

COURSE SYLLABUS
Southeast Missouri State University

Department: Health, Human Performance, and Recreation

Course No: PE 408

Course Title: Physical Education for Individuals with Disabilities

Revision: Spring 2003

Department Approved: January 23, 2003

College Council Approved: March 5, 2003

I. Catalog Description and Credit Hours:

Study of individuals with physical, mental or emotional disabilities in a multicultural physical education setting. Two lecture and two lab hours per week. (3)

II. Prerequisite(s): None

III. Course Objectives: Upon completion of the course the teacher candidate will be able to:

- A. Identify critical elements of motor skill performance, and combine motor skills into appropriate sequences for the purpose of improving learning for students with disabilities. (1.1) [1.2.1.1]
- B. Demonstrate competent motor skill performance in a variety of physical activities. (1.2) [Q 1.2.1.1]
- C. Encourages student responsibility [Q 1.2.2.3]
- D. Monitors individual and/or group performance in order to design safe instruction that meets student developmental needs in the physical, cognitive, and social/emotional domains. (2.1) [Q 1.2.2.2]
Identify, select, and implement appropriate learning/practice opportunities based on expected progressions and levels of readiness (2.2) [Q 1.2.1.3; Q 1.2.2.1; Q 1.2.2.4]
- E. Identify, select, and implement appropriate learning/practice opportunities based on expected progressions and related to ranges of individual variations and levels of readiness according to the unique needs of individuals with disabilities. (2.3) [1.2.2.4]
- F. Demonstrate an understanding of the history, legislation, and professional resources relative to physical education for the individual with exceptionalities. (1.5) [Q 1.2.1.1]
- G. Identify, select, and implement appropriate instruction that is sensitive to students' strengths/weaknesses, multiple needs, learning styles, and prior experiences (e.g., cultural, personal, family, community). (3.1) [Q 1.2.3.1; 1.2.3.2; 11.2.3.4]
- H. Use appropriate services and resources to meet diverse learning needs. (3.2) [Q 1.2.3.3]
- I. Use managerial routines that create smoothly functioning learning experiences (4.1) [Q 1.2.6.2]
- J. Develops and implements an effective behavior management plan when teaching individuals with special needs. (4.5) [Q 1.2.6.1]
- K. Demonstrates effective communication skills (5.1) [Q 1.2.7.1]
- L. Engages students in active learning that promotes the development of critical thinking, problem solving, and performance capabilities. [Q 1.2.5.2]
- M. Communicates in ways that demonstrate sensitivity to all students (e.g., considerate of ethnic, cultural, socio-economic, ability, gender differences). (5.3) [Q 1.2.7.2]
- N. Implements appropriate learning opportunities for students with disabilities (6.3) [1.2.4.2]
- O. Provide learning experiences that allow students with disabilities to integrate knowledge and skills from multiple subject areas. (6.6) [1.2.1.5]

- P. Use a variety of appropriate authentic and traditional assessment techniques to assess student performance, provide feedback, and communicate student progress (7.2) [Q 1.2.8.1]
- Q. Interpret and use performance data to inform curricular and instructional decisions when teaching individuals with special needs. (7.4) [1.2.8.3]
- R. Design, develop, and implement student learning activities that integrate information technology. (9.2) [Q 1.2.11.2; 1.2.11.3; 1.2.11.4; 1.2.11.6]
- S. Actively participate in the professional physical education community and within the broader education field (10.2) [Q 1.2.10.1]
- T. Understand how to work as a team member to write Individualized Education Programs (IEP's) and to establish productive partnerships with parents and colleagues to support the growth and well-being of individuals with disabilities. (10.4) [1.2.10.3]

[Q refers to MoSTEP Quality Indicators]

IV. Expectations of the Student:

- A. Each student will participate actively in class discussions.
- B. Each student will complete course assignments and examinations.
- C. Each student will participate in experiential laboratory and out of class experience.

V. Course Outline/Learning Experiences:*	Classroom Hours	Lab Hours
A. Introduction to Adapted Physical Education (Adapted Physical Education)	2	
1. Overview & History of Adapted Physical Education		
B. Developmental Patterns	3	
1. Motor Learning in Adapted Physical Education		
C. Developing an Individualized Education Program	4	
1. Evaluation for Individuals with Disabilities		
D. Social Emotional Disorders	6	
1. Mental Retardation		
2. Behavioral Disorders – Autism		
3. Other Behavioral Disorders		
4. Specific Learning Disabilities		
E. Neurological Conditions	6	
1. Cerebral Palsy		
2. Movement Disorders		
3. Other Neurological Conditions		
F. Orthopedic Disabilities	7	
1. Spinal Cord Injuries		
2. Amputations		
3. Spina Bifida		
4. Disorders That Limit Ambulation		
5. Disorders That Affect Other Body Movement		
G. Overall Planning For Learning and Instruction	2	
*Field experience is scheduled outside of class and is to be		

2 hours/week for a total of 30 hours
(See Evaluation of Students Item C) _____ 30

TOTAL: 30 30

VI. Textbook:

Dunn, John M. (1997). *Special Physical Education: Adapted, individualized, developmental* (7th ed.). Brown & Benchmark, Dubuque, IA.

Additional Resources:

Integration, Inclusion and Transition in Adapted Physical Activity. [Special Issue of the *Adapted Physical Activity Quarterly Journal*, Volume 17 (Number 2)]
Champaign, IL: Human Kinetics.

Winnick, Joseph P. (2000) *Adapted Physical Education and Sport* (3rd ed.).
Champaign, IL: Human Kinetics.

Weeks, Daniel J. (2000) *Perceptual-Motor Behavior in Down Syndrome*.
Champaign, IL: Human Kinetics.

VII. Basis for Student Evaluation:

- A. **Exams** - There will be four exams given during this class. Exams may be all multiple choice, or a combination of multiple choice, true/false, matching, etc. None of the exams, including the final, will be accumulative.
- B. **Quizzes** - There will be a total of 8 unannounced quizzes. The quizzes will cover the reading assignments. They are designed to help prepare for exams and to encourage keeping up with the readings.
- C. **Hands-on/Field Experience** - Students are expected to work with/teach an individual with a physical or mental disability for two hours a week, for a total of 30 hours for the semester. A weekly log/journal of the experience is required, and students will have it reviewed prior to every exam. This journal will be turned in on the day of the final exam.
- D. **Reflection Papers** – Students are required to turn in a reflection paper on a topic of choice regarding special populations prior to every exam. The paper must be typed and approximately one page in length.
- E. **Attendance** - Attendance and participation is expected. If an unannounced quiz is missed during class, there is no way to make it up. A zero will be scored for that quiz.

Assignments and Point Values

Points

200 pts.

20 pts.

Assignments

Exams (50 points each)

Reflection papers (5 points each)

100 pts.	Hands-on Experience & Journal (50/50)
<u>80 pts.</u>	Quizzes (10 points each)
400 pts.	Total Points Available for Grade

Letter grades will be assigned as follows, based on a total of 400 points:

A = 90% and above	360 - 400
B = 80-90%	320 - 359
C = 70-80%	280 - 319
D = 60-70%	240 - 279
F = below 60%	<239