

APPENDIX A

GLOSSARY OF TERMS

Accommodations: Changes made by any teacher in order to provide for individual differences. Accommodations provide access in order to enable the student to achieve the same outcome as the general education student.

Adapted: The program is changed to meet the individual needs of the student.

Adapted Physical Education (service definition): Adapted physical education is a service not a placement. A physical education service designed to meet the unique needs of an individual with a disability who is unable to fully participate in the general physical education program. Service is provided by a credentialed adapted physical education teacher who may work collaboratively with other school personnel including general physical education teachers, special day class teachers, and instructional assistants. Consultative services may also be provided to school personnel and others, including parents, medical personnel and social agencies for the purpose of identifying supplemental aids, services or modifications necessary for successful participation in the general physical education program or specially designed physical education program.

Adapted Physical Education (setting definition): A physical education program designed to meet the unique needs of an individual with a disability who is unable to fully participate in the general physical education program. The program is taught by a credentialed adapted physical education teacher.

Adapted Physical Education Program Advisory: Guidance for local education agencies or other entities, which is exemplary.

The California Department of Education recognizes that children with disabilities who are eligible for special education and related services have a right to a free and appropriate education to meet their unique needs. It is the purpose of this Program Advisory to describe the variety of physical education services available for children with disabilities. All children, unless excused or exempt under Education Code sec. 51241, are required to have an appropriate public physical education program. Availability of adapted physical education services therefore, should be consistent in all districts, counties, and regions of the state. In addition, these services should be provided in such a manner that promotes maximum interaction between children with disabilities and their non-disabled peers.

(Program Advisory 1993.)

The California Department of Education recognizes that professional practices in physical

education have been developed which are effective in providing quality services for children. The purpose of this advisory is to identify these practices which could be used as guidelines.

Adaptive: In relation to physical education, “adaptive” is a misused term, in that the student is not required to adapt to the program as would be implied with “adaptive physical education,” and in adaptive behavior.

Arena Assessment: This is a type of transdisciplinary assessment method that involves a facilitator who is in primary contact with the child and family during the assessment process. The facilitator presents a variety of activities so that team members from other disciplines gain assessment information. Other team members observe and may provide support to the facilitator during the assessment.

Benchmark: A short-term objective, which is a true indicator of the stated performance.

Best Practice: Methods of meeting requirements and/or needs that have been tried and proven exemplary.

Blended Inclusion Model: This is a team teaching situation where an adapted physical education teacher and a general education teacher combine their two classes. This usually takes place at the elementary level with self-contained classes. The goal is to efficiently educate students with disabilities with their non-disabled peers. This type of grouping often enhances the adapted physical education teacher’s ability to do the same and may help to facilitate collaborative consultation.

CBI: Community Based Instruction

CCR: California Code of Regulations.

CCS: California Children’s Services.

CFR: Code of Federal Regulations.

Child Find: Legal requirement to actively seek out, find and serve students with disabilities.

Collaborative Consultation: A process for providing services to special education students in which adapted physical education teachers collaborate with other education staff,(e.g., general classroom teachers, teachers of special education and other school professionals and/or paraprofessionals and parents) to plan, implement and evaluate interventions carried out in the adapted, regular, modified or specially designed physical education program. The purpose is to ensure each student’s success in the educational system.

CTC: Commission on Teacher Credentialing.

Curricular Adaptations: Changes permissible in environments, which allow the student equal opportunity to obtain success, results, benefits and levels of achievement. These adaptations can consist of both accommodation and modifications.

Developmental Delay: CCR 17 sec. 52020 *An infant or toddler shall be eligible for early intervention services if he or she is between birth up to thirty-six months of age and meets one of the criteria specified in Section 52022 as determined by means of evaluation pursuant to Section 52082 of these regulations and needs early intervention services.*

52022 (a) Developmental Delay - A developmental delay exists if there is a significant difference pursuant to 52082 between the infant's or toddler's current level of functioning and the expected level of development for his or her age in one or more of the following developmental areas:

(1) Cognitive;

(2) Physical: including fine and gross motor, vision, and hearing;

(3) Communication;

(4) Social or emotional;

(5) Adaptive.

(b) Established Risk

(1) An established risk condition exists when an infant or toddler has a condition of known etiology which has a high probability of resulting in developmental delay; or

(2) An established risk condition exists when an infant or toddler has a solely low incidence disability.

(c) High Risk for Developmental Disability

(1) High risk for a developmental disability exists when a multidisciplinary team determines that an infant or toddler has a combination of two or more of the following factors that requires early intervention services based on evaluation and assessment pursuant to Section 52082 and Section 52084:

(A) Prematurity of less than 32 weeks gestation and/or low birth weight of less than 1500 grams.

(B) Assisted ventilation for 48 hours or longer during the first 28 days of life.

