

he is flat-footed and his toes often point inward. When he gallops or slides he was only able to do each skill with his right foot leading.

Concerning his object control skills, he also did not do well. Even though I have indicated that S can trap/catch a ball, throw, and kick a ball; based on the set criteria of the *TGMD* he did not score any points of significance. On this, S did not know how to hold a bat for striking as in baseball, slaps at a ball without any control in dribbling, will not attempt to catch a ball beyond 10 feet (he appears afraid), makes contact with a ball to kick but does not demonstrate proper form, and does not step with opposition or follow through when throwing a ball.

SUMMARY: S is a happy 9 year-old. Based on the testing protocol used on this assessment and observation, -S demonstrates a significant delay in motor skills. He likes moving but is very inconsistent when performing any motor skill tasks.

RECOMMENDATIONS:

- Provide Adapted physical education as a direct service.
- Consultation/collaboration as needed with classroom teacher.

Evaluation and report by: _____
Credentialed Adapted Physical Education Specialist

Appendix E

ALIGNMENT OF PHYSICAL EDUCATION STANDARDS

Refer to the last section of this appendix for the **Position Paper on Physical Education Content Standards for Students with a Disability.**

The chart on the following page will help align the Adapted Physical Education Curriculum Standards used in the 2002 Guidelines with those approved by California Department of Education, 2005. “The model content standards provide guidance for developing physical education programs by identifying what California students should know and be able to do at each grade level. Students in every school should be able to achieve these standards with adequate instruction and sustained effort. Some students with special needs may require appropriate accommodations, adaptations, and modifications to meet these standards. Local flexibility is maintained with these standards. Decisions about how best to teach the standards are left to teachers, schools, and local education agencies.” (Physical Education Model Content Standards for California Public Schools, 2005.)

The following was written in the 2002 Adapted Physical Education Guidelines regarding standards and it seems to be something that teachers in the field continue to use. Therefore,

it was included in these revised Guidelines as well.

Curriculum standards indicate what students, at a given grade level, should know and be able to do. The National Association on Sport and Physical Education (NASPE) of the American Alliance of Health, Physical Education, Recreation, and Dance has written grade level standards for physical education (1995). Thought should be given to NASPE standards for general physical education as well as the Physical Education Model Content Standards for California Public Schools (discussed in chapter 10) when considering these Adapted Physical Education Curriculum Standards. Special Education Association of County Offices (SEACO) offers an alternative curriculum, also using NASPE standards, for students with moderate to severe disabilities.

The following standards have been developed for students who require an adapted physical education service and cannot safely and successfully participate independently in the general physical education program. Adapted physical education is designed for students to actively participate within the least restrictive environment. Refer to Appendix F, Curriculum Benchmarks Examples that match the Adapted Physical Education Standards from 2002 Guidelines.

Aligned Physical Education Standards

| PE Standards for Grades K-6 | Standards from APE Guidelines 2003 | PE Standards for High School |
|---|--|--|
| <p>1. Demonstrate motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>2. Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.</p> | <p>1. The student will be exposed to a variety of movement activities and will be competent within their maximum potential.</p> <p>2. The student will be introduced to movement concepts and principles in accordance with cognitive ability and will apply some of these while moving.</p> <p>4. The student will regularly experience recreation/leisure (and fitness) activities.</p> <p>6. The student will apply recreation/leisure (and fitness) skill to other life activities</p> <p>8. The student will be introduced to a variety of multicultural movement activities.</p> | <p>1. Demonstrate knowledge and competency in motor skills, movement patterns, and strategies to perform a variety of physical activities.</p> |
| <p>3. Assess and maintain a level of physical fitness to improve health and performance</p> <p>4. Demonstrate knowledge of physical fitness concepts, principles and strategies to improve health and performance.</p> | <p>3. The student will achieve and maintain a health-enhancing level of fitness.</p> <p>4. The student will regularly experience (recreation/leisure and) fitness activities.</p> <p>6. The student will apply (recreation/leisure and) fitness skills to other life activities</p> | <p>2. Achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles and strategies.</p> |

5. Demonstrate and utilize knowledge of psychological and sociological concepts, principles and strategies as they apply to learning and performance of physical activity.

5. The student will demonstrate appropriate personal behavior while participating in movement activities.

7. The student will demonstrate appropriate interaction with others while participating in movement activities.

3. Demonstrate knowledge of psychological and sociological concepts and principles and strategies as they apply to learning and performance of physical activity.

MOVEMENT SKILLS AND MOVEMENT KNOWLEDGE

Curriculum Standard 1: The student will be exposed to a variety of movement activities and become competent in several, depending upon ability.

