Designing and Implementing Effective Adapted Physical Education Programs

Luke E. Kelly
This book is dedicated to all physical educators who are willing to take a risk and try something new that is outside their comfort zone so that the students they serve can acquire physical and motor skills that will enrich and enhance the quality of their lives.
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This book has been written to assist adapted and general physical educators who are dedicated to ensuring that the physical and motor needs of all their students are addressed in physical education. While it is anticipated that adapted physical educators, where available, will typically take the lead in many of the planning and assessing decisions addressed in this book, the content has been organized and presented in such a manner as to facilitate its use by all physical educators. While it would be great to assume that all general physical education (GPE) teachers would have access to Adapted Physical Education (APE) specialists to help them address the needs of their students with disabilities, this unfortunately is not the case in many parts of the country. When APE specialists are not available, GPEs need the tools to make appropriate planning, assessing, and instructional decisions to address the needs of their students with disabilities. To this end, the term physical educator is used throughout this book to signify the person responsible for providing the physical education services to a student with a disability.

This mission for physical educators is not without challenges given the increasing demands for accountability, decreasing resources, and increases in both class size and diversity of the students in our programs. For example, under the Individuals with Disabilities Act (IDEA), 12% of school-age children have significant enough delays to qualify for special education services. In physical education, approximately 4% of these students will have severe enough needs to require APE services, and the remaining 8% will have no significant delays or less severe delays that can be addressed in GPE. Translating this into actual numbers would look like this: If you are an elementary physical education teacher and your school has 500 students, 20 students would have great enough needs to require APE and another 40 students would have less severe needs that typically could be addressed in GPE but may require some APE support services. Of course, serving these students is in addition to the normal range of abilities of the other 420 non-special education students in your classes.

To meet the needs of all of your students requires collaboration, long-range planning, and continuous communication between all parties who work with your students. This book has been designed to provide you with the methods and procedures to address the physical education needs of your students with disabilities so that they can all achieve their potential and the benefits of physical education.
Acknowledgments

This book represents the culmination of over 25 years of work on developing and applying the Achievement-Based Curriculum model to addressing the needs of students with disabilities in physical education. I would like to thank my professional colleagues for their ongoing support, critical evaluation, and feedback that has assisted me in evaluating and refining the procedures presented in this book. I would also like to thank all my current and past students at the University of Virginia for the inspiration, enthusiasm, advocacy, and encouragement they provide as they prepared to address the physical education needs of their future students. Their questions and willingness to try new approaches inspire me to continuously look for innovative ways to present the Achievement-Based Curriculum model so that it can be used by all physical educators to improve the quality of the physical education services provided to students with disabilities. Finally, I would like to thank the American Association for Physical Activity and Recreation and the American Alliance for Health, Physical Education, and Dance (AAPAR/AAHPERD) for their willingness to support and publish this book, and in particular Mariah Burton Nelson for the flexibility she provided that facilitated the timely completion of this book.
Simon has an IQ in the low 50s and has been included in general physical education (GPE) for the last six years. He is now 13 and scheduled to go to middle school next year. At the Individualized Education Program (IEP) meeting, Simon's physical education teacher reports that Simon is compliant and is always willing to try in physical education. She feels she has been able to accommodate his needs and involve him in all of her instructional activities. She also reports that the other students understand Simon and know how to make accommodations for him. Nevertheless, Simon is still overweight, has low fitness levels, and is three to four years behind the class both socially and motorically. She recommends that he be placed in GPE in middle school and that the adapted physical education (APE) teacher consult with the middle school general physical education (GPE) teacher on ways to better address Simon's fitness needs. Simon's parents express concern regarding his progress in physical education and the recommended middle school placement. While they agree that Simon likes physical education and they recognize that accommodations have been made for him, they are concerned that his skills do not seem to be developing. They explain that they have tried to enroll Simon over the past several years in a variety of youth sport programs such as T-ball, basketball, and soccer, and while everyone has tried to work with Simon, he has not been successful because he does not have the requisite skills. His parents express concern that at the
rate Simon is progressing he will not have the fitness levels or motor skills needed to work in a vocational workshop when he graduates or the physical and motor recreation skills to engage with his friends once he leaves school? How would you respond to this situation? Are the parents’ concerns valid? Is the teacher’s recommended middle school physical education placement for next year appropriate? What are the critical issues in this scenario and what information would you need to address them?

