

APPENDIX K

ADAPTED PHYSICAL EDUCATION GUIDELINES IN CALIFORNIA SCHOOLS

ADAPTED PHYSICAL EDUCATION GUIDELINES IN CALIFORNIA SCHOOLS
Prepublication Document
Approved August 2001
California Department of Education
Special Education Division

Adapted vs. Adaptive: (page 4)

In California, the physical education program for individuals with disabilities is called adapted physical education as it is in 34 CFR. The program is *adapted* to meet the needs of each student through modifications and accommodations. The student is not required to adapt to the conditions of the program as would be implied with adaptive physical education as in adaptive behaviors.

CHAPTER 8 - TRANSITION TO ADULT LIFE (pages 55-57)

8.1 Standard: Students who receive Adapted physical education services shall have an Individual Transition Plans (ITPs) beginning at age 14.

Legal Reference: Sec. 56345.1 (a) through (d) describes the Individual Transition Plan, which must be included in the student's IEP at age 14. It states in part: The term "transition services" means a coordinated set of activities for an individual with exceptional needs that does the following:

- (1) Is designed within an outcome-oriented process, that promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment, including supported employment, continuing and adult education, adult services, independent living, or community participation.
- (2) is based upon the individual pupil's needs, taking into account the pupil's preferences and interests.
- (3) Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation. (Sec. 56345.1(c))

Discussion: The IEP team becomes the ITP team at or before the student reaches the age of 14. The ITP team retains the responsibility for making educational decisions regarding the student. This responsibility includes the determination of DIS service needs. The availability of the full continuum of special education services continues to be a requirement. (Sec. 56345.1.)

For students with a transition plan, physical education program planning and curriculum options shift away from a school site model, toward a community or post-secondary education setting. Goals and objectives for physical education fall primarily within the areas of recreation/leisure and physical fitness skills necessary to support vocational, health, or daily living activities and community participation. In addition, they are based on meeting student needs in line with his/her interests and preferences. (Sec. 56345.1.)

The transition curriculum revolves around three main areas: instruction, community living and employment. Physical education programming, in the area of instruction, might focus on helping the student become aware of his/her movement strengths and needs. Additionally, the student may become aware of the resources for pursuing movement goals that are available within the community or post-secondary education setting. Programming in the area of community living might focus on helping the student experience or access

community programs or facilities offering physical activities (e.g., YMCA, parks, fitness clubs, or community college classes.) In the area of employment, physical education programming might focus on physical and motor fitness necessary to perform ones job duties, or to travel to a job site. (Sec. 56345.1.)

Best Practice. Even if adapted physical education is the only service a student receives, an ITP must be developed. Students who receive adapted physical education, shall have an ITP by the age of 14. (Sec.56345.1.)

Adapted Physical Education:

Recreation and fitness activities are usually conducted off campus, for at least part of the time (e.g. recreation center, community swimming pool, fitness center, YMCA, etc.)

The adapted physical education specialist's role is to facilitate the student's use of community recreation and fitness resources. To achieve this, the adapted physical education specialist might conduct classes in the community, but will often collaborate with the transition specialist or special education teacher in conducting physical education instruction in these settings. This will usually result in less frequent direct instruction by the adapted physical education specialist. The adapted physical education specialist might attend the class two or three times at the beginning of each quarter, and then meet with the other specialists once per month. (5 CCR sec. 3051.5.)

The adapted physical education specialist may collaborate with the Community College physical education teacher, and attend the class once out of the three times it meets per week. As part of the assessment process the adapted physical education specialist might include a recreational interest survey and interview/discussion with the student. This would help to identify the student's interests, preferences, and awareness of strengths and needs.

Specially Designed Physical Education:

- The adapted physical education specialist might share resources with the special education teacher or community recreation leader.
- The adapted physical education specialist might meet with the special education teacher prior to the beginning of the semester to help plan community based physical activities. (5 CCR sec. 3051.5.)

Physical Education/Adult Physical Activity:

- The student takes part in programs in the community or institution of higher learning. The student is able to access and regularly participate in physical activities.
- The student participates independently in disability sport. (5 CCR sec. 3051.5.)

8.2 Standard: The type of physical education program in which a student with an ITP participates, will be documented on the ITP.

Legal Reference: Sec. 56345.1

Discussion: The ITP can be considered an IEP with additional information. Therefore, it should include the type of physical education program (e.g., adapted, specially designed, etc.) in which the student participates. Furthermore, frequency of service, location and goals and objectives should be indicated if the student receives adapted physical education services.

Best Practice: Adapted physical education services on an ITP are likely to differ from those on an EP in the following ways:

- Activities are more frequently conducted in community or post-secondary settings.

- Goals and objectives will be more closely related to the student's interests and preferences.
- Activities will be part of a coordinated set of activities that promotes movement from school to post-school living.
- Relatively greater amounts of collaborative consultation and lesser amounts of direct instruction are appropriate.

When writing goals and objectives the adapted physical education specialist should keep these differences in mind. For examples of appropriate goals and objectives and ITP forms, please refer to Appendix P.

Note: **All statutory citations apply to the California Education Code unless otherwise stated.**

Ordering Information:

This document is available on the web site for the California Department of Education www.cde.ca.gov.