

Principles and Methods of Adapted Physical Education and Recreation

Eighth Edition

*David Auxter
Jean Pyfer
Carol Huettig*

A VALUABLE REFERENCE FOR YEARS TO COME

*Gross Motor Activities
for Young Children with Special Needs*

This reference must be included for full refund

Principles and Methods of Adapted Physical Education and Recreation

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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

We approached the eighth edition of the text with excitement and with several questions. Professionals have committed their lives, or are planning to commit their energy, to enhancing the lives of infants, toddlers, youngsters, teenagers, young adults, and adults with disabilities by improving their ability to participate in play, games, leisure, recreation, sports, and physical fitness activities.

There are many fine doctoral, master's, and undergraduate programs throughout the country training professional adapted physical educators, therapeutic recreators, and physical educators to serve individuals with disabilities. Medical and assistive technology exists that can significantly improve the quality of life of individuals with disabilities. More individuals with disabilities have the opportunity to participate in play, games, leisure, recreation, sports, and physical fitness activities than ever before in history.

However, adapted physical education specialists, physical educators, and therapeutic recreators face, perhaps, their greatest challenge since Section 504 of the Rehabilitation Act of 1973 and Public Law 94-142 (1975) became law. Almost 25 years after the "right" to a free and appropriate public education for *all* children and youth was affirmed, educators and recreators will be challenged with broad and systemic societal and educational changes that place in question the very existence of programs designed to meet the unique and specific needs of all individuals with disabilities, particularly those programs some deem nonessential, such as physical education and recreation. These systemic changes include economic policies that:

- Place in question the future of programs for infants and children with disabilities who are in need of a jump start in life if they are going to succeed in school and society.

- Place in question equal access to quality education, social services, and medical and health care programs.
- Place increased emphasis on local control of education policy and reduction of state and federal standards regarding the education of all children and young adults, including those with disabilities (fine within a humanistic community—devastating in one that is not).
- Emphasize "inclusion" programs that may be a result of administrative expediency and misperception regarding the reduced cost of those programs, rather than being designed with a child in mind.
- Increase focus on academic activities—"ABCs" and "readin', writin' and 'rithmetic"—as opposed to quality-of-life issues essential to the lives of all children and adults, particularly those with disabilities—physical education, leisure and recreation, sex education, creative arts, music, and drama. Such an approach disregards entirely Gardner's potent and significant notion that there are eight diverse types of intelligence that should be taught and fostered in our country's schools.

We have tried to address these issues, and others, as honestly as possible and have suggested strategies for adapted physical education specialists, physical educators, and therapeutic recreators to deal with "real-world" issues that confront children and adults with disabilities and those who hope to serve them. It is vital that professionals committed to quality, individually designed, developmentally appropriate physical education and recreation programs for children and adults with disabilities rally and mobilize to ensure that those we serve receive the services they deserve.

Content Features

Content throughout the book has again been thoroughly researched, referenced, and updated. Two new chapters address contemporary issues in physical education and recreation programs for individuals with disabilities: Chapter 5, Delivering Services in the Most Inclusive Environment (including a matrix that considers seven components involved in decisions regarding the least restrictive environment); and Chapter 10, Infants, Toddlers, and Preschoolers.

PART ONE: THE SCOPE provides updated information regarding the law and litigation as it impacts the lives of individuals with disabilities.

PART TWO: KEY TECHNIQUES includes an updated chapter addressing developmentally appropriate assessment in the psychomotor domain, with a classic explanation of the sensory-motor integrative process and the role of the adapted physical educator in intervention. In addition, the development of appropriate individual education programs is considered, which includes specific information on the individual transition plan and the “futures planning” process.

PART THREE: GENERIC EDUCATIONAL NEEDS addresses educational needs that can effectively be addressed in physical education settings and include motor, physical fitness, and psychosocial development. Strategies to determine developmental levels and intervention strategies to overcome delays are presented.

PART FOUR: NEEDS OF SPECIFIC POPULATIONS has been completely reworked so that in addition to new, “state of the art” information, it boasts a consistent framework that is easy to follow. Each chapter follows the same format and, as such, becomes a useful reference for the adapted physical educator, as well as the regular physical educator.

PART FIVE: ORGANIZATION AND ADMINISTRATION has been completely revised and includes information key to contemporary school reform, including site-based management, multiculturalism, and family involvement.

