

Adapted Physical Education – Question & Answer

What standards does North Dakota follow?

ND Physical Education Content Standards are listed on the NDDPI website. These standards are based on the Society of Health and Physical Educators (SHAPE) Standards.

How does a student qualify for Adapted Physical Education (APE)?

An evaluation must be completed. Tests used in this evaluation must measure the areas of physical education listed in the IDEA definition of physical education. These areas include: physical and motor fitness; fundamental sports skills and patterns; skills in aquatics, dance, and individual and group games and sports, including intramural and lifetime sports or some combination thereof. APE can be assessed and added to an IEP during the initial evaluation or during a re-evaluation. The APE teacher or the general education P.E. teacher (if providing the APE minutes) needs to attend the IEP meeting.

Are there formal assessments that can be used to assess a student?

Yes. Some examples include: Peabody Developmental Motor Scales (early childhood), Test of Gross Motor Development-2 (TGMD 2, ages 3-10), Competency Testing for Adapted Physical Education (ages 6-17+), Brockport Fitness Test, and Adapted Physical Education Assessment Scale (APEAS 2). There are many additional options. These examples are for information and convenience of the reader and does not constitute endorsement, recommendation or favoring by the NDDPI.

Does there need to be a goal for APE?

Yes. SHAPE mandates the inclusion of measurable goals and objectives (as needed) in a child's IEP as well as statements that describe: the student's current level of performance, placement options available for implementing the program, assessment and procedures used to determine whether progress is made and when the goals and objectives are achieved, frequency and duration of services, and accommodations to be provided so that the student can participate safely and successfully.

Is APE a service or a placement?

APE is a service, not a placement. Least restrictive environment (LRE) needs to be considered. Ideally, services are provided while the student is with their general education peers in P.E.

Who is qualified to provide services?

Ideally, someone who is certified in APE through a national organization should provide services. Otherwise, a physical education teacher is qualified to provide APE services. The P.E. teacher would need to work with the special education teacher to contribute their data, evaluations, and goals for the IEP and progress reports. The person providing APE services is part of the IEP team and needs to attend meetings.

What are delivery options to consider when looking at a student's LRE?

Inclusive – teacher provides individual supports during P.E. class with general education peers

Consult – teacher consults with and trains a paraprofessional to support the student in the general education class with peers

1-on-1 or small group pull out – instruction away from peers

How is a student exited from APE?

The IEP team needs to go through the evaluation process to exit a student from APE services. If the team looks at that data and feels a student is ready to exit APE services documentation of the action, along with data to support the decision will be included in the IWAR and a prior written notice will be completed stating the service will be ending.

Resources:

- Adapted Physical Education - Frequently Asked Questions. Vermont Agency of Education.
- Adapted Physical Education National Standards.
- Guidelines for Adapted Physical Education. Connecticut State Department of Education.
- Individuals with Disabilities Education Act (IDEA).
- The National Consortium for Physical Education for Individuals with Disabilities.
- North Dakota Physical Education Content Standards. North Dakota Department of Public Instruction.
- Physical Education for Students with Disabilities. Wrightslaw.
- Society of Health and Physical Educators (SHAPE) America.