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A Model Curriculum for Selected Physical Adaptations for Students with Special Needs, in Alignment with Washington State Essential Academic Learning Requirements (EALR's)

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**A MODEL CURRICULUM FOR SELECTED PHYSICAL ADAPTATIONS
FOR STUDENTS WITH SPECIAL NEEDS, IN ALIGNMENT WITH
WASHINGTON STATE ESSENTIAL ACADEMIC LEARNING
REQUIREMENTS (EALR'S)**

By

Eric Davis

ABSTRACT

The purpose of this project was to develop a model curriculum for selected physical education adaptations for student with special needs, in alignment with Washington Essential Academic Learning Requirements (EALR's). To accomplish this purpose, a review of selected literature was conducted. Additionally, related information from selected sources was obtained and analyzed. The model curriculum was developed for implementation in the Ellensburg School District in the 2002-2003 school year.

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CHAPTER 1

BACKGROUND OF THE PROJECT

Introduction

“Students’ rights to special education programs. (1) Each school district or other public agency shall provide every special education student between the age of three and twenty-one years, a free appropriate public educational program (WAC 392-172-030, 1998.)”

As noted in the above statement from the Common School Manual for the State of Washington (Bergeson, 1998), school age children with physical or mental disabilities cannot be denied a free and appropriate public education (FAPE) by a school district or public agency.

According to Blackhurst & Berdine (1993), earlier general educational practitioners tended to deal with special education students and teachers in isolation. However, current special education law requires those in general education and special education work together to mainstream students with disabilities.

Purpose of the Project

The purpose of this project was to develop a model curriculum for selected physical education adaptations for student with special needs, in alignment with Washington Essential Academic Learning Requirements (EALR’s). To accomplish this purpose, a review of selected literature was conducted. Additionally, related information from selected sources was obtained and analyzed. The model curriculum was developed for implementation in the Ellensburg School District in the 2002-2003 school year.

Limitations of the Project

The project limitations include the following:

Time: The project has been designed for possible implementation for the 2002-2003 and/or 2003-2004 school years.

Target Population: The model curriculum was developed for use with transitional students in grades 8-10 at Ellensburg School District in Ellensburg, Washington.

Scope: The model Adaptive Physical Education curriculum was designed for use by selected Individualized Education Program (IEP) teams at Ellensburg High School.

Research: The literature reviewed in Chapter 2 was limited primarily to research current within the last fifteen (15) years.

Definition of Terms

Significant terms used in the context of this study have been defined as follows:

1. Adaptive Physical Education: Physical education for students with disabilities promoting the development of motor skills and abilities so that they can live healthful lives and engage in independent recreational and sport activities of their choosing (Auxter, Pyfer, Huettig, 1993).
2. Essential Academic Learning Requirements (EALR's): Clear academic learning targets students are required to know and master in the classroom (Washington State Commission on Student Learning, 1998).

3. Free and Appropriate Public Education (FAPE): Special education and related services provided at public expense, under local school district or other public agency supervision and guidance, including preschool, elementary school, or secondary school education in the state (Common School Manual, 1998).

4. Inclusion: The setting where students with disabilities are placed in the general education classroom with their peers without disabilities (Yell, 1998).
5. Individualized Education Program (IEP): A written document for a child with a disability that is developed and implemented by a school district in accordance with requirements of federal, state, and local law (Yell, 1998).
6. Least Restrictive Environment (LRE): The school or classroom environment where students with disabilities should be educated to the maximum extent appropriate with their peers without disabilities (Yell, 1998).
7. Multidisciplinary Team (MDT): A team including parents, general education teachers, special education teachers, counselors, psychologists, parents, and local agencies, evaluating and developing an individualized education program for a student with a disability (Wallbrown, F., and Wallbrown, J., 1990).

CHAPTER 2

A REVIEW OF RELATED LITERATURE AND INFORMATION OBTAINED FROM SELECTED SOURCES

Introduction

The review of research and literature summarized in Chapter 2 has been organized to address:

1. The Need for Special Education
2. The Importance of Adapted Physical Education and Related Leisure/Recreational Activities
3. A Summary of Selected Programs/Activities in Adapted Physical Education
4. A Review of Selected Special Education Case Law
5. Washington State Essential Academic Learning Requirements (EALR's)
6. An Analysis of Information Obtained From Selected Sources
7. Summary

Research current within the past fifteen (15) years was identified through Educational Resources Information Centers (ERIC) and Internet computer searches. Additionally, related information materials from selected sources was obtained and analyzed.

The Need for Special Education

Wallbrown & Wallbrown (1990) explained how students with disabilities demonstrate a wide range of classroom behaviors that interfere with learning (theirs and other's). Squirming and fidgeting in their chair, tapping their feet, whispering to

classmates, passing notes, hitting or pushing others, self-abusing, making noises, or not being able to understand the academic material being presented by a general education teacher in a general education classroom are disruptions that affect the learning of children in a classroom. Special education was created to ensure that all students' educational needs are being met in the public education setting. The inclusion model, pull-out special education classes, and self-contained classrooms guarantee that all students' educational needs will be met through public education.

According to the United States Department of Education (2000), approximately five and one half million children with disabilities have received special education and related services. With the number of children qualifying for special education services rising in each of the last 10 years, the need for special education has increased also. Children qualify to be eligible for special education services under the rules of Public Law (P.L.) 105-17 (IDEA). Thirteen categories of disabilities identified in the law included:

1. Autism
2. Specific learning disability
3. Speech or language impairments
4. Emotional disturbance
5. Traumatic brain injury
6. Visual impairment
7. Hearing impairment
8. Deafness
9. Mental Retardation
10. Deaf-blindness
11. Multiple disabilities

12. Orthopedic impairment

13. Other health impairment

DeBettencourt (2002) explained how each of the above categories specifies the presence of the disabling condition, and how the disabling condition must adversely affect the student's educational performance. If it is determined that the disabling condition has adversely affected the educational performance of a student, then accommodations or modifications must be made by the general education teacher or the special education teacher as mandated by the Individualized Education Program (IEP) process.

The early 1970's witnessed a number of federal legislative efforts to improve the education of students with disabilities. Pieces of legislation that emerged during this decade included Section 504 of the Rehabilitation Act of 1973 and the Education for All Handicapped Children Act of 1975. As paraphrased below, the following laws were established to provide a foundation for free and appropriate public education (FAPE) for students with disabilities (Yell, 1998).

Section 504, Rehabilitation Act of 1973: This civil rights statute provided additional funding for students identified, although it does require that schools, public or private, who receive federal financial assistance for educational purposes, do not discriminate against students with "handicaps." Schools are to provide these students with reasonable accommodations that are comparable to the ones provided to their peers (Yell, 1998).

Public Law 94-142: Generally referred to as the Education for All Handicapped Children Act of 1975, this law established an overall foundation for students with disabilities and ensured that all disabled children receive free appropriate public

education (FAPE). This law also mandated that all students with disabilities were to be provided an Individualized Education Program (IEP). This was the core for federal funding for special education (deBettencourt, 2002).

