

Minnesota DAPE BEST PRACTICE Operational Guide 2012

—MINNESOTA DAPE—
Developmental Adapted Physical Education



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Minnesota Developmental Adapted Physical Education (DAPE) Leadership Committee

The Minnesota Developmental Adapted Physical Education Leadership Committee was established shortly after the landmark legislation for the *Education for All Handicapped Children Act of 1975*, otherwise referred to as *P.L. 94-142*. The committee is a volunteer based group of teachers who represent the 11 special education regions of Minnesota. The group includes representatives from higher education, a liaison from the Minnesota Department of Education, and at-large members. Total committee membership consists of 10-15 professionals. The MN DAPE Leadership Committee provides professional development activities, networking opportunities and advocacy for the field of Developmental Adapted Physical Education. The entire committee meets three times during the school year (September, January, April).

Activities and Events Supported by the DAPE Leadership Committee:

- The Annual Minnesota DAPE Conference held the last Thursday and Friday of September at Camp Friendship in Annandale, MN.
- The DAPE In Your Backyard Workshops held each spring at one of the 11 special education regions in MN.
- Publication of documents to support “Best Practice” in the field of Developmental Adapted Physical Education.
- Function as a resource for administrators, parents, and most importantly, DAPE professionals in MN.
- Regional DAPE activities such as “Activity Days” for DAPE students, regional meetings and workshops.
- Trifold template for school districts to develop their own DAPE brochure for dissemination.

These and additional resources can be found on the MN DAPE website.

MN DAPE Website Address:

www.mndape.org

Other MN DAPE Links:

<http://www.mnlowincidenceprojects.org/dape.html>

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Forward

At the time of this revision, the Minnesota Developmental Adapted Physical Education Leadership Committee is preparing for the 37th Annual MN DAPE Leadership Committee Conference. After 30+ years of being held at Camp Courage, Maple Lake, MN. This year's conference is being held at Camp Friendship, Annandale, MN.

Over those 37 years there have been many examples of how a dedicated group of volunteers representing 11 regions that cover the State, have come together in a collegial and collaborative model to provide DAPE teachers a forum for professional development and networking. This Best Practice Operational Guide is one example.

The MN DAPE Leadership Committee encourages users of this guide to work within your local special education unit as a vital and important part of that team. Current emphasis to complete comprehensive evaluations for a student to receive or continue to receive special education services mandate that all areas of the student be evaluated to determine a student's present level of academic and functional performance to determine needs which in turn is used to develop goals and specific objectives. It is the DAPE teacher who brings a unique perspective to that special education team. MN DAPE teachers see students from all categorical disability areas who meet MN DAPE Criteria. It is to that purpose that this revision is being completed.

In a departure from previous revisions that were done on a 5 - 10 year basis, this revision of the Best Practice Operational Guide is meant to be the most current resource for DAPE Teachers and will be revised in an ongoing manner.

Introduction

The purposes of this document are to provide DAPE teachers and administrators the following:

1. DAPE best practice information that includes:
 - MN eligibility criteria.
 - MN service requirements.
 - Pre-referral and referral processes.
2. DAPE resources for program development that include:
 - Sample goals and objectives.
 - Suggested assessment and evaluation tools.
 - NASPE and MN PE Standards and Benchmarks.

The intent is to allow the reader to follow the due process from pre-referral to placement options and service delivery. Everything in this document is based on the MN eligibility criteria that determines placement for DAPE service as stated in MN Rule on the following pages.

Information contained in this document can be supplemented by the preschool *Active Learning Early Childhood Guide* (<http://www.mndape.org/uploads/activelearningresourceguide.pdf>) developed for students ages birth to five. Copies are available from the MN DAPE website (www.mndape.org) and the Minnesota Low Incidence Projects (<http://www.mnlowincidenceprojects.org/dapeOtherResources.html>).

Minnesota Universities 2012 Physical Education with DAPE Licensure Programs

Bemidji State University

<http://www.bemidjistate.edu/academics/catalog/20133/program/dape>

Minnesota State University at Mankato

<http://ahn.mnsu.edu/hp/undergraduate/dape.html>

Minnesota State University at Moorhead

<http://www.mnstate.edu/hpe/licensureindevelopmentalandadaptedphysicaleducation.aspx>

Southwest State University

<http://www.smsu.edu/catalog/?program=physical>

St. Cloud State University

<http://bulletin.stcloudstate.edu/ugb/programs/pess.asp>

University of Minnesota at the Twin Cities campus

<http://www.cehd.umn.edu/kin/kinesiology/MEd/dape.html>

Winona State University

<http://www.winona.edu/pess/pdf/Adaptive%20requirements.pdf>

Minnesota Rule 3525.1352
Developmental Adapted Physical Education: Special Education

Subpart 1. Definition. “Developmental adapted physical education: special education” means specifically designed physical education instruction and services for pupils with disabilities who have a substantial delay or disorder in physical development. Developmental adapted physical education: special education instruction for pupil’s age three to 21 may include development of physical fitness, motor fitness, fundamental motor skills and patterns, skills in aquatics, dance, individual and group games, and sports.

