

## ADAPTED PHYSICAL EDUCATION

**Definition:** Adapted physical education (APE) is a diversified program of activities specially designed for an individual who meets verification criteria for physical, mental, and/or emotional disabling conditions and is not able to participate safely and/or successfully, without modifications, to the regular physical education services.

**Who Is To Be Served?** Public Law 101-476, the Individuals With Disabilities Education Act (IDEA), identifies the following disabling conditions: **autism**, mentally disabled, deaf and hard of hearing, visually disabled, deaf-blind, speech impaired, seriously emotionally disturbed, orthopedically impaired, specific learning disabilities, multi-disabled, **traumatic brain injury** and other health impaired. Students, who meet the regulations for one of these conditions, and needs special services in the curricular area of physical education, are eligible for an adapted physical education program.

**The Goals of Adapted Physical Education:** To teach skills and provide activity experiences that enables students:

1. To develop and maintain a healthy active lifestyle,
2. To participate fully in lifetime/leisure activities in the community, and
3. To develop socially so that the students interact positively with their peers.

**Adapted Physical Education Competencies:** To be a physically educated person the student should develop competencies in the following areas:

1. **Personal Fitness Skills:** an appropriate level of cardiovascular endurance, flexibility, strength, endurance, and an understanding of the value of being personally fit.
2. **Recreational Dance Skills:** American folk, square, and round dances, traditional and contemporary dances.
3. **Developmental Gymnastics Skills:** balance stunts, tumbling, apparatus, body positioning.
4. **Games and Sports Skills:** low organizational, lead-up activities, motor and manipulative skills, team games, traditional sports, and lifelong activities.

**Placement for Services:** The team approach for serving students in the adapted physical education program is a proven model for planning, coordination, and service delivery. The team exists as the **School Based Committee**. Placement in the least restrictive environment means that students shall be educated in the environment most conducive to their education enhancement. Students with disabilities and special education needs should be placed for physical services in a setting that most appropriately meets their physical education needs. The majority of students with a disability can be safely and successfully included in the regular physical education program without any significant modifications or adaptations to that program. **The prime factors in determining placement for physical education services are the physical education goals and objectives of the Individualized Education Program (IEP).** Therefore, no disabled person should be placed for physical education services until his/her IEP has been developed.

Only **15%-20%** of students with a disability need a specially designed APE program. **Placement in regular physical education is the initial consideration for service environment for all students with disabilities and special physical education needs.** After the development of the physical education portion of a child's IEP, if it is determined that a disabled student's needs cannot be met safely and/or successfully without changes to the regular physical education, then special (adapted physical education, APE) services should be provided.

The goals and objectives of an individual child's program and the special education services necessary to provide the program are to be indicated on the child's IEP. Students are to be placed for services in a learning environment that enhances their learning style and meets their educational needs. **Placement decisions should be made for each individual student based on their needs and abilities.** It is not appropriate to place a child for physical education services as part of a blanket decision based on his/her special education classroom placement, their label, or the current service delivery model being used.

**GOOD ADAPTED PHYSICAL EDUCATION PROGRAMS, WITH STRONG INCLUSION PRACTICES, ARE AN OUTGROWTH OF GOOD REGULAR PHYSICAL EDUCATION PROGRAMS.**