National Adapted Physical Education Conference
“…Promoting Physical Activity for All!”

November 17-19, 2011
Long Beach Westin
# 40th National Adapted Physical Education Conference
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Enjoyment and Fun for all Youth Participants: Keys to successfully including the child with hidden disabilities.

Robbi Beyer, Ph.D., California State University of Los Angeles
Tiffanye M. Vargas, Ph.D. University of Texas San Antonio,
Margaret M. Flores, Ph.D., University of Auburn

Program Description: All too often, coaches, teachers, and community recreation leaders are quick to label individuals who are inattentive, restless, unable to follow instructions as "problematic." However, these characteristics often describe participants with hidden disabilities; e.g. ADHD, autism, or a specific learning disability. However, these characteristics often describe participants with hidden disabilities; e.g. who have ADHD, autism, or a specific learning disability. If children with hidden disabilities are inappropriately labeled, they may not receive the same benefits as other children participating in the activity. Therefore, this session will focus on teaching strategies and techniques that individuals can use to successfully include all individuals in their programs. Strategies and techniques will include methods for facilitating learning such as tips for providing an inclusive environment, contingency management, token economy, and peer reinforcement. Presenters will use video scenarios and discussions to help participants recognize and learn new ways to refocus, reinforce, and successfully manage the behavior of ALL youth participants.

Program Learning Outcomes: Participant will…
1) understand variety of behavior management for ALL participants, including those individuals with hidden disabilities.
2) successfully identify common characteristics of individuals with challenging behaviors.
3) successfully identify and apply methods for facilitating learning and enhancing performance of youth sport athletes with challenging behaviors by writing an appropriate action plan.

Learner Assessment:
Outcome 1: Activity to allow individuals to complete a self-assessment of their attitudes, discipline and leadership techniques for working with hidden disabilities.
Outcome 2: After being presented with video scenarios, participants will be asked to correctly respond when identifying common characteristics and strategies for working with individuals with hidden disabilities.
Outcome 3: Action Plan will be developed to aid in the successful teaching and behavior management of children with hidden disabilities.

Session Format: Interactive Lecture

Resources: http://hidden-disabilities-in-sport.org/ Web page for coaches, parents, and researchers
**Water Ballet: A Creative Approach to Movement Inclusion for All**

Robin Branch

California State University Northridge  
Special Thanks to Dr. Sharon Hsu for your support and encouragement.

Robin.branch.997@my.csun.edu

The purpose of this presentation is to give exposure to the overall total health benefits of water ballet from an Universal Design for Learning perspective, which is a concept that explores access for the widest number of individuals through creative, flexible and advance planning, without repeating the curriculum in order to meet the individual needs of all.

This presentation will consist of a brief PowerPoint followed by a movement lab. The lecture covers the cognitive, social, affective, motor and physiological benefits of water ballet and its impact on participants who have a variety of disabilities.

The movement lab contains an exploration of basic ballet terms and movement that can be done on land and in water.

Each exploration station will be given a brief scenario in which they will discuss, discover and develop a universal design for learning in an aquatic setting.

In conclusion, the movement lab will form a circle and a member from each group will share out.
Unique Visual Supports for Adapted Physical Education

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The evidence based practice of "Visual Supports" is the basis for this presentation should NOT be confused with Picture Exchange Communication System (PECS). PECS teaches a student to exchange a picture of a desired item with a teacher/communicative partner. PECS is used to teach discrimination among symbols and then how to construct a simple sentence. Whereas, visual supports are tools to assist students in processing language, organizing their thinking, remembering information and many other skills necessary to participate effectively.

In order for a child to effectively use the visual support system, it should be introduced across different environments and with a range of people. It is vital that everyone interacting with the child consistently uses the same approach. So when I was told to use visual supports to augment the skills taught in adapted physical education groups, I of course rolled my eyes and thought, “yeah, right.”

But when I started using visual supports I quickly learned that students with Autism Spectrum Disorders and lots of other students with behavior or communication challenges tend to be visual learners. They understand what they see (visually) so much better than what they hear (verbally). Therefore, they benefit significantly from the use of Visual Strategies.

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When we present information verbally, the words are available for a brief moment. When we present information visually it can be there for as long as the individual needs it. Some people believe visual supports are not “natural”, but wait. Visual tools assist students in processing language, organizing their thinking, remembering information and many other skills necessary to participate effectively.

Visual cues help students to establish attention. Visual information stays there long enough for the student to see it, take in the information and respond to it. It is non-transient. It doesn't fly away. Students can go back over and over if they need, to understand and remember.

How I got started
I found out that I was already using different sorts of visual supports. It started with colored wrist bands that matched the ball or other equipment. Now, this is something simple that I’ve been doing for years. Special Education teachers and other observers applauded me for doing this for many reasons.

1. Each student has a wrist band that matches their own equipment.
2. It is a visual support for to identify which is their ball.
3. Teachers and other students can identify their ball.
4. It reduces confusion (or bickering) as to whose ball belongs to whom.
5. If a ball gets away, the student must be responsible and get own ball.
6. When the activity is over, each student returns the matching wrist band and ball.
7. It promotes student independence.
8.

Last year I developed a simple Core Muscle “static” Exercise Program. I did some internet research and came up with 12 static positions that the student imitate or copy. I made a fold out 4” x 6” visual support as used one-minute popular music clips to transition from position to position. It became so popular that I made a Power Point presentation simply called “Core EX”. I made larger 8-1/2 x 11 visual supports.

Many of special education teachers use the Core EX on days that I’m not scheduled to be there. It is also used for students with spectrum disorders as an activity when the student needs to take a “break”. And, parents are encouraged to use the Core EX at home with their child.

I use visual supports with all my classes. I utilize visual schedules and story boards to let the students know what we will be doing in class and use simple task analyzed visual supports showing the skill and what is expected of the student.
Suggestions on how you can get started
Many special teachers use programs such as Board Maker. But found those programs use stick figures and not necessarily real life photos especially for adapted physical education. I also found those programs to expensive ($400 plus) and somewhat cumbersome. I suggest that visual supports be made using MS Word and the free Paint program already found on most computers.

1. Task analyze what skills the student needs to learn and determine how you visually present the material. (For more information about doing this, see the presiding references for “Visual Support Checklist”)
2. Select visual representation based on learner’s skill level. Young and more involved students need large visual supports as big as 8-1/2 x 11 sheet of paper.
3. For the Less involved students, I use a fold-out sheet with 6 photos on each side. These are also good for story lines.
4. Use Google Image Search (or other search engine) to find and download images.
5. Use Sport Equipment catalogue websites such as Sportime, Gopher, Athletic Stuff, etc., to find and download equipment images.
6. **Use photos with white (blank) backgrounds.**
7. **Use photos with white (blank) backgrounds.**
8. **Use photos with white (blank) backgrounds. I cannot emphasize this more!**
9. Take digital photos of your student’s doing the skill or activity.
10. Use a Paint program to make white background. This is a time consuming task, but worthwhile once you have developed a library of jpg images.
11. Crop, enhance, and store (save) them as jpg files.
12. In Word, drag and drop (copy and paste) .jpg image into a table to make visual supports. Enhance by adding titles and shapes such as arrows.
13. Convert to PDF.
14. Convert PDF to JPG image file
15. Use Picture Manager to crop, rename and save into a Visual Support library folder.

**Example of a Visual Support**

![](Point.png)  ![](Step.png)  ![](Throw.png)  ![](Hit Target.png)
Example of an Adapted Physical Education Visual Library
**Visual Support References:**

National Professional Developmental Centers on Autism Spectrum Disorders (NPDC) Link:

http://autismpdc.fpg.unc.edu/content/california

Autism internet Modules home Page:

http://autismininternetmodules.org/

Log in for free and view modules of evidence based practices. The evidence based practice of "**Visual Supports**" is the basis for this presentation.
Purpose: To provide adapted physical educators with innovative and budget friendly indoor activity ideas that will address the needs of their students, especially those with Autism.

Overall program content: An activity presentation to include the following gross motor skills: throwing, jumping, running, balance beam (in more ways than one), single leg balance and imitating movement patterns. Equipment used during each activity is budget friendly! You will be given ideas on how to make and/or where to find the equipment used in the presentation. These ideas were born of 11 years of teaching Autism specific classes and the need to find different way to engage the child with Autism in movement activities and skill practice.

Introduction:

Many children and adults with autism are visual thinkers. "I think in pictures. I do not think in language. All my thoughts are like videotapes running in my imagination. Pictures are my first language, and words are my second language." Individuals with autism also learn best with concrete visual methods. (Temple Grandin, Ph.D. Revised: December 2002). Therefore
including concrete visual stimuli (ex: phone books covered with colored paper to work on jumping skills, or long ropes on the floor to walk along working on dynamic balance) to promote movement can be beneficial to a child with autism. We have found that visual objects that are 3D work best. If you instruct a child with autism to jump from point A to point B using no visuals it will be very difficult for them to understand what you are asking and follow through with the task. Children with autism need engaging visuals to teach movement activities and skill practice.

Here is a list of budget friendly equipment that we have found success with using to help children with autism learn movement concepts. Listed after each piece of equipment are ideas on where to find the equipment in your community.

**Phone books: covered with construction paper and then covered with clear packing tape. We collected books from teachers' lounges around the district and we also called the phone book company to get them donated to our department.**

**Boards: of various lengths and widths, (1x4, 2x4, 2x) and minimum of 8 feet long up to 12 feet long of wood from Home Depot or Lowes. Or whatever you can store in your room!**

**Blocks: of wood, about 4x4 in width and 10-12" length, from home depot or Lowes.**

**Bubbles or bubble wrap: we acquired a large roll of bubble wrap donated by our maintenance and operations in our school district. Can also find at your local hardware store.**

**Boxes: small, varying sizes of cardboard boxes. We use the square Kleenex boxes, rectangular Kleenex boxes, and shoe boxes. Then cover them with construction paper on all sides.**

**Tubes: empty rolls of paper towels collected from home, then covered with construction paper and taped.**

**Rope: 30 foot length and then you can cut into 3 ten foot lengths, can be found at your local hardware store.**

**Activity ideas:**

1. Phone books- to teach jumping skills
   - Jumping onto and down from, have student jump up onto a book and then jump down, start with one book and gradually add more by stacking them.
   - Jumping forward with feet together, line books up with about 2-6 inches in between (depending on student) and have them jump from one book to the next. You can also align them in a zigzag path requiring them to move their hips and turn their bodies in order to jump or walk to the next book, working on directionality.
2. Phone books can also be used as a weighted object, to set in a student’s lap to keep them seated in their chair. Or, while a student is seated in his/her chair, set book behind their back to get them to sit up straight. Or, as a weight lifting exercise, have student pick up and carry book(s), also good for sensory stimulation.

3. Boards can be used as balance beams. Either lay them flat on the floor or prop them up on phone books or blocks. You can have the student walk up the board (only one side is propped up) or down the board. You can also have the student walk on parallel boards, with one foot on each board.

4. Blocks can be used for single leg balance, it gives the student a visual to stand on and forces them to stand on one foot because the other foot cannot reach the floor.

5. Bubble wrap can be used as a fine motor activity, popping the bubbles with fingers, while the student is taking a break. Bubble wrap can also be used for jumping, jump onto bubbles to make them pop!

6. Boxes can be stacked on top of each other and then used for knocking over by kicking, or running into with their whole body, or as targets for throwing using beanbags/balls.

7. Tubes can be used to teach body awareness, body parts, imitating movement and rhythm. Have the student hold a tube in each hand, and as they watch you have them imitate (touch head, touch opposite shoulder, touch toes). Can also be used during tag games as an extension of a student’s hand/arm.

8. Ropes can be used to work on balance, heel-toe walk along the rope. The rope gives the student a raised edge to provide sensory feedback. You can align the rope in a zig zag pathway and have them follow it, which causes them to move their hips/body to continue following the line of rope. You can have them walk in between two ropes that are laying flat on floor or are raised.
Physical Education and the Moderate to Severe/Profound Classroom

Tana Donaghy
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The focus of this workshop is the collaborative relationship with Special Education teachers who are serving students with Developmental Disabilities and significant cognitive disabilities in the moderate to severe range. Participants will look at curriculum and grade level content at functioning level of students, and IEP goal construction. Presentation objectives and discussions will be centered on looking at the SEACO Curriculum and new updated Alternative Achievement Standards (Blueprints) for students with, looking at ways to write IEP goals for these students based on the Alternative Achievement Standards, and discussing ways to collaborate with special education teachers and paraeducators.
"Beg, Borrow and Steal for PE Ideas"
Some of the best ideas we got
from coworkers and our students

Dan Feldman and Dan Grimes
San Diego Unified School District

Coming up with new ideas for activities in your APE class can be tough. If that is the case for you, come join our session and see some of the best ideas that we have begged, borrowed and have stolen from other conferences and coworkers. We will present a number of games for a variety of grades (primary/secondary) and ability levels that you can use in your classroom to make APE more fun for everyone! In addition we can all share ideas with each other.

**Scooter Building Cone Race**

**Equipment**
1 scooter per student (10 Scooters)
(10) Bigger cones used as starting point, many 6 inch and 9 inch plastic cones, at least 3 per student and 3 for the teacher

**Directions**
-10 bigger cones are place in a straight line in one end of the room. This is the starting point and ending point.
-Directly across each starting point are 3 6-inch cones for the students to build with.
-Teacher stacks cones in a pattern in a viewing area
-Students are asked to scoot over to the other side (where their cones are) and build a stack of their own that looks like the teachers.
-Teacher moves the cones further back for the students who finish earlier and move the cones of the students who finish later closer to the start

**Scooter Cone Pick Up Race**

**Equipment**
1 scooter per student
At least 6 times as many 6-inch plastic cones as number of students
A Starting/End line

**Directions**
Scatter as many 6-inch plastic cones that you have all over the area floor. Have students sitting on scooters pick up as many as they can.
-Once all collected have students count cones they collected
-review how any cones students collected
-Once area clear, Students allowed to throw one cone at a time (while still sitting on their scooters) into playing area until all cones are thrown
-LATER ROUND START TECHNIQUE – Students who collected 0/1 cone starts first then count from they (start if you collected: 1 cone, 2 cones, 3 cones, 4 cones, ect…)
Tennis Ball Penny Game

Equipment
1 Penny (or a poker chip) per student
1 tennis ball per student

Directions
Student standing next to their penny drops ball trying to hit the penny then trying to catch tennis ball
Student get 1 point of hitting the penny; 2 points for making the penny flip over

Tennis ball penny partner game

Equipment
1 Penny (or a poker chip) per 2 students
1 tennis ball per 2 students
1 vinyl floor spot per student

Directions
Students standing on a floor spot 5-15 feet away from a partner. A penny is placed half way between the partners. Student tried to throw the tennis ball on one bounce and hit the penny.
The partner then tries to catch tennis ball on one bounce and then tries to hit the penny.
1 point of hitting the penny; 2 points for making the penny flip over
Game can be played to a certain score (first to 7 points) or time (5 minutes) then students rotate partners. (Students on one side of the room hold tennis ball as partners on other side rotate one stop to the left)

Treasure Island

Goal: Students will work with their teammates using a variety of skills retrieve the designated equipment while being physically active.

Equipment:
-Hula hoops (one per group) 4 hoops for 12 students
-Bean bags (10 Green, 10 blue, 10 purple, 10 red, 10 orange, 10 yellow bean bags)

Directions:
Divide the kids in your class into even groups. Each group will stand behind their hula hoop.
Scatter the bean bags however you wish throughout the court in front of them. Standard set of bean bags with a variety of colors. Each color should correspond with a numeric value. i.e. red is worth 2 points. Each student, upon given the starting command, is then allowed to run out and retrieve one bean bag. The may retrieve any that they wish, and then return with it and put it in there hoop allowing the next person to go in their group. Once all bags are gone, teacher or aides will help students add up there score.

Variations:
-Vary the movement to the ball i.e. crab walk to get the bean bag
-Use other equipment to retrieve i.e. use balloons, playground balls, or yarn balls.
-Vary the surface i.e. grass field vs. indoor court
-Students unable to grab the bean bag can indicate to a peer or aide which to pick up and can be wheeled out and placed on their lap and wheeled back

-------------------------------
Clean your room
Goal: Students will be physically active and use teamwork to practice a variety of movements
Equipment:
- About 5 balls per student (50 balls for 10 students)
- Six 9-inch cones for a divider line
Directions:
Separate students into two teams on a basketball court with cones indicating a dividing line. Scatter the yarn balls evenly on both sides anywhere you like. The students are lined up at the back of their court. Indicate HOW you want them to “clean their room”. i.e. overhand throw, kick, underhand throw, hockey stick shot, etc. Then start a timer or music and tell them they have 1 min (or whatever you wish) to “clean their room”. When the music stops they must freeze and the teacher will then go around and count who has the “cleanest” room by who has the least balls on their side.
Variations:
- Vary the way to “clean” i.e. overhand, underhand throw, kicking, hockey stick sweeping the floor
- Students unable to do the motion in chair can have 5 yarn balls placed on their lap or tray and can knock them off to their side or they can hand them to a peer to throw

Angry Birds
Goal: Students use teamwork to complete the task and upper body strength to pull back therapy band and hold it.
Equipment:
- 1 therapy band for each 3 students
- 3 hula hoops per group or set of 6 cones per group to hit
- 1 rubber chicken per group
Instructions:
Put students in groups of 3. Two students holding a therapy band (one holding left side, other holds right side). Third student will pull the therapy band back with the rubber chicken. Aides can regulate how far back the kids may pull the band. Students can try for one of the three hula hoops, one worth 1 point, 2 points, and last one worth three points. Add up the points at the end of each round. Also you can vary to shoot for the cones to knock them down.
Variations:
- Can shoot yarn balls
- Can shoot for distance
- Students in chairs can hold onto band and aides or peer can pull the student back
- Winning team can choose the next exercise i.e. jumping jacks, bear crawls, etc.

Tic-Tac-Toss
Goal: Students use a variety of movements to get the bean bag to its target
Equipment:
- About 5-10 bean bags per player (must be 2 different colors)
- Tape to make Tic-Tac-Toe board
- Cones or tape to indicate throwing line
**Instructions:**
2 students per group and both will stand behind the line you set in front of the Tic-Tac-Toe board. Students will take turns tossing the bean bag underhand to the indicated square. Game is won by the player/color that gets 3 in a row. (or you can have a winner by who has the most in boxes when both have run out of bean bags)

**Variations:**
- Can shoot from various distances
- Can toss on different surfaces i.e. concrete or carpet, etc.
- Students in chairs who can’t wheel or throw can be pushed onto Tic-Tac-Toe board and drop it on their square they want or indicate to a peer where they want it tossed to
- Winning team can choose the next exercise i.e. jumping jacks, bear crawls, etc.

**Notes:**
**Wii Like To MOVE It!**

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Sharron Barton  
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Los Angeles County Office of Education  
Adapted Physical Education Specialists

This session will demonstrate how the Nintendo Wii can be used in a wide variety of settings to enhance fitness, motivate students, collect data, and create mainstream opportunities in your adapted P.E. program. Attendees will have an opportunity to try several games, such as Just Dance for Kids, Just Dance, Just Dance 2, Dance Revolution, and Wii Fit Plus.

