

# Aadapted PPhysical EEducation

## Questions & Answers

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## WHAT IS ADAPTED PHYSICAL EDUCATION?

Adapted Physical Education is the art and science of developing and implementing a carefully designed physical education instructional program for an individual with a disability, based on a comprehensive evaluation, to give the individual the skills necessary for a lifetime of rich leisure, recreation, and sport experiences (Auxter, Pyfer, and Huettig, 2001).

## WHY ADAPTED PHYSICAL EDUCATION?

### **IDEA 300.26 (a) (1)**

.....special education means specifically designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability, including-

- (i) Instruction conducted in the classroom.....
- (ii) Instruction in physical education

### **IDEA 300.26 (b) (2)**

(2) Physical Education means the development of

- (A) Physical and motor fitness
- (B) Fundamental motor skills and patterns; and
- (C) Skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports)

(3) Specially-designed instruction means adapting, as appropriate to the needs of an eligible child under this part, the content, methodology, or delivery of instruction

- ...to address the unique needs of the child that results from the child's disability
- ...to ensure access of the child to the general curriculum...

## REFERRALS

### WHO CAN REFER A STUDENT FOR EVALUATION IN ADAPTED PHYSICAL EDUCATION?

Anyone suspecting a deficiency in the areas related to physical education as defined below should speak with the student's case manager.

From that point, the IEP/ARD team who completes the REED (Review of Existing Evaluation Data) determines the need for any evaluation.

### WHO SHOULD BE REFERRED FOR EVALUATION?

Student for whom some or all of the TEKS of physical education are not appropriate will need an APE evaluation

### CAN A STUDENT BE REFERRED ONLY FOR ADAPTED PE SERVICES?

**YES** – If the student is identified as a child with a disability in the 34 Code of Federal Regulations.

## EVALUATION

### DO YOU HAVE TO EVALUATE A STUDENT BEFORE PLACING A STUDENT IN ADAPTED PE?

#### **YES** IDEA 300.532 (g)

The child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social, and emotional status, general intelligence, academic performance, communication status, and motor abilities.

#### Best Practices

Students for whom some or all of the TEKS of physical education are not appropriate will need an APE evaluation. The goals and objectives for physical education should be developed as a result of the evaluation. They may include modified TEKS or unique goals specific to the child's need.

### WHO CAN PERFORM AN ADAPTED PE EVALUATION?

#### **IDEA 300.532 (c) ii**

Any standardized tests that are given to a child are administered by trained and knowledgeable personnel in accordance with any instructions provided by the producer of the tests.

### DO YOU NEED PARENTAL CONSENT FOR TESTING?

#### **YES** IDEA 300.500 (b)

#### Consent means

1. The parent has been fully informed of all information relevant to the activity for which consent is sought, in his or her native language, or other mode of communication.
2. The parent understands and agrees in writing to the carrying out of the activity for which his or her consent is sought, and the consent describes that activity and lists the records (if any) that will be released and to whom.

## WHAT AREAS NEED TO BE ADDRESSED DURING AN APE EVALUATION?

### IDEA 300.26 (b) (2)

“Physical Education” is defined as follows:

The term means the development of:

- Physical and motor fitness
- Fundamental motor skills and patterns, and
- Skills in aquatics, dance and individual and group games and sports (including intramural and lifetime sport)

## HOW OFTEN MUST A STUDENT BE RE-EVALUATED?

### IDEA Improvement Act of 2004

In general – LEA shall ensure that a re-evaluation of each child with a disability is conducted:

- (i) if the LEA determines that the educational or related services needs of the child warrant a re-evaluation
- (ii) if the child’s parent or teacher requests a re-evaluation

Limitation – A re-evaluation shall occur

- (i) not more frequently than once a year unless a parent and the LEA agree, and
- (ii) at least once every 3 years unless the parent and the LEA agree that a re-evaluation is unnecessary

## FOR A STUDENT WITH DISABILITY RECEIVING APE, DO YOU NEED TO REASSESS IN THREE YEARS?

### IDEA 300.533 (d) (1)

If it is determined by the IEP team and other qualified professionals that additional data are not needed, the parents must be so notified of the determination that no additional data are needed, the reasons for it, and of the parent’s right to still request an evaluation.

The LEA shall not be required to conduct such an assessment unless requested by the child's' parents.