Students with conditions such as obesity, temporary injuries, and short-term or temporary illness or disabilities are termed special needs students. Special needs students are not eligible for developmental adapted physical education: special education. Provisions for these students must be made within regular physical as described in Minnesota Statutes, section 126.02.

Subpart 2. Criteria. A pupil is eligible for developmental adapted physical education: special education when the team determines the pupil has met the criteria in items A and B.

A. The pupil has one of the following disabilities in each respective criteria in parts 3525.1325 to 3525.1341, 3525.1345, and 3525.1347: autism, deaf/blind, emotional or behavioral disorders, hearing impaired, specific learning disabilities, mentally impaired, severely multiply impaired, other health impaired, physically impaired, visually impaired, or part 3525.2335, subpart 1, item C.

B. The pupil is determined by the team to need specifically designed physical education instruction because:

(1) The pupil’s performance on an appropriately selected, technically adequate, norm-referenced psychomotor or physical fitness instrument is 1.5 standard deviations or more below the mean. The instrument must be individually administered by appropriately licensed teachers;

OR

(2) The pupil’s development or achievement and independence in school, home, and community settings is inadequate to allow the pupil to succeed in the regular physical education program as supported by written documentation from two or more of the following: motor and skill checklists; informal tests; criterion-referenced measures; deficits in achievement related to the defined curriculum; medical history or reports; parent and staff interviews; systematic observations; and social, emotional, and behavioral assessments.

Reminder:

1.5 standard deviations is equivalent to the 7th percentile.

Definition of Special Education

In 1990, Public Law 101-336 Individuals with Disabilities Education Act (IDEA) reflected a composite and the most recent version and amendments of legislation prior to this time.

Specifically, IDEA defines special education as, “specially designed instruction, at no cost to parents, to meet the unique needs of an individual with a disability, including

1. Instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings.
2. Instruction in *physical education*. (This identifies physical education distinctly as a direct service that is defined as being a service that *must* be provided to all students with disabilities.)

It further defines *related services* as “transportation and such developmental, corrective, and other supportive services (including speech pathology and audiology, psychological services, *physical and occupational* therapy, recreational including therapeutic recreation, social work services, and medical service except that such medical services shall be for diagnostic and evaluating purposes only) as *may* be required to assist the child with a disability to benefit from special education...”

Definition of Physical Education

The IDEA Law 34 CFR 300.26 (2) defined physical education as the “development of

- Physical and motor fitness;
- Fundamental motor skills and patterns; and
- Skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports).

This term includes special physical education, adapted physical education, movement education, and motor development.”

CFR 34 300.17 AUTH: 20 U.S.C. 1401(a)(16)

Physical Education is further defined as:

- General... Physical Education services, specially designed if necessary, must be made available to every child with a disability receiving FAPE (free and appropriate public education).
- Regular physical education. Each child with a disability must be afforded the opportunity to participate in the regular physical education program available to non-disabled children unless:
(a) The child is enrolled full time in a separate facility; or
(b) The child needs specially designed physical education, as prescribed in the IEP.

Special physical education. If specially designed physical education is prescribed in a child’s IEP, the public agency responsible for the education of that child shall provide services directly, or make arrangements for those services to be provided through other public or private programs.
(d) Education in separate facilities. The public agency responsible for the education of a child with a disability who is enrolled in a separate facility shall ensure that the child receives appropriate physical education services in compliance with paragraphs (a) and (c) of this section.

34 CFR 300.307

AUTH. 20 U.S.C. 1401(a) (25) 1412(a) (5) (A)

Note: The report of the House of Representatives on Public Law 94-142 includes the following statement regarding physical education: Special education as set forth in the Committee bill includes instruction in physical education, which is provided as a matter of course to all non-handicapped children enrolled in public elementary and secondary schools. The committee is concerned that although these services are available to and required of all children in our school systems, they are often viewed as a luxury for handicapped children.

The Committee expects the Commissioner of Education to take whatever action is necessary to ensure that physical education services are available to all handicapped children, and has specifically included physical education within the definition of special education to make clear that the Committee expects such services, specially designed where necessary, to be provided as an integral part of the educational program of every handicapped child.

AUTH. H.R. Rep. No. 93-332, p. 9 (1975)

Due Process and IEP Development

Due process refers to the procedures of planning, evaluation and implementation that insure quality DAPE for students with disabilities. Federal law, state statutes and local education district policy guide due process. Based on best teaching practices that use a team approach, due process meets the needs of the students for which service is provided. Team members can include, but are not limited to, parent/guardian, student, advocacy representative, special education teachers (including DAPE teacher), general education teachers, district authority or representative, therapists, psychologist, school nurse, and social worker. Due process is a system of checks and balances that must be followed for quality assurance.

The main theme of this section is to impress upon the DAPE teacher that due process refers to a systematic approach from referral to service delivery. This approach is required by law and guarantees appropriate service delivery for the student with a disability.

