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ABSTRACT

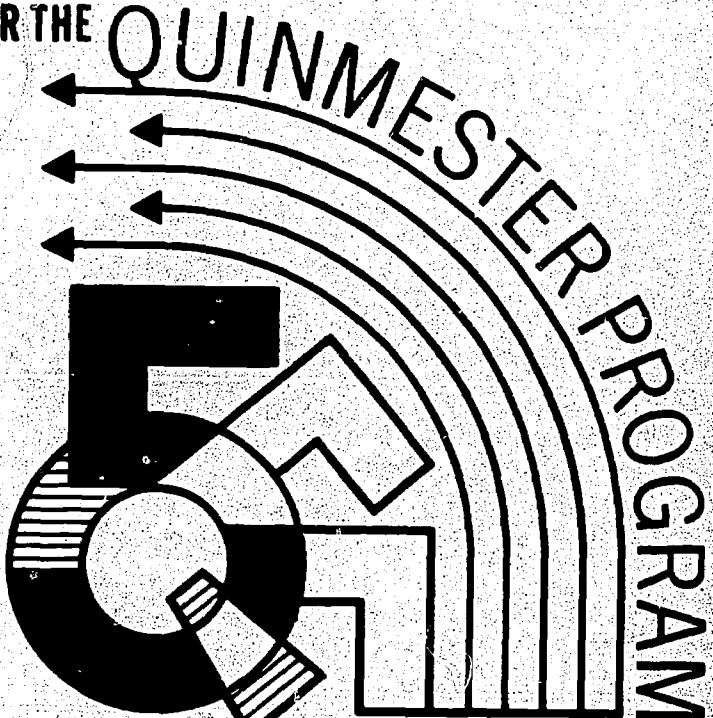
This guide outlines a course designed to assist students in grades 7-12 who have disabilities and cannot successfully take part in a general physical education program. The course is devoted to developing skill in recreational sports and games, developing understanding of individual limitations and potentialities, aiding the student in personal and social adjustment, and providing the opportunity for individual achievement and success. Learning activities include gaining knowledge and understanding of body structure and function, developmental and therapeutic exercises, and recreational and modified activities. Class and planning procedures, points for consideration in scheduling, and sample forms are suggested. Resources for teacher and students are recommended, and methods of evaluating pupils are listed. (A 12-item bibliography is included.) (PD)



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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM



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PHYSICAL EDUCATION

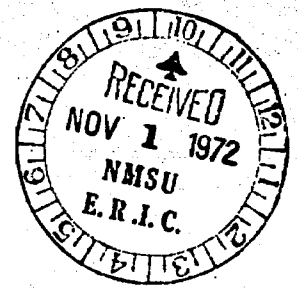
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DADE COUNTY PUBLIC SCHOOLS

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PHYSICAL EDUCATION

Written by
Billye J. Lowe

For The

DIVISION OF INSTRUCTION

Dade County Public Schools

Miami, Florida

1971

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ADAPTED PHYSICAL EDUCATION

I.	COURSE GUIDELINES FOR COURSE NUMBER	5551.82	5561.82
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- A. Student Classification: Coeducation
- B. Grade Level: 7-12
- C. Level of Performance: Varied according to individual student's capacity
- D. Suggested Prior Experiences: None
- E. Subject Status: Elective
- F. Length of Unit: 9 weeks

II. COURSE DESCRIPTION AND ACCREDITATION STANDARD BROAD GOAL

Junior High: 9.8416 (1) a,d,e,
 Senior High: 9.9420 (1) e

A. Description

This course is designed to assist students who have disabilities and cannot successfully take part in the general physical education program. Students will be provided the opportunity to participate in a variety of games, recreational sports and developmental activities which are designed to meet their own needs, interest and limitations. The students disability may be temporary or permanent.

B. Methods

The course will consist of lectures, individual conferences, class discussion, student reports, officiating games, functional testing, developmental exercising, participation in recreational activities, small group work, planning and conducting class tournaments, and practice of body mechanics.

C. Areas of Concentration

Class periods will be devoted to develop skill in recreational sports and games, developing of understanding of individual limitations and potentialities, aiding the student in personal and social adjustment, and providing the opportunity for individual achievement and success.

