

Fresno Unified School District



Adapted Physical Education Guidelines

Fresno Unified Special Education Department

Contents

GENERAL INFORMATION	2
California Law	2
Adapted vs. Adaptive	2
Assessment of Needs	2
Discussion	2
Best Practice.....	3
Referral to Adapted Physical Education	3
Discussion	3
Best Practice.....	3
Special Education Teachers/SST Teams.....	4
Physical Education/SPED Teacher Checklist	4
Physical Fitness/Balance Components.....	5
Assessment.....	5
Discussion	5
Best Practice.....	6
Eligibility	6
Discussion	6
Best Practice.....	7
Present Levels of Performance	7
Discussion	7
Best Practice.....	8
Goals and Objectives	8
Discussion	8
Best Practice.....	8
Physical Education Service Delivery Options	9
Physical Education.....	9
Best Practice.....	10
Exit Criterion.....	12
Discussion	12
Best Practice.....	12
General Adaptations.....	13
References	17

Adapted Physical Education

GENERAL INFORMATION

California Law

As at the federal level, several laws, education codes, and regulations govern education at the state level. In California, adapted physical education is defined in the California Code of Regulations, CCR, Title 5, under sec. 3051.5(a) and is listed as a Designated Instruction and Service (DIS) in California Education Code Section 56363(b)(5). **All statutory citations apply to the California Education Code unless otherwise stated.** 5 CCR sec. 3051.5.(a) *Adapted physical education is for individuals with exceptional needs who require developmental or corrective instruction and who are precluded from participation in the activities of the general physical education program, modified general physical education program, or in a specially designed physical education program in a special class. Consultative services may be provided to pupils, parents, teachers, or other school personnel for the purpose of identifying supplementary aids and services or modifications necessary for successful participation in the regular physical education program or specially designed physical education programs. All children, unless excused or exempt under section 51241, are required to have an appropriate physical education program. In addition, these services should be provided in such a manner that promotes maximum interaction between children with disabilities and their non-disabled peers (sec. 51210 and 51222). These codes along with federal legislation ensure the rights of all children to have an appropriate physical education program with peers.*

Adapted vs. Adaptive

In California, the physical education program designed for individuals with disabilities is called Adapted Physical Education as it is in 34 CFR. The program is *adapted* to meet the needs of each student through modifications and accommodations. The student is not required to adapt to the conditions of the program as would be implied with adaptive physical education as in adaptive behaviors.

Assessment of Needs

Legal Reference: *The role and responsibilities of the adapted physical education specialist include assessing and identifying an individual's needs; collaborating or consulting with other service providers; and providing direct Adapted Physical Education service.* 5 CCR sec. 3051.5(b) and sec. 56320(f)(g).

Discussion

An Adapted Physical Education Specialist is part of the multidisciplinary assessment team whose responsibilities include **assessing and identifying** a child's needs in the area of movement skills. To accomplish this, the Adapted Physical Education Specialist must choose appropriate assessment methods and instruments; administer the

assessment; interpret the data; describe the present level of performance; and recommend the appropriate physical education service based upon the student's identified needs.

Adapted Physical Education Specialists **provide consultation to and collaborate with** teachers, assistants/aides, parents, administrators, and other professionals. Examples of other professionals include, but are not limited to, physical therapists, occupational therapists, speech and language pathologists, special education teachers, orientation and mobility specialists, teachers of the visually impaired, hearing impairment specialists, assistive technology specialists, psychologists, and school nurses.

Adapted Physical Education Specialists **provide direct adapted physical education service** to students, identified through the individual education program (IEP) team process, who need specialized instruction.

Best Practice

Through appropriate assessment and interpretation of data, the needs of the student, goals and objectives are identified. Children with disabilities often receive services from several teachers and specialists. Through consultation and collaboration among these professionals, the quality of instruction and intervention tends to be enhanced as information and strategies are shared.

