

# IDEA Mandates

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- Definitions

- Special Education
- Qualified
- Physical Education
- Related Services
- LRE
- IEP

# Special Education

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- The term special education means specially designed instruction, at no cost to parents or guardians, to meet the unique needs of a child with a disability, including -- instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and instruction in physical education.

# Qualified

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- As used in this part, “qualified” means that a person has met State educational agency approved or recognized certification, licensing, registration, or other comparable requirements which apply to the area in which he or she is providing special education or related services (Section 121a.12, Fed. Register)

# Physical Education Defined

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- The term means the development of:
- physical & motor fitness; fundamental motor skills and patterns; and skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports)
- The term includes special PE, adapted PE, movement education and motor development (pg 42480)

# Physical Education (121a.307)

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- Who is required to receive PE?
- Physical education services, specially designed if necessary, must be made available to every handicapped child receiving a free appropriate public education.

# Regular Physical Education

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- Each handicapped child must be afforded the opportunity to participate in the regular physical education program available to nonhandicapped children unless: the child is enrolled full-time in a separate facility; or the child needs specially designed PE, as prescribed in the child's IEP.

# Adapted Physical Education

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- If specially designed PE is prescribed in a child's IEP, the public agency responsible for the education of that child shall provide the service directly, or make arrangements for it to be provided through other public or private programs (pg 42489)

# Least Restrictive Environment

- To the maximum extent appropriate, children with disabilities, including those in public or private institutions or other care facilities, are educated with children who do not have disabilities; and ... special classes, separate schooling, or other removal of children with disabilities from regular educational environment occurs only when the nature and severity of the disability is such that education in regular classes cannot be achieved satisfactorily.



# IEP - Defined

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- The term IEP means a written statement for each child with a disability developed in any meeting by a representative of the LEA or and inter-mediate educational unit who shall be qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities, the teacher, the parents or guardians of such child, and whenever appropriate, such child ....

# IEP Contents

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- Statement of present level of performance
- Annual Goals
- Statement of specific educational services to be provided and the extent to which the child will be able to participate in regular education programs
- A statement of needed transition services ...
- The projected date for initiation and anticipated duration of services.
- Appropriate objective criteria for evaluation...

# Funding

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- Federal Funds
  - Appropriations 10-15%
- State Funds (SEA)
  - Compliance
- Local Funds (LEA)
  - Special Education costs 2.3 X reg
  - Spec. Funds only for the extra costs

# Qualification Process

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- Child Find
  - Early detection
  - Early intervention
  - Intent vs the cost of implementation?
- Eligibility/Classification
  - must qualify for Spec. Ed to get services
  - developmentally delayed category

# Qualification Process (cont)

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- Eligibility (cont)
  - parent consent to assess
  - ARD meeting
- IEP
- Placement
- Power of Parents

