Special Education Administration and Adapted Physical Education: What You Need to Know

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Special Education Administrators And Adapted Physical Education: What You Need to Know

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Objectives of Presentation
• Attendees will be able to compare and contrast certifications and qualifications for adapted physical education (APE) teachers
• Attendees will be able to identify at least three APE assessments
• Attendees will be able to identify common APE transition processes and how to apply them to their

What is APE?
• APE is developing, implementing and monitoring “specially designed physical education” (PE) for students with disabilities
• APE is a part of special education and is defined and required by federal and state laws
• Student needs should be based on assessment and focus on state and national standards
• APE provides the knowledge and skills to be successful with:
  – Fitness, motor skills and health skills
  – Sports, recreational and leisure activities
What’s happening here in Texas?

• Based on a survey of Texas Special Education Administrators (N = 630), there is a need for 2 additional APE teachers per district in TX (Young & Silliman-French, 2013).
• This lack of APE teachers hired as well as a limited understanding of APE by school personnel (Gray, 2016) create barriers to APE service delivery for students with disabilities in Texas.
• In Texas special educators and related service personnel can teach APE, however it is strongly recommended to hire APE specialists.

Additional Barriers to APE Service Delivery

• Administration preparation programs may include limited content and training on APE.
• As a result, special education administrators may:
  – Have a limited understanding of how APE is addressed in special education law (i.e., IDEA)
  – Place lesser importance on APE service delivery when compared to other services
  – Assign personnel without knowledge of APE to provide APE services

Benefits of APE Services

• Students who are physically active have better academic scores and fewer behavioral incidents (CDC, 2010).
• Students who are active have greater social success and positive relations with peers.
• Students who are active have demonstrated a decrease in inappropriate and stereotypic behaviors.
Who Is Qualified to Provide APE Services?

- While the federal law requires appropriate APE services provided by credentialed educator, each state sets its criteria for who can provide APE.
- In Texas, APE may be provided by:
  - Instructional personnel (e.g., APE teachers, PE teachers, special education teachers) or
  - Those related service personnel who have the necessary skills*

(19 Texas Administrative Code § 89.1131)

Who Is Qualified to Provide APE Services?

- To ensure appropriate service delivery, it is recommended that districts hire APE teachers who:
  - Have taken advanced coursework in APE,
  - Have completed a graduate degree in APE, and/or
  - Are nationally certified adapted physical educators (CAPEs) through the APE National Standards Exam (APENS) process

(National Consortium for Physical Education for Individuals with Disabilities, 2008; SHAPE America, 2015)

Competencies of Qualified APE Teachers

- Develop and implement high quality, specially designed PE programs
- Develop and monitor specially designed goals and objectives
- Communicate and work collaboratively with other IEP team members and parents
- Assess students for APE eligibility, placement, and programming purposes
- Assist students with accessing community-based physical activity programs
- Effectively advocate for students with disabilities
Special Education Administrators’ Role

- Advocate for hiring appropriately credential teachers (e.g., CAPEs)
- Provide or support professional development focused on APE
  - Conferences and resources available
    - Texas Woman’s University APE Conference
    - National Consortium for Physical Education for Individuals with Disabilities (NCPEID)
    - Council for Exceptional Children (CEC and TX CEC)
- Establish an incentive program for PE or Special Education teachers to enroll in APE university courses (>12 credits), prepare for, and pass the APENS

Check for Understanding

Purpose of Assessment in APE

- Establish a Present Level of Performance
- Identify Strengths and Needs
- Program Development
- Placement within the Least Restrictive Environment
- Measure Achievement
Assessment Options

Physical Fitness
- **Fitnessgram Physical Fitness Test**
- Brockport Physical Fitness Test

Motor Development
- Test of Gross Motor Development-2 (TGMD-2) and forthcoming TGMD-3
- Peabody Developmental Motor Skills-2 (PDMS-2)

Motor Performance
- Adapted Physical Education Assessment Scale
- Bruininks-Oseretsky Test of Motor Proficiency

Aquatics
- Red Cross Skill Progression
- Aquatics Skills Checklist

Assessment in Texas

- Surveyed APE teachers in Texas (N=76) preferred to use the TGMD-2 test.
- Reasons why APE teachers like TGMD are:
  - shorter administration time
  - limited equipment and space needs
  - familiarity
  - standardization criteria

