

Adapted Physical Education (APE)

Also known as specially designed instruction in physical education

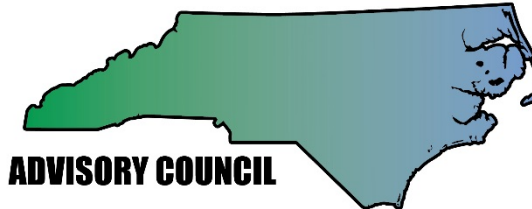


Public Schools of North Carolina
State Board of Education
Department of Public Instruction

NC DPI ECD


Laurie Ray, PT, PhD

ADAPTED PHYSICAL EDUCATION



ADVISORY COUNCIL

NC-APE-AC



Top 10 List of Most Common Misconceptions about Physical Education for Students with Disabilities



<http://www.wrightslaw.com/info/phys.fit.htm>



Question #1

The Healthful Living/Physical education curriculum is part of an education for all students.

- True or False?

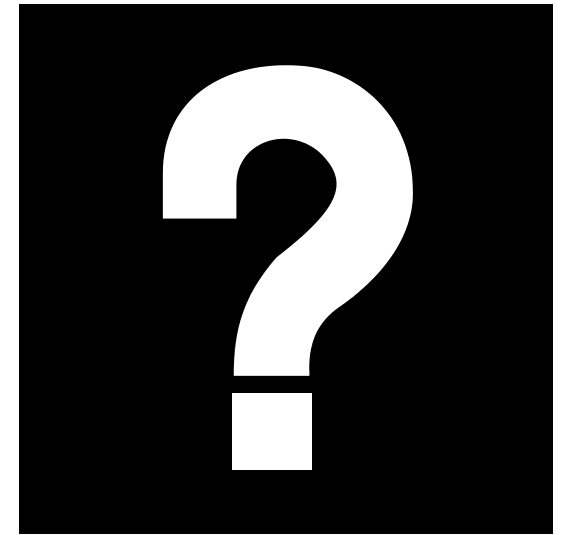


The answer is:
➡ TRUE



Question #2

Students with disabilities are automatically eligible for adapted physical education services.



- True or False?



The answer is:
👉 FALSE



Question #3

Adapted physical education placement is only for students with physical disabilities; automatic if the student uses a wheelchair or walker.

APE is not for students with emotional or behavioral disabilities.



- True or False?



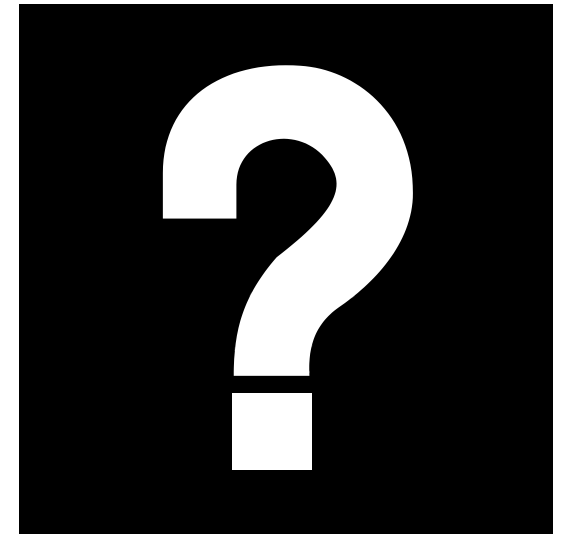
The answer is:
👉 FALSE



Question #4

All physical education teachers have the professional knowledge, skills, and dispositions, to meet the needs of all children with disabilities.

- True or False?



The answer is:

✖ FALSE

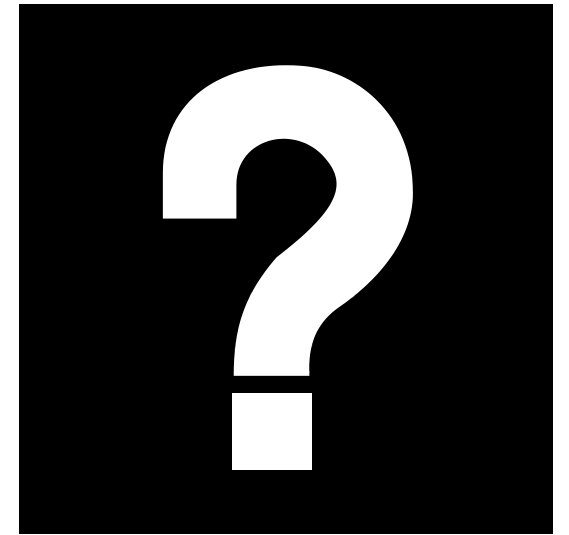
“All Physical Educators are
Not Creatively Equal”



Question #5

A student with a disability is either included full-time in the general physical education curriculum or has a separate adapted physical education program.