DAPE is a special education service that includes physical and motor fitness; fundamental motor skills and patterns; and skills in aquatics, dance, and individual, group and team games and sports. Minnesota requires a licensure in Developmental Adapted Physical Education to provide service. Licensure is set forth by the requirements by the Minnesota Department of Education. There are several higher education institutions that have DAPE licensure programs in the state of Minnesota. See introduction page.

Due Process Procedure

Step One: Pre-Referral Interventions

Pre-referral intervention is the first step used when there is concern regarding the student's academic (includes physical education) progress and/or behavior. In order to properly determine appropriate interventions a multidisciplinary team (i.e., Child Study Team) is convened. This team must include the physical education and DAPE teacher. It is critical for comprehensive reviews to include consideration of the student's health, physical and motor development. This review can only be complete when qualified physical education and DAPE teachers participate. Pre-referral interventions, assessment determinations, and assessments require teams, which understand the needs and education implications of sensory, health, physical and intellectual impairments.

Reminder:

The Pre-referral Interventions are the same as RtI (Response to Intervention) or PDI (Planned Documented Intervention).

Pre-referral intervention process includes the following:

- General PE teacher or other education team member plans informal intervention(s) to address concern regarding student progress (in physical education).
- General PE teacher or other education team member contacts the student and parent/guardian to make them aware of concerns.
- General PE teacher or other education team member meet with Child Study Team to develop written, formal intervention plans. Minnesota statute requires two documented pre-referral interventions that are specifically designed for the student.
- Define timelines for the planned formal interventions.
- Document collaborative support by other staff and/or parents.
- Document the outcome of the plan.

Step Two: Referral Process

The general education teacher brings the results of the documented interventions to the Child/Learner Study Team. This team reviews the results of the interventions and determines if a special education evaluation is necessary. If so, a case manager is assigned. If there is a motor, physical/health or behavioral concern, which may impact the student's performance in general education physical education, the DAPE teacher must be part of the team.

Step Three: Evaluation Process

The special education team, consisting of a case manager, parents/guardians, general education teachers and any other school personnel who have a stake in the education of that student, meets to determine the areas of learning to be evaluated, to identify assessment tools, and those responsible to administer the evaluations.

A Notice of Educational Evaluation must contain the parent/guardian written consent for an initial evaluation before that evaluation begins. For a Re-evaluation Plan, the district may proceed if it can demonstrate and document that it has taken reasonable measures to obtain parent/guardian written consent. From the time the signed Evaluation Plan is returned to the school, the team has 30 school days to complete the process and develop the Evaluation Summary Report. (See Step Five.)

The DAPE teacher can contribute to the following areas of evaluation process and the Evaluation Summary Report: Academic Performance; Motor Skills; Health/ Physical; Emotional, Social and Behavioral Development; and Functional Skills.

Step Four: Evaluation

The person responsible for each evaluation area administers the appropriate assessment (both formal and informal), reviews records, collects data, observes the student performance and documents the findings. This information becomes part of the Evaluation Summary Report. The Case Manager notifies all members of the evaluation team, including parents/guardians, of the Evaluation Team Meeting.

Step Five: Evaluation Team Meeting

Each member of the evaluation team shares specific assessments results. These compiled results become the Evaluation Summary Report. The team determines the eligibility for special education service based on the formal and informal assessment results. The dialogue between team members is an important part of this eligibility decision.

The Evaluation Summary Report must include:

- Information reported by parents.
- Evaluation results (**specific data must be used**).
- Interpretation of evaluation results, addressing all criteria components, and determination of eligibility verifying the student has a disability and is in need of special education services.
- Educational needs of the student.

Step Six: Individual Educational Plan

Once special education eligibility is determined, members of the special education team meet to develop the Individual Education Plan (IEP). The IEP must include:

- Present Level of Academic and Functional Performance (PLAFP) documenting the student's current abilities.
- Educational Needs of the student as determined by the evaluation.
- Annual Goals written for each educational need (be sure that the goal addresses the correct goal area; Academic Performance; Motor Skills; Health/ Physical; Emotional, Social and Behavioral Development; and Functional Skills).
- Specific Objectives, **a minimum of two**, written for each annual goal. These objectives are measurable steps toward the annual goal(s).
- Adaptations in General and Special Education describing the type and kind of adaptations to be made in the school environment necessary to meet the learner's special education needs. This is a description of how special education support service will be provided for the learner in all settings. Examples include curriculum changes, assistive technology devices, and grading policies.
- Progress Reporting Information that is determined in the IEP meeting. It must be reported at the same intervals as established by general education.
- Special Education and Related Services that include instruction or the type of service provided, identify who will provide the service, designate the learning environment (general ed. or special ed.), anticipate frequency, total minutes of service per week (indirect or direct), and the service start date and anticipated duration.

- Least Restrictive Environment (LRE) Justification statement that explains why the student is not educated completely in the same environment as students without disabilities.
- Extended School Year statement that determines if extended school year services are required for the student.
- Minnesota Comprehensive Assessment or Minnesota Test of Academic Skills is required.
- Interagency Services that are required for students who qualify (i.e., county social work, parole officers, group home personnel, county health).