Learn how the Wii activities can be aligned to meet the California Physical Education Content Standards across a variety of grade levels. A variety of helpful resource materials and equipment including song choice boards, pedometers, dance platforms and training boards will be highlighted.

This is a “hands/feet” ON session so come ready to move and have fun. “Wii like to move it”!
Teaching Tennis To Students with Differing Abilities

Paul Garron
USPTA Professional 1 & Certification Tester
USTA QuickStart Presenter

Sandra Gostanian
USPTA Professional 3
APE Specialist (Madera County Office of Education)

Equipment:

| Ages 5-6   | 17-21 inch racquets | Oversized, low compression ball; Foam; Koosh balls; balloons | Court size: 36’ L x 18’ W Net Height: 2’ 9” |
| Ages 7-8   | 19-23 inch racquets | Oversized, low compression ball; Foam; Koosh balls | Court size: 36’ L x 18’ W Net Height: 2’ 9” |
| Ages 9-10  | 23-25 inch racquets | Low compression ball | Court size: 60’ L x 21’ W Net Height: 3’ @ center |

California PE Model Content Standards relating to Tennis Skills:

| K.1.12 | Strike a stationary ball or balloon with the hands, arms, and feet |
| K.1.13 | Toss a ball to oneself, using the underhand throw pattern, and catch it before it bounces |
| 1.1.10 | Demonstrate the underhand movement (throw) pattern |
| 1.1.11 | Demonstrate the overhand movement (throw) pattern |
| 1.1.18 | Strike a balloon upward continuously, using arms, hands, and feet |
| 1.1.19 | Strike a balloon upward continuously, using a large, short-handled paddle |
| 2.1.8  | Throw a ball for distance, using proper form |
| 2.1.12 | Strike a balloon consistently in an upward or forward motion, using a short-handled paddle |
| 2.1.13 | Strike a ball with a bat from a tee or cone, using correct grip and side orientation |
Instruction:

**Warm-Up Ideas on the Court:**

1. **Cardiovascular & Overall Locomotor**
   - a. Walk, Jog, Skip, Gallop, Hop, Jump
   - b. While moving around court, imitate animals (flamingo, bird, frog, etc., maintain balance and avoid others while moving around court)

2. **Stretching**
   - a. Arms, Legs, Hands, Joints

3. **Roll ball back and forth with a partner**
   - a. Vary distance
   - b. Catch with two hands and one hand

4. **Balance the Ball**
   - a. Place ball on racquet face/strings
   - b. Keep ball on strings for determined number of seconds while standing still, walking, moving

5. **Ball-Drop**
   - a. 1 Partner drops ball and other partner catches ball within 1-2 bounces

6. **Tap-Up, Tap-Down**
   - a. Hit the ball upwards with the racquet
   - b. Hit the ball downwards with the racquet

7. **Bounce-Rebound**
   - a. Hit the ball downwards to the ground
   - b. Rebound should make contact with racquet
   - c. Continue motion while stationary and while moving
Forehand Stroke:
1. Forehand Grip
2. Stance
   a. Feet shoulder width apart
3. Stroke
   a. Turn side to net prior to striking (non-racquet shoulder to net)
   b. Begin stroke at lower level, and end stroke at higher level (Low to High)
   c. Make contact
   d. Use body rotation to drive ball across net/into intended target
   e. Follow through

Backhand Stroke:
1. Backhand Grip
2. Stance
   a. Feet shoulder width apart
3. Stroke
   a. Turn side to net prior to striking (racquet shoulder to net)
   b. Begin stroke at lower level, and end stroke at higher level (Low to High)
   c. Make contact
   d. Use body rotation to drive ball across net/into intended target
   e. Follow through

Volley:
1. Position body approximately 3 feet from net
2. Racquet supported by both hands, Racquet head raised to approximately shoulder height
3. Rotate body in direction of oncoming ball; racquet head remains raised to level of shoulder
4. Take small towards oncoming ball while moving racquet towards oncoming ball
5. Make contact by “bumping” ball (not swinging)
6. Return to ready position – facing net to see next oncoming ball

Serve:
1. Practice tossing ball with non-racquet hand to a height of a raised racquet and catching ball
2. Using overhand throwing motion to throw a ball into the service box across the net
3. Beginning with Racquet behind back, elbow raised towards sky, Toss ball with non-racquet hand
4. When ball reaches apex (highest point of flight), extend elbow of racquet hand and strike tossed ball to make contact
5. Follow through
6. Practice throwing and serving from service line and graduate to base line
**Adaptations:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Adaptations</th>
</tr>
</thead>
<tbody>
<tr>
<td>General</td>
<td>Larger, lighter, softer balls; Lighter, shorter racquets, Shorter courts,</td>
</tr>
<tr>
<td></td>
<td>Modified rules</td>
</tr>
<tr>
<td>Wheelchair</td>
<td>Find best position for striking; Work on Maneuvering wheelchair:</td>
</tr>
<tr>
<td></td>
<td>pushing skills, quick turns, 360° turns; Additional ball bounces before</td>
</tr>
<tr>
<td></td>
<td>striking</td>
</tr>
<tr>
<td>Limited strength</td>
<td>Velcro or strap to secure light racquet/paddle to hand/arm; lighter</td>
</tr>
<tr>
<td></td>
<td>implement/balls; use of suspended ball or tee</td>
</tr>
<tr>
<td>Visual Impairments</td>
<td>Brightly colored balls; Larger balls; Beeper balls</td>
</tr>
</tbody>
</table>
Session Description:
Many of our students with mental disabilities are facing weight issues. When you look at the
closer picture, you often find that weight issues extend into the family. How can we educate
our students and empower our parents to make good nutritional choices and to incorporate
physical activity into their daily lives? This interactive session will address nutritional based
activities that incorporate physical movement for the child and family, as well as unique
information for parents. The overall goal for this session is to provide both Adapted Physical
Education and Physical Education teachers information that will promote the benefits of
proper nutrition and daily physical activity.
Students will participate in class activities that develop basic nutrition understanding while
incorporating fitness skills and movements. They will also take home and share with their
families nutrition based activities, nutritional information, and fitness ideas.

Word Scramble – class activity
The objective of this game is to unscramble words and categorize them into the appropriate
food group. Students are divided into teams. Adult assistants will be placed in designated
area with fitness task cards and scrambled words. One person from each team runs to a
designated area. They will be given a fitness task to complete (ex. 10 jumping jacks); when
task is completed they will get their scrambled word. They return to their team, unscramble
word and place it in the appropriate food category. Teams complete as many words as
possible.
Home Activity
Students take home a word scramble sheet to work on with their parents. They unscramble
the words and place them in appropriate food category. Worksheet will have a nutritional tip
or information. Students homework, bring back one scrambled food word that was not on
list.

Memory – class activity
Part 1 - The objective of this game is to match picture to picture or picture to word. This
activity is performed in teams in a relay race format. One person from each team runs to
scattered pictures and or words on floor. They try and match picture to picture or picture to
word. If the student makes a match they bring the match back to their team, if they do not
make a match they just return and the next person takes their turn. Game continues until all
cards are gone.
Part 2 – Students will make their own deck of food cards. Students will be divided into
groups, given a starting point and sent on a scavenger hunt. Each designated area will
include food pictures and instruction on how to get to the next designated area. When
students complete scavenger hunt they will glue pictures to cards. This will be the deck of
cards they will take home and use with their family. *Each group will have an adult
assistant.

Home Activity
Students will take home a deck of memory food cards to play with their family. There will be 6 blank cards included so the family may work together to make their own cards to add to the deck. Student will bring back their deck of cards and share the cards they created. Deck of cards will include nutritional information.

Build a Meal – class activity
The objective: students will demonstrate knowledge of food groups by choosing appropriate foods to make up a meal. Activity will be performed in a relay format. Students will be divided into teams. The teams will be given a meal to make up (ex. meal should include 1 protein, 2 vegetables, 1 carbohydrate). One student from each team will run to scattered food pictures on floor, pick up appropriate food group, and return to team. Game will continue until team has completed the meal. When they have completed task they will sit down. Teacher will check the meal. If they do not have appropriate food groups represented they will have to return all their food and start again.

Home Activity
Students will work with Parents to build a meal. Student along with parent will draw a picture or write out what they had in their meal. They will also label what food group each part of their meal represents. Students will return picture and share what they ate.

Eat This Not That
This is an activity that I am planning to add to my unit this year. It is in the process of being completed. I would love to have your input in creating this activity.

Nutritional Information
• Make half your plate fruits and vegetable

• The recommended daily allowance for protein intake is:
  o Girls and Boys 9 – 13 years old = 5 ounces
  o Women 19 – 50 years old = 5 ounces
  o Men 19 – 50 years old = 6.5 ounces

• An inactive girl 9 – 13 years olds total daily calorie need is 1600 calories. Empty calories should be limited to 120 calories.

• Empty calories are calories from solid fats and/or added sugars. These fats and sugars add calories but have few or no nutrients. Examples: cakes, cookies, donuts, sodas, energy drinks, cheese, ice cream, sausage, hot dogs.

• Make at least half your grains whole grains
o Choose foods that name one of the following whole-grain ingredients first on the label’s ingredient list: brown rice, buckwheat, bulgur, millet, oatmeal, quinoa, rolled oats, whole-grain barley, whole oats, whole wheat, wild rice.


Fitness ideas
  • Take a family bike ride
  • Batting practice and run around the bases
  • Park and walk
  • Go for a hike
  • Swimming
Session Description:
We do it every year…The FITNESSGRAM. Let’s get our parents and student working together to improve performance on the FITNESSGRAM. This interactive session will have participants engaged in “Family Fitness”. It will include methods of how to pre and post assess students with special needs and then create activities that students and parents can engage in together outside of the school environment that address each component of the FITNESSGRAM. Also, included in this session will be activities to increase FITNESSGRAM knowledge and a brainstorming session of innovative ideas for students with special needs and their parents.

Students will mainstream with general Physical Education classes during the pre testing/introduction phase of the Fitnessgram. This gives students the opportunity to see how each skill is completed and work with general Physical Education students on developing FITNESSGRAM skills. Scores can be recorded and notes taken. This will give the teacher an idea of how well each student can perform each task.

Pre and Post Test
Students will work on each area of the FITNESSGRAM with modified activities to improve and develop FITNESSGRAM SKILLS. Scores can be recorded and monitored for progress.

Curl Ups – duration 1 min
Students will assume curl up position. Each student will work at their own level.
- Direct Assistance – teacher/assistant will assist student by holding on to their hands and helping them up to an upright position. Apply least amount of assistance as possible.
- Student will grab legs or shorts to assist themselves to an upright position.
- Student will use arm swing to assist themselves to an upright position.
- Student will complete task as per FITNESSGRAM

Knee/Push Ups – duration 1 minute
Students will assume push up position. Each student will work at their own level.
- Students will use appropriate foam block (12 in, 10 in, 8 in, 6 in) under chest area. They will perform as many push ups as possible in 1 minute. They may take breaks as necessary.
Pull Ups – maximum
Students will hang on bar with arms fully extended – feet will be able to touch ground.

- Student will hang and bear full weight
- Student will hang and use legs to help raise and lower body through the pull up. Student must always return to full arm extension.
- Student will use one foot placed on chair or block to assist through the pull up movement. Student must return to full arm extension.
- Student will complete pull up as per FITNESSGRAM.

Flexed Arm Hang – maximum
Student will use a bar that is at or just below chin level and assume FAH position.

- Student will hang bearing weight (will not be in FAH position)
- Student will bend knees bearing some weight on hands and arms.
- Student will stand on 1 foot with knee bent bearing weight on hands and arms.
- Student will complete FAH as per FITNESSGRAM.

Pacer Run – maximum
Student will follow cadence to Pacer Run. Distance will be modified according to ability level.

- Distance can be set at 10 yards, 14 yards, 17 yards, and 21 yards apart.
- Students may change levels during the Pacer Run in order to increase the duration they are in moderate to vigorous activity.

Mile
Students will complete a variety of running activities to complete a mile.

- Sprinting races on the straights or 100 yard dash, walk the curves.
- Catch the mouse – send one student running. On “go” the other students try and catch her/him. Take turns playing the mouse.
- Continuous Relays – Mark 4 starting positions equal distance apart around the running track. One student starts at each point. Remaining students wait by starting point 1. Runner 1 runs to runner 2, passes the baton and stays at runner 2 position. Relay continues, 2 to 3, 3 to 4 and 4 to 1 getting in line. Students in line are sent to run as soon as the runner in the 1 position is approaching 2 position.
Family Fitness Activity Day

Family and Friends are invited to a day at the park. Students and families work together on skill building activities to increase muscular strength and endurance in the areas of the FITNESSGRAM. Activities are presented in a circuit and large group formats.

Fitness Circuit

- Ball in Bucket – Have a variety of ball and 3 or 4 buckets. Participant sits on ground. They must use feet to pick up ball and place it in the bucket.

- Sit up races – Lie on back. Balls are placed above the head. Bucket is placed at feet. Reach above head and grab ball. Sit up and place ball in bucket. Continue until all balls are placed in bucket.

- Pick a push up – pick and try push ups at varying degrees of difficulty (hands on bench, feet on bench, knee, one arm, wide legs, hands form a diamond…)

- Plank Hockey - Two people face each other with hands on a pre-drawn goal line and body in a plank position. Bean bag is placed in center. On “go” grab bean bag, slide bean bag across ground trying to pass the goal line of your opponent. Opponent tries to stop goal using hands. Important to stay in plank position.

- Flexibility Chart – Complete a variety of stretching exercises

- Pacer Run – No need for recorded cueing, have an assistant dictate the pace and give the cues.

Large Group Activity

- Crazy Cones
  Randomly set out cones (more is better). Divide into teams. One team is responsible for knocking cones down the other team is responsible for picking cones up. After 3 min or so, yell freeze. Have teams retreat back to their original sides. Count how many cones are left standing.

- Hocker
  One LARGE ball and 2 opposing goal lines. Divide into teams. You can kick or push ball to score a goal. You may not hold on to ball and run. Wheelchair students can be assisted by an adult (adult must be holding on to chair if they kick or push ball)
FITNESSGRAM - WORKSHEET

Name: _____________________________  Birth date: _________  Grade: ______

CURL-UPS – duration 1 minute

<table>
<thead>
<tr>
<th>Date</th>
<th>1. Direct Assistance</th>
<th>2. Grab Legs</th>
<th>3. Swing Arms</th>
<th>4. As per Fitnessgram</th>
</tr>
</thead>
</table>

Notes:

KNEE PUSH UPS – duration 1 minute

<table>
<thead>
<tr>
<th>Date</th>
<th>1. 12 inch block</th>
<th>2. 10 inch block</th>
<th>3. 8 in block</th>
<th>4. 6 inch block</th>
</tr>
</thead>
</table>

Notes:

PUSH UPS – duration 1 minute

<table>
<thead>
<tr>
<th>Date</th>
<th>1. 12 inch block</th>
<th>2. 10 inch block</th>
<th>3. 8 in block</th>
<th>4. As per Fitnessgram</th>
</tr>
</thead>
</table>

Notes:

Pull Ups - maximum

<table>
<thead>
<tr>
<th>Date</th>
<th>1. Hang bearing wt.</th>
<th>2. Full Leg Assistance</th>
<th>3. 1 Leg Assistance</th>
<th>4. As per Fitnessgram</th>
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</thead>
</table>

Notes:

FLEXED ARM HANG - maximum

<table>
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<tr>
<th>Date</th>
<th>1. Hang bearing weight</th>
<th>2. FAH knees bent</th>
<th>3. FAH 1 foot knee bent</th>
<th>4. As per Fitnessgram</th>
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Notes:
## PACER RUN - maximum

<table>
<thead>
<tr>
<th>Date</th>
<th>1. 10 yards</th>
<th>2. 14 yards</th>
<th>3. 17 yards</th>
<th>4. As per Fitnessgram</th>
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</thead>
<tbody>
<tr>
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**Notes:**

## MILE

<table>
<thead>
<tr>
<th>Date</th>
<th>1. needs assistance</th>
<th>2. walks</th>
<th>3. completes running tasks</th>
<th>4. As per Fitnessgram</th>
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<tr>
<td></td>
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**Notes:**

## Components of Fitnessgram – understands and is able to demonstrate

<table>
<thead>
<tr>
<th>Date</th>
<th>1. Direct assistance</th>
<th>2. Verbal cueing</th>
<th>3. Independent execution</th>
<th>4. Able to identify body part task is addressing</th>
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</thead>
<tbody>
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<td></td>
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</table>

**Notes:**
Building Positive Relationships Through Social Skill Development for Students with Autism

Michelle Grenier, PhD, C.A.P.E.

University of New Hampshire

Durham, NH

Patricia Yeaton, M.A.

North Hampton School

North Hampton, NH

Below is a list of guidelines and recommendations—many of which will be covered more in-depth in the presentation.

First and foremost - get to know your student!

Other ways to reach students:

Visual Scripts: For visual scripts I will either photograph students performing a skill or find the skills on line or in textbooks that I have. I will select the image that I need and photocopy it making a visual sheet for the students of what we are going to do in PE class that day. I then go to the classroom, at a predetermined time with the teacher, and preview with the whole class what we are going to do during that particular PE class. I will go over important cues that they will need to know and answer any questions that they may have regarding class that day. I will then use these same visuals in the gym for station cards and they are very helpful for me as I begin teaching the class as a visual for myself.

Social Stories: There are times when a social story is necessary for a student to participate in PE class. Some of the topics that I have used are: lining up, rules in class, what to do when others don’t follow the rules, getting a drink of water, working with a partner, working on a team in cooperative learning, etc. Whatever issue is presented by the student that hinders their participation in class, I will work with the case manager to write a social story for that particular student. We will write the social story and then meet with the child to read the social story together. Then, before each PE class the classroom teacher will have the student read the social story before they come to class.
**Previewing in the classroom**: Previewing the lesson for the day with particular classes has been very helpful for both the students and myself. I will work with the classroom teacher to find a time that is good for the two of us and I go into the classroom at that time. I will go over important cues that they will need to know and answer any questions that they may have regarding class that day. I will then use these same visuals in the gym for station cards and they are very helpful for me as I begin teaching the class as a visual for myself.

**Another form of previewing takes place with the OT**. I will give the OT the visual script for the lesson and she will review the cues and the skills with a particular student when she sees them during the week. She will have them practice the skills so that they are familiar with them. I will give the OT copies of the visual scripts for a whole unit so that she can work with the student each time that she sees them and preview new skills with them before they come to PE class.

**Practice recess skills and games during PE class**. At times classroom teachers would let me know about problems that students were having playing games with others. So, we would practice the skills for the games in class and then go outside and simulate the games that they played at recess with me stopping the game when problems arose to help them out with either the rules, or what happens when you get “out” in the game, etc.

**Preferred/non-preferred**: “If you do this, then you can do …” If I have a skill that I would like the student to do and they don’t particularly want to do it. I will say “If you do this skill, then I will let you shoot baskets for 2 minutes.” I know what the student really likes to do, so if they will do what I would like them to do, and then they can do what they would like to do.

