

Physical Education Framework for California Public Schools
Pre-Publication Version, September 15, 2008

Chapter 7

Universal Access

The diversity of California students presents unique opportunities and significant challenges for instruction. Students come to California schools with a wide variety of skills, abilities, and interests, and with varying levels of proficiency. In any physical education class, there are tall and short students, advanced and remedial learners, and students at different physical, social, and emotional developmental levels. Regardless of the variation of the student population in each physical education class, the teacher's role is to deliver high-quality instruction appropriate to the student's current level of achievement.

The state-adopted model content standards for physical education are for ALL students. The goal of physical education programs in California is to ensure universal access to high-quality curriculum and instruction so that every student can meet or exceed the state's physical education model content standards. To reach that goal, teachers need to design instruction to meet the instructional needs of every student. Teachers can be well prepared to adapt to the diversity in their classrooms through careful diagnosis and planning and appropriate adaptations of the curriculum, assessment techniques, instruction, environment, and other variables for students with special needs,

There are frequent references to students with special needs throughout this chapter on universal access. The term "students with special needs" is defined as students who are marginalized in physical education, students with cultural and religious practices who need program modifications to participate, English learners, at-risk learners, students with long-term and short-term medical needs, advanced learners, and students with disabilities. Even within these categories there are differences among the students. It could be said that all students have special needs, because each student is unique. Therefore, it is imperative that students receive instruction based on their individual needs and not the labels that may be applied to them. Although many special education students receive adapted physical education services and/or modified instruction, not all special education students require them. To ensure that the instructional needs of all students are met, physical education teachers must be provided with information about each student's special needs and medical issues.

The first part of this chapter addresses several strategies that can be used to promote inclusion for every student. These strategies include establishing a safe and inclusive learning environment, using inclusive instructional materials and equipment, and differentiation. A safe and supportive environment for all students is also discussed in Chapter 6. The second part of this chapter addresses appropriate strategies for working with students with specific instructional needs.

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Establishing an Inclusive Environment

Unlike subject areas that focus almost exclusively on cognitive development through written work and oral responses, where a student's special needs can be kept private between the teacher and student, physical education occurs in a very public learning environment. Therefore, the need for a safe, supportive, and inclusive environment is heightened. To attain standards successfully, every student must experience a climate of respect and dignity—for oneself, for others, and for physical education generally. Such a climate is especially important when students are being directed in attempts to refine skills or are being disciplined.

Physical education offers unique opportunities to bring students together in non-threatening ways that emphasize fairness and cooperation. Because physical education involves students working and playing together, students learn the personal and social skills, values, and attitudes needed for effective, positive social interaction. Disparaging remarks about an individual's disabilities, ethnicity, gender, native language, race, religion, or sexual orientation are not tolerated. Sarcasm and "put-downs" are considered inappropriate behavior and addressed with each student according to a student discipline plan, behavior contracts, etc. Conversely, positive social skills are modeled, taught, reinforced, and assessed regularly.

Some practices that promote a safe, supportive, and inclusive environment for students include:

- Learning each student's name.
- Listening to every student.
- Being aware of each student's needs (using resources such as IEPs, counselors, nurses, other educational service providers, parents, and the student).
- Using inclusive language (e.g., using "player-to-player defense" instead of "man-to-man defense").
- Using "person first" language (e.g., student with autism instead of autistic student).
- Recognizing and showing appreciation for the abilities in every student (e.g., have a student in a wheelchair with good upper body strength demonstrate an upper body weight lifting exercise).
- Grouping students according to the learning objective (e.g., skill practice, cognitive understanding, social skill development).

Using Inclusive Equipment and Instructional Materials

Chapter 9 discusses the selection of instructional resources. The focus here is on ensuring that the selection of instructional resources is appropriate for students with special needs. A broad range of physical education equipment is selected so that every student can be successful. Physical activity and sport equipment may vary in relation to size, weight, pliability, and texture to facilitate student learning regardless of skill level.

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Equipment selection should be based on the student's skill level. If a student's force or speed is poor, then more pliable objects should be used until the student can successfully use less pliable objects. If a student's ability to catch or grip an object is poor, then soft-textured objects are selected with the student moving toward using harder-textured objects as skills improve. If a student's timing is poor, then lightweight objects should be used until the student's timing is good enough for a heavier object to be used. If a student's accuracy is poor, larger targets should be selected until the student is ready to kick or throw to smaller targets. The chart below provides some specific examples.

