

MONICA LEPORE: Welcome to *What Pennsylvania Education Personnel Should Know About Adapted Physical Education*. I'm Monica LePore. I teach professional preparation at Westchester University. I am the coordinator of the Adapted Physical Education Programs there, and I am the director of a program called Camp Abilities Pennsylvania at WCU where we bring in children who are blind or visually impaired during the early summer, and we teach them physical activity in sport. I'd like you to meet Bob Arnhold.

BOB ARNHOLD: Hi my name is Bob Arnhold and I am at Slippery Rock University in Western Pennsylvania, and we have an undergraduate and a graduate program in adapted physical activity, so we train physical education students and other majors to work with children with disabilities both in the schools and outside the year and the school day. I also am director of the Center on Disability and Health, which is a dissemination project and a demonstration program, so we serve a lot of children and young adults with disabilities through our after-school programs and, actually, in-school programs during the week.

GENE WHITE: My name is Gene White. I am the current chair of the Physical Education-Teacher Education Program at East Stroudsburg University, member of the physical education standard line systems writing team for the state of Pennsylvania, and prior to my Pearly Gate job, I taught for 25 years at Wordsworth Academy, which is an approved private school in Fort Washington.

DAVID LORENZI: Hello my name is David Lorenzi, and I'm in the Department of Health and Physical Education at IUP, and I teach in the Physical Education-Teacher Education Program and also direct a clinical program for children and adults with disabilities that take place on our campus.

MONICA LEPORE: Now that you know a little bit about ourselves, we would like to let you know about some organizations that we belong to to establish some type of experiential picture for you about who we are. We are various members of the ARC, of course, which is the Advocacy and Resources for Citizens with intellectual and developmental disabilities. We are members of the council for exceptional children, which all of you know is our national organization of special educators. We belong to the National Consortium on Physical Education and Recreation for individuals with disabilities, which is an advocacy group of mostly higher education professionals who are professional preparators of adapted physical educators, and we belong to – our national organization is the American Alliance for Health, Physical Education, Recreation and Dance, and we have an adapted physical activity council that we belong to. We're also active in the AAHPERD, our national organization's Eastern District Adapted Physical Education Committee as well as our state, Pennsylvania State

Association for Health, Physical Education, Recreation Dance, our Adapted Physical Activities Committee. So we feel that we are going to draw from an extensive experience to help bring you today about adapted physical education.

I think what we want to talk to you a little bit first is about our journey from our individual schools to Harrisburg and Harrisburg to Hershey, and I think it is important for you to understand that you are part of the very first program here at the PDE in adapted physical education ever – at least, that’s what we were told. And, you’re going to hear things that are right at the cutting edge in Pennsylvania, and that’s really exciting. So, you are part of an exciting movement being here today. But, what happened is that several of us were sitting at our national consortium meeting in Washington DC in summer of ’09, barely ten months ago, and we were listening to Bill East, who is the National Director of State Directors of Special Education, and he was urging us as adapted physical educators in higher ed, he was urging us to go back to our states and start doing things more at the state level because we do things a lot with the national consortium at the national level. You know, advocating for physical education in idea and things like that, and we heard that call. And Bill suggested that he would even call Mr. Tommasini and give us a little in so that we can get an appointment with him. Well, that was not necessary. We were welcomed with open arms to Harrisburg where Mr. Tommasini and Tom Seben really sat and listened to what our concerns were and how we are very passionate about the children of Pennsylvania and what we wanted to see happen in Pennsylvania and what we wanted to do. So, that meeting was really great; that happened in August and within five months, the Pennsylvania Department of Education, Bureau of Special Education endorsed our first advisory council on adapted physical education for students with disabilities. We’re moving fast, and that’s really very exciting.

This council on adapted physical education here in this state has a wide array of types of people that are involved in it and making decisions. So, one of the things that you need to know is there are people from the Bureau of Special Education, there are university professionals, there are people from the community, there are people from PaTTAN, there are some parents, there are people with disabilities themselves as well as adapted physical education teachers. Two other people that we are going to be adding to that will be our adviser for the state Health and Physical Education curriculum in PDE and also one or two general physical educators. We all consider ourselves general physical educators as well as adapted physical educators, but we want somebody who’s really in the trenches but working with inclusion who are not adapted physical educators.

