The Cooperative Association for Special Education

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**Adapted Physical Education**

**Curriculum Framework**

**Kindergarten through Grade 12**

*First Approved 2007*

*First Revision July 2014
Second Revision July 2017*

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**CASE MISSION STATEMENT**

 It is the mission of CASE to collaborate as educational advocates for children with special needs in order to provide appropriate and high quality educational programs and services.

***CASE Believes . . .***

1. The member districts are CASE and all our efforts shall be directed toward the collective benefit of the children served.

2. Education is a shared responsibility of CASE member districts, parents, students, staff, and the communities involved.

3. All children want to learn and are capable of learning.

4. All children have the right to an appropriate education, which allows them to achieve and/or perform to the upper limits of their ability.

5. All children with special education needs residing within the CASE boundaries shall be treated equally in all respects.

6. All children shall be educated as close to home as possible.

7. A strong collaborative relationship between general education and special education is imperative.

8. All who are involved in the special education process shall be treated with dignity and respect.

9. Recruiting, hiring, and retaining the best qualified staff and providing them with a continued professional staff development program is fundamental.

10. An organizational structure, which clearly identifies, defines, and delineates the roles and responsibilities of all involved, is essential.

11. The cooperative must be fiscally and educationally accountable to its constituents.

**CASE FAST FACTS**

**CASE** is an acronym that stands for the **C**OOPERATIVE **A**SSOCIATION FOR **S**PECIAL **E**DUCATION.

**CASE** includes all or parts of the following communities: Addison, Bartlett, Carol Stream, Glendale Heights, Glen Ellyn, Hanover Park, Lombard, Wheaton, Unincorporated DuPage County

**CASE** is comprised of seven school districts. One is a high school district, and six are elementary school districts.

**CASE** has a Board of Directors.

The **CASE** Board of Directors are the Superintendents of each of the member districts:

**Dr. Jerry O’Shea Marquardt School District # 15**

**Ms. Victoria Tabbert Queen Bee School District # 16**

**Dr. Paul Gordon Glen Ellyn Public Schools District # 41**

**Mr. Ted Stec Lombard Elementary School District # 44**

**Dr. David Larson Glenbard Township High School District # 87**

**Dr. Emily Tammaru Community Consolidated School District # 89**

**Dr. William Shields Community Consolidated School District # 93**

**CASE** comprises a 45 square mile geographic area.

**CASE** has twenty-seven elementary schools, seven junior high/middle schools, four high schools, and two special schools.

**CASE** has an overall student population that tops 28,000 students, and an identified special education enrollment of over 3,300.

**CASE** provides services to students in the following disability categories as identified by IDEA:

|  |  |  |
| --- | --- | --- |
| Developmental Delay | Emotional Disability | Hearing Impairment |
| Speech or Language Impairment | Orthopedic Impairment | Visual Impairment including Blindness |
| Traumatic Brain Injury | Other Health Impairment | Autism |
| Multiple Disabilities | Intellectual Disability |  |
| Specific Learning Disability | Deafness |  |

**CASE** provides special education services that include, but are not limited to:

Early Childhood Special Education Emotional Support Speech and Language

Instructional Classrooms Vision Itinerant Hearing Itinerant

**CASE** provides related services that include, but are not limited to:

Speech and Language Therapy Occupational Therapy Counseling Services

Special Transportation Services Orientation and Mobility Services Psychological Services

School Nurse Services Assistive Technology Services Physical Therapy Social Work Services Adapted Physical Education Extended School Year Services Vocational Job Coaching Interpreter Services Autism/Behavior Services

**CASE** directly employs over 170 special educators including, but not limited to the following positions:

Special Education Teachers School Psychologists Physical Therapists

Speech and Language Therapists School Social Workers Occupational Therapists

Program Assistants Orientation and Mobility Specialists Secretaries

Nurses Interpreters Administrators

One - to - One Assistants Medical Program Assistants

Vocational Coordinators Autism/Behavior Consultants

With its member districts, **CASE** employs over 500 special educators.

**CASE** is a member of the DuPage/West Cook Regional Special Education Association, a low-incidence special education cooperative consisting of 64 member school districts serving the self-contained programming needs for students that are visually, hearing, or orthopedic impaired.

**Acknowledgments**

The Cooperative Association for Special Education (CASE) is appreciative to the Adapted Physical Education Staff for the willingness to share their expertise in order to create and revise this framework.

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The Adapted Physical Education Team expresses appreciation to Jim Nelson, Executive Director for CASE and Tammy Prentiss, Assistant Director for CASE, and to all the district administrators and department chairs, for their thoughtful support and suggestions.

**Intellectual Property**

The adapted physical education team members listed above have worked tirelessly to develop the contents in this curriculum. All materials within are granted permission for reproduction for teaching purposes with the strict stipulation that ALL reproductions be sited accurately and appropriately.

*Approved by:*

Jim Nelson, Executive Director & The CASE Board of Directors

*Note:* The names and affiliations of individuals were current as of the time this publication was developed.

**CASE Adapted Physical Education Philosophy**

The Cooperative Association for Special Education (CASE) and its member districts are dedicated to providing quality physical education programs to all students with special needs.

***The CASE Adapted Physical Education staff believes that:***

1. Physical Education is an integral part of education that contributes to development of the individual through physical movement.
2. Gross motor experiences need to be presented in a developmental progression that meets the students' unique needs.
3. Modifications to activities should be provided when necessary for students to experience success at a higher developmental level.
4. The Physical Education curriculum needs to be designed to meet the developmental needs of the student with high regard for individual dignity and age appropriateness of activities.
5. Students receiving specialized instruction in Physical Education will be provided with opportunities to participate in activities with typically developing peers.
6. All students within the CASE cooperative will receive appropriate services in comparable programs within member districts.
7. Accomplishing a maximum skill performance will allow a student participation in the regular curriculum with appropriate guidance.

**Evaluation Plan for Revised Curriculum**

The authorization to revise this curriculum was requested and received on January 30, 2014 during my individual review meeting with my direct supervisor, Tammy Prentiss, Assistant Director of Special Education, CASE. This curriculum will be distributed to the adapted physical education staff at the schedule department meeting in June 2014 with the following team expectations:

* Read and review all new information
* Provide insight into potential effectiveness and errors
* Provide copies of unit plans, lesson plans, rubrics, etc., for inclusion into this curriculum
* Provide suggestions for improvement

This curriculum revision will be implemented by the adapted physical education department and validated over the course of the following school year 2014-2015. It will be a topic of discussion at the four scheduled adapted physical education department meetings scheduled throughout the following school year. If any changes are recommended and are agreed on by the department, this curriculum model will then be sent to the CASE Board of Directors for final approval at the scheduled May 2015 Board Meeting. Following board approval, This curriculum model will be presented at the Illinois State Conference for Health, Physical Education, Recreation and Dance (IAHPERD) to practicing teachers in physical education and health on November 2015 with the potential for outside publishing for commercial use.

**Rationale for Curriculum Revision**

This curriculum revision was implemented due to the release and publishing of the revised Illinois State Learning Standards for Physical Development and Health (2013) and the redesigned National Standards & Grade-Level Outcomes for K-12 Physical Education (2014).

The previous CASE Scope and Sequence for Adapted Physical Education (2007) was developed in partnership with the CASE Board of Directors in order to align the instruction across all seven of the CASE School Districts. This scope and sequence provided guidelines for appropriate individual goal writing in the areas of physical education and health for students with disabilities across all disability categories.

This new curriculum framework supports the alignments of the previous Illinois State Standards for physical development and health (2006) and the functional CASE scope and sequence for Adapted Physical Education with the current models of the:

* Illinois State Learning Standards for Physical Development and Health
* Illinois State Learning Standards for Social and Emotional Learning
* National Standards for physical development and health (2014)
* Inclusion of the National Board for Professional Teaching Standards – Physical Education Standards 2nd. Ed.
* Inclusion of the Adapted Physical Education National Standards
* Inclusion of the Illinois Professional Teaching Standards
* CASE - Danielson Teacher Evaluation Model for Adapted Physical Education (2013)
* Response to Intervention (RtI) Model (2009)
* National Board for Professional Learning Standards: Physical Education Standards
* University and institutional resources.
	+ These include but are not limited to:
		- Peer reviewed published journal articles,
		- Published curriculum instructional models
		- Teacher made reference materials in instruction and assessment
		- 2012 Revised Illinois State Standards for physical development and health,
			* Specific examples for implementing and assessing the standards are provided along with guidance for understanding the framework.

This framework is organized to assist adapted physical educators with implementing standards-based physical education instruction with appropriate all encompassing modifications made at various grade levels to meet the unique needs of each learner.

The goals and standards for physical development and health foster future health related fitness skills, workplace skills, including identifying short- and long-term goals, utilizing technology, following directions, and working cooperatively with others. Problem solving, communication, responsible decision making, and team-building skills are major emphases as well.

Through comprehensive K-12 physical development and health programs, students will achieve active and healthy lives that will enable them to achieve personal health enhancing physical activity, recreation and leisure goals and contribute to society.

**What’s New?**

When compared to the 2007 Adapted Physical Education Curriculum Guide, this new framework is driven by the newly developed Danielson Teacher Evaluation Model for Adapted Physical Education and provides:

* The CASE FACTS and Mission Statement
* A definition of the roles and responsibilities that are unique to adapted physical education
* A department philosophy aligned with the Illinois State and National Expectations for Adapted Physical Education Teachers
* Alignment of the CASE Curriculum using the Illinois Learning standards for Social and Emotional Learning (SEL) in accordance with the expectation for SEL goals to be included in the IEP goal writing
* The introduction of the Student Learning Objectives for student assessment and Teacher Evaluation (Added Nov. 2015)
* Opportunity for professional development through research, improved professional development through the school districts, cooperative, State and National conferences and peer interaction through monthly team meetings.
* A stronger focus on student learning and the individual needs of each learner
* Current research references (2009-2014)
* Examples of state and local lesson plans and student assessments
* Alternate assessment and evaluations
* Current picture files (Board maker) that support all levels of the curriculum
* A greater emphasis on the use of technology in the activity setting including:
	+ Access to the Adapted Physical Education Google Drive for quick material reference and retrieval of all items within this package

National Standards for K-12 Physical Education - SHAPE

Physical Education is an essential curricular component from the early childhood years through high school. Accomplished physical education teachers nurture their student’s ability to learn and think in dynamic individual and social situations. Physical education teachers are uniquely trained to incorporate all domains of learning (cognitive, affective, and psychomotor) into activities that foster flexibility and to utilize their immediate resources to achieve their goals.

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

* To pursue a lifetime of healthful physical activity, a ***physically literate individual\****:
* Has learned the skills necessary to participate in a variety of physical activities.
* Knows the implications and the benefits of involvement in various types of physical activities.
* Participates regularly in physical activity.
* Is physically fit.
* Values physical activity and its contributions to a healthful lifestyle.

The National Association for Sport & Physical Education (SHAPE) has revised their standards for physical education in order to align with the common core standards. They have also condensed the previous six standards into five common standards. They are:

* **Standard 1.** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
* **Standard 2.** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
* **Standard 3.** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
* **Standard 4.** The physically literate individual exhibits responsible personal and social behavior that respects self and others.
* **Standard 5.** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

**Physical Education (PE) in Illinois**

Illinois was the first state in the nation to require daily P.E. for all K-12 students. Many school districts across the state have already changed primary their focus, emphasizing fitness over athletics or team sports, and more schools may take a similar approach in the coming years. School officials are encouraged to begin planning for and phasing in these new standards during the 2014-2015 academic year and would be ready for full implementation of the standards in the 2015-16 academic year.

A state report released in August 2013 calls for new benchmarks and strategies to improve and increase physical education classes, noting the latest neuroscience research linking physical activity with improved academic performance. The Illinois Enhance Physical Education Task Force reviewed extensive research showing that children who are more physically active – in P.E. class, throughout the school day and during recess – perform better in class and on standardized tests, exhibit better classroom behaviors and improve health outcomes (<http://www.isbe.net/news/2013/aug28.html>).

**Importance of the Illinois**

**Social & Emotional Learning (SEL) Standards**

 Social and emotional learning allows children to develop awareness and management of their emotions. As of January 2014, all academic teachers are expected to include a SEL component with each goal that is written in all academic areas. Ibarra & Driver (2013) suggest that physical activity, although important for physical health also provides multiple opportunities for students to increase their social and emotional interactions with their peers. Socialization is a natural component of physical education and movement can be a medium of communication. Students learn to observe others, listen, act and react—understanding the intentions of others and making their own intentions clear. Social interaction, in the context of physical activity, may positively influence developmental and quality of life outcomes for students with disabilities (Nijs, & Maes, 2014). When interviewed, parents and direct support staff have stated that social interactions and relationships are most important when discussing qualify of life for students with disabilities.

In addition, students with and without disabilities need to understand written and oral communications ranging from warning labels to medical advertisements and health-related news reports.

Chung et al., (2012) state that students with complex communication challenges learn to recognize individual strengths, resolve differences and use teamwork as a necessary tool for working with others. These authors further state that as children with disabilities spend an increasing proportion of their school day in general education classrooms and extra activities, opportunities to create rich and relevant friendships expand, making appropriate social interactions among all students extremely critical. Klavina & Block (2013) suggest that teamwork is also integral to many sports and in turn teach the elements of teamwork in other fields. One overall goal of physical development is to give students the knowledge and skills necessary for working on teams to achieve specific objectives or a common goal.

Skills that are important in physical education and involve social and emotional learning include but are not limited to:

* Self Awareness
* Self Efficacy
* Self Confidence
* Self Management and Regulation of emotions or emotional states
* The ability to set and achieve important personal goals
* Responsible and respectful communication with others during activity
* Sport specific appropriate communication to achieve a team goal(s)

**Legislative Mandates**

Federal law (IDEA 2004, P.L. 108-446) states that physical education services, specially designed if necessary, must be made available to every child with a disability receiving a free appropriate public education (FAPE). Physical Education is defined as the development of:

* Physical and Motor Fitness
* Fundamental Motor Skills and Patterns,
* Skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports).

As mentioned in IDEIA (2004), service delivery options can take place in a variety of settings, ranging from instruction in the home or hospital to inclusion in a general education class. The setting should always be based on a student’s individual needs.

Removing children with disabilities from the general physical education environment should occur only if the nature or severity of the disability is such that education in the regular classes with the use of supplementary aids and services cannot be performed satisfactorily.

In the event that specially designed physical education services are prescribed, IDEA mandates the inclusion of adapted physical education goals and objectives in a child’s IEP, as well as statements that describe:

a. The student’s current level of performance, measurable goals and objectives.

b. Placement options available for implementing the education program.

c. Assessment procedures used to determine when the goals and objectives are achieved.

d. The accommodations to be provided so that the student can participate in physical education safely and successfully.

**Disability Categories**

The Individuals with Disabilities Education Act (2004) uses the term disability as a diagnostic category that qualifies students for special services. The categories are:

|  |  |
| --- | --- |
| 1. Autism
2. Intellectual Disability
3. Deaf-Blindness
4. Deafness
5. Developmental Delay
6. Emotional Disability
7. Multiple Disabilities
 | 1. Other Health Impairment
2. Orthopedic Impairment Disability
3. Specific Learning Disability
4. Speech or Language Impairment
5. Traumatic Brain Injury
6. Visual Impairment
7. Hearing Impairment
 |

It is SHAPE and AAPAR’s position, however, that any student who has unique needs for instruction in physical education, regardless of disability, is entitled to receive appropriate accommodations through adapted physical education.

**What is a Free Appropriate Public Education (FAPE)?**

Children with disabilities are entitled to the same educational experience as their non-disabled peers. IDEIA (2004) states that the expenses associated with providing for the special needs of children with disabilities are a public responsibility-- the centerpiece of the law is the FAPE concept. Generally, FAPE means that children with disabilities are entitled to a publicly financed education that is appropriate to their age and abilities in any state that:

* Are provided at public expense, under public supervision and direction, and at no cost to the parent;
* Meets the standards of the state educational agency (SEA) including the requirements of this article;
* Include an appropriate early childhood education, elementary school, or secondary school in the state; and
* Are provided in conformity with an IEP that meets the requirements of this article;
* Include the award of credit and diploma for completion of academic requirements to the same extent the credit is awarded to students without disabilities.

**What is the Least Restrictive Environment (LRE)?**

With the revision of IDEIA (2004), Congress recognized that many children with disabilities were unnecessarily separated from their peers and educated in alternative environments. IDEA requires that states provide a FAPE to children with disabilities in the least restrictive environment (LRE). Children with disabilities should be educated with their peers in the regular classroom whenever possible.

An array of placements may meet the general requirements of providing FAPE in the least restrictive environment. LRE may change from child to child, school to school, and district to district. Through the child's IEP, parents and the local educational agency are empowered to make the best choice for their child's own LRE, including placements that may be more or less restrictive, to maximize the child's special education benefit.

**Definition of Adapted Physical Education (APE)**

“Adapted physical education is the art and science of developing, implementing, and monitoring a carefully designed physical education instructional program for a learner with a disability based on a comprehensive assessment, to give the learner the skills necessary for a lifetime of rich leisure, recreation, and sport experiences to enhance physical fitness and wellness” (Auxter et al., 2010, p 8).

Adapted physical education is Physical Education that has been adapted or modified to meet the individual needs of each person with a disability enrolled in a regular or special physical education class. In addition, it’s important to remember that adapted physical education is the service, ***not the placement****.* So, if a child has unique needs in motor performance, the decision on placement still rests with the entire multidisciplinary team. The adapted physical education specialist is part of the multidisciplinary team and is an essential player in the decision-making process. Thus, together, the team should determine modifications and the most appropriate placement for the child.

Federal legislation (i.e., the Individuals With Disabilities Education Improvement Act, 2004) considers students eligible for special education, including physical education, if they are identified as having one of the 14 disabilities named in the law.

**The Role of the Adapted Physical Education (APE) Teacher**

“The adapted physical education teacher is a physical educator with highly specialized training in the assessment and evaluation of motor competency and the implementation of programs in physical fitness, play, leisure, recreation, sport, and wellness.” (Lyle. Et al., 2010 & Auxter, et al., 2010, p. 8).

Physical education is part of the daily school curriculum in Illinois. This means that physical education needs to be provided to the student with a disability as part of the child's scope of educational and physical development. Therefore, providing adapted physical education assistance to students in the least restrictive environment (general physical education setting, classroom and/or self contained settings) is equally as important.