Skill	Individualization method	Progression
Throw and catch	Vary the speed of the object by using objects of different pliability.	First use a fluff ball. Second use a sponge ball. Next use a bean bag. Then use a playground ball.
Strike objects	Vary the weight of the implement and the object.	First use a balloon and a lightweight short handle paddle. Second use a high density foam tennis ball and a lightweight short handle paddle. Next use a shuttlecock and a badminton racquet. Then use a tennis ball and tennis racquet.
Kick or throw for accuracy	Vary the size of the target.	First use a large goal formed by cones. Next move the cones closer together. Then use a standard goal.

All instructional materials used in physical education are free from stereotypes and inclusive of all groups (e.g., gender, cultures, ethnicities, students with disabilities). Portraying positive images of diverse individuals participating in a wide variety of physical activities shows students that the activities are for everyone. (More information on adapting instruction is included in the table on pages 216 and 217.)

Differentiation Strategies

The *Physical Education Framework for California Public Schools* was adopted by the State Board of Education on September 11, 2008. The document will be edited and formatted for publication by CDE Press.

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Students with special needs often require systematically planned differentiation strategies to benefit from appropriately challenging curriculum and instruction. The strategies for modifying instruction for students include pacing, complexity, depth, and novelty.

Pacing is perhaps the most commonly used strategy for differentiation. That is, the teacher speeds up or slows down instruction. This strategy can be simple, effective, and inexpensive for many students with special needs. The instructional pace for advanced learners can be accelerated (Benbow and Stanley 1996). For example, if assessment indicates a student has mastered the skills for performing a handstand, the student practices a handstand rollout. For students experiencing difficulty, instruction can be decelerated, slowed down. The key elements in slowing down instruction are to ensure that the content remains rigorous, that the students move ahead as quickly as they can, and that the instruction leads to the mastery of content standards within a reasonable amount of time.

Changing instruction as to depth, novelty, or complexity requires more training and skill on the part of the teacher and the provision of instructional materials that lend themselves to such variations. For advanced students it means enriched instruction that encourages students to address topics at greater depth, learn complex skills in a more challenging environment, or make connections across disciplines not normally expected at that grade level. For example, Standard 4.1 for seventh grade states, "Develop a one-week personal physical fitness plan specifying the proper warm-up and cool-down activities and the principles of exercise for each component of health-related physical fitness." Advanced students may be asked to create multimedia presentations of their plans with video clips of each exercise. For students experiencing difficulty in physical education, the teacher focuses on the key concepts (frequency, intensity, time, and type variables for the five areas of health-related physical fitness) and presents one area of fitness to the students at a time. The lessons are tightly organized and sequential. Instruction is distilled to ensure that instructional time helps students understand the fundamental concepts or skills needed to master later standards.

Changing the complexity of instruction is also appropriate for the psychomotor domain. For example, Standard 1.14 for grade two states, "Hand-dribble, with control, a ball for a sustained period." Advanced students may be asked to dribble while changing direction and switching from the dominant hand to the non-dominant hand. For students who learn better when the task is broken into smaller tasks, the teacher begins instruction on Grade 2, Standard 1.14 with bouncing and catching the ball instead of dribbling. The students are then slowly and sequentially introduced to dribbling in place two times, to continuously dribbling, to dribbling with control. Sufficient time is provided for the students to master each stage before being introduced to the next stage. For other students experiencing difficulty in physical education, the physical educator may need to reteach skills that are a prerequisite to those identified in the standard. In some

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instances, these skills will be found in a lower grade-level standard or may be a fundamental movement pattern.

Experienced teachers develop a repertoire of proven instructional strategies for use in special situations or with specific students. Many of these strategies can be explicitly taught or embedded in instructional materials. To implement successful instructional strategies for all students, the teacher:

1. Establishes a safe inclusive environment in which the students are encouraged to talk and to ask questions freely when they do not understand.
2. Uses a wide variety of ways to explain a concept or an assignment. When appropriate, the concept or assignment is depicted in graphic (e.g., target heart rate calculation) or pictorial form (e.g., correct technique) to accompany verbal and written instructions.
3. Provides instruction in the vocabulary (e.g., hop, jump) to be used for each lesson prior to the lesson and uses reinforcement or additional practice afterward. Monitors instructional resources and instruction for ambiguities or language that would be confusing, such as idioms.
4. Sets up tutoring situations that offer additional assistance. (Tutoring by a qualified teacher is optimal.) Designs peer or cross-age tutoring so that it does not detract from the instructional time of either the tutor or tutee and is supervised by the teacher.
5. Enlists the help of parents at home when possible.
6. Establishes special sessions to prepare students for unfamiliar testing situations.
7. Frequently asks each student to communicate his or her understanding of the concept, problem, or assignment.
8. Allows students to demonstrate their understanding and abilities in a variety of ways (e.g., gestures, demonstration, drawing) while reinforcing modes of communication that are standard in the school curricula.
9. Uses a variety of ways to check frequently for understanding. Analyzes why students do not understand. (This analysis may involve breaking the skill or concept into parts to determine exactly where the student became confused.)

