

PARTNERS IN PHYSICAL EDUCATION

A Program for Training
Secondary General Education Students
To Educate Students with Unique Abilities



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Section 1:

PROGRAM **O**VERVIEW

INTRODUCTION

The impetus of special education is to provide the least restrictive environment (LRE) to students who qualify for special education. Because of the laws governing LRE, there are numerous options for physical education for students with special needs depending on the type and severity of their disabilities. Many students with special needs are enrolled in general physical education classes. Some of these students participate in physical education with the benefit of assistance from a paraprofessional; however, many with only mild or moderate disabilities participate in physical education independently. Finally, some schools with an extensive self-contained special education population (especially schools at the secondary level) have an adapted physical education class that is designed specifically for students with special needs. In such a class, the concept of Reverse Inclusion can be incorporated to benefit students both with and without disabilities. Students in general education become peer tutors in order to model skills and assist students who have disabilities with physical and motor activities in the physical education environment. In this type of program, peer tutors must be trained to educate the students with special needs. This document provides an example of a program that schools can duplicate or modify to develop a Partners in Physical Education program in their own school districts.

RATIONALE

The primary goal of the Partners in Physical Education (PPE) program is to provide training activities and appropriate small-group experiences for students in general education at the secondary level (“Partners”) to adequately prepare them to teach students with mental and/or physical disabilities (“Students”). Options for credit for Partners can be: (a) PE credit, (b) elective credit, or (c) community service hours.

DESCRIPTION

The program includes education and assessment in several areas of special education. Partners are given information in verbal as well as written form. Learning and understanding can be assessed through demonstrations, projects, presentations,

quizzes, and a final examination. Members of the community who are related to or work with individuals with disabilities can be included in the training to provide relevant information to the Partners. Partners will have the opportunity for hands-on experiences in the teaching process, as well as developing the knowledge and skills that promote wellness, sports training, and community physical recreation activities for all abilities. In addition, teachers have the opportunity to receive feedback about the course and gain data from the Partners regarding attitudes about individuals with disabilities, both prior to and after the course.

GENERAL MANUAL CONTENTS

The Partners in PE program is both specific (based on the presence of specific students in the class) and broad-based (information on a variety of topics). The topics that may be covered in this program may include:

1. Teaching tips (Section 2)
2. Terminology (Appendix A)
3. Career and educational opportunities (Appendix E)
4. Disabling conditions and related mental/physical characteristics (Section 3)
5. Skill instruction in various sports and physical recreational activities (Section 4)

Partners in Physical Education (PPE) Course Application

Course Description:

This course is limited to secondary school students who have the potential to be effective peer helpers in a reverse inclusion setting, working in the field of special education as a peer tutor and role model in the adapted physical education class. Students are provided with the opportunity for hands-on experience in the teaching process working with individuals who have diverse abilities. They develop knowledge and skills about physical activities that promote wellness, sports training, and community recreation.

Requirements:

1. Successful completion of Foundations of Physical Education (1/2 credit lecture course)
2. Approval by the Adapted Physical Education teacher through the application process.

Qualifications, Expectations, and Responsibilities of Partners:

Being a PPE Partner is a huge responsibility and one that should not be taken lightly. Failure to follow these expectations will result in removal from the class and placement into a general physical education class or a failing grade.

1. As a role model, the partner will honor the confidentiality rule and be a positive example for their peers and community through actions and words.
2. Partners are expected to have exceptional attendance and exemplary behavior. Attendance is a responsibility to their peers with disabilities (students who may be dealing with physical and/or mental challenges). They do not need to be disappointed by someone who has committed to be there for them and is not. Partners who have more than four unexcused absences per semester may be removed from the class and receive a grade of 50 for the semester. Partners who receive more than one discipline referral per year will be removed from the course and receive a grade of 50 for the semester.
3. Partner qualifications are stated in the positive. They help others, (especially those who are physically and mentally challenged) by accepting to work with them in any way to ensure a positive experience. The partners' experiences may be beyond their "comfort zone" in order to learn new ways to reach and help people. Partners accept instruction and responsibility, live a healthy lifestyle, and are positive role models.

Steps to Complete this Application:

1. Complete application and return by the deadline.
2. Interview with the Adapted Physical Education teacher.
3. Hand-deliver the teacher evaluations to three (3) teachers (with your name written on them)

The PPE class has limited enrollment and not all applicants will qualify for this class. If not selected, we hope you will try again next year.

Parents of Applicants:

The goal of these qualifications, expectations, and responsibilities is to establish and clarify expectations for partners. Partners and their parents/guardians should carefully analyze why their child wants to become a PE Partner. You should understand that this application contains specific district information, rules, and consequences, which are extremely important to discuss with your son/daughter.

Printed Name of Parent/Guardian

Signature of Parent/Guardian

Date

Daytime Phone

Applicant:

Your signature and date below is to verify that you have read, understand, and support the goals and expectations of this class. This form is to be signed by parents/guardians and the student, then returned to the Adapted Physical Education teacher with the application packet in order to be considered for a partner position. **Applications returned without this form will not be processed.**

Printed Name of Student

Signature of Student

Date

PARTNERS IN PHYSICAL EDUCATION
PEER TUTOR APPLICATION

Name: _____

Grade: _____ ID #: _____

Phone: _____

Requirements:

1. Successful completion of Foundations of Physical Education class.

Date completed: _____ Teacher: _____

2. Approval of Adapted Physical Education Teacher

Date completed: _____ Teacher: _____

3. Student Evaluations will be completed by the following teachers:

a. _____

b. _____

c. _____

Current schedule:

PERIOD	ROOM #	TEACHER	SUBJECT
1 st			
2 nd			
3 rd			
4 th			
5 th			
6 th			
7 th			
8 th			

Please answer the following questions. You may attach additional pages if necessary.

1. Why do you want to participate in the PE Partners course?

2. List any experiences that you have teaching or working with students with or without disabilities that might be beneficial to your success as a peer tutor.

3. What contributions can you make as a peer tutor working with individuals with disabilities?

4. Please write a brief statement about your experiences in physical education at any grade level. How could these experiences benefit you as a peer tutor in physical education helping students with disabilities?

5. List any personal leadership qualities and experiences you have had.

I affirm that the information I have provided on this application is true and correct.

Student Signature

Date:

STUDENT RECOMMENDATION

Name of Student requesting Recommendation

The above-referenced student is applying to be a peer tutor and role model in the PE Partners program. This program is a 'reverse inclusion' setting designed to provide appropriate, adapted physical education for students with disabilities. The peer tutor will serve as a role model and provide physical education instruction/assistance for students with various disabilities.

Some of the expectations of the partners are:

- Excellent attendance with few tardies
- Healthy lifestyle
- Ability to be trusted with confidential information
- Positive role model (follows class/school/district policies)
- Self-motivated

This student will not be considered without your recommendation. Please complete the attached form, fold, and return to me by _____. I know your time is precious; therefore, this form was designed to be as time-efficient as possible.

Thank you for your assistance.

[name of Adapted Physical Education teacher]

STUDENT EVALUATION

Student Name	Present Grade Level	Total Points
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Please circle the appropriate number on the scale for each of the criteria with 1 indicating poor and 5 indicating superior.

- | | | | | | | |
|-----|---|-----|---|----|---|---|
| 1. | Concern for the welfare of others. | 1 | 2 | 3 | 4 | 5 |
| 2. | Ability to listen and understand others. | 1 | 2 | 3 | 4 | 5 |
| 3. | Flexibility – ability to adjust to new situations | 1 | 2 | 3 | 4 | 5 |
| 4. | Self-confidence | 1 | 2 | 3 | 4 | 5 |
| 5. | Dependability – responsible and able to follow through with assigned tasks | 1 | 2 | 3 | 4 | 5 |
| 6. | Self-motivated | 1 | 2 | 3 | 4 | 5 |
| 7. | Potential for leadership | 1 | 2 | 3 | 4 | 5 |
| 8. | Responsibility | 1 | 2 | 3 | 4 | 5 |
| 9. | Positive Role Model | 1 | 2 | 3 | 4 | 5 |
| 10. | If you were teaching this course, would you recommend this student be accepted? | YES | | NO | | |

Comments are encouraged and greatly appreciated. Please indicate strengths of this student and concerns you may have. You may use the back of this page if necessary.

Thank you for assisting us with this information. Your input is a tremendous help in selecting the best students for our program. Please return this form to _____ by _____.

PROGRAM REQUIREMENTS AND GRADING CRITERIA

Students' final grade will be determined by the following requirements and their respective weights:

Participation (teaching skills to students with disabilities)	50%
Research and presentation of a project to class	10%
Quizzes (Appendices B-D, & F)	10%
Final exam (Appendix G)	10%
Portfolio (includes skill sheets, handouts, disability research, quizzes, and surveys)	20%

Skill sheets will be provided for each skill taught. Located in Section 4, they include task analysis and competency levels for each skill. Handouts are provided for terminology (Appendix A), types of disabilities (Section 3), and possible careers in special education (Appendix E). Quizzes can be given over each content area (Appendices B-D, & F). All written information is accumulated and placed into the Partner's portfolio for an additional grade.

A research project on a selected or assigned disability is successfully completed, and information is presented to the class in the form of a presentation. A final examination (Appendix G) is given to assess the accumulation of all information given during the semester as well as providing critical information to the instructor for future courses.

In addition, the Course Evaluation (Appendix H) will be provided to the student at the end of the course to assess the program.

COURSE EVALUATION

Purpose: The purpose of the evaluation is to gather information from participants in the training program. Information is used to produce a quality program by improving the caliber and applicability of the content. Since the purpose of the program is to provide information to general education students who are peer tutors in the PPE program, the evaluation is given to them and their feedback is used to improve the content and instruction.

Instrument: Located in Appendix H, the program evaluation questionnaire was developed using information from: (a) Ellis Student Evaluation of Courses; (b) Instructor and Course Evaluation System (ICES) developed by the Office of Instructional Resources at the University of Illinois; (c) Texas Woman's University Evaluation Form; (d) the Checklist of Instructional Characteristics (CIC) developed by researchers at the University of Maryland; and (e) various textbooks on curriculum development. The evaluation is administered to peer tutors at the end of the instructional period.

Additional information compiled from:

Hoffman, F. G. (1978). Variables affecting university student ratings of instructor behavior. *American Educational Research Journal, 15*, 287-299.

Ory, J. C., Brandenburg, D. C., & Pieper, D. M. (1980). Selection of course evaluation items by high and low rated faculty of varying academic rank. *Research in Higher Education, 12*, 245-253.

TERMINOLOGY: OBJECTIVE AND LIST OF TERMS

Objective: Become familiar with terminology used with special populations.

Resources: Explanation of the following terms (Appendix A) and quizzes (Appendices B-C)

List of Terms:

1. Accommodations
2. Adapted Physical Education (APE)
3. Admission, Review, and Dismissal (ARD)
4. Ambulatory
5. Assessment
6. Congenital
7. Disability
8. Flexibility
9. Goal
10. Inclusion
11. Individualized Education Program (IEP)
12. Integration
13. Least Restrictive Environment (LRE)
14. Midline
15. Objectives
16. Positive Reinforcement
17. Prompt (verbal, visual, physical)
18. Reverse Inclusion
19. Spasticity

SPECIAL EDUCATION CAREERS: OBJECTIVES AND CONTENT

Objectives: To become familiar with possible careers in working with special populations and learn about the educational requirements involved in each career.

Resources: Handouts (Appendix E), quiz (Appendix F), professionals in the field, and the internet (www.cec.sped.org, career center link, job profiles link).

EDUCATION SPECIALISTS (Direct Service)

Adapted Physical Educator (APE)
Deaf Educator
Homebound Instructor
Special Educator
Visual Impairment (VI) Educator

COUNSELING SPECIALISTS (Typically Related Service)

Counselor
Educational Diagnostician
Psychologist
Rehabilitation Counselor
Social Worker

SENSORY SPECIALISTS (Typically Related Service)

Audiologist
Dual-Sensory Impairment Specialist
Orientation and Mobility (O&M) Specialist
Speech Language Pathologist
Speech Therapist

THERAPY SPECIALISTS (Related Services)

Music Therapist (MT)
Occupational Therapist (OT)
Physical Therapist (PT)
Recreation Therapist (RT)

OTHER SERVICE PERSONNEL

Assistive Technology personnel (AT)
Parent Counselor/Trainer
Transition Service personnel
Transportation personnel

SELECTED DISABILITIES: OBJECTIVE AND CONTENT

Objective: To become familiar with the different disabilities and their corresponding mental, psychological, and physical characteristics.

Resources: Handouts (in Section 3), quiz (Appendix D), final exam (Appendix G), family members, individuals with disabilities, and the internet

(<https://www.ninds.nih.gov/Disorders/patient-caregiver-education/gov-organizations>).

Categories of disabilities

Cognitive, emotional, and sensory disorders

1. auditory impairment (deaf/hard-of-hearing)
2. Down syndrome
3. intellectual disability (mental retardation)
4. speech/language disorders
5. visual impairment (blind, partial blindness)

Neurological and neuromuscular disorders

6. Angelman syndrome
7. autism spectrum disorder
8. cerebral palsy
9. epilepsy
10. microcephaly
11. multiple sclerosis
12. muscular dystrophy
13. Rett Syndrome (sometimes included in the autism spectrum)
14. Spina bifida
15. traumatic brain injury

Section 2:

PARTNER EDUCATION

HANDOUTS

Partners in P.E.: Course Description/Syllabus/Semester Plan

Instructor: _____

Phone: _____

E-mail: _____

Course Description

This course is designed to provide students in general education excellent small group experiences working in the field of special education as a peer tutor and role model in the adapted physical education setting. Students will have the opportunity for hands-on experiences in the teaching process while developing knowledge and skills that promote wellness, sports training, and community physical recreation activities for individuals of all ability levels.