The services provided by a CASE certified adapted physical education teacher are sculpted by the Adapted Physical Education National Standards. Lytle et al., (2010) suggests that the highly qualified adapted physical education teachers are those whose students have high levels of achievement and low levels of errors. These specialized standards can be seen in the following pages.

In addition, SHAPE has released a position statement describing the Code of Conduct for Physical education teachers. This statement can be read in Appendix L.

# 15 Standards of

# Specialized Knowledge

# for

# Adapted Physical Education Teachers (<http://www.apens.org>)

As a department, CASE has taken the following specialized standards and infused the teacher expectations from the National Board Professional Teaching Standards for Physical Education (NBPTS-PE), The Illinois Professional Teaching Standards (IPTS), the CASE-Danielson Teacher Evaluation Model for adapted physical education teachers and it’s sub-category as a proficient (P) and distinguished (D) teacher.

**APE Specialized Standard 1:**

**HUMAN DEVELOPMENT**

The foundation of proposed goals and activities for individuals with disabilities is grounded in a basic understanding of human development and its applications to those with various needs. For the adapted physical education teacher, this implies familiarity with theories and practices related to human development. The emphasis within this standard focuses on knowledge and skills helpful in providing quality APE programs.

***NBPTS-PE 1 – Knowledge of Students***

Accomplished teachers attain knowledge of their students’ unique qualities and characteristics to build positive relationships and create meaningful learning experiences that cultivate beneficial attitudes toward lifelong physical activity and wellness.

***~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~***

***IPTS 1 – Teaching Diverse Students***

The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.

**~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~**

**CASE Domain 1: Planning and Preparation –**

**Component 1a: Demonstrating Knowledge of Content**

**P:** Demonstrates knowledge of content and instructional practices including prerequisite relationships between important concepts. Planning and practice are specific to physical and social/emotional development of individual students.

**D:** Demonstrates extensive knowledge of content and pedagogy. Actively initiates and builds upon knowledge of best practices.

**1b: Demonstrating Knowledge of Students**

**P:** Demonstrates extensive knowledge of students’ backgrounds, cultures, skills, language proficiency, interests and applies knowledge to appropriate programming per student.

**D:** Researches and gathers extensive information regarding the learning styles of their students from a variety of sources and uses this information to shape instruction.

**APE Specialized Standard 2:**

**MOTOR BEHAVIOR**

Teaching individuals with disabilities requires some knowledge of how individuals develop. In the case of APE teachers, it means having knowledge of typical physical and motor development as well as understanding the influence of developmental delays on these processes. It also means understanding how individuals learn motor skills and apply principles of motor learning during the planning and teaching of physical education to students with disabilities.

***NBPTS-PE 2 – Knowledge of Content Matter***

Accomplished teachers utilize the depth and breadth of their content knowledge to develop

physically educated learners. Accomplished physical education teachers are knowledgeable in human anatomy and physiology, kinesiology and biomechanics, and exercise physiology. They utilize these

fields when teaching students how the human body functions and moves.

***NBPTS-PE 3 – Curricular Choices***

Accomplished teachers make purposeful curricular choices that address student needs and

interests by promoting comprehensive physical education programs in support of lifelong physical activity and wellness.

**~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~**

***IPTS 2 – Content Area and Pedagogical Knowledge***

The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.

***IPTS 3 – Planning for Differentiated Instruction***

The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.

**~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~**

**CASE Domain 1: Planning and Preparation –**

**1c: Setting Appropriate Instructional Outcomes**

**P:** Develops instructional outcomes that are objectively stated and reflect high expectations for students and incorporate a sequence of learning aligned to the curriculum standards. Outcomes are differentiated to meet the needs of the students in the lesson and represent different types of learning.

**D:** Develops instructional outcomes that individualize and encourage the development of the whole child/student.

**APE Specialized Standard 3:**

**EXERCISE SCIENCE**

As an adapted physical educator, you must understand that modifications to the scientific principles of exercise and the application of these principles may be needed when teaching individuals with disabilities to ensure that all children with disabilities enjoy similar benefits of exercise. While there is a wealth of information in the foundational sciences, the focus of this standard will be on the principles that address the physiological and biomechanical applications encountered when working with diverse populations.

***NBPTS-PE 2 – Knowledge of Content Matter***

Accomplished teachers utilize the depth and breadth of their content knowledge to develop

physically educated learners. Accomplished physical education teachers are knowledgeable in human anatomy and physiology, kinesiology and biomechanics, and exercise physiology. They utilize these

fields when teaching students how the human body functions and moves.

***NBPTS-PE 3 – Curricular Choices***

Accomplished teachers make purposeful curricular choices that address student needs and

interests by promoting comprehensive physical education programs in support of lifelong physical

activity and wellness.

***NBPTS-PE 4 - Wellness within Physical Education***

Accomplished teachers interweave wellness throughout their curricula to provide students with

the information and experiences they need to make independent choices that positively affect

their health and lifelong well-being.

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***IPTS 3 – Planning for Differentiated Instruction***

The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.

***IPTS 5 – Instructional Delivery***

The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.

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**CASE Domain 1: Planning and Preparation –**

**Component 1a: Demonstrating Knowledge of Content**

**P:** Demonstrates knowledge of content and instructional practices including prerequisite relationships between important concepts. Planning and practice are specific to physical and social/emotional development of individual students.

**D:** Demonstrates extensive knowledge of content and pedagogy. Actively initiates and builds upon knowledge of best practices.

 **1b: Demonstrating Knowledge of Students**

**P:** Demonstrates extensive knowledge of students’ backgrounds, cultures, skills, language proficiency, interests and applies knowledge to appropriate programming per student.

**D:** Researches and gathers extensive information regarding the learning styles of their students from a variety of sources and uses this information to shape instruction

**APE Specialized Standard 4:**

**MEASUREMENT & EVALUATION**

This standard is one of the foundation standards underscoring the background an adapted physical educator should have in order to comply with the mandates of legislation and meet the needs of students. Understanding the measurement of motor performance, to a large extent, is based on a good grasp of motor development and the acquisition of motor skills covered in other standards.

***NBPTS-PE 3 – Curricular Choices***

Accomplished teachers make purposeful curricular choices that address student needs and

interests by promoting comprehensive physical education programs in support of lifelong physical activity and wellness.

***NBPTS-PE 8 - Assessment***

Accomplished teachers select, design, and utilize assessments to improve student learning, modify instruction, enhance physical education programs, and demonstrate professional accountability.

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***IPTS 7 - Assessment***

The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teachers makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each.

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**CASE Domain 1: Planning and Preparation –**

**1f: Designing Student Assessments**

**P:** Creates assessments that are aligned with state and national standards, student IEP goals, and uses clear criteria. A comprehensive instructional sequence used. Assessment includes the physical, social/emotional and cognitive needs of individual students. Varied levels of technology are used to gain assessment results. The teacher uses the assessment results to plan for future instruction.

**D:** Creates assessments that allow for flexibility of student self-assessment /reflection and/or utilization of paraprofessionals that would lead to student growth

**APE Specialized Standard 5:**

**HISTORY & PHILOSOPHY**

This standard traces facts regarding legal and philosophical factors involved in current day practices in adapted physical education. This information is important to understand the changing contribution that physical education can make in their lives. Major components of each law that related to education and physical activity are emphasized. The review of history and philosophy related to special and general education is also covered in this area.

***NBPTS-PE 2 – Knowledge of Content Matter***

Accomplished teachers utilize the depth and breadth of their content knowledge to develop

physically educated learners. Accomplished physical education teachers are knowledgeable in human anatomy and physiology, kinesiology and biomechanics, and exercise physiology. They utilize these

fields when teaching students how the human body functions and moves.

***NBPTS-PE 3 – Curricular Choices***

Accomplished teachers make purposeful curricular choices that address student needs and

interests by promoting comprehensive physical education programs in support of lifelong physical activity and wellness.

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***IPTS 2 – Content Area and Pedagogical Knowledge***

The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.

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**CASE Domain 1: Planning and Preparation –**

**Component 1a: Demonstrating Knowledge of Content**

**P:** Demonstrates knowledge of content and instructional practices including prerequisite relationships between important concepts. Planning and practice are specific to physical and social/emotional development of individual students.

**D:** Demonstrates extensive knowledge of content and pedagogy. Actively initiates and builds upon knowledge of best practices.

**APE Specialized Standard 6:**

**UNIQUE ATTRIBUTES OF LEARNERS**

Standard 6 refers to information based on the disability areas identified in the Individuals with Disabilities Education Act (IDEA) found within school age population. Material is categorically organized in order to present the information in a systematic matter. This organization is not intended to advocate a categorical approach to teaching children with disabilities. All children should be treated as individuals and assessed to determine what needs they have.

***NBPTS-PE 6 - Diversity and Inclusion***

Accomplished teachers create inclusive and productive learning environments that are safe, fair, and equitable for all students. They promote healthy social interactions within their schools and communities by teaching students to embrace their uniqueness and respect the diversity of others.

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***IPTS 1 – Teaching Diverse Students***

The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.

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**CASE - Domain 1: Planning and Preparation –**

**1b: Demonstrating Knowledge of Students**

**P:** Demonstrates extensive knowledge of students’ backgrounds, cultures, skills, language proficiency, interests and applies knowledge to appropriate programming per student.

**D:** Researches and gathers extensive information regarding the learning styles of their students from a variety of sources and uses this information to shape instruction.

**APE Specialized Standard 7:**

**CURRICULUM THEORY & DEVELOPMENT**

As you are planning to teach physical education to students with disabilities, you should recognize that certain Curriculum Theory and Development concepts, such as selecting goals based on relevant and appropriate assessments, must be understood by APE teachers. As you have no doubt discovered Curriculum Theory and Development is more then writing unit and lesson plans. Nowhere does this come into play more than when you are planning a program for a student with disability.

***NBPTS-PE 2 – Knowledge of Content Matter***

Accomplished teachers utilize the depth and breadth of their content knowledge to develop

physically educated learners. Accomplished physical education teachers are knowledgeable in human anatomy and physiology, kinesiology and biomechanics, and exercise physiology. They utilize these

fields when teaching students how the human body functions and moves.

***NBPTS-PE 3 – Curricular Choices***

Accomplished teachers make purposeful curricular choices that address student needs and

interests by promoting comprehensive physical education programs in support of lifelong physical activity and wellness.

***NBPTS-PE 5 Learning Environments***

Accomplished teachers set high expectations and create positive, well-managed classroom environments that engage all students within a safe and respectful culture of learning.

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***IPTS 4 – Learning Environment***

Thecompetent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.

***IPTS 5 – Instructional Delivery***

The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.

***IPTS 6 – Reading, Writing, and Oral Communication***

The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.

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**CASE Domain 4 – Professional Responsibilities**

**4a: Reflective Practice**

**P:** Demonstrates the ability to analyze instructional outcomes daily. Provides an accurate and objective description of the lesson and makes specific suggestions as to how the lesson might be improved.

**D:** Reflects on lessons and future unit development continuously. Uses prior knowledge and experience to make adjustment to instruction. Cites specific lesson outcomes in which data from formative assessment was used drive/revise future instructional activities.

**APE Specialized Standard 8:**

**ASSESSMENT**

This standard addresses the process of assessment, one that is commonly taught as part of the basic measurement and evaluation course in a physical education degree curriculum. Assessment goes beyond data gathering to include measurements for the purpose of making decisions about special services and program components for individuals with disabilities.

***NBPTS-PE 8 - Assessment***

Accomplished teachers select, design, and utilize assessments to improve student learning, modify instruction, enhance physical education programs, and demonstrate professional accountability.

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***IPTS 5 – Instructional Delivery***

The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.

***IPTS 6 – Reading, Writing, and Oral Communication***

The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.

***IPTS 7 - Assessment***

The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teachers makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each.

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**CASE Domain 1: Planning and Preparation –**

**1f: Designing Student Assessments**

**P:** Creates assessments that are aligned with state and national standards, student IEP goals, and uses clear criteria. A comprehensive instructional sequence used. Assessment includes the physical, social/emotional and cognitive needs of individual students. Varied levels of technology are used to gain assessment results. The teacher uses the assessment results to plan for future instruction.

**D:** Creates assessments that allow for flexibility of student self-assessment /reflection and/or utilization of paraprofessionals that would lead to student growth

**APE Specialized Standard 9:**

**INSTRUCTIONAL DESIGN & PLANNING**

Instructional design and planning must be developed before an APE teacher can provide services to meet legal mandates, educational goals and most importantly the unique needs of individuals with disabilities. Many of the principles addressed earlier in human development, motor behavior, exercise science and curriculum theory and development are applied to this standard in order to successfully design and plan programs of physical education.

***NBPTS-PE 5 Learning Environments***

Accomplished teachers set high expectations and create positive, well-managed classroom environments that engage all students within a safe and respectful culture of learning.

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***IPTS 4 – Learning Environment***

Thecompetent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.

***IPTS 5 – Instructional Delivery***

The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.

***IPTS 6 – Reading, Writing, and Oral Communication***

The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.

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**CASE Domain 1: Planning and Preparation –**

**1e: Designing Coherent Instruction**

**P:** Designs a series of instructional activities designed with scope and sequence aligned to educational objectives and state/national goals. The lesson content is clear to everyone involved in the learning process and allows for differentiation based on student needs. The lesson has a warm-up, development of instructional focus and a review of instructional objectives.

**D:** Plans represent the coordination of in-depth content knowledge, resulting in a series of instructional activities that maximize learner participation/knowledge incorporating a variety of resources and techniques (including technology)

**CASE Domain 2: The Environment**

**2a: Creating an Environment of Respect and Rapport**

**P:** Facilitates, guides and supports interactions, between all staff and students, and among students, that are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.

**D:** Plans, guides and facilitates a positive environment which is mutually supported by staff and students and celebrates student initiated respectful behaviors. Seeks feedback from other staff, paraprofessionals and students to further plan for improvements that lead to respect and rapport of all involved in the learning process.

**APE Specialized Standard 10:**

**TEACHING**

A major part of any APE position is teaching. In this standard many of the principles addressed earlier in such standard areas as human development, motor behavior, and exercise science, are applied to this standard in order to effectively provide quality physical education to individuals with disabilities.

***NBPTS-PE 5 Learning Environments***

Accomplished teachers set high expectations and create positive, well-managed classroom environments that engage all students within a safe and respectful culture of learning.

***NBPTS-PE 7 Teaching Practices***

Accomplished teachers implement effective teaching practices that set high expectations and maximize student engagement to advance student learning and promote lifelong well-being.

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***IPTS 4 – Learning Environment***

Thecompetent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.

***IPTS 5 – Instructional Delivery***

The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.

***IPTS 6 – Reading, Writing, and Oral Communication***

The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.

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**CASE Domain 2: The Environment**

**2a: Creating an Environment of Respect and Rapport**

**P:** Facilitates, guides and supports interactions, between all staff and students, and among students, that are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.

**D:** Plans, guides and facilitates a positive environment which is mutually supported by staff and students and celebrates student initiated respectful behaviors. Seeks feedback from other staff, paraprofessionals and students to further plan for improvements that lead to respect and rapport of all involved in the learning process.

**2b: Establishing a Culture for Learning**

**P:** Encourages and develops a culture that is characterized by high expectations for all students and genuine commitment to the content by both teacher and students, with students demonstrating pride in their work.

**D:** Demonstrates a passion for the subject that creates a culture for learning that students cannot wait to learn from the teacher and each other. Students and/or paraprofessionals and/or peers assume responsibility for high quality learning by initiating improvements which results continued participation.

**2c: Managing Class Procedures**

P: Instructs the class in such a way that Little instructional time is lost as a result of instructional routines. The care and use of equipment and safety procedures are reviewed periodically. Paraprofessionals have been properly trained and are active integral members of the class who make a substantive contribution to the classroom environment

D: Develops and manages procedures for transitions in all parts of the lesson that are clear to staff and students and are seamless to allow for maximum learning and time-on-task. Students and/or paraprofessionals are highly involved and take on independent roles in all aspects of classroom procedures without having to be cued.

**2d: Managing Student Behavior**

**P:** Communicates behavior expectations that are clear and address the behavior plan of the students. The behavior interventions are positive, proactive, fair and consistent. The teacher’s response to student misbehavior is appropriate and instructionally relevant, while respecting the students’ dignity.

**D:** Develops and monitors student behavior which follows a diminishing level of direct intervention.

Students and/or paraprofessionals take an active role in monitoring their performance against classroom set of behavioral expectations

**2e: Organizing Physical Space**

**P:** Organization of the physical and learning environment is accessible to all students. The teacher ensures that the physical arrangement is appropriate for the activities and accommodates for the special needs of the students involved in the class. The teacher makes effective use of physical resources, including technology as appropriate. Equipment is thoughtfully obtained, selected and prepared ahead of time to optimally meet the individual needs of students.

**D:** Organization of the physical learning environment is maximized, including the use of space to allow for safe and effective participation of all learners. Plans include the possibility of environmental changes and can accommodate all students providing multiple activities simultaneously if necessary. Students and/or paraprofessionals take a role in assisting the teacher with alerting of any equipment breakage or safety issues as developmentally appropriate.

**CASE – Domain 3 Delivery of Service**

**3a: Communicating with Students**

**P:** Demonstrate a variety of methods of communication to convey instructional purpose by linking daily lessons to unit, and developing expectations for student learning/outcomes.

**D:** Expands communication supports in anticipation of misunderstanding by student/staff of desired instructional outcome.

**3b: Use of Instructional techniques**

**P:** A system of cues and prompts is used including: demonstration, verbal cues, physical prompts, and/or hand over hand assistance, with the intent to diminish prompts over time to increase independence are implemented.
**D:** Students and/or paraprofessionals self select and/or monitor guided choices in matters such as equipment, rule modifications, or type of skill practice to improve motor/fitness outcomes.

**3c: Engaging Students in Learning**

**P:** Plans and implements activities and groupings of students that are appropriate for the instructional outcomes of students’ levels of understanding. The students are actively engaged in activity.

**D:** Actively engages students in meaningful content. Facilitates student reflection of learning outcomes. The lesson’s structure is coherent with appropriate pace to maximize individual student outcomes. Lesson allows for student choice.

