

SECTION III

RESOURCES

MOTOR ABILITY, PERCEPTUAL-MOTOR DEVELOPMENT, AND PSYCHOMOTOR TEST ITEMS

These items and activities can be used in assessing motor performance, including fine motor and perceptual motor.

Balance Dynamic/Static

Balance board activities

Gross/Motor Fundamental Movements

Balancing

ASSESSMENT T

PHYSICAL EDUCATION MEDICAL RECOMMENDATION FORM

TO DR. _____

DATE: _____

All students registered in the schools of New York State are required by New York State

RATING SCALE FOR ADAPTED PHYSICAL EDUCATION PROGRAM

NAME OF SCHOOL:

ADDRESS:

LEVEL: NUMBER OF STUDENTS ENROLLED IN ADAPTED P.E.

PRINCIPAL:

DIRECTOR OF PHYSICAL EDUCATION:

REVIEWED BY:

DATE:

Introduction

The purpose of the rating scale is to assist school personnel to improve the adapted physical education program.

When properly guided and developed, physical education becomes a purposeful and vital part of a student's school education, it aids in the realization of objectives concerned with the development of favorable self-image, creative expression, motor skills, physical fitness, knowledge, and understanding of human movement. A student must have an opportunity to participate in a well-conceived, well-taught learning experience in physical education to become a fully functioning individual. To achieve these objectives, the

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RATING SCALE FOR ADAPTED PHYSICAL EDUCATION					
	Inadequate (1)	Poor (2)	Fair (3)	Good (4)	Excellent (5)
9. Students with disabilities are provided equal opportunities in intramural, extramural, or extraclass activities.					
10. There is an annual evaluation of the instructional program in adapted physical education.					
11. Guidelines pertaining to adapted physical education are evaluated at least every five years.					
12. There is a procedure for reporting student status and progress.					
13. The progress of students is continuously measured.					
14. Cumulative records pertaining to the physical education of each student are maintained.					
Section II - Required Instruction					
1. All students not receiving regular physical education have an adapted physical education program.					
2. No student with a disability is excused from physical education or adapted physical education because of participation in extraclass programs unless approved by the school's Committee on Special Education, physical education staff, and school administration.					
3. The frequency and duration of adapted physical education must be in accordance with Section 135.4 of the Commissioner's Regulations.					
4. Physical education instruction is made available to every student with a disability.					
Section III - Attendance					
1. Adapted physical education is provided for students who exhibit unique physical education needs.					
2. Credit is provided for adapted physical education in accordance with regular physical education credit.					

RATING SCALE FOR ADAPTED PHYSICAL EDUCATION

	Inadequate	Poor	Fair	Good	Excellent
9. Teachers of physical education are involved in making recommendations for students with disabilities regarding adapted physical education.					
Section V - Facilities					
1. Students receiving adapted physical education have equal access to facilities required to provide equal opportunity for programmatic benefits.					
2. Indoor facilities for adapted physical education:					
a. Have adequate clear activity space.					
b. Provide a safe environment for activity.					
c. Have appropriate flooring and satisfactory finish.					
d. Have adequate lighting.					
e. Have adequate acoustical conditions.					
f. Have protective padding on walls.					
g. Have sufficient ceiling clearance.					
h. Have adequate ventilation.					
3. Equipment and supplies required for reasonable accommodations are provided.					
4. For students receiving adapted physical education, the dressing, showering, and drying areas include:					
a. Adequate space for peak load periods.					
b. Floors constructed to allow for accessibility and maintenance of safe and clean conditions.					
c. Lockers of proper type and sufficient quantity.					
d. Sufficient number of shower heads.					
e. Adequate ventilation.					

