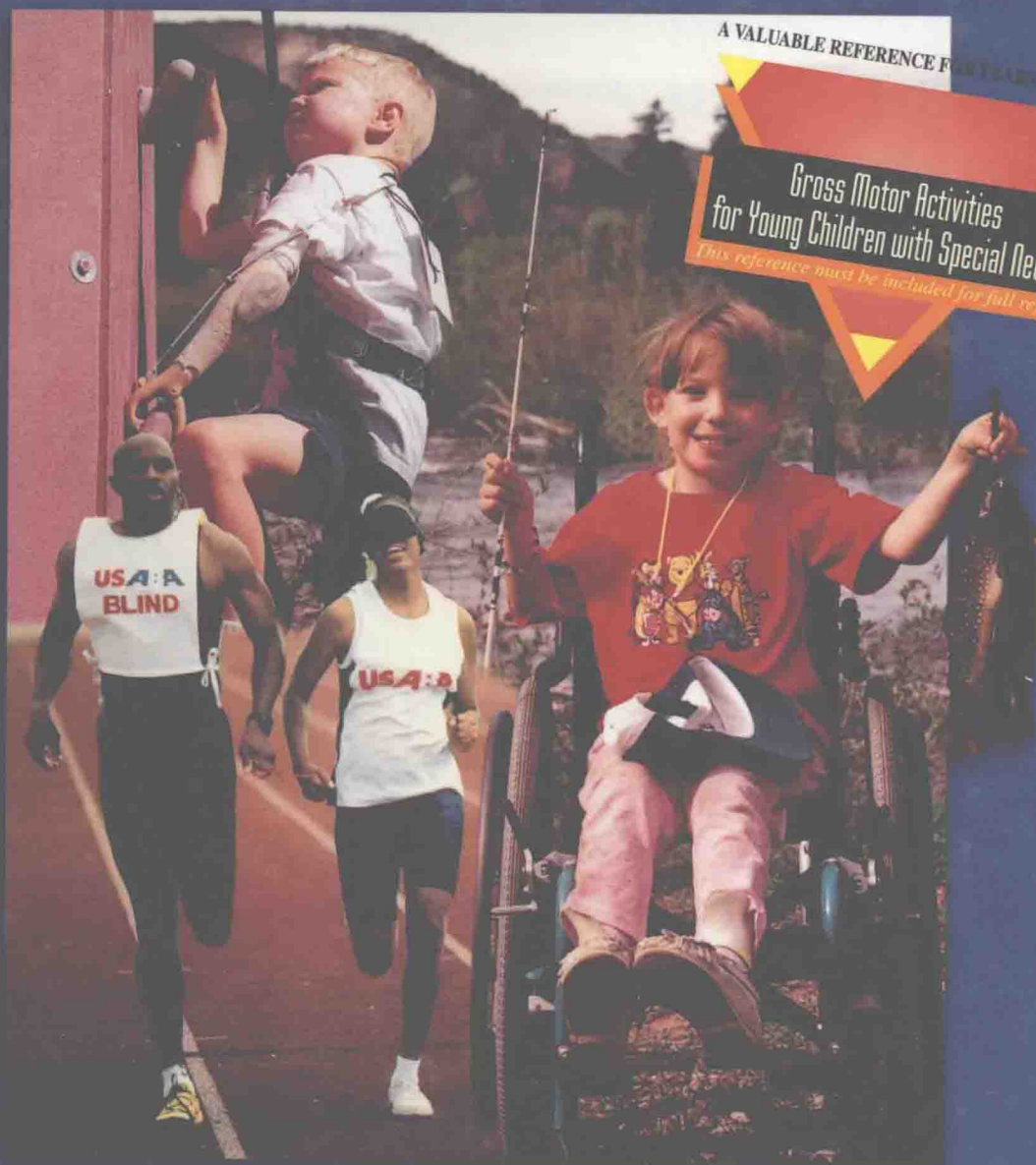


David Auxter • Jean Pyfer • Carol Huettig



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NINTH EDITION

# PRINCIPLES AND METHODS OF Adapted Physical Education and Recreation

Ninth Edition

# PRINCIPLES AND METHODS OF ADAPTED PHYSICAL EDUCATION AND RECREATION

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Ninth Edition

# PRINCIPLES AND METHODS OF ADAPTED PHYSICAL EDUCATION AND RECREATION

*To our families, students, and friends who  
understand and support our need to enable  
individuals with disabilities to take their  
rightful place in the mainstream of society*

# PREFACE

As we embrace the beginning of the twenty-first century and re-envision the future of physical education and physical activity for individuals with disabilities, we must acknowledge that the present is, at once, the “best of times” and the “worst of times.”