**3d: Using Assessment to inform Instruction**

**P:** Based on skill analysis, time for skill practice is adjusted to allow for meaningful learning. Various formative and summative assessments are used to give feedback.

**D:** Assessment is fully integrated into instruction through extensive formative assessment. Students and/or paraprofessionals appear to be aware that there is some evidence that they have contributed to assessment criteria.

**3e: Demonstrating Flexibility and Responsiveness**

**P:** Demonstrates the ability to promote the successful learning of all students, making adjustments as needed to instruction plans and accommodating student’s needs, and interests. The teacher is able to provide parallel activity in designated space.

**D:** Seizes an opportunity to enhance learning, building on a spontaneous event or student interests. When environment unexpectedly changes, demonstrates the ability to meet the lessons objectives in an alternate setting. The teacher ensures the success of all students, using an extensive repertoire of instructional strategies.

**APE Specialized Standard 11:**

**CONSULTATION & STAFF DEVELOPMENT**

As more students with disabilities are included in the general education program, teachers will provide more consultation and staff development activities for colleagues. This will require sensitivity and excellent communication skills. The dynamics of interdisciplinary cooperation in the consultation process requires knowledge of several consultative models. This standard identifies key competencies an adapted physical educator should know related to consultation and staff development.

***NBPTS-PE 10 - Collaboration and Partnerships***

Accomplished teachers recognize that their responsibilities extend beyond the classroom. They collaborate with other educators and work in partnership with stakeholders to strengthen physical education programs and enhance student learning.

***NBPTS-PE 11 - Professional Growth***

Accomplished teachers are respected leaders who diligently pursue personal and professional growth to improve teaching practices and meet the diverse needs of students.

***NBPTS-PE 12 - Advocacy***

Accomplished teachers are effective advocates for quality physical education. They create opportunities to promote wellness and healthy lifestyles among students, colleagues, families, and community members.

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***IPTS 8 – Collaborative Relationships***

The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.

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**CASE Domain 4 – Professional Responsibilities**

**4d : Participating in a Professional Community**

**P:** Demonstrates positive and respectful relationships within the school(s) and district(s) and surrounding communities. Participates in discussions with team members and assumes an active role among the faculty.

**D:** Assists in making a substantial contribution to the professional community and represents their supporting agency positively at all times within the school**(s)**, district**(s)** and surrounding communities.  Assumes a leadership role among the faculty. Develops and is involved in projects for the larger professional community at the state/national levels**.**

**APE Specialized Standard 12:**

**STUDENT & PROGRAM EVALUATION**

Program evaluation is a process of which student assessment is only a part. It involves evaluation of the entire range of educational services. Few physical educators are formally trained for program evaluation, as national standards for programs have only recently become available. Therefore, any program evaluation that has been conducted is typically specific to the school or district, or limited to a small range of parameters such as number of students scoring at a certain level of a physical fitness test. Adapted physical education programs or outcomes for students with disabilities are almost never considered in this process.

***NBPTS-PE 8 - Assessment***

Accomplished teachers select, design, and utilize assessments to improve student learning, modify instruction, enhance physical education programs, and demonstrate professional accountability.

***NBPTS-PE 9 - Reflective Practice***

Accomplished teachers engage in meaningful introspection that challenges, informs, and guides all aspects of pedagogy and professional growth for the purpose of improving student learning.

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***IPTS 5 – Instructional Delivery***

The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.

***IPTS 6 – Reading, Writing, and Oral Communication***

The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.

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**CASE Domain 1: Planning and Preparation –**

**1f: Designing Student Assessments**

**P:** Creates assessments that are aligned with state and national standards, student IEP goals, and uses clear criteria. A comprehensive instructional sequence used. Assessment includes the physical, social/emotional and cognitive needs of individual students. Varied levels of technology are used to gain assessment results. The teacher uses the assessment results to plan for future instruction.

**D:** Creates assessments that allow for flexibility of student self-assessment /reflection and/or utilization of paraprofessionals that would lead to student growth

**CASE Domain 2: The Environment**

**2a: Creating an Environment of Respect and Rapport**

**P:** Facilitates, guides and supports interactions, between all staff and students, and among students, that are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.

**D:** Plans, guides and facilitates a positive environment which is mutually supported by staff and students and celebrates student initiated respectful behaviors. Seeks feedback from other staff, paraprofessionals and students to further plan for improvements that lead to respect and rapport of all involved in the learning process.

**CASE – Domain 3 Delivery of Service**

**3a: Communicating with Students**

P: Demonstrate a variety of methods of communication to convey instructional purpose by linking daily lessons to unit, and developing expectations for student learning/outcomes.

D: Expands communication supports in anticipation of misunderstanding by student/staff of desired instructional outcome.

**APE Specialized Standard 13:**

**CONTINUING EDUCATION**

The goal of this standard is to focus on APE teachers remaining current in their field. A variety of opportunities for professional development are available. Course work at a local college or university is just one avenue. APE teachers can take advantage of workshops, seminars and presentations at conferences, conventions or in service training. Distance learning opportunities are also becoming abundant.

***NBPTS-PE 10 - Collaboration and Partnerships***

Accomplished teachers recognize that their responsibilities extend beyond the classroom. They collaborate with other educators and work in partnership with stakeholders to strengthen physical education programs and enhance student learning.

***NBPTS-PE 11 - Professional Growth***

Accomplished teachers are respected leaders who diligently pursue personal and professional growth to improve teaching practices and meet the diverse needs of students.

***NBPTS-PE 12 - Advocacy***

Accomplished teachers are effective advocates for quality physical education. They create opportunities to promote wellness and healthy lifestyles among students, colleagues, families, and community members.

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***IPTS 8 – Collaborative Relationships***

The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.

***IPTSS 9 – Professionalism, Leadership, and Advocacy***

The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.

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**CASE – Domain 4 Professional Responsibilities**

**4d : Participating in a Professional Community**

**P:** Demonstrates positive and respectful relationships within the school(s) and district(s) and surrounding communities. Participates in discussions with team members and assumes an active role among the faculty.

**D:** Assists in making a substantial contribution to the professional community and represents their supporting agency positively at all times within the school**(s)**, district**(s)** and surrounding communities.  Assumes a leadership role among the faculty. Develops and is involved in projects for the larger professional community at the state/national levels**.**

**4e: Growing and Developing Professionally**

**P:** Seeks out new information to gain knowledge from a variety of sources to further their professional development within and outside their immediate job responsibilities. Applies constructive feedback to enhance their professional growth and development.

**D:** Takes a leadership role in special education team, physical education department, and adapted physical education linkage to help ensure that decision-making is based on high professional standards and best practices. Initiates and displays life-long learner behavior by continually enhancing their practice from a multitude of sources.

**APE Specialized Standard 14:**

**ETHICS**

A fundamental premise of the Adapted Physical Education National Standards Project is that those who seek and meet the standards to be certified as adapted physical educators will strive at all times to adhere to the highest of ethical standards in providing programs and services for children and youth with disabilities. This standard has been developed to ensure that its members not only understand the importance of sound ethical practices, but also adhere to and advance such practices.

***NBPTS-PE 10 - Collaboration and Partnerships***

Accomplished teachers recognize that their responsibilities extend beyond the classroom. They collaborate with other educators and work in partnership with stakeholders to strengthen physical education programs and enhance student learning.

***NBPTS-PE 11 - Professional Growth***

Accomplished teachers are respected leaders who diligently pursue personal and professional growth to improve teaching practices and meet the diverse needs of students.

***NBPTS-PE 12 - Advocacy***

Accomplished teachers are effective advocates for quality physical education. They create opportunities to promote wellness and healthy lifestyles among students, colleagues, families, and community members.

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***IPTS 8 – Collaborative Relationships***

The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.

***IPTS 9 – Professionalism, Leadership, and Advocacy***

The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.

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**CASE – Domain 4 Professional Responsibilities**

**4b: Maintaining Accurate Records**

**P:** Develops systems for maintaining accurate records. IEP goal development, present levels of performance and goal updates can be derived from information that is charted on a regular basis. The IEP is accurately and completely filled out in the allotted timeframe.

**D:** Develops a system to communicate with appropriate related service personnel/staff to inform accurate records. This information is used to develop the IEP.

**4f: Showing Professionalism**

**P:** Displays honesty, integrity, and confidentiality in interactions with students, schools and the public. Maintains an open mind while making decisions in team or departmental meetings. Complies with school and district regulations.

**D:** Demonstrates a leadership role with colleagues and can be counted on to hold a high level of honesty, integrity, and confidentiality. Service to students is proactive and based on best practices within the profession. Seeks out leadership roles within the school(s), and/or district(s).

**APE Specialized Standard 15:**

**COMMUNICATION**

In recent years, the role of the professional in APE has evolved from being a direct service provider to include communicating with families and other professionals in order to enhance program instruction for individuals with disabilities. This standard includes information regarding the APE teacher effectively communicating with families and other professionals using a team approach in order to enhance service delivery to individuals with disabilities.

***NBPTS-PE 10 - Collaboration and Partnerships***

Accomplished teachers recognize that their responsibilities extend beyond the classroom. They collaborate with other educators and work in partnership with stakeholders to strengthen physical education programs and enhance student learning.

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***IPTS 8 – Collaborative Relationships***

The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.

***IPTS 9 – Professionalism, Leadership, and Advocacy***

The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.

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**CASE - Domain 1: Planning and Preparation –**

**1d: Demonstrating Knowledge of Resources**

**P:** Demonstrates knowledge of resources available for use through the school or district. Displays familiarity with resources external to the school to enhance instruction.

**D:** Demonstrates the desire and ability to seek and maintain internal (within schools/districts) and external (community partners) relationships to continually enhance instruction.

**CASE – Domain 3 Delivery of Service**

**3a: Communicating with Students**

**P:** Demonstrate a variety of methods of communication to convey instructional purpose by linking daily lessons to unit, and developing expectations for student learning/outcomes.

**D:** Expands communication supports in anticipation of misunderstanding by student/staff of desired instructional outcome.

**CASE Domain 4 – Professional Responsibilities**

**4c: Communicating with Families**

**P:** Communication with family is accurate and conveys relevant information regarding student programming.

**D:** The teacher successfully engages families in discussions regarding present and future activities in physical education. Families are invited and encouraged to participate in activities at school and in the community with their student.

**Paraeducators’ Role in Physical Education**

Many students with disabilities who participate in physical education are accompanied by paraeducators. The paraeducator brings a wealth of information to the physical education setting that can help provide a quality program (Lieberman. L., 2007). The paraeducators helps to ensure the safety and success for the students they serve. This person may increase the potential for positive experiences in the movement setting (Lieberman. L., 2007). Therefore, it is the responsibility of the general physical education (GPE) teacher and the adapted physical education (APE) teacher to ensure that the paraeducator is informed about their student’s abilities and areas of concern in the area of physical and motor development.

The GPE/APE teacher must ensure that the paraeducator understands the motor goals and how best to support the student in order to foster independence. The table below is a list that helps to understand what the GPE/APE teacher can expect from the paraeducator, and what the paraeducator should expect from the GPE/APE teacher. This table is meant to assist in the collaboration and sharing of information regarding students with disabilities in physical education. It should not be considered an all-inclusive list. Please refer to the tables in Appendix K for a complete list of expectations. (Reproduced with permission from Paraeducators in Physical Education, Lieberman, L., 2007).

|  |  |
| --- | --- |
| **Expectations of the Paraeducator in** **Physical Education** | **Expectations of the GPE/APE Teacher** |
| * Have a good working knowledge of the student in the various movement settings
 | * Have a good working knowledge of the student in the various movement settings
 |
| * Learn motor terminology related to various activities
 | * Teacher appropriate terminology to the paraeducator to reduce confusion during activities.
 |
| * Know the student’s goals and objectives in the movements setting
 | * Provide the paraeducator with the motor goals and objectives for their student
 |
| * Know the units/lessons for class in order to prepare appropriately
 | * Set time aside to meet with the paraeducator once a week to review both student and teacher expectations for units/lessons.
* Create a picture board or drop box for the paraeducator to check on a daily/weekly basis to prepare for the PE class
 |
| * Dress appropriately for movement
 | * Provide a space for apparel storage (Shoes) if needed.
 |
| * Assist with planning and implementation of appropriate activities
 | * Provide the paraeducator will appropriate training to follow through on planning and implementing of activities.
 |

**Technology Guidelines in Physical Education**

Starting in 2009, the National Association for Sport and Physical Education (SHAPE) released a position statement regarding the rapid inclusion of technology across schools and classrooms. They examined how different types of new and upcoming technology may benefit physical education teachers both professionally and in the physical education setting (GYM). The last five years have seen a rapid increase in digital and wireless (Bluetooth) technology that has been extremely useful in creating hands free opportunities in physical settings, including physical education class, fitness facilities, and personal fitness devices.

The National Board Professional Teaching Standards for Physical Education (NBPTS-PE) states that accomplished teachers stay in touch with current technology and its applications in the field of physical education. They utilize technology to augment various aspects of their instruction, from researching developments in the field to assessing student performance; tracking student progress; and communicating with students, families, and colleagues in virtual classrooms. Technology helps accomplished physical educators motivate their students by providing them with exciting learning experiences using media they find relevant.

Students monitor fitness and analyze movement skills with monitoring instruments, video and computer software. These tools allow students to keep records, graph progress, create simulations and compare performance to national statistics. On-line services provide added information about health issues and fitness. Technology provides students with tools comparable to those used in the professional fitness and health fields.

These include but are not limited to:

* Heart rate monitors
* Pedometers
* Exergaming systems (Wii, Xbox, PlayStation, DDR’s,)
* Music devices (IPods, SMART phones, portable tablets)
* Video Interactive Display units (Apple TV, tablets, projectors)
* Online fitness blogs, websites,
* Live forums (Face time, Video phone messaging)

SHAPE holds strong to the belief that “Using technology for technology’s sake might not provide relevant instructional experiences for students, since technology is not the curriculum but rather a tool or device to supplement instruction.” (SHAPE, 2009). Therefore, SHAPE developed the following guidelines to help physical education teachers’ structure their environments while also aligning learning expectations with individual student needs with current technology to aide the instructional process.

* **Guideline 1:** The use of instructional technology in physical education is designed to provide a tool for increasing instructional effectiveness
* **Guideline 2:** The use of instructional technology in physical education is designed to supplement, not substitute for, effective instruction
* **Guideline 3:** The use of instructional technology is physical education should provide opportunities for all students versus opportunities for few
* **Guideline 4:** The use of instructional technology in physical education can prove to be an effective tool for maintaining student data related to standards-based curriculum objectives.

CASE has taken these national and state guidelines and infused them into all four domains of the Danielson Teacher Evaluation for Adapted Physical Educators with the expectation that this department will strive to become a distinguished employee and include various types of technology into their individual units and lessons. These guidelines can be read in detail in Appendix K.

**Illinois Response to Intervention (RtI) Plan**

“The Illinois State Board of Education (ISBE) believes that increased student learning requires the consistent practice of providing high quality instruction matched to student needs. Response to Intervention (RtI) is a general education initiative that requires collaborative efforts from all district staff, general educators, special educators and bilingual/ELL staff. In a quality educational environment student academic and behavioral needs must be identified and monitored continuously with documented student performance data used to make instructional decisions” (ISBE, 2008).

In an attempt to bridge No Child Left Behind, the Illinois Learning Standards and the National Learning Standards for Physical Education, the CASE adapted physical education staff developed a Response to Intervention model specific to students with disabilities in the area of motor development, classroom management, health related fitness and team sport related activities using the model posted by the Illinois State Board of Education on their website. We incorporated the following framework when developing our model.

1. Provide high-quality instruction/intervention matched to student needs
2. Use learning rates over time to measure level of performance
3. Implement differentiated instructional strategies for all learners,
4. Provide all learners with scientific, research-based interventions,
5. Continuously measure student performance using scientifically research-based progress monitoring instruments
6. Making educational decisions based on a student’s response to these interventions

The process of such identification and continuous monitoring are the foundational pieces of a successful system of early interventions. The success of all students toward the Illinois Learning Standards is improved when instructional and behavioral goals are frequently monitored.

The following tables were passed out to regular physical education teachers in the CASE school districts in order to provide a simple framework for physical education teachers to follow prior to recommending a student with special needs to the adapted physical education special services team. In addition, goal specific accommodations that correlate to the Illinois Learning Standards for Physical Education, classroom management, and Social rules, and game strategies are included in each corresponding motor activity section.

**Instructional Accommodations to Facilitate Inclusion**

|  |  |  |
| --- | --- | --- |
| ***Instructional Modifications*** | ***Accommodations*** | ***Organization*** |
| Teaching Style | Verbal CuesPhysical DemonstrationStudent’s Method of CommunicationStart & End SignalsTime of DayDurationStudent’s Learning Style | Guided DiscoveryPractice/TaskReciprocalConvergent/DivergentDiscovery |
| Class Format | Size and Nature of GroupEnvironmentAmount of DistractionsType of DistractionsType of Structure ProvidedLevel of DifficultyLevel of Motivation  | One-to-One InstructionSmall GroupLarge GroupMixed Group Reverse MainstreamPeer Teaching/TutoringTeaching StationCooperative LearningSelf-Paced Independent Work |

The following table is a brief description of how to provide appropriate modifications in inclusive settings.

**Purpose of Assessment**

“Accomplished physical education teachers use assessment to support the learning objectives of their students and promote the educational objectives of their programs.” (NBPTS-PE, 2nd ed., 2012). The assessment of students is crucial to determine the current level of motor skills as they pertain to physical education, health and fitness. Assessments provide the teacher with an opportunity to communicate their expectations to their students. Assessment is defined as but is not limited to:

*“the process of gathering evidence about a student’s level of achievement. . . and of making inferences based on that evidence (SHAPE 1995).”*

Unlike assessment in academic areas that focus primarily on thinking, understanding, and problem solving, assessment in physical education focus on movement, physical activities, sport skills and fitness skill as well as thinking, understanding, and problem solving. Therefore, assessments in physical education can be more time intensive and complicated (Lund, 2013).

Assessment can take place at any time during a unit or lesson and serves many purposes depending on when or how the assessment is administered. Assessment can be teacher directed or student directed.

**Types of Learning**

* **Assessment FOR Learning:** Assessment that is ongoing and provides feedback to the students that lead to improvement. These types of assessments help with the modification of activity to meet the student’s needs.
* **Assessment OF Learning:** Assessment that is used for grading purposes. Given at the end of a unit or lesson to check for understanding and grading purposes.

