**EDMA 174 ADAPTED PHYSICAL EDUCATION**

**PLEASE use this sheet as a cover page for your completed**

**Study Guide Assignments**

**Last Name First Name Middle Initial**

**Drake ID #**

**Home Address**

**City State Zip Code**

**Coaching or Teaching Position Held/Grade Level Years Taught**

**Home Telephone School Telephone**

**E-mail address**

**I am enrolled in: Fall 20\_\_**

**Spring 20\_\_**

**Summer 20\_\_**

www.drake.edu/cepd

**PART ONE**

**FOUNDATIONS**

**Physical Education: Required by federal law for every student with a disability, implications for physical educators**



**MODULE ONE**

**PHYSICAL EDUCATION, ADAPTED PHYSICAL EDUCATION, LAW**

**Learning Objectives:**

**After completing this module, students will be able to:**

* assess their own physical education program using the SHAPE America program checklist and identify areas of strength and weakness in their current physical education program
* explain professional implications of federal law as it relates to the provision of physical education instruction for students with disabilities
* define and describe adapted physical education services

**Readings:**

* Textbook: Chapter 1 What is Physical Education?
* [Wright’s Law: Physical Education for Students with Disabilities](http://www.wrightslaw.com/info/pe.index.htm)

**Video Presentations:**

* [Introduction to EveryBODY Wins: Adapted Physical Education Video (Start–2:17)](http://player.learningcore.net/drake/?id=0571)
* Adapted Physical Education Instructional Video from UWLaCrosse: [Physical Education Service Delivery for Students with Disabilities](https://www.youtube.com/watch?v=VABRb-veX44)(July 2016) by David Worst.

Please view the first 2 chapters of this instructional video. Chapter 1 focuses on IDEA and Chapter 2 of the video focuses on Physical Education and the Special Education Process (through 21:52).

**Responses to Video Presentations and Readings /Application of Ideas**: Use the MS Word document “Course Study Guide Answer Pages” provided for your convenience in word processing.

**Assignment/Application**

**25 points**

**Response 1: 12 points**

GREAT physical education is foundational to ADAPTED PHYSICAL EDUCATION. Reflect on your physical education program by considering the essential components of physical education. Please fill out the SHAPE America [Physical Education Program Checklist](https://www.shapeamerica.org/standards/guidelines/upload/Physical-Education-Program-Checklist.pdf) according to the directions on the checklist (also found in Appendix A) noting your program strengths. Please comment on a program strength that supports the provision of adapted physical education services and how it contributes to instruction of students with disabilities in physical education:

Please note a particular physical education program weakness that makes the provision of adapted physical education services more difficult to deliver. What solutions might be available?

How does your program compare to that of Mrs. Deacon’s physical education program described in Chapter 1?

**Response 2: 13 points**Based on the information from the first 2 chapters of the instructional video, the Wright’s Law article and information in Chapter 1, please explain what the federal law says regarding physical education and students with disabilities. Please comment on eligibility requirements in your state or district as pertinent. Please include in your answer: What are adapted physical education services described in the federal law, WHO qualifies for those services, HOW they qualify for those services, WHO delivers those services.

**MODULE TWO**

**ADAPTED PHYSICAL EDUCATION SERVICES:**

**CONTINUUM OF SERVICES, PHYSICAL EDUCATION CLASS PLACEMENT, LEAST RESTRICTIVE ENVIRONMENT**

**Learning Objectives:**

**After completing this module, students will be able to:**

* understand their role and responsibility related to meeting the requirements of IDEA and advocate for appropriate services
* understand least restrictive environment and the continuum of placements as defined by the Individuals with Disabilities Education Improvement Act

**Readings:**

* Textbook: Chapter 2 What is Inclusion?
* Textbook: Chapter 3 A Team Approach to Inclusion in Physical Education
* Review [Wright’s Law: Physical Education for Students with Disabilities](http://www.wrightslaw.com/info/pe.index.htm),
* SHAPE America: [Answering Frequently Asked Questions About Adapted Physical Education](https://www.shapeamerica.org/events/upload/Answwering-Frequently-Asked-Questions-About-Adapted-Physical-Education.pdf) (also found in Appendix B)

**Video Presentations:**

* Adapted Physical Education Instructional Video from UWLaCrosse: [Physical Education Service Delivery for Students with Disabilities](https://www.youtube.com/watch?v=VABRb-veX44) (July 2016) By David Worst.