III. COURSE OF STUDY BEHAVIORAL OBJECTIVES:

A. Observed Skills Objective: 40% of Course Grade

State Accreditation Standard:

Junior High 9.8415 (2) k,l,m

Senior High 9.9420 (2) m,n,o,p

All students will demonstrate general improvement of performance in daily living activities, development of skills in recreational sports, and the accomplishment of needed correction for conditions that can be improved or removed within the limits of the individual's disability. The student's progress and performance in the skills listed above will be evaluated by teacher judgment, observation, checklists, and/or annotations.

B. Basic Skills Objectives: 20% of Course Grade

State Accreditation Standard:

Junior High 9.8416 (2) k,l,m

Senior High 9.9420 (2) m,n,o,p

All students will participate and be rated in at least three skill tests and the majority of students will achieve an average or better score. These tests will be set up and administered within the limits of the individual's disability.

C. Course Content Knowledge Objectives: 20% of Course Grade

State Accreditation Standard:

Junior High 9.8416 (2) k,l,m

Senior High 9.9420 (2) m,n,o,p

All students will respond in writing to a test in adapted physical education and the majority of students will indicate improvement. This test will represent 20% of the course grade and will be based on the Adapted Physical Education Quinmester Course content and class discussions, and will include some questions in all of the following areas:

1. Body alignment
2. General conditioning
3. Diet and weight control
4. Fatigue, rest and relaxation
5. Sports appreciation
6. Rules of recreational games
7. Knowledge of disability

D. Social and Personal Attitudes Objectives: 20% of Course Grade

State Accreditation Standard:

Junior High 9.8416 (2) k,l,m

Senior High 9.9420 (2) m,n,o,p

Social and personal attitudes displayed by all students will be evaluated by observation, checklist, and/or annotation by the teacher throughout the entire course, and it will represent 20% of the course grade. The teacher will motivate an atmosphere wherein the majority of the students will respond to this development and exhibit desirable behavior. This evaluation will be based on the following social and personal attitudes:

1. Adjustments to foster self-confidence, security and emotional stability
2. Favorable attitude toward participating in recreational activities
3. Acceptance of limitations and capabilities
4. Group activities (participation in "give and take")
5. Interest and enthusiasm
6. Cooperation and sportsmanship
7. Acceptance of responsibility
8. Display of initiative
9. Assume a leadership roll

IV. COURSE CONTENT (May be reproduced for student distribution)

A. Knowledge and Understanding

The knowledge and understanding of your body structure, function, and needs are basic in laying a good foundation for a more functional and productive life.

1. Body Systems (An overview will be presented to assist you in understanding the limitations and disabilities of other people.)
 - a. Skeletal
 - b. Muscular
 - c. Nervous
 - d. Circulatory
 - e. Glandular
 - f. Respiratory
 - g. Digestive
 2. Body alignment and everyday movements
 3. General conditioning
 4. Diet and weight control
 5. Fatigue, rest and relaxation
 6. Value and effect of physical education
 7. Officiating games (Refer to quinmester courses on officiating)
- Refer to quinmester courses:
Slimnastics for
Girls and Physical
Training

8. The role of a spectator

Sports are rapidly becoming a major part of peoples' lives and the society in which we live. Due to the increase in leisure time, a rise in the standard of living, and the technological inventions people have more time, more money, and more desire to participate in sports as spectators. Your knowledge and understanding of a variety of sports will increase your enjoyment of the activity.

9. Tournaments

a. Selected terminology

- (1) Contestant--single, dual, or team playing in a tournament
- (2) Match--two opponents competing for a designated time, points, or game
- (3) Draw sheet--a chart showing the contestants, time, and playing area
- (4) Bye--automatically advanced to next round without playing
- (5) Seeding--strong teams placed strategically on draw chart
- (6) Round--each team in the tournament is at the same point of progress
- (7) Quarter-final--only 8 contestants remain in the tournament
- (8) Semi-final--four contestants remain in the tournament
- (9) Final--two contestants remain in the tournament
- (10) Versus--one team against the other (vs)
- (11) Default--team forfeits a match

b. Types of Tournaments

- (1) Extended
This type of tournament may be conducted over a long period of time (weeks, months, or season)
 - (a) Ladder
 - (b) Pyramid
 - (c) Crown
 - (d) Spider Web
 - (e) Accumulation
 - (f) Double-Time
- (2) Round Robin
Once the tournament is drawn it can be repeated as many times as desired
- (3) Elimination
Contestants are eliminated as the tournament progresses to the finals.
 - (a) Single
 - (b) Consolation
 - (c) Bagnall-Wild
 - (d) Double

c. Conducting Tournaments

- (1) Planning
- (2) Organizing
- (3) Directing
- (4) Evaluating

B. Developmental Exercises

Exercises may be obtained in various reference material listed under teacher and student resources

