

What is Adapted Physical Education?

Adapted Physical Education (APE) is a special education service in which physical education has been adapted or modified so that it is as appropriate for the person with a disability as it is for a person without a disability. APE uses individualized programming and instruction to enable success in physical education.

The curricular purposes of adapted physical education align with those of physical education. APE should be diversified and include developmental and remedial activities. APE is a direct service, not a related service. APE services should include assessment and instruction by qualified personnel prepared to gather assessment data and provide physical education instruction for children and youth with disabilities and developmental delays.

Federal law mandates that physical education be provided to students with disabilities and defines Physical Education as the development of (IDEA, 2004):

- Physical and motor skills
- Fundamental motor skills and patterns (throwing, catching, walking, running, etc.)
- skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports)

The APE teacher is a direct service provider, not a related service provider, because physical education for children with disabilities is a federally mandated component of special education services. This means that physical education needs to be provided to the student with a disability as part of the special education services that child and family receive.

The services provided by an APE teacher include:

- Planning services
- Assessment of Individuals/Ecosystems
- Prescription/Placement: The IEP
- Teaching/Counseling/Coaching
- Evaluation of Services
- Coordination of Resources and Consulting
- Advocacy

The Individuals with Disabilities Education Improvement Act (IDEA) and Adapted PE

The United States Code defines special education as the following: specially designed instruction, at no cost to parents, 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
- Instruction in physical education
- Physical education is distinctly outlined as an essential area of instruction for students with disabilities, protected under the IDEA.

According to the IDEA a child with a disability means a child with intellectual disability, hearing impairment including deafness, speech or language impairment, visual impairment including blindness, serious emotional disturbance, orthopedic impairment, autism, brain injury, learning disability, deaf blindness, or multiple disabilities or other health impairments that require special education or related services.

The IDEA defines physical education 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)

Physical education includes special physical education, adapted physical education, movement education, and motor development.

The IDEA further specifies:

- General physical education services, specially designed if necessary, must be made available to every child with a disability receiving a free and appropriate public education.
- Each child with a disability must be afforded the opportunity to participate in the general physical education program available to children without disabilities unless:
 - The child is enrolled full time in a separate facility; or
 - The child needs specially designed physical education, as prescribed in the individualized education program (IEP). 21 Additional information is available on the IDEA Web site

Washington State Legislator

The following citations are taken from Washington State Legislator:

Chapter 392-172A WAC which names physical education as a direct service. The following legislation must be made available to all eligible students ages 3-21.

WAC 392-172A-01175 Special education

- (1) Special education means specially designed instruction, at no cost to the parents, to meet the unique needs of a student eligible for special education, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; **and instruction in physical education.**
- (2) Special education includes:
 - (a) The provision of speech-language pathology, occupational therapy, audiology, and physical therapy service as defined in WAC 392-172A-01155 when it meets the criteria in WAC 392-172A-01035 (1)(c);
 - (b) Travel training; and
 - (c) Vocational education.
- (3) The terms in this section are defined as follows:
 - (a) At no cost means that all specially designed instruction is provided without charge, but does not preclude incidental fees that are normally charged to nondisabled students or their parents as a part of the general education program.
 - (b) Physical education means the development of:
 - (i) Physical and motor fitness;
 - (ii) Fundamental motor skills and patterns; and
 - (iii) Skills in aquatics, dance, and individual and group games and sports including intramural and lifetime sports; and
 - (iv) Includes special physical education, adapted physical education, movement education, and motor development.
 - (c) Specially designed instruction means adapting, as appropriate to the needs of an eligible student, the content, methodology, or delivery of instruction:
 - (i) To address the unique needs of the student that result from the student's disability; and
 - (ii) To ensure access of the student to the general curriculum, so that the student can meet the educational standards within the jurisdiction of the public agency that apply to all students.
 - (d) Travel training means providing instruction, as appropriate, to students with significant cognitive disabilities, and any other eligible students who require this instruction, to enable them to:
 - (i) Develop an awareness of the environment in which they live; and
 - (ii) Learn the skills necessary to move effectively and safely from place to place within that environment (e.g., in school, in the home, at work, and in the community).
 - (e) Vocational education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a

career not requiring a baccalaureate or advanced degree.