The intent of this standard is the development of movement competence and proficiency, within the student's capabilities, based upon his/her disability. Movement competence implies the development of sufficient ability to enjoy participation in physical activities and establishes a foundation to facilitate continued motor skill acquisition and increased ability to engage in appropriate motor patterns in daily physical activities. The development of proficiency in a few movement forms gives the student the capacity for successful and advanced levels of performance to further increase the likelihood of participation. In the primary years, students develop maturity and versatility in the use of fundamental skills (e.g., running, skipping, throwing, striking) that are further refined, combined and varied during the middle school years. These motor patterns, now having evolved into specialized skills (e.g., a specific dance step, chest pass, catching with a glove), are used in increasingly complex movement environments (e.g., more players or participants, rules, and strategies) through the middle school years. On the basis of interest and ability, high school students select a few activities for regular participation within which proficiency will be developed. In preparation for adulthood, adapted physical education students should have acquired as much of the basic skills to participate in a wide variety of leisure and work-related physical activities and advanced skills as their abilities will accommodate.

Curriculum Standard 2: The student will be introduced to movement concepts and principles in accordance with cognitive ability and will apply some of these when moving.

This standard concerns the ability of the learner to use cognitive information to understand and enhance motor skill acquisition and performance. This includes the application of concepts from disciplines such as motor learning and development, sports psychology and sociology, biomechanics and exercise physiology. Specifically this would include concepts like increasing force production through the summation of forces, effects of anxiety on performance, and the principle of specificity of training. Knowledge of such concepts and

practice applying these concepts enhances the likelihood of independent learning and therefore more regular and effective participation in physical activity. During the lower elementary years the emphasis is placed on establishing a movement vocabulary and initial application of introductory concepts (e.g., force absorption, principles governing equilibrium, application of force). Through the upper elementary and middle school years the emphasis is placed on learning more and increasingly complex concepts. In addition, emphasis is placed on applying and generalizing these concepts to real-life physical activity situations (e.g., managing stress, effect of growth spurt on movement performance). During the high school years the student should possess sufficient knowledge of concepts to independently and routinely use a wide variety of increasingly complex concepts (e.g., performance trends associated with learning new motor skills, specificity of training). By graduation the student should have, within the limitations of his/her capacity, developed sufficient knowledge and ability to independently use their knowledge to acquire new skills while continuing to refine existing ones.

Curriculum Standard 3: The student will achieve and maintain a health-enhancing level of fitness.

The intent of this standard is to instill in the student an understanding of the need for a health enhancing level of personal fitness. In addition, this standard is intended to provide the student with the knowledge and skills necessary to pursue an active healthy lifestyle with necessary supports. This includes an understanding of the concepts of exercise physiology, human growth and development, the specific nature of their disability and the challenges it presents relative to the motor learning process of skill development. In the elementary school years the focus is on body parts, vocabulary and function. Related, this standard has as a goal that the individual will acquire an understanding that not all individuals develop at the same rate and that all individuals have strengths and weaknesses. Finally, through a variety of challenging but fun aerobic type activities students will, be given the opportunity to establish and maintain a health enhancing level of personal physical fitness. In the middle school years the emphasis is placed on building on the strengths and working to improve weaknesses. Fitness concepts to be explored include specific and complex concepts of exercise physiology including the five components of physical fitness (cardiovascular strength, muscular strength, muscular endurance, flexibility and body composition), the principles frequency, intensity, and time, and the training principles of overload, progression, and specificity. In the high school years the student will experience self-assessment of his/her own fitness levels and developing a personalized fitness program using previously learned exercise physiology concepts and principles. By graduation, the student will have a general plan for pursuit of their personal fitness needs for the future with necessary supports and accommodations. They will also be supported in appreciating the need to alter and adjust the plan to accommodate their occupations, aging process and lifestyle changes.

Curriculum Standard 4: The student will regularly experience recreation/leisure and fitness activities.

The intent of this standard is to establish patterns of regular participation in meaningful physical activity into adulthood. This standard is the first step in connecting what is done in the physical education class with the lives of students outside of physical education. While participation within the physical education class is important, what the student does outside the physical education class is critical to developing an active, healthy lifestyle. Students are more likely to participate if they have had opportunity to develop interests that are personally meaningful to them. Regularly experiencing recreation/leisure and fitness activities assists the student in discovering the types of activities they enjoy and developing a habit of exercise. Young children need to learn to enjoy physical activity, participate in developmentally appropriate activities that help them develop movement competence and be encouraged to participate in vigorous and unstructured play. As students get older, the structure of activity tends to increase and the opportunities for participation in different types of activity increase outside of the physical education class. Attainment of this standard should develop an awareness of those opportunities and encourage a broad level of participation. Cognitive understandings develop from an initial awareness of cause and effect relationships between activity and its immediate identifiable effects on the body to an increased understanding of the role of physical activity on the physiological body, social opportunities and relationships and emotional well-being; and a comprehensive perspective on the meaning of a healthy lifestyle.

