Adapted Physical Education Guidelines and Policies

Glenn County Schools

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**Mission Statement**

To provide and implement policies and procedures that will meet the physical education needs of students in a uniform and consistent manner throughout Glenn County in compliance with federal regulations, state laws, and professional standards of practice.

**What is Adapted Physical Education?**

The National Consortium for Physical Education and Recreation for Individuals with Disabilities (NCPERID) defines adapted physical education as the following:

Adapted physical education (APE) is physical education which may be adapted or modified to address the individualized needs of children and youth who have gross motor developmental delays. This service should include the following:

- **Assessment and instruction** by qualified personnel means that professionals are prepared to gather assessment data and provide physical education instruction for children and youth with disabilities and developmental delays.

- **Accurate assessment data**, including diagnostic and curriculum-based data collected by qualified personnel.

- **Individualized Education Program (IEP) Goals and Objectives / Benchmarks** are measurable and objective statements written by the physical education instructor. The goals and objectives are reflective of the physical education instructional content and monitored/evaluated according to district policy, to ensure that goals and objectives are being met in a timely manner.

- **Instruction in a Least Restricted Environment (LRE)** refers to adapting or modifying the physical education curriculum and/or instruction to address the individualized abilities of each child. Adaptations are made to ensure that each student will experience success in a safe environment. Placement is outlined in the IEP and may include one or more of the following options:
  - The general physical education setting
  - The general physical education setting with a teaching assistant or peers
  - A separate class setting with peers
  - A separate class setting with assistants
  - A one-to-one setting between students and the instructor

For all practical purposes, Adapted Physical Education is developmentally appropriate physical education at its finest. It involves differentiating instruction so the physical activity is as appropriate for the person with a disability as it is for a person without a disability. The emphasis of adapted physical education is to facilitate participation of students with disabilities with typically developing peers in age-appropriate activities.

The APE teacher is a direct service provider, as contrasted with physical or occupational therapists. These therapies are considered related services and are provided to the child with disabilities only if he/she needs them to benefit from instruction. Special physical education (APE) is a federally mandated component of special education services [U.S.C.A. 1402 (25)] and ensures that physical education is provided to the student with a disability as part of the child's special education services. Change the word "adapted" to "differentiated" and you have the idea of Adapted Physical Education. It is GOOD teaching which differentiates the curriculum, task, equipment, and/or environment as appropriate for each child, so ALL students can successfully learn and participate in physical education.
ADAPTED PHYSICAL EDUCATION SPECIALIST CREDENTIAL

The Adapted Physical Education Specialist Credential authorizes the holder to provide instruction and services to individuals with exceptional needs who require developmental or corrective services and who are unable to participate in the activities of the general physical education program or a specially designed physical education program in a special class, in grades 12 and below (including preschool), and in classes organized primarily for adults. This credential does not serve as a prerequisite for any other credential, permit, or certificate.

Requirements
Individuals must satisfy all of the following requirements:

1. Possess a valid prerequisite teaching credential authorizing the teaching of physical education. The following credentials are acceptable:
   - Single Subject in Physical Education
   - Multiple Subjects
   - Standard Secondary with a major or minor in Physical Education
   - Standard Elementary with a major or minor in Physical Education
   - Standard Early Childhood
   - Special Secondary in Physical Education
   - General Secondary
   - General Junior High School
   - General Elementary
   - General Kindergarten–Primary

   *NOTE:* A Single Subject Teaching Credential with a supplementary authorization in sports and games or Introductory Physical Education is not a valid basic teaching credential for the Adapted Physical Education Specialist Credential

2. Complete a Commission-approved program in adapted physical education and be formally recommended for the credential by the California College or university where the program was completed. The application must be submitted online by the recommending institution.

Period of Validity
The term of a Clear Adapted Physical Education Specialist Credential is determined by the expiration date of the prerequisite teaching credential held, but may not exceed five calendar years.

*Reference: Title 5, California Code of Regulations, Section 80046 and 80046.1*
California Physical Education Requirements

EDUCATION CODE

- Education Code section 51210: Requires 200 minutes of physical education every ten school days for students in the first through the sixth grade.

- Education Code section 51222: Provides for 400 minutes of physical education every ten school days for students in the seventh grade through the twelfth grade.

Entrance Criteria for APE Services

EDUCATION CODE

(a) Education Code section 3051.5 Adapted Physical Education for Individuals with Exceptional Needs. Adapted physical education is for individuals with exceptional needs who require developmental or corrective instruction and who are precluded from participation in the activities of the general physical education program, modified general physical education program, or in a specially designed physical education program in a special class. Consultative services may be provided to pupils, parents, teachers, or other school personnel for the purpose of identifying supplementary aids and services or modifications necessary for successful participation in the regular physical education program or specially designed education programs.

(b) The person providing instruction and services shall have a credential authorizing the teaching of Adapted Physical Education as established by the Commission on Teacher Credentialing.

(c) See Protocol for APE Referral in Appendix
   Note: Entrance for APE services is an IEP team decision based on assessments completed by the APE Specialist.