- True or False?

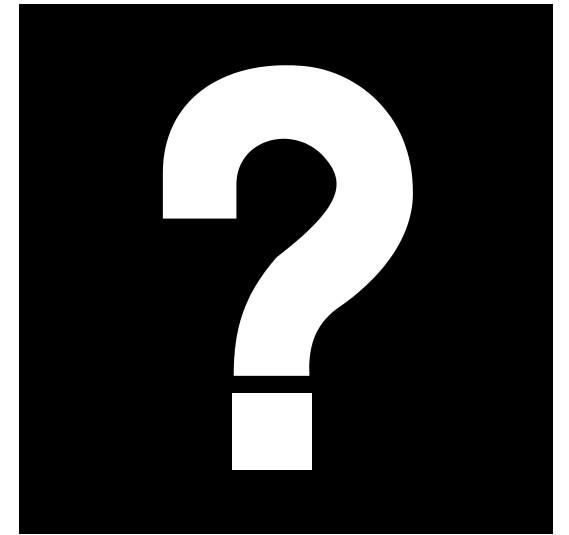


The answer is:
❏ FALSE



Question #6

Physical education and physical therapy (or other related services) are interchangeable and can be substituted for the physical education requirement.



- True or False?



The answer is:
👉 FALSE

Oh, WE know THIS one!!

Question #7

Physical education can be the only special education service on the IEP.

- True or False?



The answer is:
☛ True
Rare, but true.





Question #8

Students with disabilities can be exempt or excused from physical education.

- True or False?



The answer is:
➡ FALSE



Question #9

Adapted physical educators are not involved in the IEP Process.

- True or False?

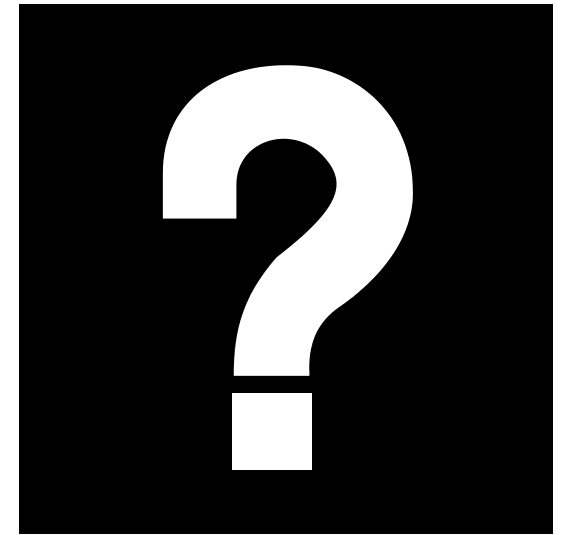


The answer is:
❏ FALSE



Question #10

Instructional assistants/paraprofessionals should not teach a physical education class.



- True or False?



The answer is:

☛ True

Not implementers
but key partners!



Question #11

A student must receive occupational or physical therapy in order to receive adapted physical education.



