

PEX 460/760: Practicum in Adapted Physical Education Spring 2017

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HEC Office Hours: Please attempt to contact me through email with any questions you may have. We can schedule times to meet or talk through email.

Course Description: This course is designed to allow students to observe and assist in adapted physical education classes and participate in planning and instructional activities as appropriate in the given context. Reflection on the teaching of students with disabilities in the physical education setting is emphasized.

Course Objectives:

- ❖ Observe, reflect, and critique instructional strategies used with students with disabilities in a physical education setting.
- ❖ Observe and suggest modified instruction, equipment, and environment used in the adapted physical education setting.
- ❖ Develop lessons and instruct students with disabilities in an adapted and/or general physical education setting or a community recreation setting.
- ❖ Gain reflective practice in an adapted physical education practicum placement.
- ❖ Document and utilize individualized behavior management strategies utilized with students in an adapted physical education setting.
- ❖ Evaluate placement, school resources, and student and personnel interaction with and of students with disabilities in the general school and adapted physical education setting.

Placement: Practicum sites are mutually determined by the student and the course instructor, and are subject to approval by personnel at the site. If you are seeking placement outside of the Stevens Point School District, please have your placement approved by the instructor.

WI APE Content Guidelines met for this course

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. 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).

Course Requirements:

On Site Attendance

200 points

A minimum of 22 hours must be completed at the practicum site. A maximum of 2 hours is permitted per week. Hours must be documented on a provided log. If you have to miss hours during a week, you must email the instructor to have your absence approved for make-up hours. If your absence is unexcused, then you may not make-up those hours and your absence must be indicated on your hours log.

Teaching Experience

50 points (8.3 each lesson plan, 8.3 each reflection)

You are to lead-teach in your practicum setting a minimum of three lessons with the same group. You are required to teach once a month throughout the semester. You will have a February, March and April lesson. You must turn in your lesson plan into the dropbox 2 days prior to teaching. Please meet the following requirements when writing your lesson plan.

*Lesson focus

*Types of disabilities in the class

*Activity descriptions

*How you will modify each activity based on the disabilities

After teaching, you will write a reflection that is due one week after you have taught using the following guidelines:

*What went well in your lesson

*What you would change

*What modification and teaching strategies worked the best.

Journal

20 points per week (200 points)

A journal must be maintained with a **thoughtful** entry for each week of practicum work. Utilize the journal tool on D2L for journal entries. Journals grades will be based on thoroughness and reflective writing. Each journal entry should be titled with the week (Week 1, Week 2).

Large Group Discussion Board

25 points per week (100 points)

You will be participating in discourse online through the discussion board on our D2L course website. During the weeks that are labeled "Large Group" under your journal guidelines a new discussion board will open in D2L. Below follow the outline for when you will provide your main post. You will take turns creating an initial thoughtful response to the question that is posted. The initial response should be lengthy and detailed. If you are the initial responder you have until the Wednesday of the week's discussion to post your response to earn full credit. Upon posting the initial response – the rest of the group has the remainder of the week to offer insight and opinion on the topic. As an initial poster, you should participate in the discussion that is triggered from your first post as well. Do not be afraid to disagree and challenge the rest of your group with your comments. You will be evaluated based on discourse....do you include resources? Are your responses ongoing (more than once)? Do you have helpful ideas? Do you provide 'food for thought' or additional questions? You do not have a minimum amount of posts you need to meet expectations – you are evaluated by the content you contribute. However, I will point out – one post during these discussions will not cut it.

Groups	LG 1	LG 2	LG 3	LG 4
Group 1	Alex B	Justin L Ben L	Lauren A Josh S	Cale C
Group 2	Lindsey R	Lance F Anthony Z	Chris K Erika M	Emily K
Group 3	Brittanie M	Alex S Emily R	Colyn B Matt L	Ryan B

EX: The large group discussions will be completed before your observations really start to take hold. The first four weeks of this course are designed for you to spend a good amount of time on these topics. Conducting research and putting together meaningful responses is very important. This is the area of the course where grading will be the toughest. If you put in the time to learn about the topic you will do just fine. Make sure you are checking the discussion board often and it is okay to post more than once in a row. If something pops in your head – write it down! The point of the large group discussions is to learn from each other and offer discourse on topics you may not know about but are eager to learn more about.

IEP Meeting

50 points

You are to attend one IEP meeting. Utilize the IEP meeting sheet for a list of questions to answer and observations to make during your attendance at the IEP meeting. Use the template of questions provided under content and dropbox prior to our final class meeting. Simply type your answers to each question under the questions in the template.

Total Points: 600

Please see discussion board rubric and grading sheet for expectations and grading on discussions.

Professional Expectations

- ✚ Dress neatly and professionally. The first several days, you should dress more formally.
- ✚ Your attire should mirror what is appropriate for the cooperating teacher.

- ✚ **Arrive at your placement on time and prepared to participate.**
- ✚ Sign-in at the main office for EVERY visit.
- ✚ Professional behavior is expected at all times. YOU MUST CALL YOUR PLACEMENT SCHOOL OFFICE IF YOU ARE SICK AND CANNOT MAKE IT. Call as far in advance as possible and leave a message if you cannot reach your supervising teacher! All hours missed due to sickness must be rescheduled.
- ✚ You are responsible for becoming aware of any legal aspects of the experience and to sign any necessary paperwork for safety and protection.

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.

A. 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.