**Types of Assessment**

There are three types of assessment used at various times during teaching. These are:

* **Diagnostic Assessment (Pretest):** Occurs before instruction begins
	+ Used to determine WHAT students already know and can do. Establish a baseline of skill mastery.
	+ Results help shape future instruction that is student centered and developmentally appropriate
	+ Teacher Directed
* **Formative Assessment (Student Monitoring):** Occurs while learning and improvement is taking place.
	+ Used to improve learning and provide immediate feedback to students.
	+ Used to help students review skills and skill concepts. This is ongoing and assesses FOR learning
	+ Student or Teacher Directed. Include self-assessments and peer assessments.
* **Summative Assessment (Check for Understanding/grading):** Occurs at the end of a unit or lesson of instruction.
	+ To determine a fair grade of each learner. This is an assessment OF learning.
	+ Teacher Directed: Students cannot grade other students
	+ Counts toward a percentage of overall grade

**Domains of Learning**

* **Psychomotor:** The student performs movements, skills, physical activity and health related fitness skills.
* **Affective:** The student exhibits positive social behaviors (team work, fair play). Demonstrates personal attitudes (values physical activity).
* **Cognitive:** The students knows and understands rules, skills, key elements of performance (player positions in team games). Demonstrates problem solving skills during individual & group games, fitness areas/activities.

**Commonly Used Motor Assessment Tools**

The highly trained adapted physical educator must be able to perform the following evaluations and assessments when attempting to determine appropriate services for students with disabilities. (adapted from Auxter et al., 2010):

* Physical and motor fitness
* Locomotor and non-locomotor competency
* Play, game leisure, recreation and sport-specific motor patterns
* Sensorimotor integration
* Sensory stimulation and discrimination skills
* Reflex and equilibrium development

The following tools are currently used across the cooperative to assess and evaluate students in the area of adapted physical education. Because informal teacher observation is used on multiple occasions, and assessment tools are constantly revised, this is not an all inclusive list.

1. Test of Gross Motor Development (TGMD)-2

Pro-Ed: [www.proedinc.com](http://www.proedinc.com)

1. FitnessGram 10 Physical Fitness Test

Human Kinetics: www.humankinetics.com

1. Brockport Physical Fitness Test – 2nd Edition

Human Kinetics: www.humankinetics.com

1. Everyone Can!

Human Kinetics: [www.humankinetics.com](http://www.humankinetics.com)

1. Peabody Developmental Motor Scales (PDMS)-2

Pro-Ed: [www.proedinc.com](http://www.proedinc.com)

1. Adapted Physical Education Assessment Scale (APEAS II)

American Association for Physical Activity and Recreation: [www.aapar-apeas.org](http://www.aapar-apeas.org)

**Eligibility for Services**

**SHAPE Position**

The National Association for Sport and Physical Education (SHAPE) and the American

Association for Physical Activity and Recreation (AAPAR) recommend that students be

considered eligible for adapted physical education services if their comprehensive score is 1.5standard deviations below the mean on a norm-referenced test, or at least two years below age level on criterion-referenced tests or other tests of physical and motor fitness. Those tests include, but are not limited to, fundamental motor skills and patterns, and skills in aquatics, dance, individual games, group games and/or sports. These guidelines can be read in detail in Appendix J.

**ICAPE Position**

The Illinois Coalition for Adapted Physical Education (ICAPE) has set the following parameters to guide teachers, schools, and districts in providing appropriate PE programming to all students. Students enter or exit services in APE based on one or more of the following criteria.

**Recommended Entry Criteria**

* Students who have a diagnosed delay or disability, which adversely impacts their performance and success in physical education.
* Students who score 1.5 standard deviations or more below the mean as measured by standardized tests in the gross motor domain.
* Students whose behavior continues to interfere with learning and or safety of others in the PE setting, after appropriate modification and interventions have been implemented over an extended period of time.

**Recommended Exit Criteria**

* Student exhibits age appropriate skills measured by standardized test procedures.
* Student scores less than 1.5 standard deviations below the mean as measured by standardized tests in the gross motor domain.
* Student’s behavior no longer interferes with learning and or the safety of others in the PE setting.

**These criteria begin with the SST process, which includes:**

* 1. Receipt of the domain sheet signed by the parent or guardian
	2. Assessment with an appropriate gross motor test (TGMD-2, Brockport)
		+ Methods of assessment may include both formal and informal measures. Illinois State Learning Standards in conjunction with district curriculum may be referenced for an adapted physical education assessment and future programming.
	3. Evaluation of the assessment results
	4. Discussion with the child’s Team
	5. Projection of services for the student
		+ When adapted physical education services are recommended and determined to be necessary, the curricular emphasis chart should be used in conjunction with the Area’s of Instruction in order to write achievable long term goals and short term objectives.

A student’s psychomotor skill set is not the only area that the multidisciplinary team must take into consideration: at least two forms of measurement should be used. The team must take behavior, sensory needs, socialization skills, ability to perform with the class and individualized goals — as well as parent preferences — into consideration when making decisions regarding placement and providing services.

**Continuum of Adapted Physical Education Services**

(Modified from Block, M., (2010)

The continuum of adapted physical education services provided by the Cooperative Association for Special Education (CASE) includes but is not limited to:

* Data based criteria must be obtained prior to placement in adapted physical education.
* Consent for an adapted PE assessment must be on file prior to an evaluation.
* Methods of assessments include both formal and informal measures.
* State learning standards in conjunction with the district curriculums will be used for adapted physical education assessment and programming.

The least restrictive environment is defined as a setting that allows children to receive appropriate services based on their individual needs. The following table is designed to be read as environments that move from a least restrictive environment to the most restrictive environment based on a child’s individual needs.

|  |  |  |  |
| --- | --- | --- | --- |
| **Services can** **Fluctuate**  | **Service Provider** | **Supports** | **Settings** |
| **Between both the**  | GPE-T\* | * None
 | GPE\* |
| **Least****Restrictive** | GPE-T \* | * Equipment
* Instruction
* Teaching strategies
* Peer support
 | GPE\* |
| **Environment** | GPE-T with a Teaching Assistant APE-T\*\* | * Equipment
* Individualized Instruction
* Teaching strategies
* Peer Support
 | GPE \* |
| **And** | APE-T\*\*GPE - T with a Teaching Assistant | * Equipment
* Individualized Instruction
* Parallel Activities
 | GPE\* |
| **Most****Restrictive****Environment** | APE-TTeaching Assistant | * Equipment
* Individualized Instruction
* Parallel Activities
* Alternate Activities
 | GPE / APE\*\* with typically developing peers |
| **Depending****On the** **Need of the****Student** | APE-T with 1 or more Teaching Assistant(s) | * Modified Equipment
* Individualized Instruction
* Teaching strategies
 | APE\*\* with typically developing peers |

\*GPE – T: General Physical Education Teacher \*GPE: General physical education class

\*\*APE – T: Adapted Physical Education Teacher \*\*APE: Adapted Physical Education class

**Curricular Development**

Program Development & Worksheets

Unit Plan Development & Worksheets

Lesson Plan Development & Worksheets

Rubric Development & Worksheets

Teacher Forms:

Self-Assessment Form

End of Unit Instructional Teacher Evaluation

Individual Student Inclusion Notes

More forms can be found in the Appendix section

ALL forms can be reproduced for use. Cut and paste the form to a new

document for formatting and page space issues.

**Area’s of Instruction**

|  |  |  |
| --- | --- | --- |
| **Locomotor Skills*** Run
* Jump
	+ Horizontal
	+ Vertical
	+ Down
	+ Over
* Gallop
* Skip
* Leap
* Walk
* Hop
* Crawl
* Roll
* Creep
* Slide
 | **Travel / Balance / Weight Bearing*** 1 Pt / 2Pt Balance
* Balance Beam
* Directions
	+ Up/Down
	+ Left/Right
	+ Forward
	+ Backward
	+ Around
	+ Over/Under
	+ Next/Behind
* Pathways
	+ Zig-zag
	+ Lines
	+ Curved
* Patterns
	+ Inside,
	+ Outside
 | **Manipulative Skills*** Throw
	+ Underhand, Overhand
	+ Sidearm
* Catch
* Kick
	+ Stationary, Rolling
* Strike
	+ Forehand, Backhand
	+ Two-Hand side
	+ Overhand, Underhand
* Dribble
	+ Foot, Hand
* Juggle
	+ Hand, Foot
* Underhand Roll
* Pass -
* Bounce, Chest, Side, overhead, around
 |
| **Individual Sports*** Golf – Mini Golf
* Swim
* Jump Rope
* Bowling
* Self Defense
* Gymnastics
* Skating
 | **Dual Sports*** Paddle Activities
	+ Tennis
	+ Table Tennis
	+ Pickle Ball
	+ Badminton
* Shuffle Board
* Bocce Ball
* Frisbee
* Lawn Darts
* Horseshoes
* Croquet
 | **Team Sports*** Basketball
* Softball
* Hockey
* Football
* Soccer
* Volleyball
* Team Handball
* Flicker-ball
* Ultimate Frisbee
 |
|  **Outdoor Pursuits*** Skiing
	+ Cross Country
	+ Downhill
* Skating
	+ Ice
	+ Roller
	+ Inline
* Running
* Bicycling
* Archery
* Frisbee Golf
* Orienteering
* Hiking
* Fishing
 | **Cooperative / Team Building*** Obstacle Course
* Communication
* Team Challenges

**Rhythms and Dance*** Individual Sequence
* Dual Sequence
* Routines
 | **Health Enhancing Physical Activity*** Treadmill
* Stationary Bicycle
* Jog / Run
* Weight Training
* Rowing
* Elliptical Trainer
* Resistance Training
* Isometrics
* Aerobics
* Yoga
* Pilates
 |

***This should not be considered an all-inclusive motor development list***

**Area’s of Curricular Emphasis**

 In this section, the CASE adapted physical education team attempts to place appropriate emphasis on when skills should be introduced, emphasized, and reinforced in alignment with their age appropriateness.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Age Groups** | **Early Child.****3 - 5** | **Primary****6 - 8** | **Intermediate****9 – 11** | **Jr. High****12 - 14** | **Sr. High****15 +** |
| **Curricular****Area** | **EC** | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12+** |
| Locomotor Skills | I | I | I | E | E | **R** | **R** |  |  |  |  |  |  |  |
| Manipulative Skills | I | I | I | E | E | E | E | **R** | **R** |  |  |  |  |  |
| Individual Skills |  |  |  |  |  | I | I | I | E | E | E | **R** | **R** | **R** |
| Team Skills |  |  |  |  |  | I | I | I | E | E | E | **R** | **R** | **R** |
| Dual Sports |  |  |  |  |  | I | I | I | E | E | E | **R** | **R** | **R** |
| Rhythms / Dance | I | I | I | E | E | E | E | E | **R** | **R** | **R** | **R** | **R** | **R** |
| Travel/Balance/Weight Bearing | I | I | I | E | E | E | E | **R** | **R** | **R** | **R** | **R** | **R** | **R** |
| Health Enhancing Physical Activity |  | I | I | I | I | E | E | E | E | E | E | E | E | **R** |
| Cooperative Team/Outdoor Pursuits |  |  |  |  |  | I | I | E | E | E | E | E | R | **R** |

|  |  |
| --- | --- |
| **KEY** | **Sequence of Instruction** |
| **I** | **Introduce** |
| **E** | **Emphasize / Enhance** |
| **R** | **Reinforce** |

***This should not be considered an all inclusive motor skill list***

**Calculations of Instructional Time**

Use this form to calculate available instructional time and the number of program objectives to be worked on in the instructional program.

* Do this for each program of instruction you are considered the Teacher of Record.
* Do this for each student that you have consult services with.

|  |  |
| --- | --- |
| 1. Enter the number of weeks that school is in session
 | Weeks: |
| 1. Enter the total number of days per week for instruction in PE
 | X Days |
| 1. Total number of days (weeks x days)
 | **Total Days** |
| 1. Total Number of Minutes per period of instructional time (days x minutes)
 | Minutes |
| 1. Anticipated Lost Instructional Time (10 percent x 4 above & subtract)
 | - Minutes |
| 1. Total Available Instructional Time
 | Minutes |
| 1. Estimate time in minutes of instruction for students to achieve a given objective (example: 600 minutes or 10 hours)
 | Minutes |
| 1. Divide available instructional time by ( ) minutes to estimate total number of objectives that can be worked on in any given year
 | **Objective Per Year** |

**Adapted from I CAN Primary Skills Checklists, Zittel, L., Wessel, J., (1998)**

**Program Objectives**

**Yearly Instructional Planner**

**Teacher: School:**

**Grade Level: Contact Minutes per Week:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Unit Plan Number** | **Program Objectives** | **Total Unit Minutes** | **Minutes Per Objective** | **Number of Weeks**  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
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|  |  |  |  |  |

**Unit Plan Form #1: 10 Day Unit Plan**

|  |  |
| --- | --- |
| **Teacher:**  | **Program:** |
| **State Objective:** | **Class Objective:** |
| **Activity Name:** | **Grade Level:** |
| **Week** | **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| **Week 1****Weekly Objective:** |  |  |  |  |  |
| **Week 2****Weekly Objective:** |  |  |  |  |  |

**Teaching Adaptations:**

|  |
| --- |
|  |

**Disability Adaptations:**

|  |
| --- |
|  |

**Teaching Reflections:**

|  |
| --- |
|  |

**Changes for Future:**

|  |
| --- |
|  |

**Unit Plan Form #1: 15 Day Unit Plan**

****

|  |  |
| --- | --- |
| **Teacher:**  | **Program:** |
| **State Objective:** | **Class Objective:** |
| **Activity Name:** | **Grade Level:** |
| **Week** | **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| **Week 1****Weekly Objective:** |  |  |  |  |  |
| **Week 2****Weekly Objective:** |  |  |  |  |  |
| **Week 3** **Weekly Objectives:** |  |  |  |  |  |

**Teaching Adaptations:**

|  |
| --- |
|  |

**Disability Adaptations:**

|  |
| --- |
|  |

**Teaching Reflections:**

|  |
| --- |
|  |

**Changes for Future:**

|  |
| --- |
|  |

**Unit Plan Form #1: 20 Day Unit Plan**

****

|  |  |
| --- | --- |
| **Teacher:**  | **Program:** |
| **State Objective:** | **Class Objective:** |
| **Activity Name:** | **Grade Level:** |
| **Week**  | **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| **Week 1****Weekly Objective:** |  |  |  |  |  |
| **Week 2****Weekly Objective:** |  |  |  |  |  |
| **Week 3****Weekly Objectives:** |  |  |  |  |  |
| **Week 4****Weekly Objectives** |  |  |  |  |  |

**Teaching Adaptations:**

|  |
| --- |
|  |

**Disability Adaptations:**

|  |
| --- |
|  |

**Teaching Reflections:**

|  |
| --- |
|  |

**Weekly Lesson Plan**

**Teacher(s): Program:**

**School: Date(s) of Lesson:**

**Number of Days/Weeks:**

|  |  |
| --- | --- |
| **Title of Activity:**  | **Type of Activity (**Locomotor/Manipulation, etc**):** |
| **National Goal:** | **State Goal:** |
| **Class Activity Objective:** | **Assessment(s) Needed:** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity Time** | **Activity Type & Description****Open/Main/Closing** | **Activity Diagram** | **Equipment Needed** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Disability Adaptations:**

|  |
| --- |
|  |

**Teaching Reflections:**

|  |
| --- |
|  |

**Self-Assessment: Effective Teaching**

To see how you spend your time when you teach, have a friend or colleague observe your classes. With a stopwatch, the observer will note how much time you spend taking attendance, doing exercises, getting equipment out, talking and giving instruction, transitioning students from one activity to the next (either from lecture to activity or from task A to task B), engaging students in activity, and so on. After reviewing the data from the observation, look for non-instructional times that could be decreased or see whether you can present your lesson with less teacher talk. Can you find 5 minutes? Write down what you will do to increase your teaching efficiency. Be honest when looking at the results. You are administering your own self-assessment, and the goal is to make your teaching more efficient.

**Note: If you do not have a colleague who can observe you, get a video camera, record your lesson, and do a self-analysis of your teaching.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Part of Lesson** | **Class****Management** | **Instructional Time** | **Transitions** | **Activity Time** | **Down Time****(wasted)** |
| **Opening Activity** |  |  |  |  |  |
| **Main Activity** |  |  |  |  |  |
| **Closing Activity** |  |  |  |  |  |
|  | **Total:**  | **Total:** | **Total:** | **Total:** | **Total:** |

|  |  |
| --- | --- |
| **Instructional Cues Used** | **Reflections:** |
| Positive:Negative:Missed Opportunities: |  |

Adapted from Lund (2013)

**End of Unit: Instructional Teaching Evaluation**

****

|  |  |
| --- | --- |
| Teacher: | Unit: |
| Primary Objective: | Secondary Objective: |
| Time Allocated to Complete Unit: | Actual Amount of Time Spent on Unit: |
| On a scale of 1 (low) - 5 (high), How effective do you feel you were in teaching this unit? Why?1 2 3 4 5Low Medium High | Why? |
| On a scale of 1 (low) - 5 (high), How would you describe your students’ progress during this unit?1 2 3 4 5Low Medium High | Why? |
| List any factors that are negatively affecting your ability to teach this unit: | List any great teaching techniques or activities you used that were very effective for teaching this unit: |
| List comments or suggestions for teaching this unit again: | List modifications specific to students or disabilities that will be helpful next time this unit is taught: |

**A.P.E. Inclusion Notes**

**Date:**  **Student(s) Serviced:**

**School Serviced:** **Service Minutes:**

**Teacher(s) in attendance:**

**Summary of Event/Activity/Lesson:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Creating and Using Rubrics**

Lund, J.L. (2013) Assessment-Driven Instruction in Physical Education

Two types of rubrics are commonly used in physical education. These are analytic and holistic rubrics. An analytic rubric allows for discrete analysis of various elements of a single skill. Analytic rubrics are further broken down into two types. These are qualitative and quantitative rubrics.