**Transitions**: Giving students a heads up that it is almost time to switch at a station or that an activity is almost over is an important part of including students. Knowing that one activity will end and what will happen next is a big part of successfully including students. Telling them there is 1 minute left in the game and then 30 seconds, 15, 10, 5 and then it’s over works well. During class in cooperative learning I give the whole class a heads up such as we have 20 minutes left in class, 10 minutes left, etc. At the end of class I will talk about what will happen next class. Some students only need to know when we are switching units and what will happen next.

**Modeling for students**: It is important to model for your class that you expect that all students will be included in the PE class and the activities. I discuss with students how can we modify an activity for a particular student or when we are doing a cooperative learning lesson how can we adapt the lesson so that the student/team member will be successful. If you continually model for students they will be able to start modifying situations themselves so that the student in their group is successful.

**Picking small groups**: I am very conscious of who is on a team with a particular student. Students who are patient and can work with the student are ones that I will place on a team with them. Teams change each unit in 3 and 4 and in 1 and 2 I change them 2 or 3 times a year. This makes organization much easier and students are able to transition to stations easily.

**Verbal Cues**: Many times verbal cues that you use for skills and directions are way to long. Bringing them down to 1 or 2 words for the student makes their understanding much better.
For example: the overhand throw the usual cues are: Side to target, arm way back, step with opposite foot and follow through. I just use T (make a t with your body), L (arm with ball bent and next to ear) and X (throw and follow through across your body). So, very simple and visual T L X.

**Cooperative learning:** Small groups working together work on social interactions for all students. Students must work together to be successful in PE class. They each have jobs that they must perform and help each other to finish the task sheet for the day. If problems do happen we sit with that particular team and process with them.

**Planning process for previewing with students**

What students are you trying to reach with the preview? What are their disabilities? Which way of teaching works best for them? (i.e. visual, modeling, verbal)

1. Identify outcome(s) for PE class for that particular unit/lesson.
2. Decide what activities you will do during class to meet those outcomes.
3. Create lesson to meet the outcomes
4. Create a visual lesson plan to “show” what you are doing in class.
5. Does the student see the OT? If yes, share the visual plan with the OT so they can preview with the student as well.
6. Does the student have an aide? If yes, share the visual plan with the aide so they can preview with the student just before they come to class.
7. Set up a time that is convenient for both you and the classroom teacher for you to come and preview with the class the lesson for the day.
8. Preview the lesson with the whole class. Give cues, model skills, ask questions, etc.
9. Leave behind visual plan so that it can be posted and students can check it on their own.
Stimulate Your Students Senses Through Yoga and Technology

Leda Harrison, Adapted PE Specialist
Jocelyn V. Manalac, TACLE 4/SDC Teacher
Oakland Unified School District

This session will provide teachers with ideas and techniques for teaching flexibility, stretching and relaxation while integrating computer generated images to stimulate the senses.

This lesson involves teaching severely disabled students as demonstrated by a slide show of students of the TACLE (Technology and Augmentative Communication Learning Enhancement) program at Oakland High School in Oakland, CA. The students’ main disabilities are Communication Disorders; however the students have other physical and health impairments. There are 2 General PE Yoga classes offered to all students however a program was needed to (be developed the) address the specific needs of the TACLE students. In collaboration with the Special Day Classroom (SDC) teacher, a program was developed the teach Yoga to these students.

Techniques on teaching flexibility, stretching and relaxation will be demonstrated using cultural diverse music and visually stimulating computer images.

Techniques on how to best utilize all staff involved in instruction with be shared.

Main points:
How to teach Yoga to physically challenged students while using stretching, flexibility and relaxation techniques

Using technology, music and staff to implement yoga poses.

Objectives/goals: Outcome.
- To learn Yoga poses and modifications.
- To facilitate the successful inclusion of non verbal and or physical challenged students in this activity.
- To stimulate and motivate students through culturally diverse music.
- To increase knowledge of physical disabilities and how best to increase the level of participation.
- To foster student learning

At the conclusion of this session, participations will be able to implement given ideas and suggestions in their individual classes.
**Modified Yoga Lesson**

Lessons can be performed from a sitting position, standing or lying


**Warm up**
Breathing
Stretches and Exercise
Reaching overhead
Reaching for the Sky
Head/Neck Stretches
Shoulder Stretches
Hand Stretches
Finger Stretches

**Poses**

**Cactus**
- Back straight on a wall or chair. Head forward. Lift arms, bend elbows at a right angle, and point fingers up. Fingertips will be in line with ears

**Corps Pose (Savasana)**
- Lie on your back or sit in a chair. Let your arms fall along side your body, slightly separated from the body, palms facing upward.
- Turning your head from side to side to center it.

**Lion (Simhasana) (sim-HAHS-anna)**
- Take a deep breath
- As you exhale, stretch arms straight forward with fingers spread. Open eyes wide, stick out tongue, and try to touch tongue to chin. Make a roaring sound

**Cat Pose (Bidalasana) (bee-DA-LAS-anna)**
- Start on your hands and knees
- When you are ready to begin, breathe in deeply. As you exhale, turn your hips into Cat Tilt.
- Do this by gently pulling the abdominal muscles backward toward the spine, tucking the tailbone down and under, and gently return to neutral pose

**Triangle Pose (Trikonasana) (trik-ON-AHS-anna)**
- Start with the Downward Facing Dog Pose
- Bring one leg forward forming a triangle. Turn your head bring raising one arm while twisting

**Warrior I (Virabhadrasana I) (veer-ah-bah-DRAHS-anna)**
- Lunge position with one leg stretched out in front of the other bend the front knee)
- Lift both arms out to the side and slightly bent, palms up and look upwards

**Warrior II (Virabhadrasana II)**
- Lunge position with one leg stretched out in front of the other (bend the front knee.)
- Extend arms to the side straight out. Look over fingertips to the left and then to the right side

**Child’s Pose**
- Kneel and sit on your feet with your heels pointed outward. Your knees should be separated, about the width of your hips
-Place your forehead on the floor, arms forward or bring your arms around to your sides, palms facing upwards

**Tree Pose (Vrksana)** (yrik-SHAHS-anna)

-Draw your right foot up and place the sole against the inner left thigh; if possible, press the right heel into the inner left groin, toes pointing toward the floor. The center of your pelvis should be directly over the left foot.

**Mountain (Tasdasana)**

-Tone the belly, drawing it in slightly
-Hands are to be by the side of the body.
-Widen the collar bones and make sure the shoulders are parallel to the pelvis.
-The neck is long, the crown of the head rises towards the ceiling, and the shoulder blades slide down the back.

**Relaxation**

Corpse Pose for 5 minutes. Reviewing how your body feels after the lesson. Try to think of peaceful things and slow down your breathing. End with three slow, deep breaths

**GOOD LUCK!!!!**
Move It...Learn It...Integrated Learning through Meaningful Movement &
Children Success with Learnercise-Learning While Moving

Julie Hicks & Gena Julian
GeoMotion Group
407-275-0510
events@geomotiongroup.com

FUnctional, Meaningful, and Achievable Strategies to Include Children with Disabilities

This document presents general adaptations for including children with disabilities using the Learnercise mats. The adaptations and strategies presented are merely suggestions.

Importance of Fitness and Fitness for Children with Disabilities

The Surgeon Generals report (1996) on the status of the country’s physical activity and health provide two key observations regarding the importance of physical activity for individuals with disabilities:

1. People with disabilities are less likely to engage in regular moderate physical activity than people without disabilities, yet they have similar needs to promote their health and prevent unnecessary disease.
2. Quality physical education, preferably daily and K-12, must be made available to children and youth with disabilities.

(Centers for Disease Control, 1996)

Although there has been great emphasis on physical activity and health over the past two decades, information specific to adaptations and strategies for exercise in children with disabilities remains scarce. However, there are some reports of model fitness programs that have demonstrated success in children with disabilities. For example, the GeoMotion Mats are designed to engage children of all ability levels while promoting cross disciplinary collaboration.

The use of activities that promote cardiovascular fitness, within an inclusive activity, and that connect with key concepts across the discipline promote a “Win/Win” for physical educators who struggle to include children with disabilities. Activities that can address the full continuum of abilities often found in the general physical education environment are critical for the success of today’s children and teachers (Davis, 2007). Unfortunately, traditional physical education curriculum continues to minimize the abilities of those who do not fall into the top 5% of the class (Graham, 2007).

impacts their ability to engage and be involved in daily physical activity.

Utilizing Learnercise

The mission of GeoMotion Group, that developed Learnercise, is to promote physical fitness and academic achievement by enriching the lives of millions of individuals, young and old alike, on all different fitness levels. The program strives to accomplish this by engineering fun, safe and
exciting physical activity products that meet the unique needs of all ability levels. Learnercise curriculum:

• Promote academic integration for cross-disciplinary collaboration and incorporation of academic standards.
• Provide programming that is fun – exercise is hidden in the programming.
• Use music to motivate and includes popular activities that are developmentally appropriate for the age group.
• Provide a “security blanket” with each individual having their own personal space on the Learnercise Mat.
• Provide an emotionally safe, non-violent/non-aggressive learning environment.
• Provide opportunities to develop the “whole child” and the use of different learning styles.
• Uses the latest brain research to develop curriculum.
• Offers options so that each individual can be successful.

Students with Mobility Impairments

When conducting physical activity with students who have limited mobility, balance or who may use a mobility device to ambulate, an essential question is whether they should sit or stand when conducting the activity. Depending on the ability of the individual, basic adaptations can be made without much difficulty for both. Consider the individual’s balance first when assessing their ability.

A child with balance issues may use a chair (with rubber tips), a walker, or crutches placed directly on the mat. Movements should be slowed down so the individual has the chance to step and gain balance before moving to the next step.

A child may be taken out of their wheelchair and may sit in the middle of the mat. Their responses may be by tapping with their hands or feet the appropriate location.

• When ever possible focus on functional movements of the individual (e.g. leg, trunk, upper extremity mobility). Have the individual move as much as they can independently and without pain.
• Try upper body mobility exercises to include lifting arms straight out in front for a few seconds then lower. Increase with successful performance.
• Try lifting arms to the sides (stopping at shoulder level), hold, then lower.
• Additional upper body activities include shoulder shrugs, overhead “air” presses, wrist curls, finger extensions/dexterity, bicep curls, and triceps extension.

Students with Sensory Impairments

The specific concerns for those with visual and or sensory impairments (vision or hearing loss) involve environmental awareness and exercising safely. Start slowly with exercise and whenever possible use the educational medium that is most familiar to the student. For example, for the individual with visual impairment who uses Braille, provide a list of movements that describe the proper fitness form as well as hand over hand modeling.

• Place raised tape on the middle of the mat. This will be the “home” position for the child. Familiarize the individual to the mat and location of each visual on the mat.
• The Learncise Mats are very bright in color therefore some children may be able to detect areas on the mat.
• Give directions in reference to that home position. For example, “Directly in front of home is the number “2” – step forward and balance on one foot.” Activity cards can be developed using Braille providing the directions.
• Provide more activities that use music and performed to a steady beat, many children may be able to feel the vibration of the music and move to the beat.
• It is important to keep the area clear without a safe and clear.

The following are suggestions as outlined by PE Central’s disability fact sheets for Physical Educators (www.PEcentral.org)
• Ask the student what they are able to see
• Use positive reinforcement to shape the movement performance
• Use bright colors and/or auditory materials when possible – consider that some individuals will be able to feel the vibrations of music
• Use materials that are self explanatory or post the sequence of movements (Braille card or poster)
• Familiarize the student to the environment (personal fitness mat) etc. Consider adding raised taped bumps or sensory targets to the mat so students with visual impairments maintain orientation.
• Consider using facilitated communication for students who are blind and non-verbal
• Keep the environment clear of clutter or equipment

Students with Intellectual Disabilities
The GeoMotion curriculum for children helps provide a structure needed for children with Intellectual Disabilities by working to:

• Increase body awareness – by placing different body parts on different locations on the mat – by tapping, bending, stretching different body parts
• Improve pre-locomotion skills– by clapping, snapping, tapping on the mat or on different body parts
• Improve object manipulation skills by adding bean-bags, streamers, paper plates, shakers, rhythm sticks, balls, etc.
• Develop posture – by using directions – stand up tall, move on your tip-toes, freeze like a statue, etc.
• Develop locomotor skills – by marching, jumping, hopping, running, skipping, galloping, sliding, bouncing, dancing, etc. around the mat or on the mat.
• Visual, auditory, tactile stimulation – by using visual or auditory directions alone to develop that learning style – additional manipulative can be used to provide tactile stimulation
• Focus on functional skills – by having children to pretend – pretend you are cooking and stirring the stew, pretend you are a washing machine, pretend you are a basketball player and jump up to reach the ball, etc.
Students with Social/Emotional Delays

- Have each child with their own personal mat (personal space), providing a security blanket. Remind students that they need to stay in that space. Keep directions simple.
- Provide one direction or “piece” of information about the activity at one time so they do not feel overwhelmed.
- Have clear go and stop signals and practice those signals in the context of a game.
- Use movements to “control” an individual or group that is getting over excited – For Example: “Let me see how you can balance on 3 body parts quietly on your mat.” Show me how you would move slowly around the edge of your mat – pretend you are in slow motion.”
- Provide structured routines and maintain consistent rules
- Explain class goals on 1st day and specific routine to be followed
- Discuss goals often with each student, develop a contract of what student must do to achieve goal,
- Keep class rules simple, set as few as possible while encouraging students to participate in the development and selection of rules
- Clearly explain consequences of not following the rules, or regulations and the rewards for following them as well
- Allow students to be involved in the consequence process, post in the room or allow them to take part in making them.
- Demonstrate consistency in enforcing rules and providing feedback.
- Target behaviors that need to change and define components of these behaviors
- Observe, chart and analyze behaviors to change
- Select and apply specific strategies to achieve behavior changes (i.e. start and stop signals, routines for transitions, techniques for forming groups, strategies for coping with disruptive behaviors)
- Periodically evaluate progress toward changing an individual’s behaviors and revise their behavior change plan
- Allow individuals to feel safe by task analyzing and structuring activities to assure personal mastery

Suggested Web Links

PE Central – Premier Physical Education web site:  www.pecentral.org
National Center on Physical Activity and Disability:  www.ncpad.org
Rehab Team Site:  http://calder.med.miami.edu/pointis/self.html
United States Deaf Sports:  www.usdeafsports.org
United States Association of Blind Athletes:  www.usaba.org

Selected References

**ABSTRACT:**

During this ACTIVE presentation, session participants will learn about the importance of adapting physical education for individuals with disabilities. Discussions will include a variety of strategies and activities to maximize participation and physical activity time. Audience members will learn-by-doing as they actively participate in the innovative developmentally appropriate movement games, activities AND authentic assessments that focus on best practice principles, simple concepts for infusing academic content, motor development, and improving fitness. Upon completion of this session attendees will: (1) have an in-depth understanding of designing physical education/activity programs to meet the needs of individuals with a variety of disabilities; (2) have a wide range of effective teaching methods and strategies relative to teaching students with special needs; and (3) walk away with a collection of hands-on activities that will immediately impact their physical activity program.

Adapted physical education (APE) ensures that students with a wide range of disabilities and needs will meet the goals and standards of the regular physical education program. That is, each student with a disability will experience success in a safe environment thus gaining the physical, social, and psychological benefits that a quality physical education program offers.

In APE, the teacher adapts or modifies the curriculum, task, equipment, and/or environment so the student can participate in physical education along with their peers (known as “Least restrictive environment”). Students are given appropriate placement within the least restrictive environment in accordance with Public Law (P.L.) 94-142, P.L. 101-476 the Individuals with Disabilities Education Act (IDEA) and the subsequent reauthorization of the law in 1997. This means that physical education needs to be provided to the student with a disability as part of the student’s education in order to learn how to interact effectively with their environment and use their leisure time wisely.

Teachers need to ensure that students with disabilities develop physical and motor fitness, fundamental motor skills and patterns, and dance/aquatics/sports so they can participate in community based leisure, recreation and sport activities and enjoy an enhanced quality of life. Students with disabilities are students first, see the disability second.

The most effective way to do this is same as for students without disabilities. All students, regardless of ability level, need to be challenged to achieve, encouraged to try, praised for their success, and be involved in decision making. But modifying instruction for students with disabilities is not always easy.
Unfortunately, many regular physical education teachers are not equipped with the knowledge and skills to effectively include students with disabilities into their classes. Therefore, the information on these cards offers basic information and general strategy suggestions to help make planning and teaching, a little easier.

**Suggestions For Adapting Activities**
Adaptations need to be specific to each individual student based on his/her abilities. However, there are many general modifications that can be applied to students’ with similar needs. A few suggestions are listed below.

