

Overview

Adoption of lifelong healthy behaviors is influenced by adapted physical education (APE) experiences and participation, with the APE teacher acting as the facilitator for such experiences. This brochure highlights concepts and strategies to consider to create an maintain a successful APE class.

NATIONAL CENTER ON HEALTH, PHYSICAL ACTIVITY AND DISABILITY



Founded in 1999, the National Center on Health, Physical Activity and Disability (NCHPAD) is a public health practice and resource center on health promotion for persons with disability. The primary focus of NCHPAD is to improve the health, wellness and quality of life of people with disability by reducing barriers to physical activity and establishing healthy, inclusive communities for all. NCHPAD serves persons with physical, sensory and cognitive disability across the lifespan.

IMPORTANT PHONE NUMBERS

Principal: _____

School Nurse: _____

Counselor: _____

Security: _____

Teacher's Lounge: _____

Custodian: _____



POCKET TOOL FOR ADAPTED PHYSICAL EDUCATION (APE) TEACHERS:

A GUIDE TO A
SUCCESSFUL CLASS

CLASS IMPLEMENTATION PLAN (CIP)

- Attend IEP's & 504's to get to know your students better.
- Know what type of support staff is available at your school and establish rapport.
- Know EVERY student's name.
- Know your student's motor performance skills and needs to improve quality of life.
- Know the student's personal goals for sports and recreation and discuss with parents.
- Perform ongoing assessment to determine that goals are reached. Modify accordingly if goals are not met.
- Designate a safe place and ensure that students know how to access it.
- Inspect class materials and ensure proper functioning. Mentally rehearse your class. A checklist could be a useful tool.
- Do your research about the student's disability. Don't be afraid to ask.

CLASS MANAGEMENT PLAN (CMP)

INSTRUCTION

- Use signals, such as visuals or sounds, to grab student's attention.
- Try the silence technique. Punctuate student's waiting time by extending it five to 10 seconds even after the students are completely quiet.

GROUPS

- Consider task objectives to choose the appropriate number of students per group, whether homogeneous (same ability level) or heterogeneous (various ability level) grouping is appropriate.

CLASS MANAGEMENT

- Create and practice routines that maximize student's participation.
- Create visual reminders (e.g., pictures) on how to perform these routines.
- Provide extra time to complete assigned tasks.
- Use positive reinforcement specific to taught skills to help refine movement patterns and correct errors.
- Create a highly structured environment that is organized and predictable (e.g., warm-up, demonstration, activity, closure).

CLASS EVALUATION PLAN (CEP)

YARDSTICK OR RULER



Each student rates the activity by touching a number on the yardstick or ruler and sharing why they touched that number.



WEB OF COMPLIMENTS

The group passes an object around to each member. The student that receives the object must pick another student, and say why they are proud of him or her.



CONCENTRIC CIRCLES

The group forms two circles, an inner and an outer one, with students facing each other. Every so often, the inner circle rotates. When students meet their new partners, they must discuss the debrief question.



BEACH BALL

Write questions on a beach ball and throw the ball to whoever wants it. The student who catches the ball answers whichever question is closest to him or her.



SNAPSHOT

Students are asked: "If you were to take a picture at any moment during the activity, what would you have taken a picture of and how is it representative."