

Adapted Physical Education

A little background about me and why I love teaching your child....



- I HAVE 34 YEARS OF EXPERIENCE WORKING WITH SPECIAL POPULATIONS THAT INCLUDES EXTENSIVE KNOWLEDGE OF MOTOR AND SPORT SPECIFIC MOVEMENT PROGRESSIONS AND ADAPTATIONS ALONG WITH A BROAD ARRAY OF BEHAVIOR MODIFICATION TECHNIQUES THAT DRIVE MY STUDENTS' SUCCESS
- I AM FROM ROCHESTER, NY AND MOVED TO GEORGIA 8 YEARS AGO TO BE CLOSER TO MY FAMILY —I WAS VERY LUCKY TO START WORKING FOR FCS
- I HAVE A MASTERS OF EDUCATION IN ADAPTED PE AND AM TRAINED IN FIRST AID, CPR AND AED USE
- I AM ALSO A CERTIFIED SPECIAL OLYMPIC COACH

Adapted Physical Education IEP Goals and Objectives

Within this course, accommodations and modifications will be implemented based on students' current Individualized Education Plan (IEP)

- Your child's Present Level of Performance will determine yearly physical needs (Goal)
- The goal will be divided into 2-3 objectives that are progressive in nature and will be addressed throughout the school year
- With parental/guardian approval, your child's individualized goal/objectives will be supported during APE classes
- Data will be recorded 1 time per/week to assess progress
- Objectives will be evaluated quarterly through progress reporting
- If changes are warranted during the year, your child's IEP team will work with you to produce an amendment to the IEP

The Structure of and Safety needs during APE Class

- Adapted PE meets everyday for 50 minutes and is lead by an Adapted Physical Education teacher
- Students are supported throughout instruction by paraprofessionals
- Based on the lesson and the weather, we may have class in the gymnasium, or we can go to the track
- Water fountains are off limits, but we have water bottle filling stations
- We constantly check that students do not overheat and stay hydrated during class
- Students do not use the locker rooms and therefore do not change unless a parent requests his/her child change prior to and after class

Needed for Every APE Class

- Tennis shoes/sneakers
- Personal water bottle labeled with child's name
- Personal deodorant to be kept in class and used after APE
- Short sleeved shirt for warm weather -shorts if preferred
- Hoodie or light jacket for cooler weather



Units of Study

- Cooperative Team Building Experiences**
 - Provides partner or group challenges that encourage problem solving and working effectively with others
- Team and Individual Sports**
 - Soccer, bowling, flag football, basketball, volleyball, racquet games, games with bases (i.e., kickball, wiffleball), volleyball, track and field, bocce, backyard games and games with Frisbees
- Locomotor and Motor Skills**
 - Walking, running, skipping, galloping, side-stepping, jumping and hopping
- Manipulative Skills**
 - Eye-hand and eye-foot coordination (i.e. throwing, catching, kicking)
- Dance and Rhythm**
 - Learning dance and cardio-drumming routines to appropriate popular songs
- Fitness Concepts**
 - Specialized workouts that support increased cardiovascular endurance, flexibility, muscle strength and muscle endurance

Weekly Supplemental Units of Study

- SSS Re-Think Concepts**
 - District-wide skills and strategies modified for the adapted physical education setting
 - Understanding and practicing healthful concepts that will assist your child build a healthy self -concept, deal with stressful situations and improve social relationships
 - Encouraging sportsmanship through challenging and/or competitive tasks
- Health Concepts**
 - Presented like mini public service announcements, students will be equipped with facts and ways to take the best care of their bodies that they can
 - Focus will be on learning muscles and bones, organs, hygiene practices, healthful habits regarding nutrition, sleep and vigorous leisure activities

Special Olympics

- Fulton County Schools actively promotes and participates in Georgia Special Olympics
- Our school's team will include athletes with a handicapping condition who have a desire to learn and practice sanctioned sports under a certified Special Olympic Coach
- In order to qualify, athletes must complete a **Special Olympic Application** that will be in effect for 3 years and will include information provided by a parent/guardian and **by a physician**
- Athletes must **train for 8 weeks** (at least 1/week) prior to a sanctioned event as they learn the skills and knowledge needed for successful participation
- Athletes must be able to demonstrate **responsible and safe training and "fieldtrip-like" behavior** in order to leave campus
- A culminating event for each sport will allow students to **go off-campus** as a team (bus provided) to compete against other schools
- At the middle school level qualified athletes will train and compete in **4 sports**: bowling, bocce, basketball and athletics (track and field)

Grading

- Students will be graded each period based on completion of individualized tasks that are ability centered
- Students who struggle to participate during a period will be given the opportunity to make-up or practice tasks missed during that period
- A weekly participation average will be entered into Infinite Campus with at least 9 grades per quarter
- There will be no tests or assessments that will impact a student's grade
- Students who must be out of school (behavior problems, quarantining, illnesses lasting more than 3 periods) will be provided with asynchronous lessons while out and will be graded on participation and completion of tasks

Behavior Management

Positive Consequences/Rewards

- Verbal praise and recognition
- Earned Choice Free time at the end of class
- PBIS points for following taught and expected behavior
- Positive communications home
- STAR Athlete status with special privileges

Behavior Management

Problem Solving Consequences

- When a student does not finish assigned activities, s/he will need to make the missed work up at the end of class
- If a student is disruptive, misuses equipment, invades others' personal space, touches other students, leaves area without permission, hides, or fails to stay where directed-parent/guardian will be contacted
 - Student will be directed to a quiet space and helped with filling out a **PROBLEM-SOLVING CHECKLIST**
 - Self identify what is the problem behavior
 - Describe what lead up to the off-task behavior
 - What are appropriate alternatives for dealing with off task behavior
 - Who are the supports who could help you in the future
 - Who do you have to make amends with