**When Giving Rules, Prompts, & Cues:**
- Show and tell (talk about and demonstrate) all directions, when teaching a skill, how to play the game, etc.
- Use peers as partners
- Shorten time limits
- Give oral prompts reminding students what they need to do and/or how to do it
- Provide more space between students (give them room)
- Allow ball to remain stationary (especially for kicking, and striking activities)
- Place the student with disability near the teacher so the student can see and hear the teacher better
- Allow students to carry the ball in lap (if in wheelchair) or allow students with limited mobility/balance to sit in a chair when throwing/catching a ball
- Remove the competitive aspects of the activity. This will slow the activity down and put less stress on the students
- Decrease the number of repetitions a student with disabilities has to do (or increase the amount for the student without a disability to keep the activity “even”)
- Emphasize process (good basketball throw) of movement not product (number of points scored, or accuracy)
- Use a beeper or radio behind the goal for individual with visual impairment
- Keep directions simple
- Use immediate and positive feedback
- Be flexible and improvise as needed

**When Creating Boundaries for the Activity Space:**
- Decrease distance between the goal and how far the students have to travel
- Use well-defined boundaries (use equipment with bright or sharp contrast of colors, or raised edges)
- Adapt play area (make boundary space smaller, remove obstacles as needed)
- Simplify station pattern rotations and use arrows on the floor for students to use as visual cues indicating where to move next

**When Selecting Equipment:**
- Use Larger and/or lighter equipment
- Use scoops (or 1 gallon milk containers or similar large plastic container with the bottom cut off) to make catching/throwing easier
- Use velcro straps to increase control and grip in order to hold equipment
• Mark positions on playing field with polyspots or an “X” so students know where to stand or where to move back to
• Vary ball size, weight, color, texture: Use beach balls, balloons (be aware of latex allergies), balls made up of crumpled paper, foam balls, yarn balls, balls made out of duct tape or masking tape, mesh (shower) balls, rolled socks (sew closed), nerf balls, whiffle balls, garbage bag ball (fill a garbage bag with inflated balloons)

*When Students are Engaged in the Activity*
• Change locomotor skills and patterns (walking, jogging, running, crawling, in a straight line are generally easier locomotor skills and pattern. Hopping, skipping, jumping in curved and/or zig zag patterns are generally more difficult)
• Modify body positions (in order to be successful at a skill, students may benefit from sitting down on the floor or in a chair)
• Modify grasps
• Reduce number of actions/steps
• Lengthen or shorten the time of an activity based on the student’s needs (may need more time to accomplish a task [lengthen] or time may need to be shortened because the student does not have the endurance for long periods of activity)
• Provide frequent rest periods
• Skill Sequence: Mirror the skill when teaching; break skills down into very small parts and teach those parts keeping instruction simple; use teacher or peer assistance with movement as the student requires (do not assume the student needs help all the time)
• The activity pace may need to be slowed down
• When rolling a ball have the student: use two hands instead of one; remain in stationary position (moving and performing a skill is most difficult); use a ramp to roll the ball down toward a target; use a partner if the student requires one; remove armrests (only if it is safe to do so) to give the student more mobility; have students with limited balance/mobility, roll a ball from a sitting position on a chair
• When throwing/catching: Use velcro balls and mitts; have students with limited balance/mobility, throw/catch from a sitting position on a chair; to aid in throwing the ball, allow a sitting student to push the ball off a ramp, the lap, or from tee; use beeper balls for those with visual impairments; provide a peer to assist if needed; if unable to throw, allow the students to kick the ball toward another player; remove armrests (only if it is safe to do so) to give the student more mobility
• When striking: Use larger (barrels) or smaller (in length) bats; use a batting tee (or extra large cone or bucket to place the ball on); bats can be: foam noodle, pillow polo stick (long handled implement with large, soft barrel), paddles with large face/thicker handles/attached hand straps
• When kicking: Use large light balls (balloons, beach balls) for the student in a wheelchair, using a walker or crutches; tether a ball to the wheelchair using elastic; place beanbags on students feet and tell the student to try and kick it off; remove foot plates on wheelchairs (when appropriate); slightly deflate the balls; kick a stationary ball first and progress to a ball that is moving
Assisting Students with Specific Disabilities:
Some basic strategies to use when working with students with certain categories of disability include:

**Visual Impairments:**
- Position student close to the teacher
- Orient persons to the room using specifics like “clock clues” (e.g. “The goal is at the 12 O’Clock position.”)
- Do not shout
- Give verbal cues when talking (e.g. “When perform the soccer chip shot, kick the ball using the laces of the sneaker…” and NOT “Watch how I perform the soccer chip shot and then do it on your own…”)
- Identify yourself and others around you (especially when first entering a room or being introduced)
- Don’t leave without saying you are doing so

**Speech Impairments:**
- Give your whole attention to the person
- Allow time for person to finish speaking
- Ask short questions that require short answers, speak normally
- Speak expressively
- Use pen/paper if needed
- Don’t pretend to understand when you do not

**Deaf or Hard of Hearing:**
- Look at the student and speak clearly, slowly, and expressively, with normal tone
- Position student close to the teacher
- Keep instructions, directions and expectations simple
- Get student’s full attention before talking
- Allow the student to move around the activity area during instruction so s/he chooses the position to best see and hear the teacher or another student who may be talking
- While giving instructions, turn off fans, air conditioners, music, etc.
- Keep verbal directions short and to the point and include a visual demonstration
- When introducing a new concept, print it on a poster board or handout
- Use captioned movies and instructional videos
- Allow students to ask for directions to be repeated
- Use pen and paper if needed
- Place the person who is talking near a light source
- When talking, do not cover the mouth
- Talk directly to the person who is deaf or hard of hearing, not the interpreter
- If you are writing a message, do not talk at the same time

**Orthopedic Impairments:**
- Don’t move a person’s assistive device without permission
- Speak at their eye level, but do not kneel
- When giving directions, consider distance, terrain, or obstacles

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• Students with severe motor delays may have difficulty with positional concepts such as "up, down, over, under" as they have not been able to actively and independently move their bodies in relation to their environment, so have not internalized these concepts
• Make the environment and activity accessible. This is vital for participation. Things such as increasing target size, etc. may be needed. Be aware that quick, fast movements may increase spasticity, while slow, rhythmical movement may decrease tone.

**Autism/Asperger's Syndrome/Cognitive:**
• Allow time for the individual to learn and master a new task (Repetition is important)
• Give one direction at a time
• Keep instructions, directions and expectations simple
• Focus on basic fundamental skill progression
• Be patient and allow extra time for the person to put his/her thoughts together
• Give exact/detailed directions/instructions (i.e. “We will play this round until 12:30” as opposed to “1 minute”)
• Students with autism often have sensory issues such as sensitivity to noise, light, touch and gravitational insecurity, so be aware when planning activities. Therefore, be sensitive and respectful to sensory issues
• Be aware of behaviors and what the student is trying to communicate through those behaviors
• Autistic students learn best through visual channels. So demonstrations, combined with pictures, are more effective than verbal cues alone.

**Down Syndrome**
• Students with Down syndrome have low tone in their hands, as well as the rest of their body. The bones of the hand do not fully develop until ages 8-9. This makes tasks requiring fine hand coordination difficult. Thus, ball skills may be challenging.
• Students often have heart conditions that may or may not have been remediated. Therefore, be careful when engaging in cardiovascular activities.
• Students have decreased strength and motor coordination. Therefore, general strength and endurance activities are areas to improve.
• Repetition of a task, until it is mastered, is important.
• Breaking the task down into smaller components is often effective

**Teaching Aides**
Many students with disabilities are not able to read or use handouts or materials that are typically given out. Below is information on a variety of alternate formats that might be used.

**Large Print**
• Double spaced, 1 inch margins on all sides
• Use a bold serif 16 font for text, non-bold serif font for headings
• Underline instead of italics
• Print single sided pages
• Use non-glare paper (pale yellow or buff mate)
**Visual Aids**
- Visual aids should be large with bold fonts using bright, high-contrast color
- Visuals should always be described
- Provide copies or outline of the in-class lessons to bring home as needed to complete assessments

**Audio/Electronic**
- Have computer disks available for homework or other assignments to be put on disks
- Save information as a text file
- Have audio tapes on hand with tape recorder
- Always orally describe pictures on handouts (e.g. “The assessment shows a picture of a boy standing with his arms stretched out. The question is which body part is not allowed touch the ball when playing soccer?”)

**GAMES:**
Go to: [www.genmoveusa.com](http://www.genmoveusa.com) for a handout describing how to play the games presented in this session, as well as the examples of the assessments used.
Teaching Physical Education (Adapted or Inclusive) to students with disabilities involves a “Melting Pot” of students (with and without disabilities); support personnel; curricula; skills, and activities. Students with disabilities are individuals who want to learn and be active with their typical peers. However, their bodies and minds may limit their ability to engage in the traditional Physical Education lessons. Activities presented in this session can be implemented in all classes. In this session, participants will be exposed to various teaching skills and techniques for use in their physical education lessons. During session, participants will be actively involved and have opportunity to provide individual input. Station activities will provide teaching strategies for students with varying disabilities (autism/intellectual disabilities, severe and profound). The importance of utilizing different support personnel (Para educators, peer tutors and/or professional preparation students) will be shared. Session will include: Brief lecture/video clip of Adapted Physical Education class (students with severe/profound disabilities) and hands on activities and adaptations.

**Also during session Bocce and Bocce Golf will be introduced**

*Bocce is not only a leisure activity enjoyed by people of all ages; it is one of the many competitive sports offered by Special Olympics. It is a game that can be played one-on-one, pairs or teams. Bocce can be enjoyed by persons of all ages and persons with a wide variety of disabilities. The game can be adapted to allow students with severe functional limitations participate.*

*The object of the game is to “roll” or throw bocce balls so they land as close as possible to special target ball.*

Participants will learn how to introduce bocce skills (rolling for accuracy, eye-hand coordination, turn taking, teamwork, strategies and more) and how to include ALL students regardless of ability level.

*Modifications and Adapted Equipment (ramps/bocce balls) will be shared. During session, attendees will be provided the opportunity to be actively engaged in individual skill, team or bocce golf activities and learn how to include students with various disabilities.*
GOOD PHYSICAL EDUCATION IS ADAPTED PHYSICAL EDUCATION

Physical Education is the only curricula area placed in the definition of Special Education. Physical Education services, specifically designed if necessary, must be made available to every child with a disability receiving a free and appropriate education in least restrictive environment. Each child must be afforded the opportunity to participate in regular physical education program available to typically –developing children (should be safe and successful).

IDEA (Individuals with Disabilities Education Act) IDEA OF 2004 (PL 108-446).

COLLABORATION IS THE KEY TO INCLUDING STUDENTS WITH DISABILITIES SAFELY AND SUCCESSFULLY IN THE GENERAL PHYSICAL EDUCATION CLASS.

- GENERAL PHYSICAL EDUCATION TEACHER
- SPECIAL EDUCATOR
- ADAPTED PHYSICAL EDUCATOR
- PARENTS
- STUDENT WHEN POSSIBLE
- THERAPIST (PT, OT AND/OR SPEECH)
- NURSE
- VISION SPECIALIST WHEN NECESSARY
- PARA EDUCATORS

VARIABLES TO LOOK AT TO MAXIMIZE SUCCESS (SHERRILL, 1998):

- Temporal Environment – Relate to timing in activity. Timing can be slowed down or quickened. Large ball will move slowly through air than small ball when thrown with same force. Maybe good for student having difficulty catching
- Physical Environment – Adapt physical environment – Use arrows to facilitate direction; poly spot to designate area to stand; foot prints for correct positioning when throwing
- Object or equipment – Equipment utilized can provide success for student
- Psychosocial environment – May need to encourage peer-peer interactions
- Learner – how does student learn best?? Visual Learner? Kinesthetic – experience the skill by doing
- Instruction or Information – How information is presented – less chatter is better. Concise
- Task – Provide a variety of tasks to differentiate learning For example: vary types of balls, paddles, etc… being used when introducing catching and or striking skills

Including students with Autism in Physical Education:


Students with autism need a structured routine, visual cues, as well as short simple verbal commands when being taught. It is essential that you communicate with the classroom teacher and or Para educator that may be working with the student(s). All (physical educator, classroom teacher, Para educator) should be consistent with the way they communicate to the student. I have found that short phrases paired with gestures and or communication/schedule cards work well (depending upon students cognitive level).

Environment of the gym can be very overwhelming for students on the Autism spectrum. Students can be over stimulated by sights, sounds, touch, movement, smells, and or size of class.

1. Students with autism have problems processing verbal language and directions. Allow student(s) time to respond to initial direction before repeating. If student doesn’t comply, simplify directions, wait for response then assist.
2. Some children with autism are echolalia (mimic verbatim what have heard without comprehension). To ensure understanding tell and show student what to do.
3. Students with autism are literal in their interpretation of language and will do exactly what you say, not necessarily what you mean (i.e. of confusing language – “stay in your lane” student does not know what a lane is.

OTHER TEACHING STRATEGIES/MODIFICATIONS/ADAPTATIONS:
• USE TEACHING STATIONS
• CREATE HIGH STRUCTURED ENVIRONMENT WHICH IS ORGANIZED AND PREDICTABLE (Warm-up, Activity, Closure)
• USE SMOOTH TRANSITIONS
• USE VISUAL AIDS DURING ACTIVITIES
• USE VIGOROUS AEROBIC EXERCISES TO KEEP STUDENTS ON TASK
• PROVIDE LOTS OF PRACTICE TIME/REPETITIONS
• USE VISUAL AIDS DURING ACTIVITIES
• ENCOURAGE PROPER TECHNIQUE
• PROVIDE PEER BUDDY TO ASSIST BY PROVIDING VISUAL AND TACTILE CUES
• GIVE STUDENT EXTRA TIME
• MIDDLE/HIGH SCHOOL – Teach lead-up skills for team, individual and cooperative activities
• Allow choices when setting up curriculum (High School) so can choose activity of interest to them
• DIVIDE CLASS AND ALLOW SKILLED STUDENTS TO PLAY COMPETITIVE, REGULATION GAMES WHILE ALLOWING LESS SKILLED PLAYERS TO PLAY SLOWER, LESS COMPETITIVE GAMES

Learn to adapt the game to the student not the student to the game!!

INCLUDING STUDENTS WITH VISUAL IMPAIRMENTS IN YOUR PHYSICAL EDUCATION CLASS:


Students with visual impairments, just as sighted students, need to develop their physical capabilities in posture, fitness and motor skills. Successful inclusion of these students in physical education can help develop these areas.

TIPS FOR TEACHING STUDENTS WITH VISUAL IMPAIRMENTS

1. Treat the student as part of the class. Same rules should apply. Make exceptions only when necessary.
2. Speak naturally. Be specific and label objects that give direction and location.
3. In a group setting call the child by name when you want a response.
4. Use sound to help student. Your voice leads and directs student. Get student’s attention before giving instructions.
5. Help make the sound meaningful for the student. Sorting of sounds is a difficult skill – takes time and experience.
6. Explain what is happening around student.
7. Orient student to gym and equipment. Let student know if you have changed things in the gym.
8. Keep unnecessary equipment out of the way until needed.
9. Avoid overprotection. SAFETY is IMPORTANT, but over protection can be just as detrimental to a student too.
10. Encourage independence; Build students self-confidence by letting them try.
11. Poly spots, carpet squares, indoor bases or rope taped to floor can help students identify individual activity areas/boundaries
12. Provide structure, routine and consistency. Keep progressions simple
13. Provide gym equipment that has a color contrast (bright colored balls)

**EQUIPMENT MODIFICATIONS/SUGGESTIONS (VISUALLY IMPAIRED)**
- Small bells in a ball to produce sound
- Utilize balls (APH American Printing House for the Blind) with electrical sounding devices already attached inside ball
- Bright colored balls with a variety of shapes, texture and sizes
- Balls attached to a rope with strong knot
- Rope (guide wire) or elastic chord stretched end to end in gym – follow trail
- Use tether (rope connected to a sighted person) when running
- Bright colored markers on floor

**INCLUDING STUDENTS WHO USE WHEELCHAIRS IN PHYSICAL EDUCATION:**

*** Information taken from: *Strategies for Inclusion: A Handbook of Physical Educators* by Lauren Lieberman and Cathy Houston-Wilson and from *A Teacher’s Guide to Including Students with Disabilities in General Physical Education* by Martin Block.

- SAFETY – CAUTION Both student in chair or peers about chair
- Ask student with disability what would be best way for them to be included in skill or game
- Encourage student to find best position to engage in skill learning (i.e. striking – best way to position chair while batting
- Have student play catcher or first base (require less mobility)
- Start with stationary or slower moving balls (when striking)
- Use suspended balls
- Velcro mitts and Velcro balls
- Vary distance to throw
- Vary speed

*Learn to adapt the game to the student not the student to the game!!*
BOCCE FOR ALL LEVELS:
Bocce is an official sport of the National Disability Sports Alliance (NDSA), Dwarf Athletic Association of America and Special Olympics International.

BOCCE SKILLS – BASIC OVERVIEW:
Field:
- 12 feet wide with lines (marking distance)
- Throwing Distance is either 10 or 20 meters to the Pallina (Target Ball).
- Target ball is already in place at start of skills competition or practice

Equipment:
* 20 Meters - Regulation or Junior/Indoor Bocce Set
* 10 meters - Indoor bocce set used inside
* Ramp can be used by students unable to “roll” or push ball with two hands ** Ramp can be made from wood, PVC or gutter material – Be Aware of sharp edges

OBJECTIVE: Roll bocce ball closest to Pallina(Target ball)

RULES:
- Pallina (Target Ball) is placed on line (marked X on floor or line) for each athlete (10 or 20 meter)
- Each athlete will “roll” or “underhand throw” from behind starting line.
- Each athlete is given 3 attempts (3 balls) per turn and has a total of 3 turns
- Bocce ball stopping outside of playing area is considered to be a “dead ball.”
- Measurements taken after all 3 balls have been rolled
- If Pallina ball is hit with a bocce ball and moved, measurements are taken from where Pallina is after all 3 attempts

Measurements:
- Taken from pallina to the closest bocce ball
- Made from center of the Pallina to the closest point on Bocce ball.
- Record in Centimeters

Scoring:
- Measurements can be recorded on Bocce Skills score sheet.
- For each of three turns record the closest measurement. The athlete with the lowest total distance after a set (all three scores from 3 rounds) will be awarded first place and athlete with next lowest distance be awarded second place and so on
GENERAL INFORMATION

Instructor: Darlene Jackson Marmol
Class time: Friday, November 18, 2011  11:15-12:15
Background: Adapted PE Specialist and Special Education Teacher (Retired): Los Angeles County Office of Education
E-mail: dmarmol@ptsd50.org

COURSE DESCRIPTION

Activities are pulled from 5 prominently recognized programs to create activities which children and adults can sink their teeth into. Bal-A-Vis-X®, Balametrics®, Brain Gym® and S’Cool Moves® offer certificated seminars for professional development. Speed Stacking® provides activities that encourage visual tracking, and bilaterality. Most programs offer rhythmic challenges, peer exchange and contemporary themes, which encourage participation. Many of the activities encourage balance and speed of response. Ocular pursuit and vision training activities encourage classroom learning as documented in research from all of these programs.

The individual and group activities presented today can be used as a stand-alone activity to substitute for PE and exercise activities that cannot be performed safely by some of our students and adults. The activities can be used as a warm-up for classroom or PE classes. The activities can be used for alternatives to time out for students who just need a break. I have used these activities in a myriad of situations and have had positive results from kids and adults.

COURSE OBJECTIVES

The objective of this course is to introduce a variety of organized movement activities that can enhance or supplement programs. I think it is important to share resources with our colleagues, parents and students as well as with students and professionals in alternative therapies. I hope you come ready to move and play and keep the fun in the fundamentals.

Bal-A-Vis-X®: According to founder Bill Hubert, “BAVX enables the whole mind-body system to experience the natural symmetrical flow of a pendulum,” (http://www.bal-a-vis-x.com).
**Balametrics®:** “Our Mission: To educate the public about the profound effect that high quality balance therapies have on improving all aspects of intelligence and performance, and to provide models and resources which enable anyone to apply these therapies”. Copyright © 1980-2004 by Balametrics, Inc., [http://www.balametrics.com](http://www.balametrics.com).

**S’Cool Moves®:** Debra Em Wilson’s program sprang out of a desire to help families who could not afford alternative educational and therapeutic situations for their children. All of her learning intervention activities are “based on brain research, mind-body science, and psychological findings.” [http://www.schoolmoves.com](http://www.schoolmoves.com).

**Brain Gym®:** Brain Gym® has at its’ foundation, the principal that movement activities help with learning and enjoying activity as it is incorporated into all of life and learning, [http://www.braingym.org](http://www.braingym.org).

**Speed Stacks®:** At the heart of this online distributor of speed stacking cups is the intention of providing movement experiences that encourage fitness, agility, concentration and quickness, [http://www.speedstacks.com](http://www.speedstacks.com).
finally! *A RELIABLE METHOD TO PROJECT CHALLENGING, YET ATTAINABLE I.E.P. OBJECTIVES*

Carol Ginder Kofahl, M.A.
and Don Oltmans, B.S.

**Do You Wish You Had a Crystal Ball for Recommending I.E.P. Objectives?**

Recommending I.E.P. objectives for students in Adapted Physical Education takes either clairvoyance or some sound methodology for writing challenging, yet attainable objectives. The I.E.P. is a contract to which the school district, teacher, administration, student, and parents agree. There is pressure to make certain that the student attains the objectives; however, it seems that all that pressure rests on the teacher. So, the question is: *How can we Adapted P.E. teachers recommend I.E.P. objectives which the student can meet and show measurable growth in skills?*

An evaluation of test data will show the student's present levels of physical education performance, including relative strengths and weaknesses in skill mastery. Weaknesses translate into the next behavioral objectives to be met. How should the Adapted P.E. specialist attack these deficiencies? Which skills should take priority over others? Is there a formula or a method to determine the correct objectives to tackle first?