(C) Small for gestational age: below the third percentile on the National Center for Health Statistics growth charts.

(D) Asphyxia neonatorum associated with a five minute Apgar score of 0 to 5.

(E) Severe and persistent metabolic abnormality, including but not limited to hypoglycemia, acidemia, and hyperbilirubinemia in excess of the usual exchange transfusion level.

(F) Neonatal seizures or nonfebrile seizures the first three years of life.

(G) Central nervous system lesion or abnormality.

(H) Central nervous system infection.

(I) Biomedical insult including, but not limited to, injury, accident or illness which may seriously or permanently affect developmental outcome.

(J) Multiple congenital anomalies or genetic disorders which may affect developmental outcome.

(K) Prenatal exposure to known teratogens.

(L) Prenatal substance exposure, positive infant neonatal toxicology screen or symptomatic neonatal toxicity or withdrawal.

(M) Clinically significant failure to thrive, including, but not limited to, weight persistently below the third percentile for age on standard growth charts or less than 85% of the ideal weight for age and/or acute weight loss or failure to gain weight with the loss of two or more major percentiles on the growth curve.

(N) Persistent hypotonia or hypertonia, beyond that otherwise associated with a known diagnostic condition.

(2) High risk for a developmental disability also exists when a multidisciplinary team determines that the parent of the infant or toddler is a person with a developmental disability and the infant or toddler requires early intervention services based on evaluation and assessment as specified in Section 52082 and Section 52084.

(d) A developmental delay shall not be determined based on:

(1) Temporary physical disability;

(2) Cultural or economic factors;

(3) The normal process of second language acquisition; or

(4) Manifestation of dialect and sociolinguistic variance.

DIS: Designated Instruction and Service means specially designed instruction and related services as may be required to assist a student with a disability to benefit educationally.

Disability: The term “child with a disability” means a child with an intellectual disability, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), deaf/blind, emotionally disturbed, orthopedic impairments, autism, traumatic brain injury, other health impairments or specific learning disabilities; and who by reason thereof, needs special education and related services.

Early Intervention: A coordinated comprehensive, multidisciplinary set of services designed to promote all aspects of development of the infant/toddler with disabilities (children under three years of age).

EC: Education Code.

FAPE: Free Appropriate Public Education.

Formal Assessment: Use of “...those tests with standardized or uniform conditions or directions...” “...all norm-referenced tests are formal, while criterion referenced tests may be either formal or informal.” (1998, Burton and Miller. *Movement Skill Assessment*, page 99.)

IDEA: Individuals with Disabilities Educational Act. *The purpose of this law is: (1) to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related service designed to meet their unique needs and prepare them for employment and independent living; (2) to ensure that the rights of children with disabilities and parents of such children are protected; and (3) to*

assist States, localities, educational service agencies, and Federal agencies to provide for the education of all children with disabilities. (IDEA; 20 U.S.C. sections 1400 et seq.)

IDEA 97: Amendment to the original act, signed by Congress in 1997.

IDEA 2004: Reenactment, signed by Congress in 2004.

IEP: Individualized Education Program.

IFSP: Individualized Family Service Plan. This is a written plan providing for early intervention services to a child from birth through two years of age and their families who have been determined eligible for early intervention services.

Infant and Toddler: Children under the age of three .

Informal Assessment: Use of "...those tests that cannot be categorized as formal; that is, those that do not have standardized or uniform conditions and directions." Examples of informal assessment methods include but are not limited to: interviews, review of records, teacher made tests, observations and questionnaires. ." (1998, Burton and Miller. *Movement Skill Assessment*, page 101.)

Instructional Aide: An assistant or adapted physical education assistant or paraprofessional.

ITP: Individual Transition Plan.

Key Provision: This term is used in place of "standard" for this revision. This change in terminology was selected to prevent confusion with other "standards" used in the profession such as credential standards and curriculum standards.

LEA: Local Educational Agency.

LRE: Least Restrictive Environment. To the maximum extent appropriate, children with disabilities are educated with their non-disabled peers and special classes, or other removal from education with their peers are not used unless the nature and severity of the disability is such that education with needed supports in the general education environment is not successful.

Modification: To modify (adjust) the standard allowing the student to continue to participate in general education; however, the standard of achievement, student outcome or grading criteria is changed.

Modified Physical Education: Participation within general physical education by a physical education teacher or general classroom teacher but with modifications such as "no running," "no contact sports," "use of crutches," etc. 5cc 3051.5 (a) (note the difference from the

definition of modification).

M.O.V.E. Program™: Movement Opportunities Via Education.

NASPE: The National Association of Sport and Physical Education of the American Alliance of Health, Physical Education, Recreation and Dance.

NPS (Non-Public School): An alternative special education service available to districts, SELPA's, county offices and parents.

OCR: Office of Civil Rights.