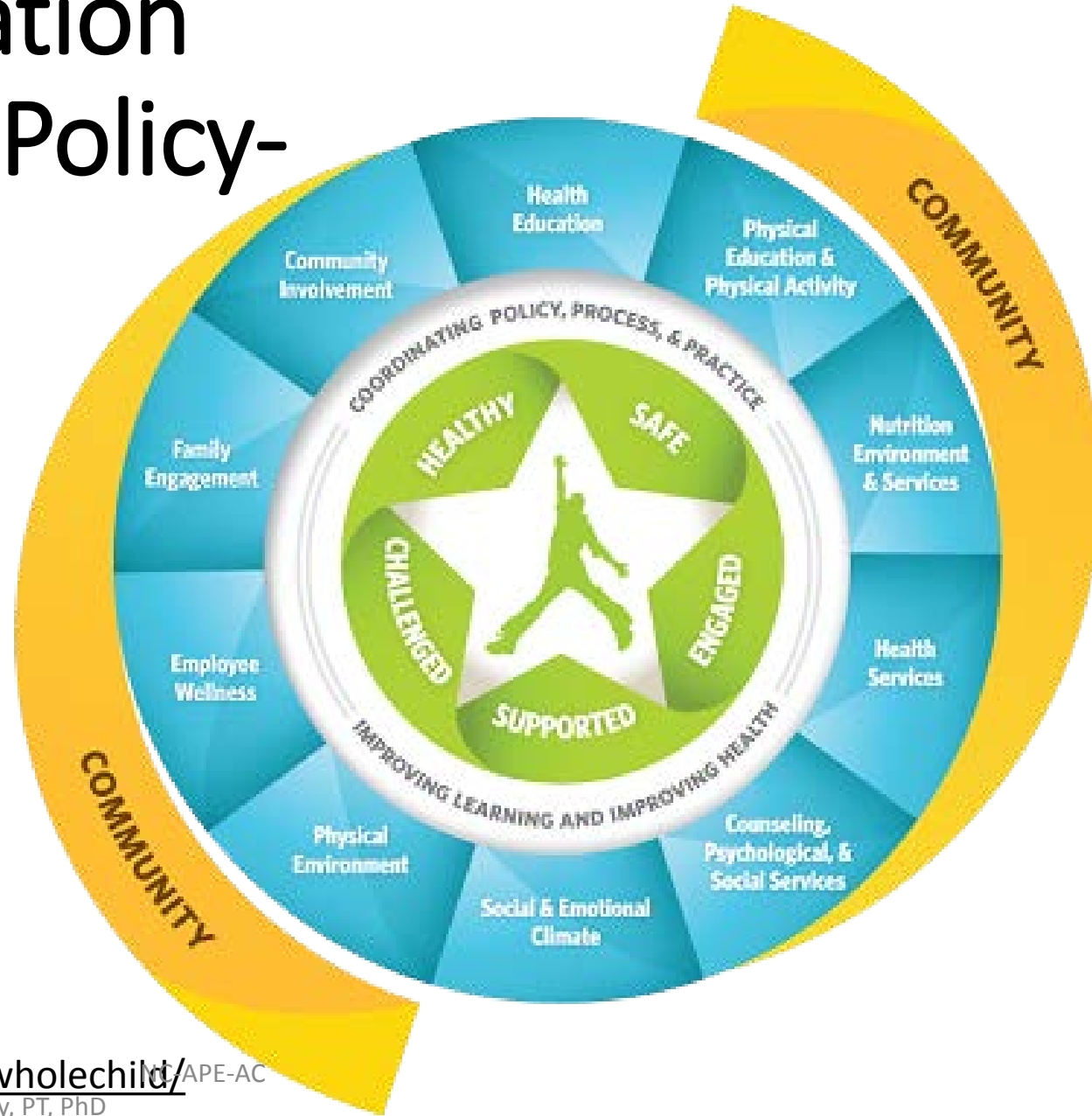
- True or False?



The answer is:
✖ FALSE

NC State Board of Education Healthy Active Children Policy- Section 2

Whole School,
Whole Community,
Whole Child Model





NC State Board of Education

Healthy Active Children Policy- Section 4

PHYSICAL EDUCATION AND HEALTHFUL LIVING

To address issues such as overweight, obesity, cardiovascular disease, and Type II diabetes, students enrolled in kindergarten through eighth grades shall participate in physical activity as part of the LEA's Physical Education curriculum.

- Elementary schools should consider the benefits of and move toward having 150 minutes of quality Physical Education per week with a certified Physical Education teacher throughout the school year.
- Middle schools should consider the benefits of and move toward having 225 minutes per week of Healthful Living Education. Middle school Healthful Living Education should be divided equally between Health and Physical Education with certified Health and Physical Education teachers throughout the school year.



NC State Board of Education

Healthy Active Children Policy- Section 4 continued...

Physical Education shall take place in a supportive environment in which students learn, practice, and receive assessment on developmentally appropriate motor skills, social skills, and knowledge as defined by the North Carolina Healthful Living Standard Course of Study and that fosters support and guidance for being physically active.

In order to meet enhanced goals, these classes should be the same class size as other academic classes with at least fifty percent of Physical Education class time spent with students engaged in moderate to vigorous physical activity.



<http://stateboard.ncpublicschools.gov/policy-manual/student-health-issues/healthy-active-children-policy-20161201>

NC State Board of Education

Healthy Active Children Policy- Section 5

- For schools in which Physical Education is not currently offered daily to all K-8 students, a minimum of 30 minutes, daily, of moderate to vigorous physical activity shall be provided by schools for all K-8 students.
- This requirement can be achieved through a Physical Education class offered to all students.
- On days when Physical Education is not part of a student's schedule, the 30-minute physical activity requirement can be met by activities such as: recess, dance, classroom energizers, or other curriculum-based physical activity programs.