Inclusive Coverage of Dynamic Issues

We have addressed specific issues of vital importance to the adapted physical education specialist, physical educator, and therapeutic recreator, including:

- Recent laws and litigation that affect programs for individuals with disabilities
- Strategies for interacting effectively with parents and their advocates
- Practical suggestions for providing quality physical education and recreation services for children and adults with disabilities and their families in the most inclusive environment
- The nature of the consultancy and the consultant’s responsibilities in adapted physical education
- Strategies for dealing with professional, paraprofessional, and volunteer personnel in the schools
- The role of the professional in site-based management and in response to educational change (e.g., total quality management and multiculturalism)
- The educator/recreator as an advocate for children and adults with disabilities
- Assessment and the development of the IEP, with a new section dealing with portfolio assessments for young children with disabilities
- The individual family service plan and transition plan
- Strategies for using computer technology to enhance instruction

New to This Edition

- Chapter 5, Delivering Services in the Most Inclusive Environment, helps the regular physical educator serve the student with disabilities in the regular classroom setting. This chapter also serves as a valuable reference for the adapted physical educator to assist the regular physical educator with inclusion.
- Chapter 10, Infants, Toddlers, and Preschoolers, offers information that physical educators need to provide quality intervention for infants, toddlers, and preschoolers.
- A real example of the relationship between comprehensive assessment and intervention (a *real* child with a made-up name—Billy Bogg) is followed throughout the chapters that address “key techniques” and “generic educational needs” (i.e., Chapters 2 through 9).
- Scenarios describe *real* children and young adults at the beginning of each of the chapters that describe specific disabilities (i.e., Chapters 11 through 17). The reader is encouraged to consider material with the *real* student in mind. Reader tasks and activities refer to these scenarios.

- Chapters on specific disabilities are consistently organized to allow the student to find distinct information and identify the magnitude of severity.
- Key terms are in boldface type in the text and are defined in the expanded Glossary in the back of the book.
- New graphics and a more effective photo program enhance the visual appeal of the text.
- Appendix C, Sports Organizations for Persons with Disabilities, lists contact information for a number of national and international organizations offering unique activity opportunities.

Pedagogical Aids

- **Scenarios** open applicable chapters and guide the students to a real-world application of content.
- **Tasks** at the start of applicable chapters help students read the text from the perspective of how it can be directly applied to their future teaching experience.
- **Key terms** are printed in boldface type within each chapter and can be found in the expanded **Glossary**.
- **Review Questions** and **Student Activities** assist in fostering class discussion and introduce advanced topics for exploration.
- **References** and **Suggested Readings** have been thoroughly revised to include the most up-to-date documentation for students who wish to further research topics being discussed.

Ancillaries

Instructor's Manual

Extensively revised for this edition, this manual provides instructors with lecture outlines, teaching suggestions, new test questions, an alphabetical resource list of organizations that serve individuals with disabilities, and new transparency masters.

Computerized Test Bank

ESATEST Computerized 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

With your purchase of this new textbook you will receive this excellent resource for students and instructors

looking for activities to use in the classroom. This pocket guide includes 210 games and activities designed to promote equilibrium, sensory stimulation/discrimination, body image, locomotor skills, cross-lateral integration, aerobic fitness, and relaxation, as well as entertaining cooperative and “animal action” games.

Acknowledgments

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- The San Diego Parks and Recreation Department
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- Joanne Hughes, Principal, Walnut Hill Elementary School, and Dick Knox, Principal, Seagoville Middle School, for their vision and leadership in the development of quality inclusion/developmentally appropriate educational programs for preschoolers

Comments and criticisms from users of the seventh edition were carefully considered for this edition. A panel of reviewers currently teaching adapted physical education courses in colleges and universities was selected to assist with the revised manuscript to meet the needs of the instructors and their students. There was close scrutiny of the book to verify that content was ex-

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David Auxter
Jean Pyfer
Carol Huettig