- It is the “best of times” because the Reauthorization of the Individuals with Disabilities Education Act of 1999 retained physical education as a *mandated, direct education service*.
- It is the “worst of times” because congressional mandates for a specially designed, *individual education program* based on a comprehensive assessment (which have existed since the initial passage of P.L. 94-142 in 1975) are often virtually ignored, and learners with disabilities are routinely placed in inappropriate physical education programs that do not meet their unique physical, social, or emotional needs.
- It is the “best of times” because there are increasing numbers of physical educators with specialized training, at the undergraduate and graduate levels, to meet the needs of learners with disabilities in play, games, leisure, recreation, sports, and physical fitness activities.
- It is the “worst of times” because many school boards and school administrators continue to relegate physical education to the role of an “extra” experience instead of acknowledging its critical role in the educational curriculum for *all* learners. In the “worst case” scenario, administrators are choosing to replace physical education with recess or to eliminate physical activity from the daily schedule altogether.
- It is the “best of times” because educators know more about how students, with and without disabilities, learn effectively than ever before in our history.
- It is the “worst of times” because state education agency and school district policies continue to emphasize performance on standardized, often culturally, linguistically, and gender-biased, tests that force well-meaning building principals and teachers to adopt educational methodologies which are not consistent with how students learn and experience success.
- It is the “best of times” because medical and instructional technology can critically improve the quality of life of an individual with a disability.
- It is the “worst of times” because ethical and moral standards regarding the equitable distribution and use of this technology have not kept pace with the technological growth.
- It is the “best of times” because individuals with disabilities have access to an increasing number of quality play, leisure, recreation, sports, and physical fitness programs and experiences that are family- and community-based.
- It is the “worst of times” because an increasing number of our children are poor, hungry, abused, homeless, disenfranchised, frightened, unwanted, and unloved. An increasing number of adults in this society are also poor, hungry, abused, homeless, disenfranchised, frightened, unwanted, and unloved.
- It is the “best of times” because of the influence of such individuals as Christopher Reeve, Marlee Matlin, Rudy Garcia, Jason Wenning,

and other talented individuals with disabilities. Because of these individuals, our society is more accepting and cognizant of the potential contributions of individuals with disabilities.

- It is the “worst of times” because individuals with conduct, behavior, and emotional disorders and mental illness continue to be discriminated against in horrific ways.
- It is the “best of times” because early childhood intervention and preschool programs, including Head Start, have been shown to play a significant role in improving the future of at-risk children and infants, toddlers, and preschoolers with disabilities.
- It is the “worst of times” because early childhood intervention and preschool programs continue to be underfunded at a time when increased dollars are being used for youth detention centers, jails, and prisons.

We have tried to honestly and comprehensively address these issues, and others, because physical education for individuals with disabilities cannot be addressed or understood outside of the context of contemporary education within the larger society.

It is vital that professionals committed to quality, individually designed, developmentally appropriate physical education, play, leisure, recreation, and sports programs for children and adults with disabilities be vocal and active advocates for those we serve to ensure that they receive the education, leisure, and recreation services they deserve.

## CONTENT FEATURES

Content throughout the book has, once again, been thoroughly researched, referenced, and updated. In addition, many new photographs have been added to enhance the text.

### Part I: The Scope

In this section, we provide an overview of adapted physical education—the definition, its historical

development, the benefits strong programs have to offer persons with disabilities, and the barriers we must overcome if we are to provide meaningful services in the future.

### Part II: Key Techniques

The types of physical education services needed by learners are common; however, each individual has unique needs that must be addressed. The learner’s specific needs must be identified, a program to address those needs must be designed, a teaching approach to facilitate learning must be developed, and learner progress must be monitored. We address each of these critical components in this section.

### Part III: Children and Youth at Risk

Today, more than at any other time in our history, more children are entering our schools with significant physical, social, and psychological disadvantages. The challenges these learners represent to themselves, to the schools, and to society are addressed in this section. In addition, strategies the physical educator can use to help *all* children grow and reach their full potential are shared.

### Part IV: Needs of Specific Populations

In this section, specific types of disabilities and suggestions for intervention strategies are described. While we recognize that each person has unique qualities and needs, for ease of communication we have grouped similar conditions together. Each condition is defined, characteristics are given, means of testing are suggested, and specific programming and teaching techniques are detailed.