Exit Criteria for APE Services

Any or a combination of the following criteria may justify the dismissal of APE services:

1. A student has accomplished their APE/IEP goals and is performing successfully within the physical educational environment.

2. Deficits are not interfering with child’s ability to function adequately within the Physical Education program. As reported by the teacher, the student is now able to function within average range as compared to other children in the classroom.

3. Strategies can be effectively implemented by current educational team and no longer require the training and expertise of an APE Specialist. The child has learned appropriate strategies to compensate for deficits/ equipment and environmental modifications are in place and are effective.

4. Formal reassessment indicates the child no longer requires the previous level of service and IEP team concurs/ the student continues to make progress in the areas being addressed by the APE Specialist that is consistent with developmental progress in other educational areas.
Physical Education in Glenn County

General Physical Education
General PE is taught using a variety of service models in Glenn County. Typically classroom teachers teach their entire class PE until middle school. In middle school students are divided into gender classes and begin dressing out in PE clothes. From middle school through high school students receive PE from a teacher with a single subject credential in physical education. Classes are typically taught in units and revolve around traditional game play or fitness.

Adapted Physical Education
Adapted PE is a service to help students with disabilities safely and successfully participate in general PE and access state standard based curriculum.

Service Delivery Models

- **Push in Model**: This model has APE Specialist attend general physical education class with a student or students. The goal of the push in model is to access the same physical education curriculum as the student’s peers. This is a collaborative effort between the GPE Teacher and APE Specialist to modify rules or equipment to maintain as similar of experience as possible when compared to peers.

- **Pull Out Model**: This model takes 1-3 students out of class to work on specific skills such as balance, movement patterns and object control skills.

- **Consultation Model**: The consultation model is used when a student is able to participate in general physical education with minimal support. It is done using a collaborative effort between GE, GPE, SE, and APE teachers.

- **Small Group Model**: Groups consist of about 6-12 students. The small group model focus is individual performance within the context of a group. All students start on the same basic activity and are progressed at their individual ability level.

- **Large Group Model**: In the large group setting there is a combination of special education, classes, general education classes and/or opportunity education classes. The GE or Op students act as peer instructors by modeling activities or running skill stations. Special education student participate in group activity or specific skill station with the aid of APE Specialist, SE teacher and SE staff.
Request for Adapted Physical Education Observation

Date: _________________________

Child’s Name: _____________________________________ DOB: ________________

Parents Names: ___________________________________________________________

Phone: H. _________________________ W. ______________________________

Primary Language: Parent __________________________ Child _________________

Translator Needed: yes ________ no _________

School Site: ____________________________ Child’s grade level: __________

Days of the week and times child is in physical education: ______________________

Other times movement can be observed: ________________________________

Qualifying disability under IDEA: _________________________________________

Reason for Request: ______________________________________________________

__________________________________________________________

Requested by: _________________________________________________________

Title: _________________________________________________________________

Phone No: ____________________________ Ext. ____________________________

E-Mail: ________________________________________________________________
Childs Name: ____________________________________________________________________________

Date of Birth: ________________ Age: ______________________________________________________

School: ________________________ Teacher: _________________________________________________

Parents Name: _________________________________________________________________________

Address: ______________________________________________________________________________

Phone: ________________________________________________________________________________

Primary Language: Parent: _______________ Child: ________________________________

I give permission for my child to be observed by the GCOE ADAPTED PHYSICAL EDUCATION SPECIALIST.

Areas of Concern:

I understand that the observations will be completed during my child’s school day. My child’s days and hours of attendance are

____________________________________________________________________________________

Parent/Guardian’s Signature _______________ Date ________________
Glenn County SELPA

**PROTOCOL for ADAPTED PHYSICAL EDUCATION REFERRAL**

If the student has a qualifying disability under IDEA, a request for an APE observation can be made by:

- Program Specialist
- Special Education Teacher
- General Education Teacher
- School Psychologist
- School Counselor
- D.I.S. Professional Staff
- School Nurse
- Parent
- School Administrator

**STEP 1**

Adapted Physical Education Observation

- Complete APE Observation Form and send to APE Specialist
- Complete parent permission to observe form
- Observation completed
- Hold IEP or SST to discuss the need for assessment

**STEP 2**

APE ASSESSMENT

1. Signed Assessment Plan
2. 60 Day Timeline begins

SST Meeting to discuss findings

1. Classroom/Parent Activity Suggestions

Assessment Tools May Include:

- Professional Observations in general physical education, recess, 1-1 setting
- Parent and Teaching Staff Interview
- Parent Questionnaire
- Standardized Gross Motor Assessment:
- Test of Gross Motor Development II: TGMD II
- Adapted Physical Education Assessment Scale II: APEAS II
- Kounas Assessment of Limited Mobility Students: KALMS(R)
- Curriculum, Assessment, Resources, and Evaluation-Revised: CARE-R
- File Review

**STEP 3**

IEP Determination of APE Services

**STEP 4**

Exit Criteria