Public Law 99-457: Termed the Education of the Handicapped Act Amendments of 1986, this law mandated services for children with disabilities between the ages birth to 3. It was established to create a program to assist states in the development of comprehensive, multidisciplinary, statewide programs for early intervention services for children birth to 3. It also authorized expansion of transition programs to be put into place for all students being served under this law (The education of the handicapped act amendments of 1986, 20 U.S.C. S 1400 et seq).

Public Law 101-336: Termed American Disabilities Act (ADA), this law provided protection to persons with disabilities aligned to those provided to individuals on the basis of sex, race, national origin, religion, and age in the Civil Rights Act of 1964. ADA outlined ways in which you may not discriminate (equal opportunity) against any individual with a disability concerning employment, transportation, state and local government services, public accommodations, and within telecommunications. This federal law allowed individuals with disabilities to access "all public services" receiving federal funds (Yell, 1998).

Public Law 101-476: This Individuals with Disabilities Education Act (IDEA) of 1990, mandated that autism and traumatic brain injury be added to the list of categorical disabilities, which allowed individuals to qualify for special education and/or related services. IDEA mandated that transition services and assistive technology be included on every student's individualized education program (IEP) by the age of 16. (Yell, 1998).

Public Law 105-17: This 1997 Amendment to the Individuals with Disabilities Education Act (IDEA), assured that all children with disabilities have available to them, a free appropriate public education which emphasized: Special education and related services designed to meet their unique needs; and protection of the rights of children with disabilities and their parents or guardians. This law assisted states and localities in providing education for all children with disabilities, and assessed and assured the effectiveness to educate these children (IDEA, 20 U.S.C. s 1400).

Public Law 105-17 restructured Public Law 101-476 into 4 subchapters, as follows:

Part A: Outlined general provisions of the law.

Part B: Detailed the grant program that requires states receiving federal assistance under IDEA to provide free appropriate public education to all students with disabilities.

Part C: Specified the rights and requirements for serving students with disabilities, ages 3-5 and, mandated early intervention programs birth to three (3)

Part D: Detailed state improvement grants, technical assistance, funding for research projects, dissemination of information, and training of personnel for educating persons with disabilities (The Individual with Disabilities Act Amendments of (IDEA) of 1997, 20 U.S.C S 1400-1485 et seq).

The Importance of Adapted Physical Education and
Related Leisure/Recreational Activities

Public Law 94-142, Public Law 101-476, and Public Law 105-17, mandated that physical education be provided to students with disabilities, while defining physical education as the development of:

- Physical and motor skills
- Fundamental motor skills and patterns (throwing, catching, walking, running, etc), and
- Skills in aquatics, dance, and individual and group games and sports (PE Central, 2001).

According to Auxter (1993), if the word “adapted” were changed to “modified” you would have a better idea of what constitutes Adapted Physical Education. This authority defined adapted physical education as physical education for students with disabilities, which promoted the development of motor skills and abilities so they could live healthful lives and engage in independent recreational and athletic activities of their choosing.

Modell & Megginson (2001), explained how students with disabilities who graduated from a special education program were successful if they had adjusted to post-school life by obtaining employment, paying a portion of their living expenses, living independently, and becoming involved in an array of the communities leisure activities. These authorities contended that individuals with disabilities who incorporated appropriate recreation and leisure activities into their daily lives had a better chance of becoming successful community members. Interviews conducted with individuals with

regularly in recreation and leisure activities, are significantly more satisfied with their lives than their peers.

Aitken (2000) contended Adapted Physical Education (APE) has the same desired outcomes as regular physical education (PE). Both adapted physical education and regular physical education classes hoped to improve physical condition, develop skills and knowledge in a variety of activities/games, develop skills in-group interaction and, promote the growth of other social skills. This researcher cautioned, however, that students with special needs would be at a significant disadvantage in a regular PE class because of the activity size, competitiveness, or group dynamics of the class. In the adapted physical education class, the focus is on age-appropriate activities but with adaptations to enhance the development of each student's skills. Another area that adapted physical education addressed, especially at the high school level, was interaction with their peers.

According to Huetitig & Roth (2002), common practices in special education today have demanded that students with disabilities receive at least a portion of their instruction in the school's general education program, including participation in physical education. In many school districts, the physical education teachers have received support from adapted physical educator specialists, who serve as consultants.

Crawford (2002) explained that the demands on school districts and general educators have increased along with the increasing number of students with disabilities and the emphasis on new educational trends such as inclusion. Inclusion has allowed students with disabilities to function in a normal setting, to interact and work with people, and to transition them to adult living. Children with moderate disabilities have become more likely candidates for mainstreaming than those with severe-to-profound disabilities

more likely candidates for mainstreaming than those with severe-to-profound disabilities who may be served best in a more supervised setting with a lower staff to student ratio.

The inclusion model has allowed physical educators to modify game rules and /or strategies to accommodate students with disabilities, to meet the needs of their other students, and to assure the district was following the least restrictive environment law.

Skills gained through participating in diversified physical education programs can bridge the gap between idleness and more fulfilling life experiences. Said Crawford: "Inclusion has provided a basis for social exchanges so desperately needed by all children. The goal of reducing the barriers to participation is one we all share". (p.12)

Block (2001) described how, in prior years, the adapted physical education specialist was primarily responsible for direct services to children with disabilities, either in the self-contained classroom or a special class within the public school. Recently their role has changed to that of a consultant, where they assist general physical educators in the school district. Adapted physical education specialists provided current information about: Specific disabilities; medical and safety issues; modifications to specific activities; behavioral instructional strategies; the Individualized Education Program; assessing students with disabilities; and, advocating for students with disabilities.

A Summary of Selected Programs/Activities for Adapted

Physical Education

Wiseman (1994) presented information on how to adapt physical education activities while having little or no impact on other students enrolled in a inclusionary class. This authority grouped adapted physical education games and sport activities into four different classifications, including:

1. Individual/self testing activities,
2. rhythmic activities,
3. dual activities, and
4. team sport activities.

Individual/self testing activities are those, which can be performed by one person alone, although assistive devices or equipment may be needed. These activities can produce instant results for participating students. Examples of individual/self testing activities include:

- archery
- bowling
- golf
- putt-putt golf
- gymnastics
- track and field
- weightlifting

Wiseman stated that:

“Rhythmic activities can sooth the frustrated, stimulate the depressed, and provide a vehicle of expression not likely to occur in most activities of daily

living. Rhythmic activities use creativity rather than imposed rules and strategies for participation and success". (p. 386)

Examples of rhythmic activities identified by Wiseman included:

- wheelchair dancing
- folk dancing
- modern dance
- square dancing

Wiseman described dual activities as one person (or couple) competing against another person (or couple). These types of activities are appropriate for inclusionary classes, as physical education teachers can easily select closely matched individuals for practice and competition. Examples of dual activities include:

- badminton
- pickle ball
- handball
- racquetball
- table tennis (ping pong)
- wrestling

