

Wisconsin FACETS: Adapted Physical Education

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At DPI, Educational Equity Means...



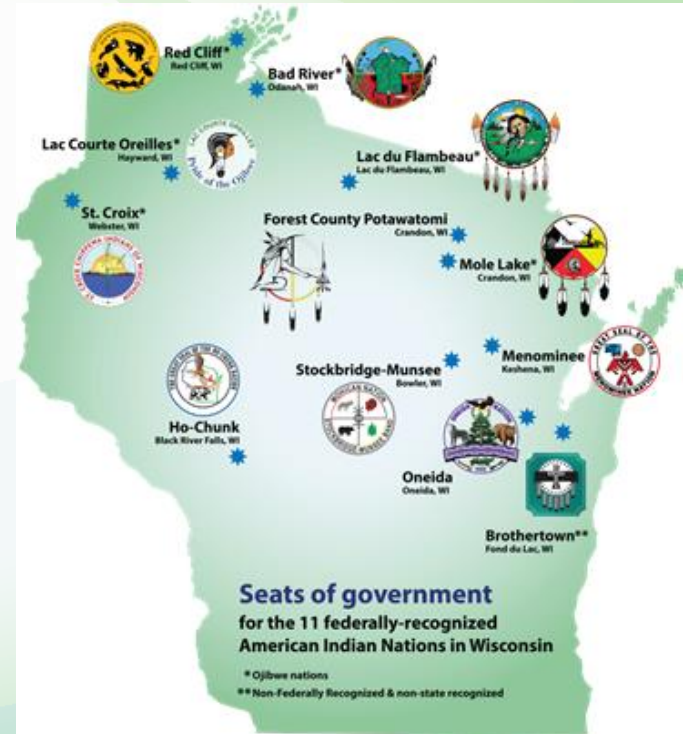
EQUITY

That every student has access to the educational resources and rigor they need at the right moment in their education, across race, gender, ethnicity, language, ability, sexual orientation, family background, and/or family income.

Land Acknowledgement

The Wisconsin Department of Public Instruction (DPI) acknowledges and honors the inherent sovereignty of each of the American Indian Nations of Wisconsin.

Wherever you are in Wisconsin, the land we are on here for today's event is that of indigenous nations who have stewarded this land since time immemorial. The DPI will continue to cultivate and maintain our ongoing collaboration and partnership with these American Indian nations, people, and communities of Wisconsin.



American Indian Nations of Wisconsin Resources



- **DPI American Indian Studies Program Resources/Maps:**
<https://dpi.wi.gov/amind/resources/maps>
- **Native Governance Center:**
<https://nativegov.org/>
- **Honor Native Land - US Department of Arts and Culture:**
<https://usdac.us/nativeland>
- **Connect with each of the First Nations of Wisconsin:**
<https://dpi.wi.gov/amind/resources/thpo>

Overview

- **The Law**
- **Terms**
- **Indicators of a Quality Program**
- **Interdisciplinary Preparation Program for Adapted Physical Educators and School Psychologists**

Federal Law



Federal Register (2006)

§ 300.39 (1) Special education means specially 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, in the home, in hospitals and institutions, and in other settings; and
- (ii) Instruction in physical education.**

Terms

- **Adapted vs Adaptive**
- **Specially Designed Physical Education**
- **Universal Design for Learning**

Adapted vs. Adaptive

- **APE** - *Adapted* Physical Education
- **Adapted** - how an activity is modified so a student with a disability or anyone can succeed, be safe, and have a meaningful experience.
- **Adaptive** - term aligned with behavior; may also be used to describe types of equipment and assistive devices.

Adaptive behavior refers to age-appropriate behaviors people with and without disabilities need to live independently and function well in daily life (e.g., grooming, getting dressed, avoiding danger, safe food handling, following rules, managing money, etc.)

