



Adapted Physical Education Guidelines in California Schools

Fact Sheet for General Physical Educators

Physical Education is defined as The development of (A) Physical and motor fitness, (B) Fundamental motor skills and patterns, and (C) Skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports) and (ii) includes special physical education, adapted physical education, movement education, and motor development. Code of Federal Regulations 300.17:

Adapted Physical Education is defined as a program to meet the unique needs of an individual with a disability who is unable to fully participate in the general PE program. The program is taught by a credentialed adapted physical education specialist who may work collaboratively with other school personnel including general physical education teachers, special day class teachers, and instructional assistants. Consultative services may also be provided to school personnel and others, including parents, medical personnel, and social agencies for the purpose of identifying supplemental aids, services, or modifications necessary for successful participation in the general physical education program or specially designed physical education program. Frequency and duration of services, and goals and objectives/benchmarks, which are monitored by the APE Specialist, are identified on the IEP. Students receiving APE are counted on the APE specialist's caseload.

Standard 3.3: Adaptations, accommodations, and modifications within the existing general physical education program shall be documented before a child is referred to adapted physical education.

When movement skill ability is suspected as contributing to or resulting from a disability, adaptations, accommodations, and modifications should be tried within the general or specially designed physical education program for a child before a referral to APE is made. Appropriate and meaningful intervention strategies should be based upon the child's needs and age and upon the physical education curriculum. It is recommended that interventions and their outcomes be documented for a reasonable period of time.

In some instances, the disability of the child is so apparent that a referral to APE is appropriate without implementations or adaptations, accommodations, and modifications. However, on the IEP, there should be documentation that adaptations, accommodations, and/or modification have been considered. This will meet the letter of the law and will assist in communicating with future examiners and service providers. (Sec 56344.)

Some general physical educators are unclear as to how they can modify instruction, equipment and participation for their students who have mild disabilities. In these instances, the APE specialist may provide consultation to these teachers for the purpose of helping them identify different instructional strategies, modification, and adaptations. Often, students with mild disabilities can participate successfully in general physical education if rules are modified, equipment is changed, the student is permitted to play a specific position on a team, or provided with a peer tutor or "buddy."

FREQUENCY OF SERVICE:

All children are required to participate in 200 minutes per 10 days for elementary and 400 minutes per 10 days for secondary, of physical education instruction, unless excused or exempt under sec. 51241. Direct APE instruction service may be provided for all or part of the required minutes in which the focus of instruction is on the state goals and objective/benchmarks.

The remainder of the required number of minutes for PE instruction may be provided in general, or specially designed physical education for 200 minutes every 10 school days for elementary and 400 minutes every 10 days for secondary level students. The IEP should clearly indicate the total number of minutes in each service delivery model. (Sec. 51222,51241,51246,51210,56345(a)(b) and 34 CFR sec. 300,307.)

APE, OT, PT:

A collaborative approach among these specialists is recommended. When a student receives two or more services, often the child's disability is such that it is interfering with a given movement performance. Assistive devices and specific exercises identified by a therapist often are needed to help the child. In these cases, the APE Specialist, as well as the Special Education Teacher, should be aware of how to use the specialized equipment and how to perform the exercises. On the other hand, children may perform skills with their peers during APE that they are not motivated to perform in therapy sessions. By communicating with the therapist, the

APE specialist can keep these professionals informed about skill transfer to the educational setting that involve group participation.

Standard 8.1: Students who receive adapted physical education services shall have an Individual Transition Plans (ITPS) beginning at age 14.

The transition curriculum revolves around three main areas: instruction, community living and employment. Physical education programming, in the area of instruction, might focus on helping the student become aware of his/her movement strengths and needs. Additionally, the student may become aware of the resources for pursuing movement goals that are available within the community or post-secondary education setting. Programming in the area of community living might focus on helping the student experience of access community programs or facilities offering physical activities (e.g., YMCA, parks, fitness clubs, or community college classes.) In the area of employment, physical education programming might focus on physical and motor fitness necessary to perform ones job duties, or to travel to a job site. (Sec. 56345.1.)

Standard 9.8: All children in grades 5, 7, and 9 shall be given a physical performance test.

Legal Reference: During the month of March, April, or May the governing board of each school district maintaining any of grades 5, 7, and 9 shall administer to each pupil in those grades the physical performance test designed b the State Board of Education. Each physically handicapped pupil and each pupil who is physically unable to take all of the physical performance tests shall be given as much of the test as his or her condition will permit. (Sec. 60800)

Adapted physical educators should work together, with the support of administration, to insure that all students, including those with disabilities, receive accurate and timely physical performance testing, and that reporting of test results complies with State laws. It is recommended that the adapted physical education specialist be available to consult with general physical educators and provide information on adapted physical performance testing. Suggestions include;

- ? Maintain a library of adapted physical fitness tests and teaching manuals. Provide general physical educators with access to your library.
- ? Give formal or informal in services to general physical educators on the topic of adapted physical performances testing.
- ? Provide clear, specific instructions for individual students who need adapted physical performance testing.,
- ? Participate in physical performance testing and reporting.
- ? Use physical performance test data in physical fitness instruction and encourage other physical educators to do the same.

Standard 9.9: A high school student who requires Adapted Physical Education as stated on his/her IEP, should continue to receive adapted physical education even if he/she has met the graduation requirements for physical education. The student has met the physical education requirements for graduation. Based upon the present level of student performance and the consensus of the IEP team the student can continue receiving Adapted Physical Education services. The parent needs to concur with the decision. (Sec. 56345.)

If the student continues to qualify special education and needs adapted physical education service. But wishes to focus on other areas, he/she may elect to take other courses or class electives. This decision is based on the consensus of the IEP team and the parents that adapted physical education services be discontinued at this time. (Sec.56345.) Advise IEP team members to consider whether APE should be continued or terminated with respect to:

- ? The best interest of the student
- ? Meet legal requirements for provision of a free appropriate public education and least restrictive environment meet SELPA policies and procedures.

For more information go to: www.sc-ape.org