

## California Association for Health, Physical Education, Recreation and Dance

### **Position Statement for Adapted Physical Education**

Adapted Physical Education services are specified in an Individualized Education Program (IEP) and they shall meet the standards adopted by the State Board of Education (Education Code Section 56363 A). There are three service delivery options available to all students that fulfill this state mandate: physical education, adapted physical education, and specially designed physical education. Adapted Physical Education is one program option, which is listed as a designated instruction and service (DIS), available to students with disabilities who are eligible for special 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 (see standard 2.3), 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. The listed will indicate the frequency with which the adapted physical education specialist provides service for the student. Collaborative consultation is one method of providing service on behalf of the students, to assist the student in participating successfully in the less restrictive settings of General Physical Education or Specially Designed Physical Education. (APE Guidelines for California Schools, page 24)

The Adapted Physical Education Guidelines, approved by the California Department of Education, Special Education Division is a documents, which outlines the rights, responsibilities and mandates for fulfilling the physical education component for students with disabilities. This document is based on state and federal law. Best practices and many practical appendixes are also included. The Adapted Physical Education Guidelines are supported and upheld by the State Department of Education as well as Adapted Physical Education Specialists throughout the state.

Provision of Adapted Physical Education is based on the same process of referral, assessment, and individual program planning that other special education services follow. As assessment and evaluation of motor skill performance is considered by the Individualized Education Program team in determining provisions of service. The individualized plan is developed through as assessment process that may include test administration, observation, record review, diagnostic teaching, and collection of information from other service provides, the student and his/her family.

Adapted Physical Education is an instructional program within the spectrum of physical education options taught by a credentialed Adapted Physical Education Specialist. The Adapted Physical Education Specialist provides curriculum-based and prescriptive instruction for students identified as eligible for service. Each specialist works within a comprehensive service delivery model that complies with legal mandates for education service for students with disabilities, including the Adapted Physical Education Guidelines. In addition, services may be supplemented through the collaboration with a variety of team members (such as teachers, languages speech specialists, psychologist, parents, occupational therapists and physical therapists, medical personnel, and others) to provide an integrated and consistent program for students with disabilities. Adapted Physical Education specialists should have a caseload that would allow them to meet the needs of the students and provide a quality physical education program as directed in each student's Individual Education Program.

The physical education curriculum includes standards that were developed for state and written for the Adapted Physical Education Guidelines. These curriculum standards written used the California Challenge Standards for Physical Education, and Physical Education Framework, and the NASPE standards (National Association on Sports and Physical Education). The unique and specific needs of the students with disabilities may require accommodations and adapted techniques or strategies to provide effective instruction in developmentally appropriate skills, functional skills, and age appropriate skills within the least restrictive environment.

Instruction in Adapted Physical Education provides the foundation for learning and performing psychomotor

skills, so that students with disabilities can more fully, safely and with satisfaction participate in movement programs, recreation, sport and physical fitness activities. The Adapted Physical Education Specialist teachers in all domains of learning with an emphasis on the psychomotor area. Instruction is provided in communication, cognitive, social, behavioral, perceptual and daily living domains, in addition to physical and motor skills. Student preferences and interest are considered in program planning as well as coordination of services and resources.

Adapted Physical Education is based on a belief in the dignity and value of each human being. Furthermore, it includes a belief that each student has an ability and desire to move, and be active, and that activity is a necessary component of a healthy lifestyle. Teachers who expertly adapt and vary learning experiences to meet the needs of students with disabilities in physical education programs demonstrate this philosophy.

*(Reference: Adapted Physical Education Guidelines for California Schools, 2001. California Department of Education, Special Education Division.)*