Referral to Adapted Physical Education

Legal Reference: *A pupil shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized.* (sec. 56303)

Discussion

The Student Study Team (SST) and Section 504 Team processes are conducted as general education functions. The team members meet to collaborate and identify strategies for increasing student success in general education programs. Children, who receive physical education in a general setting, may be referred to a SST or to a Section 504 Team if they are having difficulty in their physical education program. After reasonable interventions have been attempted and documented, a determination may be made by the team that a referral to Adapted Physical Education is appropriate to determine the child's needs. If the student is eligible for special education under IDEA, and is enrolled in general or specially designed physical education, an IEP team meeting may be held to determine appropriate adaptations, accommodations, or modifications to attempt within the current physical education setting. If the nature of the disability is such, that the identified adaptations, accommodations, and modifications are determined to be inappropriate, a referral to Adapted Physical Education may be made without implementation of the interventions.

Best Practice

A referral to Adapted Physical Education is made after adaptations, accommodations, and modifications have been attempted and documented and the outcomes have been determined to be limited or unsuccessful. In some cases, the severity of the disability is such that a referral to Adapted Physical Education is made by the team or an individual

school staff as adaptations, accommodations, and modifications, which have been considered, are determined to be inappropriate. In other words, a direct referral for Adapted Physical Education assessment is most appropriate. Referrals for an assessment must follow assessment referral guidelines. See FUSD Special Education Policies and Procedures.

Special Education Teachers/SST Teams

Please fill out the APE referral check list and send it to your APE Specialist. Remember this referral to Adapted Physical Education is made after adaptations, accommodations, and modifications have been attempted and documented and the outcomes have been determined to be limited or unsuccessful.

Physical Education/SPED Teacher Checklist

School Behavior: (as observed during physical education)

School Behavior	Often Observed	Sometimes Observed	Rarely Observed	Not Observed
Student often needs to be directed				
Student expends more energy than the task requires				
Student has low level of self confidence				
Student is easily distracted				
Student has difficulty staying on task				

Gross Motor-Postural Control and Coordination Behaviors

C&C Behaviors	Often Observed	Sometimes Observed	Rarely Observed	Not Observed
Uses physical education equipment properly				
Locomotor Skills				
Performs proper running skills				
Performs proper hopping skills				
Performs proper galloping skills				
Performs proper jumping skills				
Performs proper sliding skills				
Moves safely around the gym				
Object Control skills				
Performs striking skills				
Performs dribbling skills				
Performs kicking skills				
Performs catching skills				

Performs overhand throw				
Performs underhand toss				
Performs underhand roll				

Physical Fitness/Balance Components

Physical Fitness/Balance Components	Yes	No	Score
Does student meet push up standards (muscular strength/endurance)			
Does student meet curl up standards (muscular strength/endurance)			
Does student meet PACER standards (cardiovascular endurance)			
Can the student balance on right/left foot for 4 seconds (stationary balance)			
Does the student tire easily when performing task			

Assessment

Legal Reference: Section 56320 - 56329 describes the requirements of the proposed assessment plan including components, timelines, and parent rights. *The individualized education program (IEP) team shall review the assessment results, determine eligibility, determine the contents of the individualized education program, consider local transportation policies and criteria...and make program placement recommendations.* (sec. 56340 - 56347.) From this description of the duties of the team, the purpose of the assessment can be inferred.

Discussion

Areas that may be addressed in the assessment plan to determine the need for Adapted Physical Education and the appropriate level of service include but are not limited to:

- Fine and gross motor skills.
- Motor development.
- General physical education functioning, including safety.
- Mobility.
- Health and physical fitness.
- Sport and recreation skills, including the application of motor skills to various environments.
- Other disabilities related to physical education (DHH, VI, OI)
- Effects of cognitive delays.

Best Practice

As part of a multidisciplinary team, it is recommended that the Adapted Physical Education Specialist develop an assessment plan. This plan outlines an assessment procedure designed to reveal the strengths and needs of the child in relation to the school's physical education program. This requires careful review of the referral information in order to select the most appropriate types of assessment.

