



*State Council on  
Adapted Physical Education*



## **Position Statement for Adapted Physical Education**

Adapted Physical Education services are specified in an Individualized Education Program (IEP) and they shall meet the standards adopted by the State Board of Education (Education Code Section 56363). There are three service delivery options available to all students that fulfill this state mandate: physical education, adapted physical education, and specially designed physical education. Adapted physical education is one program option, which is listed as a designated instruction and service (DIS), available to students with disabilities who are eligible for special education.

Adapted physical education is a service provided by a credentialed adapted physical education teacher to students who have needs that cannot be adequately satisfied in other physical education programs as indicated by an assessment and IEP process. Adapted physical education service may be provided through direct instruction, team teaching, the appropriate use of instructional aides, and/or collaborative consultation, as long as appropriate long and short term objective(s) are indicated and accurately monitored by the adapted physical education teacher. All adapted physical education services should be accurately indicated on the student's IEP with appropriate goals and objectives/benchmarks recorded and monitored by the adapted physical education teacher. The frequency and duration of adapted physical education service will be based upon the needs of the student and should be listed on the IEP. The listed will indicate the frequency with which the adapted physical education teacher provides service for the student. Collaborative consultation is one method of providing service on behalf of the students, to assist the student in participating successfully in the less restrictive settings of General Physical Education or Specially Designed Physical Education.

The Adapted Physical Education Guidelines for California Schools, 2012 (APE Guidelines 2012), approved by the California Department of Education, Special Education Division is a document, which outlines the rights, responsibilities and mandates for fulfilling the physical education component for students with disabilities. This document is based on state and federal law. Best practices and many practical appendixes are also included. The APE Guidelines 2012 are supported and upheld by the State Department of Education as well as adapted physical education teachers throughout the state.

Provision of adapted physical education is based on the same process of referral, assessment, and individual program planning that other special education services follow. As assessment and evaluation of motor skill performance is considered by the Individualized Education Program team in determining provisions of service. The individualized plan is developed through an assessment process that may include test administration, observation, record review, diagnostic teaching, and collection of information from other service providers, the student and his/her family.

Adapted physical education is an instructional service within the spectrum of physical education options taught by a credentialed adapted physical education teacher. The adapted physical education teacher provides curriculum-based and prescriptive instruction for students identified for service. Each teacher works within a comprehensive service delivery model that complies with legal mandates for education service for students with disabilities, including the APE Guidelines 2012. In addition, services may be supplemented through the collaboration with a variety of team members (such as teachers, speech/language specialists, psychologist, parents, occupational therapists and physical therapists, medical personnel, and others) to provide an integrated and consistent program for students with disabilities. Adapted physical education teachers should have a caseload that would allow them to meet the needs of the students and provide a quality physical education program as directed in each student's Individualized Education Program.

The physical education curriculum includes Physical Education Model Content Standards or appropriate alternative standards. The unique and specific needs of the students with disabilities may require accommodations and adapted techniques or strategies to provide effective instruction in developmentally appropriate skills, functional skills, and age appropriate skills within the least restrictive environment.

Instruction in adapted physical education provides the foundation for learning and performing psychomotor skills, so that students with disabilities can more fully, safely and with satisfaction participate in movement programs, recreation, sport and physical fitness activities. The adapted physical educator teaches in all domains of learning with an emphasis on the psychomotor area. Instruction is provided in communication, cognitive, social, behavioral, perceptual and daily living domains, in addition to physical and motor skills. Student preferences and interest are considered in program planning as well as coordination of services and resources.

Adapted physical education is based on a belief in the dignity and value of each human being. Furthermore, it includes a belief that each student has an ability and desire to move, and be active, and that activity is a necessary component of a healthy lifestyle. Teachers who expertly adapt and vary learning experiences to meet the needs of students with disabilities in physical education programs demonstrate this philosophy.

*References:*

*Adapted Physical Education Guidelines for California Schools, 2012. California Department of Education, Special Education Division.*

*Physical Education Model Content Standards for California Public Schools, Kindergarten through Grade Twelve (2005). California State Board of Education*