The strategies for students with special needs include variations in assessment techniques (e.g., drawing a picture, verbalizing the response). Despite the modifications made, however, the focus is always on helping students meet the physical education model content standards to the best of their ability and frequently assessing their progress in attaining the standards.

Students Who Are Marginalized

This section addresses those students who are marginalized in physical education. The section is subdivided into two parts: gender equity and students with different body types.

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Gender Equity

California law and federal law require that students of both sexes be treated equally in integrated physical education classes. California law clearly states, “all students have the right to participate fully in the educational process free from discrimination” (ECS 201(a)). (Also see ECS 200, ECS 221.5, and CCR Title 5 §4940(e) in Appendix 13.) Integration by gender is also required by current federal Title IX regulations that, with a few specific exceptions, prohibit single-sex classes or activities. The *Code of Federal Regulations (CFR)* regarding nondiscrimination on the basis of sex in education programs or activities states that local education agencies that are recipients of federal funding:

...shall not provide or otherwise carry out any of its education programs or activities separately on the basis of sex, or require or refuse participation therein by any of its students on the basis of sex.

(See Appendix 13 for the complete language of 34 *CFR* 106.34)

When gender equity is practiced, boys and girls are viewed as individuals whose strengths and weaknesses in the physical domain are based on ability and learning opportunities. All students, male and female, are given the teacher’s attention and feedback on an equal basis, called on equally to demonstrate new skills, and disciplined equally. Teachers need to ensure gender fairness and support all students equally.

Teachers promote gender equity by using inclusive language (referring to the class as “students” instead of “you guys”), omitting stereotypical phrases (e.g., changing “Perform girl push-ups” to “Perform modified push-ups”), and omitting stereotypical assumptions. Some physical educators in an effort to include girls in game play may create a rule such as: “A girl must touch (e.g., throw, dribble) the ball before a team can score.” This type of rule, which is based on a stereotypic assumption, communicates to students that all girls are less competent than all boys and that special rules are necessary to give girls a chance. In practice, this rule results in situations where one girl literally places her hand on the ball to comply with the rule, but does not meaningfully contribute to the game. Thus, the assumption that girls are less competent is reinforced. A better alternative is to use small-sided games (e.g., 2 vs. 2, 3 vs. 3) so that all students are included in the game by necessity.

Teachers must also refrain from stereotypical assumptions about male students. Statements such as “boys don’t like to dance” and “boys aren’t good at rhythmic activities” are inappropriate and limit opportunities for boys to achieve in all areas of physical education. The model content standards for physical education apply equally to all students regardless of gender.¹

¹ While any benefit from single-gender education is a topic of public debate, according to a review published by the United States Department of Education (2005), “there is a dearth of quality studies [on single gender education] (i.e., randomized experiments or

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Students with Different Body Types

Physical educators need to be sensitive to students' self-esteem in relation to their body image. Students are aware of differences. Those who are smaller, taller, or larger than the norm are easily identified and singled out, being picked first because they are the tallest for basketball or picked last because they are overweight and run slowly. In either case, some students are very sensitive and feel insecure about themselves and their abilities. These students may be targeted for bullying. It is imperative that the teacher creates an environment in which every student feels included and has a positive learning experience. Using a variety of methods to create groupings rather than one (peer selection) is key to creating an environment in which all students have an equal opportunity to achieve success in physical education.

Cultural and Religious Recognition

Culture is the customary beliefs and patterns of and for behavior, both explicit and implicit, that are passed on to future generations by the society in which they live and/or by a social, religious, or ethnic group within it. Culture plays a role in the development of every student. Skilled teachers realize their own cultural experiences shape their perspective and that multiple perspectives, aside from their own, must be considered in planning programs for students.

Appropriate instruction in physical education for culturally diverse populations may require special teaching skills and a focus on students' unique needs. Students from different cultures may respond differently to directions from the teacher, praise and acknowledgment from others, perceived expectations, and physical interaction. Teachers learn to recognize and understand the influence of their students' cultural heritages and learn to accommodate diversity while achieving the goals of the physical education curriculum.