Chapter Objectives

After reading this chapter you should be able to:

1. Explain the purpose of the Achievement-Based Curriculum (ABC) model and define the components of the ABC model.
2. Define the key questions physical educators should be able to address regarding planning physical education programs for students with disabilities.
3. Understand the concept of narrowing the curriculum pyramid for students with disabilities.
4. Understand the importance of assessment in identifying and addressing the needs of students with disabilities in physical education.
5. Understand how instruction should be modified to address the needs of students with disabilities.
6. Understand the role of evaluation in monitoring student progress and program accountability.

ABC Model

The opening scenario illustrates that physical educators must be able to integrate and make several types of decisions in order to meet the needs of their students with disabilities. Effective decision making involves knowing what questions to ask and how to answer them. Physical educators should be able to answer eight key questions regarding providing appropriate physical education instruction to students with disabilities:

1. What competencies should the students have when they leave the program?
2. How much content can be taught and learned in the time available?
3. When should the content be taught over the grades in the program plan?
4. What is the least restrictive environment (LRE) in which to address each student’s needs?
5. How do you know that students are learning at a rate commensurate with achieving the program goals?
6. How do you know that the program plan is working?
7. How do you know your instruction is effective?
8. How do you know when changes are needed?

The purpose of this book is to assist teachers in synthesizing and applying what they have learned in their kinesiology methods and theory courses with what they have learned about the needs and attributes of students with disabilities in their adapted physical education classes and field experiences so they can answer questions like these. The intent is not to repeat what has already been covered in these other courses, but to focus on how this content should be used to create and implement appropriate programs for students with disabilities. The challenge is how to organize all of this information in a meaningful way so that you are sure you are meeting the needs of your students. The goal of this chapter is to provide you with a process you can use to integrate what you have learned in a systematic way so that you can make informed decisions that result in programs that address the unique needs of all of your students. The process that will be used is the Achievement-Based Curriculum (ABC) model (Kelly & Melograno, 2004). It is important to stress that the ABC model is a process. The ABC model does not dictate what content should be taught or how it should be taught. What the ABC model provides is a decision-making process that will guide you through the decisions needed to define and implement functional physical education programs that will meet the needs of your students with disabilities. Figure 1.1 illustrates the components of the ABC Model and their relationship to each other. It is important to note that while the components are presented as discrete entities, they are, in fact, all interdependent upon one another. For example, you cannot begin assessing until you know from the program plan what content is targeted to be learned. You also cannot start to teach...

![Figure 1.1. Achievement-Based Curriculum Model](image-url)
until you have assessed the students on the content targeted for instruction and incorporated this information into your implementation plans.

**Program Planning**

The first component of the ABC model is program planning and involves making informed decisions regarding how much content can be included in the program, what content is included, and when the content should be mastered by the students. The second component is assessment, which involves the systematic process of observing students on the content being taught to determine their learning needs and progress. Implementation planning, the third component, is then performed to design instructional learning experiences based upon the students’ assessed needs. The fourth component is teaching, which focuses on managing the learning environment so that students achieve the content that has been targeted for instruction. The final component is student and program evaluation. Student evaluation uses the student’s ongoing assessment data to monitor and report progress on the objectives being taught. Program evaluation uses student assessment data to analyze both the effectiveness of the instruction and the degree to which the program plan is being implemented as intended.

Let’s analyze the scenario presented at the beginning of this chapter in terms of the ABC components. First, what program plan has Simon been following for the past six years? He has been following the GPE curriculum, which is based on the needs and learning rates of students without disabilities. Figure 1.2 shows the typical top-down physical education program plan. What this means is that the amount of content scheduled to be taught and learned by the students in the program has been set based on the amount of time available for instruction in physical education and the estimated learning rate of the students in the program. Since Simon has below average intellectual functioning and is developmentally delayed due to his disability, he is not able to learn at the same rate as the other students. For him to learn the content in the GPE program one of two options would need to be implemented: The first option would be to provide him with more physical education instructional time to make up for the delays he suffered when he started the program and then to offset the additional time he would need to learn the content the other students are learning in the normal scheduled amount of time.