**What are rubrics?**

**•** "rules" for regulating expected student performance

• "established guidelines" for those evaluating the performance

• "road map" that guides students to their destination

• "publication" of criteria for performance

**What are the purposes of rubrics?**

**•** defines excellence

• helps teachers plan how students can achieve excellence

• aligns the criteria and instructional objective

• communicates the degree to which a student has accomplished the instructional objective

• makes the scoring of performance more accurate and consistent

• documents the procedure used in making judgments about student performance

**What terms are associated with rubrics?**

**•** scoring criteria

• levels of performance

• process criteria (performance assessment)

• product criteria (traditional assessment)

• generalized rubric

**Analytic Rubric**

These types of rubrics are used with activities and sports in which the performance

involves a sequential movement. These are easy to develop and administer. The following are

steps to creating a quantitative rubric (Lund, 2013; p59):

* Identify the content
* Decide on the phases or elements needed for performing the skill
* Identify the critical elements of each phase
* Determine how many levels you will use
* Define what the levels mean
* Develop a recording sheet

**Qualitative Rubric**

A qualitative rubric provides written descriptions of the level of performance during a multistage event. Some examples are frequently seen in bowling or track/field.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Skill:**  | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **Example: Badminton** |  |  |  |  |
| Shot | Relies on one or two shots during the game | Uses all shots taught but not at the appropriate times | Uses all shots taught with correct form and usually at the appropriate times | Uses all shots taught with correct form at appropriate times |

**Quantitative Rubric**

A quantitative rubric rates performance by assigning a number anchored to a descriptive statement defining a specific level of performance. For Example:

Type I

* 4 - Exhibits the skill and generalizes in multiple settings
* 3 – Usually exhibits the skill but is inconsistent
* 2 – Skills are exhibited sometimes or ½ the time
* 1 – Skills are rarely exhibited (2/10 trial attempts)
* 0 – Skills are never exhibited

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student Name** | **Skill 1/Score** | **Skill 2/Score** | **Skill 3/Score** | **Skill 4/Score** |
| **Example:** | **Shots** | **Dribble** | **Pass** | **Strategy** |
| Tara | 3 | 2 | 3 | 4 |
| Kathy | 4 | 2 | 1 | 3 |

Or Type II

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Never 0** | **Sometimes 1** | **Usually 2** | **Always 3** |
| **Example: Badminton** |  |  |  |  |
| Uses all shots taught but not at the appropriate times  | X |   |  |  |
| Uses all shots taught with correct form at appropriate times |  |  |  | X |

**Qualitative Rubric**

**Teacher: Unit:**

**Student / Class Objective:**

**Skill:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student** | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
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**Quantitative Rubric – Type 1**

**Teacher: Unit:**

**Student / Class Objective:**

**Rating Key:**

* 4 - Exhibits the skill and generalizes in multiple settings
* 3 – Usually exhibits the skill but is inconsistent
* 2 – Skills are exhibited sometimes or ½ the time
* 1 – Skills are rarely exhibited (2/10 trial attempts)
* 0 – Skills are never exhibited

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student Name** | **Skill:****Score** | **Skill:****Score** | **Skill:****Score** | **Skill:****Score** |
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**Quantitative Rubric – Type 2**

**Teacher: Unit:**

**Student / Class Objective:**

**Skill:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Never 0** | **Sometimes 1** | **Usually 2** | **Always 3** |
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**Holistic Rubric**

A holistic rubric is used to give a single score for overall performance. They are most often used for large-scale assessments. The following are steps to creating a holistic rubric:

* Rubric must have 3 or more levels

|  |
| --- |
| Holistic Rubric for Badminton Game PlayLevel FourStudent executes all shots taught with good form, using near flawless shot selection.  Shot and serve selections are mixed to avoid anticipation by the opponent.  Shots are placed away from the opponent.  Anticipates opponent’s shot when possible.  Student moves to cover the entire court, consistently trying to return to a “home” position.  Level ThreeStudent utilizes most shots [presented in class at appropriate times with good form.  Uses correct footwork and is usually in position to play shots.  Shows some anticipation of the opponent’s shot.  Student covers the court, generally attempting to return to a “home” position.  Level TwoStudent uses several of the shots presented, but not always at the appropriate time.  Some form breaks are apparent; however, form is mostly correct.  Student covers court but occasionally finds him/herself out of position.  Shifting weight to the balls of the feet may be necessary before he/she can move to the shot.  Level OneStudent relies on 1 or 2 shots for the entire game.  Incorrect form causes shots to be misplaced or ineffective.  Does not move following a shot, making it difficult to be in position to play an opponent’s return.  Parts of the court are left uncovered at times.   |

Adapted from Lund (2013)

**Illinois Student**

**Goal Development**

**Grades: K - 12**

**Individual and Annual Goal Development**

The CASE Adapted Physical Education department spent countless hours attempting to align the Illinois learning standards to the National physical development and health standards in an attempt to create a goal bank from which to pull appropriate long term and short term objectives when writing goals for the various students we serve. The guidelines set forth by the American Alliance for Health and Physical Education can be read in detail in Appendix D.

The following pages are broken down into individual skill development. Each page lists the Illinois State Goal and the National Standard that most applies to this specific skill. We then break down these two goals down further into age appropriate objectives that can be infused into goals depending on the student and the area(s) of future concern. When attempting to reference the state goal example listed below, 19C.2b refers to Illinois state goal 19 sub-category “C”. The number 2 refers to the late elementary component. The letter “b” refers to the second component in the late elementary category. The reader is referred to the appendix A, Illinois Learning Standards 2014, for a complete list of goals, sub-categories and grade level objectives. All goals must be written in the appropriate ABCD (Audience, Behavior, Criteria, Degree/Duration) format.

**Goal Example:**

***Illinois State Goal 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.***

* *C - Demonstrate knowledge of rules, safety and strategies during physical activity.*
* *#2b - Identify offensive, defensive and cooperative strategies in selected activities and games.*

*Long Term Goal*

* + *Grade k-2 –*
		- *Student will develop appropriate safety practices while performing various locomotor skills in order to move with both small and large groups in personal and general space with 2 verbal cues and 1 physical prompt on 4/5 activity days or 90% of movement time.*

*Short Term Objectives*

* + - *By the end of the 2nd trimester, When performing specific locomotor skills with the class, Student will avoid body contact with others by maintaining appropriate personal space with 2 verbal cues and 1 physical prompt on 2/5 activity days or 40% of the movement time.*
		- *By the end of the 3rd trimester, When performing specific locomotor skills with the class, Student will move within the boundaries of the movement space as identified with various floor markers provided for visual cues with 2 verbal cues and 1 physical prompt on 3/5 activity days or 60% of the movement time.*

**Inclusion of the Illinois Social and Emotional Learning Goals**

As stated previously, the importance of the SEL goals were evaluated by the Illinois Task Force for PE and then included into the current revisions for the Illinois Learning Standards for Health and Physical Education.

When writing activity based IEP goals for students with disabilities, it is imperative to reference and include the Illinois SEL goals and the Illinois PE specific goals into the appropriate goal box. See Table 1 below..

**Table 1. IEP SEL Goal Development for PE**

****

**Student Performance Outcomes**

**Grades: K-12**

The following outcomes were written to provide a guide for adapted physical educators when writing goals and objectives for their students. Also included are individual classroom strategies and teaching handouts that can be provided to cooperating teachers as part of the Illinois RtI process prior to referring a student for an evaluation in adapted physical education.

# National PE Standards

<http://www.shapeamerica.org/standards/pe/>

SHAPE America's National Standards define what a student should know and be able to do as result of a quality physical education program. States and local school districts across the country use the National Standards to develop or revise existing standards, frameworks and curricula.

* **Standard 1** - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
* **Standard 2** - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
* **Standard 3** - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
* **Standard 4** - The physically literate individual exhibits responsible personal and social behavior that respects self and others.
* **Standard 5** - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

## Illinois Learning Standards:

## *Physical Development and Health*

<http://www.isbe.state.il.us/ils/pdh/standards.htm#goals>

A state report released in August 2013 calls for new benchmarks and strategies to improve and increase physical education classes, noting the latest neuroscience research linking physical activity with improved academic performance. State Superintendent of Education Christopher A. Koch and Dr. LaMar Hasbrouck, director of the Department of Public Health, co-chaired the [Illinois Enhance Physical Education (P.E.) Task Force](http://www.isbe.state.il.us/EPE/html/EPETF.htm), which developed the 148-page report that has been submitted to Gov. Pat Quinn, the Illinois State General Assembly, and health organizations and community groups interested in turning the tide of childhood obesity and improving health for all students.

* STATE GOAL 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.
* STATE GOAL 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.
* STATE GOAL 21: Develop team-building skills by working with others through physical activity.
* STATE GOAL 22: Understand principles of health promotion and the prevention and treatment of illness and injury.
* STATE GOAL 23. Understand human body systems and factors that influence growth and development.
* STATE GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.

**Maintaining a Safe Environment**

From an early age,students need to know how to communicate their health needs successfully and learn to take responsibility for their own actions in the area of health and physical development. They also need to know how and why personal decisions (positive and negative) can affect their own health and well-being. Students who are taught to communicate effectively are able to make informed decisions about their overall health and will be able to grow and mature in school and community settings as responsible citizens and workers.

***Illinois State Goal 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.***

*C. Demonstrate Knowledge of rules, Safety and strategies during physical activity*

* *#1 – Demonstrate safe movement in physical activities*
* *#2a – Identify and apply rules and safety procedures in physical activities*
* *#3a – Apply rules and safety procedures in physical activities*
* *#4a – Develop rules and safety procedures for physical activities*

***Illinois State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.***

1. *Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.*
* *#1a – Differentiate between positive and negative behaviors (waiting turn, pushing in line, honesty v. lying)*
* *#1b – Identify positive verbal and non-verbal communication skills (body language, manners, listening)*
* *#2a – Identify causes and consequences of conflict among youth.*
* *#2b – demonstrate positive verbal and non-verbal communication skills (e.g., polite conversation, attentive listening, body language).*
* *#3b – Demonstrate methods for addressing interpersonal differences without harm (avoidance, compromise, cooperation)*
* *#3c – Explain how positive communication helps to build and maintain relationships at school, at home and in the workplace.*

*B. Apply decision-making skills related to the protection and promotion of individual, family, and community health.*

* *#2b – Describe key elements of a decision-making process.*
* *#3a - Apply a decision-making process to an individual health concern.*

**SHAPE Standard 4 – The physically literate individual exhibits responsible personal and social behavior that respects self and others.**

K-2

* Demonstrate appropriate safety practices in personal/general space.
* Recognizes safety practices in personal/general space.

3-5

* Understands safety practices in personal/general space.

6-8

* Demonstrates safety practices in personal/general space.

**SHAPE Standard 5 – The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.**

3-5

* Identifies positive feelings associated with participation in physical activities

6-8

* Enjoys becoming more skilled through effort and practice
* Seeks personally challenging experiences in physically activity opportunities

9-12

* Chooses to participate because of personal enjoyment rather than only friends are participating.

**Classroom Management in Physical Education**

**(Response to Intervention Professional handout)**

To be given to physical education teachers in an attempt to help modify the environment for students demonstrating challenging and potentially dangerous behaviors.

Classroom Strategies &

Accommodations for Knowledge and Application of the components of a:

Appropriate Behavior in the Physical Environment

**Use of pictures**

* Clearly define rules, skill sequences, what is expected

**Use of forecasting**

* Letting the student know ahead of time what activities will be presented in class

**Use of social stories- (see social worker, autism specialist)**

* Social stories are used to give insight to students who have difficulty in understanding particular social situations and how they should behave. They are written to the specific situation you are dealing with.
* Social stories can be used for a variety of physical education management needs like- lining up, choosing partners, safe use of equipment, sometimes we win………sometimes we don’t and anything else you can think of. Peers often enjoy taking pictures of themselves in the social story, so as a class they may help the student requiring assistance.
* Know that some students particularly with autism will have a difficult time working in groups. Developmentally they may be at the level of working with one other person. Groups may overwhelm them. Long term your goal is to work in groups- however you may need to gain their trust and work slowly to increase the number of people within the group.

**Reward systems**

* Does the student have the opportunity to have tangible rewards for showing improvement in a specific behavior i.e. extra recess or pe time.

**Use of Sensory Strategies**

* Understand that students have different sensory needs and allow for differences.
	+ Investigate if the child has sensory needs
		- Contact the Occupational Therapist for further information regarding the use of:
			* Fidget toys
			* Move-n-sit cushions
			* Sensory Diet
			* Weighted Vests and cushions

**Use of Behavior Systems**

* Has a functional behavior analysis being completed by the teaching staff
	+ regarding the student’s behaviors in various environments
* Is a behavior intervention plan (BIP) on file and being used by the teaching staff?

Classroom Strategies &

Accommodations for Knowledge and Application of the components of:

Rules / Proper Manners / Cooperation

**Rules and following directions:**

* Are the rules short and concise for your classroom and posted in such a manner that all students understand
	+ real pictures of students demonstrating the correct behavior
* Are rules reinforced consistently and equitably. Do your students know the consequences for behavior infractions
* Is there a climate of positive approval and reward for appropriate behavior
* Is the student on a behavior system in the classroom and is that behavior system followed over in the physical education setting. Is there a chart?

**Managing equipment and self in a proper manner**

* Is there a clear way in which equipment is disseminated with enough room for all to get equipment safely
* Is there a variety of equipment within a skill offered as choice so that students can practice at their developmental level
* Are their clear rules about use of body space, staying on feet, keeping distance from others
* Has all new equipment been introduced as to the care, safety and specific use of the equipment.
* Has this been reviewed each time the equipment is brought out.

**Works by oneself and with others cooperatively**

* Do the students understand “how long” or how many trials they are to practice a skill
* Do the students have a clear understanding of the personal space they are to stay in while practicing a self skill
* Is there a progression for adding people in a group. Do students have choice in partners and groups
* Have cooperative skills been taught in a lead-up fashion.
* When group games are introduced
	+ are there clear boundaries, markings of who is it?
	+ colored vests (pinnies) worn,
	+ understanding among the class as to what the next step is when roll changes happens during a game.
* Have all the rules to the game been clearly demonstrated.
* Is there a clear way for students to work through disagreements or misunderstandings in your class

**Locomotor Skills**

Physical performance involves competency in a wide range of motor, non-motor and manipulative skills. Learning in this area is developmental, building simple movements into more complex patterns. Learning to follow directions and rules enhances enjoyment and success in both recreational and competitive sports. Working toward higher levels of competence, students learn how to maintain health and fitness as individuals and as members of teams.

***Illinois State Goal 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.***

* ***A*** *– Demonstrate physical competency in individual and team sports, creative movement and leisure and work related activities.*
	+ ***#1*** *- Demonstrate control when perform­ing fundamental locomotor, non-locomotor and manipulative skills.*
	+ ***#3*** *- Demonstrate control when performing combinations and sequences of locomotor, non-locomotor and manipulative motor patterns in selected activities, games and sports.*
* ***B*** *– Analyze various movement concepts and applications.*
	+ ***#1*** *- Understand spatial awareness and relationships to objects and people.*

**SHAPE Standard 1 – The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.**

* **Demonstrate competency in a variety of motor skills and movement patterns.**

K-2

* Performs locomotor skills (hop, gallop, jump, run, slide, skip).
* Travels and changes directions without losing balance and/or rhythm of activity
* Travels in all directions using a variety of locomotor patterns
* Maintains body balance on different bases of support (floor, raised object (stability pad))
* Maintains body balance on one or more body parts (one leg & one hand, two legs, two legs & one hand, etc.,).
* Transfers weight from one foot to other foot in attempt to walk with or without physical assistance.
* While laying prone or supine (face upward), turns head in direction of stimulus (noise, light, etc.)
* While laying prone or supine (face upward), rolls body sideways in direction of stimulus (noise, light, etc.)

3-5

* Demonstrate a sequence of two locomotor patterns (walk to run, walk to gallop, jog to jump)
* Demonstrate a sequence of two body movements (curl, twist, bend, stretch)
* Demonstrate a locomotor pattern with coordinated use of upper body and flight
* Demonstrate different body shapes (narrow, curled, extension of free body parts)

**SHAPE Standard 2 – The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.**

* **Applies knowledge of concepts, principles, strategies and tactics related to movement and performance**

K-2

* Performs a locomotor pattern within a specific body plane (low, middle, high)
* Demonstrates basic concepts of travel in personal space and general space.
* Demonstrate the ability to repeat a locomotor pattern for extended period of time

3-5

* Demonstrates different pathways in simple travel
* Demonstrates a locomotor pattern while moving (over, under, around, or through)
* Demonstrates difference between fast and slow speeds
* Demonstrates simple strategies and tactics in chase and flee activities.

**SHAPE Standard 3 – The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.**

* **Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.**

K-2

* Engage in a variety of locomotor patterns during choice activity
* Actively participates in physical education class with or without teacher prompting

3-5

* Actively participates in physical education class with or without teacher prompting
* Demonstrate a warm-up and/or cool-down exercise on 1 or more activity days

**Locomotor Activities**

**(Response to Intervention Professional handout)**

To be given to physical education teachers in an attempt to help modify the environment for students demonstrating weaknesses or deficits in any locomotor activity.

Classroom Strategies &

Accommodations for Knowledge and Application of the components of:

**Shorter Distance**

* Raised markers on floor to mark start / pathway / finish
* Group or individual placed in outside lines.
* Substitute successful locomotor skills for an individual.
* If an object is being carried, consider size and shape for easier handling.
* Allow carry vs. balance of an object, small vs. large.
* Assign individual to team/group with 1-2 less students to equal time to complete task or relay.

 **Predictable Path/Laps**

* Student follows path on the inside perimeter of space.
* Mark alternative path with different color/size cones.
* Allow for considerable shorter distances.
* When outside, survey changes in surfaces (concrete, grass, woodchips, asphalt), avoid these changes or mark with a visual marker (cone, flag) so student can anticipate change in surface.

**Scatter Games**

* Move with student around gym space, shadow or hold hand.
* Provide verbal prompts to redirect focus on tagger or game’s purpose.
* Use visual cues (i.e. hand signals, colors, cones) to assist student in finding pathways.
* Use colored vests/shirts (pinnies) to help student identify players with different roles, teammates, or tagger.
* Encourage student to move at different speeds and change direction in order to enhance balance and agility.