Some of the key strategies for educators promoting cultural and religious recognition are:

- Become aware of cultural differences (e.g., the meaning associated with eye contact and hand gestures).
- Become educated about the religious and ethnic customs of students.
- Treat students as individuals, not as members of groups.
- Have students work in small heterogeneous groups.
- Encourage students to research their cultures and share dances, sports, and games from their cultures.

correlational studies with adequate statistical controls) across all outcomes" of educational achievement.

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- Avoid stereotyping students by groups (e.g., assuming students from a particular culture will prefer certain activities).
- Learn to pronounce students' names correctly.
- Set high expectations for all students.
- Analyze instructional materials for stereotypical images and language.
- Accept students' native language and help students to develop English language skills.
- Teach students about the cultural context of physical activities.
- Recognize that students from different cultures may not possess prior knowledge or experience related to some physical activities.
- Be aware of the fasting that may be the custom during some religious holidays and plan activities that are less demanding.
- Accept and celebrate ethnic and cultural diversity.

There are times when cultural and religious beliefs require special consideration in physical education classes. For example, in some cultures and religions the exposure of any part of the body except the face and hands is not permitted for girls; sharing showers and changing clothes in common rooms is not permitted for boys; and boys and girls must be separated at puberty. These cultural and religious beliefs can raise a variety of issues related to dressing, showering, dancing, and swimming activities. However, there are strategies that can reduce the impact of these issues on the physical education class.

Examples of effective strategies for dressing/showering are as follows:

- Allow students to have lockers near friends.
- Demonstrate changing techniques such as changing a shirt under the cover of another shirt.
- Provide private areas for changing and showering.
- Allow students to wear clothing that meets religious practices.

Examples of effective strategies for reducing physical contact between boys and girls in physical education classes are as follows:

- Assign students to certain roles/positions to prevent physical contact (e.g., quarterback/receiver without defenders).
- Modify the activity to avoid physical contact. (e.g., use a soft object to "tag" students to avoid physical contact).

Examples of effective strategies for dancing are as follows:

- Modify groupings (pair student with another student of the same sex or have the student dance alone).
- Provide the student with an alternate assignment that includes physical activity if students' religious beliefs forbid dancing.

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An example of an effective strategy for swimming is as follows:

- Allow students to wear modified attire instead of the traditional swimsuit.

Examples of effective strategies related to fasting are as follows:

- Modify strenuous activities on the day(s) of the fast.
- Schedule physical education earlier in the school day for students who are fasting.

English Learners

California's diverse student population consists of many different ethnic groups, speaks a variety of languages and dialects, varies in English proficiency, and comes to school with a variety of experiences, both academic and nonacademic. The California Department of Education reported that in the 2007-08 school year, 1.55 million students, 24.7 per cent of California public school students, were identified as English learners. More than 50 major languages (other than English) were found to be represented. The top five languages and percentage of English learners using each language were Spanish (85.1 percent), Vietnamese (2.2 percent), Pilipino (1.4), Cantonese (1.4 percent), and Hmong (1.3 percent).

Different types of instructional approaches are needed for students with limited proficiency in English. Bilingual interpreters or instructors skilled in sign language may be needed. For teachers who do not speak a second language and for English learners, Specially-Designed Academic Instruction in English (SDAIE) is another approach that may be used. SDAIE, also known as sheltered instruction (Echevarria, Vogt, and Short 2004; Guarino et al. 2001), provides students with a variety of interactive and multimodal means to access information. With sheltered instruction techniques, teachers modify the language demands of the lesson. Teachers:

- clearly enunciate all words
- define advanced words with simpler synonyms (e.g., explain that cardiorespiratory means the heart and lungs)
- use cognates when appropriate (e.g., Latin derivative for muscles such as "bi" which means two as in "biceps")
- clarify the use of any idiomatic expressions (e.g., "keep your eye on the ball," which means "watch the ball")
- use contextual cues such as gestures, facial expressions, demonstrations, props, and visuals (e.g., task cards)
- use graphic organizers (e.g., Venn diagram)
- use prior content for introductions (preview/anticipatory set)
- hold up manipulatives (e.g., bean bags, balls) when describing skill technique

Cooperative learning has also proved effective in teaching students at various levels of English proficiency because high levels of interaction are associated with enhanced learning of content and English (Echevarria, Vogt, and Short 2004). Feedback for

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English learners, like that provided to all students, should be specific positive or specific corrective, timely, and provide for self-evaluation.