Wiseman believed teachers could easily develop a framework in which students can learn to work together for the attainment of a common goal. Through team sport activities, this objective can be satisfied. Examples of team sport activities include:

- basketball
- baseball
- floor hockey
- flag and touch football

- soccer
- softball
- volleyball

The Special Olympics, an international organization, has served more than one (1) million individuals with mental retardation, in more than 200 programs, in more than 150

countries. This organization has dedicated its resources to empowering individuals with mental retardation to become physically fit, productive, and respected members of society through sports training and competition. The Special Olympics has positively impacted athletes by developing improved physical fitness and motor skills, increasing their self-confidence, and helping participants to see themselves with a more positive image. To be eligible for the Special Olympics, candidates must be at least eight years of age and identified by an agency or professional as meeting one of the following conditions: Mental retardation; cognitive delays as measured by formal assessment; or, significant learning or vocational problems due to cognitive delay that require or have required specially designed instruction. Both the Special Olympics World Summer Games and Special Olympics World Winter Games are convened every four years. Twenty-six Olympic-type sports are offered in year-round training and competition for children and adults with mental retardation. Sports offered through the Special Olympics include (Special Olympics, 2002):

- Alpine Skiing
- Aquatics
- Athletics (Track and Field)
- Badminton
- Basketball

- Bocce
- Bowling
- Cross Country Skiing
- Cycling

- Equestrian
- Figure Skating
- Floor Hockey
- Football (Soccer)
- Golf
- Gymnastics
- Power lifting
- Roller-skating
- Sailing
- Softball
- Speed Skating
- Table Tennis (Ping Pong)
- Team Handball
- Tennis
- Volleyball

The Special Olympics Oath reads as follows: "Let me win. But if I cannot win, let me be brave in the attempt (Special Olympics Oath)."

A Review of Selected Special Education Case Law

According to Alexander and Alexander (2001), the primary cases interpreting the law of the disabled have included the five United States Supreme Court cases paraphrased below:

Mills v. Board of Education of District of Columbia (1972). In this 1972, landmark case the court ruled that the conduct of the District of Columbia Board of Education in denying educational opportunity to children who had been labeled as behavioral problems, mentally retarded, emotionally disturbed or hyperactive, violated the due process clause of the United States Constitution. Prior to 1972, students with disabilities had been essentially isolated from the general school population. Friends on behalf of seven students brought suit against the District of Columbia for not providing immediate and effective education or proper educational facilities in their public school to students with disabilities. The plaintiff argued that since the students were labeled handicapped they were not receiving alternative educational placement at the public's expense. The defendant had failed to comply with Section 31-208 of the District of Columbia code, which required education to all children between the ages 3 and 18. The plaintiffs won, the court ruled that children are entitled to free appropriate public education. Due process of law required a hearing prior to exclusion or termination of a classification. If the students were not appropriate enough to attend the school, then the district must supply an alternative, funded education for these.

Board of Education of Hendrick Hudson Central School District v. Rowley (1982). This 1982 case, heard by the United States Supreme Court, defined the intent of "free appropriate public education" as required in Public Law 94-142. The issue involved a parental request to have an interpreter for Amy Rowley, a deaf child,

throughout her school day. The school district stressed that an interpreter was not necessary because Amy was already “achieving educationally, academically, and socially” without such assistance. The court established that schools do not require maximum educational services, but a “basic floor of opportunity.” Also, any questions for providing the basic educational opportunities is to be determined by the state and local educational systems. It has been ruled that an interpretive service may be a related service under the new amendments to Individuals with Disabilities Education Act (IDEA) of 1997.

Irving Independent School District v. Tatro (1984). The case posed two (2) questions: Does Public Law 94-142 require a school district to provide catheterization, at the school’s expense, for students with disabilities; and, two (2) whether Section 504 of the Rehabilitation Act created obligation on the district’s part. The court ruled that school districts would provide catheterization, by a trained person, as a “supported service” or “related service” as part of the Individualized Education Program (IEP) to student’s with this need. Also, it stated that catheterization was not a medical service.

Honig, California Superintendent of Public Instruction v. Doe (1988). This 1988 case accounted for issues involving the ability of a school to unilaterally exclude children with disabilities, for dangerous or disruptive conduct stemming from their disabilities, during the pendency of a review proceeding. In any action brought by the school seeking to temporarily enjoin a dangerous student with a disability from attending school, there is presumption in favor of the students current educational placement under Education of the Handicapped Act which school officials can overcome by demonstrating that maintaining the student in his or her current placement is likely to result in injury either to himself or herself, or to others. The suspension may only last up to 10 school days if

he/she posed immediate threat to the safety of others within the district. Any suspension over the 10-day period is considered a “change of placement.” The plaintiffs brought information concerning the student’s handicapping condition, which caused them to become violent at times throughout the school day. The school district had suspended the students for their violent behavior. The court ruled in favor of the school district because the current placement was likely to result in the injury of someone within the school.

Timothy W. v. Rochester School District (1989). The parents of a student with severe disabilities brought action to compel special education services from the Rochester, New York, School District. The child suffered from cerebral palsy, traumatic brain damage, severe spasticity, cortical blindness, joint contractures, as well as being quadriplegic, and was not ambulatory. The United States Court of Appeals found for the family holding that the Education for All Handicapped Children Act (EAHCA) does not require that children with disabilities demonstrate that he or she can benefit from education before it is to be provided. They stated an “appropriate individualized education program” should not be interpreted as “no educational program.” Also, special education includes basic functional skills as well as traditional academic cognitive skills under the *Education of All Handicapped Children Act (EAHCA)*.

Washington State Essential Academic Learning

Requirements (EALR’s)

The Washington State Legislature adopted the Education Reform Act of 1993 to establish learning and, to raise standards and student achievement for all Washington students. The Act directed an eleven-member board, the Commission on Student

Learning, appointed by the Governor and State Board of Education, to develop and administer essential components of educational reform. When created in 1993, the Commission on Student Learning was, was charged with developing clear, challenging academic standards, standards-based assessments and other ways of measuring student achievement, and a system to hold all schools and school districts accountable for results.

The *Essential Academic Learning Requirements (EALR's)* represented the standards students were to meet in specific academic areas, along with the knowledge needed to demonstrate proficiency in the classroom (OSPI, 2002). As stated in the OSPI-2001 document:

“The Essential Academic Learning Requirements are clear targets for students and teachers across the state. Setting higher standards calls for better methods of measuring student and teacher performance. On a parallel course with the Essential Academic Learning Requirements, The Commission on Student Learning is developing an assessment system that holds students, teachers, schools, and districts accountable for better performance and results.”