## WHEN MUST PHYSICAL EDUCATION BE DESCRIBED OR REFERRED IN AN IEP?

### **IDEA 300.307 (a)**

Provides that “physical education services, specially designed if necessary, must be made available to every child with a disability receiving a free appropriate public education”. The following paragraphs (1) set out some of the different PE program arrangements for students with disabilities, and (2) indicate whether, and to what extent, PE must be described or referred to in an IEP:

- a. Regular PE with nondisabled students. If a student with a disability can participate fully in the regular PE program without any special modifications to compensate for the student’s disability, it would not be necessary to describe or refer to PE in the IEP. On the other hand, if some modifications to the regular PE program (TEKS) are necessary for the student to be able to participate in that program, those modifications must be described in the IEP, and goals and objectives are required.
- b. Specially designed PE. If a student with a disability needs a specially designed PE program, that program must be addressed in all applicable areas of the IEP

### **IDEA 300.346 (a) (1) (i) (ii)**

Development of IEP

General. In developing each child’s IEP, the IEP team, shall consider –

- (i) The strengths of the child and the concerns of the parents for enhancing the education of their child;
- (ii) The results of the initial or most recent evaluation of the child.

## WHO CAN PROVIDE ADAPTED PE SERVICES?

### **SBOE Rules 89.1131 (b) (6) (a)**

- APE services may be provided by the following personnel:
  - Special education instructional or related service personnel who have the necessary skills and knowledge
  - Physical Education Teachers
  - Occupational Therapists
  - Physical Therapists
  - Occupational Therapy Assistants or Physical Therapy Assistants working under the supervision of certified personnel in accordance with the standards of their profession.
- If special education personnel provide these services, the district has the obligation to provide documentation that they have the necessary skills and knowledge.
- Documentation such as in-service records, evidence of attendance at seminars or workshops, or transcripts of college courses

## WHAT SKILLS DOES AN ADAPTED PHYSICAL EDUCATOR NEED?

Texas Association for Health, Physical Education, Recreation, and Dance and the Committee for Programs for Persons with Disabilities endorse the following recommendations for competencies in Adapted Physical Education.

- a. Knowledge of motor characteristics, behaviors, and developmental sequences (including birth through 22 years) associated with various disabling conditions in relation to normal motor development.
- b. Knowledge of neurological basis of normal and abnormal motor control and sensory motor integration methods for teaching physical education to individuals with severe disabilities, individuals who are nonambulatory, and individuals with multiple disabilities.
- c. Skills in psychomotor assessment and a variety of physical education techniques and procedures for implementing the individual education plan.
- d. Developmental teaching methods/materials and gymnasium organizational abilities in physical and motor fitness, fundamental motor skills and skills in aquatics, rhythms/dance, individual and group games and sports for students with disabilities and/or motor problems.



## **WHAT RESPONSIBILITIES SHOULD AN ADAPTED PHYSICAL EDUCATOR ASSUME?**

- Direct service provide (hands-on teaching)
- Assessment specialist, completing comprehensive motor assessments of individuals with disabilities and making specific program recommendations
- Consultant for physical education and special education staff providing physical education instruction for individuals with disabilities
- IEP (Multi-disciplinary Team or Admission, Review, Dismissal) Committee member who helps develop the IEP in the psychomotor domain
- Student and parent advocate
- program coordinator who develops curricular materials, develops intra and inter-agency collaborations to meet the needs of individuals with disabilities, and monitors progress on IEP's.

## **WHAT PLACEMENT OPTIONS ARE AVAILABLE IN THE AREA OF ADAPTED PE?**

Below is a continuum of Adapted PE Services widely considered as best practices in the field of Adapted PE:

- Level 1 Regular physical education
- Level 2 Regular PE with APE consultation
- Level 3 APE services within regular PE
- Level 4 Part-time APE, part-time regular PE
- Level 5 APE – reverse mainstreaming
- Level 6 Self-contained APE

## **COULD THE THERAPY RELATED SERVICES OF OCCUPATIONAL THERAPY (OT) AND PHYSICAL THERAPY (PT) MEET THE TEKS REQUIREMENTS FOR PHYSICAL EDUCATION?**

Based on evaluation information, the ARD committee identifies the goals and objectives for related services and addresses the student's needs in physical education. The occupational therapist or physical therapist may be working on the TEKS in physical education, but they will never cover all the physical education essential elements.