Step Seven: Notice of Proposed Special Education Services

On the initial IEP, a parent/guardian must give written permission for special education services to proceed. Signature is also required if significant changes to the IEP are proposed or if special education services are discontinued. When DAPE service is discontinued, a one-year follow up must be done and results reported by the IEP team to determine student need. Revisiting placement options within this time frame allows student to be moved without further evaluation.

DAPE Teacher Role in the IEP Development Process

DAPE teachers must contribute the writing of the IEP. It is considered ‘best practice’ for DAPE teachers to attend IEP team meetings and be included in the team decision making process. If attendance is not possible, it is essential to submit the required IEP information below to the case manager. Also, contacting parents is useful and may be necessary to gather information for the IEP process.

The required IEP information submitted by the DAPE teacher includes:

1. Present Level of Educational Performance (PLEP) with a specific educational needs statement.
2. Annual DAPE goals and objectives that relate to performance in the physical education/gross motor area:
 - a. Physical and motor fitness;
 - b. Fundamental motor skills and patterns;
 - c. Skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports);
 - d. Responsible personal and social behavior in physical activity settings (Behavioral Skills);
 - e. Adaptations in General and Special Education (in physical education or DAPE);
 - f. Progress reporting information to case manager (frequency of student progress as reported to parents).
3. Special Education and Related Service Information:
 - a. Type of service provided (direct or indirect).
 - b. Who (actual name and title of person) provides service.
 - c. Learning environment identified.
 - d. Frequency of service (total minutes of service per week, service start date, anticipated duration).

Assessment/Evaluation and DAPE

The provision of appropriate DAPE service is dependent upon information that is derived from the special education assessment/evaluation process. Through the assessment process, assessment information gathered is designed to show how the development or learning of an individual is compared to a set of clearly understood and accepted expectations and standards.

The assessment section will address the special education assessment process used in Minnesota. Specifically the assessment guidelines will include information on legal and due process considerations, the identification of student needs and the selection and application of appropriate test instruments.

What is Assessment?

Assessment is the process of gathering information about a student in order to make an informed decision. Assessment, as part of special education, is the basis of determining a pupil's strengths, needs and eligibility for special education support service. Assessment utilizes formal and informal procedures to gather information to determine a pupil's strengths, needs and eligibility for special education services. Through the interpretation of assessment information, a decision can be made about eligibility, student based educational needs, possible goals and objectives, program services and placement options.

Legal Requirements

Federal and State statute and rule governing the provision of special education service defines and describes specific requirements for assessment. These requirements must be met in order to ensure clarity, objectivity and accuracy when making decisions about eligibility and potential program services. In Minnesota, continuity between school districts in the process of documenting compliance with law and rule has been supported by the establishment of state required special education forms. The goal of these forms is to provide guidance to school staff and parents for an ongoing dialog about the educational programming for each student with a disability who is in need of special education.

The intent of the Individuals with Disabilities Education Act – IDEA (P.L. 101-476) is to ensure the provision of a Free and Appropriate Public Education (FAPE) to individuals with disabilities. This “zero reject” philosophy of the IDEA ensures that all students with disabilities, ages 3-21, are entitled to receive a FAPE in the Least Restrictive Environment (LRE). Ages 0-2 are addressed in the Federal mandate; however, the provision of special education services to children below age 3 is left to the discretion of individual states. Minnesota provides special education services to infants and toddlers with disabilities. Included in the determinations of an appropriate public education is consideration of successful participation in physical education. Through assessment, the achievement of the student can be reviewed in order to determine the appropriateness of the student's physical education program.

The IDEA requires that the student be assessed in all areas of the suspected disability using technically adequate test instruments and procedures. Minnesota Statute requires that prior to the assessment, the student's general *physical* education teacher is to document the instructional

strategies, alternatives or interventions that s/he has used with the student in an attempt to resolve any learning difficulties or concerns, (motor, cognitive, or behavioral) that may exist.

Legal requirements of assessment within the IDEA and Minnesota Rule include:

M.R. 3525.2750 Subp.1. A.-E. Assessment or Reassessment.

The assessment must reflect the student's present level of performance and shall be the basis for later educational planning. An assessment must be conducted when a student's academic, behavioral, emotional, social, physical, communication or functional skill acquisition in the *current regular* educational placement indicates a disability and a need for a special educational placement, program or service. In accordance with IDEA 34 CFR 300.536 (b), *an assessment must be conducted at least every three years. If the two previous reassessments have been consistent and valid, a reassessment of intellectual ability is not needed. An assessment may be conducted in the student or other agency requests it and must be conducted if the parent or student over 18 makes the request.* The assessment must be conducted by a multidisciplinary team in accordance with Minnesota Rules, parts 3535.0900 to 3535.1200 together with an assessment plan developed as part of the referral review. The team shall conduct a comprehensive assessment in those areas of suspected disability using technically adequate instruments and procedures.

34 CRF 300.530 (a) (l) (i)

Testing and evaluation materials and procedures used for the purposes of evaluation and placement of students with disabilities are selected and administered so as to not be racially or culturally discriminatory.

M.R. 3525.2750 Subp.1.1.

