

*Teaching Students with
Disabilities in Physical Education*
INCLUSION-PLACEMENT and
the Least Restrictive
Environment

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A physically educated person:

- HAS learned skills necessary to perform a variety of physical activities
- KNOWS the implications of and the benefits from involvement in physical activities
- DOES participate regularly in physical activity
- IS physically fit
- VALUES physical activity and its contribution to a healthful lifestyle

National PE Standards

Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

SIGNIFICANT LEGISLATION

- PL 94-142, Education for All Handicapped Children Act of 1975
- PL 101-476, Individuals with Disabilities Education Act of 1990 (IDEA)
- PL 108-446, Individuals with Disabilities Education Improvement Act of 2004 (IDEIA)



Physical Education

In IDEA, the term *physical education* means the development of the following:

- Physical and motor fitness
- Fundamental motor skills and patterns
- Skills in aquatics, dance, individual and group games, and sports (including intramural and lifetime sports)

IDEA

Individuals with Disabilities Education Act

To the maximum extent appropriate, children with disabilities must be educated with students who are not disabled in the least restrictive environment.

Physical Education Requirement within IDEA

121a.307 Physical Education

(a) General. Physical education services, specially designed if necessary, must be made available to every handicapped child receiving a free appropriate public education.

New York State Document on APE

Important Concepts from IDEA

- Individualized Education Program (IEP)
 - Indicates eligibility of services for students ages 3-21 who have met criteria in a disability category
 - Defines what adaptations and accommodations should be provided

Who Qualifies?

- Mental retardation (cognitive impairment)
- Hearing impairment
- Sensory impairment including blindness, emotional disability,
- Orthopedic impairment,
- Autism,
- Traumatic brain injury,
- Learning disability,
- Multiple disabilities
- Other health impairments that require special education (OSE/RS, 2006)

Important Concepts from IDEA

- Person-first language
- Disability categories
- Special education services
- Related Services
- Individualized Education Program
- Least Restrictive Environment
- Transition Services
- Access to the general education curriculum

Important Concepts from IDEA

- **Least Restrictive Environment (LRE)**
 - Legal term that describes the place where instruction must be provided
 - Examples include the general education setting, resource rooms, separate classes, separate schools, or homebound/hospital settings
 - [APAC position statement](#)

PE/APE Placement Options (LRE)	Personnel Involved
GPE Class with no support or modifications	General PE teacher
GPE with modifications	General PE teacher
GPE with consultation from Adapted PE Teacher	General PE teacher and Adapted PE teacher
GPE with consultation from Adapted PE teacher plus limited APE pullout sessions for specific skills, content or areas of concern	General PE teacher and Adapted PE teacher
APE Pull out 1, 2,3 times per week/month combined with GPE services	General PE teacher and Adapted PE teacher
Part-time General PE and part-time Adapted PE	General PE teacher and Adapted PE teacher
Reverse Mainstreaming – GPE students go to APE class to assist	Adapted PE teacher
Full time APE	Adapted PE teacher
Part-time Special School (e.g., School for the Blind or Deaf)	PE teacher at Special School
Full time Special School	PE teacher at Special School

Inclusion is...

Educating students with disabilities in general educational settings along with students without disabilities with supports and services



Inclusion vs. LRE

- School Philosophy
- Teacher Training
- Severity of student's disability
- Resources



Benefits of Inclusion

- A more stimulating and motivating environment
- Enhances the development of social and play skills
- Promotes friendships among students with and without disabilities
- Provides well-skilled role models



Key Functions for Successful Inclusion

- Identifying unique needs
- Determining appropriate instructional settings
- Individualizing instruction
- Adapting activities
- Preparing general education students
- Preparing support personnel

Challenges of Inclusion

- More attention and planning
- Teachers not adequately prepared
- Adaptive equipment
- Collaboration with special educators
- [The Inclusion Rating Scale](#)

Review of the Evaluation or IEP Process

Step	Action	PE Involvement
1	Referral - Student can be referred by several sources (e.g., PE teacher, classroom teacher, parent, and administrator).	PE teacher can request formal assessment after informal observations or screenings have been conducted in PE.
2	Obtain parental consent.	Once a formal request has been made for an assessment, parents must give consent.
3	Consent granted by parent(s). Assessment conducted.	General and Adapted Physical Educators actively involved in assessment.
4	Results presented at IEP meeting and eligibility for APE services is decided.	General and/or Adapted Physical Educators present results and are actively involved in IEP meeting.
5	IEP developed, specific goals and objectives are written, and dates for review are established.	General and/or Adapted Physical Educators should be the content experts developing the IEP for PE (goals, objectives, etc).
6	Placement established in LRE (e.g., General PE, General PE with APE consult, APE, etc.)	General and/or Adapted Physical Educators make recommendations regarding LRE.
7	Program implemented.	General and/or Adapted Physical Educator implement physical education programming in accordance with IEP.

Individualized Education Programs

- Under IDEA, all students with disabilities (aged 3–21) *must* have an individualized education program (IEP) that outlines the child's special education.
- Physical education is only one part of this comprehensive IEP document.

[APE referral form](#)

IEPs: The IDEA Requirement

States and local districts may require additional information, but IDEA requires nine components for the IEP document:

- 1. Present levels of academic achievement and functional performance**
- 2. Statement of measurable annual goals (and if appropriate, short-term objectives or benchmarks)**
- 3. Description of measuring and reporting progress toward annual goals to parents**

(continued)