NC State Board of Education Healthy Active Children Policy- Section 5 continued...

The physical activity required by this section must involve physical exertion of at least a moderate to vigorous intensity level and for a duration sufficient to provide a significant health benefit to students according to National Physical Activity and Health Guidelines. Activity sessions should be no less than ten-minute segments that, when combined, total 30 minutes of daily physical activity.



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NC State Board of Education Healthy Active Children Policy- Section 5 continued...

Recess shall consist of unstructured free play or structured games and activities. Recess and physical activity shall not be taken away from students as a form of punishment; furthermore, exercise shall not be assigned for use as a form of punishment for students.





NC Board of Education Goals

The NC State Board of Education is committed to the health of all students in North Carolina and includes healthy, safe and responsible students as part of their strategic plan.

Goal 5: Every student is healthy, safe, and responsible

- Objective 1: Create and maintain a safe, respectful school environment
- Objective 2: Promote healthy, active lifestyles for students
- Objective 3: Decrease the number of students who are chronically absent, dropout, or suspended out of school
- Objective 4: Decrease violence and crime in schools

<http://www.nchealthyschools.org/legislation/>

The Importance of APE!!!!

The purpose of PE and APE is:

- for students to learn, practice, and master skills-
 - Physical/motoric
 - Social
 - Fitness
 - Functional
- to build capacity in students to be active for a lifetime
- to provide students physical activity

➤ Recreation and wellness activities are a critical dimension of the quality of life for all people, including those with developmental disabilities. There are a vehicle through which people have fun, meet new friends, and develop skills and competencies.

The Importance of APE!!!!

- The President's Council on Fitness, Sports and Nutrition reported that physical activity is 4.5 times lower for children and youth with disabilities compared to their peers without disabilities.
- Every student can benefit from physical education
- **APE can be an important component of the secondary transition plan for students with disabilities.**



NC 1500-2.1 Adapted Physical Education

NC 1500-2.1 Adapted Physical Education

(a) Children with disabilities shall have equal access to the provision of physical education. Physical education includes the development of:

- (1) Physical and motor fitness;
- (2) Fundamental motor skills and patterns; and
- (3) Skills in individual and group games, sports, and activities (including intramural and life-time sports).



(b) If a child with a disability cannot participate in the regular physical education program, individualized instruction in physical education designed to meet the unique needs of the child shall be provided. Physical education may include:

- (1) Modified physical education,
- (2) Adapted/special physical education,
- (3) Movement education, and
- (4) Motor development.

(c) Modified physical education is appropriate for a child who can participate in the general physical education program with accommodations or modifications. These modifications can include changing rules, equipment, time limits, etc. It can also include supports such as a sign language interpreter.

(d) Adapted physical education (also called specially designed or special physical education) is instruction in physical education that is designed on an individual basis specifically to meet the needs of a child with a disability.

NC 1501-2.6 Physical Education

LEAs must comply with the following:

(a) General. Physical education services, specially designed if necessary, must be made available to every child with a disability receiving FAPE unless the LEA enrolls children without disabilities and does not provide physical education to children without disabilities in the same grades.

(b) Regular physical education. Each child with a disability must be afforded the opportunity to participate in the regular physical education program available to nondisabled children unless--

(1) The child is enrolled full time in a separate facility; or

(2) The child needs specially designed physical education, as prescribed in the child's IEP.

(c) Special physical education. If specially designed physical education is prescribed in a child's IEP, the goals should be drafted and monitored by individuals knowledgeable of the physical education curriculum. The LEA responsible for the education of the child must provide the services directly or make arrangements for those services to be provided through other public or private programs.

(d) Education in separate facilities. The LEA responsible for the education of a child with a disability who is enrolled in a separate facility must ensure that the child receives appropriate physical education services.



Special Education: Common Core Curriculum

Adapted PE : Healthful Living/PE Curriculum

Individuals with Disabilities Education Act (IDEA), requires Adapted Physical Education for those students with disabilities who require specially designed instruction in order to receive Physical Education.

- APE first described in 1990 re-authorization of IDEA as a direct, educational service
- North Carolina State Board Policy requires physical education for all students, as a part of the Healthful Living Curriculum.
- Not all students with disabilities require APE; not all students with IEPs require APE
- IEP teams determine the need for specially designed instruction in PE or APE
- North Carolina Adapted Physical Education Advisory Council (NC-APE-AC) and Laurie Ray (NC DPI APE Liaison) can assist with questions



AdaptED (not Adaptive) Physical Education... IS Special Education

APE is NOT a related service. It is NOT an accommodation. It is a Special Education direct service for identified student need in the area of instruction for physical education.