C. Therapeutic Exercises

This section applies to those students obtaining specific exercises prescribed by their personal physician

D. Recreational and Modified Activities

Within the limits of your disability and in accordance with the physician recommendation, you can develop and/or improve your skill in recreational activities. Regulation games can be modified by using larger balls, shorter paddles, shorten the court, shorter playing time, more frequent rest periods or restricted play area. Selected activities that have been found to satisfy the needs and interest of students are listed below. Other games and sports may be enjoyed after adaptation to your specific needs.

- | | |
|---------------------------|---|
| 1. Table Tennis | |
| 2. Horseshoes | |
| 3. Shuffleboard | Explained in Recreational Sports quinmester course |
| 4. Croquet | |
| 5. Deck Tennis | |
| 6. Archery | |
| 7. Golf | Refer to individual quinmester courses and make modification as needed to meet individual needs |
| 8. Swimming | |
| 9. Bowling | |
| 10. Fishing | |
| 11. Camping | |
| 12. Dancing | |
| 13. Table and Quiet Games | |
| 14. Bridge | |
| 15. Boundball | |

16. Tether Ball

a. Equipment

- (1) Portable volleyball standard
- (2) Regulation tetherball
- (3) Five foot durable 1/2" rope

b. Playing area

Hard surface or grass area

c. Players

Two people playing as opponents

d. Rules

- (1) One player hits the ball in his direction while standing in the service area
- (2) The server's opponent tries to hit the ball in the opposite direction
- (3) Both players try to hit the ball in their direction to score without stepping over the foul line or neutral area

e. Scoring

A game consists of hitting the ball and winding the cord around the pole above the 5' line. Winning 3 out of 5 games constitutes a set. The loser of each game serves first in the next game.

f. Fouls

Penalty is a free hit for the opponent

- (1) Throwing the ball, stepping over the foul line, or reaching in the opponent's court
- (2) Touching the pole with the body
- (3) Hitting with parts of the body other than the hands and forearm

17. Aerial Tennis

a. Equipment

- (1) Wooden paddles
- (2) Heavy shuttlecock

b. Playing area

Regulation badminton court

c. Players

Two, four or up to twelve players on one side

d. Rules

- (1) Eleven points = singles game
Fifteen points = double and team game
- (2) The server continues to serve and score points until he loses the rally
- (3) The serve is delivered diagonally with the person in the right hand court serving first.
- (4) Badminton rules apply

e. Scoring

A point is scored each time the serving side successfully completes a rally

f. Fouls

Point or loss of serve is the penalty for a foul, depending on the offender.

- (1) Overhand serve or contacting the shuttlecock above the waist on the serve
- (2) Hitting the net with the paddle on a follow through

18. Mass Paddle Badminton

a. Equipment

- (1) 6-3/4" x 8" paddle with a 9 1/2" handle
- (2) Aerial tennis shuttlecock
- (3) Badminton or volleyball net

b. Playing area

Badminton or volleyball courts, indoor or outdoor, hard surface or grass area

c. Players

- (1) 5 to 8 on a badminton court
- (2) 9 to 12 on a volleyball court

d. Rules

- (1) The serve must be underhand, below the waist, inside the baseline, and from a player in the right back position
- (2) There is no assist on the serve
- (3) Two attempts are allowed for each server
- (4) A player or two different players may hit the shuttle on a side
- (5) Two 15 minute halves constitute a game with teams changing sides at half time
- (6) Teams rotate to serve after side out is called

e. Scoring

- (1) One point is scored when the serving team successfully completes a rally
- (2) Only the serving team can score

f. Faults

Penalty is side out a point

- (1) Touching or reaching over or under the net to play the shuttlecock
- (2) Serving the shuttle out-of-bounds
- (3) Throwing the shuttle with the paddle instead of a clean hit

19. Cap Ball

a. Equipment

- (1) Volleyball, playground ball or soccer ball
- (2) Soda pop bottle cap with ripple edges

b. Playing area

Hard surface approximately 5' x 5'

c. Players

Two people as opponents or teams consisting of five players each.

