

Physical Education for Individuals with Disabilities
PEX 400
Tuesdays and Thursdays 9:30am – 10:45am

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Office Hours: Tuesday Thursday 2:00pm – 3:00pm
Available for appointments

Course Text Requirement: Principles and Methods of Adapted Physical Education and Recreation, 12th Edition Roth, Zittel, Pyfer, Auxter (Rental)

AND

Essentials of Teaching Adapted Physical Education, Hodge, Lieberman, & Murata (Rental)

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.

Wisconsin Teaching Standards

Standard #1: Pupil Development. The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.

Standard #2: Learning Differences. The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.

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.

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.

Any issue currently related to COVID must be communicated without hesitation. Unplanned zoom calls can be scheduled with enough heads up so you do not have to miss class meetings. COVID should not be taken lightly as you jeopardize everyone's health and well-being by not following protocol. If you have been exposed or tested positive we will work around your quarantine.

Submitted Work Requirements: All submitted work is to be typed or computer generated unless otherwise specified. All work should be submitted via CANVAS 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 online unless otherwise specified.

Evaluation:

Examinations

241 Points

You will be given a mid-term (89 pts) and a final examination (152 pts). The midterm examination will have 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 an exam 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.

*** This assignment has been chosen to represent Wisconsin Teaching Standards for the School Of Education Portfolio Requirements. You must save the copy of your work to be placed into your exit portfolio upon completion of student teaching. Failure to pass this assignment at an 80% will result in an automatic failure of the course which will subsequently need to be repeated in the following semester.***

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

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 CANVAS. 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 (40 points). You will lead the class in two active learning experiences (ranging 45-60 minutes) to apply the knowledge they gained from their reading and your flipped video. Along with your active learning presentation students will submit a researched based flyer that outlines key content related to their assigned disability. A rubric will be provided prior to

presentations. Research and trending information, as well as application to Physical Education must be appropriately outlined (Flyer and Presentation 60 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 CANVAS) on the date designated. Contacts are below:

School Setting: information coming

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

Community Partner: Don Wigington, Midstate Independent living Choices, 715-344-4210 x217, dwigington@milc-inc.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.