APE is special education or specially designed instruction in the curricular area of Healthful Living. Same considerations are determined by the IEP as with any other curricular area (e.g. ELA, Math, etc.)

- What are the areas of need for this student?
- Does s/he qualify under one of the fourteen educational categories for special education?
- Does s/he require APE as specially designed instruction for the *Healthful Living/PE* curriculum?
- APE is direct special education required by IDEA; it is not a local option or decision.



APE National Standards (APENS)

APENS defines APE as: “physical education which has been adapted or modified, so that it is as appropriate for the student with a disability as it is for a student without a disability”

- Standard 1= Human Development
- Standard 2= Motor Behavior
- Standard 3= Exercise Science
- Standard 4= Measurement & Evaluation
- Standard 5= History & Philosophy
- Standard 6= Unique Attributes of Learners
- Standard 7= Curriculum Theory & Development
- Standard 8= Assessment
- Standard 9= Instructional Design & Planning
- Standard 10= Teaching
- Standard 11= Consultation & Staff Development
- Standard 12= Program Evaluation
- Standard 13= Continuing Education
- Standard 14= Ethics
- Standard 15= Communication



CURRENTLY- When APE is included in the IEP...

“Does this student require Adapted Physical Education?”(on DEC 4)...

Checking yes means:



1. An evaluation has provided the IEP team with sufficient data to determine whether the student requires APE
2. The IEP team has determined the student requires adapted physical education
3. The student's present level of academic and functional performance has been developed
4. There are goals developed by the IEP team including someone knowledgeable in the PE curriculum
5. The least restrictive environment for this student to learn the PE curriculum has been discussed, determined from the student's data and documented on the IEP
6. The IEP indicates how student progress on the goal will be reported

IEP development: *The sequence*

Determine eligibility for Special Education & Related Services (all 3 prongs)

Describe HOW THE DISABILITY AFFECTS THE STUDENT'S INVOLVEMENT AND PROGRESS IN PE CURRICULUM

Write prioritized goals in Physical Education for *this* student at *this* school with *this* team for *this* IEP time frame

Determine how to monitor student progress

Determine services and supports required to achieve student goals

Determine Least Restrictive Environment for each goal/service

Establish required intensity of APE service

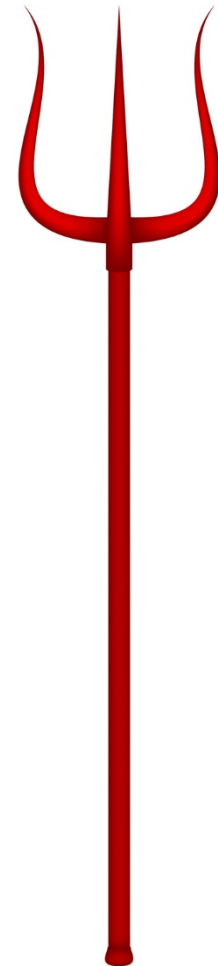
Discuss transition and exit
(every time!)

NOTE:

Services are determined
AFTER a lot of other
important steps

Eligibility for Special Education (APE): Three Prongs

1. The student is a 'student with a **disability**' that meets the criteria under one of the fourteen IDEA eligibility categories.
2. The **disability adversely affects educational (academic and/or functional) performance** at school.
3. The performance deficits related to the disability are such that **the student requires specially designed instruction** in order to ensure access to and participation in the general (PE) curriculum.





Step 1

All students must be provided PE.

- Whether a student receives APE is an IEP team decision driven by evaluation and student performance data:
 - Participation
 - Fitness
 - Endurance
 - Motor patterns
 - Sport skills
 - Gross/Fine Motor Skills
- Assess available, existing data or consider need for evaluation
 - If additional data are needed “Other” should be checked on the DEC 2
 - Write in “Adapted Physical Education Evaluation”
- When considering APE eligibility, the IEP team includes a physical educator/curricular expert with knowledge of the student’s abilities and needs for participating in and learning the Healthful Living/PE Essential Standard

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STEP #1: Evaluation

--Show me the data!