d. Rules

- (1) Players remain behind their line
- (2) Bottle cap on back with rippled edges extended
- (3) Players take turns hitting the cap with the ball

e. Scoring

Game ends or point scored when the cap crosses the opponent's line due to a legal hit by the ball

f. Fouls

Penalty is side out or point

- (1) Stepping on or over the line
- (2) Taking consecutive turns

20. Aerial Darts

a. Equipment

- (1) Wooden paddles
- (2) Aerial dart

- b. Playing area
Badminton Court
- c. Players
Any even number up to eight
- d. Rules
The playing rules of volleyball are applied to
to the game with the exception of the following:
 - (1) Paddles are used in place of the hands and
a bird replaces the ball.
 - (2) Service must be delivered by an underhand
serve
 - (3) A let serve is re-served.
- e. Scoring
Only the server can score and 15 points is a game

V. LEARNING ACTIVITIES

- A. Points for Consideration in Scheduling
Conferences (students, parents and physicians), planning,
organizing and setting-up of equipment on an individual
student basis demands a vast amount of the teachers time.
Therefore, the following considerations are suggested:
 - 1. Limit the enrollment of the Adapted Physical Educa-
tion class to ensure a safe class situation.
 - 2. Since the adapted class has a smaller class load,
provide a sufficient number of instructors for the
other physical education classes.
 - 3. Schedule the adaptive class for a period during the day
when facilities and equipment will be most available.
 - 4. Avoid the early morning and late afternoon time of the
day. Some physical disabilities are aggravated by
damp, cold and foggy weather conditions.
 - 5. Depending on the physical limitations, an indoor area
may be needed for the entire nine weeks.
- B. Suggested Class Procedures
 - 1. Orientation
 - a. Medical card and letter to physician
A deadline of approximately two weeks
should be set for all forms to be returned.
 - b. Letter to parent
Personal contact with parents, in addition to
the letter, will promote a better understanding
of the program and give the teacher an insight
to the problem of the individual student.

c. Organization

- (1) Although there may be certain general policies which are established, the nature of this class requires handling student problems on an individual basis.
- (2) Depending on the activity, weather conditions, and the time of the year; uniform regulations may be varied to present a more practical situation.

d. Student information sheet

Sample questionnaires are included in section "D" of learning activities.

e. Student Conferences

- (1) Review of student information sheet with each individual and establish a rapport with him.
- (2) Determination of student's recreational interests and desires.
- (3) Discussion of best means of improving functional conditions. Set up realistic controls for protecting his condition from aggravation.
- (4) Agreement on a tentative program of Adapted Physical Education based on the combined thinking of student, teacher, parent, and doctor

2. Activities

- a. Research of individual's disability (ONLY WITH PARENT AND PHYSICIAN PERMISSION.)
- b. Study of and participation in officiating and scoring games.
- c. Plan, organize and conduct class tournaments.
- d. Written and oral reports on assigned sport as to the history, safety, etiquette, and its place in American society.
- e. Lecture, reports and participation in conditioning, diet and weight control, body alignment, relaxation and the value of physical education.
- f. Participation, within limits of the individual's capacity, in recreation and modified activities along with developmental and therapeutic exercises.
- g. Chart activities he can do.

3. Evaluation

An overall basis for determining grades should be established; however, each student should feel he is graded as an individual according to his capabilities. The following criteria for determining the grade are suggested:

- a. Cooperation with others
- b. Class participation
- c. Written tests
- d. Written and oral assignments
- e. Attitude (interest and enthusiasm)
- f. Initiative and acceptance of responsibility
- g. Sportsmanship
- h. Achievement and individual progress
- i. Demonstration of leadership and assistance to others
- j. Skill grading (modified according to unit)
- k. Understanding of individual limitations and potentialities

C. Suggested Planning Procedures

1. Bulletin boards and display cases

Use of the bulletin board can be a source of information for students in your class, students in other classes, visiting parents, and the school faculty.

- a. Special events, student assignments, tournament schedules.
- b. Poster, clippings, thought for the day, slogans
- c. Exercise directions, routines, weight control hints, test instruction

2. Public Relations

- a. Teacher of Adapted Physical Education Course
The enthusiastic, understanding and professionally prepared teacher provides a service to students unparalleled any other physical education course. He interprets the adapted program to physicians, school personnel, parents, and the community.
- b. Physician
He recommends the type of activities suitable for his patient in keeping with the disability. His understanding and support of the adapted program can be an asset to any school.
- c. School administrator
The support of each school administrator is demonstrated by his providing adequate space and sufficient equipment to operate the program. He realizes the need and schedules for small classes in order to

insure individualized instruction. He disseminates information and interprets the adapted program to school and community personnel.