Rhythm and Dance Activities

* Provide processing time between directions and performance
* Preferential Partner Choice
* Position in Teacher’s line of sight
* Provide role models
* Adjust speed and distance
* Decrease number of steps
* Decrease group size
* Provide visuals for directions

**Manipulative Skills**

Physical performance involves competency in a wide range manipulative skills. These skills are fundamental to many team, individual, and dual sports. Learning in this area is developmental, building simple movements into more complex patterns. Manipulative skills typically use various balls and implements. Manipulative skills rely on the primary skills of eye-hand and eye-foot coordination, and include secondary skills of personal-social participation.

***Illinois State Goal 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.***

* ***A*** *– Demonstrate physical competency in individual and team sports, creative movement and leisure and work related activities.*
	+ ***#1*** *- Demonstrate control when perform­ing fundamental locomotor, non-locomotor and manipulative skills.*
	+ ***#****4 – Demonstrate physical competency in individual and team sports, creative movement and leisure and work related activities.*
* ***B*** *– Analyze various movement concepts and applications.*
	+ ***#1*** *- Understand spatial awareness and relationships to objects and people.*
	+ ***#2a*** *– Identify the principles of movement (e.g., absorption & application of force, equilibrium).*
* ***C*** *- Demonstrate knowledge of rules, safety and strategies during physical activity.*
	+ ***#1*** *- Demonstrate safe movement in physi­cal activities.*
	+ ***#2a*** *- Identify and apply rules and safety procedures in physical activities.*
	+ ***#2b*** *- Identify offensive, defensive and cooperative strategies in selected activities and games.*

**SHAPE Standard 1 – The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.**

K-2

* Opposition during throw and/or roll activities
* Progress toward mature form in manipulative skills in a stationary position

3-5

* Demonstrates manipulative skills for performance outcomes (i.e. hit a target)
* Shows a mature pattern during skills in a stationary position

6-8

* Progress toward mature form in manipulative skills in a dynamic position at the basic skill level

9-12

* Shows a mature form in advanced manipulative skills in a dynamic position.

**SHAPE Standard 2 – The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.**

K-2

* Recognizes appropriate safety practices in personal/general space during manipulative skills

3-5

* Understand the force needed to manipulate objects in personal/general space during skill practice
* Understands absorption of force during object manipulation in personal/general space while stationary

6-8

* Demonstrates the force needed to manipulate objects
* Demonstrates the absorption of force to manipulate objects

**SHAPE Standard 4 – The physically literate individual exhibits responsible personal and social behavior that respects self and others.**

K-2

* Demonstrate appropriate safety practices in personal/general space during manipulative skills
* Recognizes safety practices in personal/general space while manipulating striking implements

3-5

* Understands safety practices in personal/general space while manipulating striking implements

6-8

* Demonstrates safety practices in personal/general space while manipulating striking implements

**SHAPE Standard 5 – The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.**

3-5

* Selects and practices a skill on which improvement is needed
* Identifies positive feelings associated with participation in physical activities

6-8

* Enjoys becoming more skilled through effort and practice
* Seeks personally challenging experiences in physically activity opportunities

**Manipulative Activities**

**(Response to Intervention Professional handout)**

To be given to physical education teachers in an attempt to help modify the environment for students demonstrating weaknesses or deficits in any manipulative activity.

Classroom Strategies &

Accommodations for Knowledge and Application of the components of:

**Overhand Throw/ Underhand Throw/ Roll**

* Move closer to target
* Use larger targets, change height of targets.
* Use different weight/shape/texture of balls to accommodate for weakness in grip, and differences in manipulation skills.
* Use floor markers to encourage weight transfer, and/or to help student stay within own space.
* Tether object for less retrieval time

**Catch**

* Use different weight/shape/texture of balls.
* Use different colors of balls to contrast with gym floor, walls.
* Use a variety of objects to catch (i.e. bean bags, stuffed animals, foam noodles, rubber animals) to help object “stick” to hands.
* Use verbal and non-verbal cues allowing the student to prepare readiness to catch.
* Tether object for less retrieval time

**Kick**

* Use different size/ weight of ball.
* Choose a ball with contrasting color to gym floor, walls.
* Use a deck ring or smaller ring to keep ball stationary.
* In games require kicking a rolling ball, roll slowly or allow student to kick a stationary ball.
* During ball control activities (dribbling), use partially deflated ball
* Tether object for decreased retrieval

**Bounce & Catch/ Dribble**

* Provide physical assistance to teach appropriate force for sending and receiving ball.
* Position yourself in front of student to help maintain control of ball in student’s own space.
* Teach bounce/catch first
* Adjust size and weight to accommodate to little force
* Adjust size and weight to accommodate to excessive force

**Strike**

* Adjust student position toward the perimeter
* Create batting cages using folding mats
* Adjust size and weight of appropriate equipment
* Adjust height of batting tee
* Tether an object to decrease retrieval of object

**Individual Sports**

 Nutrition, exercise, rest, hygiene and safety are the bases for personal, family and occupational health. From an early age, students can recognize healthy habits and understand why they are important. As students become more sophisticated in their understanding, they learn and can adopt a variety of ways to minimize illness and enhance health. Learners will be able to apply the effects of health-related actions to success in the workplace. Students who develop an effective understanding of basic health promotion can establish the foundation for achieving and maintaining personal health and well-being by making informed wellness decisions now and throughout their lives.

***Illinois State Goal 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.***

* ***A*** *– Demonstrate physical competency in individual and team sports, creative movement and leisure and work related activities.*
	+ ***#3*** *- Demonstrate control when performing combinations and sequences of locomotor, non-locomotor and manipulative motor patterns in selected activities, games and sports.*
	+ ***#5*** *– Demonstrate physical competency in individual and team sports, creative movement and leisure and work related activities.*
* ***C*** *- Demonstrate knowledge of rules, safety and strategies during physical activity.*
	+ ***#1*** *- Demonstrate safe movement in physi­cal activities.*
	+ ***#2a*** *- Identify and apply rules and safety procedures in physical activities.*
	+ ***#2b*** *- Identify offensive, defensive and cooperative strategies in selected activities and games.*
	+ ***#5a*** *– Select components (e.g., equipment, boundaries, number of players, rules) which promote participation in novel or original physical activities.*

***Illinois State Goal 21 Develop skills necessary to become a successful member of a team by working with others during physical activity.***

* *A - Demonstrate personal responsibility during group physical activities.*
* ***#A.1a*** *– Follow directions and class procedures while participating in physical activities.*
* ***#A.2c****- Work independently on task until completed.*
* ***#3a*** *- Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders).*
* ***#A.4c*** *– Demonstrate individual responsibility during group physical activities.*
* ***#A.5*** *- Demonstrate individual responsibility through use of various team-building strategies in physical activity settings (e.g., etiquette, fair play, self-officiating, coaching, organizing a group activity).*

**SHAPE Standard 1 – The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.**

3-5

* Catch a fly ball using mature form
* Throw ball overhand and hit a target on the wall
* Dribble then pass a basketball to a moving receiver
* Throw ball to partner 15 yards away

6-8

* Perform a variety of simple folk and square dances
* Design and perform gymnastics sequences

9-12

* Demonstrate a variety of swimming strokes
* Select and use the correct club for an approach shot in golf
* Navigate a kayak skillfully and safely in calm water using a variety of paddle strokes

**SHAPE Standard 2 – The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.**

3-5

* Designs a new game incorporating at least two motor skills, rules, and strategies

6-8

* Identifies proper warm-up and cool down techniques and reasons for using them

**SHAPE Standard 4 – The physically literate individual exhibits responsible personal and social behavior that respects self and others.**

6-8

* Makes responsible decisions about using time and participating safely with the decisions made
* Includes concerns for safely of self and others during an individual sport
* Seeks out, participates with, and shows respect for a peer of lesser skill ability

9-12

* Chooses to participate because of personal enjoyment rather than only friends are participating.

**SHAPE Standard 5 – The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.**

3-5

* Selects and practices a skill on which improvement is needed
* Identifies positive feelings associated with participation in physical activities

6-8

* Enjoys becoming more skilled through effort and practice
* Seeks personally challenging experiences in physically activity opportunities

9-12

* Creates self rewards for achieving physical activity goals
* Reflects on reasons for choosing to participate in selected physical activities

**Team Sports**

As members of teams, students need to fill the role of leader at times and participant at other times. Knowing how to follow proce­dures, accept leadership from others, participate actively and lead when appropriate will serve the student on and off the playing field. Students need to know the elements of teamwork (communication, decision making, cooperation, leadership) and how to adjust individual needs to team needs. Students also need to be able to recognize each member's contributions, including their own.

***Illinois State Goal 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.***

* ***A*** *– Demonstrate physical competency in individual and team sports, creative movement and leisure and work related activities.*
	+ ***#3*** *- Demonstrate control when performing combinations and sequences of locomotor, non-locomotor and manipulative motor patterns in selected activities, games and sports*
	+ ***#5*** *- Demonstrate knowledge and skills in a self-selected individual sport, a team sport, creative movement and work-related activities.*
* ***B*** *– Analyze various movement concepts and applications.*
	+ ***#1*** *- Understand spatial awareness and relationships to objects and people.*
	+ *#2 - Identify the principles of movement (e.g., absorption and application of force, equilibrium).*
* ***C*** *- Demonstrate knowledge of rules, safety and strategies during physical activity.*
	+ *#2b - Identify offensive, defensive and cooperative strategies in selected activities and games.*
	+ *#3a - Apply rules and safety procedures in physical activities.*
	+ ***#4b -*** *Select and apply offensive, defensive and cooperative strategies in selected activities, games and sports*
	+ ***#5a -*** *Select components (e.g., equipment, boundaries, number of players, rules) which promote participation in novel or original physical activities.*

***Illinois State Goal 21 Develop team-building skills by working with others through physical activity.***

* *A - Demonstrate personal responsibility during group physical activities.*
* ***#2a -*** *Accept responsibility for their own actions in group physical activities.*
* ***#2b -*** *Use identified procedures and safe practices without reminders during group physical activities.*
* ***#3a*** *- Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders).*
* ***#4b*** *- Apply identified procedures and safe practices to all group physical activity settings.*
* ***#5*** *- Demonstrate individual responsibility through use of various team-building strategies in physical activity settings (e.g., etiquette, fair play, self-officiating, coaching, organizing a group activity).*
* *B - Demonstrate cooperative skills during structured group physical activity.*
* ***#3 -*** *Work cooperatively with others to accomplish a set goal in both competitive and non-competitive situations (e.g., baseball, choreograph­ing a dance).*
* ***#5 -*** *Demonstrate when to lead and when to be supportive to accomplish group goals.*

**SHAPE Standard 1 – The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.**

6-8

* Place the game object away from an opponent during a sport activity
* Return to ready position during a rally of a sport activity

9-12

* Use a variety of strategies to keep the opponent moving during a sport activity

**SHAPE Standard 2 – The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.**

3-5

* Demonstrate key elements of a proper grip on equipment when holding game object during a sport activity

6-8

* Cooperates with partner by calling for game object during sport activities

9-12

* Applies sufficient amount of force to propel game object for proper placement in sport activities.

**SHAPE Standard 4 – The physically literate individual exhibits responsible personal and social behavior that respects self and others.**

3-5

* Cooperates with all class members by taking turns and sharing equipment
* Accepts the teachers decision regarding a personal rule infraction without displaying negative reactions toward others
* Assess and take responsibility for his/her own behavior problems without blaming others

6-8

* Remains on-task during dual sport activity without close teacher monitoring
* Plays within the rules of the game or activity
* Shows self-control by accepting a controversial decision of an official
* Through verbal and non-verbal behavior, demonstrates cooperation with peers in a dual sport
* In preparation for a dual sport, arranges equipment in order to participate safely

9-12

* Chooses to participate in a dual sport activity because of personal enjoyment rather than only when friends are participating

**SHAPE Standard 5 – The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.**

6-8

* Selects and practices a skill on which improvement is needed

9-12

* Accomplishes score keeping for sport activities

**Dual Sports**

Physical performance involves competency in a wide range of motor, non-motor and manipulative skills. Learning in this area is developmental, building simple movements into more complex patterns. Learning to follow directions and rules enhances enjoyment and success in both recreational and competitive sports. Working toward higher levels of competence, students learn how to maintain health and fitness as individuals and as members of teams.

***Illinois State Goal 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.***

* ***A*** *– Demonstrate physical competency in individual and team sports, creative movement and leisure and work related activities.*
	+ ***#3*** *- Demonstrate control when performing combinations and sequences of locomotor, non-locomotor and manipulative motor patterns in selected activities, games and sports*
	+ ***#5*** *- Demonstrate knowledge and skills in a self-selected individual sport, a team sport, creative movement and work-related activities.*
* ***B*** *– Analyze various movement concepts and applications.*
	+ ***#1*** *- Understand spatial awareness and relationships to objects and people.*
	+ ***#2*** *- Identify the principles of movement (e.g., absorption and application of force, equilibrium).*
* ***C*** *- Demonstrate knowledge of rules, safety and strategies during physical activity.*
	+ ***#2b*** *- Identify offensive, defensive and cooperative strategies in selected activities and games.*
	+ ***#3a*** *- Apply rules and safety procedures in physical activities.*
	+ ***#4b -*** *Select and apply offensive, defensive and cooperative strategies in selected activities, games and sports*
	+ ***#5a -*** *Select components (e.g., equipment, boundaries, number of players, rules) which promote participation in novel or original physical activities.*

***Illinois State Goal 21 Develop team-building skills by working with others through physical activity.***

* *A - Demonstrate personal responsibility during group physical activities.*
* ***#2a -*** *Accept responsibility for their own actions in group physical activities.*
* ***#2b -*** *Use identified procedures and safe practices without reminders during group physical activities.*
* ***#3a*** *- Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders).*
* ***#4b*** *- Apply identified procedures and safe practices to all group physical activity settings.*
* ***#5*** *- Demonstrate individual responsibility through use of various team-building strategies in physical activity settings (e.g., etiquette, fair play, self-officiating, coaching, organizing a group activity).*
* *B - Demonstrate cooperative skills during structured group physical activity.*
* ***#3 -*** *Work cooperatively with others to accomplish a set goal in both competitive and non-competitive situations (e.g., baseball, choreograph­ing a dance).*
* ***#5 -*** *Demonstrate when to lead and when to be supportive to accomplish group goals.*

**SHAPE Standard 1 – The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.**

6-8

* Place the game object away from an opponent during a dual sport activity
* Return to ready position during a rally of a dual sport activity

9-12

* Use a variety of strategies to keep the opponent moving during a dual sport activity

**SHAPE Standard 2 – The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.**

3-5

* Demonstrate key elements of a proper grip on equipment when holding game object during a dual sport activity

6-8

* Cooperates with partner by calling for game object during dual sport activities

9-12

* Applies sufficient amount of force to propel game object for proper placement in dual sport activities.

**SHAPE Standard 4 – The physically literate individual exhibits responsible personal and social behavior that respects self and others.**

3-5

* Cooperates with all class members by taking turns and sharing equipment
* Accepts the teachers decision regarding a personal rule infraction without displaying negative reactions toward others
* Assess and take responsibility for his/her own behavior problems without blaming others

6-8

* Remains on-task during dual sport activity without close teacher monitoring
* Plays within the rules of the game or activity
* Shows self-control by accepting a controversial decision of an official
* Through verbal and non-verbal behavior, demonstrates cooperation with peers in a dual sport
* In preparation for a dual sport, arranges equipment in order to participate safely

9-12

* Chooses to participate in a dual sport activity because of personal enjoyment rather than only when friends are participating

**SHAPE Standard 5 – The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.**

6-8

* Selects and practices a skill on which improvement is needed

9-12

* Accomplishes score keeping for dual sport activities

**Outdoor Pursuits/Cooperative/Team Building**

From an early age, students need to know how to communicate their health needs and learn to take responsibility for their own health. They also need to know how and why personal decisions can affect their own health and well-being. Consideration for the needs of others becomes part of health promotion as well. Students who can clearly identify and communicate about health-related issues—and can make healthful personal decisions—will benefit as they grow and mature in school and into responsible workers and citizens.

***Illinois State Goal 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.***

* ***A*** *– Demonstrate physical competency in individual and team sports, creative movement and leisure and work related activities.*
	+ ***#1*** *- Demonstrate control when perform­ing fundamental locomotor, non-locomotor and manipulative skills.*
	+ ***#4*** *– Demonstrate physical competency in individual and team sports, creative movement and leisure and work related activities.*
* ***B*** *– Analyze various movement concepts and applications.*
	+ ***#1*** *- Understand spatial awareness and relationships to objects and people.*
* ***C*** *- Demonstrate knowledge of rules, safety and strategies during physical activity.*
	+ ***#1*** *- Demonstrate safe movement in physi­cal activities.*
	+ ***#2a*** *- Identify and apply rules and safety procedures in physical activities.*
	+ ***#2b*** *- Identify offensive, defensive and cooperative strategies in selected activities and games.*
	+ ***#5a -*** *Select components (e.g., equipment, boundaries, number of players, rules) which promote participation in novel or original physical activities.*

***Illinois State Goal 21 Develop team-building skills by working with others through physical activity.***

* *A – Demonstrate personal responsibility during group physical activities.*
* ***#2a -*** *Accept responsibility for their own actions in group physical activities.*
* ***#2b -*** *Use identified procedures and safe practices without reminders during group physical activities.*
* *#3a - Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders).*
* ***#4b*** *- Apply identified procedures and safe practices to all group physical activity settings.*
* ***#5*** *- Demonstrate individual responsibility through use of various team-building strategies in physical activity settings (e.g., etiquette, fair play, self-officiating, coaching, organizing a group activity).*
* *B. Demonstrate cooperative skills during structured group physical activity.*
* ***#3 -*** *Work cooperatively with others to accomplish a set goal in both competitive and non-competitive situations (e.g., baseball, choreograph­ing a dance).*
* ***#5 -*** *Demonstrate when to lead and when to be supportive to accomplish group goals.*

**SHAPE Standard 1 – The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.**

K-2

* Moves transversely along equipment with little teacher assistance

3-5

* Demonstrates good posture while lifting and carrying an object
* Balances with good control on a variety of objects

6-8

* Recognizes safety apparatus/equipment necessary for outdoor pursuits

**SHAPE Standard 2 – The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.**

3-5

* Designs a new game incorporating at least 2 motor skills, rules, and strategies

**SHAPE Standard 4 – The physically literate individual exhibits responsible personal and social behavior that respects self and others.**

3-5

* Cooperates with all class members by taking turns and sharing equipment

6-8

* Makes responsible decisions about using time, participating safely, and following through with the decisions made.
* Includes concerns for safety of self and others during an orienteering activity.
* Seeks out, participates with, and shows respect for a peer of lesser skill ability.