Methods of assessment may include:

- Informal measures and observation such as rubrics and task analysis.
- Administration of formal assessment instruments.
- Interviews and consultation with other school personnel, parents, and the student.
- Review of records and the results of assessment conducted by other professionals.

It is important that the Adapted Physical Education Specialist conduct an appropriate assessment of each child. **It is best practice to have one standardized assessment and one informal assessment in the report.** In cases where assessment is difficult, more emphasis should be placed on ensuring that the students understand the requests of the teacher. There may be times when informal versus formal assessment tools may give a better indication of abilities.

Observations, interviews, review of records, and increased dependence on parent input will assist in determining the functional level of the student.

Eligibility

Key Provision 3.10

Assessment results are used to assist the IEP team in making decisions to determine if Adapted Physical Education service is appropriate.

Legal Reference: There are no specific placement criteria established in federal or state statutes or regulations for Adapted Physical Education services.

Discussion

Many local agencies (LEA's) have adopted local guidelines which identify normative scores. Frequently poor performance on motor tests indicate that the pupil is demonstrating difficulty with movement skills and/or performance. Score and age equivalents commonly used by (LEA's) to indicate poor performance are both considered when determining placement:

- Raw score that falls 1.5 standard deviations below the mean for identified assessment tools.
- Age equivalent which indicates the child is functioning at 30% below chronological age or two years below their peers.

Sometimes the nature of the disability is such that even though the student performs within normal limits on standardized motor tests on development scales, performance in physical education continues to be adversely affected. In these specialized cases it is up to the

Adapted Physical Education Specialist to determine appropriate physical education placement.

A student may score poorly on a motor test but may participate successfully in one of the other physical education placements. In these specialized cases the IEP team may determine that an Adapted Physical Education placement is not appropriate.

Best Practice

The Adapted Physical Education Specialist should consult with Fresno Unified School District Adapted Physical Education Guidelines for suggested placement criteria. This includes present levels and the use of statistical scores from formal and informal assessments. The IEP team has the final decision regarding placement and service decisions.

Individualized Education Program

Present Levels of Performance

Legal Reference: Individualized education program means a written statement for each child with a disability that is developed, reviewed, and revised in accordance with this section and that includes a statement of the child's present level of educational performance, including how the child's disability affects the child's involvement and progress in the general curriculum; or for preschool children, as appropriate, how the disability affects the child's participation in appropriate activities. (20 U.S.C. sec. 1414(d)(1)(A); 34 CFR sec. 300.347.)

The California Education Code identifies the components of the individual education program (IEP).56345.(a) *The individualized education program is a written statement determined in a meeting of the individualized education program team and shall include, but not limited to, all of the following:*

- (1) The present levels of the pupil's educational performance, including the following: (A) For a school age child, how the pupil's disability affects the pupil's involvement and progress in the general curriculum.*
- (B) For a preschool age child, as appropriate, how the disability affects the child's participation in appropriate activities.*

Discussion

The child's present level of educational performance is often reported for different skill categories on the IEP. The location of the present level of performance varies as each SELPA creates its own IEP forms. Frequently, there is a statement of this type with each goal. In addition IEPs may have a separate section for more general information about present levels of educational performance, that is subdivided into categories (e.g., academic, social emotional, psychomotor, self-help, etc.). Adapted Physical Education specialists who are part of an IEP team, may participate in writing present levels of performance in physical education. The Adapted Physical Education Specialist should be

prepared to address all of the physical education areas which are pertinent to the student and should also be prepared to contribute to the present level statement for any other area that affects physical education.

For example, the Adapted Physical Education Specialist may have had the greatest opportunity to view the child's social behaviors in games and outdoor activities, and therefore may make an important contribution to the present levels of performance in the area of social skills.