- d. **School Nurse**
The school nurse can maintain a liaison between the home and school, and interpret the program to physicians, parents and school personnel.
- e. **Guidance Counselor**
He serves as a consultant to the physical education teacher about his counselees in adapted physical education. The success of the adapted program depends to a degree on the counselor's understanding and support of the course.
- f. **Parent**
The parent can encourage his child and support the objectives of the adapted program.
- g. **School faculty**
The individual school faculty is another means of communication if they are informed and understand the objectives of the adapted program.
- h. **Other personnel**
Members of school clubs, newspaper staffs, and Parent Teacher Association participants can reflect positive attitudes toward the Adapted Physical Education Program to their associates and subscribers.

3. Student Understanding

The student's understanding and acceptance of his disability provides the base upon which to build positive attitudes, to improve physical condition, to adjust both psychologically and socially, to learn recreation sports and to gain self confidence.

The student should:

- a. Maintain good posture in performing daily task according to physical limitations.
- c. Understand and accept his limitations in sports and activities
- d. Participate in techniques of relaxation
- e. Participate in class activities within his limitations
- f. Develop skill in recreational games for use in leisure time

4. Research and Discussion Topics

Individuals or groups may select topics to present to the class for discussion. The following are suggested topics:

- a. The Relationship of Diet and Weight Control
- b. The Relationship of Overweight and Physical Education
- c. The Relationship of Physical Fitness and Mental Fitness
- d. Describe the Advantages and Disadvantages of Eight Different Types of Tournaments
- e. Discuss What is Meant By The Statement "Worthwhile Use of Leisure Time."
- f. List and Describe Two Exercises for Various Parts of the Body
- g. Discuss The Factors That Should Be Considered When Selecting Exercises To Be Performed
- h. Define and Discuss The Value of Isometric Exercises
- i. Define and Discuss What Is Meant By The Term "Physical Fitness."
- j. Discuss The Value of Good Body Mechanics

D. Suggested Variations

Students in the course probably have had little opportunity to participate in physical activity and no doubt they have had many opportunities for failure. Therefore, the creative, resourceful and well prepared teacher must provide a challenging and satisfying program for all students. They must have an opportunity to succeed.

1. The teacher may use student assistants to provide more individualized supervision.
2. Schools on modular scheduling may offer activities requiring more time than provided for in the traditional scheduling.
3. Science, Health, Home Economics and Physical Education Departments may participate in interdisciplinary instruction.
4. Students may demonstrate their leadership ability by conducting tournaments, serve as class leaders, officiating, and/or serve as team captain.
5. Whenever possible and feasible, students should be provided for in the regular physical education program.
6. Awards can be helpful in motivating student enthusiasm in class.

E. Sample Forms

1. Sample Form Letter to Parents

_____ School

Date _____

Dear Parents:

The program of health and physical education at our school has a wide variety of activities to offer to all students. The activities are adapted to fit the special needs of each pupil regardless of his physical attributes. After receiving the recommendations of your family physician, it was found that your child could participate in the following activities which are being offered in physical education this year.

By giving your child an opportunity to participate in these physical activities, we hope to achieve these objectives:

1. to develop his physical fitness and health to optimum potential;
2. to develop his skills in the basic motor movements of sports and everyday living;
3. to develop a variety of sport skills for use in worthy leisure time activities;
4. to promote opportunities to play and participate socially with others.

We hope that our plans meet with your approval. If you wish to discuss the program further, please call me at _____.

Yours truly,

2. Sample Form Letters to Physician

a. Sample One

_____ School

Date _____

Dear Doctor:

_____ has requested a medical card for physical education. It is our policy to keep all students in physical education classes and offer them a program of activities which can be adapted to meet their physical restrictions and as recommended by their physician.

We feel that each child gains much from the social and emotional aspects of physical education even though he is unable to participate in the regular program. He becomes part of the group instead of someone different. Therefore, would you please indicate what your diagnosis is and also check the activities in which he may participate and to what extent.

Sincerely,

Physical Education Instructor

b. Sample Two

Dear Sir:

This year at Miami Killian Senior High School we are offering an adapted class in physical education for students with physical disability. The class will be comprised of students who are unable to "hold their own" in the regular program. Students who are to be excused from a regular physical education class for a period of one semester or longer will be placed in this class.

