43rd National Adapted Physical Education Conference

November 13–15th

Hyatt at San Francisco Airport
As Chairman of the State Council on Adapted Physical Education, I am honored and delighted to welcome you to the 43rd National Adapted Physical Education Conference, in the San Francisco area. This is an exciting time for us in Adapted Physical Education as we grow and adapt curriculum by implementing technology and innovation in our curriculum. We are pleased to have APE Specialists, General Education PE teachers, university instructors, and administrators at this conference and hope that you all have a wonderful time learning, sharing, and meeting new friends.

It is necessary and vital to our profession and to our students that we constantly learn new ways of making adaptations and modifications so we can more creatively motivate our students. We, as educators, must remain lifelong learners and keep current with curriculum, technology, and teaching practices.

The success of any conference depends on the many people who form the conference committee. They have enlisted a wide variety of presenters who are motivating, will provide you with relevant and up-to-date technologies, and who will enrich your learning. SCAPE thanks the entire committee and their support volunteers for their hard work to make this weekend a success.

Enjoy the “eSCAPE to NAPEC!”

Sincerely,
Sandra Kazanjian-Gostanian
SCAPE Chairman (2014-2015)

Dear Professionals,

It is with great pleasure that we welcome you to “eSCAPE with NAPEC”. This will be a time for us all to “eSCAPE” with innovative ideas, integrating technology, collaborating and connecting to facilitate what we do on a day-to-day basis. Continued learning and reciprocal dialogue are critical to professional growth. And your desire to continue that growth brought you here to this conference.

Enjoy the sessions. Participate in the socials. Reach out to others in the field. This is our time of the year to rejuvenate ourselves with social and professional growth.

Enjoy the conference,

Marci Pope       Dr. Rebecca Lytle
Conference director     Program Planner
43rd National Adapted Physical Education Conference

Keynote Speaker: **Dale Ulrich, Ph.D.**

Thursday, November 13, 2014

Conference Opening Session 6:00 – 9:00 p.m.

**Dr. Dale A. Ulrich** is a professor in the Department of Movement Sciences and Physical Education in the School of Kinesiology at the University of Michigan. He is the Director of the Center for Physical Activity & Health in Pediatric Disabilities and the author of the Test of Gross Motor Development (TGMD I, II and III), which is used in more than 7000 school districts in the USA as their primary motor skill assessment. The TGMD has been translated for use in 8 countries. Dale’s research has focused on measurement of movement skills in children with and without disabilities, early interventions designed to get infants with Down syndrome walking earlier and better and interacting with their environments, and is currently funded to study interventions designed to promote improved functioning, physical activity, health, and increased community participation in youth with Down syndrome and autism spectrum disorders.

Keynote Speaker: **Matt Oberholtz**

Saturday, November 15, 2014

Conference Closing Luncheon 12:00 – 2:00 p.m.

Matt Oberholtz is a former world champion and world record holder in water skiing. He has metalled in slalom trick and jump. He is still the only person to land a flip during a competition and is the current coach for the U.S. Disabled Water Ski team that won 1st place overall in the 2011 and 2013 Disabled World Water Ski Championships. Matt has the distinction of being the Coach of the Year in 2011 and 2013 and is the current president of the Water Skiers with Disabilities Association. Matt has over 25 years as an athlete and coach and he shares, “I’ve just kind of always had a good knack for helping other people get going.” He loves creating opportunities for people. Matt also enjoys tennis, basketball, and golf.
Session Abstracts

Canine Angels in Adapted PE
Bell, Jim
Friday 8:30-9:30 Regency A

Engineering for Inclusion: Project Pool Shark
Taylor, Kevin
Project Pool Shark set out to design and build a mechanical device that would allow a wheelchair user with limited shoulder mobility to fully participate in the game of Pool. Presenters will explain the process through which a team of students and faculty from mechanical engineering and kinesiology collaborated on a project funded by a grant from the National Science Foundation. The finished device will be demonstrated and the potential for further development will be discussed. As part of the presentation the client will discuss his participation in the project and talk about his experience using the finished product.

More to Ropes than Jumping
Elliott, Jim
The purpose of this activity is to demonstrate the use of a variety of ropes for encouraging movement, fitness and cooperative play. The presentation will start with a warm up activity using ropes. Next, a couple of games will be presented incorporating the use of ropes. Third and obstacle course will be demonstrated using the ropes to construct the site. The demonstration will wrap up with a low impact tug of war game followed by a question and answer period.