Responsibilities

1. Assist students when/if needed
 - a. make sure students are dressed appropriately for class
 - b. make sure students gather all belongings after class
 - c. walk to and from class with student
 - d. make sure student gets to next class on time
2. Assist students during physical education class
 - a. arrive on time
 - b. visit with students before and after class
 - c. stand beside student during warm-up and cool-down
 - d. help student with their practice and performance skills
 - e. make sure students have a chance when playing a game
 - f. select alternative activity for student when appropriate
3. Assist teacher during physical education class
 - a. help set up and take down equipment
 - b. take roll of assigned group
 - c. lead warm-ups with student(s)
 - d. repeat directions for student if necessary
 - e. select appropriate equipment for your student(s)
 - f. demonstrate and practice skills
4. Daily duties for partners
 - a. dress appropriately for physical education class
 - b. no gum, candy, other food or soda before or during class
 - c. do not wear jewelry as it could cause injury
 - d. give positive reinforcement to your student(s)
 - e. have a good attitude even if you do not like an activity
 - f. participate, demonstrate, set a good example, have fun

The above criteria must be followed at all times. Failure to do so will result in your termination from the Partners program and your reassignment to another class. You are a very important part of the program, and your participation is integral to the success of the Partners program.

Evaluation

1. Class policies and information
 - a. All students are expected to arrive on time, attend, participate, and dress appropriately for each class
 - b. After two absences, students will not be allowed to exempt the final exam
 - c. Three days tardy will count as one absence
2. Assignments
 - a. All papers, projects and other assignments are to be typed and due when assigned
 - b. Late assignments will not be accepted without prior approval from the instructor
 - c. The instructor reserves the right to modify or change course schedule and assignments during the semester
3. Grading scale
 - A = 90 – 100
 - B = 80 – 89
 - C = 75 – 79
 - D = 70 – 74
 - F = 69 and below
4. Grade Distribution
 - a. Participation 50%
 - b. Assignments (project/quizzes/exam) 30%
 - c. Portfolio (all paper resources) 20%

Semester Course Outline/Schedule (Order and type of sport is subject to change) based on lifelong activity.

	Partners	Adapted Physical Education Students
Week 1 -	Introduction	Team Building
Week 2 -	Teaching Tips & Terminology	Team Building
Week 3 -	Disabling Conditions	Team Building
Week 4 -	Disabling Conditions	Bowling
Week 5 -	Disabling Conditions	Bowling
Week 6 -	Careers in Special Education	Bowling
Week 7 -	Careers Presentations	Volleyball
Week 8 -	Special Education Legislation	Volleyball
Week 9 -	Guest Speaker	Volleyball
Week 10 -	Guest Speaker	Shuffleboard
Week 11 -	Begin Semester Project	Shuffleboard
Week 12 -	Semester Project	Shuffleboard
Week 13 -	Semester Project	Softball
Week 14 -	Student Profiles	Softball
Week 15 -	Student Profiles	Softball
Week 16 -	Student Profiles	Frisbee Golf and Horseshoes
Week 17 -	Partner Conferences	Frisbee Golf and Horseshoes
Week 18 -	Finals Week	

TEACHING TIPS

- **Roles**

The Partner has two roles during the physical education class. The first role is to lead by example. For instance, if students enrolled for physical education credit are warming up, then Partners should be warming up. The second role for each Partner is to be a friend. Generally, students with disabilities are very social. It tends to boost their self-esteem when students in the general population befriend and pay attention to them.

- **Cues/Prompts**

Because of the different students and types and levels of disabilities in the class, various techniques may be used with individuals to aid in understanding and completing an activity or movement. Depending on the student, merely repeating the instructions (verbal cue or prompt) may be sufficient. Sometimes, these students do not understand verbal instructions the first or second time they are given. It is helpful if each student with a disability has another student who can model the activity (visual cue). Still others may require physical assistance to perform activities (physical prompt). The level of aid depends on the physical and mental capabilities as well as the emotional frame of mind of the student.

- **Feedback**

The last area is feedback. Focus should be on positive feedback (encourage the individual to continue doing what they are doing). Positive feedback can be divided into two types: general and specific. General feedback focuses on overall performance. Examples of general feedback would be (a) "good try," (b) "you are doing great," or (c) "excellent." Specific feedback is directed toward a particular activity or movement. Examples of specific feedback would be (a) "great job walking on the black line," (b) "that's the way to step with your left foot when you throw the ball," and (c) "good follow-through on your throw."

- **Partner/Student Objectives**
 - To have fun – both partners and students
 - To help students with disabilities:
 - Improve physically: learn sport skills and rules, participate in conditioning activities, develop healthy habits, and avoid injuries
 - Improve psychologically: learn how to control emotions and develop feelings of self-worth
 - Improve socially: learn to cooperate in competitive and cooperative settings and learn appropriate standards of behavior, including sportsmanship
 - To cooperate and exercise sound judgment in every decision that affects students
 - To exhibit respect, honesty, trust, fairness, and courtesy towards students

- **What Makes a Successful Partner?**
 - Knowledge of the student – the more knowledge you have of the student and their disability, the better your understanding of how to work with a student
 - Motivation to be a good partner – you can have all the knowledge in the world, but without motivation you will not be a successful partner
 - Empathy – attempt to understand the thoughts, feelings, and emotions of your student and convey this to them (joy, frustration, anger, and anxiety)
 - Communication – adequately communicate with students; goals and objectives must be clearly communicated

- **Partner Tips**
 - Keep the student active
 - Keep verbal communication brief
 - Praise the student – be specific about what you are praising
 - Review motor skills for reinforcement
 - Know your student (his/her abilities, interests and goals)
 - Choose activities that challenge the individual
 - Be firm, understanding, organized, and imaginative

- Be flexible
 - Give your student confidence – Use your voice and face to express yourself
 - Focus on ability, not disability! Emphasize potential, not deficiency!! Encourage, don't discourage!
 - Be disciplined – in general, a firm but fair approach is best; the student should realize that you are there to impart information as well as offer guidance... you are their peer and their tutor
- **Also, remember during the lesson...**
 - Closely analyze the student's attempts and always provide constructive feedback (positive feedback first, then correction)
 - Be flexible – adapt instruction to meet the needs of a particular student
 - Use confidence builders and motivation – attempt to prevent a student from encountering repeated failures
 - Stand and face student during instruction (mirroring reverse instruction of left and right)
 - Provide brief and clear instructions
 - Teach by modeling as well as verbal instruction – students are great imitators
 - Introduce one or two skills per class
 - Be firm! Be consistent!
 - Be quick to praise – praise in public, discipline in private
 - Follow through with any warnings you give
 - Repetition and practice is the key to success – overlearn!
 - Passive manipulation – physical assistance is often needed to ensure proper learning
 - Don't expect immediate results as far as learning – practice patience, patience, and more patience
 - Relax and have fun!

Adapted from *Special Olympics Texas Sports Information Guide, 2013*.

Section 3:

Selected DISABILITIES:

HANDOUTS

ANGELMAN SYNDROME

➤ **Definition/Description**

Angelman syndrome is a neuro-genetic disorder characterized by severe learning difficulties, developmental delays, neurological problems, a particular facial appearance, and behavior.

➤ **Cause**

Partial deletion on the maternal chromosome 15 (UBE3A gene)

➤ **Physical Characteristics**

Delay in general development and gross motor milestones such as sitting and walking

Impaired balance

Irregular and hyperkinetic movements (tremors, hand-flapping, jerky movements)

Wide-based, stiff-legged gait

Scoliosis

Below-average head size with flattening at the back

Difficulty sucking or swallowing with persistent tongue protrusion

➤ **Cognitive Characteristics**

Severe learning disabilities

Lack of expressive language (although has adequate receptive language)

➤ **Psychological Characteristics**

Affectionate nature and frequent laughter

Epilepsy

Short attention span and hyperactivity (most typical behavior)

Social (responds to social cues and interactions)

Information compiled from the following resources...

Angelman Syndrome Foundation. (2015). What is Angelman syndrome?

Retrieved from <http://www.angelman.org/understanding-as/>

National Institutes of Health: National Institute of Neurological Disorders and Stroke (2011). NINDS Angelman Syndrome Information Page. Retrieved from <http://www.ninds.nih.gov/disorders/angelman/angelman.htm>

AUDITORY IMPAIRMENT (AI)

➤ **Definition/Description**

Auditory Impairment is the inability or decrease in ability to detect sounds.

Deaf: hearing impairment so severe that processing linguistic information (language that is heard) is impaired, with or without amplification; adversely affects educational performance; has at least a 90-dB loss

Hard-of-hearing: impairment that adversely affects educational performance but is not included under deaf

➤ **Causes**

Heredity (Usher or Pendred syndromes)
Diseases (meningitis or Meniere's disease)
Trauma
Medicines
Long-term exposure to loud noises
Aging

➤ **Types**

Conductive: caused by obstruction of or diseases in the outer or middle ear; usually affects all frequencies of sound evenly; can sometimes be corrected by surgery or the use of hearing aids

Sensorineural: caused by damage to the inner ear or to the nerves that go to the ear; loss ranges from mild to profound; sometimes affects specific frequencies; amplification from hearing aids produces distorted sounds

➤ **Scale** *dB (decibel)

Mild	20-49 dB* loss	difficulty hearing distant speech speech and language not affected
Moderate	50-69 dB* loss	difficulty in using and comprehending language can understand loud speech
Severe	70-90 dB* loss	speech and language affected can hear loud sounds 1 foot from ear
Profound	>90 dB* loss	cannot hear conversational speech speech and language defective aware of vibrations

➤ **Physical Characteristics** (depends on the severity and time of hearing loss)

Impairment of inner ear: balance problems

Motor speed: time to process information and complete a motor act

Spatial orientation: ability to perceive the body in space

Depth perception: hand-eye and foot-eye coordination

➤ **Cognitive Characteristics** (depends on the severity and time of hearing loss)

Learning disabilities: language development

➤ **Psychological Characteristics**

Behavioral problems due to low self-esteem, lack of self-confidence

Social interaction: lack of or impaired communication between individuals

Information compiled from the following resources...

Center for Parent Information and Resources (2016). Deafness and hearing loss.
Retrieved from <http://nichcy.org/disability/specific/hearingloss#wrap>

National Institutes of Health: National institute on Deafness and Other Communication Disorders (2016). Pendred Syndrome. Retrieved from
<http://www.nidcd.nih.gov/health/hearing/pages/pendred.aspx>

National Institutes of Health: U.S. National Library of Medicine (2016). Hearing Disorders and Deafness. Retrieved from
<http://www.nlm.nih.gov/medlineplus/hearingdisordersanddeafness.html>

AUTISM SPECTRUM DISORDERS (ASD)

➤ **Definition/Description**

Range of disorders characterized by impaired communication (both receptive and expressive), social interaction, and motor development.

Also known as Autism Spectrum Disorder (ASD) in the *APA Diagnostic and Statistical Manual of Mental Disorders – 5th edition (2013)*.

➤ **Possible Causes**

Combination of genetic and environmental factors

Damaged/abnormal brain structures: cerebellum, cerebral cortex, limbic system (amygdale & hippocampus), corpus callosum, basal ganglia, and brainstem

Abnormal neurotransmitter function: serotonin, dopamine, and epinephrine

Early abnormal brain development (growth dysregulation hypothesis)

Not a cause: multiple-disease vaccines (example: MMR – measles, mumps, rubella) and vaccines containing thimerosal (mercury-based chemical used prior to 2001)

➤ **Types**

Asperger's syndrome: same characteristics as classic, but also includes motor clumsiness and family history

Childhood Disintegrative Disorder: very rare ASD disorder mostly in males; has normal motor, communication, and social development until 3 - 4 years of age until regression in development occurs

Classic Autism: characterized by developmental delays, communication disorders, abnormal behavior patterns, social isolation, and varying levels of intellectual disability (mostly thinking and language)

PDD – NOS (not otherwise specified): symptoms of either or both of the above but not all symptoms of either syndrome

Rett syndrome: rare ASD disorder mostly in females; characterized by normal motor and language development for 1.5 years; followed by regression of gross and fine motor skills, language impairments, abnormal gait, and stereotypical hand movements

➤ **Physical Characteristics**

Restricted, repetitive, stereotypical body movements

Motor clumsiness

Seizures (most often in those with low IQ or who are mute)

Insomnia

- **Cognitive Characteristics** (intelligence depends on type of autism)
 - Classic: lack of communication, creative play, and varied activities, etc.
 - Asperger's: lack of receptive language, creative play, and varied activities;
average to above-average intelligence
 - Overly focused interests
 - Impaired communication skills (especially non-verbal and expressive)
 - Impaired social interactions

Information compiled from the following resources...