We are asking your help in giving us a comprehensive evaluation of this student's physical limitations. A student enrolled in the adaptive class will be given physical training on the basis of your evaluation of his physical limitations. This class will be conducted by a teacher trained in the area of adaptive physical education.

Your assistance in making this program successful will be greatly appreciated by students and faculty alike. Please fill out the attached form for the bearer of this letter. If you have any questions, please feel free to contact me.

Sincerely yours,

Physical Education Department

3. Sample Medical Cards

a. Sample One

DADE COUNTY PUBLIC SCHOOLS SECONDARY SCHOOL

PHYSICIAN'S RECOMMENDATIONS FOR MODIFIED PHYSICAL EDUCATION

PUPIL'S
NAME _____

(Last)

(First)

(Middle)

Age _____

Grade _____

School _____

This is to certify that I have examined the above-named pupil. Diagnosis: (Please be specific) _____

This pupil (is) (is not) at present under continued medical treatment. If pupil is to take specific medicines while at school, please specify the nature of drugs and regime. _____

If, in the opinion of the physician, the prescribed medication is considered restricted information, this part of the card need NOT be filled in. Therefore, I recommend that participation in Physical Education be modified as indicated below:

- ☐ Moderate activity; e.g., volleyball, kickball, dancing, conditioning exercises (moderate), swimming, tennis, jogging (slow trot), officiating.
- ☐ Restricted activity; e.g., table tennis, ball skills (without running), walking, deck tennis, archery, individual exercises modified as needed, officiating recreational activities, no running or jumping.

Duration: for _____ week(s); for _____ month(s); for _____

SIGNED: _____

M.D.

Phone _____

Date _____

(Examination)

Please use the reverse side for additional information on and recommendations in regard to limits of capability and tolerance.

TO THE PARENT, OR GUARDIAN AND TO THE FAMILY PHYSICIAN:

All pupils are required by the Dade County School Board to take physical education unless the family physician considers such activity detrimental to the pupil's health.

Your cooperation and support will be invaluable in helping us meet the physical education needs of our pupils.

FORM 116 GREENMAC PRINTERS 1969-1970

E. L. WHIGHAM, Superintendent

b. Sample Two

Physician's Recommendations for Adaptive Physical Education

Name _____

Section _____

has been examined by me and the following is forwarded for your information for planning his or her physical education program.

DESCRIPTION OF CONDITION:

It is recommended that this student be: (place a (check) in the box)

- ☐ A. Placed in the regular physical education program with the following reservations:

- ☐ B. Placed in adapted physical education with the following recommendations. (please check suitable activities.)

Moderate Activity

volleyball
kickball
tennis
officiating
jogging
softball
badminton
modern dance (girls)

Restricted Activity

table tennis
archery
recreational games
individual exercises
deck tennis
shuffleboard

ADDITIONAL COMMENTS:

Duration: _____ week(s), _____ month(s), _____ year

Signed: _____ M.D. Phone _____ Date _____

4. Sample Information Sheets

a. PHYSICAL EDUCATION STUDENT INFORMATION SHEET

Name _____ Age _____ Birthday _____

Doctor's Name _____ Address _____

1. What recreational activities do you enjoy most?
2. Do you have a regular job? What kind of work?
When?
3. What are your hobbies?
4. Name the clubs to which you belong in or out of school.
5. What are your plans for the future: (after high school)
6. Description of your illness, handicap, or disability. ONLY WITH PERMISSION
OF PARENTS AND
PHYSICIAN
7. Date of original occurrence of the condition.
8. Cause of the condition.
9. Treatment received to date.
10. Present medical care.
11. What limitations in physical activity, if any, has your disability placed upon you?
12. What type of physical education program have you had previously?
13. In which phase of the adapted physical education program are you particularly interested: corrective exercises or the sports program?
14. What things do you expect to gain from this program:
15. If you could change one school rule which one would you change and why?
16. If you could change one thing about physical education what would it be and why?