# Advocacy for APE

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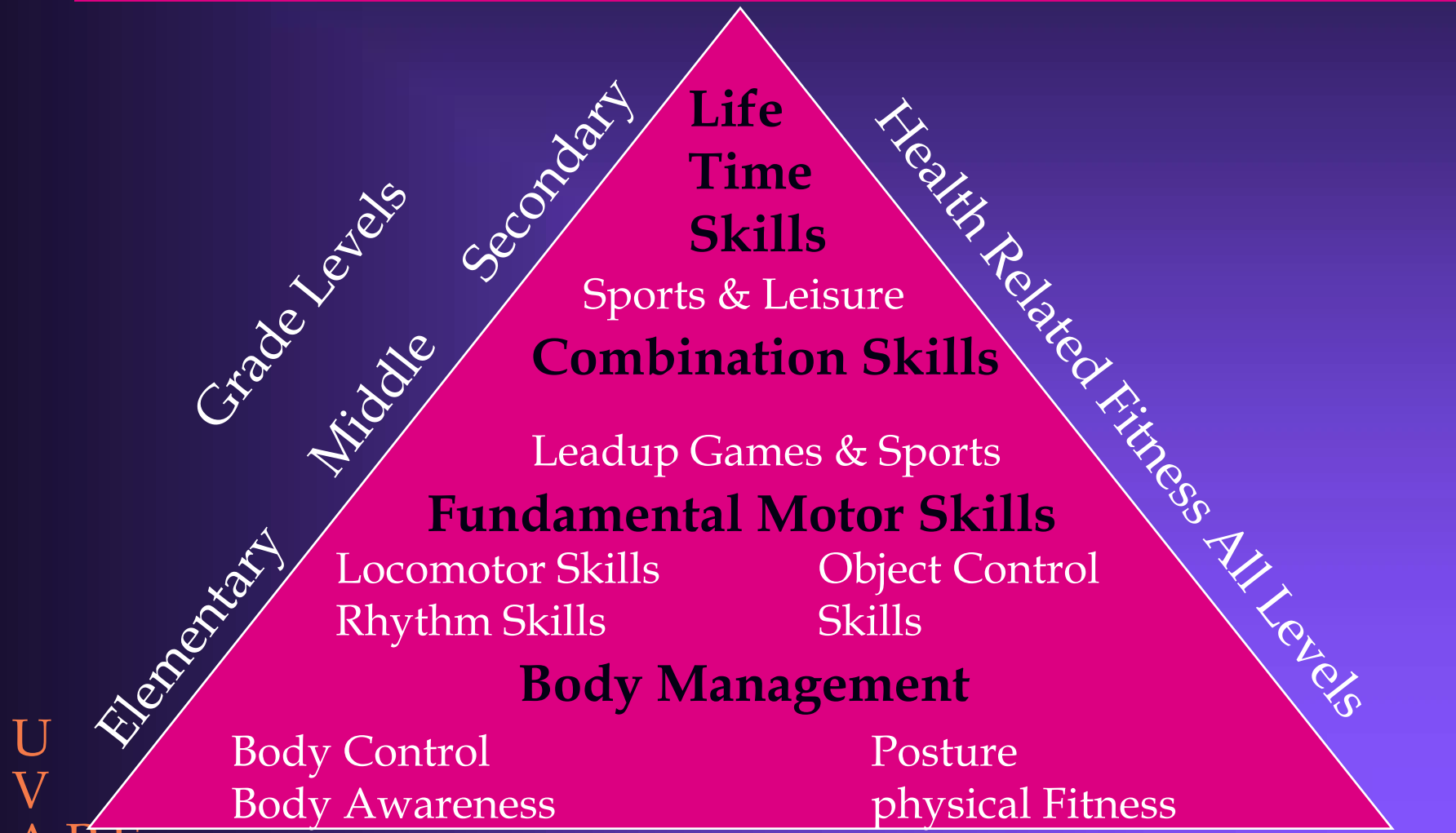
- Education - Who provides?
  - Parents
  - School Administrators
- Professional - Who Provides
  - Local initiatives
  - State
  - National

# Curriculum Models - Review

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- Are APE curricula miniature versions of regular PE curricula?
- Should they be?
- What drives most PE programs?
- Traditional - Bottom-up planning

# Bottom-Up Curriculum Model





# Bottom-Up Model

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- Assumptions

- Advancement dependent upon Mastery
- Time to teach
  - All Students
  - All Skills
- All teachers follow the same progression
- Students can generalize these skills

# A Different Approach

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- APE program plans for individuals with low incidence conditions should be long-term (10-15 years)!
- APE program plans may parallel RPE curricula, but will involve fewer goals and objectives.
- IEPs are snapshots of functional long-term plans.