A second option would be to narrow the base of his pyramid, as shown in Figure 1.3, thereby reducing the amount of content in his pyramid. The amount of content targeted for him to achieve is then commensurate with his developmental and learning capabilities. This is the more logical alternative since it is unlikely the school could provide the amount of physical education instruction time needed to operationalize the first option. What this means in practical terms, is that if the amount of physical education instructional time is held constant, which it is in most schools, Simon cannot learn as much content as the other students, because he learns at a slower rate and is already behind developmentally due to his disability. If this is not understood and no adjustments are made to Simon’s program,
Figure 1.2. General Physical Education Curriculum Pyramid

Figure 1.3. Narrowing the Curriculum Pyramid for Students with Disabilities
what will happen? Simon will likely not master any of the targeted skills, and he will fall further behind each year. Eventually, his lack of skill will limit his activity level and ultimately contribute to him having decreased fitness and being overweight as described in the opening scenario.

So what can be done to reduce the amount of content in Simon’s pyramid to make it consistent with his learning rate? If Simon learns at half the rate of the students without disabilities, and they are scheduled to learn eight locomotor skills in the elementary physical education program, Simon would only have time to learn four. What the teacher needs to do now is to determine what the four most important locomotor skills are for Simon.

Does this mean that since Simon is working on only four locomotor skills he needs to be in a separate adapted physical education program? It might, depending on his other learning needs, but in most cases, students like Simon can successfully work on their programs within the GPE program. This is the most desirable option, because it allows them to work on developmentally appropriate content, achieve at their learning rate, and attend physical education with their peers. In most cases, only minor modifications would be needed to accommodate Simon. For example, the students in GPE may be targeted to learn both the slide and the gallop where Simon is only expected to learn the slide. A simple modification would be to just allow Simon to work on his slide whenever the other students are working on either the gallop or slide, thereby giving him twice as much time on this objective. Another simple modification would be to allow Simon to use the slide in any activity or game that required galloping or sliding. This again would give him additional practice on the skill he needs to master.

Assessing

The above example illustrates how important functional planning is for students with disabilities in physical education. While functional plans are prerequisites for success for students with disabilities in physical education, they are not all that is needed. We not only need to reduce the amount of content we plan to teach, we must also break down the content we do teach into small, attainable units. For example, let’s examine how we typically teach students to perform a skill like the underhand roll. The teacher explains the value of the skill and how it can be used in sports like bowling and then the teacher usually demonstrates the skill. Then the teacher divides the class into groups and has them perform a number of learning activities involving the underhand roll and then finishes the class with a large group game or activity that involves using the underhand roll.

Now let’s examine this lesson from Bill’s perspective. Bill has a severe learning disability and mild cerebral palsy in his left arm. He hears he is going to learn how to bowl today and is really excited. Next he watches the teacher perform the underhand roll and sees that she can roll the ball really far and very straight. Next he does the class activities and tries to roll the ball like the teacher but notices his rolls do not look like the other kids’. His rolls bounce a lot and never go where he wants them to go. At the end of the class, he hangs in the back during the group game and avoids getting any of the balls and doing any
underhand rolling so he does not hurt his team’s performance in the game. He leaves class a little confused about why they never did any bowling?

So what did Bill learn in class today? He learned that the teacher can roll the ball really far and very straight. He learned that he cannot roll the ball like the teacher and the other kids in class. He also learned that it is best during the group game to stay out of the way and let the other kids do the ball rolling. So what is wrong with this picture? When the teacher demonstrated the skill of the underhand roll, what was she expecting Bill and the other students to do in this example? She was expecting them to:

- Watch her performance.
- Analyze the skill down into its key components.
- Identify which components they knew they could already perform correctly.
- Identify which components they were not performing correctly.
- Identify which error they should work on correcting first.
- Figure out how to correct that error.
- Work on making that correction during the class instructional and game activities.

While teaching by demonstration can be a very effective method for some students who can replicate what they see, it also can be very ineffective and frustrating for students who cannot replicate what they see. These students need the teacher’s expertise in assessing, providing relevant instructional cues, and feedback in order to learn.