### Website Resources

The Instructor’s Manual and Test Bank will now be provided entirely on-line, along with additional content on posture and body mechanics, stress-reduction techniques, and web links for selected sports organizations that serve individuals with disabilities. A web link is also provided to Project

I.N.S.P.I.R.E. at Texas Women's University that includes additional activities, web links, and teaching suggestions. Visit our website at <http://www.mhhe.com/hper/physed/humanperformance> for more information.

## COVERAGE OF CONTEMPORARY ISSUES

We have addressed specific issues of critical importance to the general physical educator, adapted physical educator, and therapeutic recreation specialist, including

- The Reauthorization of IDEA, 1999, and its particular implications regarding the emphasis on the family and the education of learners with disabilities in the general program, using the general curriculum
- The emphasis in contemporary litigation on the inclusion of learners with disabilities in the general education program
- Practical strategies for educating learners with disabilities in the general physical education program
- Specific strategies for educating learners with conduct and behavior disorders
- Strategies for teaching effectively within a learning community comprised of students and professionals representing diverse cultures, abilities and disabilities, linguistic backgrounds, socioeconomic status, ethnicity, gender, and gender preferences
- Specific strategies for teaching a physical education class comprised of children who use English as a second language
- Techniques for interacting effectively with the families of learners within a diverse learning community
- Specific strategies for the adapted physical education consultant to enhance the physical education experience for children with disabilities
- Specific techniques for the general physical educator to effectively use the services of the adapted physical education consultant
- Methods for effective collaboration with other professionals
- Significant education reform efforts, including charter schools, school voucher systems, and total quality management systems

## NEW TO THIS EDITION

- Chapter 1, "Adapted Physical Education," uses a "good news/bad news" format to address the potentialities and problems associated with physical education for learners with disabilities.
- Chapter 2, "Determining Educational Needs Through Assessment," is redesigned to provide the reader with a better understanding of authentic assessment strategies. Examples are given for curriculum-based, sport skills, functional skills, physical fitness, perceptual-motor skills, and sensorimotor skills tests.
- Chapter 4, "Teaching to Meet Learners' Needs," is reworked to give the reader a better understanding of practical, appropriate intervention strategies.
- Chapter 6 is retitled "Behavior Management" and simplified to make the information more applicable in practical settings. Also, a section on schoolwide behavior-management systems has been added.
- Chapter 8 has been expanded to include sports conditioning for athletes with disabilities.
- Chapter 12 has been reorganized to address the broad category of pervasive developmental delays and includes autism, Asperger's syndrome, Rett syndrome, childhood disintegrative disorder (CDD), and pervasive developmental disorders—not otherwise specified (PDD–NOS).
- Chapter 14 is retitled "Conduct, Behavior and Emotional Disorders." Specific strategies for teaching children with these problems in the physical education program are highlighted.
- Chapter 16 is retitled "Communicative Disorders" and provides teaching suggestions for speech and language-learning disorders. It includes a new section that addresses communication disorders, including stuttering,



and receptive and expressive language disorders and updates coverage of hearing impairments.

- Chapter 18 is retitled “Other Health Impairments” and now includes updated coverage of attention deficit disorder (ADD) for consistency with current laws.
- Maria Garcia is a real-life example of a child (whose name has been changed) given a comprehensive educational assessment at the Texas Woman’s University Institute for Clinical Services and Applied Research. She is followed throughout the text to demonstrate the relationship between assessment and intervention, as well as to illustrate the critical connection between each of the instructional components. For example, her comprehensive adapted physical education assessment is used to develop her individual education program, strategies for working with her parents are considered, and her “matrix of friends” is developed, as are specific recommendations regarding the strategies that should be used to create an appropriate learning environment.
- Case studies provided in selected chapters encourage the reader to apply the content with a *real* learner in mind. Specific tasks to foster critical thinking are provided with each case study.
- Practical suggestions for teaching learners with disabilities in the general physical education program are integrated throughout the text.
- Helpful lists of websites, videos, and CDs conclude selected chapters to provide additional resources for readers.

## PEDAGOGICAL AIDS

- Objectives begin each chapter to identify and reinforce the goals to be accomplished.
- Case studies and accompanying “Application Tasks” and “Critical Thinking Tasks” in selected chapters help students gain an understanding of learners who are taught in the public schools and guide students to a real-world application of the content.