The purpose of this workshop is to teach professionals working with all student populations an effective method of how to evaluate and recommend educationally useful, challenging, yet attainable objectives using developmental test results and task analysis.

**A Method to Design Challenging, Yet Attainable Objectives for Physical Education and Adapted Physical Education**

How much improvement should you target for your developmentally delayed student? In 1995, success rates were recorded for I.E.P. objectives and modified P.E. objectives that were formulated using the following method; 92% of the objectives were met within one chronological year, as measured by I.E.P. objectives and teacher-made criterion-referenced objectives. The procedure has been as follows:

1. Test the student using a criterion-referenced, developmental test which cites developmental ages modes to score skill maturity.
2. Assess strengths and weaknesses by comparing the students' Chronological Ages (CA) with their Developmental Ages (DA) on various skills to determine The Gaps in learning, compared to norms established by their Chronological Age peers. That simple formula is CA minus DA = Developmental Delay.
3. Compute the Learning Rate based on the student's developmental delays in weaker skills.
4. Determine the Improvement Index, based on the Learning Rate.
5. Add the Improvement Index to the DA Mode of the weaker skills to project the objectives which you will recommend.
6. Use the criterion-referenced format of the skill task to write the objective.
7. Use the criteria of the test as the learning plan to teach skill mastery.
Expansion and Explanation of the Method for Recommending Physical Education
I.E.P. Objectives

1. Test the student using a criterion-referenced, developmental test which cites
developmental ages modes to score skill maturity.

   **The Values of Developmental Tests as Learning Plans.** Using criterion-referenced
developmental tests to guide I.E.P. objective formulation and instruction may be under-rated.
Since multi-faceted assessment is required, Adapted P. E. Specialists should consider using
developmental tests to support findings from standardized tests, which are required for
placement in special education, including Adapted Physical Education.

   Developmental tests offer at least three supports to I.E.P. formulation. (1) Many
criterion-referenced test tasks are paired with developmental age maturity equivalents for
scoring purposes. They provide the Adapted P. E. Specialist with additional information
about the extent of developmental delays in skill acquisition. (2) The skills being tested can
be richly described as behavioral objectives, which are either passed or not passed. (3) Skills
are often presented in task-analyzed order, which provide a guide for teaching the skill. The
method we will explore uses Developmental Age (DA), Chronological Age (CA), Learning
Rate, and Improvement Index to determine the next objectives for a student. We will use
examples from the *DEVPRO Motor Skills Assessment and Task Analyses and DEVPRO
Software* (Kofahl and Oltmans, 2009), which is a criterion-referenced test that uses
developmental age ranges and modes for scoring students' skill maturity levels.

2. Evaluate strengths and weaknesses by comparing the students' Chronological Ages
(CA) with their Developmental Ages (DA) on various skills to determine The Gaps in
learning.

   Developmental delay is determined by subtracting the student's Developmental Age
(DA), derived from test scores, from the student's Chronological Age (CA). Between what
the student is able to do in the present level of performance, and what he needs to learn is a
series of skills to master. The goal of carefully planned instruction is to decrease
developmental delay and relative skill weaknesses.

   If you are using the The *DEVPRO Motor Skills Assessment*, this step is very simple,
because the software has a line graph function that shows the Chronological Age of the
student, and the Developmental Age scores on each of the 22 perceptual-motor and
fundamental motor pattern sub-tests. *DEVPRO*’s software will recommend the three skills
with the greatest developmental delay for I.E.P. goals and objectives.

1 Kofahl, Carol and Oltmans, Don. *The DEVPRO Motor Skills Assessment and Software.*
The Adapted P. E. Specialist also needs to target the skills in which the student's developmental delays and skill weaknesses discovered in one sub-test may be affecting acquisition of other skills. Knowledge of neurological building blocks and fundamental motor skills is essential to accurate analysis. For example, a student's relative weakness is the locomotor skill of **hopping forward 10 times on each foot on 80% of trials.** Hopping is a complex dynamic balance, fundamental motor skill, that requires leg strength, and a little cardio-respiratory endurance.

Principles of task Analysis in physical education dictate that static balance must be mastered before dynamic balance. Difficulties the student may have in standing balance may be related to vestibular integration, body core strength, head position, arm position, or single leg strength. If the student is having difficulty with the actual propulsion required in a hop, the difficulty may be in leg strength, and dynamic balance associated with one-foot balance recovery, and/or inefficient arm movement. If the student has difficulty sustaining the activity, the problems could be all of the above, leg strength, and/or cardio-respiratory fitness.

Increasing leg strength can be accomplished through various repetitive explosive leg movements, starting with *bilateral support,* then working to the one-foot base of support. Addressing the student's leg strength and cardio-respiratory fitness simultaneously could include repetitive jumping jacks, running, jumping, jump rope, then hopping in place with support, then hopping in place without support. Hopping for a distance adds the forward body lean and bilateral arm movement to get lift and distance. A successful lesson plan may need to task analyze and correct all of these deficiencies for the student to finally master "hopping forward 10 times on each foot on 80% of trials."

### 3. Compute the Student's Learning Rate based on the student's CA and DA of weaker skills.

As the A.P.E. specialist evaluates Developmental Delay on a variety of skill sub-tests, a profile of the student's learning patterns is starting to develop. Now it's time to do a little math, and to think about the student's individualized **Learning Rate** (LR). This is best illustrated by example: the student is 10 years, 0 months old (CA), and shows a Developmental Age (DA) of 5 years, 0 months. This means that the student has made 5 years, 0 months of developmental progress during his 10 chronological years of life.

**To compute the Learning Rate, divide DA by CA.** You can also convert years and months to months only.

\[
\text{Learning Rate} = \frac{\text{DA}}{\text{CA}}
\]

<table>
<thead>
<tr>
<th>DA</th>
<th>OR</th>
<th>Learning Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 years</td>
<td>60 months</td>
<td>CA</td>
</tr>
<tr>
<td>10 years</td>
<td>120 months</td>
<td>1 DA : 2 CA</td>
</tr>
</tbody>
</table>

In this example, it means that the student makes 1 developmental year of progress compared to 2 chronological years of life. This is the student's **Learning Rate.** As A.P.E. specialists, we should be able to provide a planned program for improvement which should accelerate the student's individualized Learning Rate.
4. Determine the Improvement Index, based on the Learning Rate

The Improvement Index is how much growth the Adapted P. E. Specialist is targeting for the student between the initial testing and the post-testing. It is derived from the Learning Rate by the Adapted P. E. Specialist, who has the best knowledge of the student's physical education progress, response to targeted instruction, attitudes toward specific skills, and abilities and challenges in regards to learning new skills. The Improvement Index should push the Learning Rate to a higher level of developmental skill attainment than the student would make without instruction from the physical education specialist.

Using DEVPRO, or any developmental test that cites developmental ages of skill, the Adapted P. E. Specialist now has a method to recommend the next objectives: (1) add the Improvement Index to the present level of performance Developmental Age score (from testing) to get the DA for the recommended skill. (2) After looking at the list of skills that represent that Developmental Age, select the best objective.

To illustrate this, please refer to the example in Table 1, which is a short list of skills directly from the DEVPRO Motor Skills Assessment Balance Board Skills sub-test. The left column shows the software's objective number. The center column shows the description of the criterion-referenced test task. The right column shows the Developmental Age Range (top line) for skill mastery. The second line shows the Developmental Age Mode when most students show 75-80% mastery of a skill. DEVPRO was compiled with over 90 research resources to determine the order of skills and Developmental Age Ranges and Developmental Age Modes.

5. Add the Improvement Index to the DA Mode of the weaker skills to project the objectives which you will recommend.

In this second example, we'll be using Table 1. A 9 year, 0 month (CA) student's present level of performance is DEVPRO test task #194. The Developmental Age Mode of the skill, or score, is 05.06 (5 years, 6 months). With a delay of 3 years, 6 months, this skill is one on which the student needs to work.

By converting years to months, we can divide: months
DA 5 years, 6 months  66 = 7.3 = Learning Rate
CA 9 years, 0 months 108 12

He has a Learning Rate of approximately 7 months DA compared to 1 year CA. (This is not an exact science...you can estimate by rounding numbers up and down.) The Improvement Index should be a little more than the Learning Rate, so we will add 9 months Improvement Index to get the next recommended objective for Balance Board Skills.

Therefore, on Table 1, we are looking now for an objective with a Developmental Age Mode of 6 years, 3 months. Since there are two objectives with a 06.03 Developmental Age Mode, #217 and #218, we'll select conservatively for #217.
Table 1—An Excerpt of Balance Board Skills Sub-Test Tasks from DEVPRO Motor Skills Assessment

<table>
<thead>
<tr>
<th>Task</th>
<th>Description of Test Task</th>
<th>DA Range</th>
<th>DA Mode</th>
</tr>
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<tbody>
<tr>
<td>194</td>
<td>walks backward 6 ft. or more on a 4-inch wide balance board with hands at sides. (Student's present level of performance; add I.I. of 9 months = 06.03 D.A. of next skill objective.)</td>
<td>04.00-07.00</td>
<td>05.06</td>
</tr>
<tr>
<td>200</td>
<td>walks forward heel-to-toe 2-5 steps on a 4-inch-wide balance board with eyes focused on a target at eye level, with help.</td>
<td>04.00-07.00</td>
<td>05.07</td>
</tr>
<tr>
<td>201</td>
<td>walks forward heel-to-toe 6-10 steps on a 4-inch-wide balance board with eyes focused on a target at eye level, with help.</td>
<td>04.00-07.00</td>
<td>05.07</td>
</tr>
<tr>
<td>202</td>
<td>walks forward heel-to-toe 11-15 steps on a 4-inch-wide balance board with eyes focused on a target at eye level, with help.</td>
<td>04.00-07.00</td>
<td>05.08</td>
</tr>
<tr>
<td>203</td>
<td>walks forward heel-to-toe 3-6 ft. on a 4-inch-wide balance board with eyes focused on a target at eye level, with help.</td>
<td>04.00-07.00</td>
<td>05.08</td>
</tr>
<tr>
<td>204</td>
<td>walks forward heel-to-toe 6 ft. or more on a 4-inch-wide balance board with eyes focused on a target at eye level, with help.</td>
<td>04.00-07.00</td>
<td>05.08</td>
</tr>
<tr>
<td>210</td>
<td>walks backward heel-to-toe 2-5 steps on a 4-inch- wide balance board with help.</td>
<td>04.00-07.00</td>
<td>05.09</td>
</tr>
<tr>
<td>211</td>
<td>walks backward heel-to-toe 6-10 steps on a 4-inch- wide balance board with help.</td>
<td>04.00-07.00</td>
<td>05.09</td>
</tr>
<tr>
<td>212</td>
<td>walks backward heel-to-toe 11-15 steps on a 4-inch- wide balance board with help.</td>
<td>04.00-07.00</td>
<td>05.09</td>
</tr>
<tr>
<td>213</td>
<td>walks backward heel-to-toe 3-6 ft. on a 4-inch- wide balance board with help.</td>
<td>04.00-07.00</td>
<td>06.00</td>
</tr>
<tr>
<td>214</td>
<td>walks backward heel-to-toe 6 ft. on a 4-inch wide balance board with help. (T)</td>
<td>04.00-07.00</td>
<td>06.00</td>
</tr>
<tr>
<td>215</td>
<td>walks backward heel-to-toe 2-5 steps on a 4-inch wide balance board, using arms to balance.</td>
<td>04.00-07.00</td>
<td>06.00</td>
</tr>
<tr>
<td>216</td>
<td>walks backward heel-to-toe 6-10 steps on a 4-inch wide balance board, using arms to balance.</td>
<td>04.00-07.00</td>
<td>06.00</td>
</tr>
<tr>
<td>217</td>
<td>walks backward heel-to-toe 11-15 steps on a 4-inch wide balance board, using arms to balance. (Recommended Objective.)</td>
<td>04.0007.00</td>
<td>06.03</td>
</tr>
<tr>
<td>218</td>
<td>walks backward heel-to-toe 3-6 ft. on a 4-inch wide balance board, using arms to balance.</td>
<td>04.00-07.00</td>
<td>06.03</td>
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Effectively Reaching All Students in Your Diverse PE Class

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Engaging all students regardless of ability within a regular physical education setting often presents challenges for both students and teachers. Participants will first explore and pinpoint the challenges commonly found within a diverse physical education (PE) class which may include issues related to ability level, motivation, ethnic and cultural differences, assessment, teacher expertise, time, and different learning styles. By recognizing the research-based ways in which students learn best, this session will offer strategies and techniques towards designing curriculums that embrace all students.

Universal Design for Learning (UDL), a philosophy currently being significantly drafted into the reauthorization of No Child Left Behind (NCLB), will be discussed from a PE perspective. Connection will be presented to show that UDL can be easily implemented into your current curriculum, all the while alleviating challenges related to student diversity. The following is a just a snap shot of the tools and resources to be shared – all of which can and does apply to all K-12 physical and adapted physical education professionals:

1. Designing flexible curriculum
   - UDL Checklist designed exclusively for PE (handout)
   - Free online and downloadable UDL guidelines
     http://www.udlcenter.org/aboutudl/udlguidelines
   - Free online interactive and downloadable UDL Guidelines 2.0 Educator Checklist
     http://www.udlcenter.org/implementation

2. Strategies to better know and understand your students
   - Learning styles inventory activity (handout)

3. Assessment options
   - Too many examples to list!!!
Students in Action - Taking the "Dis" out of Disability

Thomas E. Moran, Ph.D., CAPE, James Madison University, morante@jmu.edu
Andrea R. Taliaferro, Ph.D., CAPE, West Virginia University, andrea.taliaferro@mail.wvu.edu

Session Description:  Come see local children showcasing their skills! Session participants will have an opportunity to observe and engage with children with/without disabilities from the Long Beach area and learn fun, simple strategies to allow success for all...including the teacher! APE Professors & PETE students from various universities will be sharing engaging stations and activities that are meant to facilitate learning and success for all children.

Program Description/Objectives:  Meeting the needs of all students in physical education has become increasingly more challenging for teachers. The No Child Left Behind Legislation and IDEA have required that all students with disabilities receive physical education. Given the recent push for Least Restrictive Environment and public schools moving towards a model of inclusion, the demands on today’s physical education teachers have become increasingly more challenging and difficult. “As an educator in teacher education and as an individual with a disability (Cerebral Palsy) I see it as my duty to better prepare teachers with the "tools" they will need to meet the needs of ALL their students” (Tom Moran). Even though meeting the needs of children with disabilities in a general physical education class can be challenging there are many simple, yet creative ways to meet the physical, cognitive, or affective needs of your students. Many of the strategies that will be shared in this session will not only assist teachers who have students with autism, down syndrome, or muscular dystrophy - these strategies will help them better meet the needs of all 30-45 students in their class.

The objectives of the session are for physical education teachers to:
- Learn some engaging activities that are easily modified to meet the needs of all students, regardless of ability or disability.
- Observe simple and creative instructional strategies that allow all students to be successful.
- Take home ideas and strategies that help them to meet the needs of all students in their classroom.
Revised Adapted Physical Education Guidelines  
Overview and Current Status

Presenters are several members of the Guidelines Committee:

- **Lindsay Cecil**, Adapted Physical Education Teacher, Los Angeles USD, CA
- **Debbie Foster**, Middle School Physical Education Teacher, Claremont USD, CA
- **Kimble Morton**, Motor Assessment Program Specialist, Diagnostic Center, Southern California  (contact: kmorton@dcs-cde.ca.gov)
- **Marcia Pope**, Faculty, California State University, Chico, CA
- **Joanie Verderber, Ph.D.**, Project Director III, School Health and Physical Education Programs, Los Angeles County Office of Education
- **Perky Vetter, Ph.D.**, Kinesiology and Health Promotion Department Chair, Adapted Physical Education Program Coordinator and Motor Development Clinic Director; Cal Poly Pomona (contact: pvetter@csupomona.edu)

A draft of all chapters and appendices of the revised *Adapted Physical Education Guidelines in California Schools* has been completed. A few updates will be made once the adapted physical education teacher credential is finalized. A legal and administrative review is pending from the California Department of Education. The SELPA administrators have also requested a presentation on the revised *Guidelines*.

The subsequent pages of syllabus material contain the introduction and table of contents for the revised *Guidelines*, including a list of some of the areas of change. *Guidelines* committee members will present an overview of changes in the revised document, share current news regarding the legal and administrative review, and respond to questions.

The Guidelines committee would like to thank the SCAPE board and our many colleagues, who have provided information and suggestions to us directly and through participation in sessions at the NAPE and CAHPERD conferences.
ADAPTED PHYSICAL EDUCATION GUIDELINES
IN CALIFORNIA SCHOOLS

California Department of Education
Special Education Division [pending approval]

Revised May 2011

Note: This draft copy requires legal review from CDE. The committee has updated the entire document, but does not have the expertise concerning the legal references.

Please contact one of the following two people if additional information is needed:
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Perky Vetter at pvetter@csupomona.edu

ACKNOWLEDGMENTS
The Adapted Physical Education Guidelines in California Public Schools Revised is the result of the collaborative efforts of many professionals. The need for this revised guideline emanated from requests for updated legal references and curricular programming by teachers, administrators, and parents who used the guidelines on a daily basis. The support for the revision came from the California Department of Education and the California Association for Health, Physical Education, Recreation, and Dance (CAHPERD) State Council on Adapted Physical Education (SCAPE).

Financial support for this project was provided by the CAHPERD State Council on Adapted Physical Education. Acknowledgements are made to the school districts of the guidelines committee for contributing to this project by providing substitutes for writing days, allowing the committee to meet numerous times, and for graphics support.

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The Guidelines Committee would like to thank the following individuals for their input:
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CHAPTER 1 - INTRODUCTION TO ADAPTED PHYSICAL EDUCATION GUIDELINES

REVISION

In 2001 the Adapted Physical Education Guidelines were approved by the California Department of Education (CDE), Special Education Division. At that time all the legal references were accurate and had been verified by the legal counsel of the CDE Special Education Division. Since then, state and federal laws have changed, the Physical Education Model Content Standards have been written, and the Commission on Teacher Credentialing (CCTC) has revised the Adapted Physical Education Credential Standards. These events indicated a need for revision of the Adapted Physical Education Guidelines. Some members of the original writing team convened a new writing team that was comprised of three of the original members and four other professionals. The broad background and expertise of this committee provided a writing team with a well-versed perspective. Questions, concerns, and input from the field were collected and considered when writing this document.