WAC 392-172A-02030 Physical education.

- (1) Physical education services, specially designed if necessary, must be made available to every student receiving FAPE.
- (2) Each student eligible for special education services must be afforded the opportunity to participate in the general physical education program available to students who are not disabled unless:
 - (a) The student is enrolled full time in a separate facility; or
 - (b) *The student needs specially designed physical education, as described in the student's individualized education program.*
- (3) If specially designed physical education is required in a student's individualized education program, the school district shall ensure that the public agency responsible for the education of that student provides the service directly, or makes arrangements for it to be provided through other public or private programs.
- (4) The school district shall ensure that any student eligible for special education who is enrolled in a separate facility will be provided with appropriate physical education services.

Adapted Physical Education is a Special Education Service

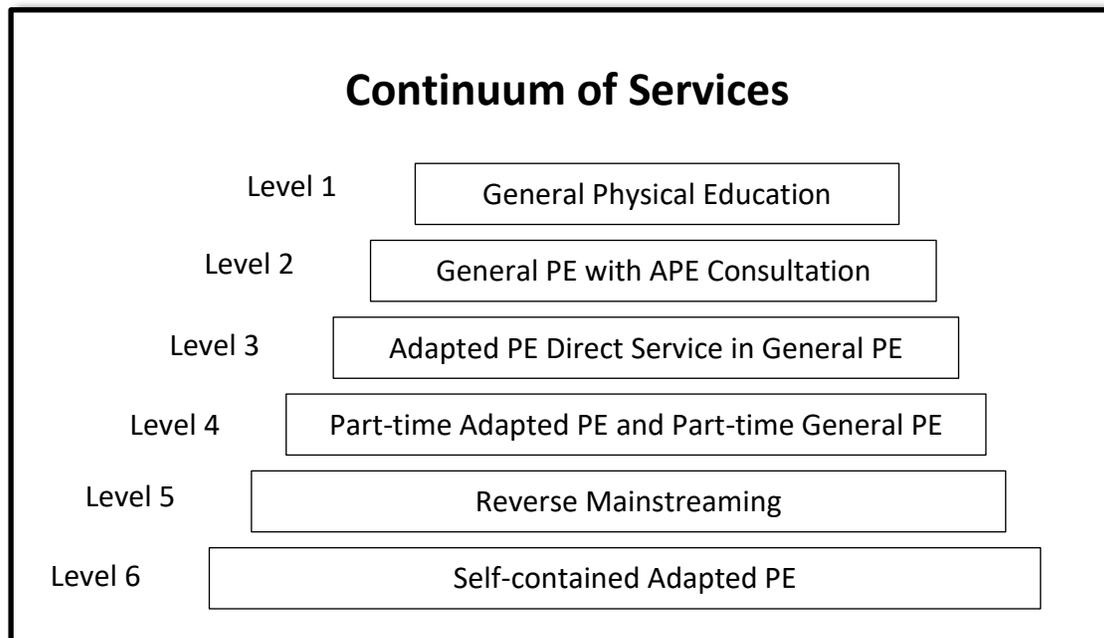
Roles and Responsibilities of Teachers			
General PE	Adapted PE (direct services)	Special Education (direct classroom services)	General Academic
<ul style="list-style-type: none"> ■ Develop the physically literate individual through deliberate practice of well-designed learning tasks that allow for skill acquisition in an instructional climate focused on mastery ■ Provide a high quality PE program which helps students lead physically active lives ■ Students practice the knowledge and skills they have learned through physical activity ■ Assess students' skills to determine their needs and to develop teaching plans 	<ul style="list-style-type: none"> ■ Develop a physically literate individual ■ Conduct formal evaluation procedures ■ Progress monitoring/data tracking of goals ■ Attend IEP meetings ■ Attend Evaluation meetings ■ Work with related service providers to generalize IEP goals ■ Develop Individualized Education Programs (IEPs) for each student ■ Plan, organize, and assign activities that are specific to each student's abilities (SDI) ■ Teach and mentor students as a class, in small groups, and one-on-one ■ Implement IEPs, assess students' performance, and track their progress ■ Update IEPs throughout the school year to reflect students' progress and goals ■ Discuss student's progress with parents, teachers, 	<ul style="list-style-type: none"> ■ Develop core academics (reading, writing, math) ■ Conduct formal evaluation procedures ■ Progress monitoring/data tracking of goals ■ Attend IEP meetings ■ Attend Evaluation meetings ■ Work with related service providers to generalize IEP goals ■ Develop Individualized Education Programs (IEPs) for each student ■ Plan, organize, and assign activities that are specific to each student's abilities (SDI) ■ Teach and mentor students as a class, in small groups, and one-on-one ■ Implement IEPs, assess students' performance, and track their progress ■ Update IEPs throughout the school year to reflect students' progress and goals ■ Discuss student's 	<ul style="list-style-type: none"> ■ Develop core academics (reading, writing, math) ■ Assess students' skills to determine their needs and to develop teaching plans ■ Adapt lessons to meet the needs of students