But, what are we going to bring you today? We are going to bring you five points that the Pennsylvania Department of Education Bureau of Special Education Advisory Council for APE have agreed upon that we are going to push forward with. We’re going

to describe those points to you, and then we are going to also be talking about five future points that we are going to be putting on the table and seeing how our advisory council would like to work with those things. So, we're going to be talking to you a little bit about physical education for students with disabilities is a direct service in a definition of special education idea. We're going to talk to you about that physical education should be especially designed or adapted if a student with a disability is not safe or making progress toward the Pennsylvania Academic Standards in health safety and physical education.

We're going to be talking about that being successful – successfully included in a general physical education class – means that students are educated with typically developing peers, support services are brought to the gym, the field, the pool, and that students are meeting or exceeding their IEP goals and/or the Pennsylvania Academic Standards for health safety and physical education. And the two other bullet points we're going to be individually talking to you about in a few minutes are things like that adapted physical education is a phrase that we use, not adaptive, and also that during physical education, students with disabilities should be physically active. Those are the points we are going to bring to you today individually in a few minutes.

But, before we go any further, we would like you to know that we hopefully have saved time for questions at the end of our presentation, and we would love if we kinda brought those points together at the end instead of in the middle of the presentation. And, also, we would like you to know that we have a table in the exhibit booth; so, if you have specific – in my district, in my class, in my school – those would be great things to bring to us at the table instead of maybe out loud here. Here may be a little bit more general questions or clarification questions, though some of us will be at the table in there right across from Ostel's Therapy. So, that's where we'll be for the rest of the day and into tomorrow. So, that would be great. We also have a running presentation at the booth that you can take a look at and some handouts.

How many of you are parents of children with disabilities? Thank you. How many of you are administrators in education? Thanks. And how many of you are teachers? Thank you very much. This gives us just a little click to where we, where we make sure that we are going with this.

We have two main objectives for this presentation, and that they are to raise awareness and to increase knowledge of basic concepts of adapted physical education for students with disabilities. That is what our council and Mr. Tommasini has asked us to be our first step in bringing this to State of Pennsylvania – raising awareness and increasing knowledge of basic concepts of adapted physical education. And now I would like to have Dave Lorenzi talk to you about point one.

DAVE LORENZI: Thank you and, as Monica said, thank you for attending and your interest in physical education and adapted physical education. So I am going to get things kicked off with point number 1. It's a pretty straightforward point: Physical education for students with disabilities is a direct service as part of the definition of special education according to IDEA and subsequent revisions, and a common myth that still proceeds is that it is a related service, so I hope to clarify that. Since everyone in the room I am sure is very familiar with the legislation, I'm not going to go through that, but I did want to point out something that you may or may not have been aware of is that fact that the death of physical education was specifically defined in the original law 94.142. So, as early as 1975 physical education was put into the definition, and I am going to show you that definition in a moment. We have discussed this; we were rehearsing our presentation, and I thought I would throw it out there. Does anyone happen to know how that definition got in there? Anyone ever hear any stories or anything related to that? I didn't know myself. I asked the question; in my defense, I had to defer to my more senior colleagues. So I had to ask a little bit about the history. So, I'm gonna have Dr. Arnhold answer that question for you.

ROBERT ARNHOLD: Well actually, I think I know the answer to the question of why physical education is the only academic study listed under the definition of special ed. I'm gonna to ask Monica because her reason – rationale – is a lead up to what I'm going to say. So I think I'm gonna let Monica say that first.

MONICA LEPORE: Well, we heard through the grapevine that there was a letter-writing campaign about many, many parents – like, you know, remember Miracle on 34<sup>th</sup> Street where they were trying to prove there was a Santa Claus and all these letters came in? Well, we heard that there was a parent letter-writing campaign around the time when 94.142 was being put into place and that the thousands and thousands of letters appeared on the desk of the congress people saying that we need to make sure we don't forget the physical aspect of our education of kids with disabilities. So, that is the rumor that I heard.

ROBERT ARNHOLD: The rumor I heard and the one I kinda believe, in the past couple of years, the several years I've worked closely with Special Olympics International, we've worked on a project call Camp Shriver, and Eunice Kennedy Shriver had developed a summer camp program in 1962 before Special Olympics was even developed, and back about four years ago she wanted to revive that program. So, she asked Slippery Rock to help develop a curriculum in a train-to-trainer model for all the coaches at the camps all over the country. So we spent two weeks working at her home in Rockville, Maryland, and training all these coaches and directors from all over the country. I got to know her a little bit, and if you know Eunice Kennedy Shriver, she is

a very powerful woman. The story I heard was that Mrs. Kennedy Shriver got out of her chair, wherever she was sitting on that particular day in 1974 or 1975, walked into the capitol and walked over to some very important, prestigious legislator and sat down on the corner of his desk and said, "I want P.E. in the law," and she got up and left. I think I believe that story more than the letter-writing campaign. Okay, that's the two stories we heard anyway; there might be more, but that's what I believe.