Instructional Modifications for English Learners

Standard	Support for Building Understanding	Tasks/Strategies	Additional Considerations
Grade 2 Standard 4.3 Identify ways to increase time for physical activity outside of school.	Show pictures of students: <ul style="list-style-type: none"> • Walking to school • Biking to school • Using stairs • Turning off TV and going out to play • Walking an animal 	Show chart illustrating sedentary and physically active activities. <ul style="list-style-type: none"> • Driving to school vs. walking to school • Sitting on a bench vs. playing on playground • Playing a video game indoors vs. playing an outdoor game 	Check for understanding using the chart with students providing thumbs up and thumbs down responses. Group or partner with English learners who are at Level 1 or Level 2 in English language proficiency.
Grade 3 Standard 1.2 Perform an inverted balance (tripod) by evenly distributing weight on body parts.	Demonstrate the tripod. Provide concrete demonstrations of students successfully performing the tripod. Provide pictures/charts of students correctly performing the tripod technique.	Focus questions on video or student performing tripod. Does making a triangle with hands and elbow assist with performing the tripod? Show video clip of correct technique and incorrect technique.	Partner with like language student. Orally check for understanding when possible.

In addition to helping English learners gain access to the physical education content, physical education teachers can also provide valuable opportunities for English language development. The following examples show ways physical education teachers can foster English language development:

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- Letter recognition is reinforced by using bean bags with letters printed on them.
- The names of body parts are taught through their use in physical activities (e.g., the teacher instructs the students to “bend your knees” as he or she completes movements involving the bending of knees).
- The names of locomotor movements are taught through labeling of demonstrations by other students (e.g., teacher instructs “Skip across the circle” and students demonstrate the movement).
- Writing skills are reinforced by having students write down words used in the lesson that they do not recognize or cannot define.
- Vocabulary is developed through physical activity instruction (e.g., pass the ball through your arms, stand on the blue square, move around the cone, stand behind your partner, throw the ball to the target).

At-Risk Learners

Students are at-risk learners if they are not making reasonable progress toward the standards or are experiencing levels of difficulty for one reason or another. These students may have come from other schools or states where different content is taught, or they may simply not have learned the correct or prerequisite technique or information. The achievement deficiency of at-risk learners can often be addressed with minimal assistance by the teacher. When students begin to fall behind in their mastery of physical education model content standards as evidenced by ongoing assessment, immediate intervention is warranted. Interventions combine practice in material not yet mastered with instruction in new skill areas. Students who are behind will find it a challenge to catch up with their peers and stay current as new concepts and skills are introduced. Yet, the need for remediation cannot be allowed to exclude these students from instruction in new content. In a standards-based environment, students who are struggling to learn or master physical education receive differentiated instruction.

In helping students move from below grade or course level up to their grade or course level, teachers use instructional resources aligned to the standards; however, during a transitional period, students receive instruction aligned with fundamental concepts from earlier grades or courses that support the standards for their grade level or course level. For example, motor skill standards may be broken down for some students before they can apply them in a game situation, or students may be taught the areas of health-related physical fitness before they can create a fitness plan.

Examples of appropriate strategies for working with at-risk students include:

- increasing wait time after asking a question
- calling on students so that all students have opportunities to answer questions
- probing or delving when students respond with an incorrect answer by asking questions that help lead students to the correct answers (LACOE 1993)
- understanding students’ specific learning needs
- asking students to share with a partner (“pair share”)

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Students with Long-Term and Short-Term Medical Conditions

Students in this category can include those with scoliosis, asthma, obesity, broken limbs, and those who are pregnant. Students with medical conditions are entitled to an instructional program based on grade-level or course-level standards. The program for these students is designed to address the same standards that students without medical conditions are addressing. When possible, students with medical conditions engage in the same instructional unit and content area.

Physical education teachers work with the student's doctor and other health care providers to design a program for the student. Teachers also communicate with the student's parents or guardians to fully understand what the student can and cannot do. This includes a student with an IEP who may have a temporary condition (e.g., a student who receives special education services for a speech disorder and who also has a broken arm). An instructional plan for a student with short-term medical conditions assigns physical education tasks and physical activities that the student can do in the short term and gradually, as the medical condition allows, moves the student toward full participation.