Best Practice

When attending the IEP meeting, the Adapted Physical Education specialist should come prepared with statements regarding the student's present levels of educational performance. The specialist should listen carefully to present levels of performance stated by other IEP team members and participate proactively in discussions aimed at building consensus among all team members. Although the Adapted Physical Education specialist should come to the IEP meeting with suggested goals and objectives, s/he may need to adjust the proposed goals and objectives based upon the strengths and needs of the student as described in the present levels of educational performance for related areas. The IEP should also address the unique needs of the child that arise out of his or her disability and must be addressed in order for the child to progress in the general education curriculum.

Goals and Objectives

Legal Reference: The California Education Code, sec. 56345 states, in part:

(2) The measurable annual goals, including benchmarks or short-term objectives related to the following: Meeting the pupil's needs that result from the pupil's disability to enable the pupil to be involved in and progress in the general curriculum.

(B) Meeting each of the pupil's other educational needs that result from the pupil's disability.

Discussion

The intent of the legislation is not for a teacher to write goals for every skill that needs to be attained. Rather, *the legislative intent is for the teacher to identify **priority goals*** that are reflective of the most important skills needed to enable the child to access the general physical education curriculum, including the Physical Education Standards adopted by the LEA. For preschool children, the teacher should identify priority goals that reflect the most important skills needed to participate in appropriate activities. This intent also applies to children who are not participating in general education.

Best Practice

Consider the disability, needs and educational setting of the child when determining appropriate goals. Consider identifying functional movement skills, which will enhance interaction and participation at school, as goals for those who have more severe disabilities. Being able to walk around campus and sit in the cafeteria are both functional and appropriate skills for a student. An Adapted Physical Education Specialist must use good judgment when choosing goals. To think that it is appropriate to write a goal for

running the 30-yard dash, when the student needs to attain independent walking, would be an over-interpretation of the intent of the law.

Physical Education Service Delivery Options

Physical Education

This option encompasses a full spectrum of game, sport, fitness, and movement activities, including physical and motor fitness, fundamental motor skills and patterns, and skills in aquatics, dance, and individual and group games and sports. The student accesses the general physical education curriculum and state standards. The student participates with or without accommodations, adaptations, or modifications that can be made by the general physical education teacher. The IEP should accurately reflect any accommodations, adaptations, or modifications that are necessary for the student to participate successfully in the general physical education program.

Specially Designed Physical Education

This physical education program is for a special education class with minimal or limited adaptations, accommodations, or modifications and is provided for the children and taught by the person who normally teaches physical education for this population. 5 CCR sec. 3051.5(a).

Examples of Specially Designed Physical Education

- *Special education students who attend a special day class receive physical education instruction from their special day class teacher.*
- *Special education students who attend a special day class are scheduled together in one class period to receive physical education instruction from a general physical education teacher.*
- *Special education students and general education students (peer tutors/coaches) attend a physical education class together. This is taught by the general physical education teacher with Adapted Physical Education support. (FUSD Universal Access PE class)*

Adapted Physical Education

Adapted Physical Education is a service provided by a credentialed Adapted Physical Education Specialist to students who have needs that cannot be adequately satisfied in other physical education programs as indicated by an assessment and IEP process. Adapted Physical Education service may be provided through direct instruction, team teaching, the appropriate use of instructional aides, or collaborative consultation, as long as appropriate goal(s) and objective(s) are indicated and accurately monitored by the Adapted Physical Education Specialist. All

Adapted Physical Education services should be accurately indicated on the student's IEP with appropriate goals and objectives/benchmarks recorded and monitored by the Adapted Physical Education Specialist. The frequency and duration of Adapted Physical Education service will be based upon the needs of the student and should be listed on the IEP.

