Adaptive Physical Education and Sport  
(Fall, 2017)  
Physical Education 411  
M, W, F  10:40-11:50)  
Service Learning Project (30 hours)  


COURSE DESCRIPTION:  
This course is designed to introduce to the student the skill, knowledge, and competencies necessary for planning, organizing, conducting, and evaluating programs and activities for individuals who exhibit special physical, intellectual, and/or behavioral traits, or some other exceptional need. Special attention will be focused on the **psychomotor domain**.

COURSE GOALS:  
1. Examine major issues regarding students with exceptional needs.  
2. Identify and describe state and federal legislation that affects students with special needs.  
3. Presentation of the etiology and effects of selected physical, sensory, mental, and emotional disorders.  
4. Introduction to appropriate instruments for assessing the motor development and physical fitness needs of persons with disabilities and special needs.  
5. Methods and applied service learning opportunities will be provided for students to plan, implement, and evaluate motor activities and other activities for children/adults.  
6. Contribute to student’s understanding of concerns, needs, and special problems facing the educator and student in providing physical activity for special populations.

COURSE OBJECTIVES:  
Students successfully completing this course will:  
1. Demonstrate an understanding of special education and the exceptional student  
2. Describe the current concepts and trends in adapted physical education/health education  
3. Demonstrate the ability to assess physical education abilities of a student requiring adapted physical education
4. Demonstrate the ability to successfully implement an adapted physical education program to a student with a disability

5. Articulate the influence of selected diseases, conditions, and/or disabilities on the learning and performance of physical education activities.

6. Demonstrate the ability to modify physical education and health activities to meet pupil needs and abilities.

7. Demonstrate a knowledge of sport opportunities available to students with disabilities;

8. Explain the whys of modifying teaching methods to meet unique pupil needs in all educational domains

9. Identify and describe state and federal laws that have an impact on special education delivery

10. Explain the process through which a student becomes eligible to receive special education services.

11. Appreciate the challenges and rewards on the impact of exceptionality in a child in special education.

**COURSE CONTENT:**

I. An introduction to adapted physical education and sport
   A. Definitions
   B. History
   C. Relevant court cases and laws
   D. Contemporary status

II. Planning and developing an individualized adapted physical education program
   A. Components of individualized education program
   B. Measuring and assessing students
   C. Criteria for eligibility for adapted physical education
   D. Alternative instructional placements in physical education and sport
   E. Teaching in the inclusive setting

III. Instructional and behavior management strategies
   A. General educational styles and strategies
   B. Teaching styles and adapted physical education
   C. Ways of facilitating skill acquisition
   D. Behavior management approaches emphasized in adapted physical education

IV. Children and youths with unique needs
   A. Intellectual disabilities
   B. Specific learning disabilities
   C. Behavioral disabilities
   D. Autism spectrum and social communication disorders
E. Visual disabilities
F. Deafness and deafblindness

G. Cerebral palsy, traumatic brain injury, and stroke
H. Spinal cord disabilities
I. Amputations, dwarfism, and les autres
J. Other health impairment (OHI) conditions
K. Students with other special conditions: injuries, longer-term disabilities

V. Developmental areas
   A. Health-related physical fitness and physical activity
   B. Motor development
   C. Perceptual–motor development
   D. Early childhood adapted physical education

VI. Activity areas and adapted physical education
   A. Team sports
   B. Individual, dual, and adventure sports and activities
   C. Aquatics
   D. Rhythmic movement and dance
   E. Other
EVALUATION/ASSESSMENT TECHNIQUES:
Methods and evaluations of special populations will be assessed through the use of both cognitive exams and practical application. (Obj. 1-11)

1. Class attendance and contributions to class discussion is required. (15%)
2. Comprehension of etiologies and issues relating to PL 94-142 will be assessed through the use of cognitive exams. (Obj. 1-11) 55%

3. Practical lab experiences (30+hours) will be assessed through journalizing, observation, lesson plan evaluation, and evaluation by supervisor(s). Proper attire is required when participating in class activities and in the Waukesha School or other work setting. You will need a background check to work in most settings.(Obj. 1, 3, 4, 6, 7, 8,11) 25%

4. Issue/essay paper/presentation will be used to examine contemporary adaptive issues. (Obj. 2, 3, 5, 8-10) 5%

Policy Statements

Statement on Academic Integrity – The Carroll College Academic Integrity Policy is located in your student handbook (pages 17-21). I encourage you to familiarize yourself with it. Any student caught cheating on any assignment will automatically receive a grade of 0 points on that assignment. In addition to this, the student’s course grade will be lowered by an additional full letter grade. When appropriate, this will be reported to the proper University authorities. I reserve the right to impose a sanction of failure in the course for egregious violations. If you have questions about appropriate citations, please ask.

Plagiarism is not defined by intention it is defined by result. If you turn in someone else’s words or ideas as your own it is plagiarism. There are no excusing conditions.

Accommodation for Disabilities – Any requests for accommodation must be made through Martha Bledsoe, Disability Services Coordinator at Carroll College. I will make appropriate accommodations once I receive notification from Ms. Broman.

Modifications to the syllabus: The instructor and the College reserve the right to modify, amend, or change the syllabus (schedule, course requirements, grading policy, etc.) as the curriculum and/or program require(s).
Graphic Syllabus of Adaptive Physical Education and Sport PED411

Week 1
Foundations of Adapted Physical Education
Chapters 1, 2, 3,

Week 2
Legislation

Week 3
Assessment/Evaluation
Chapters 4, 5

Week 4

Week 5
Instructional Strategies
Chapters 6, 7

Week 6
Cognitive Disabilities (ch. 8)

Week 7
Sensory Impairments (ch. 12, 13)

Week 8
Exam

Week 9
Physical Disability Conditions
Chapters 14, 15, 16

Week 10
Pervasitive Developmental Disorders

Week 11
Exam

Week 12
Learning Disabilities

Week 13
Other Impairments
Chapters 17, 18

Week 14
Developmental Considerations
Chapters 19, 20

Week 15
Exam

Concepts/The Assignments
Signature Assignment