

Knowledge Sharing: Strategies to Improve Physical Educators, Adapted Physical Educators, and Special Educators

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In the United States and many other countries, ALL students with disabilities should be provided an appropriate education. For example, because of the reauthorization of the Individuals with Disabilities Education Act (IDEA, 2004) in the United States, substantial changes in instruction have been implemented for individuals with disabilities (e.g., classroom, physical education setting, athletics). Going from segregated settings to more of inclusive settings has been one of the major changes. Further, we now have a trend toward a more continuous evaluation model and the ability to move within the continuum of services based on intensity and duration that is educationally appropriate. Today there is a greater focus on the application of Universal Design for all learners, as well as, evidence-based research. Beyond the educational setting, there also has been a variety of sport opportunities that have increased throughout many countries. In order for all of these programs to be successful, a solid foundation of appropriate assessments and continuous data gathering is needed to provide appropriate instructional, programming, and/or placement decisions for students with disabilities. For our future there is a need for a greater focus more on collaboration between educators, and related service personnel, to develop more evidence-based instructional programming. Particularly, we need to adopt the concept of “knowledge sharing” among educators to assist with the improvement of effective teaching strategies for individuals with disabilities.