RATING SCALE FOR ADAPTED PHYSICAL EDUCATION

	Inadequate (1)	Poor (2)	Fair (3)	Good (4)	Excellent (5)
f. Adequate lighting.					
g. Adequate heating.					
h. Adequate benches, mirrors, and toilets.					
i. All facilities are clean, sanitary, and in operable condition.					
5. The outdoor adapted physical education facilities are designed for effective instruction and safety. They are:					
a. Readily accessible.					
b. Free from safety hazards (glass, holes, stones).					
c. Properly fenced or enclosed for safety and efficient usage.					
d. Properly surfaced, graded, and drained.					
e. Laid out and marked for a variety of activities.					
f. Properly equipped (playground structures, backstops, physical fitness equipment, etc.).					
Section VI - Administrative Procedures					
1. Class sizes for students with disabilities receiving adapted physical education must be consistent with the IEP.					
2. Teachers' aides for adapted physical education are provided in accordance with the student's IEP.					
3. The Committee on Special Education uses certified physical educators to assess physical education status for IEP development when unique physical education needs are suspected.					
4. Students with disabilities are integrated into regular physical education classes to the maximum extent appropriate.					
5. Students with disabilities are provided reasonable accommodations in physical education classes.					

RATING SCALE FOR ADAPTED PHYSICAL EDUCATION					
	Inadequate (1)	Poor (2)	Fair (3)	Good (4)	Excellent (5)
6. All students with disabilities suspected of having unique needs in physical education are referred to the CSE.					
7. Physical education is included in the IEP of every student with a disability.					
8. Students are referred to the CSE and receive APE on the basis of objective criteria.					
9. The physical education abilities of all students not participating in regular physical education are assessed by a physical educator.					
10. Staff implementing adapted physical education are provided in-service education regarding adapted physical education .					
11. The annual budget request for adapted physical education is prepared on the basis of an inventory of needs specified in individualized education programs.					
12. The adapted physical education budget includes State and federal monies earmarked for instruction of students with disabilities.					
13. A variety of up-to-date reference materials are provided for teachers providing adapted physical education.					
14. The school district plan includes provisions for extracurricular programs for qualified students.					
15. Students with disabilities are provided assistive technology devices and services as appropriate.					

Note: This Rating Scale has been revised from: Winnick, J.P. (1995). *Adapted Physical Education and Sport* (2nd Edition) Champaign, IL: Human Kinetics.

SELECTED SPORTS ORGANIZATIONS AND FOUNDATIONS THAT SERVE INDIVIDUALS WITH DISABILITIES

Achilles Track Club

42 West 38 Street, 4th Floor
New York, NY 10018
(212) 354-0300
Fax: (212) 354-3978

American Alliance for Health, Physical Education, Recreation, and Dance

1900 Association Drive
Reston, VA 22091

American Diabetes Association

National Service Center
1660 Duke Street
Alexandria, VA 22314

American Foundation for the Blind

15 West 16th Street
New York, NY 10011

American Juvenile Arthritis Organization National Office

1330 West Peach Tree
Atlanta, GA 30309
(404) 872-7100

Amputee Sports Association

PO Box 60129
Savannah, GA 31420-0129

Braille Sports Foundation

Room 301
730 Hennepin Avenue
Minneapolis, MN 55402

Children with Attention Deficit Disorder

499 NW 70th Avenue, Suite 308
Plantation, FL 33317
(954) 587-3700

Council for Exceptional Children

1920 Association Drive
Reston, VA 22091

Disabled Sports USA

451 Hungerford Dr., Suite 100
Rockville, MD 20850
(301) 217-0960

Epilepsy Foundation of America

4351 Garden City Drive
Landover, MD 20785
(301) 459-3700

Learning Disabilities Association of New York State

90 South Swan Street
Albany, NY 12210
(518)

National Spinal Cord Injury Association

8300 Colesville Road
Suite 551
Silver Spring, MD 20910
(800) 962-9629

New York Special Olympics, Inc.

504 Balltown Road
Building 12C
Schenectady, NY 12304
(800) 836- NYSO

NYS Games for the Physically Challenged

SUNY Brockport
350 New Campus Drive
Brockport, NY 14420-2993
(716) 395-5620

or

PO Box 247
Babylon, NY 11702
(516) 669-1000 ext 295

Special Olympics, Inc.