The assessment must be conducted with procedures that ensure that, in accordance with recognized professional standards, testing and evaluation materials and procedures used for purposes of identification, assessment, classification, educational program plan development, educational placement, including special education services, program implementation, review, and evaluation, notice, and hearing are selected and administered so as to be nondiscriminatory, including cultural discrimination. The procedures and materials shall take into account the special limitations of persons with disabilities and the racial or cultural difference presented by persons and must be justified on the basis of the usefulness in making educational program decisions that serve the individual student. The assessment process requires that more than one test be administered in determining the unique educational needs of a pupil with a disability.

This is because

- (a) tests tend not to be perfect;
- (b) a single test will not likely reveal sufficient information to ensure a comprehensive assessment;
- (c) standardized tests are best suited for making placement decisions while criterion referenced tests are better suited for making program decisions.

Different tests provide different information about the student.

34 CFR 300.532 (f)

LEA's (Local Educational Agency) shall ensure that no single procedure is used as the sole criterion for determining an appropriate educational program for a student.

The test must measure ability, not disability. It is important to be clear about what a test purports to measure. A test which is intended to measure motor skill performance or physical fitness must not discriminate on the basis of the pupil's disability. The pupil with a learning disability who has difficulty following verbal directions may not perform at his/her ability level if only verbal directions are given. The student may need visual cues and demonstration in addition to the verbal instructions. A formal, standardized test that does not allow for demonstration may be an inappropriate test for this student. If this test is given to the student, it may be discriminatory as it does not accommodate for the student's disability.

M.R. 3525.2750 Subp. 1.H.

The assessment must be performed in accordance with recognized professional standards which include recognition or accommodation for persons whose differences or conditions cause standardized tests to be invalid and otherwise in accordance with the requirements of nondiscrimination.

Assessment or Evaluation Options

Assessment options include formal, informal, norm reference, criterion reference, product and process. As the six categories of assessments provide different information about the student, they all play an important role in the assessment process. Assessments are product oriented, process oriented, or a combination of both. A promising practice is to use a combination of assessment options in order to assemble a picture of the whole child.

Formal Assessment or Evaluation

Formal assessments have standardized, uniform conditions and/or directions. Formal assessment requires that the test directions and conditions must be precisely followed. Modifications and adaptations of the test procedures cannot be made for the student and therefore, the test is no longer a valid, formal test. If adaptations or modifications are made for the student, the formal test becomes an informal test. Formal assessment usually emphasizes the product instead of the process.

The advantage of the formal assessment is that they allow different teachers to administer the same test in a consistent manner. In addition, as formal assessments provide a comparison to peers, they are useful in determining eligibility for DAPE service and placement options.

A disadvantage is that formal tests only permit a specified set of tasks to be performed and measured. In addition, formal assessments may not be useful in program planning as their application is often difficult to relate to the PE curriculum.

Informal Assessment or Evaluation

Informal assessments do not have standardized or uniform conditions or directions. A formal test that has been modified or adapted for a student becomes an informal test.

The advantage of informal assessments is that they allow for observations and testing in natural settings. They also allow teachers to modify and adapt the assessment if necessary for the student being assessed.

A disadvantage of informal assessment is that the results are often difficult to compare to peers and validity and reliability information are generally not available. Examples of informal assessment include: Curriculum Based assessment, ecological assessment, criterion reference test, systematic observation, motor checklist, interviews, questionnaire, teacher information, medical history, and rating scale.

Sample Individual Education Plan Development (IEP's)

The following samples for elementary, middle and high school IEP's demonstrate how to align DAPE programming with the recommended NASPE (National Association of Sport and Physical Education) MN PE Standards and Benchmarks. The chosen goals and objectives are modified to include and meet the NASPE (www.aahperd.org/naspe/standards/nationalstandards/) and MN PE Standards and Benchmarks (www.mndape.org).

The DAPE Leadership Committee encourages the inclusion of NASPE and MN PE Standards when writing student IEP's.

Elementary Sample

Eric is a 3rd grader with a primary disability of DCD (Developmental Cognitive Delay).

Present Level of Academic and Functional Educational Performance (PLAFP).

Eric is an active young boy who enjoys a variety of individual and team activities, he has difficulty with rules and strategies related to 3rd grade benchmarks, 30% accuracy.

Locomotor Skills: Eric's patterns of skipping & hopping on one foot, met 3/5 criteria. His patterns of walking, running, and galloping met 5/5 criteria.

Object Control Skills: He can kick a stationary ball (5/5), but has difficulty tracking and kicking a moving ball (2/5)

Physical Fitness: Recent results of physical fitness testing indicate that Eric has appropriate health and fitness levels.

Functional: Eric enjoys playing simple games alongside of his classmates. He correctly follows the rules during games at a 25% success rate.

Educational needs.

Eric needs to improve his basic locomotor skills of skipping and hopping on one foot for increased participation with his peers.

Eric needs to improve his object control skills (kicking) for increased participation during games.

Eric needs an understanding of rules for basic games and activities.

Annual goal #1.

