

Fifth Edition

# Adapted Physical Education and Sport

Joseph P. Winnick

*Editor*

Includes  
**DVD**  
VIDEO

*with Brockport Physical  
Fitness Test*



FIFTH EDITION

# Adapted Physical Education and Sport

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State University of New York

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# Human Kinetics

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Special Olympics

Through a vision born in her own backyard in Rockville, Maryland, Eunice Kennedy Shriver (1921-2009) changed the lives of millions of people with intellectual disabilities worldwide as well as the lives of all who volunteer or work on behalf of those with disabilities. From the time of her brother John F. Kennedy's presidency, she worked diligently to ensure the passage of every major piece of legislation on behalf of people with disabilities and develop grassroots programs to show the world that people with disabilities can learn, perform, contribute, and change our lives for the better. We dedicate this book to the memory of Eunice Kennedy Shriver, whose amazing life and accomplishments as the founder of Special Olympics changed the world for the better as few others in history have.

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# Preface

It is with a great deal of satisfaction and motivation that I write this preface for the fifth edition of *Adapted Physical Education and Sport*. When I wrote the preface for previous editions, I was confident that these books would benefit children with unique physical education needs by providing clear and concise information for teachers and others who provide quality services. In this fifth edition, the book is further developed and, at times, reorganized to meet today's trends in adapted physical education and sport. This preface identifies and explains major influences on the content and organization, briefly summarizes new and continuing features, provides an overview of the parts of the book, and closes with some comments about the value of adapted physical education and sport in the lives of young people today. As the editor, I strongly welcome comments on the book's strengths and suggestions for improvement.

## LEGISLATION: A MAJOR INFLUENCE ON THIS BOOK

There are many factors that shape the emphasis, approach, content, and organization of any book. This book is influenced by original and current versions of landmark laws: the Individuals with Disabilities Education Act (IDEA) and the Individuals with Disabilities Education Improvement Act (IDEIA). These laws were originally signed in 1975 as PL 94-142, the Education for All Handicapped Children Act. The second important legislation is section 504 of the Rehabilitation Act (originally passed in 1973 as PL 93-112).

One of major purposes of IDEA is to ensure that all children with disabilities have available to them a free public education that emphasizes special education and related services to meet their unique needs. IDEA makes it clear that the special education to be made available includes physical education, which in turn may be specified as adapted physical education. As is communicated in this book, regulations associated with IDEA define physical education as the development of physi-

cal and motor fitness, fundamental motor skills and patterns, and skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports). In this book, adapted physical education is defined in a manner consistent with key provisions of the IDEA definition, including the scope of physical education presented in the definition. This book helps schools and agencies in each state to develop and implement physical education programs for students with disabilities consistent with federal legislation and students with other unique needs.

The emphasis on the identification of unique needs, which is part of the IDEA definition of special education, is emphasized in this book. This book includes numerous ways of adapting physical education to meet individual needs. One of the most important concepts associated with federal legislation is the requirement of individualized education programs (IEPs) designed to meet the unique needs of children. In chapters 5 and 21, detailed information is presented about components and strategies for developing IEPs, 504 plans, and individualized family service plans (IFSPs).

In IDEA, the disabilities of children aged 3 to 21 are identified and defined. Information related to physical education is presented in this book in regard to each of the specific disabilities identified in the law. IDEA also defines infants and toddlers (birth to age 2) with disabilities. One entire chapter on physical education services related to infants and toddlers is presented.

Both IDEA and section 504 require that education be provided in the most normal, integrated setting appropriate. In regard to physical education, this book encourages education in regular environment to the extent appropriate. The book prepares readers for working in inclusive environments, with extensive discussions about inclusion in several chapters. However, it recognizes that education in the least restrictive environment is the law of the land and also prepares readers to provide services in other settings. In regard to sport, this book recommends an orientation to sport that enables and encourages participation in a variety of settings and



responds to the requirement of equal opportunity for participation in extracurricular experiences.

Therefore, this book responds to legislative requirements in many ways. These include compatibility with the definition of special education, the requirement of identifying unique educational needs of the student within the context of a broad program of physical education, the requirement for IEPs, education in the most integrated setting possible, and equal opportunity for extracurricular experience. Because of the orientation of this book, educators can be most confident that they are implementing programs that respond to the societal needs that are expressed through legislation.

## NEW FEATURES IN THIS EDITION

Many changes affecting adapted physical education and sport have occurred subsequent to previous editions of this book. Chapters have been updated or revised to incorporate these changes. The inclusion movement continues to expand and thrive, and more and more involvement of students with disabilities is occurring in regular physical education and sport settings. Following an introduction to inclusion with emphasis on the functions of teachers for successful inclusion, several chapters in the book focus on practices and applications relevant to inclusion.

Because individuals with disabilities are increasingly involved in sport, this book includes a separate chapter on adapted sport (chapter 3). Advances regarding classification, sport organizations, national governing bodies, and the Paralympic Games are dramatic, and this chapter has been revised to communicate the changes. The chapter continues to be guided by unique and contemporary orientations to sport adapted for people with unique needs. The chapter increases attention to adapted sport as a part of in-school programs, including interscholastic programs.

Although all chapters have been updated, major revisions are provided in several chapters. The chapter on measurement and assessment (chapter 4) and the chapter on IEPs (chapter 5) have been written by two authors new to the text: Dr. Manny Felix and Dr. Garth Tymeson. They have significantly updated chapter 4 to reflect recent advances in measurement and assessment. The Brockport Physical Fitness Test (BPFT), a criterion-referenced, health-related physical fitness test appropriate for young people with disabilities, is introduced in the

chapter, and a DVD of the test is included in the back of the book. Chapter 5 has also been updated with particular attention to the development of IEPs. The chapter continues to prepare teachers for IEP development, including technological advances. A particularly noteworthy element that has been added is the increased attention given to the strengths or positive abilities and interests of the student in setting goals and objectives. This is particularly important in developing transitional programs and involvement in athletic pursuits.