It is the intent of this revision to cite updated legal references for the California Education Code, California Code of Regulations, Title 5, and United States education codes and regulations that reflect IDEA 2004 and its regulations of 2007. The curriculum chapter has been rewritten to address the Physical Education Model Content Standards for California Schools and the state mandated physical fitness testing applied to individuals with a disability. In response to suggestions and questions from the field, the service delivery model has been revised for clarity, assessment procedures have been revised, curriculum chapter has been updated including information on fitness testing for individuals with a disability, and many chapters have been enhanced. The purpose of these Guidelines has not changed and it continues to reflect the current best practices for California adapted physical education.
PURPOSE

The purpose of this document is to identify program guidelines that clarify adapted physical education services. These are provided to individuals with disabilities who require highly specialized services to meet their individual goals for physical education that includes movement education and motor development. These Guidelines are organized by groups of key provisions that are followed by legal requirements, discussion and best practice statements, to be used when identifying, assessing, planning, and implementing quality physical education programs. When determining appropriate adapted physical education services, educational personnel, other agency and community personnel, parents, and individuals may reference these guidelines. Educational personnel include, but may not be limited to, teachers, support personnel, and administrators. Examples of other agency and community personnel include physical therapists, occupational therapists, social workers, and medical personnel.

The Adapted Physical Education Guidelines in California Schools:
• Clarify eligibility for adapted physical education services.
• Identify physical education service delivery options.
• Provide information to evaluate, improve and maintain quality adapted physical education services throughout California.
• Provide criteria for conducting self-review and monitoring of adapted physical education services.
• Provide a resource for special education local planning areas (SELPAs), county offices of education, and local education agencies (LEAs) to use in developing local plans, policies, and procedures to address the physical education needs of individuals with disabilities.
• Establishes key provisions that are consistent with federal and state laws and regulations.
• Clarify the differences and similarities among adapted physical education and physical and occupational therapies.
• Clarify the role and responsibilities of an adapted physical education teacher.
• Include best practices for inclusion within the physical education setting.
• Clarify transition services.
• Addresses the relationship of Physical Education Model Content Standards for California Schools to children with disabilities.
The Use of Peer Helpers In Adapted Physical Education

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ABSTRACT OF PRESENTATION:

The purpose of my presentation is to show how peers can be used to enhance adapted physical education classes. Topics will include starting a peer program, recruiting students, retaining peer helpers, training peers, expanding the program to include service, and adding Special Olympics. This program allows our students with disabilities to experience the same benefits and gain the same recognition as their nondisabled peers. I will additionally cover the creation of a service club which holds monthly activities of our students and funds our Special Olympics program. The peer helpers are "buddies" to our students in all facets of the school day. I will also show how the school supports our annual basketball game against other high schools in our area. This game takes place during the day allowing everyone in the school to be invited to come cheer on our team.

Ways peers are used in our program:
1. teammates
2. opponents
3. friends
4. mentors
5. role models
6. teach/model appropriate behaviors
7. attend sporting events with our peers-- their own and the schools
8. respect our students
9. stopping inappropriate behaviors
10. teach game rules
11. demonstration of skills
12. making them accountable for student growth
13. commitment to service
14. after school/evening/weekend hanging out
15. fund raising
16. lunch buddies
This presentation will provide strategies and activities that address appropriate physical education model content standards for “boys and girls, low and high achievers, high and low skilled, physically-abled and differently-abled, and different races, cultures, home language, and different economic levels.”

By using standards-based instruction (SBI) in Adapted Physical Education and General Physical Education with students in special education a variety of creative lessons emerge. It takes creativity, innovation and collaboration to be successful. As physical educators we must continue to be diligent in using our knowledge of standards-based education. Yes, we are all on a continuous path of refining our competence in standards-based education and instruction (SBE/I) and in utilizing appropriate instructional strategies.

The 2009 Physical Education Framework for California Public Schools (Kindergarten Through Grade Twelve) contains a wealth of content knowledge to help physical educators provide quality daily physical education (QDPE) to all students. A few bulleted highlights are listed to guide your journey in providing standards-based instruction and improved student learning—It may be helpful to bring your personal copy of the PE Framework to use as a reference during this presentation.

- Appendix A: p. 259 CA. Ed. Codes and Laws for PE/PA
- Appendix J: p. 303 (PE SBI)
- Appendix F: p. 292 (contraindicated and alternative exercises)
- Appendix B: p. 283 SBI and Social Skills
- Chapter 7: p. 206 “Universal Access”
• Unpack (deconstruct) the standards p. 171
• At A Glance Overarching PE Content Standards in Summary and Learning Snapshots (Chapters 2 to 4)

**The challenge:** collect evidence to show student learning; use an appropriate assessment tool; analyze data to check for student learning and thus decide the direction for future instruction and more student learning.

**Summary of Learning Outcomes:**

• The benefit of the Physical Education Framework as a resource tool in student learning
• The Physical Education Content Standards must guide instruction to optimize student learning
• The introduction of instructional strategies that facilitate student learning

**Resources**

2. AAHPERD. [http://www.aahperd.org](http://www.aahperd.org)
3. CAHPERD. [http://www.cahperd.org](http://www.cahperd.org)
4. The California Center for Excellence in Physical Education. [dwg@theccepe.org](mailto:dwg@theccepe.org)
Introduction

Attitude can be defined as “an idea charged with emotions which predisposes a class of actions to a particular class of social situations” (Triandis, 1971, p. 2). Teachers’ attitudes are critical because teachers’ attitudes drive their decisions and behaviors in the classroom (Hung & Paul, 2006; Tripp, Rizzo, & Webbert 2007). Teacher attitude can influence a child’s sense of well-being, feeling of belonging, positive mood, and self-esteem (Chernyak & Zayas, 2010; Zadro, Williams, & Richardson, 2004) which, in turn can affect academic achievement and lifetime success (Chang, 2002; Tripp, Rizzo, & Webbert, 2007).

A multitude of attitudinal studies have been conducted to measure teacher attitudes towards students both with and without disabilities. However, these investigations generally do not address specific teacher attitudes towards students with hidden and visible disabilities as a function of the visibility (Cook et al., 2000; Cook 2001; 2004). Moreover most recent studies on teacher attitude towards students with disabilities have been based on the concept of inclusion and not on teachers’ attitudes toward their actual students being taught (Cook et al., 2007).

One researcher and his colleagues (Cook 2001, 2004; Cook, Cameron, & Tankersley, 2007), have conducted the majority of recent research that addresses teacher attitudes towards students’ with disabilities where teacher attitude is examined as a function of whether a student’s disability is hidden or visible. Cook (2001) examined teachers’ attitudes towards their actual students and found that positive outcomes in inclusive classrooms are most problematic for students with hidden disabilities, who traditionally have been assumed
to accrue the greatest benefits from inclusion due to the presumed lack of meaningful differences between themselves and their nondisabled peers (Cook, 2001, 2004, Cook et al., 2007). Cook conducted his research in a classroom setting. Research comparing teachers’ attitudes towards students with hidden and visible disabilities in physical education settings such as general physical education and adapted physical education is lacking or non-existent.

**Purpose of the Study**

The purpose of this proposed dissertation study will be to examine adapted physical education teachers’ attitudes towards students with hidden and visible disabilities as a function of the disability. Researchers have shown that teachers are more likely to react unfavorably toward students who are seen as performing below expectations. Because students with hidden disabilities (HD) (e.g., mild autism, medical disabilities, learning disabilities) often lack obvious physical signs related to their disability, teachers’ may expect students with HD to attain close to model performance and behavioral standards. Whereas, students with visible disabilities (e.g., wheelchair users, blind, severe intellectual disabilities) have obvious physical signs related to their disability and may not be expected to adhere to the same standards. Teacher attitude has been shown to correspond with teacher behavior and the educational opportunities that teachers provide to students (Cook, 2001; Hastings & Oakford, 2003); therefore, teacher attitude assessment provides a meaningful indication of the quality of education.

**Research Question and Sub Questions**

The following research questions will guide and direct this study to investigate adapted physical education teachers’ attitudes towards students with hidden and visible disabilities as a function of the disability:

**Research Question One.** What are adapted physical education teachers’ attitudes toward students with hidden and visible disabilities as a function of the disability?

Sub Questions:
A. What are adapted physical education teachers’ attitudes towards students with hidden disabilities?
B. What are adapted physical education teachers’ attitudes towards students with visible disabilities?
Population and Sample

This study will focus on the population of Adapted Physical Education Teachers located primarily in California but also from across the United States.

Research Design

To investigate whether adapted physical education teachers’ attitudes towards students with hidden and visible disabilities differ as a function of the students’ disability, this study will utilize a descriptive quantitative research design with the use of a questionnaire survey. The survey’s demographic items will also produce descriptive data frequencies, percentages, mean and median scores for these items will be generated.

Background:

What are Issues Particular to Individuals with a Hidden Disability?

People with hidden disabilities (which can include mild/moderate hearing impairment, learning disability, severe emotional disturbance, behavior disorder, mild visual impairment, mild autism, and health impairments) are collectively the largest population of individuals with disabilities (National Collaborative on Workforce and Disability for Youth, 2009), and often must contend with different challenges than individuals with visible disabilities (Karabin, 2010; Valeras, 2007). For example, when individuals have a hidden disability they often have to make a choice as to whether to conceal their disability and “pass” as nondisabled (Allen & Carlson, 2003; Valeras, 2007), or to disclose their disability and risk the stigmatization of being considered “handicapped” (Abreu-Ellis, 2007; Vickers; 1997, 2001).

Traditionally individuals with disabilities have been seen as inferior and defective by our society (Davis et al., 2008) and are often perceived to possess undesirable characteristics (Green et al., 2005, p. 202). Not surprisingly, many people with a hidden disability may go through a process of self-denial of their disability. Additionally, they may convince themselves that their disability is not perceptible to others (Livneh & Wilson, 2003). Furthermore, many students with hidden disabilities often refuse assistance or do not admit to needing accommodation services (Hartman-Hall & Haaga, 2002; Valeras, 2007). Livneh, Martz, and Wilson (2001) found that hiding a disability impedes the process of adaptation and adjustment to living with a disability.
Many times, a person’s fears of self-disclosure of a hidden disability are driven by potential negative consequences subsequent to such disclosure. For example, research has shown that participants’ disability disclosures have resulted in reactions of minimization or disbelief from friends, family and even medical professionals (Allen & Carlson, 2003). Although research on self-disclosure has been collected primarily from university students or adults in employment settings (Valeras, 2007), based on models of adolescent development (Erikson, 1959, 1968) it is logical to predict that adolescents will go to great lengths to conceal their disability to pass as nondisabled. Adolescents often have an intense desire to fit in and attain a sense of belonging (Rothman, 2003).

**Discussion of Policy, Practical and Research Implications, and Application to Teaching**

Before the school year starts a physical education teacher should familiarize themselves with the student’s disability (Block, 2007). This can be done by researching the student’s disability on the Internet and in literature, consulting the parents, the educational specialist, and the classroom teacher (Sherrill, 2004, Winnick, 2011). When appropriate, and most importantly, the teacher can talk to the student and ask him/her which situations are most challenging (Reich & Lavay, 2009).

Physical educators must never make open classroom announcements concerning any student who has a disability. When a student has a hidden disability, such as a hearing loss or learning disability, she may not feel safe sharing knowledge of her disability with the whole class. Depending on the attitudes of her classmates (and unfortunately, many times the teacher) the student may be correct in this assumption. After class, teachers should talk to the student in private and ask what worked and which situations were difficult for him or her (Reich & Lavay, 2009).

Modifications to activities should not subject any student to ridicule, exclusion, or discrimination (Reich & Lavay, 2009). Additionally, modifications that change the nature of the game or slow it down too much (for example using a balloon for volleyball) may present problems for students without disabilities (Kalyvas and Reid, 2003). Modifications should not be so severe that they change the nature or challenge of the game because students without disabilities may become dissatisfied with the activity and begin to resent having peers with disabilities in their general physical education class (Block, 2007; Block &
Obrusnikova, 2007).

Educators must work with students with hidden disabilities to enable them to successfully negotiate the behavioral and social demands of general education settings. Student behavior and compliance to social norms can be enhanced by implementing interventions such as behavior management plans (Lavay, 2006; Lavay, French, & Henderson, 2006).

Safety should always be a primary consideration (Lavay, 2006), especially when a student has a hidden health condition. It is important to be aware of the environment and the child’s medical status so as to avoid contraindicated activities (Sherrill, 2004, Winnick, 2011). If there are health risks involved consult the child’s physician and get approval of any planned modifications (Lieberman & Houston-Wilson, 2002). Ongoing professional development can keep teachers aware of current information available and teacher preparation courses should address the specific needs of children with hidden disabilities.
ESSENTIAL LIFE SKILL: LEARNING TO RIDE A BIKE
How Gyrobike’s stabilizing bike wheel can help make it a reality

Daniella Reichstetter, Founder + CEO, Gyrobike®
Ashleigh Harris, Director, Gyrobike®

LECTURE OUTLINE
Presentation format with hands on demonstration as well as Q+A
I. Benefits of Riding a Bike
II. Why Training Wheels are Bad
III. Introduction and Demonstration of Gyrobike and Gyrowheel
IV. Criteria for Success
V. Teaching Tips
VI. Video Testimony from Physical Therapists Using it in their Clinics
VII. Additional References and Resources

I. FIVE BENEFITS OF BEING ABLE TO RIDE A BICYCLE (WITHOUT TRAINING WHEELS)

1. Increases confidence and self-esteem
   These benefits are self-explanatory and obvious but cannot be emphasized enough. When a person of any age feels more confident in themself, it allows him or her to feel empowered to achieve goals in other areas of his or her life.

2. Inclusion
   Being able to ride a bike is an age appropriate physical and social skill for children after about 5 years of age. Training wheels carry a stigma, particularly for children as they get older.

3. Health and fun
   Learning to ride and continuing to ride a bike improves motor planning, balance, reciprocal lower extremity activation, endurance and overall fitness. Riding a bike is a simple joy and outdoor recreation that improves kids’ quality of life.

4. Independence and self-reliance
   For a variety of reasons a young person may never have the opportunity to drive a car. Being able to ride a bicycle gives a young person a sense of independence and helps develop self-reliance. As a result, this achievement is a gateway to opportunity, helping a person gain assurance and self-reliance in many other aspects of his or her life.
5. **Positive change in family dynamics**
   Riding a bike independently with family members is a fun and healthy family activity. Also, for the other family members, it makes them feel less relied upon when another family member is able to be more self-sufficient.

II. **FOUR REASONS TRAINING WHEELS ARE BAD**

1. **Banking and cornering**
   To make a turn on a bicycle, a cyclist must lean in the direction of the turn. Attempting to keep a bicycle perpendicular to the ground while cornering would be a failure, as such, it is impossible to corner a bike with training wheels correctly. Quick turns with training wheels often cause nasty spills.

2. **Bad habits**
   While it is possible to make a turn with training wheels, it requires the rider to lean left to turn right and lean right to turn left. This is the **direct opposite** of how to successfully turn a bicycle without training wheels as previously described. These counter-productive habits are the primary cause of crashes once training wheels are removed.

3. **Safety**
   It is more important to know how to balance and steer on a bike than it is to put force onto the pedals (that is the easier part for most). If a child is not ready to pedal, a balance bike is a better and safer option. A balance bike has no pedals, so feet are used instinctively (most of the time) to stabilize the rider. If a rider is too tall for a balance bike, nearly any bicycle can be made into a balance bike by simply removing the training wheels and lowering the seat so one’s feet can touch the ground flat footed. With training wheels, there's no need to use feet for stability, making it unnecessary to ever put a foot down; this is another dangerous bad habit that needs to be un-learned.

4. **Stigma**
   There is no question that training wheels carry a stigma, often for children and parents. Training wheels hinder learning and are a crutch. A bike with no pedals is a better option that training wheels. Riders can go faster and they develop balance skills much faster, plus it is safer.

III. **WHAT IS GYROWHEEL?**
   Gyrowheel is a revolutionary front wheel for children's bikes and is a better solution than traditional training wheels. Powered-on, Gyrowheel delivers high stability at low speed to help keep the rider upright. The rider learns correct riding technique and enjoys a safer, easier and faster learning experience. Plus, it’s more fun and effective than training wheels. Learning with Gyrowheel is less frustrating and more exhilarating for adults teaching kids to ride. Gyrowheel is available in two sizes, 12 and 16 inch, and is designed to fit most standard kids' bikes. The company also makes
a complete Gyrobike that comes equipped with a Gyrowheel. Gyrobike’s current line of products are geared toward children who are typically between the ages of 3-8.

IV. CRITERIA FOR SUCCESS WITH GYROWHEEL
Gyrowheel may be helpful for some children who have a disability related to balance, strength, hearing, and general coordination, if the condition or disability is quite severe, Gyrowheel may not be able to offer enough assistance to provide a safe experience.

We do have evidence from many physical therapists as well as parents who have had success with children who have mild to moderate gross motor delay challenges as well as mild to moderate low muscle tone. However, it is not recommended for most children who have very low muscle tone.

A rider must be able to:
1. Walk and hop side to side.
2. Keep feet on pedals.
4. Keep head up and look forward.
5. Follow basic instructions.

A rider needs to:
1. Have adequate strength and stamina.
2. Be motivated, or able to be motivated, to learn to ride a bike.
3. Have the opportunity to practice skills ongoing.

Learning environment or area must be:
1. Free of debris and obstacles – such as rocks and loose gravel.
2. Smooth, flat surface – such as an outdoor basketball court or parking lot free of parked or moving cars.

Important note: Riders should not use training wheels intermittently when not practicing with Gyrowheel. Training wheels must be abandoned altogether to achieve success.

V. STARTING TIPS FOR TEACHING NEW RIDERS USING GYROWHEEL
BEFORE RIDING
1. Read Gyrowheel’s User Manual and your bike’s user manual completely and check all local regulations governing bike riding.
2. We strongly recommend that all riders wear a helmet when sitting on and operating a bike. Follow the user manual that accompanies the rider’s helmet to ensure proper fit.
3. Check local bike laws before the bike is ridden.
4. Do not ride at night.

5. Bikes should have reflectors installed.

6. New riders should wear sturdy footwear. We recommend that persons teaching a new rider wear comfortable street shoes, such as sneakers. Riders and people teaching the rider should not wear loose clothing that may catch in handlebars, brakes or gears.

7. Ensure that the bike is the correct size for the rider.

8. Adjust the seat height appropriately. An experienced rider should be able to put both sets of toes on the ground ('tippy-toe' style) while straddling the bike seat. For new riders, we recommend lowering the seat so that both feet are comfortably flat-footed on the ground while straddling the bike seat. A slight bend in the knee is ideal.

9. For riders that are beginners, you may want to remove the pedals from the child’s bike and allow the rider to push along the ground with his/her feet to scoot the bike. See below for more details.

10. Riding environment is important! Choose a location free of obstacles and distractions, including siblings, pets and road hazards. Ideally the ground should have a very slight downhill slant, though flat ground works well too. Be sure the area is free of bumps, gravel and loose debris. Soft ground is ok as long it is not too soft, loose, or uneven.

START RIDING

1. Allow the rider to gain comfort and confidence by simply sitting on the bike seat and holding onto the handle bars. Encourage the rider to push along the ground with his/her feet to scoot the bike around like a seated scooter. This exercise is meant to build confidence and balance. It can be practiced with Gyrowheel powered on or off, depending on the child’s confidence and balance. Allow the rider to practice scooting until he/she is very comfortable pushing off the ground with his/her feet and is able to pick his/her feet up from time to time. NOTE: This exercise is most effective if the bike’s pedals have been temporarily removed.