Advanced Learners

Advanced learners are students who demonstrate or are capable of demonstrating performance in physical education at a level significantly above the performance of their age group. Often in physical education, athletes are classified as the advanced learners. However, the physical education model content standards address cognitive and affective learning as well as psychomotor. Therefore, the term "advanced learners" in physical education takes on a different meaning. In California, each school district determines its own criteria for identifying gifted and talented students. The percentage of students so identified varies, and each district may choose whether to identify students as gifted based on their ability in physical education.

Standards-based education offers opportunities for students who have the motivation, interest, or ability in physical education to excel. Several research studies (Harrison 2001, Rink 1998) have demonstrated the importance of setting high expectations for all students, including highly skilled students. The physical education model content standards provide students with goals worth reaching and identify the point at which skills and knowledge should be mastered. The natural corollary is that when standards are mastered, students should either move on to standards at higher grade levels or focus on material not covered by the standards.

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A common approach is to provide advanced students with enrichment and depth in studying the standards for their grade level. With such an approach, enrichment or extension leads the student to complex, technically sound applications. Care is taken to design instruction that is dynamic and thoughtfully constructed. Lessons can be devised by groups of teachers pooling their expertise in helping advanced students to learn. These teams create innovative methods for assessing student progress to facilitate assignment of students to instructional groups in which teaching is targeted to challenge students and ensure their progress toward mastery of the model content standards.

Some examples of appropriate strategies for advanced learners are as follows:

- Build on basic skills (e.g., reverse layup taught after the layup).
- Provide assistance to peers.
- Plan challenging activities for self.
- Allow for independent study.
- Allow students to expand assignments to meet their interests and needs.
- Adjust instruction to meet student needs.
- Provide a variety of resources.
- Provide complex, in-depth assignments.
- Allow for interdisciplinary projects.
- Provide problem-based assignments.
- Offer assignments geared toward areas of creativity.
- Promote higher levels of thinking.
- Use an inclusive style of teaching,

Students with Disabilities (IEPs and 504 Plans)

Students become eligible for special education services through an assessment process called multidisciplinary team evaluation. The federal regulations (34 CFR § 300.8) for the Individuals with Disabilities Education Act (IDEA 2004) identify the following disability categories:

- mental retardation
- a hearing impairment (including deafness)
- a speech or language impairment
- a visual impairment (including blindness)
- a serious emotional disturbance (referred to as “emotional disturbance”)
- an orthopedic impairment
- autism
- traumatic brain injury
- an other health impairment
- a specific learning disability
- deaf-blindness
- multiple disabilities

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Students who have one of these disabilities may require special education. Even if a student with a disability does not require special education classroom instruction, he or she may have special needs for physical education instruction. For example, a student using crutches or one with cerebral palsy may be appropriately placed in a general education classroom. He or she may, however, require specially designed instruction in physical education or adaptations of equipment or facilities to successfully participate in physical education.

Students with disabilities are provided with access to all the model content standards through a rich and supported program that uses instructional materials and strategies that best meet their needs. A student's 504 plan or individualized education program (IEP) often includes suggestions for techniques to ensure that the student has full access to a program designed to provide him or her with appropriate learning opportunities. Teachers familiarize themselves with each student's 504 plan or IEP to help the student achieve mastery of the physical education model content standards.

In compliance with the requirements of Section 504 of the Federal Rehabilitation Act of 1973, a Section 504 plan is typically individually designed for a student who, based on an assessment, is determined to have a "physical or mental impairment [that] substantially limits one or more major life activities." The plan specifies agreed-on services and accommodations. In contrast to the federal *Individuals with Disabilities Education Improvement Act* (IDEA 2004), Section 504 allows a wide range of information to be in a plan: (1) the nature of the disability; (2) the basis for determining the disability; (3) the educational impact of the disability; (4) the necessary accommodations; and (5) the least restrictive environment in which the student may be placed.

An individualized education program (IEP) is a written, comprehensive statement of the educational needs of a student with a disability and the specially designed instruction and related services to be employed to meet those needs. An IEP is developed (and annually reviewed and revised) by a team of individuals knowledgeable about the student's disability. The student's parents or guardians are involved in the IEP development as well as the annual review and revision process. The IEP complies with the requirements of the IDEA 2004 and covers such items as the (1) student's present level of performance in relation to the curriculum; (2) measurable annual goals related to the student's involvement and progress in the curriculum; (3) specialized programs (or program modifications) and services to be provided; (4) participation with non-disabled students in regular classes and activities; and (5) accommodation and modification in assessments and instruction.