APE Guiding Questions

- What are this student's strengths in PE?
- What are this student's needs in PE?
- How does this student's disability affect her/his participation in PE?
- Can this student participate in PE with non-disabled peers? Have they had an opportunity to do so?
- Can PE instruction be differentiated so s/he can participate?
- In order for this student to participate in and learn the PE curriculum, do we have to design PE instruction just for him/her?
 - Is s/he learning PE as every other student in that grade?
 - Must we alter what we teach (APE/Specially Designed Instruction) or how we provide instruction (accommodation/Supplementary Aid/Service)?
- What does the general education physical educator report about this student's participation, abilities and needs in PE class?

Step 2



How does the student's disability affects the student's involvement and progress in the *Healthful Living/PE* curriculum?

- Can s/he keep pace with peers during activities? Consider fitness, coordination, rhythm, endurance, strength...
- Is her/his ability to play, follow instructions and remain on task in Physical Education similar to peers?
- Is the student similar to peers in gross and fine motor function: walking, jumping, catching, throwing, striking, kicking (e.g. force, speed, accuracy)?
- Can s/he interact appropriately with peers during play, games and activities?
- Does s/he understand and demonstrate the skills and rules required for the sport or game?
- What supports, accommodations or modifications are appropriate?
- Is specially designed instruction required?
- What are student needs for transition? What will be her/his life-long physical or recreational activities?

STEP #2: IEP Team Discussion



Specially Designed Instruction (SDI)

Definition:

Specially designed instruction means adapting, as appropriate to the needs of an eligible child under this part, the **content, methodology, or delivery** of instruction--

(i) To **address the unique needs** of the child that result from the child's disability; and

(ii) To **ensure access** of the child **to the general curriculum**, so that the child **can meet the educational standards** within the jurisdiction of the public agency **that apply to all children**.

IDEA Part 300(A)300.39; NC 1500-2.34(b)(3)

Should this student's IEP include APE?

APPLY THE SAME STANDARD APPLIED FOR ANY OTHER CURRICULAR AREA
(e.g. English language arts, Math)

Yes= if s/he is not learning & participating in the grade level PE curriculum like all other ?th graders. Are there:

- consistent expectations (e.g. rules, skills)
- consistent class ratios
- similar supports- differentiated instruction not individualized instruction

No= if s/he is learning & participating in the grade level PE curriculum like all other ?th graders. The team should also consider accommodations/supplementary aids or services:

- different ball, racquet, net, bat, distance
- assigned partners or stations
- communication supports
- sensory supports



Step 3



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The IEP Team discusses, then determines (via consensus decision) if the student's needs in PE can be met with supplementary aids, services, modifications, accommodations or if s/he requires specially designed instruction to learn, progress through the PE curriculum and participate in class.

STEP #3: Determining need for special education in PE or APE

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Accommodations or Supplementary Aides & Services in PE

- Modifying tools (using a beach ball instead of a volleyball)
- Adjusting environment (using noise cancelling headphones, deliberate group assignment)
- Providing supports (list of activities or stations provided in advance)

Specially Designed or Adapted PE

Changing the instructional:

- Content (what is taught)
- Method (decreasing # of rules taught or game/skill expectations)

and/or

- Context (where, with whom, instructor to student ratio or significant supports)

Step 4



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Step #4: Developing the IEP

What are the direct special education and/or related services (how much/what type/where) required for the student to meet his/her annual goal(s) in PE?

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APE Goals/Objectives/Outcomes

- **Written by someone with knowledge of the PE curriculum**
- Working towards participation in general education physical education
- Student-centered function (What do we want to see the student doing?)
- Measurable
- Specific behavior, conditions, criteria
- Meaningful
- Realistic; attainable within time frame
- Age & developmentally appropriate
- Clear - no jargon





Areas to Consider for APE GOALS

Fitness, Motor Skills, Participation:



- To develop and improve cardio- endurance
- To develop eye-hand; eye-foot coordination; rhythm
- To increase time on task in Physical Education
- To develop functional competence in locomotor and object control skills (e.g. force, speed, accuracy)
- To improve social interaction with peers
- To demonstrate understanding of skills and rules required for the sport or game
- To build endurance, CV capacity, strength

Step #5: Determining LRE

Where on the LRE continuum can this student make satisfactory progress towards their annual goals AND be educated with students who are not disabled to the ***MAXIMUM EXTENT POSSIBLE?***



