP Manual                           | 15 |
| Comprehensive Case Study             | 30 |
| Discussion Boards                    | 15 |
Total 100

Students are expected to follow all guidelines provided in the School’s *Student Handbook on Professional Behavior and Ethical Conduct*. Also, in accordance with University guidelines, academic misconduct will not be accepted. Information regarding what constitutes academic misconduct is available in the *University Student Handbook*, along with guidelines for due process if you need to respond to academic misconduct charges.

9.0. *Grading Criteria:*

A+ = 97.5 - 100, A = 93.5 - 97.49, A- = 90 - 93.49, B+ = 87.5 - 89.99, 
B = 83.5 - 87.49, B- = 80 - 83.49, C+ = 77.5 - 79.99, C = 73.5 - 77.49, 
C- = 70 - 73.49, D+ = 67.5 - 69.99, D = 63.5 - 67.49, D- = 60 - 63.49

10.0. *Suggested Textbooks and Readings:*


11a. *ADA Statement:* Students with disabilities are responsible for registering with the Office of Student Disabilities Services in order to receive special accommodations and services. Please notify the instructor during the first week of classes if a reasonable accommodation for a disability is needed for this course. A letter from the USF Disability Services Office must accompany this request.

11b. *USF Policy on Religious Observances:* Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second class meeting.