The second component of the ABC model is Assessing, which proceeds all teaching. Before a teacher can teach a student a skill, the teacher must assess the student and identify what parts of the skill the student can already do and what parts still need work. Figure 1.4 shows a sample assessment item for the underhand roll from Everyone CAN (Kelly et al, 2010). This is what is referred to as curriculum-embedded, criterion-referenced assessment item since it defines the performance criteria that need to be demonstrated to perform the skill. Examining the example in Figure 1.4, it can be seen that the skill is broken down into three skill levels. The first skill level includes the key focal points that define how the basic skill is performed. The second and third skill levels define more advanced performance levels that involve using the first skill level. Prior to instruction on a new skill, the teacher typically involves the students in an activity involving the target skill and then records their present level of performance on a score sheet like the example shown in Figure 1.5. The assessment process is the same for all students; the only difference for Bill is that he may require an additional practice trial or two to make sure he understands what skill he should be performing during the activity. In situations where the student learns at a much slower rate, the teacher may choose to break the skill down into even smaller focal points. For example focal point “a” could be broken down into four smaller focal points such as:

1. Stand with body square to target.
2. Evenly distribute weight on both feet and feet shoulder width apart.
3. Keep your eyes on target.
4. Hold ball in palm of dominant hand at waist level and in front of the body.
Figure 1.4. Everyone Can Assessment Item for the Underhand Roll
Figure 1.5: Sample Scoresheet with Underhand Roll Preassessment Data

<table>
<thead>
<tr>
<th>Skill Level</th>
<th>Points</th>
<th>ACE Scoring</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date: September 12, 2009

Teacher: Ms. Lauren

Class: 1st

Period: 2

Grade: A
Implementation Planning

Once the teacher knows what focal points of the skill the students need to work on improving, the teacher can then plan instruction that will focus on these specific components. This process is referred to as implementation planning in the ABC model. The teacher reviews the data on the class score sheet (see Figure 1.5) and identifies specific focal points that each student needs to work on next. These are indicated on the score sheet by the cells with the thin diagonal lines across them. She then looks down each focal point column to see who needs work on this focal point and uses this information to guide her selection/creation of instructional activities. For example, the teacher could divide the gym into a number of instructional stations each designed to work on one or more of the focal points of the underhand roll and then assign students to the stations based upon their assessment data.

Let’s examine the instructional station Bill’s teacher created for him. Looking at Bill’s performance on the score sheet in Figure 1.5, it can be seen that the next focal point he needs to achieve is the weight shift. Scanning down the focal point D column on the score sheet shows that there are several other students who also need work on this focal point such as Zachary. The teacher decides to pair Bill and Zachary together for this activity. Knowing Bill’s learning characteristics and his need for explicit instructional cues, she designed an instructional activity called the cymbal station. This station has several unique features:

- It uses three footprints: a right and left footprint parallel to each other and 8-10 inches apart, and another left footprint 15 inches in front of the first left footprint and in line with the target.
- A string of small bells is hung horizontally between two PVC pipes at waist level two feet behind the footprints.
- A small hoop is placed on its end two feet in front of the right footprint and a little to the right.
- A cymbal is suspended on a string at ground level and against the cinder block wall eight feet in front of the footprints so that when struck by a bean bag it makes noise.
- Bean bags are used because they are easier for Bill to grab, require more force to slide, they do not bounce, and finally they do not roll away after they hit the wall, requiring less time to retrieve them.

Here is how this instructional station works. Bill stands on the two parallel footprints, which remind him of the correct starting position for his feet. He then swings his right arm back until he feels and hears it ring the bells suspended on the string behind him. The string of bells is positioned so that he has to reach far enough back to both rotate his right shoulder back and to shift his weight back onto his right foot. Bill then steps forward with his left foot toward the second left footprint as he starts to swing his right arm down and forward. He has to release the bean bag close to the floor so that it can slide under the hoop and hard enough so that it reaches the wall and hits the cymbal. He gets to take five turns,
and then he switches places with his partner. The partner prompts the roller by saying: “Reach back,” “step,” and “roll hard!” After the roll, the partner confirms whether the focal points were performed correctly. When the students can hit the cymbal 10 times in a row, the station is moved back three more feet and repeated. When the students can consistently hit the cymbal, then the teacher slowly starts removing some of the instructional cues (e.g., footprints, hoop, etc.) until the students can consistently perform the skill independent of any physical prompts. Finally, the verbal prompts for “reach back,” “step,” and “roll hard!” are removed.

