

SYLLABUS

Adapted Physical Education (EDMA 174)

Welcome to “Adapted Physical Education,” a unique video course offered by Drake University Continuing Education and Professional Development. We’re proud to offer you many thought-provoking and challenging strategies intended to help you include students with disabilities into your physical education classes, benefiting both students with disabilities and the general education populace.

In this course, you will combine video viewing with readings from the textbook, related articles and Internet research to expand your perspectives and strengthen your physical education instruction style. You will be asked to apply the insights you gain from these presentations to your own program’s needs and resources. What kinds of outcomes can you expect? A classroom where everybody participates and all are included, a classroom where, according to instructor Ann Griffin, “Everybody sweats and everybody smiles.” We wish you much lasting success in continuing to apply the learning you bring from “Adapted Physical Education” to your future professional development!

Please click on the following video link to view a course introduction by Ann Griffin.

[Introduction to EveryBODY Wins: Adapted Physical Education Video \(Start–2:17\)](#)

Course Overview

Part One: Foundations

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

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

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

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

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

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

Module Seven - Environmental Modifications: Physical Space and Peer Awareness

Learning Objectives:

After completing this module, students will be able to:

- identify strategies to successfully 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

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

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

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

Textbook

A Teacher's Guide to Adapted Physical Education: Including Students with Disabilities in Sports and Recreation – 4th edition (2016) by Martin E. Block

Video Presentations

Please note, the videos in this course are provided as web links within the course study guide. In each module of the study guide, you will find a section titled “Video Presentations,” where you will be able to click on the appropriate web link that will take you directly to the selected video.

Module One

- Introduction to EveryBODY Wins: Adapted Physical Education
- Physical Education Delivery for Students with Disabilities (Start through 21:52)

Module Two

- Physical Education Service Delivery (Begin at 21:52)
- Individualizing PE Instruction for Students with a Physical Disability within a General Classroom

Module Three

- Individualizing PE Instruction for Students with a Physical Disability- Example One
- Adapted Physical Education Class- Example One

Module Four

- Participating Successfully in General Education
- Adapting Equipment for PE Instruction: Warm-ups and Fitness

Module Five

- Breaking Barriers with Bella and Buddies-this video is no longer accessible, but there are alternative videos to view
- Harding MS, Physical Education for All
- Individualizing PE Instruction for Students with a Physical Disability- Example Two

Module Six

- Adapted Physical Education Class- Example One
- Adapted Physical Education Class- Example Two
- Adapting Equipment for PE Instruction: Window Shade and Stomp Rocket
- Adapting Equipment for PE Instruction: Tennis

Module Seven

- Adapting Equipment for PE Instruction: Pet Toys (Start through 1:26)
- Individualizing PE Instruction for a Students with ASD and Anxiety
- Adapting Equipment for PE Instruction: Ping Pong

Module Eight

- Adapting Equipment for PE Instruction: Frisbees

- Individualizing PE Instruction for Students with a Physical Disability- Example Two
- Adapting Equipment for PE Instruction: Pet Toys (Begin at 1:26)
- Adapting Equipment for PE Instruction: Badminton
- Adapting Equipment for PE Instruction: Table Activities

Module Nine

- Individualizing PE Instruction for Students with a Physical Disability- Example Two (from 6:30-end)
- Adapting Equipment for PE Instruction: Basketball
- Adapting Equipment for PE Instruction: Table Activities (1:33 through end)

Module Ten

- Adapting Equipment for PE Instruction: Swimming Pool
- Implementing School-Sponsored Extracurricular Adapted Sport Programs for High School Students with Disabilities

Explanation of Assignments

As you prepare to complete each of the ten modules in the course of study, it is recommended that you read carefully the assignment questions *in advance* to help focus your readings and viewings of the enclosed literature and videos.

To help you get the most benefit from this course, work to *apply* the theories and ideas presented in each unit to your own personal and professional needs and resources. Many of the assignments ask you to apply course content to your own particular situations, and you may find it profitable to spend time reflecting on your related physical education needs so that your answers can reflect specific, detailed concerns which are relevant to the topics presented in each assignment. This sense of connection between the ideas of “Adapted Physical Education” and your own experience will give more depth to your responses - and will optimize your growth as a result of taking this course. You are encouraged to follow this sequence in using course materials:

1. Read the instructions for each module in this Study Guide, noting the learning objectives and the related questions at the end of each module.
2. View the corresponding videos using the provided links and read the assigned text and supplement readings, taking detailed notes on each presentation.
3. Complete the assignments in the Study Guide.

Evaluation Criteria Your coursework will be evaluated based on your ability to thoughtfully reflect on the presentations of “Adapted Physical Education” and to apply those concepts to your specific needs and resources. Points are awarded on your ability to:

- **Respond with insight, clarity and precision (cite specific text/video passages)**
- **Respond in relevant illustrative detail (include specific, observable examples)**
- **Write competently at the graduate level (word-processed, proofread document)**

The ten modules of study for “Adapted Physical Education” are worth a total of 325 points. These points are
 Aug. 2022

based on your responses to the Assignment/Application Exercises. Your final letter grade corresponds with the following percentages of total points earned:

A 90 – 100%

B 80-89%

C 70-79%

D 60-69%

F 59% and lower