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Step 5

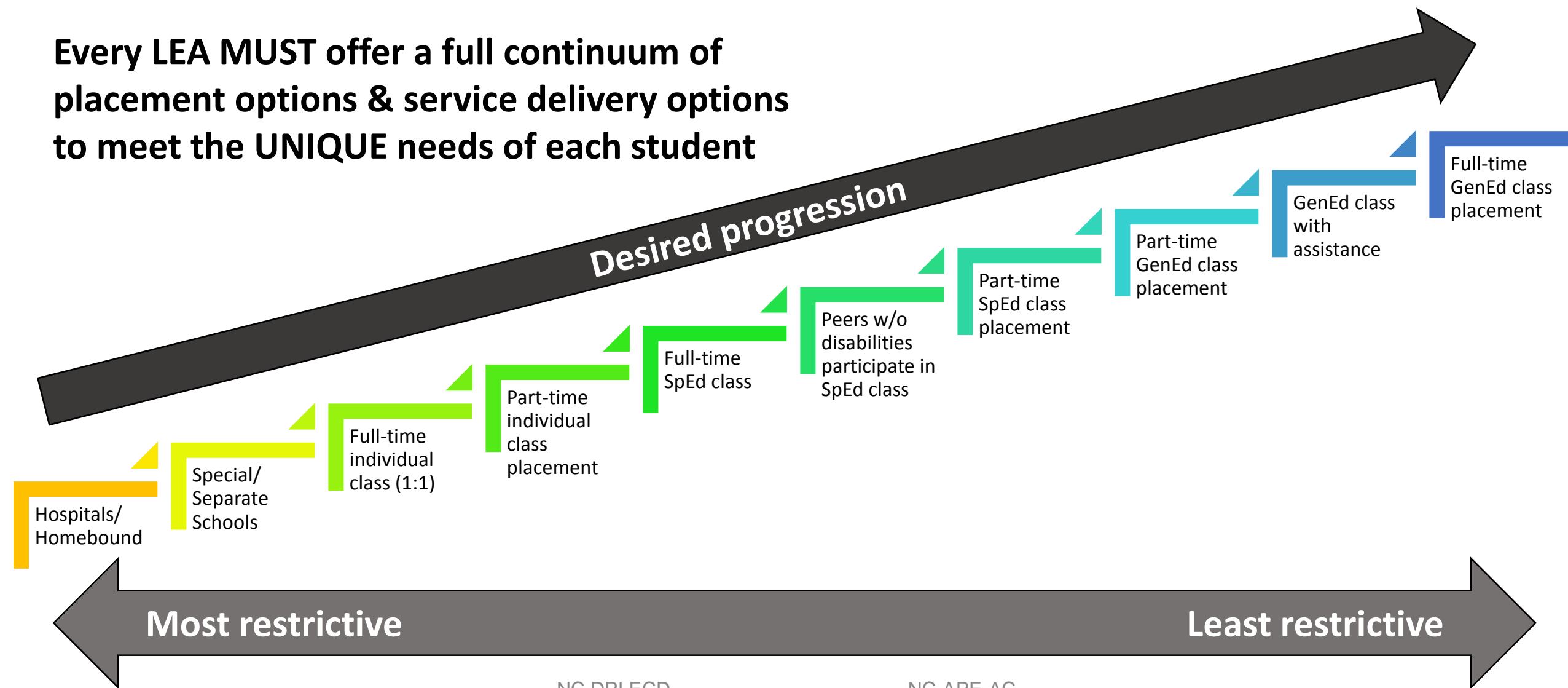


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Continuum of Possibilities for APE Services

Every LEA **MUST** offer a full continuum of placement options & service delivery options to meet the **UNIQUE** needs of each student



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Adapted from Winnick, 2011

Step #6: Monitoring Progress & Documenting APE Services

Student progress towards the goal(s) reported:

- By someone knowledgeable about the PE curriculum
 - By someone present in the APE/PE class on a consistent basis
 - On schedule with report cards!
- Does not have to be in depth, just the facts
- The point of measurable goals is to measure progress, no estimates or opinions allowed



NC-ART-AC

Step 6



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Who Can Provide APE?

- Best practice is to employ a physical educator with Certification in Adapted Physical Education (CAPE) to plan and implement your APE program
- States that require CAPE:
CA, FL, LA, MA, MI, MN, NE, NV, ND, OH, OR, RI, WS, WY
- PE and APE classes are planned and lead by educators who hold current state licensure in Physical Education
- **Physical educators may be qualified to provide adapted physical education—this does not mean they feel prepared to do so!!** NC DPI and NC-APE-AC offer continuing education sessions at NC DPI Fall EC Conference, Summer Institutes and NCAAPHERD Annual Conference



No APE Specialist???



Without an APE Specialist, APE services still must be delivered.