The end result of the ABC implementation planning process is a plan that outlines: the specific objectives and focal points that will be worked on, the distribution of class time, the instruction activities that will be used, and how the students will be grouped. A typical format would start with a class warm-up activity that prepared the appropriate muscles for activity that would be used on the objectives being taught. During the warm-up, the teacher would review the objectives to be worked on that day and the key focal points of each objective. The second part of the lesson would be composed of a series of stations where students would work on learning activities designed to teach specific focal points of each objective. The lesson would then conclude with a group game that involved the use of the objectives that were practice during the body of the lesson. From the perspective of the students, they should view the lesson as having fun, playing interesting activities while they work on the next focal point they know they need to learn on each objective.

Teaching

The fourth component of the ABC model is teaching. Teaching is defined in the ABC model as managing the instructional environment so that the desired learning occurs. Teaching is informed by the assessment and the implementation planning components that identified what content should be taught and how. The focus of teaching in the ABC model is managing instruction so that students have high on-task time on the specific learning activities they need to focus on. One of the key concepts underlying teaching in the ABC model is accountability for learning on the part of both the teacher and the students. It is the teacher’s responsibility to define what is to be learned in terms of the focal points of the skill and to provide the students with feedback based upon assessment on which focal points they currently can perform and which ones still need work. It is also the teacher’s responsibility to create motivating instructional activities that focus on the identified focal points and provide the students with relevant instructional cues and opportunities for both repeated practice and immediate feedback. The students are responsible for working hard on the instructional activities, communicating their needs, helping each other, and providing the teacher with feedback on both the activities and their progress.

Teaching in essence is implementing and managing the learning environment so that the lesson is implemented as intended and students achieve the targeted learning outcomes. Teaching is a dynamic process of constantly assessing what is occurring and making changes to maximize student learning. The ABC model does not incorporate any new innovative
teaching techniques but instead focuses on selecting the most appropriate methods to meet the identified needs of the students.

**Evaluation**

The last component of the ABC model is evaluation. Evaluation is performed at two levels: student and program. Student evaluation focuses on monitoring and interpreting how students are progressing on achieving the content in their programs. In the ABC model, all of the data needed for student evaluation is captured on the score sheet for each objective. Figure 1.6 shows a score sheet for the underhand roll that contains both pre and post data. These data can be used to create individual progress reports to share with parents as well as to document achievement of the long-term goals and short-term objectives on students’ IEPs. Figure 1.7 shows a sample cumulative progress report for an elementary physical education program. A report like this could be sent home each year to inform parents how their child is progressing on the overall curriculum. Down the left side of the report is a row for each grade in the program and across the page are columns for each objective targeted for mastery during that grade. For each objective, three values are reported: The number of focal points the student had mastered at the start of instruction (i.e., their Pre or Pr score); the number of focal points they had mastered at the end of instruction (i.e., their P or Post score); and whether the objective has been mastered (i.e., the column labeled M). Mastery is indicated by a “y” for yes or an “n” for no and is determined by comparing the Post score with the number of focal points in the objective, which is shown in parentheses to the right of the objective name. More detail is provide in Chapter 6 on how student performance data can be analyzed to determine such factors as student progress, student mastery, and student grades.

Refer back to the scenario at the beginning of this chapter and Simon. The fact that Simon was behind and not learning the content in the GPE curriculum should have been identified during student evaluation after his first year in the program and adjustments made to his curriculum so that he could be successful and progress appropriately each year. Failure to do this resulted in what the parents ultimately observed —“his skills do not seem to be developing.” The goal of student evaluation is to identify problems so that solutions can be found to address them. Unfortunately, in many physical education programs, problems like these are hard to identify because entry and exit performance data are not collected; hence, no systematic evaluation can be performed.

Program evaluation answers the questions: Is the instruction effective and is the program plan being implemented and achieved on schedule? One of the advantages of the program evaluation procedures in the ABC model is that they can all be performed using the basic data collected on the student score sheets. The major difference is that the unit of measure used for program evaluation is larger. For student evaluation, the unit was the individual student. For program evaluation, the unit could be a class, multiple classes, a grade level, or a school district. Table 1.1 shows an example of a school level evaluation report that examines the percentage of students demonstrating mastery of throwing
### Figure 1.6 Sample Scoresheet with Underhand Roll Reassessment Data

#### Student Names

<table>
<thead>
<tr>
<th>Name</th>
<th>Jason</th>
<th>Melissa</th>
<th>Alan</th>
<th>Pam</th>
<th>Sarah</th>
<th>Zachary</th>
<th>Claudia</th>
<th>Lisa</th>
<th>Joe</th>
</tr>
</thead>
</table>