In the last few years, more and more attention has been given to autism. In response, Dr. Cathy Houston-Wilson has continued her development of a practical, user-friendly chapter focusing on the implications of this condition for the teaching of physical education. Also in this fifth edition, separate chapters have been written on visual disabilities, deafness, and deafblindness by one of the foremost authorities in the United States, Dr. Lauren J. Lieberman.

The increased attention on positive behavior support (PBS) and ways to provide for students with behavioral disabilities consistent with IDEA has resulted in more attention on this topic in both chapters 6 and 9.

## CONTINUING FEATURES

In this and previous editions of this book, many of the chapters have focused on physical education and sport rather than merely structuring the book by the names of disabilities. The latter approach traditionally has been associated with a medical model for the structuring of knowledge rather than a more educationally oriented model. On the other hand, relevant information regarding disabilities including characteristics is presented in the text so that relationships between disabilities and implications for physical education and sport may be drawn and understood.

This edition retains focus on physical education for people from birth to age 21. No attempt is made to address the entire age span of people with disabilities, although much information in the book is relevant to the entire age span. Although this book focuses on the areas of physical education and sport, it also includes information relevant to allied areas such as recreation and therapeutic recreation.

A feature that has been continued in this edition is the presentation of resources with each chapter. The presentation of written, audiovisual, and electronic resources in the text and instructor

guide will be of much interest and helpful to both students and instructors.

This fifth edition continues two elements designed to enhance reader understanding: opening chapter vignettes and application examples within chapters. The opening vignettes present real-life scenarios that introduce one or more chapter concepts to be discussed. Application examples provide readers with the opportunity to explore real-life situations and see how the concepts in the text can be applied to situations to solve the issues at hand.

An online instructor guide has again been developed to accompany this book. For each chapter, the instructor guide provides objectives, suggestions for learning and enrichment activities, resources, and PowerPoint presentations. Because it is so important for college students to be aware of people with disabilities and to teach and interact with them in a positive manner, the instructor guide includes additional ideas to provide these opportunities. The guide also includes some ideas for an introductory course related to adapted physical education and sport as well as a sample course syllabus. Finally, an electronic bank of test questions has been included that may be used to develop quizzes, exams, or study questions.

## PARTS OF THE BOOK

The book is presented in three parts. Part I, Foundational Topics in Adapted Physical Education and Sport, encompasses chapters 1 through 7, which introduce the reader to adapted physical education and sport. This part includes chapters on adapted sport, IEPs, measurement and assessment, and behavior management. Part I ends with chapter 7, which identifies strategies for instruction in adapted physical education.

Part II, Individuals With Unique Needs, includes 11 chapters. This section covers all the disabilities specifically defined in IDEA, and one chapter relates to students with temporary disabilities and special conditions. These chapters provide an understanding of disabilities, how they relate to physical education and sport, and educational implications associated with each disability covered. As appropriate, particular attention is given in each chapter to inclusion and sport programs.

The third part of the book, Developmental Considerations, includes four chapters. Chapters 19 through 22 in this part cover motor development, perceptual-motor development, adapted physical

education for infants and toddlers, and children in early childhood programs.

Part IV, Activities for Individuals With Unique Needs, includes chapter 23 through 29. These chapters present physical education and sport activities for both school and out-of-school settings. A key aspect of this part is the presentation of specific activity modifications and variations for the populations involved in adapted physical education and sport. This part concludes with a chapter on wheelchair sport performance. Part IV in particular serves as an excellent resource for teachers, coaches, and other service providers long after they have left colleges and universities and are involved in providing quality programs for young people.

The appendixes consist of the latest definitions regarding infants, toddlers, and children with disabilities in IDEA; a list of addresses for organizations associated with adapted physical education and sport; information related to the BPFT; and a scale to rate or evaluate adapted physical education programs. Each of these complements information presented in the main body of the book. Also, as mentioned earlier, a DVD is included with the text that offers an audiovisual presentation of the BPFT.

## CLOSING

As opportunities in adapted physical education and sport have increased, there has been a realization that people with disabilities are really people with abilities and individual differences who are capable of much more than society has ever believed. With greater participation, the value of physical activity has been more clearly recognized and accepted. More than ever before, young people with disabilities, parents, medical professionals, educators, and others are recognizing the tremendous value of physical education and sport today. This recognition and acceptance extend throughout the world, as clearly demonstrated at international symposia related to adapted physical activity and international competition in sport.

As the field of adapted physical education and sport has advanced, many recognizable subspecialties have emerged. Thus, I continue to assemble top people in their areas of expertise to serve as a team of authorities who draw on many years of experience in adapted physical education and sport to contribute to the book.

This book has been designed to be comprehensive, relevant, and user friendly. It has been

designed as both a resource and text for adapted physical education and sport. As a resource, this book aids teachers, administrators, and other professionals as they plan and provide services. As a text, it can be used to prepare students majoring in physical education, recreational sport manage-

ment, special education, and related disciplines. Although the book can serve many purposes, its primary thrust is its emphasis on providing quality services to people with unique physical education needs, differences, and abilities.

Joseph P. Winnick



**Boni B. Boswell**—I wish to extend a warm thanks to Joe Winnick for the opportunity to contribute to this book and for his ongoing support of dance in the schools. Also, I am grateful to the many students at East Carolina University who have reviewed this work and shared their creativity and humor.

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