Please view the last 2 chapters of this instructional video (beginning at 21:52). Chapter 3 of the video illustrates the continuum of physical education placements, and Chapter 4 summarizes common misconceptions regarding appropriate practices for students with disabilities in physical education.

* [Individualizing PE Instruction for Students with a Physical Disability within a General Classroom](http://player.learningcore.net/drake/?id=0551) Video

Bella, a student with cerebral palsy, attending general physical education with peers. She is receiving specially designed instruction in the general physical education setting. Note, adaptations made for laps, warm up exercises, transition to balcony, and fitness stations. Also note, instructional supports required and equipment modifications made (approx.. 25 min).

**Responses to Video Presentations and Readings /Application of Ideas**: Use the MS Word document “Course Study Guide Answer Pages” provided for your convenience in word processing.

**Assignment/Application**

**25 points**

What do parents need to know? What do administrators need to know related to IDEA and physical education for students with disabilities? Using information from the module 1 assignment, module 2 readings, and instructional video, please prepare a brochure for parents OR your building administrator related to the provision of physical education services for students with disabilities.

* Please explain the law
* Implications for parents or administrators
* Explain the IEP process related to adapted physical education services in your building, district or state
* Explain how IEP teams decide if students need adapted physical education services and what information (physical education teacher recommendation) and assessments should be considered (motor rubrics, fitness scores, participation data, pedometer steps, HR monitor data…) to make the decision as to special education services needed for progress in physical education.
* Describe the continuum of services available in your building/district. What options are available or need to be available in your school (small group APE, peer helpers, sport buddies...)
* Discuss the concept of LRE. Is the general physical education setting always the least restrictive environment?
* Indicate WHO provides the physical education/adapted physical education services and the required training or qualifications necessary
* Brochure includes resources and links for further information

**MODULE THREE**

**PHYSICAL EDUCATION AND THE IEP:**

**INDIVIDUAL EDUCATION PLANS, GOALS AND IEP TEAM MEMBERS**

**Learning Objectives:**

**After completing this module, students will be able to:**

* identify IEP team members and related service providers; collaborative team members who may be of assistance in program provision or planning
* understand the causes, incidence, treatment, health, and medical issues associated with spina bifida and cerebral palsy and the implications for physical education instruction and IEP planning

**Readings:**

* Textbook: Chapter 4 Program Planning and Assessment
* Textbook: Chapter 15 Physical Disabilities (Spina Bifida, Cerebral Palsy)
* [Individual Education Program (IEP) Development, PE Central](http://www.pecentral.org/adapted/adaptediep.html)
* SHAPE America Scope and Sequence of national standards (found in Appendix C)
* [SHAPE America Grade Level Outcomes](https://www.shapeamerica.org/uploads/pdfs/2017/Grade-Level-Outcomes-for-K-12-Physical-Education.pdf)

**Video Presentations:**

* [Individualizing PE Instruction for Students with a Physical Disability- Example One Video](http://player.learningcore.net/drake/?id=0552)

Bella a student with cerebral palsy attending a small group, peer supported adapted physical education class. This is specially designed instruction in a specially designed setting and is provided in addition to GPE to facilitate successful inclusion, focused practice and to foster social interactions in a fun setting. (approx. 20 min)

* [Adapted Physical Education Class- Example One Video](http://player.learningcore.net/drake/?id=0549)

Planning and considerations for setting up adapted physical education programs. The APE program at Harding MS serves level 3 students in a specially designed setting, and they are receiving specially designed instruction. Things we have learned and things yet to learn in discovering: How Can We ALL Play? (about 36 minutes)

**Responses to Video Presentations and Readings /Application of Ideas**: Use the MS Word document “Course Study Guide Answer Pages” provided for your convenience in word processing.

