

How to Adapt in Physical Education

This presentation is for new teachers or individuals needing help and ideas for making adaptations. Simple things that can be used for everyday modifications, most importantly the mindset and willingness to be flexible to find what best works for the students. Some teachers become very uncomfortable when dealing with modifications and adaptations, we are here to help you become comfortable and familiar with how to adapt in Physical Education. Just a brief background for all practical purposes, Adapted Physical Education IS developmentally appropriate physical education at its finest. It is modified to address the individualized needs of children and youth who have gross motor developmental delays. It involves differentiating instruction so the physical activity is as appropriate for the person with a disability as it is for a person without a disability. Students are given annual goals and objectives to help them reach their full potential in APE. The emphasis of adapted physical education is to facilitate participation of students with disabilities with typically developing peers in age-appropriate activities. Adapted physical education generally refers to school-based programs for students ages 3–21. Federal law mandates that physical education be provided to students with disabilities. For some special needs students, APE students need to be encouraged to do their best. Programs, such as the Special Olympics, have provided a wonderful and positive opportunity for APE students to experience competing just like their non-disabled peers.

Like all teaching assignments organization and planning are key when with keeping up with various modifications. Very important factors include:

Instruction in a Least Restricted Environment (LRE) refers to adapting or modifying the physical education curriculum and/or instruction to address the individualized abilities of each child. Adaptations are made to ensure that each student will experience success in a safe environment. Placement is outlined in the IEP and may include one or more of the following options:

- The general physical education setting
- The general physical education setting with a teaching assistant or peers
- A separate class setting with peers
- A separate class setting with assistants
- A one-to-one setting between students and the instructor

Individualized Education Program (IEP) Goals and Objectives / Benchmarks are measurable and objective statements written by the physical education instructor. The goals and objectives are reflective of the physical education instructional content and monitored/evaluated according to district policy, to ensure that goals and objectives are being met in a timely manner.

Assessment and instruction by qualified personnel means that professionals are prepared to gather assessment data and provide physical education instruction

Accurate assessment data, including diagnostic and curriculum-based data collected by qualified personnel.