DAVID LORENZI: All right, thank you! The reason why as physical education professionals we find it so interesting is our profession we've traditionally had to fight for our own credibility and we have been, you know, marginalized, so it's kind of ironic that we were the one content area that ended up getting defined in the law. But, the last point I want to make before we move off the legislation, not only was the law specifically defined in 94.142, it has remained through the subsequent revisions as well and it's presently in there. So, this is what it looks like. This is how the definition reads in the law. It includes physical motor fitness, fundamental motor skills and patterns, skills in aquatics, dance, individual and group games and sports including intramural and lifetime sports as well. And then they list some other terms that are also used as well, such as special physical education, adapted physical education, movement education, and motor development. So, that is the law. It's very specific and it is, indeed, in the Federal Legislation.

So, to wrap up and not belabor this first point, again, physical education is considered a direct service so the general physical education teacher is a direct service provider along with an adapted physical education teacher and a classroom teacher, special education teacher. Things like occupational therapy, physical therapy, therefore, should not be substitutes for physical education because those are considered to be related services. They certainly can be provided in addition to physical education but not in lieu of physical education taught by, you know, a certified teacher. Okay? And that is bullet number one. I will pass it to Dr. White.

GENE WHITE: Thanks, Dave. Dave mentioned some of our marginalization; this has come through a lot of our own doing and these points today put an awful lot of pressure on what the physical education teacher needs to do, not so much what the kids need to do. But, we believe physical education shall be adapted or specially designed to the student with disabilities is not making safe or making progress toward Pennsylvania's Academic Standards for health and physical education. Chapter 4 of the school board code is that there are established rigorous academic standards and assessments to facilitate the improvement of student achievement of all students, and that comes into play for students with disabilities as well. The definition of academic standard – what a student should know and be able to do at a specific grade level – the achievement of these standards need to be assessed.

A couple examples, there actually are academic standards for health safety and physical education. I often have a lot of colleagues ask me, do you really have standards, and yes, we do. A couple examples of these are that by third grade students would be able to recognize and use basic movement skills and concepts, that they can run, leap, hop or some variation or modification thereof depending on the child's situation, non-locomotor movements that they can understand and describe, bending, stretching, twisting over, under, beside; all these build the case for – by sixth grade – children being able to explain and apply basic movement skills to perform movement sequences in advanced skills, so maybe they can take these individual motor skills and begin to play some games and participate again at their level.

This information in the hope that by the end of this, a student can evaluate and engage in their own individualized activity plans that support personal fitness goals and personal activity goals, again, that promote lifelong participation. But the emphasis is on the teacher to show students ways that they can enjoy and do any of the activities; they can stay fit at their level with modified adapted programs. One that I think is standard that's very important – I've checked the other areas of Pennsylvania's curriculum – and I think that physical education is the only area that addresses what we often call our pro-social behavior standard. I haven't been able to find it, really, in any other area of the curriculum. Skills such as leading and following, being members of a team, communication, taking a look at the effects of positive and negative interactions that occur in group work and physical activity, peer pressure, group development all situations that kids with disabilities need to be a part of. They are often placed in physical education for the socialization opportunities, and this is a standard that directly impacts that opportunity.

What I would like to see for our students is that they can assess and use strategies for enhancing adult group interaction as sure your areas of curriculum that go on for a lifetime, so in physical activities but also in any interaction that occurs in life. The key content in this standard is the acceptance of diversity and, in this situation, diversity simply meaning differences, not racial or ethnicity but just differences among people and that through activities these come to be respected. The achievement of those standards need to be assessed; physical education often is great for their motor skills testing and taking a look at how kids move, but we also need to be creative enough there is actually what's called Brockport Physical Fitness Assessment that is the traditional assessments of physical fitness that had been adapted for people with disabilities but also, as you know and I'm sure you're working on in your classroom group portfolios, picture portfolios, verbal answering of tests, not simply rules – how big is the court? And how round is a basketball? would like to go into point 3 then with Dr. LePore.

