

PREVENTION & PRE-REFERRAL PRACTICES

PREVENTION TIER 1: CORE, UNIVERSAL INSTRUCTION

APE interventions are focused on increasing general knowledge of teachers regarding motor development and effective Physical Education teaching practices. APE teacher may provide informal consultation to school staff; classroom teachers and general physical education teachers for the purpose of helping them identify different instructional strategies, modifications, and adaptations.

PREVENTION TIER 2: TARGETED, SUPPLEMENTAL INTERVENTIONS & SUPPORTS

The APE teacher may screen a child to assist school staff in determining the appropriate level of intervention for that child. Screening should not be confused with assessment, as placement decisions in special education cannot be based upon information obtained from screening. Care must be exercised not to single the child out when screening, as this is assessment and would require an assessment plan.

PREVENTION TIER 3: INTENSIVE, INDIVIDUALIZED INTERVENTIONS & SUPPORTS

The APE teacher may utilize the screening observations to assist school staff with the SST process, monitor student progress, and identify specific interventions.

After reasonable interventions have been attempted and documented, a determination may be made that a formal APE assessment is appropriate to determine the child's needs. If the intervention is successful then there is no need to progress to Section II.

Specially designed physical education: an instructional program based on the District's Adapted Physical Education curriculum and designed for children with disabilities who are served in a Special Day Program and cannot benefit from participation in general physical education. Goals may or may not be identified for these students.

ELIGIBILITY CRITERIA

Pupils may be eligible for Adapted Physical Education services based on evidence of the following:

- Significantly reduced performance levels of two or more years or 1 ½ or more standard deviations below the mean as appropriate to the assessment (s) used in two or more of the following areas:
 - ◇ Perceptual Motor Function (vision, balance)
 - ◇ Object Control (throwing, catching, kicking)
 - ◇ Locomotor Achievement (running, jumping)
 - ◇ Adapted Behaviors (concept, social)
 - ◇ Physical Fitness (agility, strength, endurance)
- Significantly reduced performance levels due to a severe medical disability or impairment requiring significant modification of activities and precluding safe or successful participation in the general physical education or specially designed physical education program.

Note that physical disabilities shall not include temporary physical disabilities (California Education Code, Section 56026 (e)). Temporary physical disabilities are those disabilities which are not permanent in nature (i.e., injuries, illness, surgery).

LEAST RESTRICTIVE ENVIRONMENT

Many children with disabilities can participate in the general physical education program because their disability requires only minor adaptations, or does not affect their performance in physical education at all.

Students with disabilities must have the opportunity to be successful in general physical education, until it is determined that they cannot access the curriculum.

RESOURCES



California State Council on Adapted Physical Education:
<http://napecconference.org/>



AAPAR
American Association for
Physical Activity and Recreation

<http://www.aahperd.org/aapar>

The mission of the Adapted Physical Education program is to utilize diverse teaching strategies to implement a standards based physical education curriculum of movement skill and knowledge for students with disabilities; and to provide activities that foster a positive self-image, encourage personal and social development, while promoting the benefits of a lifelong commitment to a healthy lifestyle for all children.



**ADAPTED
PHYSICAL
EDUCATION**

Adapted Physical Education is a diversified program of developmental gross motor activities, games, sports, and rhythms suited to the interests, capacities and limitations of students with disabilities who may not safely and/or successfully engage in unrestricted participation in the vigorous activities of the general physical education program, modified general physical education program or in a specially designed physical education program in a special day program. Services are based on need and not generalizations from categorical conditions.

ADAPTED PHYSICAL EDUCATION PROGRAM

Los Angeles Unified School District
Adapted Physical Education
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333 South Beaudry
Los Angeles, CA 90017

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ADAPTED PHYSICAL EDUCATION

SERVICE DELIVERY MODELS IN SPECIAL EDUCATION

If a student is eligible for special education under IDEA, and is enrolled in general or specially designed physical education, an IEP team meeting may be held to determine appropriate intervention, adaptations, accommodations, or modifications that will best meet the students needs. Services can be delivered by utilizing any one or a combination of the intervention models described below.

SERVICE DELIVERY MODEL 1: CONSULTATIVE INSTRUCTION

Base instruction is provided by a general physical education teacher with consultative (assistance given to parents, general and special education teachers, or general physical education teachers who conduct the general, modified, or specially designed physical education program options) support from an adapted physical education teacher. Instruction is grounded in grade level physical education standards and uses District approved curriculum and instructional strategies.

SERVICE DELIVERY MODEL 2: COLLABORATION INSTRUCTION

General physical education teachers, special education teachers and/or related service providers work together to teach students with and without disabilities in the classroom. All are responsible for direct instruction, planning and delivery of instruction, student achievement, progress monitoring and discipline to support the student goals and objectives and to access the curriculum.

SERVICE DELIVERY MODEL 3: DIRECT INSTRUCTION

For children who are unable to successfully participate in the general physical education program, direct services provided by an APE teacher may be required. Students assigned to this level demonstrate severe deficits requiring more specialized, intensive instruction. Instruction or service by a single adapted physical education teacher is designed to support, bridge and strengthen student skills. It is an opportunity to provide specific skill instruction, re-teach, pre-teach, and scaffold instruction to support student goals and objects to access the curriculum.

ROLE OF THE ADAPTED PHYSICAL EDUCATION TEACHER

1. Instruct students in the development of skills and knowledge that enables them to participate independently to the highest degree possible, based on assessment needs.
2. Provide consultation and support services including in-service training to regular & special education teachers, school personnel and peers concerning Adapted Physical Education needs and appropriate methods of adaptation for the student that will foster maximum independence and safety.
3. Work with members of the IEP team (i.e. parents, classroom teachers, speech providers, occupational & physical therapists, orientation & mobility and vision specialists) to provide a functional and meaningful program.
4. Create a program geared to the assessed needs, goal & objectives, functional levels and motivational levels of the student.
5. Prepare and utilize equipment and materials for the development of skill as it is related to Adapted Physical Education (i.e. beeper balls, sponge balls, batting tees, etc.).
6. Conduct ongoing assessments, which focuses on both long and short-term needs of the student.

ADAPTED PHYSICAL EDUCATION SERVICE COMPLETION GUIDELINES

Dismissal from Adapted Physical Education may be determine if any of the following applies:

- The student's gross motor deficits no longer negatively affects his/her educational performance in general physical education or specially designed physical education program.
- The student no longer requires Adapted Physical Education as a related/DIS service in order to benefit from his/her special education program.
- The student consistently demonstrates behaviors that inhibit progress in gross motor development, such as a lack of cooperation, motivation, or chronic absenteeism. In these circumstances the IEP Team should consider the initial eligibility decision since these behaviors may reflect social maladjustment, environmental, cultural, or economic factors rather than an actual disability. The IEP team may also explore alternative services or strategies to remedy interfering behaviors or conditions.
- The student's needs will be better served by an alternative program and/or service, as determined by the IEP team.
- He/she graduates from high school or has met the secondary physical education requirement (barring health issues that indicate continued services are necessary to maintain quality of life).
- He/she reaches the age of 22 years.

