SED 903
Adaptive PE: Inclusive Games and Sports for Everyone
Unifying Ideas of Physical Education

www.fpu-online.com
Letter of Introduction

Greetings-
When I saw Jason McElwain draw national attention by scoring 20 points in four minutes for his high school basketball team, I knew what the Adaptive Physical Education main objective should be. Both teams were cheering for him and he justified his inclusion in the game. His coach demonstrated an openness to recognizing Jason’s potential despite his struggle with autism. Teachers must be able to model a willingness to include all students in activities, the fun of games as well as sports, and accommodate and support all students’ efforts to play.

The experiences built into the assignments in this class are intended to open eyes and hearts. Many of these activities will provide practical applications of the new ideas and ways to play. Inclusive physical activities are a benefit to all participants on the affective as well as the cognitive level. Everyone enjoys being included and contributes to any form of physical activity. I hope through this course teachers will find ways to modify their sports units to include all students at a greater level than they presently do.

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Course Description:
This course assists teachers to modify sports, games, and physical activities to make them appropriate for a person with a disability. There is a curriculum guide which evolved to assist teachers to effectively include students with disabilities in the least restrictive physical education program. Teachers will be directed to a website that links to current websites and a PDF file of a curriculum guide for Adaptive PE to complete the coursework. The experiences in this course will aid educators to develop a lifelong commitment to involvement for inclusion of all students in physical education activities.

Course Dates
This course is self-paced; students may enroll at any time and take up to one year to complete assignments.
You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

Email Communication – I encourage email communication. The subject line of all emails must contain the course number, your last name, and first name. For example: “PED 906, Young, Anita”. Emails sent without this subject line might not be opened. Emails with no subject in the subject will definitely not be opened.
Standards Based Instruction
Assignments contained in this course are aligned with the California State Standards for Physical Education (cde.ca.gov/statetests/pe/pe) and are addressed throughout this course. Specific standards are identified with various lessons presented in the classroom applications. The National Association for Sports and Physical Education (NASPE) (www.aaphrd.org.naspe) Describes the benefits of well-planned, well-implemented physical education programs as including:

- Improved physical fitness
- Reinforces knowledge learned in other subject areas
- Self-discipline
- Skill development
- Experience setting goals
- Improved Judgment
- Improved self-confidence and self-esteem
- Stress reduction
- Strengthens peer relationships

National Content Standards “Standards are an enduring commitment, not a passing fancy.”
-California State Board of Education

National Board for Professional Teaching Standards (NBPTS) (www.nbpts.org)
NBPTS was created in 1987 after the Carnegie Forum on Education and the Economy’s Task Force on Teaching as a Profession released A Nation Prepared: Teachers for the 21st Century. The five core propositions form the foundation and frame the rich amalgam of knowledge, skills, dispositions and beliefs that characterize National Board Certified Teachers (NBCTs). Course assignments have been designed so students can demonstrate excellence against these professional teaching standards whenever possible. Teachers are committed to students and their learning Teachers know the subject they teach and how to teach those subjects to students Teachers are responsible for managing and monitoring student learning Teachers think systematically about their practice and learn from experience Teachers are members of learning communities

National Health Education Standards by American Association for Health Education (AAHE) (www.aahperd.org/aahe)

Assignments contained in this course are closely aligned to National Health Education Standards for grades kindergarten through 12th grade.

The following content standards listed by AAHE specify what students should know and be able to do. Participants are asked to apply these standards in their teaching practices and demonstrate them within their coursework.
1. Comprehend concepts related to health promotion and disease prevention to enhance health.
2. Analyze the influence of family, peers, culture, media, technology and other factors on
health behavior.
3. Demonstrate the ability to access valid information and products and services to enhance health.
5. Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
6. Demonstrate the ability to use decision-making skills to enhance health.
6. Demonstrate the ability to use goal-setting skills to enhance health.
7. Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
8. Demonstrate the ability to advocate for personal family and community health.

The Five Core Propositions

NBPTS was created in 1987 after the Carnegie Forum on Education and the Economy’s Task Force on Teaching as a Profession released A Nation Prepared: Teachers for the 21st Century. Shortly after its release, NBPTS issued its first policy statement: What Teachers Should Know and Be Able to Do (PDF - 104kb). This policy set forth our vision for accomplished teaching. The Five Core Propositions form the foundation and frame the rich amalgam of knowledge, skills, dispositions and beliefs that characterize National Board Certified Teachers (NBCTs).