**Assignment/Application**

**25 points**

Using the case study in Chapter 4 about Mark, a student with spina bifida (pp. 55, 56 and 90-92), please fill in information available and information NEEDED to inform instructional and placement decisions related to physical education program provision. Please add the information/or comment on NEEDED information in the areas typically reported on Individualized Education Plans (below in bold).

**Student Name: Grade Level:**

**IEP Team members**: ID your IEP team members and their roles. Please include all members of the collaborative team (student, parent, teachers, related service providers, administrative designee…)

**Team Member Role in IEP Team**

**Present Level of Performance**: Summarize information related to student progress in GPE from the case study.

**Student Strengths and Interests**:

**Parent Concern**:

**Description of GPE program:** What curriculum is used? What is the frequency and duration of GPE? How many times per week/cycle? How long is physical education class? Annually, what is the number of physical education instructional settings? Describe what would be available to a 4th grader in GPE in your school or district.

**Other information important for consideration:** Please include disability and implications for physical education.

**Goals related to physical education, motor skill acquisition, long term needs, and independence, health and lifetime leisure interests:** What is important to be measured and progress monitored and how will that be done?

**Least Restrictive Environment (LRE)**: What information was considered by the IEP team? What information should also be considered?

**PART TWO**

**Program Planning, Inclusive Practices and Disability Specific Adaptations**

**MODULE FOUR**

**IDENTIFY NEEDED SERVICES:**

**PROGRAM PLANNING/ASSESSMENT**

**Learning Objectives:**

**After completing this module, students will be able to:**

* understand how the physical education curriculum and assessment are used to guide decisions regarding placement, support and inclusion of students with disabilities in physical education
* understand the causes, incidence, treatment, health, and medical issues associated with intellectual disabilities and the implications for physical education

**Readings:**

* Textbook: Chapter 4 Program Planning and Assessment
* Textbook: Chapter 15 Physical Disabilities (Cerebral Palsy)
* Textbook: Chapter 8 Intellectual Disabilities

**Video Presentations:**

* [Participating Successfully in General Physical Education Video](http://player.learningcore.net/drake/?id=0554)

Michael, a student with Down syndrome attending GPE, without para support. Michael also attends a small group adapted physical education class, giving him physical education daily (30 minutes). Note content, instructional and equipment modifications made to accommodate Michael’s needs.

* [Adapting Equipment for PE Instruction: Warm-ups and Fitness Activities Video](http://player.learningcore.net/drake/?id=0561)

Warm up and Fitness activities.

**Responses to Video Presentations and Readings /Application of Ideas**: Use the MS Word document “Course Study Guide Answer Pages” provided for your convenience in word processing.

**Assignment/Application**

**25 points**

In this assignment, you will perform an analysis of instruction and impact of intellectual disabilities on motor performance and instruction. Following your viewing of Michael in general physical education class, please detail information in each category of the curriculum differentiation model.

**Content:** What was being taught, how was the content adjusted for Michael?

**Process:** What was the instructional set up of the class? What instructional strategies did Michael need? What did the teacher do to make sure that Michael was engaged?

**Environment:** Describe the physical space, number of students, climate/feel of the class (both large group warm up and individual class on the balcony).

**Equipment:** What pieces of equipment were being used by all of the students? How were differences in ability accommodated in the equipment provided?

**Assessment:** How did the teacher know that they were learning? How did the students know that they were learning or meeting activity expectations? How would you characterize Michael’s strengths and weaknesses related to his peers?