1325 G Street, NW Suite 500
Washington, DC 20005
(202) 628-3630

Tourette Syndrome Association, Inc.

42-40 Bell Boulevard
Suite 205
Bayside, NY 11361-2820
(718) 224-2999

US Association of Blind Athleoy96t

RESOURCES:

GENERAL ADAPTED PHYSICAL EDUCATION TEXTS

Adapted Physical Education National Standards. (1995). Curry School of Education, University of Education. Charlottesville, VA.

Auxter, D., Pyfer, J., & Heuttig, C. (1993). *Principles and Methods of Adapted Physical Education and Recreation* (7th ed.). St. Louis: Times Mirror/Mosby.

This book provides comprehensive information about adapted physical education and advocates the task-specific approach. It also provides various approaches to task analysis and compares the developmental and task-specific approaches.

Block, M. (1994). *A Teacher's Guide to Including Students with Disabilities in Regular Physical Education.* Baltimore: Paul H. Brooks.

DePauw, Karen P. & Susan J. (1995). *Disability and Sport.* Champaign, IL: Human Kinetics.

Dunn, J., & Fait, H. (1989). *Special Physical Education: Adapted, Inde1P9m3f15Phar2*

Rappaport, L. (1989). *Creative Play Activities for Children with Disabilities*. Champaign, IL: Human Kinetics.

Seaman, J. (Ed.) (1995). *Physical Best and Individuals with Disabilities: A Handbook for Inclusion in Fitness Programs*. Reston, VA: AAHPERD Publications.

Seaman, J., & DePauw, K. (1989). *The New Adapted Physical Education: A Developmental Approach*. Mountain View, CA: Mayfield Publishing Co.

Sherrill, C. (1993). *Adapted Physical Activity, Recreation, and Sport: Crossdisciplinary and Lifespan* (4th ed.). Madison, WI: Brown & Benchmark.

Emphasizes coping with the increasing individual differences that confront all physical educators. Early childhood education is also included. The personnel roles for which undergraduate and graduate students can prepare, the tasks/services they are expected to perform in each role, and the competencies necessary to function as teachers and professional leaders are addressed.

Winnick, J.P. (1995). *Adapted Physical Education and Sport* (2nd Edition) Champaign, IL: Human Kinetics. (496 pp.)

Designed as a text and resource for present and future physical educators and coaches, Adapted Physical Education and Sport is a text for introductory adapted physical education courses, a resource for all physical education teachers of participants with special needs, and a reference for the physical part of therapeutic recreation.

JOURNALS/NEWSLETTERS

ADAPTED PHYSICAL ACTIVITY QUARTERLY

Provides a multidisciplinary examination of physical activity for special populations. Includes reports of practical case studies and techniques for adapting equipment facilities, methodology, and/or settings for special populations. Editorial comments and opinions, article abstracts, and book reviews also appear in APAQ. To order, see Human Kinetics Publishers Catalog, or write Human Kinetics, Inc., Box 507, Champaign, IL 61825-5076.

JOURNAL OF PHYSICAL EDUCATION, RECREATION AND DANCE

(Frances Ferguson Rowan, ed.) AAHPERD, 1900 Association Drive, Reston, VA 22091.

Published nine times per year. JOPERD covers a wide variety of current general physical education topics.

JOURNAL OF TEACHING IN PHYSICAL EDUCATION

Provides a forum for discussion and research articles concerned with the teaching process and teacher education in physical education. Focusing on teacher and/or learning; each issue includes research articles based on classroom and laboratory studies. To order, see Human Kinetics Publishers Catalog.

TEACHING ELEMENTARY PHYSICAL EDUCATION

Bimonthly newsletter which provides elementary physical educators an exchange of information needed to facilitate their professional development, including:

- practical ideas for activities, teaching techniques, special events, curriculum planning, fitness;
- forum for elementary physical educators to voice their opinions on professional issues; and
- motivation for elementary physical educators.