- Providing APE without an APE specialist can be challenging
- Encourage PE staff to update knowledge of disabilities and teaching strategies
- Collaboration between general education PE teachers and special educators and/or related service providers (especially OTs & PTs) can be very effective
- Explore and utilize all resources (NC-APE-Advisory Council, NC DPI, community resources, colleges, universities, parks and recreation programs, sports programs for the disabled, etc.)

APE Service Delivery Examples

Assessment, IEP development & APE instruction by CAPE or state certified adapted physical educator

Assessment & IEP development by CAPE or state certified adapted physical educator who consults with a general physical educator and shares instruction for APE

Assessment & IEP development by CAPE or state certified adapted physical educator who occasionally consults with a general physical educator for APE instruction

Assessment, IEP development & APE instruction by a general physical educator with occasional review & consultation with a CAPE or state certified adapted physical educator

Assessment, IEP development & APE instruction by a general physical educator in collaboration with or consultation from a special educator &/or related service provider



APE & PT- Physical is physical?

- Many people are confused about APE: Administrators, Parents/Families, GenEd & SpEd instructional staff, Students and Related service providers
- Blurred lines/ Overlapping practice & expertise
- Related services (PT) support Special education (APE)
- PT & APE different perspectives on similar areas of student development
- Not interchangeable, PT cannot supplant PE or vice versa
- Sometimes improvements in physical development cannot be attained by a physical educator using the usual time allotments, methods or activities associated with PE
- Sometimes fitness or endurance improvements cannot be attained by a physical therapy related service using the customary service delivery, dosing and interventions

Appropriate collaboration with APE

- Integrated Student Goal(s)

With SpEd,
PE or RS



- Provide RS within PE or APE class routines

With APE, PE
or SpEd



- Consultation for APE Assessment

With PE or
SpEd



- Provide consultation for APE modification, adaptation or AT

With PE,
SpEd or RS



- Individual Transition Plan
- Community options for life-long fitness, Recreation & Leisure

With SpEd &
RS



- Problem solving difficult, challenging & complex issues with participation, engagement and physical activity

With APE,
SpEd & RS



- Special projects, programs or initiatives


With APE, PE,
SpEd or RS




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Inappropriate Related Service or Special Educator Collaboration for APE

- 
- Provide APE assessment to IEP team

Not qualified to provide curricular-based assessment

- 
- Provide APE recommendations to IEP team

Not qualified to provide APE recommendations & insufficient data

- 
- Develop student goal(s) addressing PE curriculum

No knowledge of PE curriculum & not licensed in PE

- 
- Provide APE services

No knowledge of PE curriculum & not licensed in PE

Should high school students receive APE until they graduate?

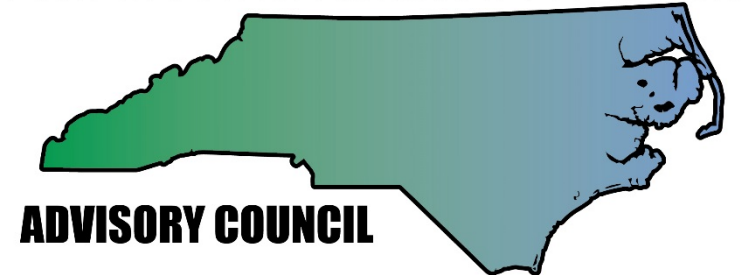
Students with disabilities are required to receive the same number of (PE) credits as their nondisabled peers. The community recreational needs of high school students should be addressed in his/her post-secondary transition plan. Students' community-based leisure and/or recreational pursuits must also be addressed in his/her IEPs. If the IEP Team believes it is appropriate, a student with an IEP may continue to receive APE services throughout the high school years; even if no other student in the school is provided this opportunity. Again, the decision is based on the unique needs of the student with the disability.
(Courtesy of the Texas Department of Education)

Any high school student may choose to take PE as an elective. If s/he does elect to take PE and requires APE service, it must be provided.

APE Resources

- DPI APE website: <http://ec.ncpublicschools.gov/instructional-resources/adapted-physical-education> (check out resources tab)
- North Carolina Adapted Physical Education Advisory Council (NC-APE-AC) website: www.nc-ape.com
- Bridge II Sports and other sports/recreation programs for people with disabilities
- Local Parks and Recreation departments or programs
- State Educational Agency supports or resources
- Local or community programs or resources
- Local colleges & universities, especially with physical education, exercise science or exercise physiology majors

ADAPTED PHYSICAL EDUCATION



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<http://ec.ncpublicschools.gov/instructional-resources/adapted-physical-education>

NC-APE-Advisory Council=please see map for your regional contact
www.nc-ape.com

Thank you for your interest!