**MODULE FIVE**

**CURRICULUM DIFFERENTIATION:**

**UNIVERSAL DESIGN FOR INSTRUCTION, GAME AND SPORT MODIFICATIONS**

**Learning Objectives:**

**After completing this module, students will be able to:**

* define, describe differences, and provide examples of differentiated instruction and universal design for learning
* understand the causes, incidence, treatment, health, and medical issues associated with cerebral palsy and muscular dystrophy and the implications for physical education instruction and IEP planning

**Readings:**

* Textbook: Chapter 5 Instructional Modifications
* Textbook: Chapter 7 Game and Sport Modifications
* Textbook: Chapter 15 Physical Disabilities (Cerebral Palsy)
* [Education Matters: Adaptive Physical Education, A PE Teacher’s Guide to Duchenne Muscular Dystrophy](https://www.parentprojectmd.org/wp-content/uploads/2018/04/EdMatters_AdaptivePE.pdf) (also found in Appendix D)

**Video Presentations:**

[Breaking Barriers with Bella and Buddies](https://www.youtube.com/watch?v=0GX9b48MQLY&feature=youtu.be) This is video is no longer available, but the following videos will give the same information to answer the questions.  
Videos:

[Adapted Physical Education for Student with Muscular Dystrophy](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3D7mOdvmmjzcs&data=05%7C01%7Ctracy.davies%40drake.edu%7Cefc2c3817b494a90976508da58705275%7C6f028129009c4b33b633bbfc58bbd960%7C0%7C0%7C637919537013063827%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000%7C%7C%7C&sdata=PsPMKNdJMA5QjO4ToSgumDwfAA8NVts5fVDoK35wQfM%3D&reserved=0) (2:12)

[Adaptive PE Muscular Dystrophy](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fyoutu.be%2FIPdKEar0B-M&data=05%7C01%7Ctracy.davies%40drake.edu%7Cefc2c3817b494a90976508da58705275%7C6f028129009c4b33b633bbfc58bbd960%7C0%7C0%7C637919537013063827%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000%7C%7C%7C&sdata=QggYBHHUtpVhzoC%2Fx9u6ikczJlEK01O9qpz5698XN3s%3D&reserved=0) (2:29)

[Inclusive and Adapted Physical Education](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fyoutu.be%2FRvmgOHjjlDg&data=05%7C01%7Ctracy.davies%40drake.edu%7Cefc2c3817b494a90976508da58705275%7C6f028129009c4b33b633bbfc58bbd960%7C0%7C0%7C637919537013063827%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000%7C%7C%7C&sdata=mGdg1RYZIAJJSG4dtJWq7kU5X%2B5p1seP9IQceuaGkNM%3D&reserved=0) (4:32)

* [Harding MS, Physical Education for All](https://www.youtube.com/watch?v=VQeIa5WWRlQ.)
* [Individualizing PE Instruction for Students with a Physical Disability- Example Two Video](http://player.learningcore.net/drake/?id=0553) View Archery adaptation in action (from 6:30-end).

**Responses to Video Presentations and Readings /Application of Ideas**: Use the MS Word document “Course Study Guide Answer Pages” provided for your convenience in word processing.

**Assignment/Application**

**25 Points**

**Response 1: 10 points**

Identify the inclusive practices illustrated in the videos and the readings:

* Activities selected
* Instructional modifications
* Equipment modifications
* Sport modifications
* Facility access

**Response 2: 10 points**

Identify inclusive practices described and illustrated in Harding MS, Physical Education for All:

* Instructional modifications
* Equipment modifications
* Variety and combination of physical education instructional settings
* Describe instructional modifications needed by Quin, a student with muscular dystrophy

**Response 3: 5 points**

Discuss game and sport modifications viewed in the module videos and how they illustrate principles of universal design for learning.

**MODULE SIX**

**INSTRUCTIONAL MODIFICATIONS:**

**EVIDENCED BASED INSTRUCTIONAL PRACTICES**

**Learning Objectives:**

**After completing this module, students will be able to:**

* identify strategies to successfully engage students with autism spectrum disorder in activity
* understand the various factors that affect motor skill performance, physical fitness levels, and participation in sports and recreational activities by children with autism spectrum disorder

**Readings:**

* Textbook Chapter 11: Autism Spectrum Disorder
* [Evidence-Based Practices for Children, Youth, and Young Adults with Autism Spectrum Disorder (also found in Appendix E)](https://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/2014-EBP-Report.pdf)

**Video Presentations:**

* [Adapted Physical Education Class- Example One Video](http://player.learningcore.net/drake/?id=0549)