MONICA LEPORE: Thank you. I think that there is a possibility that we can have a whole day just on trying to talk about what successful inclusion means. We could probably talk – have a 3-credit course – just the phrase, “What is successful inclusion?” As an advisory council, we have come – that large group of people from all different walks of education – have come to an agreement that being successfully included in general physical education class means that the student is educated with their typically developing peers, has the support services necessary in the gym, the field, the pool, the court, wherever we’re holding that academic subject, and they’re meeting or exceeding their IEP and/or the curriculum goals. So, what this means to us is that students with disabilities are included based on assessment and that can be a radical notion. It is based on the multidisciplinary team’s discussion of the appropriateness of the general education placement. And now we know that we have several questions when we meet as a team based on the Gaskin Agreement that we have to answer when we are looking at inclusion. So, we need to ask those questions and we need to answer them based on physical education, and sometimes that’s different than what is the inclusion in the general education classroom for other types of work. Physical activity is different from the cognitive activity, and we need to make sure that we look at that and not say, well, they’re included all over here so we should just include them over here. So, I would like to suggest that being successfully included in physical education, a general physical education class is based on assessment, it’s based on a multidisciplinary team discussion of the appropriateness, it is based on bringing the services to the gym and it is also based on the concept of safe and successful participation. Now, what do we mean by safe and successful participation? Okay?

I really like doing presentations because I get to show pictures of my kids, too! That’s always a cool thing. Katherine needs to be emotionally safe in her general physical education class. In order for Katherine to feel like that she can put forth the effort that is needed, no one’s going to bully her, no one’s going to say, ‘you have a helmet on? What the heck is that?’ That there needs to be an emotionally safe environment that all of us create. We do that in general in our schools, in our classroom, in our groups; it’s very important in physical education for students with disabilities to feel emotionally safe. And we will talk a little bit more about that when Bob Arnhold talks about his points. Of course, we need to have physical safety, and if you want to know the easiest way when we’re looking at physical safety, we’re saying the easiest ways to look at, you know, is a child getting hurt? But it’s a little bit more than that. It’s the prevention of injuries. It’s risk management, it’s knowing the teacher knowing okay, I have a student who is seizure prone, these are my things that are in my head, here’s my procedures, here’s a child with atlantoaxial instability, these are my modifications when we’re doing tumbling, so it’s not just safety. It’s individual safety. I have a student with cerebral palsy, and they have a startle reflex. What’s going to happen when they’re walking around in general space and the whistle blows? Those are things that are beyond the general physical educated on a daily basis, the things they think about; they need to think about more things. So, a student needs to be safe emotionally and physically in physical education as part of what is safe and successful.

What does successful mean? That's, again, we could probably have a 3-credit course that goes on for 45 hours in what does successful participation mean in inclusion settings in general. But we have come up with the fact that successful participation in general physical education – it's not just the kids are busy, happy and good. Busy, happy and good, I'm not sure if you've heard of it in some of the areas that you study, but in physical education that's a common term that we use to denote that nothing, no learning happened. Okay? That somebody rolled out the ball or asked the kids what they wanted to play today. Kids that are busy, happy and good without learning – now, of course, we want kids to be busy, happy and good all of the time, don't we? But that's like a euphemism for, 'you didn't learn anything in physical education.' We don't want them to just be busy, happy and good; we want them to be busy, happy, good and have learned something, had been in academic learning time during that session.

So often times, you know, I will ask my students as they're learning to become teachers who are better at inclusion, I ask them, 'how did the lesson go?' and they were like, 'it was great, everybody had fun.' So I think that physical educators, they grow up, and when they come to college, we have to like nail them on the head, and we have to tell them things like um, 'you know, fun isn't like in the standards; that fun is something that we include so that they'll be motivated to work toward their IEP goals or standards, so can you answer the question again? How was your lesson?

