

Physical Education for Individuals with Disabilities
PEX 400
Tuesdays and Thursdays 1:00pm – 2:15pm

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HEC Office Hours: Mondays and Wednesdays 9:00 – 10:30am
Open for appointments at all other times

Course Text Requirement: Principles and Methods of Adapted Physical Education and Recreation, 11th Edition Auxter, Pyfer, Zittel, Roth. (Rental)

AND

Essentials of Teaching Adapted Physical Education, Hodge, Lieberman, & Murata

Course Description: This course is a study of physical education for individuals with disabilities emphasizing identification, assessment, program development, and learning as they apply to instruction. This course will provide students with a knowledge-based competency in adapted physical education so they can serve as catalysts for learning for all students regardless of ability.

Course Objectives: As a result of this course the student will be able to

1. Explain the purpose of physical, corrective, occupational therapy, and physical education programs for students with disabilities.
2. Describe characteristics of disabilities and understand their implications for participation in physical education.
3. Explain the major tenets of IDEA, ADA, and Section 504 of the Rehabilitation Act.
4. Identify the role of various professional and clinical personnel and public service agencies as they contribute to the multidisciplinary service team.
5. Describe, administer, and interpret selected physical fitness, perceptual motor, basic motor, sport skill, and motor performance assessments.
6. Identify and explain principles and methods for providing appropriate physical education programs for students with disabilities.
7. Develop Individual Education Plans for hypothetical students with disabilities.
8. State criteria for selection of equipment and facilities used for adapted physical education.
9. State criteria for evaluation of program effectiveness and reporting achievement.
10. Interpret pertinent literature and research in adapted physical education and related areas.
11. Define inclusion.
12. Explain the LRE and the strategies which can be used to manipulate the seven educational variables to prepare the learning environment.

WI APE Content Guidelines Covered in this Course

Students will demonstrate knowledge and skills in the following:

1. The nature of the student with a disability, including:
 - Etiology of selected emotional/behavioral, physical, sensory, cognitive, communication, learning, and social functioning, including their effects on movement and considerations for generalized programming and instructional needs.
 - Diversity issues and the interaction of culture and disability.
 - Safety considerations in physical education specific disabilities.
2. Foundations in the special education profession, including:
 - Pertinent legislation regarding the provision of special education and physical education services.
 - The special education process, including the role of the adapted physical educator on an Individualized Education Plan (IEP) team and a motor development team.
 - Utilization of various learning settings and ranges of least restrictive environments.
 - Understanding of physical and program accessibility.
 - Methods and processes of consultation and collaboration with related services and other direct service professionals, including the general physical education teacher.
3. Assessment and program evaluation in Adapted Physical Education, including:
 - Assessment policies and procedures associated with the IEP, and district-wide testing requirements.
 - A variety of assessment tools for motor development, motor ability and physical fitness appropriate for students with disabilities of all ages.
 - Formal and informal assessment strategies, including the use of rubrics, task analyses and other forms of authentic assessment.
4. Modification of content, instructional strategies and learning environment in physical education, including:
 - Adapted Physical Education pedagogy and curriculum development.
 - Activity selection, curricular development and program implementation in teaching and other types of programs that promote physical activity and fitness for students with disabilities.
 - Methods in adapted aquatics, including other lifetime sport and physical activity pursuits.
 - Training and application in behavioral modification and management techniques in the physical education, recreation and fitness environments.

- The role of physical education programming for students with mild through severe/profound disabilities from preschool through 21 years.
- Inclusive practices and techniques that allow for successful participation in the general physical education program.
- Various service delivery models at the early childhood, elementary and secondary levels that focus on inclusive, self-contained, one-to-one, and transition/community-based integration settings.
- Significant application of knowledge and skills in a developmental sequence of practical experiences that culminates in the APE student teaching requirement (25% minimum of student teaching) at both elementary and secondary levels for initial certification (other supervised practicum experience for those who already have initial certification).

Adapted Physical Education National Standards

Sections of the following standards will be addressed:

Standard 1: Human Development

Standard 2: Motor Behavior

Standard 4: Measurement and Evaluation

Standard 5: History and Philosophy

Standard 6: Unique Attributes of Learners

Standard 7: Curriculum Theory and Development

Standard 8: Assessment

Standard 9: Instructional Design and Planning

Standard 10: Teaching

Standard 12: Program Evaluation

Course Management and Evaluation Policies

Learning Styles: In recognition that each person learns and retains in individual and distinct manners, instruction will vary in methodology in an attempt to accommodate all learners. This includes hands-on activities, lectures, written assignments, discussions, and individual and group work. This instructor welcomes your input if you do not feel your learning style is being accommodated. I invite you to visit me personally with concerns. If you are unable to do that, I welcome your anonymous feedback on the 'concerns' discussion board on D2L.

Class Attendance Policy: Students are expected to be in class and on time for every class meeting. Attendance is critical to your final grade as this course is a developmental course with the lecture and clinical material laying the foundation for the next class meeting. Additionally, discussions, planning, and organization relating to your teaching on Fridays are held during class and your attendance is crucial. All assignments will only be accepted on the date due regardless of

student attendance. Each student will be allowed two class absences, this includes excused and unexcused, with no impact on your grade. Each subsequent absence (excused or unexcused) will equate to 50 points subtracted from your final grade. It is unprofessional to be late. Each tardy will result in a 5 point deduction from your final grade.