Adapted PE Class Example 1: Basketball and Racquet Stations. Students from 2 classrooms for students with significant ASD, most non-verbal, and 1 group of students from ID class. (about 35 minutes)

* [Adapted Physical Education Class- Example Two Video](http://player.learningcore.net/drake/?id=0550)

Adapted PE Class Example 2: Tennis and Tailgate Games (about 15 minutes: warm up walk; stations)

* [Adapting Equipment for PE Instruction: Window Shade and Stomp Rocket Video](http://player.learningcore.net/drake/?id=0568) Window shade and stomp rocket: Action reaction equipment (5:11).
* [Adapting Equipment for PE Instruction: Tennis Video](http://player.learningcore.net/drake/?id=0559)

Tennis equipment adaptations (9:30).

**Responses to Video Presentations and Readings /Application of Ideas**: Use the MS Word document “Course Study Guide Answer Pages” provided for your convenience in word processing.

**Assignment/Application**

**25 points**

**Response 1: 5 points**

Please identify characteristics of autism that you observed in the videos.

**Response 2: 20 points**

Considering reading and videos viewed in this module, please fill out a detailed curriculum differentiation. List elements under each component. Note particular adaptations and modifications necessary to teach students with autism spectrum disorder.

Content (3)

* What units and activities were selected?
* Why might they have been selected?
* What goals or standards were being addressed?

Instructional Strategies (5)

* Describe lesson plan/activity sequence
* What was the class structure?
* How did the teacher or educational assistants engage the students
* What evidenced based practices were being used?
* How were transitions between activities signaled?

Environment (5)

* Safe?
* Issues? Things to plan to prevent?
* Did the students feel welcome?
* How could you tell?

Equipment (5)

* What was used for tennis?
* Describe basketball equipment used
* Tailgate Games included what equipment?
* How was equipment arranged?

Assessment (2)

* What do you think was being measured?
* Do you have other suggestions for monitoring student progress and independence?

**MODULE SEVEN**

**ENVIRONMENTAL MODIFICATIONS:**

**PHYSICAL SPACE AND PEER AWARENESS**

**Learning Objectives:**

**After completing this module, students will be able to:**

* identify strategies to successful include students with emotional disabilities or significant behavior disabilities in physical education
* describe several activities that can be implemented to prepare students without disabilities to be more accepting of peers with disabilities

**Readings:**

* Textbook: Chapter 17 Facilitating Social Acceptance and Inclusion
* Textbook: Chapter 12 Emotional Disturbance
* [Raccoon Circles Cooperative Games](http://www.teamworkandteamplay.com/resources/raccooncircles.pdf) (also found in Appendix F)

**Video Presentations:**

* [Adapting Equipment for PE Instruction: Pet Toys Video](http://player.learningcore.net/drake/?id=0557)

What’s in the Environment…how else can the space/equipment be used or adjusted? (Start through 1:26)

* [Individualizing PE Instruction for a Student with ASD and Anxiety Video](http://player.learningcore.net/drake/?id=0555) Individualizing for a student with ASD/anxiety. This is specially designed instruction, in both general and specially designed settings. (12:21)
* [Adapting Equipment for PE Instruction: Ping Pong Video](http://player.learningcore.net/drake/?id=0565)

Equipment and instructional adaptations for ping pong (4 min)

**Responses to Video Presentations and Readings /Application of Ideas**: Use the MS Word document “Course Study Guide Answer Pages” provided for your convenience in word processing.

**Assignment/Application**

**25 Points**

**Response 1: 5 points**

Establishing a trusting rapport with students with anxiety, behavior or severe emotional disabilities is key to their engagement and success in class. How do you get to know these students in your school? How do you develop trusting relationships with your students? Provide 3 examples.

**Response 2: 5 points**

Discuss the importance of social inclusion. How can physical education influence this both positively and negatively?

**Response 3: 5 points**

Describe several activities that can be implemented to prepare students without disabilities to be more accepting of peers with disabilities.

**Response 4: 10 points**

Develop a cooperative class activity using Raccoon Circles (Appendix F) or other cooperative game resource. Please select and share an activity designed to cause students to work together to collectively solve a problem. Include rules, equipment needed, set up and group size/organization.