- Tasks in selected chapters encourage students to apply the chapter content for problem solving.
- Key terms are defined in the glossary at the back of the text.
- Chapter content is summarized to reinforce key concepts and aid students with test preparation.
- Review questions end each chapter to foster classroom discussion, review, and application of the concepts learned.
- Student activities help students apply the content learned and introduce topics for further exploration.
- References and suggested readings have been thoroughly revised to provide the most current documentation.
- Recommended websites, videos, and CDs in selected chapters encourage further exploration of topics.

## ANCILLARIES

### Instructor’s Manual and Test Bank

Extensively revised to reflect the significant content revisions in the ninth edition, the *Instructor’s Manual and Test Bank* provides instructors with lecture outlines, teaching suggestions, and new test questions. Entirely online, this resource is particularly helpful for first-time instructors and newer faculty for effectively teaching an introductory-level course. Visit our website at [www.mhhe.com/hper/physed/humanperformance](http://www.mhhe.com/hper/physed/humanperformance) for more information.

### Computerized Test Bank

The *Microtest Test Bank*, with over 300 matching, true/false, listing, and essay questions, is available in IBM Windows and Macintosh formats to qualified adopters.

### Gross Motor Activities for Young Children with Special Needs

The new edition of the text includes this very useful resource tool, which is valuable to students and instructors alike. This revised handy pocket guide in-

cludes over 250 activities and games designed to promote equilibrium, sensory stimulation and discrimination, body image, motor planning, locomotor skills, cross-lateral integration, physical fitness, relaxation, “animal games,” and cooperative play activities. This is an excellent resource for students and instructors looking for activities to use in the classroom. It is available with each new text purchase.

## ACKNOWLEDGMENTS

The authors would like to gratefully acknowledge the many contributions of individuals who provided their wisdom, effort, and support in the preparation of the ninth edition of this text.

We would particularly like to thank Dr. Greg Reid, president of the International Federation of Adapted Physical Activity and Dr. Jan Seaman, executive director of AAALF, the American Association of Active Lifestyles and Fitness, of the American Alliance of Health, Physical Education, Recreation and Dance, for their vision statements, included in the text.

We would like to thank the following individuals for their exceptional commitment to quality play, leisure, recreation, sports, and physical fitness programs for individuals with disabilities and for their willingness to share photographs and program information with us:

- Ms. Barbara Brandis, president, Research Institute for Independent Living
- Dr. Ron Davis, professor, Adapted Physical Education, Ball State University, Muncie, Indiana
- Ms. Maureen Dowd, director, Manitoba, Canada, Special Olympics
- Dr. Ron French, professor, Adapted Physical Education, Texas Woman’s University
- Dr. Lisa Silliman-French, director, Denton (TX) Independent School District Adapted Physical Education Program
- Dr. Luke Kelly, director, Adapted Physical Education National Standards (APENS) Project, and dean of the College of Human Performance, University of Virginia
- Dr. Jim Rimmer, director of the Center on Health Promotion Research for Persons with Disabilities, Department of Disability and Human Development, University of Illinois at Chicago
- Dr. George Smith, director of Unified Sports, Special Olympics International
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- Northwest Passage
- Orthomerica
- Orthotic and Prosthetic Athletic Fund
- Rudy Garcia, elite athlete, and his wonderful mother
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- Dr. Trish Hughes, for developing the Bruininks-Oseretsky Test of Motor Proficiency summary data graph in Chapter 2

Comments and criticisms from users of the eighth edition were carefully considered and addressed in this edition. A panel of reviewers was selected to assist with the revision of the manuscript to meet the needs of the instructors and their students. To these colleagues, we would like to express our sincere appreciation:

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*David Auxter*  
*Jean Pyfer*  
*Carol Huettig*

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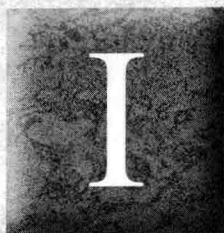
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## P A R T



# The Scope

**I**n this section we provide an overview of adapted physical education—what the term means, its historical development, the benefits strong programs have to offer persons with disabilities, and the barriers we must overcome if we are to provide meaningful services in the future. Distinguished individuals who have contributed significantly to our field have shared their visions of the directions we must continue to move if we are to fully realize the dream we all share—accessible, healthful, and fulfilling movement opportunities for everyone, throughout life, regardless of ability level.