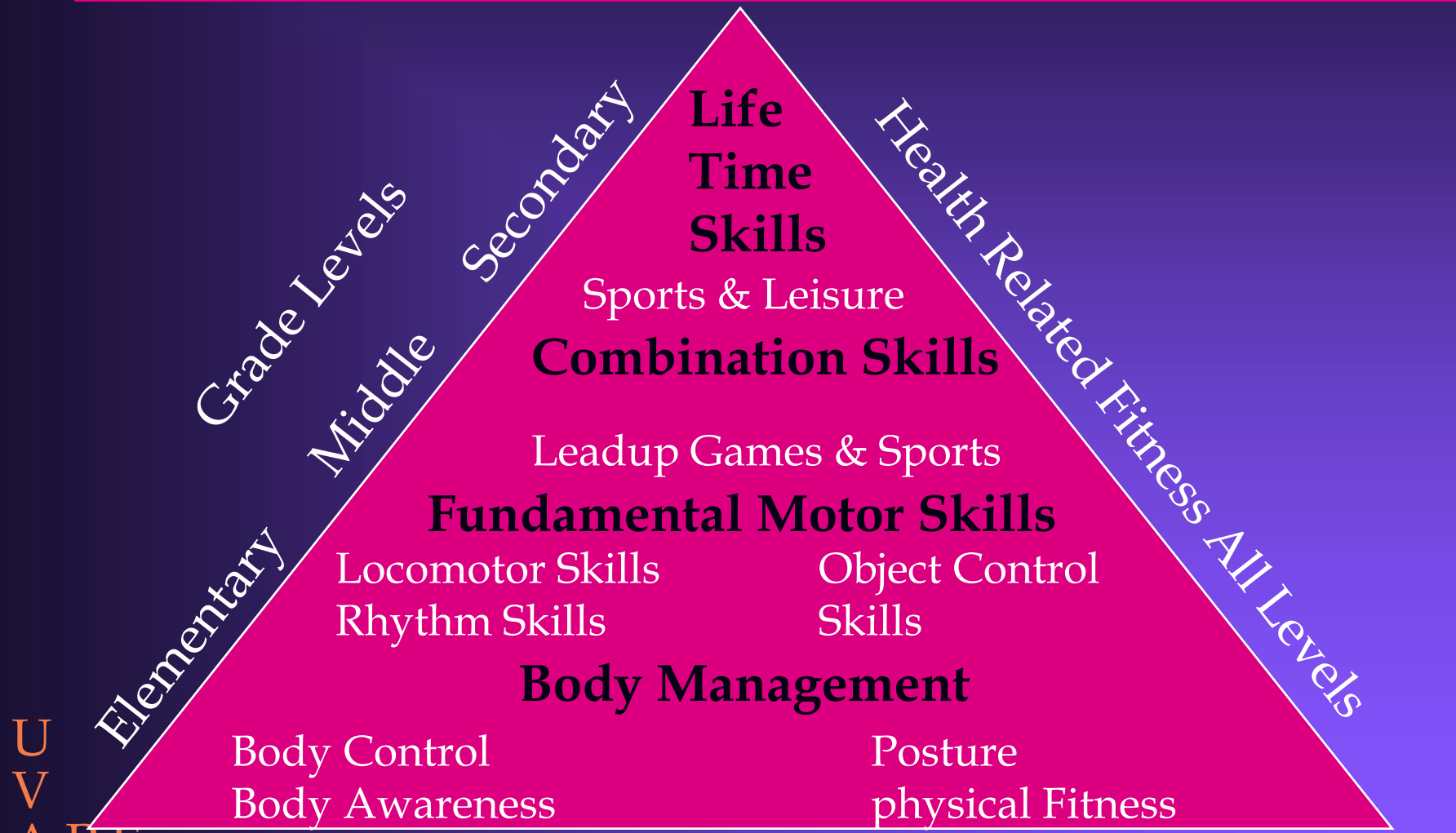
# Top-Down Model

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## ■ Assumptions

- Students expected to master the content
- Amount of content included in the curriculum determined by:
  - available instructional time
  - teacher competency
  - equipment & facilities
  - student needs and qualities