Some students will come to physical education with motor, cognitive, or perceptual deficits; others, with more severe multiple disabilities. Successful participation in physical activities by students with disabilities depends on the teacher's attitude and skill in providing instruction and support to all students. Teachers continually inspire all

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students to learn and experience maximum enjoyment in physical education by understanding students' specific needs and encouraging students who do not have special needs to accept those students who do.

Students with disabilities, whether they are identified as needing special education and related services or not, have the right to participate in physical education in the least restrictive environment and to have a modification of the regular program if needed. Further, under Section 504 of the Rehabilitation Act of 1973, Amendments of 1991 (Public Law 102–42), and the Americans with Disabilities Act of 1990 (Public Law 101–336), students with disabilities may not be discriminated against by school personnel.

Physical Education Service Delivery Options

Three physical education program options (as defined in State Council for Adapted Physical Education, *Adapted Physical Education Guidelines for California Public Schools*, 2003, pages 22-26) are recommended to meet the needs of students with and without disabilities. (See Appendix 8.) The IEP team determines which service or combination of services would best meet the student's needs and provide the mandated number of minutes of physical education required for the student's grade level.

General physical education. This option encompasses a full spectrum of game, sport, fitness, and movement activities, including physical and motor fitness, fundamental motor skills and patterns, and skills in aquatics, dance, and individual and group games and sports. The student participates with or without accommodations, adaptations, or modifications that can be made by the general physical education teacher. The IEP should accurately reflect any accommodations, adaptations, or modifications that are necessary for the student to participate successfully in the general physical education program.

Specially designed physical education. Specially designed instruction means adapting the content, methodology, or delivery of instruction to address the unique needs of the student that result from the student's disability (34 CFR § 300.39(b)). If specially designed physical education is prescribed in a child's IEP, the public agency responsible for the education of that child must provide services directly or make arrangements for those services to be provided (34 CFR § 300.108). A special education teacher, teaching physical education to the students in her self-contained class, is one example of specially designed physical education. Another example is one class period of middle or high school physical education in which all students need specially designed physical education and are taught by the general physical education teacher.

Adapted physical education. This physical education service is provided by a credentialed adapted physical education specialist to students who have instructional needs that cannot be adequately satisfied in other physical education programs as

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indicated by an assessment and IEP process. Adapted physical education (APE) services may be provided through direct instruction, team teaching, the appropriate use of instructional aides, or collaborative consultation as long as appropriate goal(s) and objective(s) are indicated and accurately monitored by the adapted physical education specialist. All APE services must be accurately indicated on the student's IEP with appropriate goals and objectives/benchmarks recorded and monitored by the adapted physical education specialist. The frequency and duration of APE service is based upon the needs of the student and listed on the IEP. The list indicates the frequency with which the adapted physical education specialist provides service for the student. Collaborative consultation is one method of providing instructional service to assist students with participating successfully in the less restrictive settings of general physical education.

Adapted physical education services should be available in all districts. Every student, including a student with disabilities, must have the statutorily required number of minutes of physical education instruction. The student's time with the adapted physical education specialist is usually only a portion of this time. Instruction for the remaining required physical education time is best provided in consultation with the adapted physical education specialist and should be documented on the IEP.

The physical education teacher seeks out opportunities for informal talks with the adapted physical education specialist or special education teacher to develop methods for working with students with disabilities. The teacher enlists the help of parents, aides, other teachers, community members, administrators, counselors, and diagnosticians, when necessary, and explores the use of technology or other instructional devices as a way to respond to students' individual needs. When students cannot participate safely and successfully in the physical education program and when interventions have been ineffective, the specialist in adapted physical education takes a more active role and an assessment for adapted physical education is conducted, including presentation of results to the IEP team.

Adaptations

Many students with a disability require adaptations that include accommodations or modifications to enhance their learning. An accommodation addresses the instructional needs of the student by removing the effects of the disability but does not alter the performance outcome (e.g., more time, smaller groups, substitutions, and instructional prompts). A modification is also based upon the instructional needs of the student, but it fundamentally alters and usually defines performance that approximates rather than shows mastery of standards (e.g., student plays "one-on-one" hockey instead of team game, steps over stationary rope instead of jumping a self-turned rope, or drops the ball into a container instead of throwing with accuracy). Educators should use caution when deciding whether to modify physical education performance outcomes for standards as the course content may be changed. All educators should refer to the student's IEP or

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Section 504 Plan when adapting a standards-based physical education curriculum for a student with a disability (Adapted from the California State Council on Adapted Physical Education Position Paper on Physical Education Content Standards for Students with a Disability).