9-12

* Chooses to participate because of personal enjoyment rather than only friends are

participating.

**SHAPE Standard 5 – The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.**

3-5

* Cooperates with all class members by taking turns and sharing equipment

6-8

* Makes responsible decisions about using time, applying rules, and following through with the decisions made
* Uses time wisely with given opportunity to develop components of an activity
* Includes concerns for safety of self and others during an orienteering activity
* Seeks out, participates with, and shows respect for a peer of lesser skill ability

9-12

* Chooses to participate because of personal enjoyment rather than only when friends are participating

Development of Team Building and Cooperative Game Skills

**(Response to Intervention Professional handout)**

To be given to physical education teachers in an attempt to help modify the environment for students demonstrating weaknesses or deficits in any team building or cooperative game.

Classroom Strategies &

Accommodations for Knowledge and Application of the components of a:

Team Building Activities

Group Cooperation

* Preferential placement with a team or partner
* Limit the group or team size
* Limit the student’s role within the team
* Use clear field and/or floor markers to assist the student with positions and boundaries
* Cue the student prior to game play on number of contacts with game ball (*for example: Jimmy, you will touch the ball 4 times in today’s game).*
* Use colored vests, pinnies or arm bands to identify teams especially when multiple games are being played over large play area’s.

Participation

* Use of pictures schedule to assist a student with task completion
* Use single step directions with concrete parameters *(i.e .first* undesired task, *then* desired task)
* Assign a mirror partner. This partner would continually cue and demonstrate tasks and behavior for disabled partner.

Safety/Organization

* Use of social stories (refer to classroom management in PE, page 4).
	+ Turn taking
	+ Amount of Force
	+ Moving with the flow of play
	+ Safe use of equipment
* Use a consistent system of which to distribute equipment that is common across all units.

**Rhythms / Dance**

 Regular physical activity is necessary to sustain fitness and health. Students need to apply training principles—frequency, intensity, time and type (FITT)—to achieve their personal fitness goals. Fitness expecta­tions need to be established on an individual basis; realistic goals need to be based on the health-related and skill-related components of fitness, including endurance, strength, flexibility, cardio­respiratory fitness and body composition, balance, agility, spatial awareness, power, reaction time, coordination and speed. By learning and applying these concepts, students can develop lifelong understanding and good habits for overall health and fitness.

***Illinois State Goal 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.***

* ***A*** *– Demonstrate physical competency in individual and team sports, creative movement and leisure and work related activities.*
	+ ***#1*** *- Demonstrate control when perform­ing fundamental locomotor, non-locomotor and manipulative skills.*
	+ ***#****4 – Demonstrate physical competency in individual and team sports, creative movement and leisure and work related activities.*
* ***B*** *– Analyze various movement concepts and applications.*
	+ ***#1*** *- Understand spatial awareness and relationships to objects and people.*

*#2 - Identify the principles of movement (e.g., absorption and application of force, equilibrium).*

***Illinois State Goal 20 – Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment***

*A – Know and apply the principles and components of health-related fitness and skill related fitness as applied to learning and performance of physical activities.*

* *#1b – Engage in sustained physical activity that causes increased heart rate, muscle strength and range of movement.*

*B – Assess individual fitness levels*

* *#1a – Describe immediate effects of physical activity on the body (e.g., faster heartbeat, increased rate of breathing).*

*C – Set goals based on fitness data and develop, implement, and monitor an individual fitness improvement plan.*

* *#1a – Identify a realistic health related goal.*

***Illinois State Goal 21 Develop team-building skills by working with others through physical activity.***

* *A - Demonstrate personal responsibility during group physical activities.*
* ***#2a -*** *Accept responsibility for their own actions in group physical activities.*
* ***#2b -*** *Use identified procedures and safe practices without reminders during group physical activities.*
* *#3a - Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders).*
* ***#4b*** *- Apply identified procedures and safe practices to all group physical activity settings.*
* ***#5*** *- Demonstrate individual responsibility through use of various team-building strategies in physical activity settings (e.g., etiquette, fair play, self-officiating, coaching, organizing a group activity).*
* *B. Demonstrate cooperative skills during structured group physical activity.*
* ***#3 -*** *Work cooperatively with others to accomplish a set goal in both competitive and non-competitive situations (e.g., baseball, choreograph­ing a dance).*
* ***#5 -*** *Demonstrate when to lead and when to be supportive to accomplish group goals.*

**SHAPE Standard 1 – The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.**

K-2

* Identification of body parts.
* Demonstrate a transition between skills with music
* Identification of slow/fast and strong/light movements

3-5

* Perform a three part dance sequence
* Perform a simple dance step in keeping with an even tempo
* Create a dance in response to words, sounds, pictures, props and stories

6-8

* Perform a variety of simple folk and square dances
* Create and demonstrate a dance showing an understanding of **AB** form and logical sequence of movement (Beginning, Middle, End)

9-12

* Demonstrate a variety of beats, tempo’s, and rhythms in response to verbal cues

**SHAPE Standard 4 – The physically literate individual exhibits responsible personal and social behavior that respects self and other**

K-2

* Enjoys participating alone while exploring movement tasks
* Accepts others without regard to personal differences

3-5

* Works productively with partner to improve performance of a dance sequence
* Regularly encourages others and refrains from put-downs

6-8

* Remains on-task in a group activity without close teacher monitoring
* Seeks out, participates with, and shows respect for a peer of lesser skill ability

9-12

* Chooses to participate in an activity because of personal enjoyment rather than only when friends are participating

**SHAPE Standard 5 – The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.**

3-5

* Develops a dance sequence that is personally interesting

6-8

* Recognizes dance as a positive opportunity for social and group interaction

9-12

* Creates and performs a dance routine that expresses a self-generated list of emotions
* Reflects on reasons for choosing to participate in selected physical activities

**Travel/Balance/Weight Bearing**

Physical performance involves competency in a wide range of motor, non-motor and manipulative skills. Learning in this area is developmental, building simple movements into more complex patterns. Learning to follow directions and rules enhances enjoyment and success in both recreational and competitive sports. Working toward higher levels of competence, students learn how to maintain health and fitness as individuals and as members of teams.

***Illinois State Goal 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.***

* ***A*** *– Demonstrate physical competency in individual and team sports, creative movement and leisure and work related activities.*
	+ ***#1*** *- Demonstrate control when perform­ing fundamental locomotor, non-locomotor and manipulative skills.*
	+ ***#****4 – Demonstrate physical competency in individual and team sports, creative movement and leisure and work related activities.*
* ***B*** *– Analyze various movement concepts and applications.*
	+ ***#1*** *- Understand spatial awareness and relationships to objects and people.*
* ***C*** *- Demonstrate knowledge of rules, safety and strategies during physical activity.*
	+ *#1 - Demonstrate safe movement in physi­cal activities.*
	+ *#2a - Identify and apply rules and safety procedures in physical activities.*
	+ *#2b - Identify offensive, defensive and cooperative strategies in selected activities and games.*

***Illinois State Goal 20 – Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment***

*A – Know and apply the principles and components of health-related fitness and skill related fitness as applied to learning and performance of physical activities.*

* *#1b – Engage in sustained physical activity that causes increased heart rate, muscle strength and range of movement.*

*B – Assess individual fitness levels*

* *#1a – Describe immediate effects of physical activity on the body (e.g., faster heartbeat, increased rate of breathing).*

*C – Set goals based on fitness data and develop, implement, and monitor an individual fitness improvement plan.*

* *#1a – Identify a realistic health related goal.*

***Illinois State Goal 21 Develop team-building skills by working with others through physical activity.***

* *A - Demonstrate personal responsibility during group physical activities.*
* ***#2a -*** *Accept responsibility for their own actions in group physical activities.*
* ***#2b -*** *Use identified procedures and safe practices without reminders during group physical activities.*
* ***#3a*** *- Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders).*
* ***#4b*** *- Apply identified procedures and safe practices to all group physical activity settings.*
* ***#5*** *- Demonstrate individual responsibility through use of various team-building strategies in physical activity settings (e.g., etiquette, fair play, self-officiating, coaching, organizing a group activity).*
* *B - Demonstrate cooperative skills during structured group physical activity.*
* ***#3 -*** *Work cooperatively with others to accomplish a set goal in both competitive and non-competitive situations (e.g., baseball, choreograph­ing a dance).*
* ***#5 -*** *Demonstrate when to lead and when to be supportive to accomplish group goals.*

**SHAPE Standard 1 – The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.**

K-2

* Demonstrate difference between slow and fast movements
* Travel is a variety of directions, changes direction and comes to a stop in response to a signal or obstacle.
* Discover how to use static and dynamic balance on different body parts, at different levels.

3-5

* Balance with control on a variety of objects.
* Demonstrate a transition of sequential movements.

**SHAPE Standard 2 – The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.**

K-2

* Identify body planes and body parts in relationship to self and others in movement.
* Recognizes safety practices in general space.
* Correct movement errors in response to corrective feedback.(LOCOMOTOR)

**Health Enhancing Physical Activity**

 To achieve healthful individual development, students need to understand human anatomy and physiology, nutrition, stages of growth and development, avoidance of harmful actions and the characteristics of good health habits. Early learners begin with basic recognition of body systems and growth stages. As students progress, they understand how systems work together and how individual actions affect health. As they themselves grow and develop, students can learn to enhance the process throughout their school years and later life.

***Illinois State Goal 20 – Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment***

*A – Know and apply the principles and components of health-related fitness and skill related fitness as applied to learning and performance of physical activities.*

* *#1b – Engage in sustained physical activity that causes increased heart rate, muscle strength and range of movement.*

*B – Assess individual fitness levels*

* *#1a – Describe immediate effects of physical activity on the body (e.g., faster heartbeat, increased rate of breathing).*

*C – Set goals based on fitness data and develop, implement, and monitor an individual fitness improvement plan.*

* *#1a – Identify a realistic health related goal.*
* *#2a – Set a personal health-related fitness goal*
* *#2b – Demonstrate the relationship between movement and health-related and skill-related fitness components (e.g., running/cardiorespiratory, tug-of-war/strength).*
* *#3b – Identify opportunities within the community for regular participation in physical activities (playing at the community park, riding bike, rollerblading, walking with family).*

***Illinois State Goal 22 – Understand principles of health promotion and the prevention and treatment of illness and injury***

*A – Explain the basic principles of health promotion, illness, prevention and safety including how to access valid information, products, and services.*

* *#1b – Identify methods of health promotion and illness prevention (e.g., obtaining immunizations, hand washing, brushing teeth, eating practices, sleep, & cleanliness).*
* *#2a – Describe benefits of early detection and treatment of illness.*
* *#a3c – Explain routine safety precautions in practical situations (e.g., in motor vehicles, on bicycles, in and near water, as a pedestrian).*

*B – Describe and explain the factors that influence health among individuals, groups and communities.*

* *#1a – Encourage and support others in making positive health choices (e.g., eating practices, cleanliness, safety practices).*

*C – Explain how the environment can affect health.*

* *#1a – Identify sources and causes of environmental health risks (e.g., air, soil, sun, water, noise, food, chemicals).*

*D. Describe how to advocate for the health of individuals, families and communities.*

* *#1a - Identify positive health choices and demonstrate ways to communicate individual choices.*
* *#4a – Identify health resources to help influence others in making healthy choices.*

***Illinois State Goal 23 – Understand human body systems and factors that influence growth and development***

*A – Describe and explain the structure and functions of the human body systems and how they interrelate.*

* *1a – Identify basic parts of body systems and their functions (e.g., heart, lungs, eyes).*
* *#4a – Explain how body system functions can be maintained and improved (e.g., exercise/fitness, nutrition, safety).*

*B – Explain the effects of health-related actions on the body systems.*

* *#1a – Identify healthy actions that influence the functions of the body (e.g., cleanliness, proper diet, exercise).*
* *#3a – Explain the effects of health-related actions upon body systems (e.g., fad diets, orthodontics, avoiding smoking, alcohol use or other drug use).*

*C – Describe factors that affect growth and development*

**SHAPE Standard 2 – The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.**

K-2

* Provide an understanding that warm-up prepares the body for physical activity
* Identifies the short term effects at physical activity on the heart and lungs

3-5

* Understands that heart rate can be used to monitor exercise intensity

6-8

* Understand and uses proper warm-up and cool-down techniques

9-12

* Can develop realistic fitness goals

**SHAPE Standard 3 – The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.**

K-2

* Participate in moderate to vigorous activity that children find enjoyable
* Child will recognize that physical activity has lasting effects on the body and will choose to participate in improve health

3-5

* Student will be able to monitor level of physical activity using current technologies such as a pedometer

6-8

* Student will be able to maintain an activity log for 2 days
* Student should be able to set independent physical activity goals based on perceived rate of exertion

9-12

* Demonstrates 1 or more fitness components for the purpose of assessment (push-up/plank/sit-ups/flexibility/cardiorespiratory)
* Recognizes 1 or more areas of improvement in personal fitness components.
* Discuss & Design 1 or more areas of improvement for personal fitness plan.

**SHAPE Standard 5 – The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.**

3-5

* Children participate in activity and recognize physiological signs associated with participation in moderate to vigorous activity
* Recognize the differences in flexibility and correct body form

6-8

* Participates in activities and recognizes the physiological responses and associates with own level of fitness using basic knowledge of health related fitness
* Introduce standardized fitness testing in order to understand basic concepts for improvement

9-12

* Teach activities that can be performed in a variety of settings outside of school for the purpose of achieving health related fitness and assessing their fitness standards
* In a fitness setting, student should be able to choose activities specific to personal need and demonstrate use of FITT principles.

**Health Related Physical Fitness**

**(Response to Intervention Professional handout)**

To be given to physical education teachers in an attempt to help modify the environment for students demonstrating weaknesses or deficits in any health related fitness component.

Classroom Strategies &

Accommodations for Knowledge and Application of the components of an: Aerobic Workout

Equipment

* Modify steps for aerobic activities…..
	+ Towel rolls
	+ Lines on floors
* Yoga mats
* Floor cushions for support
* Ribbons / Scarves
* pedometers
* Heart Rate Monitor
	+ Finger strap watch with monitor
	+ Strapless activity watch

Environment

* Adjust surface of activity
	+ Raised
	+ Flat
* Provide exercises at table height or from a seated position
	+ Hand Cycle
	+ Exercise band activities
* Clearly mark the activity space for visual impairments
* Environmental Noise
	+ Music – Increase or decrease volume
	+ Provide quiet environment for sensory avoidance
* Schedule of events and expectations are clearly posted on board or strip
	+ At each station
	+ Outside the environment

Instruction

* Provide multiple stations for skill repetition
* Develop a Peer tutor program
* Provide activity partners
* Group Size
	+ Increase or decrease depending on the needs of the class or individual student
* Provide Physical demonstrations for each station
* Provide multiple Visual aids / Task Cards at each station
* Reinforce proper behavior with Verbal prompts
* Emphasize the Rhythmical Patterns for muscle memory training
* Modify Muscle Movements
* Provide Low Impact activities

Classroom Strategies &

Accommodations for Knowledge and Application of the components of a:

Weight Training Workout

Equipment

* Modify hand weights
	+ Less/more weight
	+ Rubber / Latex Free / Metal
* Modify size and accessibility to the weight machines
* Provide Exercise/Therapy Bands
* Modify Hand Grips to support type of hand or grip strength
	+ Provide GRIP gloves with Velcro
* Provide access to a Nautilus Machine
* Make sure that machines are equipped with Safety Straps
* Provide cushions for benches and/or back support
* Use of Medicine Balls should reflect strength of individual
	+ Decrease / increase ball weight
* Provide Range of Motion activities instead of weighted activities

Environment

* Be sure to check room accessibility before entering the environment for activity
* Adjust surface of activity
	+ Raised
	+ Flat
* Exercises at table height
* Provide exercises at table height or from a seated position
	+ Hand Cycle
	+ Exercise band activities
* Clearly mark the activity space for visual impairments
* Environmental Noise
	+ Music – Increase or decrease volume
	+ Provide quiet environment for sensory avoidance
* Schedule of events and expectations are clearly posted on board or strip
	+ At each station
	+ Outside the environment

Instruction

* Provide multiple stations for skill repetition
* Develop a Peer tutor program
* Provide activity partners
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	+ Increase or decrease depending on the needs of the class or individual student
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* Reinforce proper behavior with Verbal prompts
* Emphasize the Rhythmical Patterns for muscle memory training
* Modify Muscle Movements
* Provide Low Impact activities

**Glossary of Terms**

**Terms taken from:**

[**www.CEC.org**](http://www.CEC.org)

[**www.AAHPERD.org**](http://www.AAHPERD.org)

[**www.ISBE.org**](http://www.ISBE.org)

[**www.APENS.org**](http://www.APENS.org)

[**www.IAHPERD.org**](http://www.IAHPERD.org)

**Glossary of Terms**

A

* **AAHPERD**: American Alliance for Health Physical Education Recreation and Dance
* **Accommodation**: Learning to do things differently from other students because of a disability or impairment. Adaptations that address the needs of the student by removing the effects of the disability but not altering the performance outcome. An example of “accommodation” is the visually impaired student who reads by listening to a recording of a textbook.
* **Adapted Physical Education**: The art and science of developing, implementing, and monitoring a carefully designed physical education instructional program for a learner with a disability, based on a comprehensive assessment, to give the individual the skills necessary for a lifetime of rich leisure, recreation, and sport experiences to enhance physical fitness and wellness.
* **Adapted Physical Educator**: A physical educator with highly specialized training in the assessment and evaluation of motor competency, physical fitness, play, and leisure, recreation, and sport skills.
* **Advocacy:** Agencies or individuals acting on behalf of themselves or others.
* **Aerobic Activity:** Exercise that can be performed for a long duration because the energy required can be provided by the burning of fuel, which normally occurs in muscle cells in the presence of oxygen. Aerobic activity may help control body weight, reduce the percentage of body fat, improve the circulatory function and respiratory functions, and reduce blood pressure. Examples include aerobic dance, cycling, jogging, power walking, in-line skating, step aerobics, kickboxing, and super circuit.
* **Age-Appropriate Activities:** Activities appropriate for a chronological age, such as teaching fundamental skills to elementary children and specialized sport skills to adolescents.
* **Agility:** A skill-related component of fitness that describes the ability to rapidly change the position of the entire body.
* **Ambulatory:** Able to walk
* **Annual Goal:** A statement in an IEP of what a student needs to learn and should be able to learn in his/her special education program within one year.
* **Annual Review:** A review of a students’ special education program each year which includes an update of the students’ progress, a review of the current IEP, and development of a new IEP for the upcoming year.
* **Appeal:** A written request for a court to review or change the decision of a hearing officer.
* **APENS**: Adapted Physical Education National Standards
* **APE-T**: Adapted Physical Education Teacher
* **Area of Instruction**: Includes all activities that are the focus of a skill lesson or individualized education goal.
* **Assessment:** A way of collecting information about a student’s special learning needs, strengths and interests to help make educational decisions. An assessment may include giving individual tests, observing the student, looking at records, and talking with the student and his/her parents.
* **Assistive technology:** A piece of equipment or product system that increases, maintains, or improves the functional capabilities of persons with disabilities.
* **Atlanto-axial instability:** Greater than normal mobility of the two upper cervical vertebrae.