I had three students achieve the class goal. Thank you! Okay, great! So I want you to know that just being busy, happy and good is not enough. And when a kid is busy, happy and good, it needs to have and has learned or is in the process of learning or they were introduced to. So, that's something that...We have two girls here that were attempting to read a task card, which was part of the goal of that particular instructional setting. We want you to know that successful participation and progress in the general physical education inclusion class has to do with meeting goals. So let's ask ourself, 'Is Katie meeting her IEP goals during this inclusion unit on basketball?' Well, we can't answer that here because we don't know what Katie's IEP goals are or if she is working toward the curriculum or not. So, these are just kind of random, out-there questions. Actually, this is one of my favorite pictures of all time because if you can see that there's a red standing basketball hoop – that was the adapted hoop – somebody put an adapted hoop on the adapted hoop. That is my favorite picture of inclusion physical education. The adapted hoop on the adapted hoop. Okay? So, is Katie meeting her IEP goals during this inclusion unit on basketball? Is she meeting the class goals? And, which hopefully means that she is meeting school district curriculum in physical education, which hopefully means she's meeting the Pennsylvania Academic Standards for health safety and physical education. And, my thought here is if she is not meeting any of those and she doesn't have any other physical education like adapted P.E. besides that, then we need to have a discussion in a multidisciplinary team about what



are Katie's goals and what are our expectations and things like that. So, I think that the answer is, no, she's not meeting any of her IEP goals here. No, she's not meeting any class goals. No, she's not meeting any curriculum goals, etc., etc., we might need to come back to the table and say, 'What is our purpose here for Katie to be included in general physical education?' Because if you're going to say it's a social thing, well, she's meeting her social goal then. Is she meeting a goal? So, I think that's something we need to think about. I'd like to reintroduce you to Bob Arnhold, and he is going to talk to us about point 4 and point 5.

ROBERT ARNHOLD: I'm going to give you an assignment. Like I started off asking you earlier, explaining to you earlier. When you hear someone use the words my child, my student, my son or my daughter is enrolled in adaptive physical education, I want you to correct them and say, no, they are enrolled in adapted physical education. Adaptive is a term we use about behaviors. We have adaptive equipment, adaptive technology, adaptive behaviors, but what we do in physical education is adapt the rules, boundaries, equipment, court size, you name it, to meet the child's unique needs. So, we are adapted physical education not adaptive. So, I want you to e-mail me in the next week or two how many people you've been able to help learn the proper terminology of adapted physical education when you meet them in your school. Thank you.

All right, now the last point that the council has agreed upon out of the 10 we have started with, is that during phys ed classes, students with disabilities should be physically active. That is very challenging sometimes. The designation of students with disabilities as timers, scorers, line judges and officials is really not appropriate. We've all seen that, and we've all been there where the child's delegated or relegated to the sidelines. You keep score, Billy; Janie, you blow the whistle when the ball goes out of bounds. That's not really physical education; that's not meeting her unique goals. Sidelines is not the place for any child any time, we don't believe, for the child without or with a disability. Children should be vigorously and physically active during physical education class, and some of those conditions to provide active environments include, going back to what Monica said, was an appropriate placement of a child in the phys ed curriculum.

Safe and successful environments for all children – I was at an in-service in Western Pennsylvania. I won't name the school, but the principal of the school said, 'We include every child all the time; we're meeting the letter of the law.' So, okay, give me an example. And he said, 'We have a fifth grader, a boy with a head injury, so if he gets hit in the head he could die, but he is included in regular phys ed.' I said, 'Well, what do you do?' 'Well, we play shuffleboard and we do chess and we do checkers, we do this and that.' And I said, 'Wow! What a crummy program that is.' I said, 'That's not meeting the safe and successful needs of the child with the disability or the multitude of kids without disabilities.' Can you imagine all those fifth graders from first grade, second

grade, all the way through high school never kick, row, or bounce a basketball or hit a baseball because they have to adapt it for the child with that head injury, brain injury. So that wasn't an appropriate setting or safe or successful setting. The curriculum we should be sure is developmentally sound so that children are physically active in the environment, and it should be age appropriate activities for the child throughout the school years.

This is a very hard concept, this next one. I know it's very, very challenging. Physical education teachers and P.E. directors and principals have to really be creative here and think about how placement can be fluid and dynamic and shift from one environment to another, maybe fully integrated in one week, maybe semi-segregated the next week, and maybe pulled out the third week. And that is havoc on school districts; I really understand that, but that's really where we need to be looking. Physically active is also a relative term based upon the child and their individual needs. Some children you probably know of, they're severely physically and intellectually involved and are in a wheelchair. Well, they're not going up and do the shuttle run, but there are ways of getting them physically active at their level. You don't want to maybe have them do a 50-yard dash if they're able to push a wheelchair to measure speed, maybe a 20-yard dash is more appropriate for someone in a wheelchair or a 10-yard dash propelling a wheelchair is much more appropriate to a 50-yard running dash for some children. So it is a relative term based on the child's individual needs and their disability.