Adapted Physical Education Service Options

- **Direct Service:** *The Adapted Physical Education Specialist has direct contact with the student through one on one or small group instruction. The student has goal/s and minutes attached to the IEP. The frequency and duration is up to the Adapted Physical Education Specialist and the student's needs. An example can range from 15 to 90 minutes per month.*
- **Consult Service:** *The Adapted Physical Education Specialist has indirect contact with the student. The service has goal/s and minutes attached to the IEP. The consultation is between the Adapted Physical Education Specialist and the Special Education/General Physical Education teacher or parent. An average consult service in FUSD is 15 to 30 minutes per month.*
- **Collaboration Service:** *The Adapted Physical Education Specialist has indirect contact with the student. This service has **no** goal or minutes attached to the IEP. The collaboration is between the Adapted Physical Education Specialist and the Special Education/General Physical Education Teacher.*

Best Practice

All three recommended physical education program options should be available to all students. The IEP team must determine which combination of services would best meet the student's needs and will also meet the mandated number of minutes required (elementary = 200minutes/10 days; secondary = 400minutes/10 days) for physical education. Collaborative consultation is a professional interaction process that is effectively utilized within all these programs to help meet the needs of the student.

Adapted Physical Education Services



Direct Service

APE teacher has direct contact with the student. One on one or small group instruction. Has goals/minutes on the IEP. An average service for FUSD is 90 minutes per month.

Consult

APE teacher has indirect contact with the student. The service has a goal and minutes on the IEP. The consultation is from APE teacher to Special Ed./General Physical Education teachers. An average consult service time is 15 - 30 minutes per month.

Collaboration

APE teacher has indirect contact with the student. The service has no goal or minutes on the IEP. The collaboration is between the APE teacher and SPED/General Physical Education teachers.

Exit Criterion

Legal Reference: The state is required to have a plan that includes procedures for analyzing the exit criterion for special education programs. (Sec. 56600.5(1).) The Individuals with Disabilities Education Act (IDEA 2004) defines physical education as a necessary component of special education for children ages 3-21 who qualify for special education services.

Discussion

State and Federal law does not precisely state what criteria for motor performance should be used to determine whether a student needs special physical education services. When a student demonstrates that s/he can successfully participate in the general physical education program with appropriate accommodations or modifications, the IEP team typically comes to a decision that the student no longer requires Adapted Physical Education services and exits the student from Adapted Physical Education. General education accommodations and support for the general physical education teacher or student may continue to be listed on the student's IEP. Exit criteria from Adapted Physical Education may include:

- Student no longer demonstrates a developmental delay in comparison to age group peers as measured by standardized test procedures.
- Student scores less than 1.5 standard deviations below the mean as measured by standardized tests in the gross motor domain.
- Student meets district and/or state requirements for physical fitness and motor skills at their grade level.
- Student's behavior no longer interferes with his/her ability to participate, learn and be safe in a general education P.E. setting.

Best Practice

The IEP team must annually consider whether the student continues to require Adapted Physical Education service to receive educational benefit and make progress in the physical education curriculum. If the student continues to require Adapted Physical Education service to receive educational benefit, the IEP team should consider the continuum of services that would be appropriate to provide the student's physical education curriculum in the least restrictive environment.

General Adaptations

Equipment

Larger/lighter bat
 Use of Velcro
 Larger goal/target
 Mark positions on playing field
 Lower goal/target
 Scoops for catching
 Vary balls (size, weight, color, texture)

Rules and Prompts

Demonstrate/model activity
 Partner assisted
 Disregard time limits
 Oral/Physical Prompt
 More space between students
 Eliminate outs/strike outs
 Allow ball to remain stationary
 Allow batter to sit in a chair
 Place student with disability near teacher

Boundary/Playing Field

Decrease distance
 Use well defined boundaries
 Simplify patterns
 Adapt playing area (smaller, obstacles removed)

Actions

Change locomotor patterns
 Modify grasps/grips
 Modify body positions
 Reduce number of actions
 Use different body parts

Time

Vary the tempo
 Lengthen or shorten the time
 Slow the activity or pace
 Provide time during your lesson for breaks