Apps in Action
Russell, Kathy
Friday 8:30-9:30 Harbour A

Part 1: Creating Meaningful Physical Activities for Students who are VI, Blind or Deafblind
Foster, Beth
Friday 8:30-9:30 Harbour B

The purpose of this presentation is to provide strategies and modifications to develop meaningful and accessible physical activities for students who are visually impaired, blind, or deafblind. The permeation will provide attendees with a systematic approach based on best practices to develop appropriate adaptations. The importance of collaboration will be discusses along with strategies when working with interpreters and interveners. Participants will also understand concerns within the physical education environment, curriculum, and pedagogy and how to address them to create a positive, meaningful experience for the student.
Activities for Individuals with Severe Disabilities  
Lytle, Rebecca, Pope, Marci, et al.

How many activities for individuals with severe, multiple disabilities can you learn in one hour? Come see this high energy presentation with many ideas and variations.

Part II-Activity Take a Walk in Their Shoes: Learning about Students Who are VI, Blind or Deafblind  
Foster, Beth

The purpose of this interactive presentation is to provide adapted physical educators with an opportunity to discover what their students who are visually impaired, blind, and deafblind experience during physical activities and when interacting with others. Participants will have the chance to apply newly gained knowledge from Part I: Creating Meaningful Physical Activities lecture. Simple adaptations and examples of adapted equipment will be provided and used throughout the presentation. Participants will learn through simulated activities about best practices and how to make appropriate modification to provide independence, choice, safety, and SUCCESS.

Promoting Sign Language Through Physical Education  
Lieberman, Lauren & Knudtson, Alexis

Physical Education is a perfect program to implement language acquisition especially due to the fact that children pick up languages much more easily than adults. Deaf children often experience isolation and loneliness even in school or on sports teams. This presentation will demonstrate how easily it is to teach a variety of signs throughout a physical education class. Participants will learn games and activities as well as many signs that they can use during physical education class. Lastly, many resources will be shared to make sign language a regular part of the curriculum!

Bringing Awareness for All  
Cecil, Lindsay & Watanabe, Megan

The purpose is to present physical education teachers with practical ideas in bringing awareness of different abilities at their school sites. The overall content of the presentation is to show teachers how they can create and implement an inclusive integration program. The presenters will demonstrate the steps and different phases that come with a successful program. Strategies such as: hosting an ability awareness day, obstacles that come with integration, scheduling, positive reinforcements and working with school wide behavior plans. Teachers will gain knowledge about Special Olympics Partnership and how it can be implemented into their own district.

Selecting Appropriate Goals for Physical Education Students with Severe Disabilities  
Houston, Jennifer

With careful planning and proper support, students with severe, multiple disabilities (SMD) can safely, successfully, and meaningfully participate in general Physical Education (GPE) programs. Unfortunately, many students with SMD never have the opportunity to try GPE either because the IEP team does not believe the student will be successful, the student will not benefit from GPE activities, or that the student may require too many accommodations. The purpose of this session is to provide attendees with strategies that will allow students with SMD to be included and successfully participate in the GPE setting.
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<tr>
<th>Time</th>
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<tr>
<td>Friday</td>
<td>Regency A</td>
<td><strong>CARE-R 2</strong>&lt;br&gt;Learn about the new version of Curriculum, Assessment, Resource, Evaluation – Revised 2 (CARE-R2). Available at the conference.</td>
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<td>Friday</td>
<td>Regency B</td>
<td><strong>Escape to Old Ideas in a New Way</strong>&lt;br&gt;Whiteside, Nancy &amp; Hunt, Kim&lt;br&gt;This session will share ideas on integrating primitive reflexes and sensory motor activities. Attendees will be introduced to innovative ways of teaching object control, rhythmic and sensory activities. Come ready to participate and move and have ideas you can take home and use tomorrow.</td>
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<td>Friday</td>
<td>Regency C</td>
<td><strong>Apple and Google Apps using Visual Supports</strong>&lt;br&gt;Cariaga, Dan&lt;br&gt;The use of Visual Supports is a vital evidence based practice in special education. This session will be the premier of brand new device application created by an adapted physical educator. It will showcase a simple way to create your own personal Visual Supports using your iphone, smartphone, ipad or tablet.</td>
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<td>Harbour A</td>
<td><strong>Sitting on Both Sides of the Table: What I Did Not Know as an APE teacher and What I Know as a Parent</strong>&lt;br&gt;Flint, Carrie&lt;br&gt;What it is like to be the parent of a child with an “invisible” disability? This is my story, being the parent of a son diagnosed with bi-polar disorder. I’m sharing my story because what I know now as a parent would have made me a better IEP team member. In this presentation, I will offer recommendation on how you, as an APE teacher and a valued member of the IEP team, can be more helpful in an IEP meeting and be an advocate for your students.</td>
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<td><strong>Timely Topics in Providing Positive Behavior Support: A Panel Discussion</strong>&lt;br&gt;Lavay, Barry, Henderson, Hester &amp; Morton, Kim&lt;br&gt;The purpose of this session is to examine various behavior issues that occur in physical education settings with children with disabilities. The three presenters, all who have extensive experience in providing behavior supports will share their expertise with the audience. During the first part of the session, the presenters will share strategies for managing certain frequently occurring behavior issues. The second half of the session will be interactive with the audience providing behavior issues that occur in their own teaching and the panel will brainstorm with the audience suggesting effective strategies. The audience is encouraged to bring behavior issues or scenarios to share during the session.</td>
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<td>Friday</td>
<td>Poolside Pavilion</td>
<td><strong>Sport Skill Development in a Specially Designed PE Model</strong>&lt;br&gt;Canzano, Benjamin, Jacobs, Todd, et al.&lt;br&gt;A hands on learning experience for both the Adapted PE Specialist and General PE teacher. This activity based session covers multiple sport units, data collection, and skill development for the k-12 grade levels. The FCPE Adapted Physical Education Program is recognized as the &quot;Exemplary Adapted Physical Education Program&quot; by the State Council on Adapted Physical Education. The FCOE Adapted Physical Education Program will demonstrate the APE Skills Curriculum. Then provide the opportunity for attendees to perform the skills themselves as they are guided through the APE Skills Curriculum breaking down each unit. The session covers evidence based data collection for each of its units. APE Skills Curriculum units include: Football, Basketball, Softball, Soccer, Floor Hockey, Disc Golf, Bowling, Golf, and Power Walking.</td>
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### APE Assessments: Project Mobilitee and Region 10 Functional assessments