Diagnostic and Statistical Manual of Mental Disorders, 5th ed. (May 2013). Autism Spectrum Disorder. American Psychiatric Association. Retrieved from <http://www.dsm5.org/Documents/Autism%20Spectrum%20Disorder%20Fact%20Sheet.pdf>

National Institutes of Health: National Institute of Mental Health (2016). Health & Education: What is Autism Spectrum Disorder? Retrieved from <http://www.nimh.nih.gov/health/topics/autism-spectrum-disorders-pervasive-developmental-disorders/index.shtml>

CEREBRAL PALSY (CP)

➤ **Definition/Description**

Non-progressive condition that involves a lesion of the brain that controls muscle tone and spinal reflexes

Usually begins prior to age 3 and permanently affects body movement and muscle coordination

➤ **Causes**

Abnormalities in the brain that control muscle movements

Problems during pregnancy (maternal infection or fetal stroke), during birth, or after birth (prolonged labor or breech births)

Postnatal: infection (meningitis or encephalitis), malnutrition, and/or head trauma

Physiological: enlarged ventricles in the brain, decreased brain size

➤ **Types**

Spastic: characterized by hypertonicity with restricted range of motion in the joints; ranges from hemiplegia (one side affected) to diplegia (lower or upper body affected) to quadriplegia (all 4 limbs affected)

Athetoid (25%): characterized by mixed muscle tone and random, involuntary movements

Ataxia (10%): characterized by poor muscle tone and difficulty with balance and equilibrium

Mixed: exhibiting more than 1 type of CP

➤ **Physical Characteristics** (depends on the type and severity of the disability)

Prolonged primitive reflexes (infant reflexes) and delayed equilibrium reflexes

Lack of muscle development and coordination

Plasticity: uncertain muscle movements; vigorous muscle contractions

Poor posture and balance (scoliosis)

Rigidity (increased muscle tone) and lack of flexibility

Increased involuntary muscular activity

Difficulty performing fine motor skills

Easily fatigued and stressed

Seizure disorder

Visual impairments

Hearing impairments

➤ **Cognitive Characteristics** (depends on the severity of the disability)

Intellectual disability

Learning disabilities

➤ **Psychological Characteristic**

Emotional disturbance

Information compiled from the following resources...

Mayo Clinic. (2016). Diseases and conditions: Cerebral Palsy. Retrieved from <http://www.mayoclinic.org/diseases-conditions/cerebral-palsy/basics/definition/con-20030502>

National Institutes of Health: National Institute of Neurological Disorders and Stroke (2016). NINDS Cerebral Palsy Information Page. Retrieved from http://www.ninds.nih.gov/disorders/cerebral_palsy/cerebral_palsy.htm

DOWN SYNDROME

➤ **Definition/Description**

Most common chromosomal disorder leading to intellectual disability
Results in varied levels of intellectual disability (usually moderate to mild)

➤ **Types**

- Trisomy 21: one extra chromosome #21 (total of 3); occurs at or prior to fertilization; all cells are affected
- Translocation: an extra chromosome #21 is attached to another chromosome (usually #14, #21, or #22); inherited from parents; occurs in 3-4% of individuals with Down syndrome
- Mosaic: occurs after fertilization; some cells have 46 chromosomes and some have 47; intellectual disability is mild; occurs in 1% of individuals with Down syndrome

➤ **Physical Characteristics** (depends on type of disorder and level of severity)

Small, flat skull

Slanting, almond-shaped eyes

Thick tongue

Smaller-than-average ears

Overweight

Short stature, neck, fingers, and limbs

Lack of muscle tone

Delayed developmental milestones

Heart abnormalities

Issues with intestines, eyes, thyroid, and skeleton

Hyperflexibility

Atlantoaxial instability: excessive movement between the C1 (atlas) and C2

(axis) vertebrae (should avoid activities that place stress or weight on the neck such as gymnastics)

➤ **Cognitive Characteristics** (depends on type of disorder and level of severity)

Usually moderate to mild intellectual disability

Language deficits

Dementia

Short attention span

Poor judgment

Impulsive behavior

Slow learner

Delayed language and speech development

➤ **Psychological Characteristics** (depends on disorder type and level of severity)

Prone to depression

Behavioral problems due to frustration

Information compiled from the following resources...

Banit, D., Murrey, D., & Darden, B. (2010). Atlantoaxial Instability. *WebMD*. Retrieved from <http://emedicine.medscape.com/article/1265682>

National Institutes of Health: National Institute of Child Health and Human Development (last reviewed and updated 11/30/2012). A-Z topics – Down syndrome. Retrieved from <http://www.nichd.nih.gov/health/topics/down/conditioninfo/Pages/symptoms.aspx>

National Institutes of Health: National Library of Medicine (last reviewed 5/22/2013). MedlinePlus Health Topics – Down syndrome. Retrieved from <http://www.nlm.nih.gov/medlineplus/downsyndrome.html>

EPILEPSY

➤ **Definition/Description**

Characterized by recurring seizures (abnormal electrical discharges in the brain resulting in involuntary change in movement, behavior, or level of consciousness)

➤ **Types of Seizures**

Grand mal: characterized by an aura preceding the seizure followed by jerks in the arms/legs, convulsions, and loss of consciousness

Petit mal seizure: characterized by sudden, quick seizures consisting of stares into space and loss of consciousness (no collapse)

Focal seizure: characterized by a loss of body tone (with collapse) and twitching in the extremities; usually, the individual retains consciousness

Psychomotor seizure: characterized by atypical social behaviors (clapping, swearing, temper tantrums, etc.)

➤ **Physical Characteristics** (depends on the type of epilepsy and severity of seizure)

Vomiting

Sweating

Fatigue

Impaired alertness

Cyanosis (skin is bluish in color caused by lack of oxygen)

Impaired coordination

Loss of bladder control

Lower physical work capacity

Impaired balance

➤ **Cognitive Characteristics** (depends on the type and severity)

Learning difficulties

Impaired speech

➤ **Psychological Characteristics**

Confusion

Embarrassment

Information compiled from the following resource...

National Institutes of Health: National Institute of Neurological Disorders and Stroke (last updated 12/30/2013). Disorder information pages and fact sheets. Retrieved from <http://www.ninds.nih.gov/disorders/epilepsy/epilepsy.htm>

INTELLECTUAL DISABILITY (ID)

➤ **Definition/Description**

Sub-average intellectual functioning plus substantial limitations in certain personal capabilities to include two or more of the following areas: communication, self-care, home living, social skills, community use, self-direction, health and safety, functional academics, leisure, and work; must be evident prior to 18 years of age

➤ **Scale:** ID ranges from mild to moderate to severe to profound based on Intelligence Quotient (IQ) scores; currently level of retardation relates to the degree of services required

mild ID	50-55 to approximately 70-75
moderate ID	35-40 to 50-55
severe ID	20-25 to 35-40
profound ID	below 20-25

➤ **Physical characteristics**

Characteristics vary among individuals with ID due to: (a) presence of other disabilities, (b) level of ID, and (c) other variables

Motor development delays: holding head up, rolling over, sitting, standing, etc.

Poor physical development: strength, flexibility, coordination, balance, etc.

Poor postural development: misalignment of the trunk/legs, wide base of support when walking or running, etc.

Poor fitness development: poor respiration, poor cardiovascular system, etc.

➤ **Cognitive characteristics** (severity depends on type and level of intellectual disability)

Delay in information processing: planning and response to changes

Impaired comprehension and memory

Information compiled from the following resources...

American Association on Intellectual and Developmental Disabilities (2013). Intellectual Disability. Retrieved from <http://aaidd.org/intellectual-disability#.UtK0q8r8nIU>

National Institutes of Health: National Library of Medicine (last updated 10/31/2013). MedlinePlus Health Topics: Intellectual disability. Retrieved from <http://www.nlm.nih.gov/medlineplus/ency/article/001523.htm>

MICROCEPHALY

➤ **Definition/Description**

Disorder where the circumference of the head is smaller than normal due to an underdeveloped brain
May be present at birth or may develop during the first few years of life

➤ **Causes**

Most often a genetic abnormality
Consumption of drugs or alcohol during pregnancy
Severe viral or bacterial infection in the mother during pregnancy
Neurological syndromes

➤ **Physical Characteristics** (depends on the severity of the disability)

Delayed motor functions and speech
Facial distortions
Dwarfism or short stature
Difficulties with coordination and balance

➤ **Cognitive Characteristics** (depends on the severity of the disability)

Intellectual Disability (mental retardation)
Seizures

➤ **Psychological Characteristics**

Hyperactivity

Information compiled from the following resources...

Mayo Clinic (last updated 5/20/2012). Diseases and Conditions: Microcephaly.
Retrieved from <http://www.mayoclinic.org/diseases-conditions/microcephaly/basics/definition/con-20034823>

National Institutes of Health: National Institute of Neurological Disorders and Stroke (10/29/2008). Disorders A-Z: Microcephaly. Retrieved from <http://www.ninds.nih.gov/disorders/microcephaly/microcephaly.htm>

MULTIPLE SCLEROSIS (MS)

➤ **Definition/Description**

Chronic, degenerative disease that affects adults and older adolescents (usually occurs between the ages of 20 and 40)

Progressive disease of the central nervous system – leads to disintegration of the myelin sheath around nerve fibers

➤ **Causes**

Unknown, although researchers suspect that immunologic abnormality is the culprit (Immunology is the study of the body's defense against disease)

➤ **Physical Characteristics** (depends on the type and severity of the disability)

Partial paralysis

Spasticity

Tremors

Muscle weakness

Fatigue

Motor difficulties

➤ **Psychological Characteristics**

Mild emotional disturbances

Information compiled from the following resources...

Mayo Clinic (last updated 12/15/2012). Diseases and Conditions – Multiple Sclerosis. Retrieved from <http://www.mayoclinic.org/diseases-conditions/multiple-sclerosis/basics/definition/con-20026689>

National Institutes of Health: National Institute Neurological Disorders and Stroke (last updated 12/30/2013). Disorders A-Z – Multiple Sclerosis Information Page. Retrieved from http://www.ninds.nih.gov/disorders/multiple_sclerosis/multiple_sclerosis.htm

National Institutes of Health: National Library of Medicine (last reviewed 7/5/2013). MedlinePlus Health Topics – Multiple Sclerosis. Retrieved from <http://www.nlm.nih.gov/medlineplus/multiplesclerosis.html>

MUSCULAR DYSTROPHY (MD)

➤ **Definition/Description**

Progressive genetic disease that mostly begins in childhood
Causes weakness and decreased tone in the muscles of the body
Progressive deterioration of muscle strength, power, and endurance

➤ **Types**

Duchenne: most common form of MD; occurs primarily in boys and affects the lower body; caused by lack of dystrophin (maintains integrity of muscle); onset is 3 to 5 years old; progresses rapidly

Becker: similar but less severe than Duchenne

Emery-Dreifuss: genetic disorder that affects skeletal and cardiac muscle; produces deformities in the neck, ankle, and elbow joints causing movement restriction and increased risk of stroke and heart attack

Facioscapulohumeral: onset in teenage years; progressive weakness in face, arms, legs, shoulders, and chest (upper body)

Myotonic: most common in adults; characterized by muscle spasms, cataracts, and cardiac abnormalities; long, thin faces, droopy eyelids, and swan-like neck

➤ **Causes**

Genetic: abnormality in body chemistry

Endocrine disorders

Deficiencies in the peripheral nerves

Faulty metabolism

➤ **Physical Characteristics** (depends on the type and severity of the disability)

Loss of muscle tone and fine motor skills

Tire quickly

Adverse postural changes

Gradual weakening of lower extremities

Little muscular endurance

Delayed walking

Weak neck muscles

Premature death

➤ **Psychological Characteristics**

Lack of motivation

Emotional disturbance

Information compiled from the following resources...

National Institutes of Health: National Institute Neurological Disorders and Stroke (last updated 1/7/2014). Disorders A-Z – Muscular Dystrophy Information Page. Retrieved from <http://www.ninds.nih.gov/disorders/md/md.htm>

National Institutes of Health: National Library of Medicine (published 1/6/2014). Genetics Home Reference – Emery-Dreifuss Muscular Dystrophy. Retrieved from <http://ghr.nlm.nih.gov/condition/emery-dreifuss-muscular-dystrophy>

National Institutes of Health: National Library of Medicine (last updates 10/31/2013). MedlinePlus Health Topics – Muscular Dystrophy. Retrieved from <http://www.nlm.nih.gov/medlineplus/ency/article/000707.htm>

RETT SYNDROME

➤ **Definition/Description**

Developmental neurological disorder characterized by normal development for 1.5 years followed by regression of gross and fine motor skills and communication skills

Typically grouped in the Pervasive Developmental Disorders category

➤ **Types**

Classic RS: meets all the diagnostic criteria

Provisional RS: shows some evidence of RS but does not meet all the diagnostic criteria

Atypical RS: does not meet all the diagnostic criteria; diagnosis reserved until after 10 years of age

➤ **Cause**

Unknown (although researchers believe it may have a genetic basis)

➤ **Primary Diagnostic Criteria**

Normal development for 6-18 months

Loss of muscle tone

Slowing of development (crawling/walking and diminished eye contact)

Loss of purposeful use of the hands (wringing of hands)

Loss of verbal communication skills

➤ **Supportive (Secondary) Criteria**

Seizures

Unsteady gait & small feet

Teeth grinding

Breathing irregularities

Scoliosis

Abnormal sleep patterns

Information compiled from the following resources...