**PART THREE**

**Equipment Modifications and Adaptive Devices**

**MODULE EIGHT**

**EQUIPMENT MODIFICATIONS:**

**NO TECH – LOW TECH**

**Learning Objectives:**

**After completing this module, students will be able to:**

* inventory their physical education equipment to identify alternative uses to facilitate instruction
* create an activity, adaptation, or invention using free or almost free resources, that solves a common problem for students with disabilities

**Readings:**

* Appendix G: Equipment Selection (Considerations for Equipment Selection)
* Appendix H: Toys from Trash: Equipment for ALL, Almost FREE
* CD: Resource for additional adapted equipment ideas

**Video Presentations:**

* [Adapting Equipment for PE Instruction: Frisbees Video](http://player.learningcore.net/drake/?id=0558)

Equipment Modifications: Disc Sports (4:14)

* [Individualizing PE Instruction for Students with a Physical Disability-Example Two Video](http://player.learningcore.net/drake/?id=0553) (Beginning – 6:30)
* [Adapting Equipment for PE Instruction: Pet Toys Video](http://player.learningcore.net/drake/?id=0557)

Affordable sources of multi-sensory and durable equipment (1:26 – end).

* [Adapting Equipment for PE Instruction: Badminton Video](http://player.learningcore.net/drake/?id=0566)

Badminton adaptations (about 4 min).

* [Adapting Equipment for PE Instruction: Table Activities Video](http://player.learningcore.net/drake/?id=0562)

Snap bowling, toys from trash, almost free (beginning thru 1:33).

**Responses to Video Presentations and Readings /Application of Ideas**: Use the MS Word document “Course Study Guide Answer Pages” provided for your convenience in word processing.

**Assignment/Application**

**25 points**

**Part 1: 10 points**

Do an equipment inventory. Considering the information in the videos and the appendix materials, you may have gotten some new ideas for uses for some of your equipment. You may have also gotten some student specific ideas for facilitating practice, increasing interest or success (OHHH, I bet \_\_\_\_ would like that). Please share 5 innovative uses for equipment. List the piece of equipment and how else you might use it. Which of the considerations for equipment selection did you use?

**Part 2: 15 points**

Something from Nothing: Physical educators have limited budgets and LOTS of students. Noting free or almost free resources in the school or community can really enhance programming.

Create an activity or adaptation with free or almost free resources that solves a problem for one or more of your students. Please identify the problem (what gave you the idea), name your creation/equipment/modification, explain how to make/replicate and include a drawing/plans/video, and cost estimate. Make and test a prototype. How did it work?

**MODULE NINE**

**EQUIPMENT MODIFICATIONS:**

**ASSISTIVE DEVICES AND INVENTIONS**

**Learning Objectives:**

**After completing this module, students will be able to:**

* research assistive devices related to an upcoming instructional unit or particular student need/interest
* demonstrate the ability to apply equipment modifications to physical education activities based on specific characteristics of disabilities

**Readings:**

* Textbook: Review Chapter 6 pp 132-135
* Website: Rockwell Collins Retiree Volunteers, [RCRV.org](https://rcrv.org/new/index.php/projects). Read the RCRV Community Project Program. Then, click on the link for Completed Community Projects for project examples.

**Video Presentations:**

* [Individualizing PE Instruction for Students with a Physical Disability-Example Two](http://player.learningcore.net/drake/?id=0553) View Archery (from 6:30-end) adaptation in action.
* [Adapting Equipment for PE Instruction: Basketball](http://player.learningcore.net/drake/?id=0560)

Equipment Basketball: View the Big Ball Launcher, an invention that shoots a basketball, serves a volleyball, punts/passes a football or inbounds a soccer ball (8:51 to end of section).

* [Adapting Equipment for PE Instruction: Table Activities](http://player.learningcore.net/drake/?id=0562)

Table Games (Beginning at 1:33 through end of video).

**Responses to Video Presentations and Readings /Application of Ideas**: Use the MS Word document “Course Study Guide Answer Pages” provided for your convenience in word processing.