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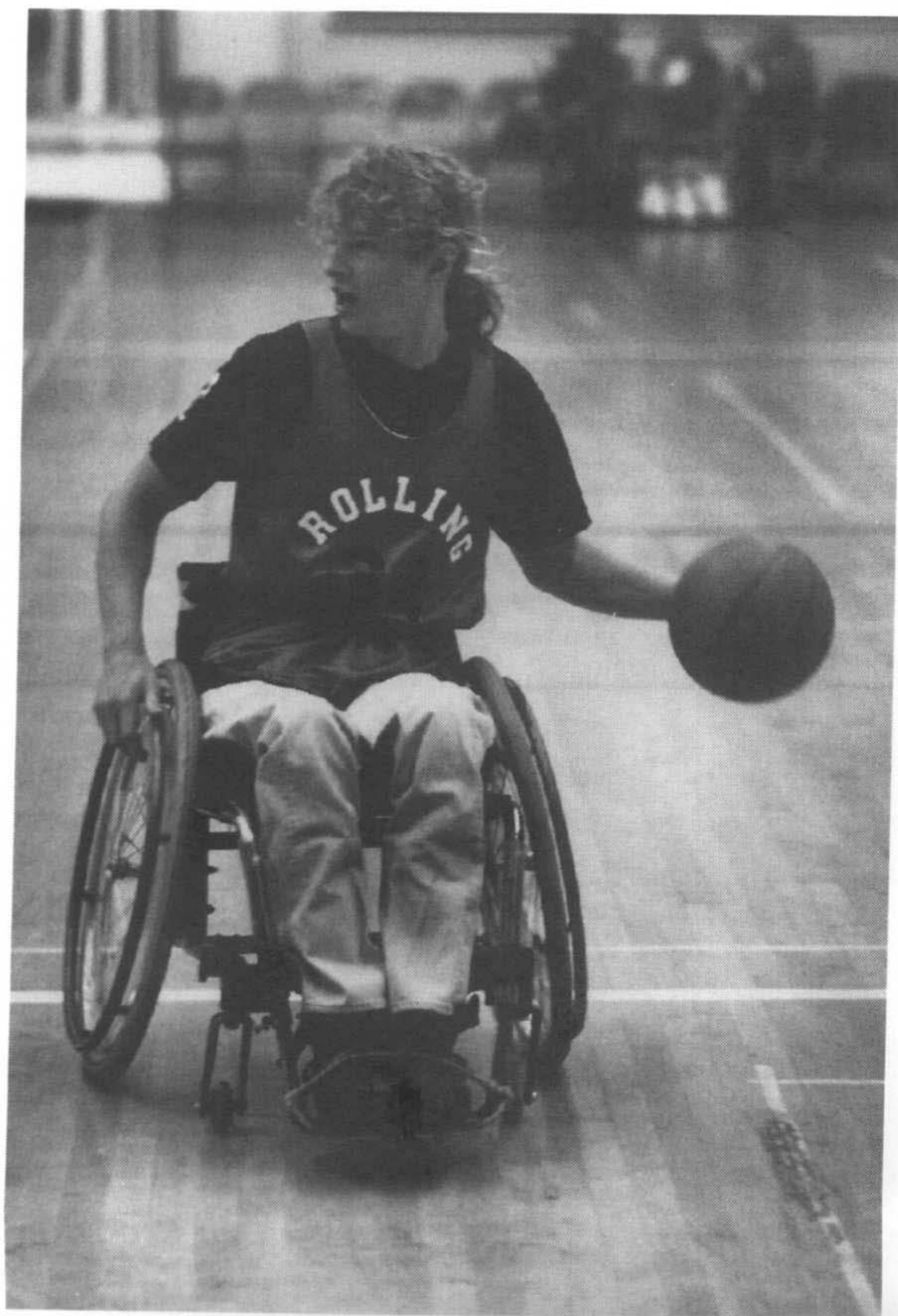
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p a r t one

The Scope

In this section we provide a historical overview of societal attitudes toward individuals with disabilities. In the 1990s the United States is still attempting to implement the commitment to protecting individual and civil rights of persons with disabilities mandated by legislation of the 1970s. The mandates and detailed procedures to follow for compliance with the laws are presented in this section. Effective teaching methods and types of assessment to meet specific needs are discussed.

Educating People with Disabilities



Courtesy Dr. Ron Davis, Ball State University, Muncie, Ind.

Objectives

Describe the nature and prevalence of disabling conditions.

Explain the history of services to persons with disabilities.

Cite the impact of legislation for provision of physical education services to individuals with disabilities.