#### Skill Scoring

- O: Not Demonstrated
- x: Emerging
- A: Demonstrated

<table>
<thead>
<tr>
<th>Skill</th>
<th>1st Period</th>
<th>2nd Period</th>
<th>Grade 1st</th>
</tr>
</thead>
<tbody>
<tr>
<td>Body square to target</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arm swings back</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arm swings forward</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weight shift</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ball released close to ground</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arm follows through</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Smooth integration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skill level 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skill level 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accuracy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attention</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehension</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effort</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### ACE Scoring

- A: Above Average
- B: Average
- C: Below Average

<table>
<thead>
<tr>
<th>ACE</th>
<th>1st Period</th>
<th>2nd Period</th>
<th>Grade 1st</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not swing arm, is pushing the ball</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stops swinging too soon</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arms is swinging sidewards</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Comments:

- Teacher: Ms. Lauren
- Date: November 15, 2009
**Figure 1.7. Sample Student Cumulative Evaluation Form**

<table>
<thead>
<tr>
<th>Objective</th>
<th>Grade</th>
<th>Performance Level</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Endurance Run</td>
<td>4</td>
<td>M</td>
<td>3.2011-2.012</td>
</tr>
<tr>
<td>Sprints: 5</td>
<td>F</td>
<td>M</td>
<td>3.2010-2.011</td>
</tr>
<tr>
<td>Push-ups: 4</td>
<td>F</td>
<td>M</td>
<td>3.2009-2.010</td>
</tr>
<tr>
<td>Sit-ups: 7</td>
<td>E</td>
<td>M</td>
<td>2.2008-2.009</td>
</tr>
<tr>
<td>V-sit &amp; Reach: 5</td>
<td>K</td>
<td>M</td>
<td>1.2007-2.008</td>
</tr>
<tr>
<td>Kicks: 8</td>
<td>C</td>
<td>M</td>
<td>2006-2.007</td>
</tr>
<tr>
<td>Arm development: 6</td>
<td>C</td>
<td>M</td>
<td>2005-2.006</td>
</tr>
<tr>
<td>Body actions: 13</td>
<td>E</td>
<td>M</td>
<td>2004-2.005</td>
</tr>
<tr>
<td>Chest development</td>
<td>H</td>
<td>M</td>
<td>2003-2.004</td>
</tr>
</tbody>
</table>

*Shaded cells indicate that the objective has been mastered.*

**Performance Level: X = Exceeds performance level; E = Meets performance level; M = Minimally meets the objective; F = Needs improvement in meeting the objective.*

---

Date: June 12, 2010
Teacher: Elizabeth Kelly
Grade: Third
Student: Joyce Webster
Table 1.1. Percent of Students Demonstrating Mastery of Throwing Objectives by Grade Level

<table>
<thead>
<tr>
<th>Objectives</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Underhand Roll</td>
<td>77.7</td>
<td>98.2</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Underhand Throw</td>
<td>61.3</td>
<td>86.4</td>
<td>97.3</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Overhand Throw</td>
<td>18.9</td>
<td>31.5</td>
<td>56.1</td>
<td>78.4</td>
<td>92.5</td>
<td>99.2</td>
</tr>
</tbody>
</table>

objectives by grade level. The shaded cells indicate the grade level at which 100% of the students were targeted to master each objective in the curriculum. Review of the data in Table 1.1 reveals that for two of the three objectives, the underhand roll and underhand throw, the curriculum appears to be working well and students are achieving mastery as expected. However, for the overhand throw there is a marked discrepancy between when the majority of students are demonstrating mastery (i.e., fifth grade) and when it is suppose to be mastered in the curriculum (i.e., third grade). The purpose of program evaluation is to identify discrepancies like these and then analyze the problem and develop solutions. For the above example, there could be a number of possible explanations. It could be that not enough time has been allocated for the overhand throw in the curriculum and that is why students are not achieving mastery by third grade. Or it may be that developmentally, mastery of the overhand throw was erroneously placed too early in the curriculum and should be changed to fifth grade.

