

Course Syllabus

- I. Course Name: HHP 471: Adapted Physical Education
- II. Academic Credit: 3 credit hours
- III. Course Description
The theories, principles, and practices of working with atypical individuals in physical education or other physical activity programs. Actual laboratory situations will be provided in working with these individuals.
- IV. Goals and objectives of the Course
The goals of this course are to:
 - A. assist the pre-professional in developing skills in working with special needs populations in a physical activity setting. (T-K1; T-S1; T-S2; T-S3; T-S4;LD; -K1 LD-S2)
 - B. provide a knowledge base about a variety of special needs. (LR-K1)
 - C. develop an attitude conducive to teaching and leading special needs populations. (T-D1; T-D2; LR-S1)

Course Objectives

Students who successfully complete this course will be able to:

- A. Demonstrate knowledge of the historical development of physical activity programs for special needs individuals in schools and communities. (LR-K1)
- B. Identify the required steps in developing a physical education or physical activity program and necessary learning experiences for individuals with special needs. (T-K1; T-S1; T-S2; T-S3; T-S4; LD-S2)
- C. Demonstrate knowledge of current legal provisions that have been made for special needs populations at the local and national level. (LR-K1; LD-S1)
- D. Identify the responsibilities of all teachers at the local level regarding learning in physical education for special needs students. (LR-K1; LD-S1)
- E. Demonstrate the ability to design a modified physical education program for K-6, 7—9, 10-12 grade level students using a curriculum model. (T-K1; T-S1; T-S2; T-S3; LD-S2)
- F. Develop a resource guide/handbook of disabilities given teacher-determined criteria. (LR-K1)
- G. Demonstrate the knowledge and skill to teach a class on the K-6, 7-9, 10-12 grade levels to physical education students with special needs or a physical activity in non-school setting. (T-K1; T-S1; T-S2; T-S4; T-D1; T-D2; LD-K1; LD-S3)

- H. Be able to manage a physical education classroom and special needs individuals and optimize the learning environment as a beginning instructor/leader. (T-K1; T-S1; T-S2; T-S4; T-D1; T-D2; LK-K1; LD-S3; LR-S1)
- I. Demonstrate the knowledge and skills required to analyze the skill performance of special needs physical activity students. (LR-K1; T-S3; T-S4)
- J. Demonstrate the techniques and skills that are appropriate for assessment and evaluation in special needs physical activity programs. (T-S3)
- K. Develop and produce a written Individualized Educational Program (IEP) relative to physical education for special needs. (T-K1; T-S1; T-S2; T-S3; T-S4; LD-K1; LD-S2; LR-K1)
- L. Assess and describe the disabilities found in physical education classes. (T-S3; LR-K1)
- M. Apply developmental learning theory to special needs activities to enable participants to perform fundamental movement skills. (T-K1; T-S1; T-S2; LD-K1; LD-S2; LD-S3)
- N. Reflect professionalism in a pre-professional experience. (T-D1; T-D2; LR-S1)

V. Course content:

- A. Overview of special needs: physical, mental, emotional, psychological, others. (LR-K1)
- B. Laws pertaining to special needs populations; responsibilities of teachers, leaders, schools, community and voluntary agencies. (LR-K1)
- C. Factors influencing motor performance and fundamental movements. (LR-K1)
- D. Process of assessment: testing, measurement, evaluation, diagnosis, placement, classifications. (T-S3; LD-S2))
- E. Designing instructional plans: IEP's, lesson plans, curriculum development, activity plans. (T-S1; T-S2; T-S4; LR-K1)
- F. Methodology in various instructional settings: perceptual-motor development, sport opportunities, mainstreaming, least restrictive environment, etc.. (T-K1; T-S1; LD-S3; LR-S1)
- G. Professional development: pre-professional experience. (T-D1; T-D2; LD-K1; LR-S1)

Methodology: (LR-K1; T-K1; T-S1, 2, 3, 4; LD-K1; LD-S2, 3; LR-K1)

- A. Lecture
- B. Small and large group activities
- C. Collaborative projects
- D. Reflection via journaling
- E. Research paper
- F. Student leadership activities
- G. DVD's and guest speakers

- VI. Student roles: (LR-K1; T-K1; T-S1, 2, 3, 4; LD-K1; LD-S2, 3; LR-K1)
- A. Attend all classes
 - B. Complete readings
 - C. Participate in classroom discussions
 - D. Participate in small group/collaborative projects
 - E. Complete research paper according to expectations
 - F. Complete pre-professional experience and journal report

- VIII. Evaluation: (LR-K1; LR-S1; T-K1; T-S1, 2, 3, 4; LD-S2)
- A. Journals
 - B. Examinations
 - C. Collaborative projects
 - D. Research paper
 - E. Presentations
 - F. Other assignments
 - G. Reaction papers to DVD's, speakers

VII. Bibliography

- Achtenberg, B. & McMillen, K. (2000). Not on the sidelines [videorecording]: Living and playing with a disability. Fanlight Productions. (NWU & Midland)
- Auxter, D. and Pyfer, J. (2001). Principles and methods of adapted physical education and recreation. Boston: McGraw-Hill. (Grace)
- Block, M. (1994). A teachers guide to including students with disabilities in regular physical education. Baltimore: P. H. Brooks.
- Davis, K. (1998). Adapted physical education for students with autism: Springfield: C. C. Thomas.
- Dunn, J. (1997). Special physical education: Adapted, individualized, developmental. Baltimore: Brown & Benchmark.
- Hodge, S. R. (2003). Case studies in adapted physical education: Empowering critical thinking. Scottsdale, AZ: Holcomb Hathaway.
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- Lieberman, L. J. (1996). Games for people with sensory impairments: Strategies for including individuals of all ages. Champaign, IL: Human Kinetics.
- National Consortium for Physical Education and Recreation for Individuals with Disabilities. Adapted physical education national standards US.
- Sherrill, C. (1998). Adapted physical activity, recreation, and sport: Cross disciplinary and lifespan. Boston: WCB McGraw Hill.
- Special Olympics. (2002). SO get into it: A curriculum resource kit to involve youth in Special Olympics. Washington, DC: Special Olympics.
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