b. PHYSICAL EDUCATION STUDENT INFORMATION SHEET

Name _____ Age _____ Birthday _____

Junior High School _____ Doctor's Name _____

Address _____

1. What activities or sports do you enjoy most during your leisure time?
2. Do you have a regular job? What kind of work?
When?
3. What are your hobbies?
4. Name the clubs to which you belong in or out of school.
5. What are your plans for the future? (after high school)
6. Explain the reasons why you feel you cannot participate in a regular physical education class.
7. Have you ever been in an adapted physical education class.
8. What type of physical education program have you had previously?
9. In which activities of the adapted physical education program are you particularly interested?
10. What things do you expect to gain from this program?
11. If you could change one school rule which one would you change and why?
12. If you could change one thing about physical education what would it be and why?

c. Student Questionnaire

Name _____ Date _____

Address _____ Phone _____

Height _____ Weight _____ Age _____

1. Have you taken any other physical education classes

_____ Yes _____ No. If yes, name the class and the instructor.

Class _____

2. In a brief statement, indicate the nature of your disability or limiting condition.

3. If you are now under a physician's care for the condition listed above, indicate the following.

Physician's Name _____

Address _____ Phone _____

5. Student Evaluation

1. What was your opinion of the program at the beginning?
2. What is your opinion of the program now?
3. What do you feel are the values of the program?
4. Do you enjoy the class?
5. What is your parents' opinion of the program?
6. What additions to the course do you suggest?
(Activities to be included.)
7. What would you delete from the course?
8. What are your suggestions for improving the program?

6. Sample Incidence and Rating Chart

NAME _____ PERIOD _____ DATES RATED _____

DECK TENNIS INCIDENCE AND RATING CHART

SKILL:	INCIDENCE	RATING	+ Good
			Fair
			- Poor
Serving			
Stance, weight shift, follow through, placement, accuracy			
Throwing			
Placement, use of variety			
Catching			
Palm grip, "gives"			
Waiting Position			
Ready, alert, returns to position			
Judgment of Ring			
In position to make play, moves to meet ring			
General Court Position			
Backs of teammates			
Comments:			

DECK TENNIS SERVING SKILL TEST						TOTAL	GRADE
1	2	3	4	5			

F. Recommended Teacher Resources

1. Books

- a. Boyden, E. Douglas. and Burton, Roger G. Staging Successful Tournaments. New York: Associated Press, 1957.
- b. Daniels, Arthur S. and Davies, Evelyn A. Adapted Physical Education. New York: Harper and Row Publishers, 1965.
- c. Department of Public Instruction. Guidelines for Adapted Physical Education. Harrisburg, Penn.: 1966.
- d. Division of Instructional Services. Corrective Physical Education. Los Angeles City Schools, 1958.
- e. Kelly, Ellen Davis. Adapted and Corrective Physical Education. New York: The Ronald Press Company, 1965.
- f. Wheeler, Ruth. and Hooley, Agnes M. Physical Education for the Handicapped. Philadelphia: Lea & Febiger, 1968.

2. Periodicals

- a. American Association for Health, Physical Education and Recreation. "Adapted Physical Education." Journal of American Association for Health, Physical Education and Recreation. May 1969.
- b. Braverman, William. "Motivating Devices for Remedial Physical Education." Journal of A.A.H.P.E.R. March 1958.
- c. Committee on Exercise and Physical Fitness of American Medical Association. "Classification of Students for Physical Education." J.O.A.A.H.P.E.R. Feb. 1967.
- d. Flint, M. Marilyn. "Selecting Exercises." J.O.A.A.H.P.E.R. Jan. 1968.

3. Quinmester Bulletins

- a. Blunt, Margaret. and Holt, Doris. Sports Officiating for Girls. Miami, Florida: Dade County Public Schools, 1971.
- b. Brown, Suzette. Beginning Golf. Miami, Florida: Dade County Public Schools, 1971.
- c. Brown, Suzette. Recreational Sports. Miami, Florida: Dade County Public Schools, 1971.
- d. D'Alessio, Anthony. Beginning Archery. Miami, Florida: Dade County Public Schools, 1971.
- e. Feldstein, Ann. Bridge. Miami, Florida: Dade County Public Schools, 1971.