# Top-Down Curriculum Model



# What is the Difference?

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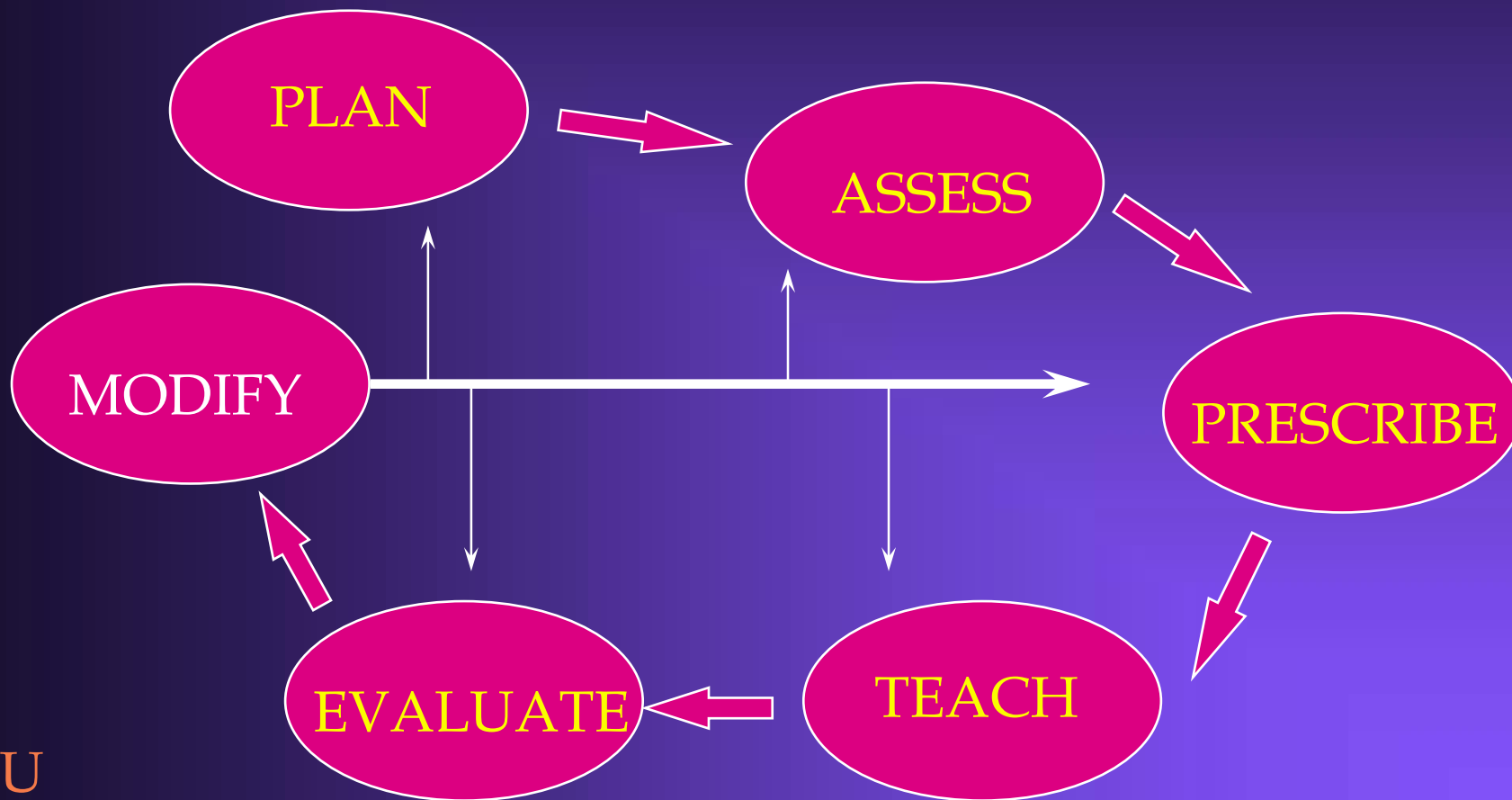
- Bottom-Up Model

- Designed from the Bottom-up
- Implemented from the Bottom-up
- Does not account for Time

- Top-Down Model

- Designed from the Top-Down
- Implemented from the Bottom-up
- Designed around the time available

# Achievement Based Curriculum Model



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# QUESTIONS

DISCUSSION

# Review: Normal Development

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- Consider the Total Child
- Major development continuums
  - Physical/Motor
  - Cognitive/Learning
  - Social
- Most also consider
  - Home dynamics and environment



# Developmental Continuums

## LEARNING CONTINUUM

Rote Relationships Concepts Abstracts Generalization  
Low Proficiency High

## PHYSICAL/MOTOR CONTINUUM

Reactions Voluntary Control Functional Motor Skills  
Low Proficiency High

## SOCIAL CONTINUUM

U Solitary Parallel Interactive Introspective  
V Low Proficiency High

A P E

# Cognitive Development

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- Review what they know
  - Small group activity
  - Develop a continuum
- Include
  - language: receptive & expressive
  - types/levels of knowledge
  - level of control/independence

# Motor Development

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- Review of Dr. Block's Course
- Hierarchical Model
  - Primitive motor
  - Voluntary motor
  - Complex motor
- Dynamical Systems
- Group Activity
  - Develop a normal continuum

# Personal Social Development

- Review what they know
  - Small group activity
  - Develop a continuum
- Include
  - who is the focus
  - types/levels of objective
  - level of control/independence