Silliman-French, Lisa, Davis, Ron & Foederer, Randy

The purpose of this presentation is to develop an awareness of assessments that can be used by adapted physical education teachers to assess students with disabilities (e.g., intellectual, visual, physical). This activity-based presentation will focus on two different assessments: (a) Project MOBILITEE (i.e. physical/motor fitness, games/sports, low motor skill levels) and (b) Region 10 Supplemental Assessments (i.e., Wheelchair Motor, VI Motor, Lifetime Leisure, Low Motor). Participants will have the opportunity to actively go through the different sections of these assessments and ask questions to the authors of these tests.

### Using Google Drive for Physical Education Assessment

Sakai, Joyce & Hodson, Kiersten

No iPad, no problem! If you have internet access, you can assess on the go. We want to help you assess your students whether you have an Apple or Android device by utilizing Google Drive. During this presentation we will go over how to create a Google Form and link it to a spreadsheet on your computer. You can then access your documents by using Google Drive (Similar to Dropbox, Box, etc) on your portable device.

We know that assessment be overwhelming and time consuming. Let’s work together to find different ways to make the assessment process easier.

### Great Music for Great Movement-Endless Possibilities for All

Fulp, Joan

Whether you are starting a class, ending a class, or need a transitional moment for the middle of a class, MUSIC, DANCE, and RHYTHMS are an essential, but often missing part of the content standards in physical education classes. Maybe it’s “just not in your comfort zone”. This session will combine creative and unique music activities to keep your toes tapping and fingers snapping. Let me help you find a great song or dance for those 5-8 minutes of class time to reinforce balance, non-locomotor and locomotor skills and watch the smiles of joy on your student’s faces. Beginners and novice learners are welcomed with open hearts, along with seasoned music veterans. I can’t wait to share my ideas with ALL Y’ALL!!

### Adapted Fitness: Teaching Strategies for the Unique Learner

Chavira, Alfred

My presentation, Teaching Strategies for the Unique learner – using visual supports, will discuss research based strategies that are currently used in the classroom and their integration into the physical education classroom. I will discuss three specific visual support strategies, define them, and demonstrate how to implement them in adapted physical education. Participants will have an opportunity to participate and demonstrate their understanding of visual supports and their use within the physical education classroom. The presentation will conclude with specific examples on how to develop their own curriculum, visual supports, and teaching strategies for individuals diagnosed with a developmental disability. There will be a question/answer session at conclusion along with giveaways for each of the participants.
Resources for Teaching Children with Visual Impairments
Lieberman, Lauren

Research has shown that teachers do not feel that they have the appropriate professional preparation to teach children with visual impairments. Research has also shown that children with visual impairments need additional instruction on motor skills, fitness, and socialization. Many university professors do not feel comfortable teaching their students about how to teach children with visual impairments. The end result was that these children are often left on the sidelines and excluded from sport and physical activity. This presentation will provide a variety of instructional strategies, books, web sites, equipment, products, videos, and sports programs to help children with visual impairments reach their full potential.

Sensory Soccer Ball: New, Innovative Strategies to the Original Weighted Ball
Skogstad, Pamela

This session will provide participants with the skills to create their own weighted soccer balls for inclusive physical education activities. Activity Guides, modified lessons, strategies for individualizing the weight of the ball to meet the needs of students with disabilities will be included in the session. Participants will also be able to experience the uniqueness of Slow Motion and Sensory Soccer Ball by manipulating samples during the session.