I'm going to show you a little video clip; there's music with this, but this team didn't think it was appropriate, so we're not allowed to play it. Of course, this is probably a volleyball unit with stations around the gym, and there's a child with pretty significant disabilities, an adapted teacher and some other students without disabilities at that station working on probably setting a volleyball. And, of course, it's buffering. So, maybe that's physically active for the level of that child's disability – it's better than being on the sidelines blowing a whistle and keeping score. Okay? You get the point.

Okay, I think Monica is going to finish this up here with some comments about where we're heading and where we are going to be going in the next couple years with this group.

MONICA LEPORE: I hope that you enjoyed the small video clip. I want to thank the school district of Lancaster for allowing us to show that. Joann Judge (sp), who is part of our advisory council, submitted that as one of the videos to win an award for everyone can from our national organization. And although that didn't win at the national level, it sure won in our hearts, and I'm hoping it won you over in terms of partial participation and things like that, meeting his IEP goals. I mean, Joann is able to bring

her guy into the general physical education class and be his adapted physical education teacher during the inclusion class with a general physical education teacher teaching the class, and so, you know, we wanted to bring that forward to you.

Okay, we have several other things that we would like to talk to you a little bit about before we open this for questions, and I just again wanted to remind you that one of the things that we're trying to do here in this state is to, you know, open up the doors for more students with disabilities to make sure that we are providing quality physical education to meet goals and for that child to be able to graduate from a Pennsylvania school and have lifelong skills in the area of physical activity, physical education so they can transition to community living and recreation where they're going to be after they leave us in the schools.

So, we're looking at the future. We have a meeting that's coming up in May. What's going to be the next thing that we tackle so that all of us can start to digest some other things? What are some other states doing? So, I am going to show you five more bullet point, five more points that in the next two years the advisory council is going to tackle.

We are looking at what are other states doing? Thirteen states in the U.S. have what's called endorsements in adapted physical education where you have to have a certification in health and P.E. and you have another endorsement on top of that. So, that's what other states are starting to do, so that might be something in our minds we take hold of. But, that will be put on the table. We're not suggesting that these are things we've all agreed upon; these will be on the table.

We are going to be looking at what Pennsylvania is currently doing. So, in the next six months, don't be surprised – administrators in here – if coming across your desk are things that are going to be related for you to tell us what you're doing in the districts so that we can help you if you need some help. If you are currently fully serving students with disabilities in many different parts of the continuum of supports and/or placements in your district, you know, tell us about that. If you have some things like, it would be really nice – I think this is where we should be going – then you'll be able to tell us in your survey so that we can talk to Mr. Tommasini and let him know where we are, so then we can see where we might need to go.

We are definitely looking at national trends in adapted physical education. The four of us are very tied into what is happening at the national level. We are a small group of people adapted physical educators. We talk about everything – what's happening in your school, what's in your district, what's in your higher ed school, what's

happening in your IU for us? I think those are things that we need to look at, so we need to look at some trends.

So, what are some things that we kinda are starting to think about to put on the table for discussion. Well, how about this statement? All students with disabilities – I think I have to make sure that you realize that we have not agreed on these; that these are things that we would like to put on the table with all those people. All students with disabilities who are eligible for special education should be assessed by an adapted physical educator who's highly qualified and then placement is discussed by the team to insure that general physical education is appropriate, that the supports that are needed in the general physical education are there, are discussed, and are on the IEP and are appropriate, and if the general physical education placement is not appropriate, the team decides what is appropriate – what's recommended. So, what is the shocker in that particular bullet point that we'd like to discuss at our next advisory council meeting? Well, all students who are eligible for special education assessed by a highly qualified person to determine their need. So that's kind of the shocker to put on the table.

What else do we want to put on the table? All students who are deemed to have needs greater than can be met in the general physical education class should have a highly qualified adapted physical educator as their teacher for adapted physical education classes and services. So, one of the things you probably need to know is that in the State of Pennsylvania, anyone who is certified in health and physical education, who has a Pennsylvania health and P.E. teaching certificate, can teach adapted physical education. So, the shocker in this is we would like those who have needs greater than the general P.E. class, we want to put it on the table; that we are going to discuss if those children should be served by someone who is highly qualified in adapted physical education. All students who have significant modifications to their physical education environment or curriculum or they have specially designed instruction in physical education or a separate adapted physical education, we would like to put on the table that those children, those students, have goals and objectives on their IEP written by a highly qualified adapted physical educator in the area of physical education.