Physical Activity

During this IEP, Eric will demonstrate increase his performance of motor skills and movement patterns needed to perform a variety of physical activities from his current level of 60% to the 80% level.

Objectives or benchmarks.

1. Eric will demonstrate a functional skipping pattern for 50 feet, 6 out of 10 trials on 5 separate occasions as observed by PE teacher and/or DAPE teacher.
2. Eric will demonstrate functional hopping on preferred foot for 10 seconds on 5 separate occasions as observed by PE teacher and/or DAPE teacher.
3. During low organized games, Eric will kick a moving ball to a stationary target 5 out of 10 trials on 5 separate occasions as observed by PE teacher and/or DAPE teacher.

Annual goal #2.

Functional Skills

By the end of this Annual IEP, Eric will improve his use of rules in games within his Physical Education class from a 25% rate to a 60% rate.

Objectives or benchmarks.

1. Eric will improve his use the rules from a 25% to 40% rate in various low organized games on 5 separate occasions as observed by the PE teacher and/or DAPE teacher.
2. During a tag game, Eric will increase his understanding of the rules of the game by moving from correctly tagging 40% of the time to 60% on three different days as observed by DAPE teacher.

Middle School Sample

Linda is a seventh grade girl who has autism (Asperger's Syndrome)

Present Level of Academic and Functional Performance (PLAFP).

Physical Fitness: She demonstrates low endurance (18 minute mile, with 5 minutes in target heart rate zone), low strength (2 push-ups) and good flexibility (16 sit bend and reach) during fitness testing.

Motor Skills: Her object control skills are functional; overhand throwing pattern (8/10), two-handed catch (7/10 softball sized whiffle ball), striking (7/10 tennis volleys).

Linda prefers self-directed, independent work involving light activity. Environmental noise (i.e., vacuum cleaner, sounds from adjoining spaces) interferes with her ability to participate and attend. Linda chooses to play separate from the group. She loves repetition and a variety of equipment. Linda participates best in small groups and when rules and strategies are simple. Linda communicates using gestures and by answering yes/no questions. Parents indicate a desire to have Linda participate in family-based activities (i.e., swimming, cross country skiing).

Educational needs.

Linda needs to increase the number of activities and the duration of her participation. Linda needs exposure and experiences to acquire skills for a variety of lifetime fitness activities.

Annual goal #1.

Physical Activity and Rec/Leisure

During this Annual IEP, Linda will increase her participation in physical activity in her target heart rate zone, moving from 3 days per week to 5 days per week (combined school and home).

Objectives or benchmarks.

1. While swimming a stroke of her choice, Linda will increase her time spent in her target heart rate zone from 5 minutes to 10 minutes on 3 separate days as observed by PE teacher, Parent or DAPE teacher.
2. Linda will roller or in-line skate during her class for 20 minutes while increasing time in her target heart from 10 minutes to 15 minutes three separate occasions as observed by the PE or DAPE teacher.
3. Using a pedometer throughout the day, Linda will increase her step total from 5,000 steps per day to 10,000 steps per day for a period of one month and log the results as monitored by the parents and reported to the PE or DAPE teacher.

High School Sample: Transition IEP

Brad is 10th grade student. His primary disability is PHD (Physically Impaired).

Present Level of Academic and Functional Performance (PLAFP).

I have Spina Bifida and move around the environment using a self-propelled wheelchair or by walking on my hands as my legs stay in contact with the floor behind me. I also use a hand cranked ergometer for recreational purposes for up to 15 minutes. I am able to get my heart rate to 130 bpm for 15 minutes. In the weight room, I perform 3 set of 10 repetitions with a 5 lb dumbbell doing shoulder presses and arm curls. I also perform a behind the head triceps extension with the 5 lb dumbbell. I will also use orange and purple colored resistance bands to perform a variety of upper body exercises. I do a seated row with both arms at the same time and a seated chest press with one arm at a time. I also perform lateral rotation of the shoulder and medial rotation of the shoulder exercises with the resistance tube with one arm at a time. I can also perform lateral extension of the shoulder with a tube above my head with both arms. I can also perform side and front raises for my shoulder muscles with a 5 lb dumbbell. On the pulley machine I can perform 3 sets of 10 on the lat pull down (30 lbs), triceps extension (30 lbs), and incline row (30 lbs). When not in the weight room I have been working on fine motor skills and coordination with a suction cup crossbow to aim at objects on the whiteboard. I am able to pass and catch a Nerf football with a partner successfully 50% of the time at a distance of 15 feet. I also enjoy using the Nintendo Wii to play tennis or bowling. I am outgoing and enjoy the challenge of trying new things. I prefer to make decisions regarding my personal fitness and recreation. I participate in adapted athletics (floor hockey and softball). Outside of school I enjoy bowling and softball, and walking my dog. I have strong social and verbal skills.

Educational needs.

I need to explore community activities, facilities and equipment which allow me to keep active after I graduate from high school. I need to improve my form while performing fitness activities to get the maximum benefit from my exercises. I need to develop skills necessary for participation in activities that interest me that are offered in the various community facilities.