In 1995, the Washington State Commission on Student Learning adopted higher standards for public education in the areas of reading, writing, communication, and mathematics. In 1996, health and fitness standards were also adopted (See Appendix A). By raising academic standards in the State of Washington, students are being prepared to live, learn, and work in the 21st century. Academic standards, based on four (4) learning goals have been mandated by Washington State Legislature as follows::

Goal 1: Read with comprehension, write with skill, and communicate effectively and responsibly I a variety of ways and settings;

Goal 2: Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history; geography; arts; and health and fitness,

Goal 3: Think analytically, logically, and creatively, and to integrate experience and knowledge to form reasoned judgments and solve problems, and

Goal 4: Understand the importance of work and how performance, effort, and decisions directly affect career and educational opportunities.

To validate the Essential Academic Learning Requirements (EALR's), the State of Washington created an assessment instrument named the Washington Assessment of Student Learning (WASL). As stated by Dr. Terry Bergeson: "The skills tested by the Washington Assessment of Student Learning are the kinds of skills our students will need to use upon graduation." (p. 1) As of 2002, students participating on the Washington Assessment of Student Learning (WASL) are tested in the areas of reading, writing, listening, and mathematics in grades 4, 7, and 10 during the spring of each school year. The difference between the WASL is different from other standardized tests in that it asks students to choose right answers and demonstrate subject content knowledge, but to also explain their thinking, to solve complicated problems in mathematics, and, write essays. Students have been helped to make the connection between their studies and their world, by developing the ability to be think independently (State Commission on Student Learning, 1998).

An Analysis of Information Obtained From Selected Sources

Both adapted and regular physical education instructors from three (3) selected Washington State High Schools were contacted and invited to submit information/materials pertaining to adapted and regular physical education programs.

School contacted included:

1. *Interlake High School, Bellevue, Washington*
2. *Stahl Junior High School, Puyallup, Washington*
3. *Ellensburg High School, Ellensburg, Washington*

An analysis of information obtained from the above sources revealed that six characteristics were generally common a successful adapted physical education programs. These were:

1. Equipment: Adapted equipment provided students with disabilities more of an opportunity to compete in activities. (Examples: Bikes with hand pedals or training wheels, beach ball for a volleyball, padded hockey sticks for floor hockey)
2. Drills: Each physical education instructional unit was broken down into smaller drills, to allow more time on development of individual skills. Students with disabilities had difficulty understanding game rules and objectives. To address this problem, for example, instead of playing the game of basketball, dribbling, shooting, and passing drills competitions were performed.
3. Stations: Drills and activities were broken down into smaller group stations/settings. Ability levels generally separated the groups, which were limited to not more than 5 students.

4. Competitiveness: The goal of the activities focused not on who won or lost, but on whether the student learned good health and fitness concepts leading to a lifetime of healthy practices, and, a more productive, active lifestyle.
5. Age Appropriate Activities: Students are more responsive to age appropriate activities with modifications compared to activities designed closer to their mental age.
6. Peer Tutoring: Adaptive physical education classes were more successful when good peer tutors were provided.

Summary

The research, literature, and information summarized in Chapter 2 supported the following themes:

1. Special Education provides students with disabilities an opportunity to be more successful within the public school setting.
2. By having positive experiences in physical education or adapted physical education, students with disabilities will lead more productive, healthy, and active lives.
3. There are a variety of adapted physical education activities/programs for children with disabilities.

4. Special education case law has established precedents for placement options for students with disabilities and for clarifying “free and appropriate public education”, for students with disabilities.
5. The Essential Academic Learning Requirements (EALR’s) were developed to raise academic standards, and to make teachers and students *more accountable for learning*.
6. An analysis of information obtained from selected sources identified six best practice techniques for creating a successful adapted physical education program including: Equipment; drills; stations; competitiveness; age appropriate activities; and, peer tutoring.

CHAPTER 3

PROCEDURES

Purpose of the Project

The purpose of this project was to develop a model curriculum for selected physical education adaptations for student with special needs, in alignment with Washington Essential Academic Learning Requirements (EALR's). To accomplish this purpose, a review of selected literature was conducted. Additionally, related information from selected sources was obtained and analyzed. The model curriculum was developed for implementation in the Ellensburg School District in the 2002-2003 school year.

Chapter 3 contains background information detailing:

1. Need for the Project
2. Procedures of the Project
3. Planned Implementation and Assessment of the Project

Need for the Project

The need for this project was influenced by the following considerations:

1. The population of students with disabilities in the public school setting has steadily increased.
2. Providing a guide to help general physical educators understand and utilize adapted physical education curricula is consistent with legally mandated requirements for free and appropriate public education (FAPE).

3. The review or related literature confirmed that students with disabilities have been more successful in their communities when involved in recreation or leisure activities.
4. The Washington State Legislature has adopted the Essential Academic Learning Requirements (EALR's), which include health and fitness standards.
5. Undertaking this curriculum development project coincided with the writer's graduate studies in Educational Administration at Central Washington University.

Procedures of the Project

Development of the model Adapted Physical Education curriculum for students with disabilities, which was the subject of this project, has evolved over a period of two (2) years, commencing in the 2000-2001 school years, and has manifested itself in five (5) phases as detailed below:

Phase 1: DIALOGUE (May, 2000)

The writer (Eric Davis) entered into a dialogue with Mr. Jim Ayers, Special Education of Ellensburg School District, and Mr. Robin Christman, Special Education Department Chair at Ellensburg High School, concerning the need to develop an adapted physical education curriculum for Ellensburg High School.

Phase 2: RESEARCH (September 2000 – January 2002)

Encouraged by Mr. Jim Ayers and Mr. Robin Christman, the writer entered into an intensive period of research. Research current within the past fifteen (15) years was identified through Educational Resources Information Centers (ERIC) and Internet

computer searches. Additionally, related information/materials from selected sources was obtained and analyzed.

Phase 3: ESSENTIAL ACADEMIC LEARNING

REQUIREMENTS (EALR's) (June 2001 – January 2002)

A review of Washington State Essential Academic Learning Requirements related to Health/Fitness was conducted.

Phase 4: RELATED INFORMATION AND

MATERIALS (September 2001 – April 2002)

The following schools were contacted and invited to provide related information/materials:

Interlake High School, Bellevue, Washington

Stahl Junior High, Puyallup, Washington

Ellensburg High School, Ellensburg, Washington

Planned Implementation and Assessment of the Project

Upon completion of the project, the model curriculum for selected physical adaptations for students with special needs, in alignment with Washington State Essential Academic Learning Requirements (EALR's) will be presented to the Ellensburg School District Director of Special Services, and to selected school district administrators for feedback during the 2002-2003 school year. Implementation of the model curriculum has been tentatively scheduled for the 2003-2004 school year pending district approval. Provisions will be made for ongoing assessment of the model curriculum by means of annual review, by school district administrators and colleagues. Input received from

these sources and from participating students, will provide a information/data for subsequent program modifications.

CHAPTER 4

THE PROJECT

Current research related to the importance of Adapted Physical Education has clearly established for a special leisure/recreational curriculum for students with disabilities. Physical education for students with disabilities promotes the development of motor skills and abilities, which make it possible for these individuals to live healthful lives and to engage in independent recreational and athletic activities of their choosing. Authorities in the field of special education have emphasized that individuals with disabilities who incorporated appropriate recreation and leisure activities into their daily lives have a better chance of becoming successful community members.