Fitness Can Be Fun
Flint, Carrie

Yes, fitness can be fun! However, with the lack of time, money, and equipment, we fall into a rut, basically doing calisthenics and telling the students to “Go run a lap”. When this happens, it’s not fun for the educator and it’s definitely not motivating for the student.

Jousting Anyone?
Philp, Melissa & Blackstone, Cindy

Jousting may not seem like a typical physical education program. At the Pomeroy Recreation and Rehabilitation Center we use special themes, activities and classes to engage participants in a wide variety of physical activities. We will show you how jousting is one of a number of activities that can be incorporated into your programs. At this session we are delighted to share a number of weeklong and one time creative programs that we hope you can incorporate into your schedules and curriculums. We will show you a dynamic PowerPoint of program stations in which everyone can participate in some manner, activities that are cost effective to set up, and events that are easy to duplicate.
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<td>This is an Ability Awareness Unit and attendees will try a few of the activity stations involved in the unit. It is designed to introduce challenges and differences in physical education for the general education population. The unit consist of 1) an introduction: ability awareness PowerPoint presentation; 2) an activity day: a variety of different ability awareness challenges, and 3) closure discussion. Students first learn what it means to take a walk in someone else’s shoes, and then they are put through activity challenges where they experience what it’s like to have challenges such as hearing impairment, visual impairment, physical impairment and autism.</td>
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<td>To share a few of our students’ favorite activities they have enjoyed (noodle/balloon volley, Jingle Bell Bowling, Ghost parachute activity, modified square dance, batting &amp;fielding game, and fling sox target toss with a twist). Lessons and information on how to run the activities along with modification for students with disabilities.</td>
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<td>We are going to use the set of yoga from Learn with Yoga to transform just everyday Yoga of strengthening and relaxing to an innovative combination of postures and language development.</td>
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<td>APE Teachers no longer have to feel as if they are on their own Island. The website <a href="http://www.teachingadaptedpe.com">www.teachingadaptedpe.com</a> is a free teaching resource specifically for Adapted Physical Educators around the globe. This is to serve as an area to share and receive Adapted Physical Education Unit Plans, Lesson Plans, goal writing and monitoring examples, assessment tools, school based Adapted Sport Programs and much more</td>
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<td>In January of 2013 a Dear Colleague letter was sent to all schools in the US regarding the right of children with disabilities to be in after school sports. This letter was a great eye opener for many schools yet the intent of the letter and the strategies for implementation were not clear. This presentation gives a history of what has happened and paves the way for schools to integrate children with disabilities into their after school sports. Several success stories will be shared. Time will be made available for discussion and specific strategies to be shared.</td>
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<td>The Physical Activity Profile of Independence for Individuals with Severe and Profound Impairments (PAPI-ISAPI) is designed to assess the present level of independence for performing skills necessary for participation in lifetime physical activity and fitness. It is a stand-based tool, focused on supporting transition from a school-based program into the community. During the session, the audience will evaluate the tool’s skills and progression though small and large group discussions. The audience will leave with an enhanced understanding and comfort for assessment using a top-down systemic process. The presenter aims to support more effective methods of tracking growth.</td>
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The goal of special hockey is to give people with physical and developmental disabilities the chance to play the sport of ice hockey in an environment which is adapted to the level of ability. The athletes play upright and in most cases offsides, icing, penalties etc. are no part of gameplay. Special Hockey emphasizes players to have fun through teamwork, social interaction, and improving the quality of life through on and off the ice activities.

What professionals need to know. Hear from the voice of parents of children with disabilities.

Review of data and facts from a year-long study teaching an adapted PE class for 6-9th grade students with moderate/severe disabilities.

The purpose of this presentation is to inform the audience of research and findings of the relationship between exercise and muscular dystrophy, specifically the types which occur in childhood (Duchenne, Becker, and Limb Girdle MD.) Various modes of exercise has been applied and examined on individuals with MD, and the effectiveness of these exercises has been concluded. For this presentation, I will present the information and discuss the ways that General PE teachers and Adapted PE teachers can apply them into their teachings when working with an individual with MD. The presentation will begin with a brief presentation of the findings through PowerPoint, move into an activity session involving games and exercises that are safe and effective for the child with MD, and then conclude with a group discussion of the effectiveness and possible extensions of the activities.

Special education, what I observed. What I thought needed to be changed. How I have changed the adapted physical education programs for my elementary and high school/transition students. The evolution of physical education buddies for adapted physical education students at the elementary and high school/transition levels. The development of a general education class that is focused on working with APE students and studying the history of special education, it’s laws and disabilities.
Vendors

Los Angeles County Office of Education
CARE-R2
Curriculum, Assessment, Resources, and Evaluation - Revised- 2

Musical PE Plus