SELF-IMAGE AND PERSONAL DEVELOPMENT

Curriculum Standard 5: The student will demonstrate appropriate personal behavior while participating in movement activities.

The intent of this standard is achievement of self-initiated behaviors that promote personal and group success in activity settings. These include safe practices, adherence to rules and procedures, sport etiquette, cooperation and teamwork, ethical behavior in sport and positive social interaction. Achievement of this standard in the lower elementary grades begins with recognition of class rules and procedures and a focus on safety. In the upper elementary levels students learn to work independently, with a partner and in small groups. In middle school students identify the purposes for rules and procedures and become involved in decision making processes to establish rules and procedures for specific activity situations. High school students initiate responsible behavior, function independently and responsibly and positively influence the behavior of others in physical activity.

Curriculum Standard 6: Students will apply recreational/leisure and fitness skills to other life activities.

The intent of this standard is to make as certain as possible that the student is able to take what he/she has learned in physical education and apply it, where appropriate, to the other aspects of life. For example, a physical skill can be modified to be utilized in another

previously unknown sport activity or non-sport related physical activity. Another example is the ability to recognize the importance of personal fitness and an understanding of how to include the pursuit of personal fitness into one's lifestyle. A social skill example is cooperative learning, where individuals work together in a positive manner in order to reach a common goal: or the social skill of conflict resolution, where individuals learn to agree to disagree in non-violent manner and work out disagreements in a process agreeable to all. In the elementary levels, it begins with mastering basic locomotor, non-locomotor and manipulative skills. It includes working safely in one's own space then working together in small groups, sharing and waiting one's turn. The concept of learning and following rules begins here. It relates the feelings of fun and pleasure with the achievement of success. In the middle school years it includes application of movement skills and knowledge, basic biomechanical principles, the importance of practice, rules and social skills to specific individual and team sports activities. At the high school level students refine all these skills and understandings as they generally select and pursue excellence in one or two movement activities. They also learn to apply previously learned knowledge and physical skills to new yet untried movement activities. Finally, students understand the importance and benefits of leading an active healthy lifestyle.

SOCIAL DEVELOPMENT

Curriculum Standard 7: The student will demonstrate appropriate interaction with others while participating in movement activities.

The intent of this standard is to develop respect for individual similarities and differences through positive interaction among participants in physical activity. Similarities and differences include characteristics of culture, ethnicity, motor performance, disabilities, physical characteristics (e.g., strength, size, shape), gender, race and socio-economic status. Elementary school students begin to recognize individual similarities and differences and participate cooperatively in physical activity. By middle/junior high school, students increase their ability to participate cooperatively with persons of diverse characteristics and backgrounds in larger groups. High school students are expected to participate with all people, recognize the value of diversity in physical activity and develop strategies for inclusion of others. Adapted physical education students are expected to achieve these same standards, if not at the regular grade level, at a level appropriate to their development.

Curriculum Standard 8: The student will be introduced to a variety of multicultural movement activities.

This standard is designed to develop an awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning as seen from the perspective of the individual and individuals and cultures different from that of the student. Physical activity can provide opportunity for self-expression and social interaction and can be

enjoyable, challenging and fun. These benefits entice people to continue and expand participation in activity throughout the life span. Through experiencing movement activities from a variety of cultures, the student can develop a better understanding of the perspective of others.

** The bulk of these standard descriptors is taken directly from the NASPE standards and modified only slightly to accommodate individuals with disabilities. (National Association for Sport and Physical Fitness. 1995. Moving Into The Future: National Standards for Physical Education: A Guide to Content and Assessment. Mosby-Year Book, Inc.



Position Paper on Physical Education Content Standards for Students with a Disability



The Physical Education Model Content Standards for California Public Schools were adopted by the California State Board of Education in January 2005. “The model content standards provide guidance for developing physical education programs by identifying what California students should know and be able to do at each grade level. Students in every school should be able to achieve these standards with adequate instruction and sustained effort. Some students with special needs may require appropriate accommodations, adaptations, and modifications to meet these standards. Local flexibility is maintained with these standards. Decisions about how best to teach the standards are left to teachers, schools, and local education agencies.” (Physical Education Model Content Standards for California Public Schools, 2005). The intent of this position paper is to provide suggestions related to implementing standards-based physical education instruction for students with a disability.