The Model Adapted Physical Education Curriculum designed for students with disabilities at Ellensburg High School, Ellensburg, Washington, which was the subject of this project, has been presented in Chapter 4, in three (3) units, to coincide with Washington State Essential Academic Learning Requirements and guidelines, as follows:

Unit One: Individual/Self Testing Activities

Unit Two: Dual Activities

Unit Three: Team Sport Activities

**A MODEL CURRICULUM FOR SELECTED PHYSICAL ADAPTATIONS
FOR STUDENTS WITH SPECIAL NEEDS, IN ALIGNMENT WITH
WASHINGTON STATE ESSENTIAL ACADEMIC LEARNING
REQUIREMENTS (EALR'S)**

Ellensburg High School
Ellensburg School District
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Unit One

Individual/Self Testing Activities

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Individual/Self Testing Activities

Unit One Overview

The individual/self testing unit introduces the students to activities they can participate in while they are working alone, although assistive equipment or devices may be needed to participate to their fullest potential. They will understand the rules and strategies of bowling, golf, and track & field, plus be able to use their physical skills to participate in each activity.

ACTIVITY 1: BOWLING

Student Learning Objectives

The student will be able to...

- develop the physical skills to bowl
- incorporate rules and safety procedures when participating in bowling activities
- understand the concepts of bowling
- develop goals for improvement in bowling
- monitor his/her progress in bowling

Performance Criteria

The students will actively participate in the bowling lesson 85% or more of the time with a positive attitude.

Learning Activities

Activities will be consistent with unit student learning objectives. These activities include:

- practice different techniques of bowling
 - take score when others are bowling (students may use calculators or have someone scribe their answers)
 - participate in an actual bowling contest
 - complete quizzes/tests over rules, scorekeeping, and safety (tests may be oral, essay, multiple choice, or true/false)
-

Teaching Strategies

- Cooperative Learning
- Kinesthetically performing activity
- Peer tutoring
- Teacher Demonstration or Modeling

Game Modifications or Adapted/Assistive Equipment

- No modifications are made for the games rules
- Adapted pushing device: This is similar to a shuffleboard cue, used to deliver the ball down the lane when the student does not have the strength or sensorimotor control to deliver the ball in the standard manner.
- Bowling Frame Unit: This is for the bowler who cannot control the adapted pushing device. It is similar to a ramp where the ball is placed at the top of the unit and giving a push will send the ball down the unit and down the bowling lane.
- Appropriately Weighted Balls: The bowling balls range from 6 to 16 pounds. The more severe the disability the lighter the ball the student will probably use.

-Removal of Wheelchair Armrest: A removable armrest on a wheelchair would assist the wheelchair bowler with his/her pendulum swing. If the chair does not have an armrest cushions or pillows may be placed under the person, raising them above the armrest.

Assessment

- Performance Assessment
- Attendance
- Participation
- Lack of Disruption of the Class
- Quizzes/Tests (oral, essay, multiple-choice, true/false)

ACTIVITY 2: PUTT-PUTT GOLF

Student Learning Objectives

The student will be able to...

- develop the physical skills to participate in putt-putt golf
- incorporate rules and safety procedures when participating in putt-putt golf activities
- understand the concepts of putt-putt golf
- develop his/her own putt-putt golf course
- monitor his/her progress in putt-putt golf

Performance Criteria

The students will actively participate in the putt-putt golf lesson 85% or more of the time with a positive attitude.

Learning Activities

Activities will be consistent with unit student learning objectives. These activities include:

- practice different putting strokes
- learn how to keep score when playing putt-putt golf (students may use calculators or have someone scribe their answers)
- participate in a putt-putt golf tournament
- complete quizzes/tests over rules, scorekeeping, and safety of putt-putt golf (tests may be oral, essay, multiple choice, or true/false)

Teaching Strategies

- Cooperative Learning
- Kinesthetically performing activity
- Peer tutoring
- Teacher Demonstration or Modeling

Game Modifications or Adapted/Assistive Equipment

- Beginners should progress from larger cups and larger balls to smaller cups and regulation golf balls.
- Beginners should also practice at shorter distances and then move further away the more comfortable they become.
- Blind persons can use sounding devices, right-angle footboards, and cables to determine the direction of each hole.
- Putter Finger: This is a device that helps a wheelchair golfer retrieve their golf ball. It is a soft molded-rubber suction cup that fits on the grip of the almost any putter, allowing the golfer to procure his/her ball without their partners help.

Assessment

- Performance Assessment
- Attendance
- Participation
- Lack of Disruption of the Class
- Quizzes/Tests (oral, essay, multiple-choice, true/false)

ACTIVITY 3: TRACK AND FIELD

Student Learning Objectives

The student will be able to...

- develop the physical skills to participate in track and field
- incorporate rules and safety procedures when participating in track and field activities
- understand the concepts of track and field
- develop his/her own personal goals for track and field events
- monitor his/her progress of these goals

Performance Criteria

The students will actively participate in the track and field lesson 85% or more of the time with a positive attitude.

Learning Activities

Activities will be consistent with unit student learning objectives. These activities include:

- individually attempt as many track and field events as possible
- understand how to keep score when participating in or watching track and field (be able to orally explain or physically write down scoring methods)
- participate in a track and field meet
- complete quizzes/tests over rules, scorekeeping, and safety about track and field (tests may be oral, essay, multiple choice, or true/false)

Teaching Strategies

- Cooperative Learning
 - Kinesthetically performing activity
 - Peer tutoring (buddy system)
 - Teacher Demonstration or Modeling
-
- Poster boards displaying events

Game Modifications or Adapted/Assistive Equipment

- Wheelchair athletes participate in running, putting, and throwing events.
- Students with upper limb disabilities may participate in running, and jumping events.
- Visually impaired students may participate in all events by using the buddy system or guide wires to determine directions and distances.
- Adapt Equipment: The field events may use junior weight sizes, or foam and rubberized materials. Lower hurdles are made for hurdling and shorter poles can be used for pole vaulting.
- Adapt Distances: Reduction of the length of the track events will allow all participants an opportunity to achieve a higher success. (100 yards to 40 yards)

Assessment

- Performance Assessment
- Attendance
- Participation
- Quizzes/Tests (oral, essay, multiple-choice, true/false)

Unit Two

Dual Activities

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Dual Activities

Unit Two Overview

The dual activities unit introduces students to activities where one student (or couple) can compete against another student (or couple). Assitive equipment or devices still may be needed to participate to their fullest potential. They will understand the rules and strategies of badminton, table tennis (ping pong), and wrestling, plus be able to use their physical skills to participate in each activity.

ACTIVITY 4: BADMINTON

Student Learning Objectives

The student will be able to...

- develop the physical skills to play badminton (singles and doubles)
- incorporate rules and safety procedures when participating in badminton
(singles and doubles)
- develop goals for improvement in badminton
- use his/her social skills to work with a doubles partner effectively

Performance Criteria

The students will actively participate in the badminton lesson 85% or more of the time with a positive attitude.