F. Recommended Teacher Resources (Continued)

3. Quinmester Bulletins (Continued)

- f. Godfrey, Chris. Modern Dance. Miami, Florida: Dade County Public Schools, 1971.
- g. Goins, Carl M. Camping. Miami, Florida: Dade County Public Schools, 1971.
- h. Gutting, Dick. Beginning Swimming. Miami, Florida: Dade County Public Schools, 1971.
- i. Hickey, Carl. Sports Officiating for Boys. Miami, Florida: Dade County Public Schools, 1971.
- j. King, Kathy. Deck Tennis. Miami, Florida: Dade County Public Schools, 1971.
- k. Lowe, Billye J. Slimnastic for Girls. Miami, Florida: Dade County Public Schools, 1971.
- l. McDaniel, Wanda. Beginning Badminton. Miami, Florida: Dade County Public Schools, 1971.
- m. Miller, Eugene. Table and Quiet Games. Miami, Florida: Dade County Public Schools, 1971.
- n. Miller, Kenneth. Introduction to Dance. Miami, Florida: Dade County Public Schools, 1971.
- o. Morgan, Mary. Boundball. Miami, Florida: Dade County Public Schools, 1971.
- p. Waters, Richard. Physical Training. Miami, Florida: Dade County Public Schools, 1971.
- q. Wittman, Jack. Beginning Bowling. Miami, Florida: Dade County Public Schools, 1971.

4. Audio-Visual Materials

Materials indicated within each quinmester course.

G. Recommended Student Resources

1. Quinmester Bulletins

- a. Blunt Margaret. and Holt, Doris. Sports Officiating for Girls. Miami, Florida: Dade County Public Schools, 1971.
- b. Brown, Suzette. Beginning Golf. Miami, Florida: Dade County Public Schools, 1971.
- c. Brown, Suzette. Recreational Sports. Miami, Florida: Dade County Public Schools, 1971.

G. Recommended Student Resources (Continued)

1. Quinmester Bulletins (Continued)

- d. D'Alessio, Anthony. Beginning Archery. Miami, Florida: Dade County Public Schools, 1971.
- e. Feldstein, Ann. Bridge. Miami, Florida: Dade County Public Schools, 1971.
- f. Godfrey, Chris. Modern Dance. Miami, Florida: Dade County Public Schools, 1971.
- g. Goins, Carl M. Camping. Miami, Florida: Dade County Public Schools, 1971.
- h. Gutting, Dick. Beginning Swimming. Miami, Florida: Dade County Public Schools, 1971.
- i. Hickey, Carl. Sports Officiating for Boys. Miami, Florida: Dade County Public Schools, 1971.
- j. King, Kathy. Deck Tennis. Miami, Florida: Dade County Public Schools, 1971.
- k. Lowe, Billye J. Slimnastics for Girls. Miami, Florida: Dade County Public Schools, 1971.
- l. McDaniel, Wanda. Beginning Badminton. Miami, Florida: Dade County Public Schools, 1971.
- m. Miller, Eugene. Table and Quiet Games. Miami, Florida: Dade County Public Schools, 1971.
- n. Miller, Kenneth. Introduction to Dance. Miami, Florida: Dade County Public Schools, 1971.
- o. Morgan, Mary. Boundball. Miami, Florida: Dade County Public Schools, 1971.
- p. Waters, Richard. Physical Training. Miami, Florida: Dade County Public Schools, 1971.
- q. Wittman, Jack. Beginning Bowling. Miami, Florida: Dade County Public Schools, 1971.

2. Audio-Visual Materials

Materials indicated within each quinmester course.

VI. EVALUATION

- A. Teacher judgment.
- B. Teacher observation.
- C. Checklists.
- D. Skill test.
- E. Objective test.
- F. Essay test.
- G. Student reports.
- H. Rating scales.

VII. BIBLIOGRAPHY

Books

Boyden, E. Douglas. and Burton, Roger G. Staging Successful Tournaments. New York: Associated Press, 1957.

Clark, H. Harrison. and Clark, David H. Developmental and Adapted Physical Education. Englewood Cliff, New Jersey: Prentice Hall, 1963.

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Kelly, Ellen Davis. Adapted and Corrective Physical Education. New York: The Ronald Press Company, 1965.

Rathbone, Josephine L. and Hunt, Valerie V. Corrective Physical Education. Philadelphia: W.B. Saunders Company, 1966.

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Braverman, William. "Motivating Devices for Remedial Physical Education." Journal of A.A.H.P.E.R. March 1958.

Committee on Exercise and Physical Fitness of American Medical Association. "Classification of Students for Physical Education." J.O.A.A.H.P.E.R. Feb. 1967.

Flint, M. Marilyn. "Selecting Exercises." J.O.A.A.H.P.E.R. Feb. 1964

Slader, Carl V. "A Workable Adaptive Program." J.O.A.A.H.P.E.R. Jan. 1968.