Describe the effects of disabling conditions as they relate to social forces during school and postschool years.

Explain the role of the physical education teacher within the context of a generic human delivery system.

Cite the significance of labeling on physical education programming for individuals with disabling conditions.

Trace the status of implementing physical education programs for individuals with disabling conditions with respect to conformance to federal legislation.

Assumptions about how persons with disabilities are to be physically educated are changing. To meet the needs of students with disabling conditions, physical educators must be prepared for the changing service patterns. When the Education of the Handicapped Act of 1975 (P.L. 94-142)⁶³ (originally known as the Education for All Handicapped Children Act) was enacted, physical education was the only educational curriculum specifically named. This singular identification has placed unique opportunities and responsibilities on the physical education profession to serve persons with disabilities.

Physical education teachers instruct children with a variety of disabling conditions in many different instructional settings. The mission of the physical education teacher is to promote the development of motor skills

and abilities so that children can live healthful and productive lives and engage in independent leisure, physical, and sport activities of their choosing. This chapter is concerned with the nature of disabling conditions, the legal mandates pertaining to the rights of persons with disabilities, and benefits that can be derived from appropriate physical education programs for these populations.

Prevalence

The number of children with disabling conditions is fundamental to knowledge of personnel demands and other resources needed to serve this population. Prevalence refers to the number of people in a given category in a population group during a specific time interval (i.e., the number of mentally retarded children who are of school

age this year). The prevalence of school enrollment of children by disabling conditions during the 1992-1993 school year is shown in Figure 1-1. Each year the U.S. Department of Education, Office of Special Education and Rehabilitation Services (OSERS), reports to Congress pertinent facts about disabled populations. Some of the most recent facts are as follows: (1) there are over 4.4 million children 6 to 21 years of age with disabilities who receive special education services; (2) children with disabilities in special education represent approximately 11% of the entire school-age population; (3) about twice as many males as females receive special education; (4) approximately 90% of school-age children who receive special education services are mildly handicapped²⁹; and (5) the three largest categories of children