Learning Activities

Activities will be consistent with unit student learning objectives. These activities include:

-practice different hitting styles (underhand, sidearm, serving, and overhand) in badminton

-learn scoring methods for singles and doubles badminton

-participate in a singles and doubles badminton match.

-complete quizzes/tests over rules, scorekeeping, and safety (tests may be oral, essay, multiple choice, or true/false)

Teaching Strategies

-Cooperative Learning

-Kinesthetically performing activity

-Peer tutoring (buddy system)

-Teacher Demonstration or Modeling

Game Modifications or Adapted/Assistive Equipment

-For singles play the court size can be reduced depending on the disability.

-In doubles play the wheelchair partner is usually assigned the frontcourt area.

-In doubles play you can play without alternating courts. The more disabled person can be assigned the front court and the partner can play in the back court.

-Allow more disabled students to serve from the front court instead of the back court.

-A visually impaired student may participate by serving all the time in a doubles match.

-Badminton racket extension: This is for a wheelchair badminton player to add to their reach in order to be able to reach more birdies.

Assessment

-Performance Assessment

-Attendance

-Participation

-Quizzes/Tests (oral, essay, multiple-choice, true/false)

ACTIVITY 5: TABLE TENNIS (PING PONG)

Student Learning Objectives

The student will be able to...

- develop the physical skills to participate in table tennis
- incorporate rules and safety procedures when participating in table tennis activities
- understand the concepts of table tennis
- develop a table tennis tournament bracket with seedings
- monitor his/her progress in table tennis

Performance Criteria

The students will actively participate in table tennis lessons 85% or more of the time with a positive attitude.

Learning Activities

Activities will be consistent with unit student learning objectives. These activities include:

- practice forehand and backhand hitting techniques
- practice different serving techniques
- understand the scoring methods of table tennis
- participate in a table tennis tournament
- complete quizzes/tests over rules, scorekeeping, and safety of table tennis (tests may be oral, essay, multiple choice, or true/false)

Teaching Strategies

- Cooperative Learning
- Kinesthetically performing activity
- Peer tutoring (buddy system)
- Teacher Demonstration or Modeling

Game Modifications or Adapted/Assistive Equipment

- Have a string running across the table instead of a net to allow the ball to not get stuck in the middle of the table
- Put an 1 ½ inch rail around the outside of the table to keep the ball on the table as much as possible
- When serving allow the person to balance the ball on the paddle, hoist it and then serve if necessary (instead of tossing it with one hand)
- Bihanded table tennis paddle: This device may be used for students with a lack of strength in their shoulders, arms, wrists, or fingers, by using a two handed paddle.

Assessment

- Performance Assessment
- Attendance
- Participation
- Lack of Disruption of the Class
- Quizzes/Tests (oral, essay, multiple-choice, true/false)

ACTIVITY 6: WRESTLING

Student Learning Objectives

The student will be able to...

- develop the physical skills to participate in wrestling
- incorporate rules and safety procedures when participating in wrestling activities
- understand the concepts of wrestling
- develop agility, balance, coordination, and strength
- monitor his/her progress in wrestling

Performance Criteria

The students will actively participate in wrestling lessons 85% or more of the time with a positive attitude.

Learning Activities

Activities will be consistent with unit student learning objectives. These activities include:

- practice different wrestling moves and techniques
- conduct research → learning a new wrestling move
- understand the scoring methods of wrestling
- participate in a wrestling tournament
- complete quizzes/tests over rules, scorekeeping, and safety of wrestling (tests may be oral, essay, multiple choice, or true/false)

Teaching Strategies

- Cooperative Learning
 - Kinesthetically performing activity
 - Peer tutoring (buddy system)
 - Teacher Demonstration or Modeling
-

Game Modifications or Adapted/Assistive Equipment

- At the beginning of a match or after an escape the wrestlers must always begin in a touching position (visually impaired)
- Students unable to participate in the physical portion of wrestling may act as referees, scorekeepers, and/or coaches of the wrestlers.
- Softer mats may also be used for safety purposes.

Assessment

- Performance Assessment
- Attendance
- Participation
- Lack of Disruption of the Class
- Quizzes/Tests (oral, essay, multiple-choice, true/false)

Unit Three

Team Sport Activities

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Team Sport Activities

Unit Overview

The team sport activities unit introduces the students to activities where they learn to work together as a team for the attainment of one common goal. Assistive equipment or devices and game modifications may be needed for each athlete to participate at their fullest potential. They will understand the rules and strategies of basketball, softball, floor hockey and volleyball, plus be able to use their physical skills to participate in each activity.

ACTIVITY 7: BASKETBALL

Student Learning Objectives

The student will be able to...

- develop the physical skills to participate in basketball activities (chest pass, bounce pass, layins, dribbling, and shooting)
- incorporate rules and safety procedures when participating in basketball
- develop goals for improvement in basketball skills areas
- use his/her social skills to cooperate as a part of a team

Performance Criteria

The students will actively participate in the badminton lesson 85% or more of the time with a positive attitude.

Learning Activities

Activities will be consistent with unit student learning objectives. These activities include:

- participate in different passing drills (chest and bounce passes)
 - learn scoring methods basketball game (free throws, 2 pointers, 3 pointers)
 - learn different types of infractions in basketball (fouls, travels, etc...)
 - participate in different shooting games (horse, around the world, bump)
 - participate in 5 on 5 basketball game
-
- complete quizzes/tests over rules, scorekeeping, and safety (tests may be oral, essay, multiple choice, or true/false)

Teaching Strategies

- Cooperative Learning
- Kinesthetically performing activity
- Peer tutoring (buddy system)
- Teacher Demonstration or Modeling

Game Modifications or Adapted/Assistive Equipment

- Wheelchair students can concentrate on the offense portion of the game. Don't make them go back on defense.
- Lower the rims or use garbage cans under the baskets for students unable to shoot it to the hoop.
- In the game each person should touch the ball on the offensive end at least once before a shot attempt.
- Nobody can be within 5 feet of the person trying to pass the basketball.
- Less mobile or visually impaired students should pass the ball in from out of bounds.

-Blocking shots is illegal

-To stop play wave colorful flags as well as blow your whistle to make sure everyone understands it is time to stop.

-A lighter ball may be used.

Assessment

-Performance Assessment

-Attendance

-Participation

-Quizzes/Tests (oral, essay, multiple-choice, true/false)

ACTIVITY 8: SOFTBALL

Student Learning Objectives

The student will be able to...

- develop the physical skills to participate in softball activities (hitting, throwing, catching)
- incorporate rules and safety procedures when participating in softball
- develop goals for improvement in softball skills areas
- use his/her social skills to cooperate as a part of a team

Performance Criteria

The students will actively participate in the badminton lesson 85% or more of the time with a positive attitude.