PALAESTRA: THE FORUM OF SPORT, PHYSICAL EDUCATION AND RECREATION FOR THE DISABLED

PRODUCT AND EDUCATIONAL MATERIALS CATALOGS

Human Kinetics Publishers Catalog, Human Kinetics Publishers, Inc., Box 507, Champaign, IL 61825-5076.

Offers large assortment of the latest publications organized into the following categories: fields of study, professions, sports/activities, and journals.

Human Kinetics Publishers, Inc., Divisions:

Offers:

- HK Books
- Leisure Press
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- American Coaching Effectiveness Program (ACEP)
- YMCA of the USA.

To order, call: 1 (800) 747-4457; FAX: 1 (217) 351-2674.

PRO-ED Catalog, Pro-Ed, 8700 Shoal Creek Blvd., Austin, TX 78758.

Contains large selection of tests, curricular materials, books, journals, and material.

Offers:

- Tests for adapted behavior/functional living skills
- Curricular materials for adapted physical education, recreation, and leisure
- Books about assessment and learning, learning disabilities, behavioral and emotional disturbance, mental retardation, and rehabilitation
- Journals.

For more information, call: 1 (512) 451-3246; FAX: 1 (800) 397-7633.

Kimbo Educational Catalog, Dept. P., PO Box 477, Long Branch, NJ 07740-0477 and from Educational Activities, PO Box 87, Baldwin, NY 11510, 1 (800) 631-2187.

Offers cassettes, records, filmstrips, video, and compact disks related to perceptual-motor development.

AAHPERD Publications, Products, and Services, AAHPERD, 1900 Association Drive, Reston, VA 22091-1599, 1 (800) 321-0789.

SOFTWARE

Cooper Institute for Aerobics Research. (1993). PERSONAL FITNESSGRAM [Computer program]. 12330 Preston Road, Dallas, TX 75230.

This software provides a program that will generate fitness report cards on each student in the class using the Prudential Fitness Gram health-related, criterion-referenced physical fitness test.

Kelly, L.E. (1987). Physical education management system. Hubbard Scientific. PO. Box 104, Northbrook, IL 60065.

This computer software program will manage data on up to 15 teacher-specified objectives for each class. Summarizes data for individual students or specific classes.

America On Line. Computer on-line services with access to Internet and various organizations that promote and advocate for persons with disabilities. Modem needed.
1 (800) 827-3338.

NEW YORK STATE EDUCATION DEPARTMENT

Office of Vocational and Educational Services for Individuals with Disabilities New York State Education Department Regional Offices

OSSES WESTERN
REGIONAL OFFICE
Richmond Ave.
Batavia, New York 14020
(716) 344-2112

OSSES EASTERN
REGIONAL OFFICE
1624 OCP
Albany, New York 12234
(518) 486-6366

OSSES HUDSON VALLEY
REGIONAL OFFICE
1950 Edgewater Street
Yorktown Heights, New York 10598
(914) 245-0010

OSSES LONG ISLAND
REGIONAL OFFICE
The Kellum Educational Center
887 Kellum Street
Lindenhurst, New York 11746
(516) 884-8530

OSSES NYC
REGIONAL OFFICE
Room 545
55 Hanson Place
Brooklyn, New York 11217
(718) 722-4544

New York State Education Department Personnel

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Associate in Physical Education
Office for Curriculum, Instruction, and
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Castleton, NY 12033
Robert G. Kelly, Coordinator

Nassau County SEALTA
Rosemary Kennedy School
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Naomi Glaser, Coordinator

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Genesee Valley BOCES
Holcomb Building - Room 262
Geneseo, NY 14454
Annemarie Neubecker, Coordinator

New York City BOE SEALTA
131 Livingston Street, Room 410
Brooklyn, NY 11201
TBA

SPECIAL EDUCATION TRAINING AND RESOURCE CENTERS IN NEW YORK STATE TRAINING NETWORK

Broome-Delaware-Tioga BOCES SETRC
435 Upper Glenwood Road
Binghamton, NY 13905-1699
(607) 763-3362 or 763-3303
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Buffalo City SETRC
85 Military Road
Buffalo, NY 14207
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