OHI: Other Health Impaired: *A pupil has limited strength, vitality or alertness, due to chronic or acute health problems, including but not limited to a heart condition, cancer, leukemia, rheumatic fever, chronic kidney disease, cystic fibrosis, severe asthma, epilepsy, lead poisoning, diabetes, tuberculosis and other communicable infectious diseases, and hematological disorders such as sickle cell anemia and hemophilia which adversely affects a pupil's educational performance. In accordance with sec. 56026(e) of the Education Code, such physical disabilities shall not be temporary in nature as defined by section 3001 (v). (34 CFR 300.39(a)(2))*

OM: Orientation and Mobility.

OT: Occupational Therapist.

Physical Education: *The development of (A) physical and motor fitness, (B) fundamental motor skills and patterns, and (C) skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports) and (ii) includes special physical education, adapted physical education, movement education, and motor development(34 CFR 300.39(a)(2))*

Physical Education Framework for California public schools kindergarten through Grade 12, adopted by the California State Board of Education on September 11, 2008 is a resource for the development, implementation, and evaluation of standards-based physical education programs and instruction in California public schools.

PL: Public Law.

Private School: Facility or program chosen and paid for by parents.

PT: Physical Therapist.

Related Services: Developmental, corrective and other supportive services designed to enable a child with a disability to receive a free appropriate public education, as described in

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Note: All statutory citations apply to the California Education Code unless otherwise stated.

ADAPTED PHYSICAL EDUCATION GUIDELINES

the individualized education program of the child, as may be required to assist a child with a disability to benefit from special education. If the service is considered special education rather than a related service under state standards, it is included in the definition of 'special education' and is not only provided if needed to benefit from special education. An example is physical education, including "special physical education, adapted physical education, movement education and motor development." Designated instruction and services" means "related services".

RSP: Resource Specialist Program.

Response to Intervention: A tiered model of intervention for the purpose of identifying struggling students early; providing intervention that will improve their success; and preventing the possible need to refer them for more intensive interventions such as special education. A hallmark of RtI is continuous progress monitoring using various assessment methods. In IDEA '04, RtI is discussed as an alternate method for identifying students with a specific learning disability.

School Based Coordinated Programs: Under school based coordinated programs, administrators have the right to place a general population student with an adapted physical education teacher. The general population student, however, is not a part of the adapted physical education program. Educational accountability may become an issue if administrative assignment is for an extended period of time. Therefore, it is helpful when such assignments are documented on SST notes or a 504 plan.

SDC: Special Day Class.

Section 504: Federal law section of the Rehabilitation Act of 1973, which ensures specific educational rights for children with disabilities. It was reenacted in 1990 as the Americans with Disabilities Act. The Office of Civil Rights monitors this program without providing funding.

SELPA: Special Education Local Plan Area. An educational region that provides educational services to children within a defined geographic area. A SELPA may include more than one agency.

S.I.: Sensory Integration.

Specially Designed Physical Education This physical education program is for a special education class with minimal or limited adaptations, accommodations, or modifications and is provided for the children and taught by the person who normally teaches physical education for this population. 5 CCR Sec. 3051.5(a).

Special Education: The term "special education" means ...*specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability, including - (i)*

instruction conducted in the classroom, in the home, in hospitals and institutions and in other settings; and (ii) instruction in physical education. (34 CFR sec. 300.39 (a)(1))

Standards (curriculum): Competencies defining *what a student should know and be able to do*.

Standards (program) (Adapted Physical Education): Legal requirements or best practices, which collectively will standardize Adapted Physical Education programs throughout California.

SST: Student Study Team (also called Student Success Team or SIT, Student Improvement Team) .A committee of site professionals, community representatives, advocates, parents or guardians that provide an effective support system to classroom teachers, other staff and students for resolving educational concerns. (possible SIT student improvement team)

SST Process: This process outlines a cadre of trained professionals, with expertise in child growth and development, instructional strategies, behavior management and curriculum at a local school, who collect information and meet regularly to discuss and create interventions for students who are experiencing school difficulties.

Temporary Disability: *...a disability incurred while an individual was in a regular education class and which at the termination of the temporary physical disability, the individual can, without special intervention, reasonably be expected to return to his or her regular education class. (5CCR sec 3001(ag))*

Test Validity: The content of the test, tests what it purports to measure. (A. Burton and D. Miller. *Movement Skill Assessment*, 1998.)

Transition: A coordinated set of activities for students at age 16 that promotes movement from school to post-school activities.

Triennial Assessment: Assessment process performed every three academic years.

Stand Alone Service: A student receives only one special education service, e.g., adapted physical education.

U.S.C.: United States Code.

Validity of Assessment Results: Test results accurately reflect the student's abilities. Making this determination involves selection of appropriate assessment methods as well as accurate observation of the student's behavior.