Summary

The examples provided in this chapter have been used to introduce the components of the ABC model and illustrate some of the ways they can be used to design appropriate programs and instruction for students with disabilities. Table 1.2 illustrates how the ABC components will be addressed in the remaining chapters of this book as well the key decisions and processes that will be addressed in each chapter. At the end of each chapter, the reader is provided with a number of enrichment activities designed to allow the reader to engage with the content presented in that chapter. Here are some brief descriptions of the remaining chapters in this book:
### Table 1.2. Relationship between the Book Chapters and the ABC Model Components

<table>
<thead>
<tr>
<th>Book Chapter</th>
<th>ABC Components</th>
<th>Decisions</th>
<th>Processes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chapter 2</strong></td>
<td>Planning</td>
<td>What competencies should the student leave the program with? How much content can be included in the program? When should the content be taught?</td>
<td>Use a plan down/implement up process to define the scope and sequence of content (objectives) that will be included in the program.</td>
</tr>
<tr>
<td><em>Developing Functional Program Plans</em></td>
<td>Assessing</td>
<td>What does the student already know and still need to learn on the content targeted for instruction?</td>
<td>Find/create and use assessment items for each objective in the program plan.</td>
</tr>
<tr>
<td><strong>Chapter 3</strong></td>
<td>Assessing</td>
<td>What are this student’s goals and objectives for this year? What is the LRE for this student?</td>
<td>Use assessment to determine present level of performance and then determine placement.</td>
</tr>
<tr>
<td><em>Assessment</em></td>
<td>Planning and Assessing</td>
<td>How is assessment information used to design instruction and modify activities to address the unique needs of the student? How is the instructional setting managed to ensure student success and achievement of the targeted learning objectives.</td>
<td>Use student assessment data to inform and guide the planning of each instructional session. Organize the environment and instruction to maximize on-task time and success on the objectives targeted for learning.</td>
</tr>
<tr>
<td><strong>Chapter 5</strong></td>
<td>Implementation Planning and Teaching</td>
<td>Are students progressing and achieving their program and IEP objectives on time? What evidence is there that the instruction was effective and that the program is being implemented and achieved as planned?</td>
<td>Collect and use ongoing assessment data to ensure that learning is occurring as anticipated and progress is consistent with the overall goals of the program.</td>
</tr>
<tr>
<td><em>Planning and Implementing</em></td>
<td>Evaluation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. **Introduction**—This chapter presents the need for functional long-term plans in adapted physical education, defines the ABC process, and how the book is organized.

2. **Developing Functional Program Plans**—This chapter provides step-by-step procedures for defining functional programs for students with disabilities.

3. **Assessment**—This chapter reviews the different types of assessment decisions physical educators must make when working with students with disabilities and how to apply these decisions to ensure appropriate student placement, instruction, and success in physical education.

4. **IEP Process**—This chapter illustrates how to use functional long-term plans based upon assessed student needs to create IEPs, transition plans, and to determine the most appropriate and least restrictive environment for implementing these plans.

5. **Planning and Implementing Instruction**—This chapter explains how to integrate what is known about the student’s needs and attributes along with their assessment data to design daily instructional activities that ensure high student on-task time and success in learning.

6. **Student and Program Evaluation**—This chapter illustrates how student assessment data can be used to monitor and evaluate both student progress on the program plan and teacher effectiveness and accountability on implementing it.
Chapter Enrichment Activities

The activities below can be completed individually or in small groups. The goal is to interact with the content and learn how the concepts and issues addressed in this chapter are related to practices in the field.

1. Individually review the learning objectives for this chapter and write down what you have learned. Then exchange your answers with your classmate and discuss your answers.

2. Share the opening scenario with a local practicing physical educator and ask him or her how he or she would respond to that situation. Then ask the eight follow-up questions physical educators should be able to address related to providing appropriate physical education instruction to students with disabilities. Discuss your findings with your classmates.

3. Locate a local school physical education curriculum and organize the content presented into a curriculum pyramid like the example in Figure 1.2. Then discuss how the pyramid might be narrowed to address the needs of students with different disabilities.

4. Find several sample assessment items from local physical education curricula or resources like Everyone CAN and discuss how they could be modified to address the needs of students with different disabilities.

5. Arrange to observe the teaching of a local adapted physical educator or general physical educators with students with disabilities included in their classes to see how they have planned and implemented instruction based upon assessment to address the unique needs of the students with disabilities.

6. Interview local physical educators to learn how they monitor and report both student progress and program accountability.