Visual Aids

Visual aids should be large with bold fonts
 Use bright high contrast color
 Visuals should always be described
 Use a visual schedule of your lesson

General Physical Education

Modifications/Accommodations

Basketball

Use various size balls (size, weight, texture color)
 Allow traveling
 Allow two handed dribble
 Disregard three second rule
 Use larger/lower goal
 Slow pace of game
 Wheel chair: allow student to hold ball on his/her lap
 Use beeper ball, radio under basket for V.I. students

Volleyball

Use larger, lighter, softer, bright colored balls
 Allow players to catch ball instead of volleying
 Allow student to self toss and set ball
 Lower the net
 Reduce the playing court
 Stand closer to the net on serve
 Allow the ball to bounce first
 Hold ball and have the student hit it
 Use a beach ball

Flag Football

Use a nerf football
 Use a brightly colored football
 Use a beeper ball
 Decrease size of field
 Increase/decrease number of players
 Have one player be permanent QB
 Don't allow defense to cross defensive line
 Use belt with 3 flags
 Adjust size and length of flags
 Use scarfs if you don't have belts

Golf

Use a club with a larger head
 Use shorter/lighter club
 Use colored/larger balls
 Practice without a ball
 Use tee for all shots
 Shorten distance of hole
 Make hole larger

Tennis / Badminton

Use larger, lighter balls
 Use shorter, lighter racquets
 Use larger head racquets
 Slow down the ball
 Lower the net or do not use a net
 Use brightly colored balls
 Hit ball off of a tee
 Allow a drop serve
 Stand closer to the net on serve
 Do not use service court
 Use a peer for assistance
 Use a balloon

Mush Ball

Use whiffle ball (big)
 Use whiffle ball bat
 Use Velcro balls and mitts
 Use a batting tee
 Reduce size of field
 Shorten the pitching distance
 Use beeper balls
 Use peer tutors/buddies
 Wheel chair: shorten distance of bases

Ultimate Frisbee

Foam disc
 Brighter color discs
 Bigger discs
 Smaller field
 Use voice for visually impaired
 Give more space on defense

Soccer

Take air out of the ball to slow it down
 Reduce playing area
 Play 5 on 5
 Use well defined boundaries
 Use a nerf ball, beeper ball,
 brightly colored ball
 Use a target that makes noise

Track & Field

Use tennis ball for shot
 Use softball (throwing)
 Use turbo javelin
 Run shorter distances
 Obstacle course for wheel chairs
 Horizontal jump
 Jump off two feet for high jump

Aquatics

Allow use of flotation devices
 Use kick boards
 Use hand paddles
 Swim in shallow water
 Use a water polo ball
 Use a noodle
 Use diving rings in shallow water
 Use goggles

Floor Hockey

Use a nerf ball, beeper ball, brightly
 colored ball/puck
 Use a padded hockey stick
 Use a bigger goal
 Use a boundary so ball/puck does not
 go out of bounds
 Use a lighter hockey stick
 Use a slower moving ball/puck

***Special
Olympics***



Fresno Unified School District participates in many Special Olympic events throughout the year. Here are the events that our athletes train for and participate in.

Special Olympics Sports Summer
Aquatics

Athletics

Basketball

Bocce

Bowling

Golf

Softball

Tennis

Volleyball

Special Olympic Sports Winter
Alpine Skiing

Cross Country Skiing

Snow Boarding

Snow Shoeing

General Information/Rules

For general information related to the rules, sports and lessons related to these sports please use this link. www.specialolympics.org/

“Let me win.
But if I cannot win,
let me be **brave** in the attempt.”

-Special Olympics Athlete Oath

References

- Adapted Physical Education Guidelines in California Schools, 2012. California Department of Education, Special Education Division.
- American Association for Physical Activity and Recreation (AAPAR)
- National Association for Sport and Physical Education (NASPE). 2010. Eligibility criteria for Adapted Physical Education services (Position Statement) Reston, VA, Author.