

WHPE Position Statement on Adapted Physical Education (Draft)

Position: We, members of the Wisconsin Health and Physical Education Association (WHPE), believe that physical education is a core subject to be experienced by all students. Keeping this in mind, the following are the beliefs of the members of the association in regards to individuals with disabilities and physical education:

Adapted physical education is physical education which has been modified or adapted to meet the unique learning abilities of a students with a disability. All students, regardless of ability, are mandated by federal law to receive physical education. The Individuals with Disabilities Act (IDEA) states that all students receive physical education as a direct service, meaning that it is a required course of instruction. It cannot be replaced by related services, for example, Occupational Therapy or Physical Therapy. However, collaboration between professionals in these areas are recommended when goals for the students are concurrent.

All students of every ability should be addressed as students first, not by his/her disability. A student's medical diagnosis is provided only to describe his/her condition, but not the student as an individual. Using person-first language creates an atmosphere of respect and rapport among all individuals within the school setting and is encouraged to be used by all.

Qualification for special education services, which include APE as a potential service, requires the proposal of a referral and evaluation process. There is not a mandated state standard in WI for APE qualification criteria, however, some common guidelines, as provided by SHAPE and WHPE, include a score of a minimum of 1.5 standard deviations below the mean and/or 2 or more years below age level expectancy and/or below the 7th percentile on a standardized motor test and/or an inability to be independently safe and/or successful in the general PE environment due to physical, cognitive, or emotional needs. A list of commonly used APE assessment tools is provided that the end of this document.

The physical education program should be appropriate to the individual's need and interests based on a comprehensive assessment. When possible, the curriculum should mirror that of the general physical education program to provide the student with as much access to activities and opportunities offered to the general physical education class. If needed, the curriculum should be appropriately modified as needed, to meet the unique attributes of the student. Lastly, if neither of the above options are appropriate, then the curriculum should be individualized to meet the specific needs of the student.

All students should have Individual Education Plans (IEP) that include appropriate goals/objectives/benchmarks that are linked directly to the student's present level of performance as a result of individual assessments. Goals/objectives/benchmarks within the IEP should be linked to WI State physical education or SHAPE standards when appropriate. As a best practice, assessment for students with disabilities needs to appropriate to the functioning level and disability severity, with IEP goal develop and assessments aligned with national/state standards as a recommendation.

APE instruction can take many forms and function, but all instruction should be provided within the Least Restrictive Environment (LRE). The LRE is the requirement in federal law that students with disabilities receive their education, to the maximum extent appropriate, with nondisabled peers. Before instruction in alternative placements (i.e. one of one, small group instruction, receiving instruction for

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specific parts of the lesson or some units) is considered, supports for student learning must be provided. These supports include modification to the curriculum, activities and equipment, instructional supports, paraprofessional support or peer assistance. If these supports prove to be unsuccessful, alternative placement for instruction may be considered.

WHPE recommends that instruction in adapted physical education be provided by a 'highly-qualified' instructor when possible. This designation is for teachers who have had formal training in the instruction for individuals with disabilities and hold a current certification from the WI DPI (#860) in adapted physical education. Understanding that is not the case in all school districts, WHPE recommends that APE instruction be provided by the general physical educator who possess sufficient background knowledge in teaching individuals with disabilities as well as holds a current WI DPI in physical education (#530). APE specialists, when not serving as the direct instructors, may also serve as team teachers or consultants to the GPE instructors in order to provide a high quality physical educational experience. Examples of sufficient background could include but not be limited to: a minimum of 3-6 credit hours from an accredited institution of higher learning devoted to working with individual with disabilities, clinical or practicum experiences working with students with disabilities, extensive experiences working with students within the school setting or settings that support individuals with disabilities (i.e. Special Olympics).

WHPE recommends that APE and GPE instructors support the inclusion of goals that relate to APE when it comes to transition planning. Students with disabilities, in order to maintain active and healthy lifestyles after graduation, need to be aware of opportunities within their community to engage in appropriate physical activities and recreation. Developing the critical skills necessary, whether it be physical or functional daily skills, play an important part in the transition program and the continuation of healthy daily habits for individuals with disabilities. Identification of possible transition programming activities should be as a result of a personal interest inventory completed by the student, parents and/or caregivers. Likewise,

WHPE is dedicated to the promotion and support of health enhancing lifestyles for all individual. Through this position statement, we hope to provide some insight and helpful information about APE in order to help all Wisconsin students healthy and active students!

There are many facets to providing to quality physical education experience to students with disabilities and hopefully this position statement can serve as a guide. However, if you have any questions or wish to seek more information on APE, please feel free to look through the following resources.

Resources:

[Answering Frequently Asked Questions about Adapted Physical Education – SHAPE](#)

[National Standards for Adapted Physical Educations \(APENS\)](#)

[SHAPE America Adapted Physical Education Resource Manual](#)

[Wisconsin Department of Public Instruction Adapted Physical Education Q & A](#)

[Wright's Law physical education and adapted physical education page.](#)

Commonly Used APE Assessment Tools

Title	Link
TGMD–2: Test of Gross Motor Development–Second Edition	http://www.proedinc.com/customer/productView.aspx?ID=1776
Brockport Physical Fitness Test	http://www.humankinetics.com/products/all-products/brockport-physical-fitness-test-manual-2nd-edition-with-web-resource
Competency Testing for Adapted Physical Education	www.doe.state.la.us/lde/uploads/2674.pdf
Project MOBILITEE	http://www.twu.edu/downloads/inspire/Project_MOBILITEE-1.pdf
APEAS II	www.aapar-apeas.org/

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