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# Appropriate Physical Education Service for ALL Students

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## Appropriate Physical Education Service for ALL Students

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*"Putting students in programs for which they are not ready is cruel; to keep them out of these programs where they are ready and can participate is criminal."* (AAHPER, 1978)

Where as, all students, including those with disabilities, deserve appropriate, safe, and meaningful physical education instructional programs as identified by Texas Education Agency (2006) and that are reflected in the National Association for Sport and Physical Education (NASPE, 2005) standards:

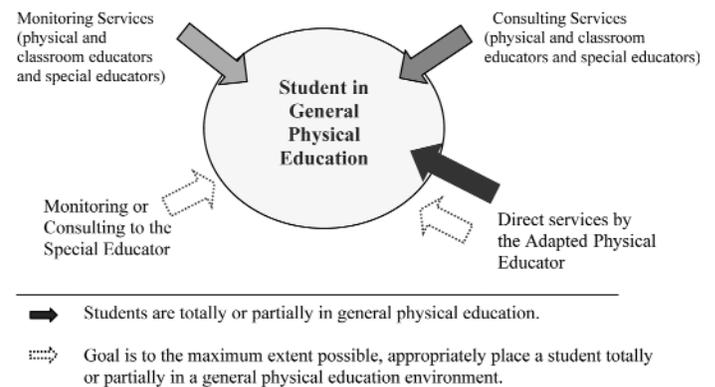
- These students must have the educational opportunities to learn and perform motorically and physically and at the same time develop cognitively, emotionally, and socially;
- Some students have mild to moderate physical and motor problems and may not benefit totally or partially from traditional general physical education and will require accommodations and modifications to safely and successfully derive a meaningful educational experience in a general physical education program;
- Very few students have severe physical and motor problems and may require short or expanded specialized physical education instruction in a segregated environment to safely and successfully participate; and
- Placement of a student(s) with disabilities into a general physical education program must not compromise the meaningful learning experiences of the students without disabilities (Tripp, Piletic, & Babcock, 2004).

### Therefore,

- All students should be provided appropriate physical education programs and taught by highly qualified certified physical educators. For students who have been identified as disabled, their program should be provided in the general physical education environment to the maximum extent possible;
- Some students with mild and moderate physical and motor problems may need a formal evaluation by a Certified Adapted Physical Educator (Kelly, 2006)\* in collaboration with the general physical educator to determine, within the Individualized Education Program (IEP), the appropriate accommodations and modifications for the student to safely and successfully participate totally or partially in a general physical

education program;

- An adapted physical education professional can assume three basic roles when meeting the physical education needs of students with disabilities (see Figure 1): direct, consult, and/or monitor; and



**Figure 1:** Separate or Combined Instructional Service Delivery Model

- If it is determined through an appropriate evaluation within the IEP process, the needs of a student with severe physical and motor education needs cannot be met totally or in part within a general physical education environment, the student's special education teacher may require monitoring. Consulting and/or direct services by a Certified Adapted Physical Educator may be necessary. Direct service personnel are those professionals identified in federal laws as having primary educational responsibility for students with disabilities.

In summary, the appropriate physical educational needs for all students must be provided based on the TEA K-12 curriculum guidelines and Texas Essential Knowledge and Skills for physical education (2006) reflecting the NASPE (2005) standards. To the maximum extent possible, the physical education services should be in the general physical education environment. For some students to learn and perform at the appropriate education level, general physical educators may require monitoring and/or consulting with a Certified Adapted Physical Educator (Kelly, 2006). Other students identified with severe

\*A Certified Adapted Physical Educator has successfully passed the Adapted Physical Education National Examination and met the appropriate certifying criteria, and has in his/her possession a valid Texas teaching certificate.

physical and motor problems may also have concomitant cognitive, emotion, and/or social problems. If these students cannot appropriately benefit from monitoring or consulting services, their educational needs may require the direct services of a Certified Adapted Physical Educator (Kelly, 2006). The types of services provided by all physical educators must always be based on the appropriate physical education instructional needs of the student and should not compromise the learning and performance of other students in class. These services are illustrated in Figure 1 and briefly described in Table 1.

The decision for the appropriate meaningful educational placement is made by the student's IEP committee. Placement should not and cannot be influenced or overridden by administrative convenience (e.g., scheduling, teacher planning periods, and heterogeneous student assignments into one class) or lack of appropriate personnel or equipment.

**Table 1.**

Descriptions of direct, consult, and monitor services.

<b>Monitor</b>	Professionals design services to ensure that appropriate programming and/or equipment is in place so that the service provider is well informed of safe and successful instructions. Although much of the monitoring time is spent collaborating with other professionals and/or parents, the APE teacher also spends time with the student during his/her scheduled monitoring visit to help assist with any activity modifications and/or new activities. Monitoring services are generally provided less than once per six weeks.
<b>Consult</b>	Consultation services are provided to the teacher(s) and/or parents/guardians to meet the student's specific IEP annual goals and objectives. The professionals in APE provide consulting services to the teachers and/or parents/guardians as specified by the IEP committee who determines the amount of time this type of service is received. Generally, these services are provided less than once a month.
<b>Direct</b>	Professionals in APE provide instruction to a student, or a small group, in a general (i.e., team teaching) or segregated environment at designated intervals at least once a month. The ARD/IEP committee determines the amount of time a student receives direct instructional services. The APE teacher assists students with disabilities by teaching the motor or fitness skills needed to achieve the annual goals and objectives specified on the student's IEP. Furthermore, an IEP may be developed independently of other disciplines or integrated (developed between two professionals such as a special education teacher and an APE teacher).

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## IN THE NEWS

McAllen ISD Board of Trustees recognizes 2006 TAHPERD Honor Award Winner Mario Reyna at Board Meeting on December 11, 2006.



In Photo (Left to Right): Yolanda Chapa (Superintendent), Dr. Ricardo Chapa, Mark Kent, Sara Tippet, Conrado Alvarado, Javier Farias, Myrna Garcia and Richard Moore (President)

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