We also want to put on the table that all Pennsylvania IEP forms should go back to what we used to have, which is a designation that has general physical education, adapted physical education both because right now there is no place to denote if a student has adapted physical education except if you throw it in related services, and that's not where it belongs. So we would like to bring that back and that is going on the table in the next year at the council meeting.

Now, this is very long, but basically what we want to talk to you is to say that on the table for discussion, we would like the council to discuss that at least one person in each school district meet the highly qualified designation– that I'll talk to you about – from our national organization and then pass the national certification exam in adapted physical education so that there is at least one highly qualified person in each school district that would be the person for them. We are not suggesting that this has to be hired from outside, another person; we're suggesting that at least one person in the school district.

Again, these bullet points that we're suggesting are gonna just go on the table. We're not suggesting that this is the way it's gonna be. We're not suggesting that anything except these are trends from around the country that we'd like to bring for discussion here in Pennsylvania. So, those are some things, and we want you to know before we finish up here in a few minutes that our national organization, the American Association for Physical Activity and Recreation has published the position paper, who are highly qualified adapted physical educators, and we would like to put this on the table for discussion here in the State of Pennsylvania. The criteria include having a bachelor's degree in physical education and a state license to teach physical education, 12 hours of course work in studying the needs of students with disabilities with nine of those credits being in adapted physical education, and 150 hours of adapted physical education teaching experience supervised by a certified adapted physical educator. So these are things, the last five bullet points, are things that we are going to be bringing to the table as we begin our foray into the wonderful world of education here and adapted physical education in Pennsylvania.

Now, we are not suggesting that there is no adapted physical education here in Pennsylvania. We're suggesting that we would like to open the discussion on what is going on in our IU, in our districts, how we can help you if you need help, and to bring up things that are happening – trends throughout the country – because we know for a fact that, you know, the buzz words that are in physical education and in special education and in adapted physical education, need to be brought to the table and hear what the people, what our teachers, our administrators and our parents in Pennsylvania here have to say about this particular area.

Before we open this up to some more discussion and some questions and maybe general comments by the audience, we really want to thank John Tommasini for not only, you know, inviting us here but being so supportive of the timing for bringing adapted physical education more to the forefront in Pennsylvania Department of Education, Bureau of Special Education; Tom Seben, who has been part of us from the very first meeting also working for the Bureau of Special Education; Janet and Donna from the PaTTAN Office who really are our key people in the King of Prussia Office who are spearheading this initiative; Shirley Black, she is our adviser for health and physical

education at the State of Pennsylvania Department of Education in the Bureau of Teaching and Learning; and, of course, to you for being so proactive to be here today. I really want to sit with each of you and say, 'why did you come to the session?' I really wanted to do that beforehand, but that would have taken up our whole hour, so we didn't think that was probably very appropriate. But, we really want to thank you today and, Becky, thank you very much for being our facilitator. Should we facilitate the questions and answers then?

We actually have about eight or nine minutes, and if my colleagues would join me up here because each of you, if you decide to answer a question, will have to take our microphone.

Hi, can we help you?

**AUDIENCE MEMBER: Inaudible**

ROBERT ARNHOLD: I'll start that. At our booth in the exhibit hall, there is an ongoing video that was produced in November of last year and was sponsored by the National Association of State Directors of Special Education. In that video, and there's handouts on the table of the power-point slides, there are checklists to do an audit of your program to evaluate the quality or needs of a school district in serving adapted physical education. They are inside that handout and on the video; it's running constantly, you'll see that being addressed. I can give you a handout; if you stop by the booth later, we can give that to you.

Shall we start over here?

**AUDIENCE QUESTION: Inaudible**

MONICAL LEPORE: We were being a little bit politically correct here on that particular aspect because of the fact that, you know, we would like to make a recommendation and say, 'we would like one adapted physical educator per "blank" because that would give us caseloads, but we're not quite ready to make those suggestions and put that on the table. One of the reasons is it's scary; it's scary for special education directors, it's scary in this budgetary time for superintendents, and we don't want to scare people away. But, we're with you. We are with you in spirit, and we will continue to move the agenda forward so that children with disabilities continue to have the best physical education that they can in the State of Pennsylvania. But, we're with you in the fact that there's not a chance that we could really cover everything we need to cover with only one physical educator who is highly qualified in the district.