Transitional activities. (Students age 14 and older. Identify person(s) accountable for each activity.)

I will participate in Adapted Athletics (floor hockey and softball). My parents and I will be responsible for signing me up and participating in the practices and games.

I will continue to explore community recreational facilities (bowling alley, YMCA). My parents, school personnel and I will be responsible for transportation to these facilities.

Physical Activity

Annual goal #1.

During this IEP, I will successfully research the information needed to independently participate in 3 fitness or recreational activities in my community as documented by the DAPE teacher.

Objectives or benchmarks.

1. I will create a list of 6 recreational and fitness activities that I am interested in participating in that are available in my immediate community.
2. I will use my full range of motion when performing strength training exercises 90% of the time.

Program Planning Philosophy

Physical education is an essential and basic component of a comprehensive educational program. Physical education contributes to the total development of every child through the natural medium of human movement and physical activity. It is through the synthesis of human movement and physical activity that unique relationships develop between the physical, social, emotional and intellectual needs of each student. Physical education promotes a healthy body, develops coordination and motor skills, fosters creativity, and enhances peer interaction and socialization.

DAPE is a special education service area defined by two areas of instructional support.

The term “Developmental” focuses on the outcomes to be achieved in an environment that allows for sequential growth through a process of assessment: planning, program implementation, and progress evaluation. Each student’s unique physical, social, emotional and intellectual development is considered when determining how the outcomes are to be achieved. Through an individualized approach that recognizes personal interests and abilities, appropriate expectations are determined. It is through a carefully planned, diversified program of “developmental” activities, games, sports, and rhythms suited to the interest and capabilities of each student that the outcomes could be realized.

The term “Adapted” focuses on individualizing the instructional process. Instructional adaptation includes selecting the setting and environment, determining the pace of instruction, providing appropriate teaching strategies and modifying equipment.

DAPE programming must incorporate the philosophy of the physical education and special education programs. It is through the collaboration of physical education and special education that appropriate individual programming can be determined for each student. DAPE programming supports the regular physical education curriculum. Assessment, curriculum development and instruction are critical components in both DAPE and regular physical education programming.

Through DAPE, learners with disabilities can achieve greater degrees of social independence, emotional stability, physical well-being and intellectual development. For these reasons, assessment procedures, curricular content, and instructional strategies are developed to ensure that all students are provided appropriate physical education. Appropriate programming is dependent on qualified instructors who can individualize instruction to meet the unique needs of each student.

Curriculum and Instruction

DAPE programs should align with the regular physical education curriculum. The DAPE student is entitled to receive comparable instruction in the psychomotor, cognitive and affective domains. The student's instructional program should be provided in the least restrictive environment (LRE). Appropriate individualized curriculum is intended to provide experiences that teach and reinforce skills necessary for safe and successful participation in the physical education setting. This is important because many DAPE students participate in regular physical education.

Program activities should be selected to promote and enhance the skill development of the student. Teaching methods and instructional strategies must be designed to meet each student's unique learning style. In designing activities and developing instructional strategies, the following beliefs should be considered:

- All students can learn.
- Students must be educated in the least restrictive environment.
- Essential, age appropriate skills should be taught within the student's developmental level.
- Activities should be designed to meet the standards of both DAPE and regular physical education programs.

National Association of Sport and Physical Education (NASPE) 2004

The National Association for Sport and Physical Education appointed the Outcomes Committee to answer the question "What should students know and be able to do?" The "Outcomes Project" culminated in the development of a definition of the physically educated person and six national standards for physical education. This definition included five major focus areas, specifying that a physically educated person:

- Has learned skills necessary to perform a variety of physical activities
- Is physically fit
- Does participate regularly in physical activity
- Knows the implications of and the benefits from involvement in physical activities
- Values physical activity and its contribution to a healthful lifestyle

This common definition and language give physical educators across the country a foundation for curriculum development for both general physical education and therefore, developmental adapted physical education.

MN PE Standards and Benchmarks

The DAPE Leadership Committee encourages the use of MN PE Standards, Benchmarks and Activities when designing local physical education curriculum and program planning for DAPE and general education students.

(See MNDAPE.org for NASPE, MN and Adapted Standards).

Scheduling

Scheduling for the DAPE student is dependent on the student's identified educational needs. Students receiving DAPE must receive the same minimum time requirements as the students in the general physical education program. Additional physical education time may be required for the DAPE student depending on the student's identified educational needs. The amount of physical education must be stated on the IEP.

One scheduling concern is determining when the DAPE service time will take place. Scheduling problems may arise due to regular classroom schedules. Scheduling DAPE service time should be established by the IEP team at the IEP meeting. Concerns and conflicts should be discussed to avoid potential problems. The administrator designee should assist the IEP team when scheduling conflicts arise.

Caseload

Most practitioners will have a combination of students receiving direct and indirect service on their caseloads; therefore, considerations in determining caseload should be given to the following factors:

- Individual student needs
- Number of schools served
- Travel time between schools
- Setting up and taking down equipment
- Service delivery system options
- Job related responsibilities
- Diversity of disabilities
- Staff consultations
- Availability of facilities
- School building schedules

The size of the DAPE class and the amount of supervision required is dependent of the various disabilities, activity selection, and the student's individual needs.