The chart below provides examples of possible adaptations for general education programs.

Category	Examples
Formation (including space, placement within group and boundaries of the activity)	<ul style="list-style-type: none"> • Place hard-of-hearing student near instructor when instructions are given verbally. • Assign a student with asthma, obesity, or reduced stamina to infield positions during softball unit. • Reduce the court or field size for a student with asthma, obesity, or reduced stamina.
Change of form or language used	<ul style="list-style-type: none"> • Use gestures and demonstration to augment verbal communication. • Provide written lists of tasks or steps to a student with attention or auditory memory difficulties. • Assign a peer helper to a student with attention, communication, or reading difficulties.
Equipment	<ul style="list-style-type: none"> • Use lighter or smaller sports equipment for a student with reduced strength or small stature. • Make multiple pieces of the same equipment available to increase practice time for students. • Use equipment that moves at a slower speed when students are learning a new skill.
Task or objective (alter skill level to be taught or practiced during lesson)	<ul style="list-style-type: none"> • Reduce the number of repetitions of an exercise for a student with reduced strength or mild physical disability. • Set goals for improving individual performance rather than comparing performance with other students. • Allow for additional trials for student with lower skills or mild physical disability.
Environment, including social environment	<ul style="list-style-type: none"> • Assign a peer helper to a student with attention, communication, or reading difficulties. • Teacher selects teams. Do not allow student captains to “choose” teams in front of the group. • Provide specific feedback and positive comments from peers or teacher.

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Players (number, groupings of individuals, or organize class into stations)	<ul style="list-style-type: none"> • Teacher structures groups to ensure equality and opportunity to contribute/participate. • Assign peers to model, assist, or augment participation.
Rules (including game rules and class rules)	<ul style="list-style-type: none"> • Alter rules for inclusion rather than exclusion. • Alter dress code rules during outdoor activities for student who is sensitive to the sun.
Source: Adapted from Seaman et al. (2007), pages 209-210.	

Accommodations

The following adaptations² are examples of accommodations:

Quantity—adapt the number of items that the student is expected to learn or complete. For example, if students are expected to learn three dance steps, students with a developmental disability may be able to learn only one.

Time—adapt the time allotted and allowed for learning, task completion, or testing, such as increasing time allotted to finish an endurance run or swim.

Level of support—increase the amount of personal assistance for a specific student by utilizing the classroom paraeducator/teacher aide, creating a peer tutor program, or encouraging parent volunteers to assist in class.

Input—adapt the way instruction is delivered to the student by becoming familiar with each student's style of learning. Some students learn best by watching a demonstration, others through auditory means, and still others by moving their own bodies to replicate the performance.

Difficulty—adapt the skill level, problem type, or the rules on how the student may approach the work. Examples include using a ball ramp for bowling or allowing a student to use a crutch to hit or kick a ball.

Output—adapt how the student responds to instruction. Give a student with a learning disability the option of orally answering test questions on concepts rather than in written form.

Participation—adapt the extent to which a student is actively involved in the task according to the student's abilities rather than his or her disabilities. If a student is unable to run, another student can do the running part of the activity for the student. If the student has limited understanding of the movement patterns, assign a buddy to help

² Examples of accommodations and modifications adapted from Seaman et al. (2007), pages 281-283.

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lead him or her through the appropriate pattern or give specific cues or prompts during the movement.

Modifications

Modifications are considered more extreme and are only required when the accommodations are not effective at facilitating the participation of the student in a general education program.

Alternate goals—adapt the goals or outcome expectations while using the same equipment used for students without disabilities. Coordinate the goals and expectations for the class with the IEP of the student with the disability. While the class is working toward acquiring lifetime skills for playing volleyball and expected outcomes include mastery of a variety of volleyball skills, a student with a disability may be focused on playing cooperatively without hitting other students to meet an IEP goal such as “Play cooperatively in a group game at least 15 minutes by the end of the semester.” If the class is learning to dribble a ball with one hand while moving, a student with a disability might be expected to master a one-hand dribble while stationary.

Substitute curriculum—a different skill or sport is experienced by the students with disabilities. A unit on track and field instruction may be appropriate for students with disabilities, but may require different skills such as pushing a wheelchair rather than running. Not all physical education is sport, so if the purpose of an instructional unit is to improve specific health-related parameters, other activities that meet that criteria can be used: swimming or pushing a wheelchair or bicycling can be substituted for running, weight lifting can be substituted for lifting one’s body as in tumbling, and a dual sport such as tennis can be substituted for volleyball.