B

* **Balance:** The ability to maintain equilibrium in a held (static) or moving (dynamic) position.
* **Behavior Intervention:** a method or technique used to influence a student’s actions.
* **Behavior Intervention Plan (BIP):** A written plan developed as part of the IEP to address a serious behavioral problem. It is based on a functional behavioral assessment of the student’s behavior, describes the interventions to be used, methods of evaluation, and provisions for coordinating with the home.
* **Body awareness:** How a person pictures his or her body and his or her attitude toward and knowledge of his or her bodily capabilities and limitations.
* **Body Composition:** The proportion of fat-free mass (e.g., muscle, bone, vital organs, and tissues) to fat mass in the body.
* **Body Management:** Basic skills focusing on the ability to control the body and body parts in actions such as those involving traveling, balancing, rolling, and supporting body weight.
* **Body Mass Index (BMI):** A formula used to assess body fat based on a ratio between height and weight.

C

* **CASE**: Cooperative Association for Special Education
* **Cardiovascular Endurance:** A component of health-related fitness that describes the ability of the heart, blood vessels, and respiratory system to supply oxygen and nutrients to the muscles during exercise.
* **Certified Adapted Physical Educator (C.A.P.E.):** An indicator that an individual has demonstrated knowledge of adapted physical education by passing the adapted physical education national standards test.
* **Collaborative Consultations:** A process for providing services to special education students in which adapted physical education specialists collaborate with regular education staff, general classroom teachers, teachers of special education, and other school professionals and/or paraprofessionals and parents to plan, implement and evaluate interventions carried out in the adapted, regular, modified or specially designed physical education program for the purpose of ensuring each student’s success in the educational system.
* **Components of Health Related Fitness:** Muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition.
* **Confidential:** Being careful and using good judgment in reporting only the information that is educationally relevant about a student when disclosing personal information to school personnel and others.
* **Consent:** A voluntary agreement by the parents to let the school take an action that affects their child’s education. Consent is shown by parental signature on a form or letter that describes the action the school wants to take.
* **Content Standards:** What students should know and be able to do at the end of every grade level. Content standards represent the academic content of the discipline of kinesiology.
* **Contraindicated:** Is not advisable, should not be done.
* **Contraindicated Exercises:** Exercises that are dangerous and should not be done.
* **Cool Down Exercises:** Five to ten minutes of light to moderate physical activity. Cool-down exercises help the body recover from exercise. This process maintains blood pressure, helps enhance venous return, and prevents blood from pooling in the muscles.
* **Coordination:** A skill-related component of fitness that relates to the ability to perform tasks smoothly and accurately.
* **Core Muscles:** The abdominal, back, hip, and pelvic floor muscles.
* **Critical Elements:** Those elements of performing a skill deemed necessary for its correct execution. Also referred to as critical features.
* **Criterion-referenced:** Measurement against a predetermined level of mastery.
* **Criterion Referenced Assessment:** Describes how well a student performs compared with a predetermined and specified standard of performance, as opposed to a norm-referenced assessment where a student’s performance is compared with a normative sample of other students.
* **Criterion-related validity:** The degree to which a test compares with another acceptable standard of the same performance.
* **Cues:** Short phrases that describe the correct technique for performing a skill.

D

* **Developmentally Appropriate:** Activities that are appropriate to a student’s level of cognitive, social, emotional, and physical development.
* **Diagnostic Assessment:** Type of assessment that is teacher directed; used to determine current level of development; contributes to and sums up performance for a grade; occurs near the beginning of a unit of instruction.
* **Direct Services:** Those professions identified by law with responsibility for providing educational services to student with disabilities.
* **Disability:** A problem or condition that makes it hard for a student to learn or do things in the same way as most other students. A disability may be short-term or permanent.

E

* **Eligible:** A decision that determines a student meets the requirements for and is in need of special education and related services.
* **Evaluation:** Collecting information about a student and any problems that may affect his/her educational development for the purpose of determining eligibility for special education and related services. The evaluation may include giving individualized tests, observing the student, looking at records, and talking with the student and his/her parents.

F

* **FITT Principle/Concepts:** An acronym for the exercise variables necessary for gaining and maintaining physical fitness: frequency, intensity, time, and type of physical activities. **Flexibility:** Range of motion available at any one or a combination of joints.
* **Free Appropriate Public Education (FAPE):** The words used in the federal law (IDEA) to describe the right of a student with disabilities to receive special education and related services which will meet his/her individual learning needs, at no cost to the parents.
* **Formative Assessment:** Type of assessment that is student or teacher directed; used to improve learning by providing immediate feedback; can contribute to grade; occurs at any time during a unit or lesson of instruction.
* **Full Inclusion:** Educating all children in supported, heterogeneous, age appropriate, natural, child focused classroom, school, and community environments.
* **Fundamental Movement Skills:** Basic movements that involve the combination of movement patterns of two or more body segments. Locomotor, nonlocomotor, and manipulative skills are all considered fundamental, as they form the basis of numerous forms of specialized movement and manipulative skills.
* **Functional Assessment**: Assessment used to determine the student’s functional abilities (skills needed for everyday life), such as dressing, eating, and the like.
* **Functional Skills:** Movements that can be used for a variety of tasks.

G

* **GPE-T**: General Physical Education Teacher
* **Gallop:** A step together step in a forward direction with the same foot always leading.
* **General Space:** Refers to the area surrounding personal space.
* **General Curriculum**: The educational offerings that are available to children without disabilities.
* **General physical education**: Physical and motor instruction available to students from kindergarten through high school.
* **Generalization**: The transfer of abilities and skills from the training environment to non-training environments.

H

* **Health:** Optimal well-being that contributes to the qualify of life.
* **Health related fitness:** Components of physiological functioning that are believed to offer protection against degenerative diseases.

I

* **ICAPE**: Illinois Coalition for Adapted Physical Education.
* **IDEA**: Individuals with Disabilities Education Act of 1990; P.L. 101-476. Federal legislation that replaced the term handicapped with disability and expanded on the types of services offered to persons with disabilities and types of conditions covered in the law.
* **IPTS** – Illinois Professional Teaching Standards
* **Individual Activity:** Physical activities that require only one participant. Examples include weight training, yoga, archery, and jogging.
* **Inclusion**: Serving all students in the general education program.
* **Inclusive environment**: An environment designed to accommodate a variety of learners regardless of functional abilities.
* **Indirect services**: Services provided by related service personnel to enable a student with a disability to function more fully.
* **Individual Education Program (IEP)**: The written educational plan for a student receiving special education and related services with goals and objectives to be attained during a calendar year.
* **Intensity:** A principle of training that establishes how hard to exercise.

J

* **Jump:** To take off and land on two feet.

L

* **Lead Up Game:** A game that involves one or more skills or strategies of a sport.
* **Leap:** A light transfer of weight from one foot to the other foot. To spring through the air from one point to another.
* **Level:** The position of the body or an apparatus relative to the floor.
* **Least Restrictive Environment:** The requirement that children with disabilities shall be educated to the maximum extent possible with children who do not have disabilities.
* **Locomotor skills:** Movement of the body from one location to another, such as hopping, running, jumping, and skipping.
* **Log Roll:** A side roll in which the performer is in an extended position.
* **Long Handle Implement:** A piece of equipment used in performing motor skills. The long handle positions the hand some distance away from the surface of the implement that comes in contact with the ball. Some examples include a hockey stick, softball bat, tennis racquet, and lacrosse stick.
* **Low Organized Games:** Activities that have a few simple rules and that require little or no equipment.

M

* **Mainstreaming:** Placement of children with disabilities in regular class, based on an IEP.
* **Manipulative Skills:** (See Object Control Skills). Basic motor skills involving handling an object. Examples include throwing, catching, kicking, trapping, rolling, dribbling, striking, and volleying.
* **Mature Stage: T**he stage of development characterized by the integration of all component parts of a pattern of movement into a well-coordinated, technically correct form.
* **Moderate Physical Activity:** Moderate-intensity physical activity generally requires sustained rhythmic movements and refers to a level of effort a healthy individual might expend while, for example, walking briskly, dancing, swimming, or bicycling on level terrain. A person should feel some exertion but should be able to carry on a conversation comfortably during the activity.
* **Modification:** Adaptations that address the needs of the student by fundamentally altering the performance outcome.
* **Modified Lead UP Games:**  games that involve the use of two or more of the sport skills, rules, or procedures used in playing the official sport.
* **Motor Development:** The study of change in movement behaviors and motor skills across the life span.
* **Motor Learning:** The study of change in a person’s ability to perform a motor skill.
* **Motor Skills:** A skill that requires voluntary body and/or limb movement to achieve its goal. A skill where the primary determinant of success is the movement component itself. Physical activity that is directed toward a specific function or goal. The term may be used to refer to one discrete skill (e.g., throwing) or a more general ability to perform physical skills competently (e.g., as in “The student has the motor skill needed to perform that sport”) (SHAPE 2004).
* **Movement Concepts:** The ideas used to modify or enrich the range and effectiveness of the skills employed. They involve learning how, where, and with what the body moves.
* **Movement Patterns:** An organized series of related movements.
* **Muscular endurance:** The ability of a muscle to contract repetitively.
* **Muscle Strength:** The ability of a muscle to exert force against a resistance one time. Strength is measured as the amount of force a muscle can produce.

N

* **SHAPE**: National Association for Sport and Physical Education.
* **Non-locomotor Skills:** Movement of the trunk or limbs while the feet remain stationary, such as bending, twisting, and stretching.

O

* **Object-Control (manipulative) Skills:** The ability to manipulate and control various objects, such as throwing, catching, and kicking balls.
* **Obesity:** is a medical condition in which excess body fat has accumulated to the extent that it may have a negative effect on health, leading to reduced life expectancy and/or increased health problems. People are considered obese when their body mass index (BMI),is 20 percent or more above the national standards for a specific age group.
* **Occupational Therapy:** Occupational therapy is treatment to help people live as independently as possible.
* **Occupational Therapist**: A professional who works with people of all ages who, because of illness, injury, developmental delays, or psychological problems, need assistance in learning skills to help them lead independent, productive, and satisfying lives. Occupational therapists use work, self-care, and recreational activities to increase independent function.

**P**

* **Peer Tutor:** Same age or cross age (older) students who assist other students.
* **Physical fitness:** A physical state of well being that allows people to perform daily activities with vigor, reduce their risk of health problems related to lack of exercise, and establish a fitness base for participation in a variety of activities; also refers to physical properties or muscular activity, such as strength, flexibility, endurance, and cardiovascular endurance.
* **Physical Therapy:** Physical therapy is evaluation and treatment to help you prevent injury or to help you recover from disability caused by an injury, a disease, or a health condition. It can also slow or prevent a disability from getting worse.
* **Physical Therapist:** A professional who provides treatment by physical or mechanical means, such as through exercise, heat, or mild electrical current, and will also provide education, instruction, and support for recovery.
* **Placement:** The identification of special education and related services and development of an instructional program and setting for a student.
* **Present Levels of Performance:** Statements in an IEP that specifically describe what a student can or cannot do.

**R**

* **Re-evaluation:** An assessment that occurs every three years, or more if needed, to determine continued eligibility for special education.
* **Recreational Therapy:** Using a variety of techniques, including arts and crafts, animals, sports, games, dance and movement, drama, music, and community outings, therapists treat and maintain the physical, mental, and emotional well-being of their clients.
* **Recreational Therapist:** also referred to as *therapeutic recreation specialists*, provide treatment services and recreation activities to individuals with disabilities or illnesses. In addition, therapists help integrate people with disabilities into the community by teaching them how to use community resources and recreational activities. Recreational therapists should not be confused with recreation workers, who organize recreational activities primarily for enjoyment.
* **Related Services:** Support services needed by a student in order to benefit from special education services. These may include transportation, occupational therapy, physical therapy, speech/language therapy, school social work services, etc.
* **Reverse Mainstreaming:** The infusion of individuals without disabilities into educational and recreational settings to interact with persons with disabilities.
* **Rubric:** A set of criteria that measure a student’s mastery of a motor skill or activity.

**S**

* **Shape America:** Society of Health and Physical Educators
* **Short Term Objectives/Benchmarks**: Statements in an IEP that describe small steps a student must learn or master before he can reach the “annual goals” set for him/her.
* **Short Handle Implement:** A piece of equipment used in performing motor skills. The short handle allows the hand to be close to the surface of the implement that comes in contact with the ball. Some examples include a racquetball racket, a paddle used in paddle games, and a modified lacrosse stick.
* **Skills:** The use of abilities to perform complex tasks competently as a result of reinforced practice.
* **Skill Related Physical Fitness:** Those components of physical fitness that relate to an enhanced performance in sports: agility, balance, coordination, power, speed, and reaction time.
* **Skip:** A step-hop on one foot and then the other.
* **Slide:** A step-together-step in a sideward direction with the same foot always leading.
* **Spatial awareness:** the ability to replicate space in the mind’s eye without visual input.
* **Special Education:** Special education means specially designed instruction, at no cost to the parent, to meet the unique needs of a child with a disability, including instruction conducted in the classroom, in the home, in hospitals, and institutions, and in other settings; and instruction in physical education.
* **Specialized Manipulative Skills:** Fundamental skills that have been adapted to the special requirements of a particular sport, game, or physical activity (e.g., volleyball serve, tennis forearm stroke, badminton clear, basketball layup, soccer trap, softball pitch, golf swing).
* **Specialized Movement Skills:** Fundamental skills that have been adapted to the special requirements of a particular sport, game, or physical activity (e.g., grapevine step, high jump, long jump, hurdles).
* **Specific Corrective Feedback:** Feedback that provides the performer with specific information on how to perform the skill correctly (“You need to step forward on your left foot”).
* **Specific Feedback:** Feedback that provides the performer with specific recommendations on how to perform the skill correctly.
* **Specific Positive Feedback:** Feedback that is positive (“Good job!”) and specific (“You stepped forward on the left foot”).
* **Speed:** A skill-related fitness component related to performing movement in a short period of time.
* **Special physical education:** Another term used to describe adapted physical education.
* **Stability Movements:** Stability reflects balance and equilibrium, which are important components in performing many motor skills. Stability movements include those that are vital for the body to maintain balance while moving. Examples include moving the arms while walking or running and lowering one’s center of gravity when stopping quickly.
* **Standardized test:** A test that has been administered to a large group of persons under the same conditions to determine whether or not the test discriminates among ages and populations.
* **Strategies:** Decisions made by individuals or a team about the overall play of the game.
* **Striking Pattern:** A fundamental motor skill in which an object is hit with or without an implement.
* **Summative Assessment:** Type of assessment that is teacher directed; used for accountability; contributes to and sums up performance for a grade; occurs near the end of a unit of instruction.

T

* **Target Heart Zone:** A safe range of activity intensity that can be used to enhance the level of aerobic capacity.
* **Task Analysis:** Breaking a task into parts to determine which motor components are present.
* **Time:** A principle of training that establishes the amount of time for each exercise period.
* **Transition services**: Services available to facilitate the process of a child with a disability first entering public school, moving from a preschool to a school program, or moving from the school setting to a community setting.
* **Trunk Lift:** An exercise performed while lying facedown with hands at sides and toes pointed. The upper body is lifted off the floor slowly keeping the head straight. The head is raised no more than 12 inches off the ground.
* **Type**: A principal of training that establishes the specific activity or use or the muscles to target during an exercise period.

V

* **Valid Assessment:** An assessment that measures what it is intended to measure.
* **Variable:** Something that can change.
* **Vigorous Physical Activity:** Vigorous-intensity physical activity generally requires sustained rhythmical movements and refers to a level of effort.
* **Volley:** To strike a ball upward.

W

* **Warm Up Exercises:** Low intensity exercises that prepare the muscular system and cardiovascular system for high intensity physical activity.
* **Weight Bearing Activities:** Any activity in which a person’s feet and legs carry all of their own weight.

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# And

# Resources

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**Additional Resources**

# Internet Sites

American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD). <http://www.aahperd.org/aahperd/template.cfm>

Illinois State Board of Education (ISBE). *Learning Standards for Physical Development and Health.* <http://isbe.state.il.us/ils>.

Illinois State Board of Education. *Illinois State Response to Intervention (RtI) Plan.*  <http://www.isbe.net/RtI_plan/default.html>.

Illinois Association for Health, Physical Education, Recreation, and Dance (IAHPERD). <http://iahperd.org>.

National Association for Sport and Physical Education (SHAPE). [http://www.aahperd.org/SHAPE/template.cfm](http://www.aahperd.org/naspe/template.cfm)

DuPage County Regional Office of Education. <http://www.dupage.k12.il.us/>

APENS - Adapted Physical Education National Standards. <http://www.cortland.edu/apens/>

CEC – Council for Exceptional Children. <http://www.cec.sped.org>

National Consortium for Physical Education and Recreation for Individuals With Disabilities. Includes information about the APENS exam. [www.ncperid.org/](http://www.ncperid.org/)

Physical Education Rubric Campus. <http://www.rcampus.com>

**Adapted Physical Education Assessment Scale-II (APEAS II) Online.** <https://www.apeasonline.org/>