As specified in federal law, individuals with a disability shall be educated to the maximum extent appropriate with non-disabled peers and shall have equal access to education, facilities, and services. (IDEIA, Section 612 (a) (5) (A) and Section 504 of the Rehabilitation Act, 1973) Most students with a disability will require accommodations or modifications to enhance their learning. Needed accommodations and/or modifications should be specified in the student’s Individual Education Program (IEP) or Section 504 Plan. An accommodation will address the needs of the student but will not alter the standards. A modification is also based upon the needs of the student but it fundamentally alters or lowers the standard or expectation. Educators should use caution when selecting to modify physical education standards as the course content will be changed. This is especially critical for those students who are diploma-bound. There are instances when the nature of the disability is such that modifications, as specified in the student’s IEP or Section 504 Plan, are needed. In these instances, the “local flexibility” afforded school districts when implementing a standards-based physical education program can be used to designate that the high school physical education requirements can be met with a modified curriculum that is provided in general physical education, specially-designed physical education, and/or adapted physical education. (Please refer to the Adapted Physical Education Guidelines for California Schools, 2003, for a description of service delivery models.) All educators are strongly encouraged to refer to the student’s IEP or Section 504 Plan when determining a standards-based physical education curriculum for a student with a disability.

The Physical Education Model Content Standards identify five standards for grades K-8 and three for high school. The Adapted Physical Education Guidelines for California Schools, adopted by the California Department of Education in 2003, identifies eight standards for

individuals with a disability. These eight Adapted Physical Education (APE) standards were based upon the National Association for Sport and Physical Education Standards and the California Challenge Standards as California did not have physical education standards. The APE Guidelines writing team included standards as a means of ensuring professional accountability. The eight APE standards, although worded somewhat differently, can be aligned with both the five elementary and three high school Physical Education Model Content Standards. The alignment of the standards is depicted in the chart at the end of this position paper.

The APE standards were written to address individual abilities as affected by a disability. Two standards specifically include recreation and leisure and transition which are essential for individuals with a disability. In the Adapted Physical Education Guidelines for California Schools, 2003, each APE standard is listed with supporting standards (benchmarks) for every grade level including pre-kindergarten. The APE Standards are written in language that will provide guidance to educators when identifying appropriate accommodations, adaptations, or modifications for the student to meet the physical education model content standards.

Standards guide age-appropriate curriculum for all curricular areas. The Physical Education Model Content Standards list numerous standards for each grade from kindergarten through grade 8 and for each of the high school courses. When determining a standards-based physical education curriculum for students with a disability, the five elementary and three high school standards should be addressed. Educators need to consider the student's individual needs and abilities when selecting the standards to be taught. Many of the standards will not be appropriate for those with a severe motor impairment. In situations that require modifications, the APE Guideline Standards can provide guidance in developing performance standards that can meet the physical education standard for a student with a disability.

“Scaffolding” is often needed to teach a standard to a student with a disability. This differentiated instruction will enable the student to progress in the physical education curriculum through the use of unique instructional strategies, supports/prompts, and sequences. Sometimes, students will need to be taught skills that are prerequisite to those identified in a particular standard. In some instances, these skills will be found in a lower grade-level standard or may be a fundamental movement pattern. Additionally, adapted equipment (which can be considered assistive technology) can often be used to make accommodations in physical education that will enable the student to meet the physical education standards, as well as IEP goals and objectives.

Grade level standards should not be equated with developmental level. For students whose developmental level is below their grade level, only teaching the standards from a grade level that is commensurate with the student's developmental level will result in a “reduced” curriculum. Instead, educators should select appropriate grade-level standards as well as needed standards from lower grade levels or from the APE Guidelines. Once a standard is selected, the educator must determine how proficiency will be assessed, select appropriate

curricular materials, and identify appropriate instructional strategies based upon the needs identified in the IEP or Section 504 Plan. Although standards-based instructional design includes assessment, this does not change the assessment methods or criterion for determining the need for adapted physical education. Eligibility, need for service, and the service delivery model are contained in the Adapted Physical Education Guidelines for California Schools, 2003.

Educators may also find it useful to refer to the Adapted Physical Education Guidelines for California Schools, 2003, for guidance when providing appropriate movement instruction for children with a disability in pre-kindergarten programs. At present, there are no pre-kindergarten standards in the Physical Education Model Content Standards. In federal law, motor development and movement education are defined under physical education (IDEIA, 2004). These two areas are also recognized as being important components of a pre-kindergarten curriculum. By referring to the APE Guidelines, the educator can identify appropriate physical education performance standards in the area of movement for a pre-kindergarten student with a disability.

All students with a disability can benefit from a standards-based physical education curriculum. With accommodations, adaptations, and modifications, they can meet the five K-8 and three high school physical education standards.

*Written by the Adapted Physical Education Guidelines for California Schools Committee
Endorsed by the State Council on Adapted Physical Education (SCAPE), California
Association for Health, Physical Education, Recreation, and Dance (CAHPERD)*