

TAHPERD Position Statement

Appropriate Physical Education Service for ALL Students

“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)

All students, including those with disabilities, deserve appropriate, safe, and meaningful physical education instructional programs as identified by Texas Education Agency (2006) and are reflected in the *National Association for Sport and Physical Education* (NASPE, 2005) standards. These students must have educational opportunities to learn and perform motorically and physically and at the same time develop cognitively, emotionally, and socially. For effective and efficient programs, these programs must be taught by highly qualified certified general and/or adapted physical educators.

Some students with mild and moderate physical and motor problems may need a formal evaluation by a Certified Adapted Physical Educator (CAPE; Kelly, 2006)* in collaboration with the general physical educator. This collaboration will help determine the appropriate accommodations and modifications for the student to safely and successfully participate, to the maximum extent possible, in a general physical education program. The general physical educators may require monitoring and/or consulting services from a CAPE.

Other students identified with severe physical and motor problems may also have concomitant cognitive, emotion, and/or social problems. If these students can not appropriately benefit from monitoring or consulting services, they may require direct services of a CAPE. The type of service approach that is provided must not only be based on the appropriate physical education instructional needs of the student with a disability, but should not compromise the performance and learning of other students in class (Tripp, Piletic, & Babcock, 2004). These adapted physical education service delivery approaches are briefly described as follows:

- **Monitor:** Professionals design services to ensure that appropriate programming and/or equipment is in place so that professionals (e.g., general physical educator, classroom teacher, special educator) are 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. The monitoring service approach is generally provided less than once per 6 weeks.
- **Consult:** 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 teachers and/or parents/guardians as specified by the IEP committee who determines the amount of time this type of service is received. Generally, this type of service approach is provided less than once a month.
- **Direct:** Professionals in Adapted Physical Education provide instruction to a student, a small group, in a general class (i.e., team teaching), or in segregated environment at designated intervals at least once a month. The IEP committee determines the amount of time a student receives direct instructional services with recommendations from the APE teacher.

*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.

References

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- Kelly, L. (2006). *Adapted Physical Education National Standards* (2nd ed.). Champaign, IL: Human Kinetics.
- National Association of Sport and Physical Education (NASPE). (2004). *Moving into the future: National standards for physical education*. Reston, VA: Author.
- Silliman-French, L., (Ed.). (2005). *Adapted physical education manual of best practices: Administrative guidelines and policies*. Austin, TX: TAHPERD.
- Texas Education Agency (TEA). (2006). *Curriculum and Educational Programs*. Austin, TX: Author
- Tripp, A., Piletic, C., & Babcock, G. (2004). *Including students with disabilities in physical education*. Reston, VA: APA Council for AAALF, AAHPERD.