Specially Designed Physical Education

Specially Designed Physical Education is Adapted Physical Education is APE

This is also referred to as Adaptive Physical Education in our state statute

Universal Design for Learning Guidelines

I. Provide Multiple Means of Representation

1: Provide options for perception

- 1.1 Offer ways of customizing the display of information
- 1.2 Offer alternatives for auditory information
- 1.3 Offer alternatives for visual information

2: Provide options for language, mathematical expressions, and symbols

- 2.1 Clarify vocabulary and symbols
- 2.2 Clarify syntax and structure
- 2.3 Support decoding of text, mathematical notation, and symbols
- 2.4 Promote understanding across languages
- 2.5 Illustrate through multiple media

3: Provide options for comprehension

- 3.1 Activate or supply background knowledge
- 3.2 Highlight patterns, critical features, big ideas, and relationships
- 3.3 Guide information processing, visualization, and manipulation
- 3.4 Maximize transfer and generalization

Resourceful, knowledgeable learners

II. Provide Multiple Means of Action and Expression

4: Provide options for physical action

- 4.1 Vary the methods for response and navigation
- 4.2 Optimize access to tools and assistive technologies

5: Provide options for expression and communication

- 5.1 Use multiple media for communication
- 5.2 Use multiple tools for construction and composition
- 5.3 Build fluencies with graduated levels of support for practice and performance

6: Provide options for executive functions

- 6.1 Guide appropriate goal-setting
- 6.2 Support planning and strategy development
- 6.3 Facilitate managing information and resources
- 6.4 Enhance capacity for monitoring progress

Strategic, goal-directed learners

III. Provide Multiple Means of Engagement

7: Provide options for recruiting interest

- 7.1 Optimize individual choice and autonomy
- 7.2 Optimize relevance, value, and authenticity
- 7.3 Minimize threats and distractions

8: Provide options for sustaining effort and persistence

- 8.1 Heighten salience of goals and objectives
- 8.2 Vary demands and resources to optimize challenge
- 8.3 Foster collaboration and community
- 8.4 Increase mastery-oriented feedback

9: Provide options for self-regulation

- 9.1 Promote expectations and beliefs that optimize motivation
- 9.2 Facilitate personal coping skills and strategies
- 9.3 Develop self-assessment and reflection

Purposeful, motivated learners

Indicators of a Quality K-12 School Programs



- **Teacher qualifications/certifications**
 - Wisconsin 860 Supplemental License
- **Certified Adapted Physical Educator (CAPE)**
- **Comprehensive Special Education Evaluation**
 - Data-based decision making
 - Focus on Student Needs, not Label Eligibility
 - Progress monitoring

Indicators of a Quality K-12 School Programs

- Placement Options for Service Delivery
 - Least Restrictive Environment
 - Adapted physical education is a service, not a placement
- IEP Development and Goals



Interdisciplinary

- Future APE teachers will need to work with other special education professionals to provide services to SWD
- Recommended a shift in how universities prepare preservice teachers
- Focus on hands-on practicum experiences, while collaborating with other pre-professionals who will be special education service providers (e.g., physical or occupational therapists, speech and language pathologists, special education classroom teachers, and school psychologists).

Interdisciplinary

- UW-La Crosse Interdisciplinary Graduate Program

Adapted Physical Education and School Psychology

- Combined Courses
- Combined Content Seminars
- Combined clinical experiences

IEP Goals

- Purpose: describe what student can be reasonably expected to accomplish within a calendar year with specially designed instruction
- Directly related to **Present Levels of Performance** data, which will act as our baseline or starting point.
- Serve as basis for developing lesson plans for specially designed instruction.
- Goals are target areas of need
- Standards-based

What if there no licensed APE teacher?

- Best Practice is to have an APE teacher
- Collect information from other teachers
- Provide observations of difficulties
- Any licensed PE teacher can use professional judgement
- Contract with outside APE licensed teacher
- Letter to Tymeson May 2021

Summary

- **Adapted Physical Education is a service, not a placement**
- Especially in an initial evaluation, the IEP team should consider including the Physical Education or Adapted Physical Education teacher to provide input
- Adapted Physical Education is a form of Specially Designed Instruction, **not a related service**
- Any licensed Physical Education teacher can implement adapted physical education

Questions?



Resources

Center on Disability Health and Adapted Physical Activity, UW- La Crosse

<https://www.uwlax.edu/center/cdhapa/>

DPI Bulletin Physical Education for Children with Disabilities

<https://dpi.wi.gov/sped/laws-procedures-bulletins/bulletins/10-04>

DPI Physical Education page <https://dpi.wi.gov/sspw/physical-education>

DPI Specially Designed Physical Education page

<https://dpi.wi.gov/sped/topics/specially-designed-physical-education>

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