We're not quite ready to talk about numbers, but we will make sure that your voice is heard when we bring this to the table. We do have two parents who have the same exact voice as you on the committee and they are not afraid to speak. So, we will make sure that we bring that forth.

I saw two hands over here and then...so we have one, two, three? Four? Okay, great. Please.

**AUDIENCE MEMBER: Inaudible**

MONICA LEPORE: That will be a consideration since you just brought it up because it hasn't been brought to the table yet. So, everything that you're – I think what you really need to realize is that we are really just starting, and everything you're saying is very, very important to us. And I know that Janet and Donna at PaTTEN and Becky are part of the group that is going to get your suggestions about these things. If you want to write that right on your evaluation, that would be lovely. That's a really good way that we can collect the information. So, thank you for bringing that forth. At our national level, we had had a grandfathering clause with a national certification. We are not even suggesting that the national certification is the only way that we're going to put this on the table, either. And this may not even fly. So, that's a great suggestion; let's keep hearing more from you.

Yes?

AUDIENCE MEMBER: I'm in a district where you can walk in to any P.E. class and see that video that was going on. I mean, the teachers do an excellent job. Many of them have the qualifications. You know, as the director I should probably know the answer to this, but I don't know how many of those kids that are getting adapted physical education have it as a part of their IEP, if it specifically says that or states it in there. I guess my question is when does it become adapted physical education that gets put into an IEP and when is it just good differentiation to meet the needs of the child?

MONICA LEPORE: If you were in my class yesterday, you would have gotten my opinion about it. But since that is going to be brought on the table because, do you know there are districts in the United States that have set criteria for that just as we have set criteria for how you qualify for special education. Well, to qualify for adapted physical education in our setting, we're saying that first of all you have to qualify for special education; we're only going to be talking about students in that setting right now. We are not going to talk right this second about students who are on the 504 plans.

That will be on the table. We have to answer that question; that question has to be on there.

**AUDIENCE MEMBER: Inaudible**

MONICA LEPORE: Of course! We would hope so. Absolutely. But I do want to reiterate the question. The question again is: When is differentiated instruction that is provided by the most amazing teachers like those sitting in front of us, when do you provide special education. Well, if we go back to what we're talking about when they are not safe and successful – if that child is successfully meeting the class goals with the differentiated instruction with modifications in there and you don't have to even have specially designed instruction, you don't have to have any modifications, well then it is part of the umbrella of adapted physical education, but it is not something that we would go a step further. The problem, of course, occurs when our students move from one level to the other and these amazing people were providing it in middle school and then the amazing people in high school maybe didn't carry over because they didn't know; it wasn't on the IEP. So, they didn't know those kinds of things. So, I think that there's a lot of different answers, but that has to go on the table.

DAVID LORENZI: Related to that, just from our own experiences and traveling around the state, conducting in-service trainings, meeting teachers at conferences and workshops, I think that was part of the impetus for coming to Harrisburg to get it started because we see that it's done very differently in different school districts. To go back to your question, it's not your fault because you're not provided with, you know, kind of a formal way of doing that. But it's definitely going to involve assessment, so minimally we want to get some sort of uniform standard and procedure in place so as directors of special education, you can instruct your staff and how that's going to be done so, again, we're at the very preliminary stage in that process but definitely going to be discussing that.

MONICA LEPORE: I know we have about one more minute and I know there were two other people so lets try and get to them.

Audience Member: Inaudible

Hello, I'm Dana, up there on the slides. We're with PaTTAN, you know, to me it's been the most amazing thing – part of my career. When these guys came and talked to John, we had done nothing to help the schools in the state on Pennsylvania run adapted PE. You know, shame on us. We just haven't... we've just been silent about it. We have miles to go and all of the questions people are raising should have those questions and we need to know those questions because we need to help schools. We need to help IEP teams, we need to help families, need to help teachers. So, I see us as being; we're going to stay child centered I can tell you that from where our meetings



went. They're going to stay child centered and we're all committed to the same outcome; all of our kids have access to high quality physical education that meets their needs. What that looks like, how it's going to get there? We have no clue at this point except that we have four people up there that believe very passionately in APE, which we're going to rely very heavily on and we have to hear the voices of schools so we could understand what they're struggling with. So I think it's going to be a great journey, wouldn't you say?

MONICA LEPORE: Yes, absolutely. I know we have one more question but I know that we're out of time so we would love to meet with you individually before you head out of here, but our time is up. Thank you very much everyone.