Accountability

To ensure accountability, appropriate documentation and implementation of the IEP is important. Detailed records should be kept by teachers and administrators to document program components and the service delivery system (data collection).

The individual student DAPE records should include IEP information, instructional strategies, safety considerations, documented student progress, copies of written communication to staff and parents, telephone logs, due process forms, medical forms and the documentation required by the local school district.

The medical status of the student must be shared with the DAPE teacher and the general physical education teacher before planning the student's program. Medical records of the student should be checked to see if any medical problems exist (requires a release of information consent form). If the student has an existing medical condition, it is the responsibility of the DAPE teacher to become familiar with the condition and the implications for participation in physical education.

Service Delivery System

Federal law guarantees students the opportunity to participate in physical education regardless of their physical, mental or emotional abilities. However, the physical education environment and instructional strategies may differ for students who receive DAPE service. It is important to remember when considering service delivery and placement options, that the student must receive instruction in the least restrictive environment (LRE).

The intent of the service delivery system is to design an individual program for the student. Selection of a service delivery option and placement option depends on the unique needs of the student. Service delivery options should not be confused with placement options. Service delivery options are the provisions of DAPE service. Placement options define the instructional service and the setting that instruction will take place in.

Service Delivery Options

Regular physical education.

The student receives instruction in the regular physical education class. Responsibility for instruction resides with the regular physical education teacher. Incidental DAPE support services are available through the special education program. Support services include assessment, monitoring and follow up.

Indirect service.

The indirect service option provides instruction for the student in the regular physical education class. Consultation is provided by the DAPE teacher for the regular physical education staff and other professionals working with the student. Consultation may include administering assessments, communication with staff and parents, staff in-service, providing necessary resources. Consultation also includes modifications and adaptations of the program, including

instructional techniques, facilities and equipment. Responsibility for service delivery resides with the regular physical education teacher and DAPE teacher.

Direct service.

In the direct service option, the DAPE teacher provides instruction directly to the student. The student's identified educational needs cannot be met in the regular physical education class without DAPE support. Instruction may take place in the regular physical education class, in a small group DAPE setting, in an individualized setting or in any combination of settings. Responsibility for instruction resides with the DAPE teacher and possibly the regular physical education teacher.

Placement Options

Regular physical education.

The student is enrolled in the regular physical education class. No modifications or adaptations are necessary for the student in this program option. The IEP must state that the student participates in the regular physical education program. Service delivery option: Regular physical education.

Regular physical education with adaptations.

The student is enrolled in the regular physical education class with adaptations. The regular physical education program appropriately meets the student's needs.

Consultation is provided by the DAPE teacher to the regular physical education teacher. The IEP must state the general adaptations to be made for the student and the consultation service to the teacher. Service delivery option: Indirect service.

Specially designed physical education.

The physical education program is designed to meet the unique educational needs of the student. The student may participate in

- Regular physical education class with assistance from the DAPE teacher.
- Regular physical education within designated units and receive individualized instruction when the regular physical education program is inappropriate.
- A small group DAPE class for the reinforcement of skill development in addition to regular physical education class.
- A small group DAPE class separate from regular physical education.

The IEP must document educational strengths, needs, goals and objectives in physical education and the rationale for separate programming. Service delivery option: Direct service.

Physical education in special settings: Individualized instruction.

Students placed in full time special education settings and who are unable to participate in a group designed DAPE program must be provided an appropriate *individualized* program. The IEP must state the rationale for a separate, individualized program with documented strength, educational needs, goals and objectives. Service delivery option: Direct service.

Adaptations in Regular and Special Education

When making accommodations and modifications for students receiving DAPE service, it is important to understand and analyze the district's physical education scope and sequence, curriculum, available equipment, grading policies, test taking procedures, locker room policies, class rules, individual teacher policies and behavioral expectations. This information assists in making appropriate accommodations and modifications for the student.

Suggestions for physical education modifications and accommodations include equipment, curriculum changes, grading, changing clothes, locker room usage (extended locker room time, no locker room use), provision of support services (paraprofessional assistance, related services), role and responsibility of the physical education teacher, equipment and materials. Removal from the regular physical education class for specific units or activities also may be a consideration.

DAPE Exit Criteria

Throughout the IEP process, it is important to continually monitor the student's progress. The progress is formally discussed through the periodic review. A periodic review date must be stated on the IEP. The IEP team reviews the goals, objectives, service delivery and placement options and documents student progress. Adjustments to the IEP are made during this review and are based upon the updated student performance and needs. A periodic review must be held annually. Periodic reviews may be scheduled whenever the IEP team determines that a review is necessary.

A student may be dismissed from DAPE service upon recommendation by the DAPE teacher. The program exit must be in accordance with Federal Regulations and Minnesota Rules. When DAPE services are discontinued, the student should be able to participate independently in the general physical education class. One year after a student exits from the DAPE program, the DAPE teacher is required to follow up on the progress of that student in the general physical education setting.