2. Ensure that the pedals are securely attached to the bike.

3. Assuming the bike has foot brakes, be sure that the rider understands that pedaling forward will make the bike move forward and that pedaling backward will slow or stop the bike.

4. Find a good starting location. An open area with a slight decline is ideal, though flat ground works well too. Check for and remove any debris, obstacles or road hazards.

5. Follow the directions in the How to Operate Gyrowheel section of the User Manual to turn on your Gyrowheel. Wait until the light becomes solid green, indicating that Gyrowheel’s disk is up to speed and ready for use.
6. Align the pedals so that each is the same distance from the ground (rather than one being significantly higher or lower, as that position is more difficult to start from).

7. Have the rider mount the bike, hold the handlebars, and put his/her foot on the pedal farthest forward. The other foot should remain on the ground before starting to pedal.

8. Support the rider by standing beside and slightly behind the rider, with your hands on the rider’s back. We recommend supporting the rider under one or both underarms, around the shoulder blades, initially.

9. Encourage the rider to start pedaling and assist as needed during the initial takeoff, moving with the bike for support. Each trial should be a bit better, and as the rider gets the hang of riding, you can release your supporting hand(s) from the rider’s back.

   Note: Some riders can start riding with Gyrowheel without any assistance. If the rider is confident to start without support, we encourage this approach.

10. Verbally encourage and repeat “look ahead,” “look up,” “keep pedaling,” and “keep your elbows straight and arms in front of you” when the rider is moving. These are critical ingredients to successful initial attempts. Vocal encouragement and patience is essential during this phase of riding. Compliment the rider for doing a good job.

TIPS FOR SUCCESS

- If the rider has experience on a bike with training wheels, the rider has learned likely bad habits that hinder proper riding technique. Specifically, training wheels encourage riders to lean away from the turn direction of the bike and allow the rider to permanently lean to one side, relying on the training wheel rather than the rider's own stability – to keep the bike upright (if tilted). If you notice these signs, encourage the rider to sit up straight and not lean. Gyrowheel is usually quite effective in helping riders unlearn poor riding technique.

- Some riders, particularly those who have tried unsuccessfully to remove training wheels in the past, have a tendency to put a foot down at the slightest tip of the bike. This action needs to be unlearned as well. Encourage these riders to “keep pedaling” and to “look up and ahead.” Discourage riders from putting a foot down excessively.

- When the rider gets tired or discouraged, take a break and relax. However, we recommend trying again soon. It is important to end a session on a positive note and reinforce the rider’s success after the session, but it is also important that new riders get adequate time to rest and absorb what they learn. We recommend snacks and lots of high fives!
VI. PHYSICAL THERAPIST TESTIMONY

“I am a pediatric physical therapist working in the San Francisco Bay Area. At our clinic we had the opportunity to try out Gyrowheel while working on bike riding with our kiddos. We have been using Gyrowheel for a few months now and love it! I and the therapists I work with are big fans of bike riding because of the way it impacts and improves motor planning, strengthening, balance, reciprocal lower extremity activation, endurance, overall fitness and most importantly because it is a great age appropriate social skill! Since using Gyrowheel we have been able to progress a greater number of children onto a two wheeler without training wheels. We call it ‘the Magic Bike’ and the kids love it. My criteria for progressing them is that they already know how to pedal a two wheeler with training wheels such that they can propel the bike independently on level ground. Using the Gyrowheel has decreased the strain on me as I assist the child in maintaining their balance and forward momentum. In addition, they are able to begin riding short distances without my physical assistance significantly sooner then they would if we were to just use their standard two wheeler. I work with a lot of kids with coordination challenges and overall low muscle tone and weakness. These add to their challenges of mastering a two wheeler so having the assist from the Gyrowheel allows them to fast track their success and increase their confidence and independence. I highly recommend the use of this device, especially for children who have physical challenges that can impact their ability to achieve independent bike riding in a timely manner.”

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Note: Please feel free to contact Ms. Menz with questions about her experience with Gyrobike’s products.

VII. ADDITIONAL RESOURCES AND REFERENCES

- This instructional video from REI has additional tips and tricks that can be used with or without Gyrobike products:
  http://www.rei.com/expertadvice/articles/teach+child+to+ride+a+bike.html#ooid=UxGjzMToljQe2jKwM24Tm2sd3H31cex

- For children 8 and up, there is a program called Lose the Training Wheels that has camps around the country annually that can assist kids who may be too tall for Gyrobike’s current line of products. www.losethetrainingwheels.org
Let's Move From September Thru June: Thematic Unit Ideas for Elementary A.P.E.

Presenters
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Presentation Overview
The purpose of this session is to provide adapted physical educators with standards based lesson ideas that support the development of the whole child using a thematic approach. Within these lessons ideas we will incorporate gross motor development, language, literacy, math and social skills through the development of routine, the use of repetition, music, books and low-cost, make it yourself and/or store bought equipment.

We will share lesson ideas that can be used throughout the school year that teach developmentally appropriate motor skills for elementary aged students with special needs. We will include ideas on how to differentiate instruction for students with a range of motor and cognitive developments.

At the end of this session, participants will have an understanding of how to combine thematic motor lessons and academic concepts that support the development of the whole child.

Sample Activities and Lesson

Activities:
Pick-up  -  Picking items off the floor, travelling and placing items in a container is an activity that can be used throughout the school year with a different theme each month. Pick-up activities enable students participate within their individual ability levels in whole group movement activities. These activities works on the student’s ability to motor plan, build strength in lower body, follow simple 2-step directions and can support academic concepts such as 1:1 correspondence, shape recognition, size recognition, sorting like items.

Monthly Pick-up ideas:
October – pumpkins, ghosts, spiders            March – pieces of gold
November – leaves                             April – plastic eggs
February – valentine’s cards
Thematic Unit Ideas for September:
"Rules of the Road in APE"

Concepts/Standards Addressed: following directions supported by verbal and visual prompts/cues, personal space, staying within boundaries, travelling in pathways, being a leader and a follower, body part identification, prepositions, right and left, point of release, position of hands for receiving object, color matching, independent and parallel play, opportunities for language and communication, opportunities for age appropriate social interactions and development of attention related skills.

Equipment: paper plates or paper plate holders, stop and go sign in red and green, red, yellow and blue car die cuts, variety of Hot Wheel type cars, cause and effect cars

Book: *Go, Dog. Go!* by P.D. Eastman

Music Suggestions: music from the movie Cars, Speed Racer theme song

Activities:
- Red Light Green Light with paper plate steering wheels while seated, standing, and moving forward while walking, jogging, running, jumping etc.
- Sorting car die cuts by colors (red, blue and yellow) while moving in personal space and/or while negotiating obstacles such as balance beams, mats, etc.
- Toy car body identification with prepositions ie., students roll cars on and around body parts.
- Independent, open ended play with car (parallel play)
- Car races to teacher command "on your mark, get set, go!" "wait" "get your cars."
- Rolling cars back and forth with a peer or adult (reciprocal play/turn taking, can promote attention)
- Special Cars: cause and effect cars such as the Shake and Go Racers (reciprocal play, turn taking, performing actions in a sequence for a desired result, can foster joint attention.)
Utilization of AAC Apps in Physical Education

Kristi Roth, PhD
Erika Minzlaff
Marie Worden
University of Wisconsin Stevens Point

The purpose of this study was to determine the impact of implementation of the Proloquo2go application on participation and peer interaction in physical education class. Two students with autism participated in this study. The participants used the application on an iPod Touch. Baseline data were collected on student active participation and peer interaction levels. Intervention included training on utilization of the application during physical education class and a 5 week implementation period. Fading was implemented towards the end of the intervention. Active participation and peer interaction data were recorded upon the completion of fading. Additionally the student’s physical educator completed a survey addressing perceptions of utilization of the device. These data will provide information for physical educators about the impact of integrating modern Augmentative and Alternative Communication (AAC) methods with a student with autism. Advantages and disadvantages of utilization of the app in physical education will be presented. Additional apps for use in an adapted physical education setting will also be shared. Participants will be provided with time to explore the apps during the presentation.

Beneficial Apps

iLove Fireworks Lite
- Students can create their own fireworks show, with sound effects, by simply touching the screen!

Bump
- Bluetooth a document from one device to another, just by bumping them together

Proloquo2Go
- Alternative communication solution for people who have difficulty speaking

Behavior Tracker Pro
- Allows the teacher to track behaviors
- Creates a graph that represents the frequency, duration or rate of a behavior
- Can easily track multiple students at the same time

IEP Checklist
- Essentially a blank IEP form
- Notes can be recorded or easily typed in for each student
First/Then Visual Schedule
- Provides positive behavior support through use of images that show daily events, or steps needed to complete an activity
- User can record their own voice and add custom pictures

ASL
- Gives a picture demonstration as well as written directions for over 7,000 different words

Specialref
- Reference dictionary for 118 special education acronyms

Autism Scheduler
- Everything you need to create and customize visual schedules
- Can use pre-loaded pictures or insert your own pictures
- Can create daily or weekly schedules

Stories2Learn
- Ability to create personalized stories using photos, text, and audio messages
- Can be used to promote literacy, leisure, and social skills

Tabata Pro
- Great for activity stations! Allows the teacher to…
  - Set the number of stations
  - Manipulate the time spent at each station
  - Determine how long students will rest between stations

Gym Goal ABC
- Provides a map of the body in which a user can click on any muscle group and see various weight training exercises that isolate that specific area
- Numerous calculators
  - Target heart rate zone, BMI, basal metabolic rate, and one rep max

Tesla Toy
- Students touch the screen to make a visual colorful electrical field appear

SoundNote
- Allows you to audio record meetings including APE consultations
- APE teachers can focus on the conversation with the GPE teacher and take notes as needed per student or situation
- Add drawings/sketches if needed specific to the gym or equipment
- Then when the consultation is finished, he/she can save and email the file so that the GPE teacher has an electronic copy of what was said to reference
• Also great for conversations with parents, students, or whenever you want to document meetings/conversations for later reference
• You can save and send your text, drawings, and audio notes via email, or transfer them directly to your Mac or PC

**Good Reader**
• Great for viewing lesson plans, other word documents, and PowerPoint presentations
Let's Go Letterboxing!

National Adapted Physical Education Conference
November 19, 2011

The Benefits
- Physical Activity
- New Sights
- Family Time
- Community Participation
- Cognitive Growth

Letterboxing Tweets

Clues
- www.letterboxing.org
- www.atlasquest.com
- Codes

The Basics
- Hidden boxes
- Clues
- Trail Name
- Stampos
- Sketchbook

Long Beach Area Boxes
- Long Beach
- Bluff Park
Homes of the Stars?

Film Locations
Accessible Clue

Thinking Clues

Riddle Clues

Picture Clues

Strategies for Large Groups

Divide large groups into four or five person teams and have each team assigned to locate a specific box.

- When a group or groups arrive at central meeting place with appropriate stamps they will be given a set of directions to a new box.
- Set up roles for each group to ensure everyone is involved and switch roles with each successful box found.
Another Large Group Idea
- Again divide group into teams.
- Create several hiding places for boxes.
- Provide each team with clues to different starting boxes.
- Once students are at their first box the box will contain directions to the next starting point for new box.
- To add competition you can set a time limit, or see which team can get back first with all boxes found and stamps in book.

Additional Ideas
- Pedometers
- Heart Rate Monitors
- Timers
- Set number of steps team must stay under
- Limited communication
- Teams must stay tied together
- Half of team blindfolded
- You can do just about anything!

Large Groups Continued
- Groups can be pre-set and roles modified to fit desired outcomes for activity.
- Be sure boxes are placed away from one another to prevent one group from seeing another’s progress or the actual hiding place.
- Use letterboxing activity as unit review activity, students retain information when actively applying it or being active when applying it.

Promoting Activity Outside of School
- Clues given at school, extra credit if clues are completed and log book stamped.
- Letterbox teams...students hide their own in the community and clues are given out at school.
- Multiple stamps – multiple clues.

Classroom Collaboration
- Writing: List out personal traits.
- Language Arts: Concept Map traits.
- Art: Select traits and design a personal stamp.
- Math: Develop and/or solve clues.
- Social Studies: Select landmarks or historical places to develop a clue and hide there.

Time To Practice!
INFORMAL ASSESSMENT AND DATA COLLECTION:  
A Discussion Amongst Adapted Physical Education Specialists

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Purpose:  
The purpose of this session is to bring together Adapted Physical Education Specialists from different districts to discuss, share and compare data collection and informal assessment techniques to use in various caseload scenarios. We hope that this session will help provide other Adapted Physical Education Specialists with realistic methods to streamline paperwork so that they can collect accurate and detailed information about their students’ progress to better evaluate individual teaching and to make Individualized Education Plan report writing more efficient.

Session Overview:  
1. PowerPoint presentation to highlight talking points and show examples of data collection/informal assessment tools  
   a. Roadblocks and possible solutions  
   b. What gross motor skill information do you include on your IEP documents? For Elementary students? Secondary students?  
   c. What gross motor skill information do future providers need when a student transitions to Middle School or High School?  
   d. Data collection techniques—examples of rubrics  
   e. Resources  
2. Discussion amongst Adapted Physical Education Specialists on current practices of data collection and informal assessment.

Summary:  
We all know that data collection is important, but the question is how are we incorporating it into our units in a legally defensible way? We all know that data verifies that our students are meeting their objectives and provides valuable information on gross motor skill development and growth. Data also helps teachers evaluate current teaching techniques so that their current physical education program can better meet students’ individual needs. We unfortunately live in a litigious society where we need to be diligent in keeping track of student information if ever required by advocates or worst-case scenario during due process hearings. We all don’t want to reinvent the wheel, so what better opportunity than the conference to collaborate with other dedicated Adapted Physical Education professionals!
The Development of the Basic Gross Motor Assessment II

Chelsea Sheflin  
Dr. Perky Vetter  
Cal Poly Pomona

The purpose of this presentation is to share and receive feedback on the development of the Basic Gross Motor Assessment II. A graduate project at Cal Poly Pomona is developing the criteria for the performance of various motor skills for children between the ages of 11 years-5 months and 15 years-6 months. The skills chosen will match those found in the Physical Education Model Content Standards for California Public Schools. The BGMA format will be used to develop a second version of this test for children between the ages of 11 years-5 months and 15 years-6 months.

Project Abstract

The purpose of this project was to develop the criteria for the performance of various motor skills for students between the ages of 11 years-5 months and 15 years-6 months. The Physical Education Model Content Standards were reviewed and after consulting numerous adapted physical education specialists, 17 various motor skill tasks were identified to be included in this project. Twenty students from the Corona-Norco Unified School District and the Glendora Unified School District were recruited for this project. Data was gathered through visual observation and video recording of each participant’s performance of each of the 17 motor skill tasks. The tasks were: baseball- catch a ball with a glove, throw a ball to a target, strike a pitched ball; basketball- dribble with preferred hand a perform a lay-up with preferred hand, shoot a free throw; flying disc- catch a flying disc; throw a flying disc; jump
rope- jump a self-turned rope, jump a turned rope; soccer- dribble while moving, kick soccer ball into a goal, trapping; tennis- perform a backhand strike, perform a forehand strike, perform a serve; and, volleyball- perform an underhand serve, return a serve.

The result of this project was the selection of 10 tasks. These were the tasks that most students could perform, yet had many performance deviations. They are: baseball- catch a ball with a glove, throw a ball to a target, strike a pitched ball; basketball- perform a lay-up with preferred hand; flying disc- throw a flying disc; soccer- kick soccer ball into a goal, trapping; volleyball- perform an underhand serve, return a serve; tennis- perform a serve.

The other seven tasks (basketball- shoot a free throw; flying disc- catch a flying disc; jump rope- jump a self-turned rope, jump a turned rope; soccer- dribble while moving; and, tennis- perform a backhand strike, perform a forehand strike) were eliminated because either all students could perform it (jump roping- jump a self-turned rope, jump a turned rope; flying disc- catch a flying disc; and, soccer- dribble while moving) or none could perform without multiple deviations in the performance (basketball- shoot a free throw; and, tennis- perform a backhand strike, perform a forehand strike). Of the ten tasks, four to eight deviations were identified as common errors that the 20 students made. These tasks and the deviations will result in the development of the Basic Gross Motor Assessment II.
Explanation of the Following Two Charts

The two charts are samples of what was completed for this project. Each of the 17 skills were analyzed into the major body parts and how each performs during the movement preparation, execution phase, and follow-through (refer to the example of baseball throw to target). Then each of the 17 skills were performed by the 20 students and another movement analysis chart was completed for each, for a total of 340 observations (refer to the example of observed skill of baseball throw to target.)
## Mature Fundamental Motor Pattern
### (Adult Performance)

**Skill:** Baseball-Throw to target

<table>
<thead>
<tr>
<th>Priority Order of Body Parts</th>
<th>Preparation Phase</th>
<th>Execution Phase</th>
<th>Follow-Through Phase</th>
</tr>
</thead>
</table>
| 1. Preferred hand/arm        | • Ball grasped in preferred hand  
                             • Arm down and back behind the head  
                             • Arm up to shoulder level | • Ball comes forward and down  
                             • Ball released as arm extends in front | • Arm forward, down and across body towards non-preferred side hip |
| 2.Waist/elbow/shoulders      | • Non-preferred side pointing toward target  
                             • Waist and shoulders rotate towards target  
                             • Preferred elbow straightens and then bends 90 degrees | • Waist and shoulders square with target  
                             • Elbow leads throwing motion with a quick snap | • Shoulders and waist rotate towards non-preferred side  
                             • Elbow straightens |
| 3. Feet/knees                | • Preferred leg bent at knee and pivots on ball of foot  
                             • Step with non-preferred foot towards target, knee slightly bent and toes pointing towards target | • Preferred leg bent at knee and pivots on ball of foot  
                             • Non-preferred leg slightly bent at knee with toes pointing towards target  
                             • Weight transferred to non-preferred foot | • Preferred leg bent at knee and on ball of foot  
                             • Non-preferred leg slightly bent at knee with toes pointing towards target  
                             • Weight on non-preferred foot |
| 4. Non-preferred arm         | • Arm comes up to shoulder level, pointing at target | • Arm begins downward motion | • Arm is brought down to non-preferred side hip |
| 5. Eyes/head                 | • Head forward  
                             • Eyes focused on target | • Head forward  
                             • Eyes focused on target | • Head forward  
                             • Eyes track ball flight |
Observed Fundamental Motor Pattern

Participant: #4  F

Age: 12.4

Skill: Baseball-Throw to target

<table>
<thead>
<tr>
<th>Priority Order of Body Parts</th>
<th>Preparation Phase</th>
<th>Execution Phase</th>
<th>Follow-Through Phase</th>
</tr>
</thead>
</table>
| 1. Preferred hand/arm       | • Ball grasped in preferred hand  
                               • Arm come up at elbow (no wind up)  
                               • Ball held at side of head | • Ball held at side of head  
                               • Arm comes up and out (pushing motion) | • Arm forward and down (no across body follow through motion) |
| 2. Waist/elbow/shoulders   | • Waist/shoulders square with target  
                               • No trunk rotation  
                               • Preferred elbow bends 90 degrees (no wind up) | • Waist/shoulders square with target  
                               • No trunk rotation  
                               • Elbow extends up and out (pushing motion) | • Waist/shoulders square with target  
                               • No trunk rotation  
                               • Elbow straightens |
| 3. Feet/knees              | • Feet less than shoulder width apart  
                               • No step with non-preferred leg  
                               • Knees straight | • Feet less than shoulder width apart  
                               • No step with non-preferred leg  
                               • Knees straight (no weight transfer) | • Feet less than shoulder width apart  
                               • No step with non-preferred leg  
                               • Knees straight (no weight transfer) |
| 4. Non-preferred arm       | • Non-preferred elbow bent at 90 degrees and at side | • Non-preferred elbow bent at 90 degrees and at side | • Non-preferred elbow bent at 90 degrees and at side |
| 5. Eyes/head               | • Head forward  
                               • Eyes focused on target | • Head forward  
                               • Eyes focused on target | • Head forward  
                               • Eyes track ball flight |
**Wii-B-Fit: Adapted Wii Controller**

For more information Contact: J. Kevin Taylor, Ph.D.
Kinesiology Department, Cal Poly, San Luis Obispo, CA 93407-0386

**Funded by a grant from the Nation Science Foundation’s RAPD Program**

**Presented by:** J. Kevin Taylor, Ph.D. & Kinesiology Students from Cal Poly

Student Engineers: Seth Black, Craig Leitterman, Jamie Nease, Canh Sy, Mike Tran
Kinesiology Students: Michael Uriate & Gerilynn Gobuyan
Supervising Professors: Dr. Chris Lupo, Computer Engineering; & J. Kevin Taylor, Kinesiology

**INTRODUCTION**

This project’s primary intent is to develop a form of exercise for people with quadriplegia, using the Nintendo Wii system. Wii-B-Fit takes the Wii’s engaging and fun game play and adapts it to meet user-defined requirements. It is difficult for people with quadriplegia to participate in suitable forms of exercise. In addition to the lack of exercise options, people with quadriplegia also face very limited access to video games. Although Nintendo claims the Wii targets a broad demographic, the ingenuity of the Wii’s remote actually alienates people with quadriplegia. The Wii requires players to have control of their arms and upper body to make full use of the accelerometer and infrared-based remote system. In order to make exercise with the Wii possible, the ability to play the Wii must be an inherent property of the device. Thus, this project increases the accessibility of the Wii system to people with disabilities. This in turn provides those with quadriplegia the opportunity to enjoy the health benefits of physical exercise and play.