National Institutes of Health: National Institute of Neurological Disorders and Stroke (12/30/2013). Disorder information pages and fact sheets. Retrieved from <http://www.ninds.nih.gov/disorders/rett/rett.htm>

National Institutes of Health: National Institute of Mental Health (2016). Health & Education: What is Autism Spectrum Disorder? Retrieved from <http://www.nimh.nih.gov/health/topics/autism-spectrum-disorders-pervasive-developmental-disorders/index.shtml>

SPEECH/LANGUAGE DISORDERS

➤ **Definition/Description**

Impairment of the ability to communicate with others, which adversely affects educational performance

➤ **Types**

Receptive: inability to comprehend what is being said or communicated

Expressive: inability to share thoughts, ideas, or feelings through speaking, gesturing, or writing

Articulation: omission or incorrect production of sounds; presence of defective, nonstandard speech sounds

Voice: deviation in pitch, intensity, quality, or rate that interferes with communication

Dysfluency: interruption in the flow of speech sounds; stuttering

➤ **Physical Characteristics** (depends on the cause of speech disorder)

May not exhibit any physical characteristics

➤ **Cognitive Characteristics** (depends on the cause of the speech disorder)

Impaired intellectual functioning usually results in impaired speech; however, some individuals with normal intellectual functioning may exhibit impaired speech

Information compiled from the following resource...

American Speech-Language-Hearing Association (2014). Speech and Language Disorders and Diseases. Retrieved from <http://www.asha.org/public/speech/disorders/>

SPINA BIFIDA (SB)

➤ **Definition/Description**

Condition where there is incomplete development of the vertebral column, including brain, spinal cord, and/or protective coverings
Occurs at birth although some cases can be remedied through surgery

➤ **Types**

Occulta: the spinal cord and lining are safely in the vertebral column but is coated with a layer of skin

Myelomeningocele: the most severe where the spinal cord and the meninges protrude from the vertebral column causing damage to the cord and nerves

Meningocele: where the spinal cord develops normally but the meninges and spinal fluid protrude from an opening in the spine

Closed neural tube defects: spinal cord is affected by malformations of fat, bone, or meninges

➤ **Physical Characteristics** (depends on severity of condition)

Mild muscle imbalance and sensory loss in the legs (mild)

Paralysis in one or both legs (severe)

Usually requires the use of crutches or leg braces (mild)

Use of wheelchair for mobility (severe)

Frequent bladder and kidney infections, which sometimes requires catheterization (severe)

Hydrocephalus: excessive cerebrospinal fluid in the brain

➤ **Psychological Characteristics**

Embarrassment (due to catheterization)

Information compiled from the following resources...

National Institutes of Health: National Institute of Neurological Disorders and Stroke (last updated 11/15/2013). Disorders A – Z: Spina bifida. Retrieved from http://www.ninds.nih.gov/disorders/spina_bifida/spina_bifida.htm

TRAUMATIC BRAIN INJURY (TBI)

➤ **Definition/Description**

Damage to the brain caused by an external mechanical force or an object penetrating the skull

➤ **Causes**

Motor vehicle and bicycle accidents

Falls, child abuse (shaken baby syndrome), assaults, and sport injuries

3% of school-age children will sustain a head injury by age 15

Object penetrating the skull such as a nail, bullet, etc.

➤ **Physical Characteristics** (depends on location, type, and severity of the injury)

Impaired speed and/or execution of refined and complex movements

Lack of movement and flexibility in targeted muscles

➤ **Cognitive Characteristics** (depends on the type and severity of the injury)

Difficulty organizing sensory input

Difficulty understanding complex instructions

Lack of coherent organization of verbal and written reports

Lack of flexible thinking

Slow to make critical decisions

➤ **Psychological Characteristics**

Negative behaviors (due to difficulty with information processing)

Low tolerance for frustration

Aggression and impulsivity

Noncompliance

Information compiled from the following resources...

Mayo Clinic (10/12/2012). Diseases and Conditions: Traumatic Brain Injury. Retrieved from <http://www.mayoclinic.org/diseases-conditions/traumatic-brain-injury/basics/definition/con-20029302>

National Institutes of Health: National Institute of Neurological Disorders and Stroke (last updated 12/30/2013). Disorder information pages and fact sheets. Retrieved from <http://www.ninds.nih.gov/disorders/tbi/tbi.htm>

VISUAL IMPAIRMENT (VI)

➤ **Definition/Description**

Includes partially sighted, low vision, legally blind, and totally blind

Partial sight and low vision use a combination of vision and other senses to learn and require adaptations in lighting and print size

Legally blind indicates less than 20/200 in the better eye and can usually perceive changes in light and motion

Totally blind cannot perceive motion or light and may use non-visual media (such as Braille) for learning

➤ **Causes**

Existing conditions (diabetes, prenatal influences, etc.): impact the integrity of the visual impulse

Structural anomalies: deviations in the eye structure (retina, lens, etc.) that impact the way light waves travel through the eye

Inefficient extraocular muscle control: imbalances in control caused by postural problems, poor reading habits, and visual acuity problems

➤ **Physical Characteristics** (depends on the type and severity of the disability)

Postural delays (including standing, sitting, etc.) which adversely affect all gross motor skills (walking, skipping, jumping, etc.)

Delays in muscle coordination and development (unaware of movement potential)

➤ **Cognitive Characteristics** (depends on the type and severity of the disability)

Intellectual delays are not necessarily associated with visual impairment unless the cause of the impairment also results in mental impairment (prenatal influences, tumors, injuries to the brain, etc.)

➤ **Psychological Characteristics**

Visual impairment can cause delays in development or lack of independence and appropriate social behavior (unable to observe social behavior)

Information compiled from the following resources...

American Foundation for the Blind (2005). Summary of Key Sections of the Individuals with Disabilities Education Improvement Act (IDEA) of 2004 Public Law 108-446. Retrieved from <http://www.afb.org/Section.asp?SectionID=58&TopicID=264&DocumentID=2768>

PRIMARY SOURCES

For additional information on other disabilities and disorders not included, visit:

Mayo Clinic. Diseases and Conditions: A to Z. Retrieved from
<http://www.mayoclinic.org/diseases-conditions>

National Institutes of Health: Eunice Kennedy Shriver National Institute of Child Health and Human Development. Health and Research. Retrieved from
<http://www.nichd.nih.gov/health/Pages/index.aspx>

National Institutes of Health: National Heart, Lung, and Blood Institute. Health information for the Public. Retrieved from
<http://www.nhlbi.nih.gov/health/index.htm>

National Institutes of Health: National Institute of Arthritis and Musculoskeletal Diseases. Health Information. Retrieved from
http://www.niams.nih.gov/Health_Info/default.asp

National Institutes of Health: National Institute on Deafness and Other Communication Disorders. Home Page. Retrieved from
<http://www.nidcd.nih.gov/Pages/default.aspx>

National Institutes of Health: National Institute of Diabetes and Kidney and Digestive Diseases. Health Information. Retrieved from <http://www.niddk.nih.gov/health-information/Pages/default.aspx>

National Institutes of Health. National Institute of Neurological Disorders and Stroke. Diseases A – Z. Retrieved from
http://www.ninds.nih.gov/disorders/disorder_index.htm

National Institutes of Health: National Library of Medicine. MedlinePlus Health Topics. Retrieved from <http://www.nlm.nih.gov/medlineplus/healthtopics.html>

Sherrill, C. (2004). *Adapted physical activity, recreation, and sport* (6th ed.). Boston, MA: McGraw-Hill.

World Health Organization. (2017). Health Topics. Retrieved from
<http://www.who.int/topics/en/>

Section 4:

STUDENT UNIT MAPS

Information in and formatting of the sports skills in this section (1) was modified and used with permission and/or (2) abided by the terms of use from the following resources:

Lieberman, L. J. & Houston-Wilson, C. (2002). *Strategies for Inclusion: A handbook for physical educators*. Champaign, IL: Human Kinetics.

Special Olympics Sports Skills Guides (2014). Retrieved from http://www.specialolympics.org/Common/Special_Olympics_A_to_Z.aspx

Basketball

Modifications and Adaptations

Equipment	Rules	Environment	Instruction
auditory balls	cooperation	bright boundaries	proximity
bright balls	keep away	tactile lines	explanation
tactile balls	scoring variations	auditory lines	demonstration
buzzer basket	everyone touch ball	number of players	physical assistance
high basket	at least 4 passes	half court space	visual aids
low basket	partner pass to student	narrower court	peer tutor
bright basket	"Go" cues start	low noise	command style
ball size	5 fouls, you're out		task style
bigger rim			problem solving
softer ball			list verbal cues
cones			feedback
pinnies			

DRIBBLING

Task	Dribbling
Task description	Student dribbles ball with preferred hand waist high or lower without stopping or losing control
Scale components	form
Rubric level	Rubric descriptors
1 – white	Student holds basketball in pads of fingers, not the palm; one hand is slightly under and to the side of the ball, and the other hand is on top
2 – green	Student pushes the ball toward the floor with the top hand as the other hand is removed, hand is flexed toward the floor as the ball is pushed
3 – orange	Student returns the dribbling hand to the starting position as the ball bounces on the floor – FEEL FOR THE BALL
4 – blue	As the ball comes back to meet the dribbling hand, student will use a relaxed but firm hand to receive the ball then return the ball back to the floor
5 – brown	Student will bend legs and keep HEAD UP, opposite-to-dribbling arm is bent, firm and away from body to PROTECT the ball

Teaching Tips

- Dribbling -
 - Assist student by letting him/her put his/her hand on top of yours to feel the rhythm of dribbling
 - Have the student place the ball on the floor, the dribbling hand on top, and the other hand to the side and almost under the ball (when the ball is picked up, it is now in the proper position to begin dribbling)
 - When dribbling, the lower the bounce, the easier the control
 - Key words: "FEEL THE BALL", "HEAD UP", "PROTECT"

PASSING

Task	Chest Pass
Task description	Student performs chest pass to a partner from a distance of 15 feet
Scale components	(a) form and (b) accuracy
Rubric level	Rubric descriptors
1 – white	Student holds basketball with both hands at chest height
2 – green	Student will position hands at the side of the ball, fingers pointing to target and thumbs behind ball
3 – orange	Student will step forward with one foot toward the intended target
4 – blue	Student will extend elbows and push the ball forcefully toward target
5 – brown	Student will release the ball by snapping hands forward so the palms face out and the thumbs point toward the floor
6 – black	Student will follow through toward target; track the ball to the target

Task	Bounce Pass
Task description	Student performs a bounce pass to a partner from a distance of 15 feet
Scale components	(a) form and (b) accuracy
Rubric level	Rubric descriptors
1 – white	Student holds basketball with both hands at chest height
2 – green	Student will position hands at the side of the ball, fingers pointing to target and thumbs behind ball
3 – orange	Student will step forward with one foot toward intended target
4 – blue	Student will extend elbows and push the ball forcefully toward a spot on the floor halfway between them and the target
5 – brown	Student will release the ball by snapping hands forward so the palms face out and the thumbs point toward the floor
6 – black	Student will follow through toward the spot; track the ball to the target

Teaching Tips

- Chest Pass -
 - Assist student with lower ability by standing behind him or her – put your hands over the student’s hands and guide student through the chest pass motion
 - Mark a spot on a wall and ask student to chest pass the ball to the target; gradually increase distance between the student and the wall as student’s ability increases
 - Progress to starting student at the same spot and asking student to chest pass the ball to targets placed in several different locations, place targets at varying heights and distances
 - Key words: “STEP AND PUSH”, “FOLLOW THROUGH”

- Bounce Pass -
 - Assist student with lower ability by marking a spot on the floor that is halfway between two students facing each other; have the passer aim at the spot so it will bounce up to the height of the other student's chest
 - Demonstrate passes that bounce before, on, and well beyond the halfway spot; allow students to experiment with both short and long passes to partners standing at various distances
 - Key words: "STEP AND PUSH", "FOLLOW THROUGH"

SHOOTING

Task	Free Throw
Task description	Student shoots the basketball with a one-hand set shot
Scale components	(a) form, (b) accuracy, and (c) follow through
Rubric level	Rubric descriptors
1 – white	Student holds the basketball in good dribbling position (refer to dribbling section)
2 – green	Student brings the ball up to shooting position (the shooting hand is behind and slightly under the ball; thumbs are up and apart from one another)
3 – orange	Student will face the basket and look over the ball focusing on the target
4 – blue	Student will keep the shooting-side leg slightly forward
5 – brown	Student will bend knees; lift elbow and extend shooting arm toward basket
6 – black	Student will release the ball by snapping the shooting hand down – rolling the ball off the fingertips to impart lift and backspin to the ball During the FOLLOW THROUGH, the hand and arm form a "GOOSENECK"

Task	Jump Shot
Task description	Student performs a jump shot
Scale components	(a) form, (b) accuracy, and (c) follow through
Rubric level	Rubric descriptors
1 – white	Student holds the basketball in proper hand position (shooting hand is behind and slightly under the ball, non-shooting hand is on the side of the ball supporting it)
2 – green	Student will face and focus on the basket
3 – orange	Student will bend knees slightly
4 – blue	Student will raise the ball above forehead (shooting-hand side of head) as the legs extend and jump straight up off feet
5 – brown	Student will release the non-shooting hand from the ball as the ball is shot toward the basket (elbow, wrist, and hand extends in rhythmical sequence)
6 – black	Student will land on the floor and track the ball to the basket

Teaching Tips

- Free throw -
 - It is important that the student feels the power for the shot coming from the legs
 - The movement sequence begins with the knees and is followed by the elbow, wrist and fingers
 - Physical prompting may be needed to assist the student in preparing for the shot as well as shooting it
 - Proper hand placement on the ball is critical
 - Younger or less skilled students can practice shooting to a partner, at a target on the wall, or a lower basket
 - Demonstrate putting an arc on the ball by lifting the shooting hand's elbow so the ball has a better chance of going into the basket
 - Key words: "BALL UP", "SEE THE BASKET OVER THE BALL", "FOLLOW THROUGH" (GOOSENECK)

- Jump shot -
 - Practice the motion of the shot without jumping and without the ball
 - Next, practice the motion of the shot with jumping but without the ball
 - Finally, add the ball and complete the jump shot
 - Remind student to lift elbow to put arc on the ball
 - Set up imaginary wall (hanging a blanket or using an opponent with hands up) above which the student must jump in order to see the basket and shoot the ball
 - Practice the jump shot close to the basket and banking it off the backboard before gradually increasing the distance and only using the rim as a focus
 - Key words: "BEND AND EXTEND", "REACH FOR THE BASKET", "UP", "SHOOT"

Modified and used with permission from Lieberman & Houston-Wilson (2002), p. 140.

