Adapted Physical Education

KIN 382
Adapted & Inclusive Phys. Ed.

- Developmentally appropriate physical education at its finest. It is adapting, modifying and/or changing a physical activity so it is as appropriate for the person with a disability as it is for a person without a disability.

- **Direct service** = A service that MUST be provided to all students with disabilities
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- **Related Service** = provided in order to allow students to benefit from Special Ed services. i.e., OT, ST, PT

- **EAHCA** – Physical Education is the only curricular area specifically identified in the law. Specifically stated “qualified personnel” must provide.
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**Inclusion** – Providing services to students with disabilities in the typical environment rather than removing them from the RPE class to receive services.

**Good Teaching** – Adapting goals, content and pedagogy to individual needs so as to minimize failure and maximize success and preserve self-esteem.

*All good physical education is adapted physical education.*
What is a(n)... 

**Impairment**: An anatomical or functional loss, which may or may not result in a disability. Use “differently abled” as a means of emphasizing differences rather than limitations.

**Disability**: A condition of impairment, physical or mental, having an objective aspect that can usually be described by a physician. A loss or reduction of functional ability, which results from an impairment. A diagnostic category that qualifies students for special services.

**Handicap**: A condition produced by societal and environmental barriers. The disadvantage caused by the disability.
Guidelines for Interacting, Speaking, and Writing

- Use Person-First Terminology
- Be sensitive to Disability Language
- Avoid thinking of Characteristics
Individual Differences
Philosophy: Consider…

- All individuals at all ages can benefit from physical activity in many goal areas in all three domains.
- All individuals at all ages can learn when adaptations are incorporated into instruction.
- All individuals at all ages deserve access to high-quality physical education instruction.
- All individuals at all ages deserve access to recreational and competitive sports, dance, and aquatics activities.
Interactions

- Totally “unique” person
- Persons first and disabled individuals secondly
- Same basic needs as you - love, learn, share, grow, experience. Only one world.
- Don’t protect them from failing
- Only they can show or tell you what is possible for them – be an attentive, attuned observer.
- Persons with disabilities must do for themselves
- Allow them to become what is within them to become
- Be honest and the best you possible
Avoid **characterization**

Focus on specific, observable **behaviors**

Do not refer to the disability unless it is crucial to the story

Do not sensationalize the disability by saying “affected with”, “victim of”, etc. say person who has/had…

Use person-first terminology

Emphasize abilities and avoid using emotional descriptors (unfortunate, pitiful)

Avoid implying disease when discussing disabilities.