Learning Activities

Activities will be consistent with unit student learning objectives. These activities include:

- participate in different drills (hitting, catching, throwing)
- learn scoring methods softball game
- learn rules of a softball game (how many outs, how many innings)
- participate in softball game
- complete quizzes/tests over rules, scorekeeping, and safety (tests may be oral, essay, multiple choice, or true/false)

Teaching Strategies

- Cooperative Learning
- Kinesthetically performing activity
- Peer tutoring (buddy system)
- Teacher Demonstration or Modeling

Game Modifications or Adapted/Assistive Equipment

- Provide bats of different sizes and/or plastic bats
- Allow players to use a glove of their choice (regular, 1st baseman, catchers)
- Use of a tee for students unable to hit underhand pitches
- Use a larger, softer ball and let the students throw the ball at the runners to get them out.
- Allow less mobile or wheelchair students to bat, and have someone run for them
- If a student is unable to bat, have a person bat and let the student run for the batter.
- Teams can bat once through the order giving each student a chance to hit.
- Students can participate as base coaches.

Assessment

- Performance Assessment
- Attendance
- Participation
- Quizzes/Tests (oral, essay, multiple-choice, true/false)

ACTIVITY 9: FLOOR HOCKEY

Student Learning Objectives

The student will be able to...

- develop the physical skills to participate in floor hockey
- incorporate rules and safety procedures when participating in floor hockey
- develop different shots (slap shot, forehand, backhand)
- develop goals for improvement in floor hockey skills areas
- use his/her social skills to cooperate as a part of a team

Performance Criteria

The students will actively participate in the badminton lesson 85% or more of the time with a positive attitude.

Learning Activities

Activities will be consistent with unit student learning objectives. These activities include:

- participate in different drills (passing, shooting, dribbling)
- learn scoring methods floor hockey game
- understand the rules of floor hockey
- participate in floor hockey contest
- complete quizzes/tests over rules, scorekeeping, and safety (tests may be oral, essay, multiple choice, or true/false)

Teaching Strategies

- Cooperative Learning
- Kinesthetically performing activity
- Peer tutoring (buddy system)
- Teacher Demonstration or Modeling

Game Modifications or Adapted/Assistive Equipment

- To slow down the game use a rubber puck instead of the regular puck or plastic ball.
- Make the hockey blades on the pucks larger.
- The *goalie nets* can be a larger size.
- Less mobile players can occupy the goalie area.
- Do not allow the puck to leave the floor on passes or shots on goal.
- For the student in a wheelchair, secure their stick to the foundation of their chair.

Assessment

- Performance Assessment
- Attendance
- Participation
- Quizzes/Tests (oral, essay, multiple-choice, true/false)

CHAPTER 5
SUMMARY, CONCLUSIONS, AND
RECOMMENDATIONS

Summary

The purpose of this project was to develop a model curriculum for selected physical education adaptations for student with special needs, in alignment with Washington Essential Academic Learning Requirements (EALR's). To accomplish this purpose, a review of selected literature was conducted. Additionally, related information from selected sources was obtained and analyzed. The model curriculum was developed for implementation in the Ellensburg School District in the 2002-2003 school year.

Conclusions

Conclusions reached as a result of this study included the following:

1. By providing positive experiences in Adapted Physical Education students with disabilities will lead more productive, healthy, active lives.
2. Special education case law has established precedents for placement options for students with disabilities and for clarifying "free and appropriate public education", for students with disabilities.
3. The Essential Academic Learning Requirements (EALR's) were developed to raise academic standards, and to make teachers and students more accountable for learning.

Recommendations

Based on the conclusions above the following recommendations have been suggested:

1. To help students with disabilities lead more productive, healthy, active lives, schools should provide them with a variety of positive experiences in physical education (refer to Chapter 4, Units 1,2, and 3).
2. To comply with Special Education case law, school authorities should understand that “free and appropriate public education” includes making provisions within the instructional program for adapted physical education activities and implement that philosophy as exemplified by practice, policy, and funding.
3. To make all teachers and students more accountable for learning and to raise academic standards, Washington State teachers should address the Essential Academic Learning Requirements, including those related to Health and Fitness, within instructional programs at all grade levels.
4. Other educators seeking to develop curricula concerned with physical adaptations for students with special needs may wish to adapt features of the model curriculum designed for purposes of this project.
5. Other educators may wish to undertake further study of programs designed to meet their unique needs of students needing physical accommodations.
6. Educators responsible for Adapted Physical Education programs should undertake on-site visitations to other schools/districts/Educational School Districts to seek first hand information/materials/resources.

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APPENDIX A

HEALTH AND FITNESS

ESSENTIAL ACADEMIC LEARNING REQUIREMENTS (EALR'S)

1. The student acquires the knowledge and skills necessary to maintain an active life: Movement, physical fitness, and nutrition.
To meet this standard, the student will:

COMPONENTS	BENCHMARK 1	BENCHMARK 2	BENCHMARK 3
<p>1.1 Develop fundamental and complex movement skills, as developmentally appropriate.</p>	<p>Demonstrate physical skills (locomotor, non-locomotor, and manipulative) that contribute to movement proficiency.</p>	<p>Perform fundamental movement combinations (run/catch; catch/throw; dribble/pass)</p>	<p>Apply movement principles and skills to complex activities that enhance a physically active life.</p>
<p>1.2 Safely participates in a variety of developmentally appropriate physical activities.</p>	<p>Follows rules and safety procedures while participating in a variety of physical activities.</p>	<p>Demonstrates knowledge of rules and safety procedures while participating cooperatively in individual, dual/team, and leisure activities.</p>	<p>Incorporates safety procedures into activities and individual fitness plans for leisure and employment.</p>
<p>1.3 Understand the concepts of health-related physical fitness and develop and monitor progress on personal fitness goals.</p>	<p>Develop a fitness vocabulary and awareness of fitness concepts while participating regularly in a variety of physical activities for fitness and play.</p>	<p>Measure physical fitness, set fitness and activity goals, and explore a variety of activities to maintain healthy levels of cardiorespiratory fitness, muscular strength-endurance-flexibility, and body composition.</p>	<p>Develop and monitor progress on individualized fitness goals based on fitness profiles and national guidelines in relation to work, activities, and leisure.</p>
<p>1.4 Understand the relationship of nutrition and food nutrients to physical performance and body composition.</p>	<p>Identify the nutrients provided by a variety of foods and describe how bodily function and physical performance are affected by food consumption.</p> <hr/> <p>Recognize the physical benefits of movement, fitness, and nutrition.</p>	<p>Design nutrition goals based on national dietary guidelines and individual activity needs.</p> <hr/> <p>Analyze the effects of movement, fitness, and nutrition practices.</p>	<p>Develop and monitor progress on personal nutrition goals based on national dietary guidelines and individual needs.</p> <hr/> <p>Compare and contrast the application of movement, fitness, and nutrition concepts to safe work practices and leisure activities.</p>

2. The student acquires the knowledge and skills necessary to maintain a healthy life: Recognize patterns of growth and development, reduce health risks, and live safely. To meet this standard the student will:

COMPONENTS	BENCHMARK 1	BENCHMARK 2	BENCHMARK 3
<p>2.1 Recognize patterns of growth and development.</p>	<p>Describe the structure and function of human body systems.</p> <hr/> <p>Identify hereditary factors that affect growth and development.</p> <hr/> <p>Describe the influence of nutrition on health and development.</p>	<p>Describe the physical, emotional, intellectual, and social changes that occur during puberty.</p> <hr/> <p>Identify hereditary factors that affect growth, development, and health.</p> <hr/> <p>Describe how nutrition, exercise, and rest influence physical growth and lifelong health.</p>	<p>Identify and plan for coping with situations related to the physical, social, and emotional transition from adolescence to adulthood as related to reproductive health.</p> <hr/> <p>Develop strategies to manage hereditary factors that affect growth development and health.</p> <hr/> <p>Describe how nutrition, rest, exercise, disease, and substance abuse influence health throughout the life span.</p>
<p>2.2 Understand the concept of control and prevention of disease.</p>	<p>Identify and demonstrate skills that help in the prevention of non-communicable diseases.</p> <hr/> <p>Identify and demonstrate skills that prevent and reduce the risk of contracting and transmitting communicable diseases.</p>	<p>Describe health care practices that result in early detection, treatment, and monitoring of non-communicable diseases.</p> <hr/> <p>Describe personal and health care practices that result in prevention, detection, and treatment of communicable diseases.</p>	<p>Evaluate the effect and validity of personal health practices, public policies, research and medical advances on the prevention and control of non-communicable diseases.</p> <hr/> <p>Evaluate the effect and validity of personal health practices, public policies, research, and medical advances on the prevention and control of communicable diseases.</p>

2. The student acquires the knowledge and skills necessary to maintain a healthy life: Recognize patterns of growth and development, reduce health risks, and live safely. To meet this standard the student will:

COMPONENTS	BENCHMARK 1	BENCHMARK 2	BENCHMARK 3
<p>2.3 Acquire skills to live safely and reduce health risks.</p>	<p>Explain one’s right to personal and physical safety.</p> <hr/> <p>Identify abusive and risky situations and demonstrate safe behaviors to prevent injury to self and others at home, school, and in the community.</p> <hr/> <p>Identify sources to ask for help in an emergency or crisis.</p> <hr/> <p>Identify the differences between harmful and helpful stress; recognize signals of too much stress and when to ask an adult for help.</p> <hr/> <p>Identify physical, emotional, and legal consequences of using nicotine, alcohol, and other drugs, and apply skills to resist any harmful use of substances.</p>	<p>Explain the adverse physical, emotional, and economic consequences of being sexually active.</p> <hr/> <p>Anticipate abuse and risky situations and demonstrate safe behavior to minimize risk and prevent injury to self and others at home, school, and in the community.</p> <hr/> <p>Recognize emergency situations and respond appropriately and safely.</p> <hr/> <p>Demonstrate skills that help self and others in an emergency or crisis.</p> <hr/> <p>Identify ways to use stress positively and develop short-term strategies to reduce harmful stress.</p> <hr/> <p>Anticipate situations that involve pressure to abuse legal or use illegal drugs and plan how to reduce drug risks.</p>	<p>Describe the responsibilities associated with abstinence, sexual activity, and the avoidance of pregnancy and sexually transmitted diseases (STDs).</p> <hr/> <p>Develop strategies for self and others to promote non-abusive and safe environments and to demonstrate safe and respectful behaviors at home, school, and in the community.</p> <hr/> <p>Maintain emergency first-aid skills to assist self and others, when necessary.</p> <hr/> <p>Develop strategies to manage stress and know how to modify these strategies throughout life.</p> <hr/> <p>Analyze the implications of decisions regarding the use of nicotine, alcohol, and other drugs, based on laws, and the steps leading to dependence or addiction.</p>

3. The student analyzes and evaluates the impact of real-life influences on health. To meet this standard the student will:

COMPONENTS	BENCHMARK 1	BENCHMARK 2	BENCHMARK 3
<p>3.1 Understand how environmental factors affect one's health. (air, water, noise, chemicals)</p>	<p>Identify environmental factors that affect health.</p>	<p>Describe the influence of environmental factors that positively and negatively affect health.</p>	<p>Assess how the environment impacts choosing healthy places to live, work, and recreate.</p>
<p>3.2 Gather and analyze health information.</p>	<p>Determine reliable sources of health information.</p> <hr/> <p>Identify messages about safe and unsafe behaviors <i>such as those found in tobacco or alcohol advertising.</i></p> <hr/> <p>Demonstrate the ability to practice health-enhancing behaviors and reduce risks.</p>	<p>Distinguish between safe and unsafe use of health-care products.</p> <hr/> <p>Identify ways people encourage healthy and unhealthy decisions, plan how to resist unhealthy messages, and create healthy messages.</p> <hr/> <p>Analyze health-care needs and identify sources of health care.</p>	<p>Evaluate the accuracy and usefulness of health information for selection of products and services.</p> <hr/> <p>Analyze the effect of media and technology on personal and community health policy and health promotion.</p> <hr/> <p>Solve a health and fitness problem or issue:</p> <ul style="list-style-type: none"> *List alternative courses of action. *Choose the course that most fully addresses the needs and requirements of the situation. *Back up the choice with evidence. *Evaluate the outcome.

3. The student analyzes and evaluates the impact of real-life influences on health. To meet this standard the student will:

COMPONENTS	BENCHMARK 1	BENCHMARK 2	BENCHMARK 3
3.3 Use social skills to promote health and safety in a variety of situations.	Express emotions constructively and form safe and respectful relationships.	Express opinions and resolve conflicts constructively while maintaining safe and respectful relationships.	Negotiate conflict situations constructively while maintaining safe and respectful relationships.
	Recognize social skills to keep out of trouble and resist pressure from others.	Identify effective social skills to avoid risky situations.	Demonstrate social skills to encourage self and others to choose healthy behaviors.
3.4 Understand how emotions influence decision making.	Recognize a variety of emotions and how they affect self and others. Develop strategies about how to act in emotional situations.	Describe how emotions may influence decision making and develop strategies about how to act in emotional situations.	Anticipate emotional situations and develop strategies to act in ways that are safe to self and others.

4. The student effectively analyzes health and safety information to develop health and fitness plans based on life goals. To meet this standard the student will:

COMPONENTS	BENCHMARK 1	BENCHMARK 2	BENCHMARK 3
4.1 Analyze health and safety information.	Identify how fitness and healthy living are required for careers and occupations.	Identify workplace health and safety issues associated with occupational/career fields of interest.	Investigate the health and fitness requirements for occupational/career areas of interest.
4.2 Develop a health and fitness plan and a monitoring system.	Set daily goals for improving health and fitness practices.	Develop a support system and record-keeping system to achieve health and fitness goals.	Develop, implement, and monitor a personal health and fitness plan, based on life goals for leisure and employment.