BOCCE

Bocce is a bowling game played by individuals and teams of either two or four players. The object of the game is to score points by positioning one's bocce balls closer to the target ball or pallina than one's opponent. The pallina is rolled or tossed onto the playing court. The players then deliver their four bocce balls, alternating rolls between players/teams in an attempt to score. The players or teams that manage to position one or more balls closest to the pallina by the end scores one point per ball closest to the pallina.

A player rolls (bowls) its ball down the court provided it does not go out-of-bounds or the player does not step over the foul markers. A player/team has the option of "spocking" or hitting out any ball in play in trying to obtain a point. All ball deliveries must be made using an underhand style.

STANCE

Task	Bocce stance
Task description	Student will assume the proper stance
Scale components	form
Rubric level	Rubric descriptors
1 – white	Student assumes a proper position near the foul line
2 – green	Student faces the appropriate direction and places lead foot forward
3 – orange	Student's lead foot points in the direction the ball will be delivered, lead leg bent and knee over toe
4 – blue	Student's non-dominant leg extended backward/sideward and planted to provide solid support and trunk is bent forward at the waist
5 – brown	Student's head is up, back straight, eyes are focused on target

RELEASE

Task	Bocce release
Task description	Student will release the bocce ball in a smooth roll toward the target
Scale components	(a) form and (b) accuracy
Rubric level	Rubric descriptors
1 – white	Student grips the ball correctly (palm of hand, fingers spread)
2 – green	Student assumes proper stance, hand palm up
3 – orange	Student pushes ball slightly away from body at start of swing
4 – blue	Student lets arm drop and extend backward in a smooth motion
5 – brown	Student's palm remains forward through entire backswing and fingers come forward, ball rolls off fingers
6 – black	Student does not foul (step over the line)

STRATEGY

Task	Bocce strategy
Task description	Student will use strategy/rules to play fair
Scale components	(a) success and (b) social rules
Rubric level	Rubric descriptors
1 – white	Student takes time to analyze the position of the balls on the far side of the court
2 – green	Student is able to decide which ball to aim at or what position he/she would like the ball to assume relative to the pallina
3 – orange	Student understands the difference between rolling a ball for a point or rolling the ball to displace the opponent
4 – blue	Student understands position in team rotation and acknowledges achievements of other players

Mini Game - Outdoor Modified Bocce

- 2 or 4 players
- One team rolls out the target ball (tennis ball) no more than 40 feet
- Teams alternate rolling softballs attempting to get their balls closest to the target ball
- The team that gets its ball closest to the target ball gets 1 point
- If more than 1 ball of a team is closer to the target ball than any ball rolled from the opponent, a point is scored for each ball
- Balls are picked up; the scoring team rolls out the target ball and play begins again
- The game continues until a team reaches the determined number of points (i.e. 10, 15, 20)

Mini Game - Indoor Modified Bocce

- 2 or 4 players
- One team rolls out target ball (small foam ball) no more than 20 feet
- Teams alternate rolls (yarn balls) attempting to get closest to the target ball

BOWLING

Modifications and Adaptations

Equipment	Rules	Environment	Instruction
__ bumpers	__ more attempts	__ directional arrow	__ physical assistance
__ plastic ball	__ two hand roll	__ shorter distance	__ hand signals
__ colored pins	__ no fouls	__ more pins	__ modeling
__ lighter balls	__ any number of steps	__ short instruction	__ verbal cues
__ lighter pins	__ partner games	__ automatic scoring	__ braille
__ softer ball	__ tutor recovers ball	__ shorter lanes	__ peer tutor
__ ramps	__ stand at line	__ wider lanes	__ slow down
__ balloons	__ 1-step approach	__ sloped lanes	__ task styling
__ visual aid	__ no finger holes	__ 1 ball in return rack	__ indirect
__ task cards			__ demonstration
			__ feedback

APPROACH

Task	Bowling approach
Task description	Student will use a 3-step approach to bowl a bowling ball in a game
Scale components	form
Rubric level	Rubric descriptors
1 – white	Student attempts to roll the bowling ball
2 – green	Student walks to line before rolling
3 – orange	Student uses the 3-step approach and steps with the opposite foot most of the time, holding ball waist high supported with non-bowling hand
4 – blue	Student uses the 3-step approach, swings ball from back to front, with elbow straight and steps with the opposite foot most of the time
5 – brown	Student demonstrates above skill and releases the ball out front with a smooth transition most of the time

RELEASE

Task	Bowling release
Task description	Student releases the ball using visual lane markers and proper hole release
Scale components	(a) form and (b) accuracy
Rubric level	Rubric descriptors
1 – white	Student assumes correct form
2 – green	Student releases the ball with a smooth release without rolling the ball in the gutter
3 – orange	Student releases the ball ensuring the flight line is in line with arrows
4 – blue	Student releases the ball with thumb pointing up and towards the pins
5 – brown	Student uses proper form and hits the pins
6 – black	Student uses proper form and hits at least 3 pins

Teaching Tips

- Stand behind the athlete, place hand on top of the athlete's hand and right foot behind his/her left foot, if student is right handed. At the same time, push the ball forward and push his/her left foot straight ahead with your left foot.
- Athlete practices without the ball
- Stand beside the athlete. Have the athlete swing the ball forward. With your right hand, force the ball loose from the grip so that it goes forward over the foul line.
- For proper hand release: handshake position, thumb up and fingers pointing towards the pins
- Key words: "ARM SWING", "REACH BACK", "SWING FORWARD", "CLOSE TO BODY", "RELEASE", "NO BOUNCE", "THUMB UP"

Mini Game - Circle Bowler

- Open area and small group
- Equipment – spot markers, lightweight bowling pin, playground ball
- Form a circle with the spot markers having students stand on a spot
- Place bowling pin in middle of circle
- Students take turns rolling ball at pin
- When a student knocks the pin down, he/she will run around the circle until he/she gets back to their position
- Modifications – teacher counts out loud, challenging student running around the circle to get back to their spot before reaching a determined number; place more pins in middle of circle; allow more attempts to hit pin; use a bowling ramp

Mini Game - Guard the Pin

- Open area and small group
- Equipment – spot markers, lightweight bowling pin, playground ball
- Form a circle with the spot markers having students stand on a spot marker
- Place bowling pin in middle of circle and assign one student to guard the pin
- Students take turns rolling the ball at the pin in an attempt to knock it down
- The student that knocks the pin down with a rolled ball becomes the new guard
- Modifications – allow an extra guard for less skilled student

GYMNASTICS

Modifications and Adaptations

Equipment	Rules	Environment	Instruction
__ mats	__ cooperation	__ uncluttered	__ spotting
__ low beam	__ have partner/spotter	__ limit distractions	__ explanation
__ springboard	__ no shoes on mats	__ predictable	__ demonstration
__ incline mat	__ proper clothing	__ consistent	__ physical assistance
	__ attempt all activities		__ visual aids
	__ challenge by choice		__ peer tutor
	__ personal best		__ command style
	__ no horse play		__ task style
	__ no flipping		__ problem solving
	__ one at a time		__ list verbal cues

ROLLS

Task	Log Roll
Task description	Student lying on back with arms stretched above head, legs together and straight Student rolls onto stomach and then onto back maintaining body position
Scale components	form
Rubric level	Rubric descriptors
1 – white	Student assumes correct position
2 – green	Student attempts to roll onto stomach
3 – orange	Student rolls from back to front to back
4 – blue	Student rolls keeping body straight and tight during the roll(s)

Task	Forward Roll
Task description	Student performs forward roll (somersault)
Scale components	form
Rubric level	Rubric descriptors
1 – white	Student assumes standing stretch position
2 – green	Student places hands on mat, keeping hips elevated, looking through legs
3 – orange	Student rolls forward ending in sitting position
4 – blue	Student rolls forward ending in standing stretch position

Task	Back Rock
Task description	Student performs a back rock, rolling onto upper shoulders, in tuck position
Scale components	form
Rubric level	Rubric descriptors
1 – white	Student sits on ground in tuck position
2 – green	Student tucks chin into chest (look at belly), round back
3 – orange	Student bends arms and places hands palm up (finger tips back) above shoulders
4 – blue	Student rolls back to upper back, placing hands flat on floor
5 – brown	Student performs back rock remaining in tuck and rolls back to sitting position

Teaching Tips

- Support back of neck
- Using a bean bag or small stuffed animal, have student place under chin to keep the head in the tucked position during the roll
- Spotter stands behind and to the side and spot by lifting hips
- Cues: Hands on mat, hips up, look through legs at belly, roll (push off)
- Use incline mat to assist while students are learning
- Correct arm/hand position can be achieved before rolling by squeezing “elephant ears” close to head
- Maintaining tuck for back rock: squeeze bean bag under chin; squeeze bean bag between legs

BALANCE STANDS

Task	Teeter Totter
Task description	Student performs one leg handstand
Scale components	form
Rubric level	Rubric descriptors
1 – white	Student stands in forward lunge position
2 – green	Student will place hands on mat shoulder width apart
3 – orange	Student will lift back leg into air, pushing off front leg and lift it in air
4 – blue	Student will switch legs at top of flight
5 – brown	Student’s first leg lands on ground, then second
6 – black	Student will lift arms off ground and stand

Task	Scale
Task description	Student performs modified side scale
Scale components	form
Rubric level	Rubric descriptors
1 – white	Student stands in stretch position, legs together, arms stretched overhead
2 – green	Student will lower arms to side, outwards
3 – orange	Student will lift one leg out to side 30 to 45 degrees
4 – blue	Student will hold position for 2 seconds
5 – brown	Student will return to standing stretch position

Task	V-Sit Supported
Task description	Student performs v-sit position with support of hands
Scale components	form
Rubric level	Rubric descriptors
1 – white	Student assumes pike sitting position, legs together and straight in front of body, feet together
2 – green	Student will place hands on mat behind hips
3 – orange	Student will raise legs with feet remaining together to a v-sit position
4 – blue	Student will hold v-sit for 2 seconds

Task	Knee Stand
Task description	Student performs knee stand to knee lunge to standing position
Scale components	form
Rubric level	Rubric descriptors
1 – white	Student assumes layout position, lying on stomach
2 – green	Student will bring hands to shoulders pushing up to knee stand
3 – orange	From knee stand, student will bring one leg forward to knee lunge position
4 – blue	From knee lunge, student will stand up

Task	Candle Position
Task description	Student performs back rock to candle position
Scale components	form
Rubric level	Rubric descriptors
1 – white	Student performs back rock placing hands on mat as in back roll
2 – green	From back rock position, student will extend body straightening hips, keeping legs and feet together, pointing toes resting on upper shoulders
3 – orange	Student will hold position for 2 seconds keeping body tight in extension then roll down and forward

Teaching Tips

- Teeter Totter -
 - From front support with lunge, practice lifting one leg first just enough that other foot barely leaves floor
 - Spot by standing or kneeling to side of athlete placing one hand, palm up, under athletes shoulder
- Scale -
 - Partner may stand behind student and hold hips to assist in balance
 - Student may hold onto bar with non-scale arm for initial practice
- V-Sit -
 - Assist student by placing one hand under students thighs and the other hand on back
 - For students with weak hip flexors, start by bending knees, then raise one or two legs
- Knee Stand -
 - Partner may stand behind student and hold shoulder to assist in balance
 - Knee lunge may be done with either leg
- Candle Position -
 - Partner may assist student in extended position holding ankles
 - Contraindicated for students with neck problems and, specifically, those with atlantoaxial instability

JUMPS

Task	Tuck Jump
Task description	Student performs tuck jump
Scale components	form
Rubric level	Rubric descriptors
1 – white	Student assumes standing position and lifts into stretch jump, arms overhead
2 – green	Once in the air, student will lift knees upward in tuck position bringing knees toward chest
3 – orange	Student will lower knees prior to landing
4 – blue	Student will finish in standing stretch position arms overhead

Task	Straddle Jump
Task description	Student performs straddle jump
Scale components	form
Rubric level	Rubric descriptors
1 – white	Student assumes standing position and lifts into stretch jump
2 – green	Once in air, student will lift legs sideward to straddle position, keeping body erect and hips stretched
3 – orange	Student will bring legs together prior to landing
4 – blue	Student will finish in standing stretch position with arms overhead

Teaching Tips

- Tuck Jump -
 - Knees should be lifted in front of body rather than behind
- Straddle Jump -
 - Focus upward on jump and landing

Modified and used with permission from Lieberman & Houston-Wilson (2002), pp. 148-151.