- Proposition 1: Teachers are committed to Students and Their Learning NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn. They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice. NBCTs understand how students develop and learn. They respect the cultural and family differences students bring to their classroom. They are concerned with their students’ self-concept, their motivation and the effects of learning on peer relationships. NBCTs are also concerned with the development of character and civic responsibility.

- Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students. NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject. They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject. They are able to use diverse instructional strategies to teach for understanding.

- Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning. NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused. They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals. NBCTs know how to assess the progress of individual students as well as the class as a whole. They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.

- Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience. NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things. They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education. They critically examine their practice on a regular basis to
deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.

- **Proposition 5: Teachers are Members of Learning Communities.** NBCTs collaborate with others to improve student learning. They are leaders and actively know how to seek and build partnerships with community groups and businesses. They work with other professionals on instructional policy, curriculum development and staff development. They can evaluate school progress and the allocation of resources in order to meet state and local education objectives. They know how to work collaboratively with parents to engage them productively in the work of the school.

**National Standards**

Become familiar with the Physical Education Benchmarks and Health Standards, which your school district covers. I’ve also included websites where you can find educational standards. For each of the lessons you develop in the coming assignment make sure to address an educational standard.

**Course Objectives and Outcomes**

Experiences in this course are intended to provide opportunities for students to accomplish the following:

- To acquire tools to assess the students and make modifications that are necessary to meet the student’s needs.
- To learn about and become familiar with modern concepts, trends, and equipment in adaptive physical education.
- To learn to modify sports and physical activities so that they are appropriate for a student with disabilities to participate.
- To evaluate and list websites chosen to be useful in teaching units.
- To describe and plan physical education instructional activities and suggest accommodations for persons with specific disabilities.
- To teach physical activities that can be implemented in everyday life to those with disabilities.
- To evaluate an activity and make recommendations in regard to its effectiveness when dealing with disabled children.
- To evaluate a physical education program and appropriately integrate children with special needs to allow social interactions as well as mainstream physical education.
- To be familiar with and follow safety procedures involving the dangers and cautions of modified education.
- To note the qualities and knowledge required of a qualified exercise assistant, and determine how the assistant can be used efficiently and effectively in the classroom.
- To locate and evaluate sport opportunities available to students with disabilities in any community.
- To identify and integrate state standards into all lessons and activities.
- To develop and adapt games so that children of every ability level can play together.

**Schedule of Assignments**
➤ Begin the course by emailing the instructor to ensure we have an accurate email, phone, and mailing address. Include your academic and professional goals and reason for taking the class.
➤ Attend an IEP meeting for a special needs student from one of your classes or consult with an adapted physical education specialist regarding one of your students. Write a brief summary of the meeting.
➤ Review three articles from professional journals that you find to be useful in teaching exceptional students.
➤ Observe or participate in at least two community/school events involving the performance of special education children, and write a one page summary on each event noting accommodations and how the children benefited from them.
➤ Review a school’s physical education program and make recommendations where students with disabilities could be successfully mainstreamed. Also list and evaluate current accommodations.
➤ Adaptive equipment: Review commercial catalogs, hard copy or on the web, for equipment that would assist students with disabilities in activities such as throwing, catching, kicking, and striking.
➤ Write a reflection about the course based upon what you have experienced up to this point about adaptive PE.
➤ Interview a student that is a participant in a modified physical education program to gain insight into the student’s view of the program. Note strengths and weaknesses of the program from the student’s perspective.
➤ Find sport activities that have been successfully adapted for children with special needs. For one of these sports, describe the sport and how it was modified (Safety, rules, equipment, etc…). Possible examples are basketball, baseball, and football.
➤ Review the “Adapted Physical Education Curriculum Guide” to find an activity that has been adapted for students with special needs. Discuss and address the eight standards at one grade level using the guide. The guide can be found in a PDF file at fpu-online.com.
➤ Based on the current ability level of a student in an adaptive PE class, create an annual goal, a short term objective, and determine a method of evaluation for that student.
➤ Design a lesson at your grade level assignment in a sport or activity that directly addresses standard 4, 6, & 7. The teaching objective will be to teach students to respect and include every ability level in the active play.
➤ Write an evaluation of the “Adaptive PE” course. Base your evaluation on what you experienced, what you enjoyed, and what you learned from this class.