<table>
<thead>
<tr>
<th>Assessment</th>
<th>% used by Texas APE teachers</th>
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<tbody>
<tr>
<td>TGMD-2</td>
<td>82</td>
</tr>
<tr>
<td>FITNESSGRAM</td>
<td>81</td>
</tr>
<tr>
<td>Competency Test for APE</td>
<td>67</td>
</tr>
<tr>
<td>Motor Activities Training Program</td>
<td>54</td>
</tr>
<tr>
<td>Adapted Physical Education Assessment Scale</td>
<td>44</td>
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</tbody>
</table>

Test of Gross Motor Development-3

- Used for screening, program development, and goal monitoring for students with and without disabilities (aged 3-10 yrs)
- Assesses 13 motor skills, divided into 2 categories:
  - Locomotor
  - Ball Skills
- Criterion and Norm-referenced test
Brockport Physical Fitness Test

- Used to assess the health-related fitness of students (aged 10-17 yrs) with disabilities
- Aligns well with the FITNESSGRAM Physical Fitness Test
- Typically 4 to 6 test items selected from 27 possibilities based on a personalized approach
- Test scores compared with criterion-referenced standards based on gender, age, and disability (disability-specific norms for selected populations)

Authentic Assessments

[Authentic Assessments](#)

**Texas Region 10’s APE department** has developed a variety of authentic and ecological assessment tools for APE teachers; they assess areas such as:

- Functional Motor Skills
- Visual Impairment APE Skills
- Lifetime Leisure Skills
- Participation in APE Inventory

Other Factors to Consider in Determining Unique Need

- Behavior/Communication
- Need for safe participation
- Medical condition or disability
- Potential for intramural and interscholastic athletic experiences
- Nutrition
Special Education Administrators’ Role

- Ensure APE teachers use accurate and appropriate assessments to guide their teaching and monitor progress
- Develop/identify evaluation tools to monitor APE programs
- Monitor inclusive practices when APE services are provided within general PE settings with the The Lieberman–Brian Inclusion Rating Scale for PE or other appropriate tools such as those from SHAPE America (formerly NASPE).

Transition in APE

The main components of the transition program are:
- Post Secondary Education
- Adult Services
- Independent Living
- Employment
- Community Participation

Transition in APE Continued

<table>
<thead>
<tr>
<th>Post-Secondary Education</th>
<th>• Accessing fitness and recreational facilities on campus</th>
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<tbody>
<tr>
<td>Integrated Employment</td>
<td>• Health impacts days missed on job due to illness and ability to perform job duties</td>
</tr>
<tr>
<td>Independent Living</td>
<td>• Achieve and maintain fitness levels needed for life-skills (e.g., self-care, travel, mobility)</td>
</tr>
<tr>
<td>Community Participation</td>
<td>• Avoiding isolation through having the knowledge and skills needed to participate in inclusive community experiences</td>
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**How APE Contributes to Transition Plans**

- Assessment of skills and interests
- Collaborates with IEP team members in development of goals
- Aide in designing personal curriculum
- Ensuring meaningful and relevant participation in PE and community-based physical activity

**Dear Colleague Letter to Dr. Luke Kelly**

- Students with disabilities can receive APE services, even when their typically developing peers no longer receive PE services
- APE, when appropriate, should be apart of the transition process

**Consider how APE services benefit Cody’s transition…**

Cody is a sophomore male with Down syndrome. Cody and his parents want him to work at a grocery store when he finishes high school. Cody would ideally be handling boxes, pushing carts, and bagging people’s groceries. Cody is very social and is able to sort objects at a high level. However, Cody is easily fatigued after about 5 to 6 minutes of physical activity and has difficulty standing on his feet for prolonged periods of time.

How could an APE specialist help with Cody’s transition plan?
Review of the Objectives

- What are the certifications and qualifications appropriate for APE teachers in Texas?
- What are 3 assessments appropriate for APE?
- How should APE teachers and services be included in the transition process?

Audience Questions

Thank you for being engaged in our presentation!

Do you have any questions?

References


Individuals with Disabilities Education Improvement Act (IDEA) of 2004.

References


Silliman-French, L., French, R., & Davis, R. (2014). Preparation of highly qualified adapted physical educators at the master’s level for students with low incidence disabilities ($1,200,000.00). Principal Investigator, GOV Department of Education (DE). Submitted in May 2014; $200,000 each year for five years.


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