HORSESHOES

Modifications and Adaptations

Equipment	Rules	Environment	Instruction
__ auditory target	__ point for touching stake	__ bright boundaries	__ proximity
__ bright shoe	__ extra points for ringer	__ limit distractions	__ explanation
__ short court	__ take turns	__ auditory lines	__ demonstration
__ bigger stake	__ stand behind line	__ number of players	__ physical assistance
	__ shorter throw	__ limit mobility	__ visual aids
		__ smooth surface	__ peer tutor
		__ modified court size	__ problem solving
			__ feedback

PITCH

Task	Horseshoe Pitch
Task description	Student pitches the horseshoe the length of the court to the stake
Scale components	(a) form and (b) distance
Rubric level	Rubric descriptors
1 – white	Student attempts to pitch shoe
2 – green	Student assumes stance with weight evenly distributed, stepping toward target with opposite foot, eyes on target, shoulders square to target
3 – orange	Student assumes proper stance, steps toward target utilizing a smooth, rhythmic, pendulum arm swing, releasing the shoe, extending the arm toward the target
4 – blue	Student pitches the shoe the length of the court utilizing proper technique

Teaching Tips

- Allow student to pitch from shorter distance, slowly increasing distance as student learns proper technique
- Begin with no competition and then add competition

SHUFFLEBOARD

Modifications and Adaptations

Equipment	Rules	Environment	Instruction
auditory "disc"	take turns	bright boundaries	proximity
bright disc	stand behind	limit distractions	explanation
short court	shorter line push	auditory lines	demonstration
cue sticks	don't cross line	number of players	physical assistance
		limit mobility	visual aids
		smooth surface	peer tutor
		modified court size	problem solving
			feedback

PUSH

Task	Shuffleboard Push
Task description	Student pushes the disc the length of the court to scoring area
Scale components	(a) form and (b) accuracy
Rubric level	Rubric descriptors
1 – white	Student attempts to push the disc by jabbing at it
2 – green	Student pushes the disc placing the cue stick against the disc before the pushing action begins
3 – orange	Student places the cue stick next to the disc, pushing forward by straightening the elbow, stepping forward with the opposite foot, and following through toward the target with knees flexed
4 – blue	Student pushes the disc the length of the court utilizing proper technique

Teaching Tips

- Place disc in different scoring areas and allow student to practice knocking the target disc out of the area with their disc
- Practice shooting for position, develop "feel" for the push by attempting to push the disc to various boxes
- Allow student to push from shorter distance, slowly increase distance as student learns proper technique
- Begin without competition and then add competition

SOCCER

Modifications and Adaptations

Equipment	Rules	Environment	Instruction
___ auditory balls	___ ground pass	___ bright boundaries	___ proximity
___ bright balls	___ timed dribble	___ tactile lines	___ explanation
___ tactile balls	___ undefended	___ auditory lines	___ demonstration
___ bell ball	___ everyone touch the ball	___ number of players	___ physical assistance
___ buzzer on net	___ at least 5 passes	___ limit mobility	___ visual aids
___ small goal	___ partner pass to student	___ smooth surface	___ peer tutor
___ wider goal	___ "Go" cues start	___ modified field size	___ small sided games
___ ball size	___ No heading	___ limit distractions	___ small groups
___ front bumper	___ shooting zone = score		___ problem solving
___ softer ball			___ list verbal cues
___ cones			___ feedback
___ pinnies			___ lane soccer

DRIBBLING

Task	Soccer Dribbling
Task description	Student dribbles ball using both inside and outside of the foot against a defender
Scale components	(a) form, b) accuracy, and c) distance
Rubric level	Rubric descriptors
1 – white	Student attempts to dribble with dominant and non-dominant foot
2 – green	Student dribbles with the inside of each foot, through 5 cones set 7 feet apart, without losing the ball
3 – orange	Student dribbles with outside of each foot, through 5 cones spaced 7 feet apart, without losing the ball
4 – blue	Student dribbles with both the inside and outside of each foot, through 5 cones spaced 7 feet apart, without losing control
5 – brown	Student dribbles against a defender for 20 yards without losing the ball

Teaching Tips

- Keep ball close to the feet - HUG IT WITH YOUR FEET
- Keep the head up - HEAD UP, LOOK AROUND
- Quickness of feet - TOUCH, TOUCH, TOUCH, TOUCH
- Alternate feet - RIGHT FOOT, LEFT FOOT

Mini Game - Dribbling Square

- 20 meter by 20 meter square (12 players)
- Every player with a ball
- Players dribble slowly around the square avoiding other players and staying inside the boundaries
- CHASERS (2 at a time for 30 seconds) chase and try to kick away the dribbler's ball
- 1 point is scored for each kick away, NO sliding or tackling

PASSING

Task	Soccer Pass
Task description	Student performs an exact pass using the inside and outside of the foot to a standing and moving partner
Scale components	(a) form and (b) accuracy
Rubric level	Rubric descriptors
1 – white	Student attempts to pass with dominant and non-dominant foot
2 – green	Student passes with the inside of the foot, to a partner standing 10 feet away, using each foot 5 times
3 – orange	Student passes with the outside of the foot, to a partner standing 10 feet away, using each foot 5 times
4 – blue	Student passes with inside and outside of foot, to a partner standing 20 feet away, using each foot
5 – brown	Student passes using the inside of the foot, to moving partner, without losing control
6 – black	Student passes using either the inside or outside of the foot, to a moving partner, without losing control

Teaching Tips

- Look for teammates - USE YOUR EYES, LOOK THEN KICK
- For shorter passes use the INSIDE of the foot
- For longer passes use the INSTEP (laces) of the foot
- Encourage well struck but controlled passes - FIRM PASSES

Mini Game - Pass to Score

- 3 groups of 4 - Passing team, Shooting team, Goalkeeping team
- Partners at passing and shooting teams
- All balls at passing team
- Passer dribbles and passes to partner who must receive pass between the two cones (partner decides how long the pass will be)
- Partner passes or rolls the ball across to the shooter who controls and shoots
- Players return back to their own lines after passing or shooting
- Next passer goes immediately - KEEP THE GAME GOING
- 3 balls per passer then rotate groups counter-clockwise with the goalkeepers becoming the next passing team

SHOOTING

Task	Soccer Shooting
Task description	Student shoots the soccer ball on goal when shot is available
Scale components	(a) form and (b) accuracy
Rubric level	Rubric descriptors
1 – white	Student attempts to shoot the ball on goal
2 – green	Student shoots the ball on goal using the instep of the foot
3 – orange	Student shoots the ball on goal using the instep of the foot from a moving approach
4 – blue	Student shoots the ball on goal against a defender

Teaching Tips

- Take a shot whenever you are near the goal (define near) - LOTS OF SHOTS
- Concentrate on the ball as you shoot - HEAD DOWN
- Point your toe down toward the ground - TOE DOWN
- Shoot with power - POWER! FOLLOW THROUGH WITH YOUR FOOT

Mini Game - Target Ball

- 10 meter by 10 meter square
- 2 teams on opposite sides of the square, all players on one team with a ball each (2 balls each if possible)
- Target ball (big ball, different color) - for lower skilled groups you can use 3 or 4 target balls or a beach ball
- Team A tries to shoot their balls at the central, target ball; 10-15 second time limit
- Object is to knock the target ball over the opposing team's end line (score 5 points) or after 3 minutes the team who has gained most ground wins (3 points)
- You can also play the game scoring 1 point for each "hit" on the target ball
- Team B recovers the balls and prepares to shoot, they begin once all the balls have been collected
- If the target ball goes out the side of the square, partner stops the game and positions ball back in the middle opposite the point where the ball went out

Modified and used with permission from Lieberman & Houston-Wilson (2002), pp. 151-153.

SOFTBALL

Modifications and Adaptations

Equipment	Rules	Environment	Instruction
beep balls	set number of strikes	directional arrow	physical assistance
plastic balls	5 people in outfield	shorter distance	hand signals
bells/beeper on bases	no tag outs	cones for bases	modeling
batting tee	hit off tee	number of players	verbal cues
lighter bats	partner games	closer pitcher	play-by-play action
softer balls	peer recovers ball	shorter outfield	peer tutor
gloves: different sizes	no strikeouts	number of bases	slow down
Velcro balls	safety rules	indoors or outdoors	task styling
tether balls	3 swings, not strikes	ropes	shadow
helmets	cooperation	smaller space	demonstration
flat bats	competition		feedback

THROWING

Task	Softball throw
Task description	Student will throw the ball to a base
Scale components	(a) form, b) accuracy, and (c) distance
Rubric level	Rubric descriptors
1 – white	Student can throw ball to closest base most of the time
2 – green	Student can throw ball with opposite-foot step, weight shift, hip rotation, and a follow-through across the body, to closest base most of the time
3 – orange	Student can throw the ball, with proper form, to first base 50% of the time
4 – blue	Student can throw the ball, with proper form, to first base 75% of the time
5 – brown	Student can throw the ball, with proper form, to base farther away 50% of the time
6 – black	Student can throw the ball, with proper form, to base farther away 75% of the time

FIELDING

Task	Softball fielding
Task description	Student will show proper form and skill in fielding the ball
Scale components	(a) form and (b) percent of stopped balls
Rubric level	Rubric descriptors
1 – white	Student assumes ready position, knees bent, body facing ball, hands down
2 – green	Student will keep knees bent and eyes on the ball 50% of the time the ball is hit to them
3 – orange	Student will keep knees bent, eyes on the ball, glove down on the ground, body behind the ball, and non-glove hand covering the ball 50% of the time the ball is hit to them
4 – blue	Student will use proper form for fielding the ball, and will slide right or left to field the ball 50% of the time
5 – brown	Student will use proper form for fielding the ball and slide towards the ball 50% of the time
6 - black	Student will stop at least 50% of balls near them

BATTING

Task	Softball batting
Task description	Student will bat a ball from a tee and off a pitch
Scale components	form
Rubric level	Rubric descriptors
1 – white	Student can hit a ball off a tee, with shoulder to outfield and non-dominant foot forward
2 – green	Student demonstrates above and weight-shift to front foot
3 – orange	Student demonstrates above with follow through and ball stays in fair territory
4 – blue	Student demonstrates proper form when batting 50% of the time
5 – brown	Student can bat a ball, with proper form, from either a batting tee or a pitched ball, contacting the ball 25% of the time.

Teaching Tips

- Batting: use side-on stance, use large backswing, transfer weight

Mini Game - Reverse Pitch

- The “batting” team throws the ball toward the pitcher or other, large target
- Team runs the bases
- When the outfielders retrieve the ball, the batting team stops running
- Next player from batting team throws the ball
- Play continues until each player has had a turn to throw the ball
- Objective of the game is to learn base running
- Modifications - designate one player from the outfielders to be the “holder” of the ball; the batting team continues running the bases until the outfielders get the ball to the “holder” of the ball

Mini Game - Modified T-Ball

- Split group into two teams, outfielders and batters
- Place a cone down first base line at a distance determined by the students ability
- Batter strikes ball off tee, running down to and around cone, heading back to home plate
- The outfielders try to secure the ball by picking it up
- If the outfielders pick up the ball before the runner gets back to home plate the play is over
- If the batter gets back to home plate before the fielders pick up the ball, he/she scores a run

Modified and used with permission from Lieberman & Houston-Wilson (2002), pp. 137-140.

TENNIS

Modifications and Adaptations

Equipment	Rules	Environment	Instruction
larger rackets	more than 1 bounce	smaller player area	proximity
larger balls	have partner	limit distractions	explanation
bells in balls	smaller court	against wall	demonstration
lower net	modified serve	boundaries	physical assistance
straps on racket	hit off tee for serve	stations	visual aids
tether balls	slow down game	smaller court	peer tutor
balloons	personal best	shorter net	command style
whiffle balls	no collisions	no net	task style
shorter racket	flip cards for score	doubles lines	problem solving
smaller balls	one at a time	sun not in eyes	list verbal cues
lighter racket			feedback

FOREHAND STROKE

Task	Forehand stroke
Task description	Student will hit a forehand shot in a tennis game
Scale components	(a) form, (b) number of performances, and (c) accuracy
Rubric level	Rubric descriptors
1 - white	Student will hold the racket with a proper forehand grip (shake hands with racket)
2 - green	Student will hit ball thrown with a bounce, body turned sideways, making contact in front of body, and distinctly shifting weight forward, 3 of 5 times
3 - orange	Student demonstrates above with follow through, 3 of 5 times
4 - blue	Student will hit a tennis ball, thrown with a bounce from 6 feet with a forehand stroke
5 - brown	Student will hit a tennis ball with proper form from a toss, and get ball over the net 4 out of 5 times
6 - black	Student will hit a tennis ball with proper form during a game situation, and get the ball over the net 4 out of 5 times

BACKHAND STROKE

Task	Backhand stroke
Task description	Student will hit a backhand shot in a tennis game
Scale components	(a) form, (b) number of performances, and (c) accuracy
Rubric level	Rubric descriptors
1 - white	Student will hold the racket with a proper backhand grip
2 - green	Student will hit ball thrown with a bounce, arm extending across body
3 - orange	Student demonstrates above with follow through, 3 of 5 times
4 - blue	Student will hit a tennis ball, thrown with a bounce from 6 feet, with a backhand stroke
5 - brown	Student will hit a tennis ball, with proper form, from a toss, and get ball over the net 4 out of 5 times
6 - black	Student will hit a tennis ball, with proper form, during a game situation, and get the ball over the net 4 out of 5 times.