**Assignment/Application**

**25 points**

Using the information in the text, on the RCRV website, and in the video, as well as personal web based research (possibly on disability sport):

Please select 3 sports or sport activities that you commonly teach.

1.

2.

3.

Identify issues with access to participation for students with disabilities.

1.

2.

3.

Identify commercially available assistive devices to address access, cost, source and photo.

1.

2.

3.

Select one of the adaptive devices you researched. How might you inexpensively provide that adaptation in your physical education setting? Is there a DIY work-around? Provide photo or plans and projected cost.

1.

2.

3.

**PART FOUR**

**PUTTING IT ALL TOGETHER**

**MODULE TEN**

**RECREATION, COMMUNITY RECREATION, DISABILITY SPORTS**

**Learning Objectives:**

**After completing this module, students will be able to:**

* identify barriers and solutions such as accessibility to programs in local recreation centers/facilities
* apply the curriculum differentiation process and universal design for instruction to a current unit of physical education instruction

**Readings:**

* Textbook: Chapter 20 Including Students with Disabilities in Community-Based Recreation

**Video Presentations:**

* [Adapting Equipment for PE Instruction: Swimming Pool](http://player.learningcore.net/drake/?id=0563)

Swimming (entire section almost 5 min).

* Implementing School-Sponsored Extracurricular Adapted Sport Programs for High School Student with Disabilities (July 2015). By Tom Kennedy \*([Report](https://www.uwlax.edu/globalassets/centersprograms/cdhapa/instructional-videos/ape_report-kennedy.thom.pdf))  
  \*Please only click the on (above) the word “**Report**” to view the document.

**Responses to Video Presentations and Readings /Application of Ideas**: Use the MS Word document “Course Study Guide Answer Pages” provided for your convenience in word processing.

**Assignment/Application**

**75 points**

**Part 1: 5 points**

Research and briefly summarize accessible sport and/or recreational activities in your community.

**Part 2: 70 points**

Based on your readings, viewings, and instructional experience, please apply your learning to an upcoming unit of instruction. Proactively PLAN to include students with disabilities in a general physical education unit of instruction.

Unit of instruction:

SHAPE standards addressed:

Particular disability of focus: Select a disability that is represented in your teaching assignment.

Apply the curriculum differentiation model:

Content: Identify particular skills that will be addressed across the unit (think grade level outcomes). How might you broaden the content of the unit to include all learners in the class?

Instructional Strategies: HOW will you arrange instruction to increase student engagement, maximize practice, plan peer interactions…? Which instructional practices will you select and WHY? Identify evidence based practices that you are using.

Environment: Identify any physical issues and suggestions for remediation (sound, light, exits, safety and other considerations re: the physical space.)

Delineate things you do to intentionally make students feel welcome and part of class.

Equipment: List equipment that will be available to facilitate this unit of instruction, and describe how each piece addresses diverse skills or engagement. Please describe any adaptive equipment (invention, innovation) that might also be needed.

Please note aspects of universal design applied in the equipment selection (“[**Universal Design**](http://udlguidelines.cast.org/?utm_medium=web&utm_campaign=none&utm_source=udlcenter&utm_content=site-banner)is the design and composition of an environment so that it can be accessed, understood and used to the greatest extent possible by all people regardless of their age, size, ability or disability.”)

Assessment: How will you measure progress? What measures might you include? How will students know that they are making progress? How will parents know what students are learning?

**COURSE EVALUATION**

Please click on this link, <http://drake.qualtrics.com/SE/?SID=SV_9NU7ir8noyMxjZb> to complete the online Course Evaluation for:

**EDMA 174 Adapted Physical Education**

We value your opinion and will use your comments in future offerings. Thank you!

**Note: *If clicking on this link does not open your browser and take you to the survey, copy and paste the URL into the address bar of your browser. If you are using Internet Explorer and the link does not work, please try a different browser.***

**Coursework Submission:**

**Please see the first download called “Important Information” from your “Welcome” email for the procedure and portal submission link.**