

**University of Wisconsin-Stevens Point**  
**PEX 401**  
**Practicum in Adapted Physical Education**

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HEC Office Hours are reserved specifically for  
Friday mornings for this class

**TEXT:** A variety of books should be used in this course. None of them are required rentals or purchases. I would recommend frequently visiting my office library and the regular library to use the books there to help with your planning and troubleshooting. I find it helpful to keep a 'book wish list' and you can add titles to your wish list as you get to know the books available in the places above.

**Course Description:**

This course is designed to give physical education students experience in working with students with disabilities in a controlled environment. Experience will be provided in an aquatic and gym setting. Supervision and guidance will be provided by the instructor of the course and an adapted physical education specialist from Stevens Point School District.

UWSP & the Stevens Point School District jointly coordinate this practicum. The two primary purposes of this practicum are:

- 1) To provide pre-service physical educators with a controlled practicum experience teaching students with mild to severe disabilities.
  
- 3) To provide students from the Stevens Point Public Schools with the opportunity to develop physical, motor & aquatic skills. Social, behavioral and cognitive skills may be reinforced and/or developed as a result of participation in this program.

**Successful completion of this course will enable students to:**

- 1) Develop understanding of the individualized needs of students with disabilities.
- 2) Generate skills in evaluating, planning for, and provision of services for student needs.
- 3) Demonstrate teaching skills in implementation of adapted physical education services to maximize learning.
- 4) Develop specific teaching behaviors/skills essential for teaching children with disabilities in a physical education setting. These will include:
  - Writing individualized goals and objectives.
  - Developing sequential learning activities.
  - Assessing student motor abilities.
  - Utilizing varying instructional techniques based on student needs.
  - Utilizing appropriate reinforcement and feedback techniques.
  - Utilizing appropriate behavior management techniques.
  - Applying the concept of "on task time" during instruction.
  - Evaluating student progress on identified goals and objectives.

- Modifying the general physical education curriculum to include individuals with disabilities.
  - Manage an inclusive physical education class.
  - Creating structured learning experiences.
- 5) Have a positive teaching experience with children with mild to severe disabilities.

### **Attendance Requirements**

Students are required to attend each class, without fail. The school-based students rely on your presence. Only emergency situations will be acceptable for a missed class. Arrival time will depend on your readiness. Early in the semester, at the pool, you should arrive no later than 12:00. The students arrive between 12:20 and 12:30 and we need to be prepared for their arrival. The students depart at 2:30 and class will be over once the equipment and facilities are as they were when we arrived and we have met briefly as a group (usually by 3:00). Once we get into the gym you will need to arrive earlier to have sufficient time to set-up.

You are also required to complete an on-site visit with your assigned student(s) in their school environment BEFORE the students begin the program. This will help them become comfortable with you and you with them. While you are visiting, take notes on your students. How does the student communicate? Are there any behavior problems? If so, how are they handled? What, if any, behavior management techniques are in place in the classroom and how would you implement the same in the pool/gym? Talk to your students...ask them if they like to swim or play with water. What are their favorite things to do in PE?

Absences: If you are sick or have an athletic event, you can have ONE excused absence that can be made up in the schools with no grade reduction. To make-up the missed class, you will need to teach in an adapted PE class in a school district, and coordinate this on your own and submit your lesson plan to me prior to teaching. For each unexcused absence and/or non made-up excused absence, your letter grade will be reduced by 5% of the final semester grade.

### **Evaluation**

#### **Lesson Plans**

**60%**

**Lesson Plans:** Lesson plans will be submitted electronically and must be received by **11:30 PM on Tuesdays**. The plans will be returned electronically by Thursday evening of that week. Suggestions for improvement will be noted, as needed. You may be asked to resubmit a lesson plan, if it needs a lot of work. You may also be asked to stop by my office to discuss key points of the lesson plan. Friday from 9:30-11 is the best time to discuss plans. It is expected that suggestions be strongly considered for incorporation into the lesson plan prior to teaching the lesson on Friday. If you are asked to stop by my office to discuss a lesson plan, and fail to do so, it will impact your professionalism grade. Notes on professionalism will be kept on D2L on your public comments.

**Professionalism 10%**

Throughout the semester, you will be observed closely by myself and the district program coordinator. We are observing the following areas: *timeliness, dress, attitude, demeanor, engagement, leadership, preparedness, communication, creativity, and application of what is taught to you.* Your performance in these areas impacts your grade in the percentage above. Additionally, your participation in the discussion boards on D2L will impact this grade. I also am observing to see if you are addressing areas I have identified as needs in our post Friday debriefing. Part of professionalism is preparation of a good lesson plan. I regularly note concerns in professionalism in the general comments section of your grades on D2L.

**Self and Lead Teacher Reflection 12%**

Through YouTube annotations, you will be completing an evaluation on your peers in class. Corrective feedback and positive reinforcement are essential to learning. Quick, easy statements such as "way to go" or "you did a nice job there" do not address the learning outcomes we are trying to accomplish with this assignment. More details will follow as time gets closer.

You will also be evaluating yourself in the gym through a video of your first teaching experience. Through the video you will come up with 3 goals in areas you feel you need to improve. After discussing those goals with me, you will keep track of those goals and reflect on them each week you teach in the gymnasium.

**Progress Reports 8%**

It is important to let the families of your students know what they are doing with you to increase the chance they may continue the activities outside of school. You will submit four total reports. A letter to introduce yourself when we start in the pool and identify the goals you will be working on in the pool. A report at the end of swimming, identifying progress on the identified goals. An introduction letter to your students in the gym and the goals you will be addressing. And a summary report upon the conclusion of the gym. Many of these are completed electronically. If you email your parents, you will cc me in the email. DO NOT email attachments as many parents will not open them.

**Digital Story 10%**

Upon the completion of the semester you will present a digital story detailing your growth as a teacher in this class. A rubric will be provided. The digital story will include pictures taken of you teaching, music, and your recorded voice detailing your reflections.

**Dress:** It is expected that you dress in a manner reflective of a professional physical educator. Jeans, hats, tank tops, are not acceptable modes of dress. It is also unacceptable to wear clothes that in any way advertise alcohol, tobacco or illegal drugs. Proper swimwear is required in the pool (no two piece suits).

**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](mailto: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.