I do not just want you present in class; I want your presence felt in class. Your course relevant opinions, thoughts, ramblings etc. are valuable and will be treated as such. Likewise, your absent state of mind will also be noted and felt by your learning community. Socializing, sleeping, and cell phones all indicate an absent state of mind and will result in a five-point deduction from your final grade for each distraction. These will be noted in the general comments section on your grades on D2L.

Submitted Work Requirements: All submitted work is to be typed or computer generated unless otherwise specified. All work should be submitted via D2L with a hard copy submitted to the instructor. Deadlines for work due will not be extended. Any work submitted after the due date during class time will not be accepted. All work submitted on D2L should be in .doc or .docx format unless otherwise specified.

This course requires a minimum of five *Pointer Points* for full course credit. Failure to complete the required number of *Pointer Points* will result in a one third deduction of your letter grade. Please refer to handout for additional information and opportunities regarding *Pointer Points*. As a reminder, *Pointer Points* can only be earned for activities completed outside of regular class requirements and without remuneration.

******Indicates Performance Tasks that must be placed on your portfolio***

Evaluation:

Examinations

241 Points

You will be given a mid-term (89 pts) and a final examination (152 pts). The midterm examination is online with variable question formats (short answer, MC, T/F). Your final examination is a take-home exam which requires development of an IEP based on an assessment report, a lesson plan to address the IEP, and two fact sheets on the student's disability and social inclusion.

Disabilities Test

82 Points

Once all disabilities assigned for the semester have been covered, you will be given a quiz on the disabilities.

Reading Quizzes

75 Points

Reading quizzes will be given with clickers in class on most chapters.

Law Fact Sheet**20 Points**

You will develop a fact sheet on a law assigned to you in class.

Various Assignments**35 points**

This section is subject to change based on course timing and our ability to attempt certain activities in class. There are several assignments that will be given with clear guidelines relative to the content we are studying in class.

*****IEP****50 Points**

You will be given a case study of a child with a disability. The information provided to you will include results of a motor evaluation and brief summary of the child. You will be required to take this information and develop an individual education program for this child.

Book Discussion**Quiz, 31 pts. Discussion 35 pts.**

You get to read a wonderful book! We will have a brief quiz and then hopefully a fun discussion on the book on the date identified in your outline. The book is titled Gimp and the audio version is available on D2L. Several copies are available for check-out.

Attitude Paper 115 points (50 points for the first one and *65 for the second)**

This paper should be written at the beginning and the end of the course. It should focus on how you feel and think about individuals with disabilities. You need to explain these thoughts and feelings. Ask yourself 'how do I feel?' and 'why do I feel this way'? Also include a minimum of one page on your personal thoughts and feelings on physical education and individuals with disabilities, focusing on what should be taught, how should they be taught, and where they should be taught. At the end of the semester paper, be sure to include what caused changes (if any) and what (if any) impact it will have on you as a future teacher and/or individual who interacts with persons with disabilities. Each submission must be a minimum of 3 pages.

Peer Instruction**100 Points**

You will be assigned a disability to present on. You will develop a 5-10 minute Flipped Video for the class to watch prior to your active learning activity (30 points). You will develop a clicker quiz OR a socrative quiz for your classmates to take on the day you teach (this must be emailed to me prior to your instruction) (15 points). You will lead the class in one or two 45-60 minute active learning experiences to apply the knowledge they gained from their reading and your flipped video (55 points).

Volunteer Hours**100 Points**

You are required to dedicate a minimum of 10 hours throughout the semester in a community based recreation or school-based program for individuals with

disabilities. No more than two hours per week will be accepted. Placement options can be in a community recreation setting, or within the school environment. If you are unable to participate in one of these choices due to legitimate scheduling conflicts, please visit with the instructor to brainstorm solutions. Submit your hours log (found on D2L) on the date designated. Contacts are below:

School Setting: information coming

Community Recreation: Kristy Bridenhagen, YMCA, 342-2980, ext 324
kbridenhagen@spymca.org

Total Points 826

GRADE SCALE

94 - 100% = A	77 - 79% = C+	60 - 63% = D-
90 - 93% = A-	74 - 76% = C	< 60%
87 - 89% = B+	70 - 73% = C-	
84 - 86% = B	67 - 69% = D+	
80 - 83% = B-	64 - 66% = D	

Student Academic Disciplinary Procedures

UWSP 14.01 Statement of principles

The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

UWSP 14.03 Academic misconduct subject to disciplinary action.

- (1) Academic misconduct is an act in which a student:
 - (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
 - (b) Uses unauthorized materials or fabricated data in any academic exercise;
 - (c) Forges or falsifies academic documents or records;
 - (d) Intentionally impedes or damages the academic work of others;
 - (e) Engages in conduct aimed at making false representation of a student's academic performance; or
 - (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Equal access for students with disabilities

Statement of Policy

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact Jim Joque in the Disability Services Office in 101 SSC, and complete an Accommodations Request form. Phone: 346-3365 or email jjoque@uwsp.edu.

Religious Beliefs

Relief from any academic requirement due to religious beliefs will be accommodated according to UWS 22.03, with notification within the first three weeks of class.