SERVE

Task	Serve
Task description	Student will hit a serve in a tennis game
Scale components	(a) form, (b) number of performances, and (c) accuracy
Rubric level	Rubric descriptors
1 – white	Student will serve the tennis ball from half-court
2 – green	Student will serve the ball from half-court w/ shoulder facing the net, proper toss above head, and contact out in front of the body, 2 of 5 times
3 – orange	Student will demonstrate above plus weight shift, and follow-through
4 – blue	Student will demonstrate above and get the ball over the net 3 of 5 times
5 – brown	Student will serve the ball from the service line, w/ proper form, during a game situation, and get ball over the net
6 – black	Student will demonstrate above and in the proper service box, 3 of 5 times

GAME PLAY

Task	Tennis Game Play
Task description	Student will participate in a game of tennis
Scale components	(a) choice of shots and (b) percentage of successful shots
Rubric level	Rubric descriptors
1 – white	Student will participate in a game of tennis using the forehand and backhand strokes correctly 50% of the time
2 – green	Student will demonstrate above plus serve the ball over the net
3 – orange	Student will demonstrate proper strokes 75% of the time, getting ball over the net 50% of the time
4 – blue	Student will demonstrate proper strokes and ball placement 75% of time

ETIQUETTE

Task	Tennis Etiquette
Task description	Student will practice the basic courtesies of the court
Scale components	(a) demonstration of etiquette and (b) social rules
Rubric level	Rubric descriptors
1 – white	Student will not interrupt play on other courts by retrieving balls while play is in progress
2 – green	Student will not walk behind players while play is in progress
3 – orange	Student will make sure the receiver is ready before serving
4 – blue	Student will replay points if questions or interruptions occur
5 – brown	Student will accept calls from the receiver

Teaching Tips

- Forehand grip: shake hands with the racket, forming a “V” with the thumb and forefinger, centered on the top of the grip
- Keep your wrist firm and straight
- Follow through is important in tennis for ball placement after the hit

Mini Game - Wall Tennis

- Play a tennis game with both students facing the wall
- You may put a line on the wall for the net
- Students hit the tennis ball toward the wall and alternate hits

Mini Game - “Ups”

- Each student has a racket and a tennis ball
- Challenge students to keep the ball bouncing on their racket for specified time period or specified number of “ups” (bounces)
- If ball is dropped, pick it up and start again. You can keep count of who has the least amount of drops or most “ups”

Modified and used with permission from Lieberman & Houston-Wilson (2002), pp. 154-156.

TRACK AND FIELD)

Modifications and Adaptations

Equipment	Rules	Environment	Instruction
__ auditory starts	__ time limitations/division	__ bright boundaries	__ peer tutor
__ guide ropes	__ guide runner/rope	__ throwing lines	__ proximity
__ bright lane lines	__ self competition	__ spot markers	__ demonstration
__ track	__ proper clothing	__ jumping lines	__ physical assistance
__ mats or pit	__ attempt all activities	__ open & friendly	__ visual aids
__ score sheets	__ look before throwing	__ larger lane lines	__ list verbal cues
__ tape measure	__ personal best		__ sign language
__ stop watch	__ no horse play		__ feedback
__ various throwing objects	__ wait for others to finish		__ problem solving

RUNNING

Task	Run
Task description	Student will run a desired distance for time, within a specific lane
Scale components	(a) form, (b) lane accuracy, and (c) time improvement
Rubric level	Rubric descriptors
1 – white	Student will move to starting line and stand one foot forward behind the line and within the lane markers
2 – green	Student will assume above position, body lean forward and arms flexed
3 – orange	Student will, from above position, begin the run from signal and stay within the lane markers
4 – blue	Student will run through the finish line a desired distance and stay within the lane markers
5 – brown	Student will improve upon timed run by end of training period

Teaching Tips

- Run with student who is having trouble staying within lane
- Practice starts with clap before using pistol for students sensitive to loud noise

LONG JUMP

Task	Long Jump
Task description	Student will jump forward with proper form from a standing jump to a running approach
Scale components	(a) form, (b) distance, and (c) distance improvement
Rubric level	Rubric descriptors
1 – white	Student will stand behind the take-off mark, jump for distance and walk forward out of pit
2 – green	Student will stand behind the take-off mark, bend knees, swing arms and forcefully extend legs and arms for maximum distance
3 – orange	Student demonstrates above form, uses knees to absorb impact and lands upright
4 – blue	Student establishes 9 step approach (9 bounding steps back from take-off board), mark with tape
5 – brown	Student stands at taped mark, and sprints toward take-off board
6 - black	Student plants take-off foot on board but not over board (scratch)
7- yellow	Student uses arms and legs for maximum jump`
8 – red	Student lands upright and walks forward out of pit
9 - pink	Student improves distance by end of training period

Teaching Tips

- Have student jump from hula hoop to hula hoop, slowly separating the hoops, increasing jumping distance
- Have student jump up and touch an object suspended overhead
- Have student bound over low objects (low hurdles)
- For field events, student has three trials to record best distance

SOFTBALL THROW

Task	Throwing Events
Task description	Student will throw an object (softball or tennis ball) for distance
Scale components	(a) form, (b) distance, and (c) distance improvement
Rubric level	Rubric descriptors
1 – white	Student will stand at throwing line and hold object (softball, tennis ball)
2 – green	Student will stand at line and use back to forward rotation of arm to throw for distance
3 – orange	Student will stand behind line, step with opposition, demonstrate weight shift, hip rotation, and a follow through when throwing for distance
4 – blue	Student will improve throwing distance by the end of the training period

Teaching Tips

- Have student throw over a barrier, teaching the student to release the ball high
- For field events, participants have three trials to record best distance

Modified and used with permission from Lieberman & Houston-Wilson (2002), pp. 157-160.

VOLLEYBALL

Modifications and Adaptations

Equipment	Rules	Environment	Instruction
volleyballs	regular volleyball	uncluttered	slow it down
beach balls	1-2 bounce rule	limit distractions	explanation
softer balls	catch the ball then hit	visual boundaries	demonstration
net, lower	3-4 passes	smaller court	physical assistance
balloons	serve close to net	more players	visual aids
	toss over net as serve	cooperation	peer tutor
	no rotation	stations	command style
	no-spike rule	wall	task style
	no-block	nice flat surface	problem solving
	overhand or underhand	indoors or outdoors	list verbal cues
	serve from anywhere		feedback
			sign language

SERVE

Task	Volleyball serve
Task description	Student will hit a serve in a volleyball game
Scale components	(a) form and (b) accuracy
Rubric level	Rubric descriptors
1 – white	Student will serve the ball from half-court
2 – green	Student will serve the ball from half-court, with proper position of the ball (held in non-dominant hand with non-dominant foot forward) and contact in front of the body
3 – orange	Student will demonstrate the above and use weight shift and follow-through to get the ball over the net, 50% of the time
4 – blue	Student will serve the ball demonstrating the above; ball will go over the net 7 out of 10 times
5 – brown	Student will serve the ball from the service line, with proper form, during a game situation, getting the ball over the net 7 out of 10 times

FOREARM PASS

Task	Volleyball forearm pass (bump)
Task description	Student will hit a forearm pass in a volleyball game
Scale components	(a) form, (b) accuracy, and (c) distance
Rubric level	Rubric descriptors
1 – white	Student will bump a volleyball tossed underhand by a peer 5 feet away
2 – green	Student, with both palms up, one hand lying on the other, and arms out straight, will bump a ball tossed underhand by a peer 5 feet away
3 – orange	Student will demonstrate above and will make contact in front of body
4 – blue	Student with proper form, will bump a ball tossed underhand by a peer from half court getting the ball over the net or to a setter 7 out of 10 times
5 – brown	Student with proper form, will move to bump the ball tossed anywhere on the court by a peer on the opposite side of the net, getting the ball back over the net or to the setter 8 out of 10 times
6 – black	Student, with proper form, will bump a volleyball from anywhere on the court during a game situation, getting the ball over the net or to the setter 50% of the time

GAME SITUATIONS

Task	Volleyball game situations
Task description	Student will demonstrate knowledge of body positioning (anticipation), teamwork, sportsmanship, and game knowledge of volleyball within a game situation
Scale components	success
Rubric level	Rubric descriptors
1 – white	Student will anticipate where the ball is going and move to the ball to make the next play
2 – green	Student will play the position and set the ball up for others to hit the ball
3 – orange	Student knows the rules, how to keep score, illegal hits, boundaries, and when to use which skill
4 – blue	Student plays by the rules, acknowledges good plays by teammates and opponents, and encourages all to do their best

Teaching Tips

- Bump: thumbs together and forearms flat
- Serve: do not toss the ball up, it is a hit with your palm or fist
- Use a modified “net” - suspended rope, row of chairs
- Use a suspended “ball” - suspend balloon or beach ball in front of student to strike
- Have students sit or stand on polypots or other flat markers

Mini Game - Sit Down Volleyball

- 2 teams with 2 - 4 players per team
- Use either a volleyball net lowered or toilet paper as a low net
- Use balloon or beach ball
- Teams must keep ball in play as long as possible without it touching the ground

Mini Game - Beach Ball Barrage

- Set up volleyball court with net at appropriate height
- Have players scattered on both sides of the net evenly
- The leader puts one ball at a time into play until several balls are in motion
- The players attempt to keep all balls aloft and send them back and forth over the net
- If ball lands on floor, pick it up and put it back into play

Mini Game - Newcomb

- Ball is thrown over the net
- The other team attempts to catch it
- Points are scored when a team fails to catch or volley the ball and it hits the ground

Modified and used with permission from Lieberman & Houston-Wilson (2002), pp. 160-163.

Section 5:

Appendices

- A. Essential Terminology
- B. Terminology Quiz and Answers
- C. Alternate Terminology Quiz and Answers
- D. Types of Disabilities Quiz and Answers
- E. Potential Careers
- F. Careers and Education Quiz and Answers
- G. Final Examination and Answers
- H. Course Evaluation

Appendix A

ESSENTIAL TERMINOLOGY

1. Accommodations: tailoring an educational program to a student's abilities and disabilities
2. Adapted physical education (APE): assessment, evaluation, and program recommendations within the motor domain to ensure that students with disabilities have access to school-based programs that will develop: (a) physical and motor fitness, (b) fundamental motor skills and patterns, and (c) skills for group and individual games and sports
3. Admission, review, and dismissal (ARD): meeting in which specific individuals meet to determine necessary direct and related services, meeting may include the student with the disability
4. Ambulatory: able to walk
5. Assessment: the process of gathering information about the abilities of a student
6. Congenital: present from birth
7. Disability: impairments, limitations, or participation restrictions (WHO, 2016)
8. Flexibility: range of motion at the joints
9. Goal: the end toward which effort is directed; something (knowledge or skill) to be achieved
10. Inclusion: educating all students in the same classes
11. Individual education program (IEP): specifically-designed instruction to meet the unique needs of an individual with disabilities
12. Integration: placing a student with disabilities into a classroom with typically developing peers in which the disabled student is a full member of the social group
13. Least restrictive environment (LRE): the environment that allows a student to function to the fullest extent of their capabilities
14. Midline: the imaginary vertical line separating the left and right sides of the body
15. Objectives: the documented steps by which a desired goal is reached

16. Positive reinforcement: a valued consequence that follows an action that increases the frequency of a desired behavior
17. Prompt: encouraging a student to perform a particular behavior; might include physical (hand-over-hand), visual (modeling or demonstration), or verbal (important descriptors)
18. Reverse inclusion: the inclusion of individuals without disabilities into educational and recreational settings to interact with individuals with disabilities
19. Spasticity: certain muscles are continuously contracted causing stiffness or tightness, which may interfere with coordinated movements, speech or gait

Appendix B

SAMPLE QUIZ

TERMINOLOGY QUIZ

Name: _____ Period: _____ Date: _____

- | | | |
|-------|---|----------------|
| _____ | 1. Impairments, limitations, or participation restrictions | A. ambulatory |
| _____ | 2. able to walk | B. congenital |
| _____ | 3. present from birth | C. disability |
| _____ | 4. placement of students with disabilities in general education classes | D. flexibility |
| _____ | 5. range of motion at the joints | E. inclusion |
| _____ | 6. jerky, uncertain movements of the muscles | F. spasticity |
| _____ | 7. specifically designed instruction for the student with disabilities | G. goal |
| _____ | 8. Something to be achieved | H. ARD |
| _____ | 9. meeting to discuss and determine direct and related services | I. IEP |
| _____ | 10. Encouraging a student to perform a particular behavior | J. prompt |

Answers to Terminology Quiz

1. C
2. A
3. B
4. E
5. D
6. F
7. I
8. G
9. H
10. J

Appendix C

SAMPLE QUIZ

Name: _____ Period: _____ Date: _____

TERMINOLOGY QUIZ

Choose the lettered word from the following list that most closely matches the definition below and write the letter in the blank.

- | | | | |
|---|------------|---|------------------------|
| A | LRE | F | congenital |
| B | disability | G | assessment |
| C | ARD | H | positive reinforcement |
| D | APE | I | integration |
| E | IEP | J | midline |

- _____ 1. placing a student with disabilities into a classroom with typically developing peers
- _____ 2. Impairments, limitations or participation restrictions
- _____ 3. a setting in which students with disabilities have access to programs that will develop physical and motor fitness, fundamental motor skills and patterns, and skills for group and individual games and sports
- _____ 4. the environment that allows a student to function to the fullest of their capabilities
- _____ 5. problem-solving process that gathers information from a variety of sources
- _____ 6. specifically-designed instruction to meet the unique needs of an individual with disabilities
- _____ 7. meeting in which responsible individuals meet with the student with disabilities to determine needed direct and related services
- _____ 8. imaginary vertical line separating the left and right sides of the body
- _____ 9. present from birth
- _____ 10. a pleasing consequence that follows an action

Answers to Alternate Terminology Quiz

1. I
2. B
3. D
4. A
5. G
6. E
7. C
8. J
9. F
10. H

Appendix D

SAMPLE QUIZ

Name: _____ Period: _____ Date: _____

TYPES OF DISABILITIES QUIZ

Multiple Choice: Read each statement and write the letter of the correct answer in the blank.