**SUMMARY OF IMPACT**

In general, it is very difficult for people with quadriplegia to find suitable forms of physical activity. Using the Wii and a customized Wiimote, the WiiBFit system makes the Wii accessible to people with quadriplegia and provides a fun form of exercise. The clear impact and potential of this system can be summarized by one user’s blog entry (this user is pictured using the device). “After my accident, I never expected to be able to play my Wii games. But now, despite my disability, I can play my Wii whenever I want. I can even use it as a physical therapy tool, which is great. It's nice to be able to have fun and exercise at the same time. Now, when I'm using it, I forget that I'm actually exercising.”
TECHNICAL DESCRIPTION

The design objectives were to 1) allow the user to play at least two Wii games, 2) be lightweight and durable, 3) include hands-free operation, 4) be easy to learn and fun to use, 5) mimic functionally of Wii-mote, 6) incorporate exercise, 7) not limit head motion, and 8) not make the user feel self-conscious while playing.

The overall system design (shown in Figure 4.2) uses an ATMEGA1284P microcontroller to intercept the accelerometer readings, amplify them to sufficient values, and to output them back to the remote. The accelerometer is embedded in an ordinary baseball hat to allow user inputs to the system. The athlete uses a large push button and a puff sensor for the most commonly used buttons on the remote (‘A’ and ‘B’). The team has also provided connections for adaptive buttons for each of the four D-Pad buttons. This way, the client may choose any switches they would like to be used for menu control and for directional control in games. There is also a flex switch and four push buttons so that the client has a variety of switches from which to choose.

The team successfully tested the system with both Wii Tennis and Wii Bowling. The system was lightweight, although additional packaging work will need to be done for full implementation. The software algorithm must be fine-tuned for each individual user, and some training for the athlete is necessary before they can play the game. Future iterations could include a sensitivity adjustment to allow different users to adjust “on the fly.”

The cost to produce the prototype was $1,016 in materials.
How to Use Physical Activity as IEP Goals

Joonkoo Yun

Oregon State University
Movement Studies in Disability

Abstract
The importance of physical activity (PA) has received considerable attention in recent years. The Federal government and NASPE advocate for more PA engagement during physical education. For example, Health People 2010 set one of its goals as engaging children in PA at least 50% of time during PE. However, very little attention has been given to PA during APE. The purpose of this presentation is to discuss how to use PA as one of the IEP goals. The presentation will discuss how to measure the present level of performance, develop IEP goals, link to instruction, and monitor the student’s progress.

Why Physical Activity?
In the pass decades, the importance of physical activity has received considerable attention from the general public as well as the federal government offices like the Center for Disease Control (CDC), and the US Department of Health and Human Services (DHHS). For example, on October 2008, the US DHHS issued the first-ever movement guidelines of physical activity for Americans, 2008 Physical Activity for American (http://www.health.gov/paguidelines/). In addition, public health policy has started to shift from improvement of physical fitness to promotion of engagement in regular physical activity (Kim, 2008; Welk & Wood, 2000).

• There are great benefits associated with regular physical activity engagement:
  – decreases the risk of coronary heart disease and type II diabetes mellitus
  – improves mental health such as improvement in depression and mood
  – enhances positive social interactions and social well-being
• There are advantages from focusing on physical activity over physical fitness in physical education (Kim, 2008)
  – Children can be physical activity regardless of their physical limitation
  – Physical activity focuses on long term lifestyle goals
  – Physical activity goals can be monitored in many ways
  – Physical activity can easily be assigned to fit individuals.

What is Physical Activity?
Although there are different definitions, physical activity is commonly defined as physical movement that results in energy expenditure; whereas, physical fitness is a person’s attributes that he/she has or achieves through physical activity (Caspersen, Powell, & Christenson, 1985).
What Do We Know about Physical Activity?

Despite beneficial effects of PA, many individuals do not engage in physical activity. The trends are worse among individuals with disabilities.

- According to the CDC report on 2005 BRFSS national Survey:
  - Compared to adults without disabilities, fewer people with disabilities meet national recommendations for physical activity (37.7% vs. 49.4%)
  - A greater proportion were classified as inactive (25.6% vs. 12.8%)
- Adults with intellectual disabilities that are overweight are 3 to 10 times more likely to have higher cardiovascular disease risk factors (Drahiem, Williams & McCubbin, 2002).
- Stanish, Temple and Frey (2006) reviewed 14 articles and found that only 17.5% to 33% of adults with intellectual disabilities met the guidelines for 30 minutes of MPA on most days of the week.
- According to Healthy People 2010, adults with disabilities are more likely to be obese:

<table>
<thead>
<tr>
<th>Obesity among adults age 20 + (BMI &gt; 30)</th>
<th>All</th>
<th>Females</th>
<th>Males</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adults with disabilities</td>
<td>30%</td>
<td>38%</td>
<td>21%</td>
</tr>
<tr>
<td>Adults without disabilities</td>
<td>23%</td>
<td>25%</td>
<td>22%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Adults with a healthy weight age 20+ (BMI 18.5 – 25)</th>
<th>All</th>
<th>Females</th>
<th>Males</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adults with disabilities</td>
<td>32%</td>
<td>35%</td>
<td>30%</td>
</tr>
<tr>
<td>Adults without disabilities</td>
<td>41%</td>
<td>45%</td>
<td>36%</td>
</tr>
</tbody>
</table>

Although there are small numbers of scientific literature related to physical activity among children with disabilities, children with disabilities are believed to be less active than children without disabilities.
- Children with Autism:
  - PA levels for youth with ASD are less than typically developing peers and 47% of the sample accumulated 60 minutes of PA daily (Pan & Frey, 2006).
- Children with Intellectual Disabilities (ID):
  - Youth with ID were generally less active than typically developing peers, but the results were not conclusive. Also, most studies reviewed found that not enough evidence to determine if youth with ID are meeting recommended PA guidelines (Frey, Stanish, & Temple, 2008).
  - In physical education setting, students with ID were shown to be more active during recess than during physical education (Faison-Hodge, & Porretta, 2004).
  - Children with ID significantly less active during recess, inclusive physical education, after-school, and on weekends than their counter parts (Foley, Bryan & McCubbin, 2008).
• Children with Visual Impairments (VI):
  – Older students are less active during physical education than younger students with VI (Oh, Ozturk & Kozub, 2004).
  – Most youth with VI are not meeting physical recommendation for children (Kindinger, 2005).

• Children with disabilities, particularly physical disabilities, were shown to accumulate little MVPA during physical education or recess (Sit, McManus, McKenzie & Lian, 2007).

How Can We Ensure Adequate Physical Activity Levels for our school-aged Children?
The Federal government and National Association Sports & Physical Education (NASPE) advocate for more PA engagement during physical education through changing physical education paradigm.

• Redefine quality physical education as promoting physical variety of plan physical activity
  – Objective of Health People 2010
    ✔ 22-8, Physical education required in school for all students
    ✔ 22-9, Participated in daily school Physical education
    ✔ 22-10, At least 50% of school physical education time being physical activity
• Develop school wide wellness policy and physical educator become wellness coordinator
• Expectation of promoting outside of physical activity as a part of physical education curriculum

Despite of strong emphasis to increase physical activity engagement in general physical education curriculum, there is a lack of voice encouraging physical activity engagement of children with disabilities in adapted physical education.

• No current textbooks in adapted physical education introduce strategies to increase physical activity for children with disabilities.
• Since the focus of physical education is moving toward increasing physical activity among all children, the focus of adapted physical education should be moving to improve not only traditionally forced topics (e.g. movement skills and physical fitness) but also encourage students with disabilities in moderate to vigorous physical activity.
• Individuals with Disabilities Education improvement Act of 2004 (PL. 108-446) has been a clear expectation that student with disabilities will be participate in the general curriculum.
  – The regulation defines the general curriculum as the same curriculum used for nondisabled students.
  – The regulation has clearly expected the several components for IEP

How to meet the IEP requirements and to promote physical activity for individuals with disabilities?
• Measuring present level of performance
  – Physical activity can be measured by multiple methods:
  – Self-report Measures
Generally good reliability and providing information about intensity and types of physical activity
• Over estimation, may not be appropriate for children and/or individuals with ID
• Physical activity log, physical activity serve (e.g. 7 day recall)

Objective Measures
• Systematic direct observations tool (e.g. SOFIT, CAS)
• Accelerometers
• Pedometers

A pedometer is a common instrument used to measure physical activity. The general consensus is that most pedometers are accurate in measuring steps, and to a lesser extent distance walked, energy expended and physical activity time (Pitchford & Yun, in press)

There are two types of pedometers: (a) spring-levered arm and (b) piezoelectric crystal.
• Spring-levered arm pedometers:
  ✓ The most common, inexpensive
  ✓ Mechanism records steps as an internal horizontal lever arm moves up and down from vertical movement at the hip
  ✓ Less accurate with (a) slow walking speeds, (b) abdominal obesity, (c) position of pedometer
• Piezoelectric crystal pedometers:
  ✓ Mechanism is similar to an accelerometer that uses a horizontal beam and a piezoelectric crystal to record steps based on the number of zero crossings of the instantaneous movement against time curve (Pitchford & Yun, 2010).
  ✓ Demonstrates better accuracy on various speeds for both individuals with Down syndrome and without disability (Pitchford & Yun, 2010)
  ✓ Less affective by abdominal obesity and position of pedometers for both individuals with DS and without disabilities (Pitchford & Yun, 2010, Pitchford & Yun, in press)

Habitual physical activity can be accurately assessed in an average of 4 days of measurement for weekday physical activity (Kim & Yun, 2009).

Development of measurable annual goals using pedometers
• Annual goals can be developed for either criterion or individual based annual goals
  • Developing annual goals using National Standard
    ✓ 150 minutes of aerobic steps per week
    ✓ 13,000 steps per day for boys and 11,000 steps per girls (Present’s Council of Physical Fitness and Sport, 2003).
  • Developing annual goals using individual based performance
    ✓ Set up 10 percent above the baseline level of steps (Kim, 2008).

Development of transition Plan
• IEDA requires the development of a transition plan no later than age 16.
• Transition services focuses on improving the academic and functional achievement to facilitate the child’s movement from school to post-school activities, including postsecondary education, integrated employment, continuing and adult education, adult services, independent living, or community participation (IDEA, 2004).
• Provide physical activities during their leisure time, after school, thereby helping them to develop lifelong physical activity behaviors and habits and monitor their physical activity engagement.
How to Link the IEP Goals and Instruction and Monitor progress?

According to James, Griffin, Dodds (2008), when learning objectives, learning task and assessment are aligned, the student achieve results that are two to three times stronger than nonaligned instruction.

• Do not separate instruction and assessment.
  – Ongoing assessment may help instruction. Using pedometers, direct observation, self-report survey to measure physical activity.
  – Assessment should be authentic and should directly give students feedback to encourage physical activity engagements.
• Focus of lesson should not only limited to physical activity but also teaching various movement skills.
  – Do not use the results of a single day of physical activity as the representation of a child’s physical activity level. Using an average of physical activity for each unit.
  – In order to accurately assess habitual physical activity for children with disability, four days of measuring physical activity is needed for weekdays and 6 days of measuring physical activity for weekend days.

References


Present’s Council of Physical Fitness and Sport, (2003). The president’s Challenge physical activity and physical fitness awards program, Bloomington, IN: Author.


Assessing Preschool Children’s Physical Activity using PALS
Lauriece L. Zittel, So-Yeun Kim and Chanwoong Park
Northern Illinois University

The importance of physical activity (PA) is accentuated more than ever due to a serious obesity epidemic around the world. Many studies emphasize the importance of PA in younger age groups to prevent obesity and improve the general health of our youth. Physical activity refers to any voluntary body movement produced by muscles resulting in energy expenditure. Early experiences with physical activity and play should be incorporated into daily practice and used to enhance overall development (NAEYC, 2009). Preschool-age children should accumulate at least 60 minutes of unstructured PA daily; and should not be sedentary for more than 60 minutes (NASPE, 2002).

Currently there are few systematic observation tools to measure PA levels of preschool-age children. The Physical Activity Level Screening (PALS) instrument is a systematic observation screening tool designed for recording PA levels of preschool-age children, with and without disabilities and/or developmental delays, during designated active play time in early childhood centers/programs. The tool has been developed specifically for early childhood teachers. The main purpose of this presentation is to introduce PALS.

The PALS coding sheet consists of detailed information about the activity/play area including: teacher/child ratio, equipment layout, and activity space dimension. The score sheet includes sections to record: where the child is playing, what they are playing with, their activity level and social participation level. PALS uses a 15 second momentary time sampling method.
**PLAY ACTIVITY LEVEL SCREENING (PALS)**

Participant Code _______________ Date: ______ Time: ______ Weather Conditions __________

Teacher / Child Ratio ____ : ______ Location (e.g. playground, multipurpose room) __________

Approximate location dimension ______ ft. X ______ ft.

<table>
<thead>
<tr>
<th>TIME</th>
<th>SECTION</th>
<th>CHOICE</th>
<th>ACTIVITY LEVEL</th>
<th>SOCIAL PARTICIPATION</th>
</tr>
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<tbody>
<tr>
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<td>3:00</td>
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</table>

Diagram your location on the grid above; label large equipment (e.g. swings)
Surviving as a New Itinerant APE Teacher

Lindsay Cecil
Los Angeles Unified School District

Tips & Strategies for the First Day of School

LAUSD
- Secondary Schools
- Equipment Pick-up
- Staff meeting
  - Teacher support workshop
  *Time Permitting, go to Schools

What to do at your School Sites

- Introduce yourself
  - Office Staff, Classroom Teacher(s), PE Staff, Administration, Other DIS Professionals
- Locate Students
- Obtain a School Schedule (recess/lunch)
- Observe playground/possible teaching areas
- Optimum time for servicing students
- Review students' files (Online, Teacher, etc.)
Scheduling Tips

Things to take into consideration when scheduling:
- Schedule students on the same day at the same school site
- Parking
  - Staff parking, Street sweeping, Trash days
- Travel time between schools (approximate at least a 30 minute window) and unloading and loading equipment, as well as setting up for each lesson
- Consider the distance between schools when scheduling and obstacles that may get in the way (railroad, etc.)
- Have school(s)/teacher(s) contact information in your cell phone for immediate contact

Scheduling Tips cont.

- Be aware of the recess/lunch/minimum day schedules
- Toileting, breakfast, bus schedule, etc.
- A.M./P.M. classes (Pre-K)
- Contact other DIS/Related Services professionals regarding scheduling
- Set aside assessment time as well as time needed for documentation and/or paperwork
- Give your schedule to other teachers/administration/office staff

Instructional Assistants

- Be proactive with your assistants
- Make them WANT to participate
- Do not assume that they will know what to do or that they will want to assist
- They do not have the knowledge that you have, explain the activity (jump vs. hop)
- Show appreciation and be nice; they can make your job easier or more difficult!
- Make them feel needed
Assessments

Locate the assessments that are available to you in your district:
- TGMD-2 (Quick, Motor Development) 3-10 years
- APEAS II (Standardized, Motor Performance) 5-18 years
- CARE-R (Motor Development, FMS, Movement Ability, Checklist) 0-17 years - varies on each area
- HELP (Observation & Checklist, gross and fine motor) 0-6 years
- Kalms (Students with OI, functional motor skills) 3-21 years
- Brockport fitness (Physical Fitness) 10-17 years
- Brigance (Motor Development, Quick, Standardized, Checklist) 0-7 years
- Hughes (Standardized and Normed, gross motor) 5.5-12.5 years - out of print

IEP/Data Collection

Individualized Education Plan: What is required of you?
- Present Level of Performance (PLP)
- Previous Goals
- Do they qualify for your service?
- Goal(s)/Objectives
- Assessment Report (every 3 years)

Data Collection

What does your district require?
- Monthly Service Documentation
- Data Collection Sheet
- Progress reports
- Check goals and objectives frequently

Lighten Your Load

Itinerant teachers tend to be responsible for storing and bringing equipment to each school

The basics:
- Poly spots, chalk, tape
- Cones
- Scarves
- Balloons, bubbles
- Stretch Bands
- Bean Bags
- Popsicle Sticks
- Stereos/Pods
- Assessment Bag
- Timer
- Equipment Cart/Bag
Games with Minimal Equipment

- Stop & Go (red light, green light)
- Pacer (warm-up, cadence on iPod)
- Rainy Day Music Mix
- Exercise Video’s on iPod (Tae Bo)
- Scarf Tag
- Newspaper Run
- Tap-down with Cones
- Beanbag Shuttle Run (assessment)

Final Thoughts

- Questions...Who do you ask?
- Be Professional
  - Speaking
  - Clothing
  - Interactions
    - With staff and with students
- Be Patient
- Be Creative
- Be Flexible
- Have an open-mind
  You’re appreciated!

Resources

Adapted Physical Education Guidelines in California Schools

SCAPE Council Website: http://www.napeconference.org/

Thank you!
Lindsay Cecil - lxh0296@lausd.net