<ul style="list-style-type: none"> ■ Adapt lessons to meet the needs of students 	<p>counselors, and administrators</p> <ul style="list-style-type: none"> ■ Supervise paraprofessionals who work with students with disabilities ■ Prepare and help students transition from grade to grade and after graduation ■ Completing comprehensive motor assessments of individuals with disabilities and making specific program recommendations (assessment specialist) 	<p>progress with parents, teachers, counselors, and administrators</p> <ul style="list-style-type: none"> ■ Supervise paraprofessionals who work with students with disabilities ■ Prepare and help students transition from grade to grade and after graduation 	
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Service Delivery Options

Students receiving APE services are required to be instructed in their Least Restrictive Environment (LRE). To the maximum extent appropriate, children with disabilities, including those in public or private institutions or other care facilities, are educated with children who do not have disabilities; and special classes, separate schooling or other removal of children with disabilities from the general educational environment occurs only when the nature and severity of the disability is such that education in general classes cannot be achieved satisfactorily (U.S. Department of Education, 2004, Sec. 300.114 LRE Requirements).

The following continuum of placement options provides the student with special needs the opportunity to receive instruction in the least restrictive environment.



Level 1 General Physical Education

- Student attends general PE (GPE) with peers
- No APE services are necessary for students' success in this setting
- General PE teacher feels comfortable working with student(s) with disabilities with no ongoing staff support
- Student(s) with disabilities can make necessary accommodations on their own
- This option encompasses a full spectrum of game, sport, fitness, and movement activities, including physical and motor fitness, fundamental motor skills and patterns, and skills in aquatics, dance, and individual and group games and sports. The student participates with or without accommodations, adaptations, or modifications that can be made by the general physical education teacher. The IEP should accurately reflect any accommodations, adaptations, or modifications that are necessary for the student to participate successfully (and safely) in the general physical education program

Level 2 General PE with APE Consultation

- Student attends general PE with peers
- APE consults with staff to monitor student progress and address general PE concerns regarding possible curriculum / activity modifications, behavior management techniques, and communication skills and/or assessing student skills
- No direct assistance needed for the student

Level 3 Adapted PE Direct Service in General PE

- Support personnel assist the student

- APE teacher may engage in team teaching once or twice a week with the general PE teacher or may provide one on one assistance to the student
- APE teacher is responsible for training the support personnel

Level 4 Part-time Adapted PE and Part-time General PE

- Student may attend general PE when he/she can participate safely and successfully in certain units of instruction while receiving APE instruction during units which he/she cannot safely or successfully participate
- May use flexible or fixed schedule with reverse mainstreaming

Level 5 Reverse Mainstreaming

- Student participates in APE with assistance from general education peer tutors or partners
- Students with disabilities from schools go to general schools for GPE
- Students without disabilities come to the special education school
- Students with and without disabilities meet at a community-based recreation facility

Level 6 Self-contained Adapted PE

- APE provided at the school at which the student is enrolled by the APE teacher
- APE provided by legally identified personnel at the school in which the student is enrolled. Consulting or monitoring services are provided by the APE
- Amount of APE instructional time is decided by the IEP Committee

References

APENS (Adapted Physical Education National Standards) (2008). Apens.org

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