- _____ 1. Which of the following diseases or disorders directly causes intellectual disability?
A. Down syndrome B. cerebral palsy
C. hemophilia D. both A & B

- _____ 2. Which of the following diseases or disorders causes problems with balance?
A. intellectual disability B. deaf/hard-of-hearing
C. spina bifida D. all of the above

- _____ 3. Which of the following diseases or disorders is characterized by a gradual degeneration of the muscles?
A. learning disorders B. muscular dystrophy
C. autism D. Spina bifida

- _____ 4. Which of the following is a chromosomal disorder that results in an intellectual disability?
A. cerebral palsy B. Down syndrome
C. epilepsy D. microcephaly

- _____ 5. Which of the following is a disability that may result in recurring seizures?
A. epilepsy B. angelman syndrome
C. multiple sclerosis D. spina bifida

- _____ 6. Which of the following diseases or disorders involves problems with the brain or spinal cord?
A. autism B. epilepsy
C. cerebral palsy D. all of the above

- _____ 7. Which of the following disabilities causes the head size to be smaller than normal?
A. hearing impairment B. Down syndrome
C. microcephaly D. Rett syndrome

- _____ 8. Individuals with which disability might use Braille as a learning tool?
A. hearing impairment B. muscular dystrophy
C. epilepsy D. visual impairment

- _____ 9. Which of the following is an impairment of the ability to communicate with others?
- A. speech/language disorder
 - B. traumatic brain injury
 - C. visual impairment
 - D. multiple sclerosis
- _____ 10. Which of the following diseases or disorders (depending on type and severity) may result in premature death?
- A. muscular dystrophy
 - B. microcephaly
 - C. diabetes
 - D. all of the above

Answers to Disability Quiz

1. A
2. D
3. B
4. B
5. A
6. D
7. C
8. D
9. A
10. D

Appendix E

POTENTIAL CAREERS

EDUCATION SPECIALISTS

ADAPTED PHYSICAL EDUCATOR

An adapted physical educator may be required to: (a) assess and evaluate motor fitness; (b) develop the IEP; (c) implement the IEP; (d) teach children with disabilities; and (e) manage the behavior of children with disabilities.

DEAF EDUCATOR

A deaf educator has been specifically prepared to educate students who are deaf or hard-of-hearing and who may or may not have additional disabilities.

HOMEBOUND INSTRUCTOR

A homebound instructor is a special educator who educates children in a hospital setting or home setting due to medical disabilities or injuries.

SPECIAL EDUCATOR

A special educator has been specifically prepared to educate children with a variety of disabilities in a classroom setting.

VISUAL IMPAIRMENT EDUCATOR

A teacher of the visually impaired has been specifically prepared to educate or provide modifications to the education environment for students who are blind or visually impaired.

COUNSELING SPECIALISTS

COUNSELOR

A counselor provides programs to help children with disabilities deal with a variety of emotional traumas and everyday circumstances that are stressful.

EDUCATIONAL DIAGNOSTICIAN

A diagnostician implements the special education appraisal process. In addition, they assess program needs for students referred to special education services and work cooperatively with instructional personnel to provide the most appropriate programs for students with disabilities.

PSYCHOLOGIST

A psychologist provides assistance to children with disabilities in the areas of emotional trauma and abuse. In addition, they may assist in the assessment and evaluation process.

REHABILITATION COUNSELOR

A rehabilitation counselor provides assistance to individuals with disabilities to help them learn functional skills and gain confidence.

SOCIAL WORKER

A social worker counsels individuals and families in the home environment and helps families to deal with emotional struggles that may be related to their disabilities.

SENSORY SPECIALISTS

AUDIOLOGIST

An audiologist is qualified to provide a complete assessment of an individual's hearing capabilities. If needed, the audiologist will suggest modifications to enhance the individual's learning environment.

DUAL-SENSORY IMPAIRMENT (DEAF-BLIND) SPECIALIST

A specialist in dual-sensory impairment (multi-sensory impairment or deaf blindness) is specially trained to work with the unique needs of a person who has partial or complete loss of hearing and vision.

ORIENTATION AND MOBILITY SPECIALIST (O&M)

An O&M Specialist focuses on teaching basic spatial concepts (where a student is in relation to his/her environment) and independent travel skills (how to get around successfully in that environment).

SPEECH PATHOLOGIST

Speech Pathologists assess, diagnose, and treat individuals with communication disorders and swallowing difficulties. They are usually in the medical field but may be found in other healthcare facilities and education venues. Most jobs require at least a master's degree.

SPEECH THERAPIST

A speech therapist evaluates and improves communication behaviors of individuals. Communication is divided into four areas: (a) language content or meaning; (b) language structure or grammar; (c) language use or function; and (d) sound system of language.

THERAPY SPECIALISTS

MUSIC THERAPIST (MT)

A Music Therapist uses music to help clients improve or maintain their physical, emotional, or mental health. They may direct musical activities of the client or participate in the music with the client.

OCCUPATIONAL THERAPIST (OT)

An occupational therapist conducts evaluations and provides activities to help students with disabilities acquire or improve fine motor and functional, daily-living skills. An OT may also be involved with hospitals, home health care agencies, and rehabilitation facilities.

PHYSICAL THERAPIST (PT)

A physical therapist provides activities that help individuals acquire mobility, range-of-motion, and muscle tone. A PT may also be involved in hospitals, rehabilitation facilities, private practice, or home health care agencies.

RECREATION THERAPIST (RT)

A recreation therapist provides instruction in and options for leisure time activities for individuals with disabilities. A recreation therapist may also be involved in hospitals, rehabilitation facilities, or home health care agencies.

OTHER SERVICE PERSONNEL

ASSISTIVE TECHNOLOGY PERSONNEL

Assistive technology personnel may provide the following services: (a) evaluate the needs of the individual with disabilities; (b) procure appropriate equipment; (c) adapt equipment appropriately; (d) coordinate use of the equipment with other services; (e) train the individual with disabilities and/or the family in use and care of the equipment; and (f) train non-family members who are involved in the life of the individual with disabilities in the use and care of the equipment.

PARENT COUNSELOR/TRAINER

A parent counselor or trainer provides counseling and instruction to the families of individuals with disabilities regarding expectations, financial struggles, etc.

TRANSITION SERVICE PERSONNEL

Transition service personnel provide vocational counseling and education to students preparing to leave the public school system. The student with disabilities is given the opportunity to learn or enhance skills that will help them become functional in a workplace environment.

TRANSPORTATION PERSONNEL

Transportation personnel assist students with multiple disabilities during the ride to and from school.

Appendix F

SAMPLE QUIZ

CAREERS/EDUCATION QUIZ

Name: _____ Period: _____ Date: _____

Matching: Read the description of each professional in the left-hand column and choose the title of the profession in the right-hand column. Place the corresponding letter in the blank.

- | | | | |
|-----------|---|----|---------------------------|
| _____ 1. | teaches motor skills and fitness | A. | audiologist |
| _____ 2. | counsels individuals and families in the home | B. | special educator |
| _____ 3. | teaches functional, daily-living skills | C. | occupational therapist |
| _____ 4. | assesses hearing capabilities | D. | adapted physical educator |
| _____ 5. | teaches in a classroom setting | E. | social worker |
| _____ 6. | provides range-of-motion and muscle tone activities | F. | physical therapist |
| _____ 7. | assesses vision capabilities | G. | homebound instructor |
| _____ 8. | teaches in the home or hospital | H. | assistive technology |
| _____ 9. | provides and trains in the use of assistive equipment | I. | vision specialist |
| _____ 10. | provides vocational training for life after public school | J. | transition services |

Answers to Careers/Education Quiz

1. D
2. E
3. C
4. A
5. B
6. F
7. I
8. G
9. H
10. J

Appendix G

SAMPLE FINAL EXAM – selection of questions and adjustments can be made from various sections depending on your class

P.E. PARTNERS FINAL EXAM

Directions: Read each question and determine the correct answer. Choose the corresponding letter and mark it on your answer sheet.

Multiple Choice (1 pt. each):

1. Which of the following persons is NOT required to attend an ARD meeting?
 - A. special education teacher
 - B. general education teacher
 - C. administrator
 - D. Adapted PE teacher

2. Which of the following is the correct terminology to use for students in a special education environment?
 - A. retarded
 - B. handicapped
 - C. students with disabilities
 - D. deaf and dumb

3. Which of the following is a direct service?
 - A. adapted physical education
 - B. physical therapy
 - C. occupational therapy
 - D. all of the above

4. Which of the following disabilities or disorders does not cause intellectual disability?
 - A. multiple sclerosis
 - B. auditory impairment
 - C. visual impairment
 - D. none of the above cause intellectual disability

5. What is the goal of teaching team sports' skills to students with disabilities?
 - A. to learn/practice cooperation
 - B. to learn skills in various sports
 - C. to play with friends/family
 - D. All of the above

6. What is the term for the standard unit for measuring the intensity of sound?
 - A. disabled
 - B. frequency
 - C. decibel
 - D. decimeter

7. Which of the following disabilities *generally* results in intellectual disability?
- A. Down syndrome B. muscular dystrophy
C. deafness D. none of the above
8. Which of the following disabilities is characterized by a separation of the vertebral column?
- A. spina bifida B. muscular dystrophy
C. cerebral palsy D. epilepsy
9. Which of the following can be caused by an accident?
- A. spina bifida B. traumatic brain injury
C. blindness D. B & C
10. What is the term for the environment where individuals without disabilities are placed into a setting (gym, classroom, etc.) with individuals with disabilities?
- A. eligibility B. reverse inclusion
C. inclusion D. dinner

Matching: (1 pt. each)

- | | |
|-----------------|--|
| 11. transition | A. ability to walk |
| 12. flexibility | B. range of motion at the joints |
| 13. ambulatory | C. imaginary vertical line dividing the left and right sides of the body |
| 14. spasticity | D. change from school environment to home or community environment |
| 15. midline | E. jerky, uncontrolled movements of the muscles |
-
- | | |
|----------------|---|
| 16. disability | A. present from birth |
| 17. inclusion | B. impairment or limitation |
| 18. prompt | C. placement of students with disabilities into general education classes |
| 19. congenital | D. steps by which a goal is reached |
| 20. objectives | E. to encourage a particular behavior |
-
- | | |
|---------|---|
| 21. MD | A. meeting to discuss and determine direct and related services for a student with disabilities |
| 22. ARD | B. course of instruction designed specifically for a particular student with disabilities |
| 23. IEP | C. environment that allows a student to function to the fullest extent of their capabilities |
| 24. LRE | D. person who provides therapy in the areas of fine motor and functional, daily living skills |
| 25. OT | E. progressive disability characterized by decreased loss of muscle tone |

Short Answer (5 pts. each):

Write the question number and the answer on your paper.

26. Which of the special education professionals is responsible for helping a student with visual impairment learn to maneuver in his/her environment?
27. Which of the discussed disabilities is caused by a genetic defect (problem with a chromosome)? There are several correct answers –write only one.
28. What is the term for the feedback that focuses on what a student has performed correctly?

Answers to Final Exam

Multiple Choice:

1. D
2. C
3. A
4. D
5. D
6. C
7. A
8. A
9. D
10. B

Matching

11. D
12. B
13. A
14. E
15. C
16. B
17. C
18. E
19. A
20. D
21. E
22. A
23. B
24. C
25. D

Short Answer

26. O&M Specialist
27. various (Angelman syndrome, Down syndrome & muscular dystrophy)
28. positive reinforcement

Appendix H

COURSE EVALUATION

Directions: Please indicate your level of agreement with each of these statements by marking the appropriate letter on your scantron. You may make additional comments on the back of the scantron.

A = Strongly agree B = Moderately agree C = Not sure
D = Moderately disagree E = Strongly disagree no answer = not applicable

GENERAL INFORMATION:

1. A = Freshman B = Upperclassman
2. A = PE Credit B = Elective credit C = Community service hours

THE INSTRUCTOR:

3. was willing to answer questions
4. made changes if present methods were not working
5. expressed enthusiasm for the class
6. was available to help
7. related course content to practical situations
8. introduced stimulating ideas about course content
9. made course objectives clear
10. taught concepts that related to objectives
11. held student's interest
12. stimulated desire to learn more about the topic
13. was knowledgeable about the subject matter
14. arranged demonstrations that clarified course material
15. gave quizzes that represented course material fairly
16. used a variety of instructional materials
17. made good use of class time
18. shared appropriate information
19. encouraged participation by students

THE COURSE CONTENT:

20. was interesting
21. included information on most represented disabilities
22. was organized in a progressive sequence
23. was related to course objectives
24. encouraged learning
25. included an appropriate number and difficulty of quizzes
26. included community resources
27. included hands-on experience with students having a variety of disabilities
28. met the physical needs of the general education students in the class
29. met the physical needs of the special education students in the class
30. prepared me to begin working with students with disabilities

STUDENT'S PERCEIVED BENEFITS

31. I increased my factual knowledge about students with disabilities
32. My attitude toward students in special education has improved because of this course
33. I may enter the field of special education when I go to college
34. I may enter the field of adapted physical education when I go to college
35. I appreciate the uniqueness of other individuals
36. I understand the common characteristics I share with individuals with disabilities
37. I have learned skills that will help me in the future
38. I have developed habits that will protect my health and the health of others when working with individuals
39. I am aware of the need for appropriate education for all students
40. I am aware of a variety of disabilities and their associated characteristics
41. I am aware of a variety of careers associated with individuals with disabilities
42. I enjoyed this class