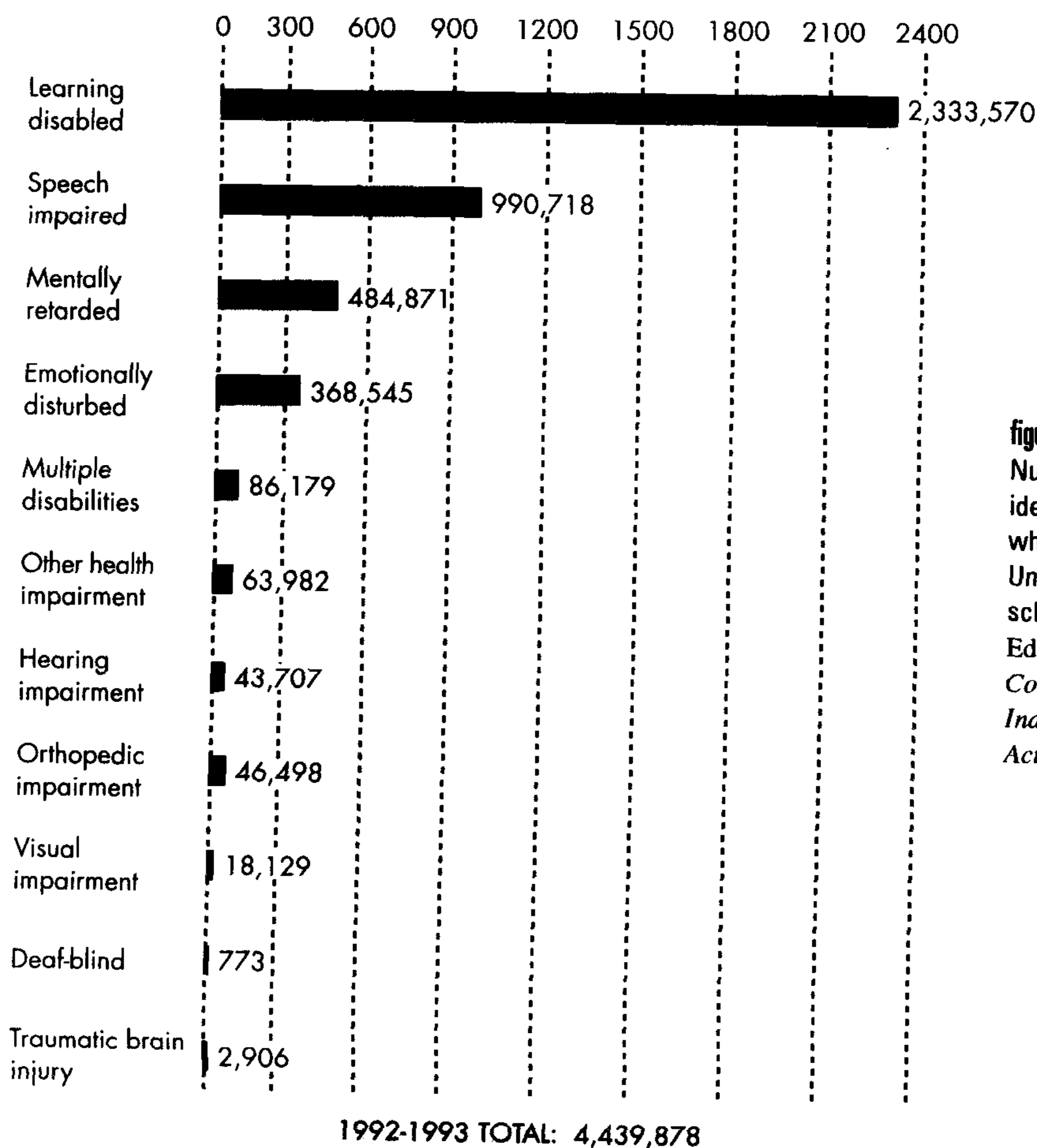


figure 1-1
Number of children ages 6 to 21 years, identified by handicapping condition, who received special education in the United States during the 1992-1993 school year. (From US Department of Education: *Sixteenth Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act*, p 9, 1994.)

with disabilities are those with learning disabilities, those with speech and language impairment, and those with mental retardation.

The incidence of children with disabilities in the public schools does not represent the magnitude of the need of persons who can benefit from special physical activity designed to accommodate the needs of individuals. In addition to those conditions outlined in the Individuals with Disabilities Education Act (IDEA), other special needs may qualify a child for special physical education considerations.

The number of individuals with multiple disabilities also is increasing. The reasons are many, but the primary ones seem to be the growing numbers of infants affected by drug use and inadequate prenatal care of the mother during the pregnancy, the higher rate of survival among infants born prematurely, advanced techniques of medical science that are keeping children with one or more disabilities alive, and increasing poverty, as well as child abuse and neglect.

Historical Implications

Early History

In highly developed countries the current level of concern for the well-being of the individual has evolved gradually over thousands of years. One characteristic of the typical early primitive cultures was their preoccupation with survival. Historians speculate that members of many early primitive societies who were unable to contribute to their own care were either put to death, allowed to succumb in a hostile environment, or forced to suffer a low social status. In some societies, persons displaying obvious behavioral deviations were considered from converse points of view—either filled with evil or touched by divine powers.

Humanitarianism

Great social and cultural progress occurred during the Renaissance. The seed of social consciousness had been planted. From this time on, a genuine concern for the individual developed, giving each person dignity. With a desire for social reform came a multitude of movements to improve life. Reforms dealing with peace, prison conditions, poverty, and insanity were organized, and many social and moral problems were attacked in the first decade of the nineteenth century.



Pinel unchains the insane. (Courtesy Parke, Davis, & Co, Detroit.)

During the latter part of the nineteenth century and the early part of the twentieth century, emphasis was placed on the development of instructional methodology to educate individuals with intellectual disabilities. This work had a significant impact on modern pedagogy. The Montessori approach was developed during the early part of the twentieth century for use with children with mental retardation. This was a didactic system in which learners used sequential materials consistent with their developmental level. The Montessori approach was a forerunner of individualized instructional programming, which is widely used at present.

Medical Approach to Disabling Conditions

World War I was a period that greatly advanced medical and surgical techniques designed to ameliorate many physically disabling conditions. In addition, individuals were restored to usefulness by vocational and workshop programs. During the interim between World War I and World War II, state and federal legislation was enacted to promote vocational rehabilitation for both civilians and the military disabled. The Smith-Sears Act of 1918 and the National Civilian Vocational Rehabilitation Act