Evidence of Learning (based on course rubrics)

Course instructor observed evidence of course objectives through reflective writing assignments.
Course instructor observed evidence of course objectives through lesson plans designed with accommodations.
Course instructor observed evidence of course objectives as demonstrated by student’s interview, article review, and goal setting.
Grading Criteria
Email correspondence to instructor ........................................ 5%
  - Beginning reflection
  - Ending evaluation
Collaboration Consultation ...................................................... 10%
Journal reviews ........................................................................ 10%
Special Population Events .......................................................... 10%
Physical Education Program ....................................................... 10%
Adaptive Equipment ................................................................. 5%
Teacher & Student Interview ..................................................... 10%
Successful Adaptive Sports ....................................................... 10%
Physical Education Activity ....................................................... 10%
Student Individual Activity Plan .............................................. 10%
Lesson Plan ............................................................................. 10%

Course Format
Self paced- student may enroll at anytime and take up to one year to complete assignments. You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

Course Materials
This course requires the student to download a PDF file “Adapted Physical Education Curriculum Guide”. This text guide will assist you with many of the assignments throughout this course. You can find the link at http://www.fpu-online.com.

Website Links:
http://www.fpu-online.com
http://www.aahperd.org
http://www.acsm.org
http://www.dsusafw.org
http://www.ncpad.org
http://www.sc-ape.org
http://www.specialolympics.com
http://www.pecentral.org/adapted/adaptedmenu.html

Scoring Guide
Grading
90-100% A
80-89% B or credit
79 % or below No Credit
In order to earn a grade of “Credit,” the quality of the work must be equal to or better than 80%.

Scoring Rubric
To receive an A the following criteria must be met:
- Completion of all assignments with some original thought and thoroughness in response to all items in prompts.
- Students work contains few errors in spelling/grammar/mechanics.
- Citations of sources used in all papers. (if necessary)
- Work supports opinions/positions with logical reasons.
- Thoughtfully utilized observational skills to complete assignments.
- Addresses State Standards for Physical Education.
- All work is realistic, completely inclusive, socially sensitive, and positive.

To receive a B the following criteria must be met:
- Completion of all assignments, but does not clearly or specifically exhibit original thought, comprehensiveness, or thoroughness in responses to prompts.
- Students work contains few errors in spelling/grammar/mechanics which do not interfere significantly with comprehension.
- Work does not support original opinions with clear reasons or explanation.
- Does not utilize observational skills.
- Addresses only some State Standards
- Work is realistic but not completely inclusive, socially sensitive, or positive.

Policy on Plagiarism
“All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue.”

Fresno Pacific University Desired Student Outcomes
Graduate level course work reflects Fresno Pacific University’s Desired Student Learning Outcomes as it applies to professional development to demonstrate the following: • Oral and written communication in individual and group settings
  • Content knowledge, and application of such knowledge in the student’s area of interest to affect change

It is essential that you…

Complete the grade form online at www.fresno.edu/cpd “submit grade form”. Mail the completed materials when you have finished the course. Please mail the completed materials in the enclosed self-addressed envelope to:
Anita Young
1755 E. Chennault Ave.
Fresno, CA 93720

Official Grade Reports and Transcripts
To order your transcripts:
After you receive your official blue computer-generated Grade Report, go to www.fresno.edu/register for information and the official transcript form or call 559-453-2268 for information on how to order transcripts.

If you have any questions, please feel free to call me at (559) 709-5551 or 1-800-996-8640 or email at atlucy@comcast.net or cell phone (559) 709-5551

Anita Young
Instructor
Fresno Pacific University

***Important*** Make sure you keep a copy of all your work. Although it is unlikely that your packet will get lost in the mail, it is definitely untimely if it does! Fresno Pacific's Policy is that all course work must be completed again if copies of course work were not made! If you have any questions, please feel free to email me.