

## Adapted Physical Education (APE) Annual Review Guidance

Adapted Physical Education (APE) is Specially Designed Instruction (SDI) that is appropriate for a student with a disability who is not safe or successful following the NC Physical Education Essential Standards. The following information includes guidance on IEP annual reviews.

Roles and Responsibilities		
APE District Consulting Teacher	EC Teacher	PE Teacher
<ul style="list-style-type: none"> <li><b>Evaluations and Student Reports</b> (Initial, 3 years, attend IEP meetings to report results)</li> <li><b>Consultations</b> Consult with PE teachers on developing their APE program based on student's IEP.</li> <li>Provides <b>Resources</b> and assist PE teacher in implementing IEP goals</li> </ul>	<ul style="list-style-type: none"> <li><b>Consults</b> with PE Teacher to obtain information about a students' progress in PE</li> <li><b>Collaborates</b> with PE teacher to update <i>present levels</i> (PL) and develop <i>new goals</i> for each annual IEP meeting</li> </ul>	<ul style="list-style-type: none"> <li><b>Teaches</b> PE/APE classes</li> <li>Takes <b>data</b> on APE goals 1X a month</li> <li><b>Collaborates</b> with EC teacher to update present level (PL) and goals</li> </ul>

**Annual Review Process:** The EC teacher should analyze data obtained from the PE teacher, then in collaboration with PE Teacher complete one of these steps:

- Goal not achieved: update Present Level (PL) of academic and functional performance and continue with goal.
- Goal achieved: update Present Level (PL) of academic and functional performance AND create a new goal based on areas of need.
- Goal met: no new goals are indicated as student is safe and successful in PE - contact APE Consulting Teacher about continuing services

**Sample Present Level Template:** Use the T.A.B.S. method

Areas to address in PL	Template for writing the PL. <b>Write what is in “ ”</b> and then add answers to questions.
T – Teacher Report (What is previous knowledge)	“Based on <b>teacher</b> observational and data reports, <u>student name</u> has difficulty participating safely <b>and/or</b> successfully with the physical education essential standards and curriculum.
A - Accessibility or Locomotion + Fitness	“ <u>Student name</u> is able to <b>Access</b> the physical education environment” HOW? (walking, running, galloping, skipping, jumping, using a wheelchair, walker, etc.) “independently <b>or</b> needs support” HOW? “ <u>Student</u> demonstrates functional <b>or</b> limited aerobic endurance, strength, and flexibility fitness throughout a PE class”. Is there a medical condition/ disability preventing them from participating longer?
B – Behavior Characteristics	“ <u>Student</u> has <b>difficulty</b> with” ____ (ex. following directions and routines, self control/safe practices in PE, remaining in personal space, skill production, etc.) “and <b>benefits</b> from” ____ (strategies like visuals, reminders, repetition of directions, redirections, prompting, predictable routines, adapted equipment)
S – Skills	“ <u>Student</u> demonstrates object control skills” (throwing, tossing, kicking, striking, rolling) “at a ( <b>recognizable</b> level / <b>functional</b> level / or <b>mature</b> level) when participating in physical education <b>and/or</b> NEEDS additional support through” (ex. verbal cueing, visual cueing, physical prompting, encouragement and motivation strategies,, frequent breaks, extra time to practice skills, adapted equipment)
<b>Add this statement at the END</b>	“The level of skills <b>and/or</b> behaviors demonstrated <b>WILL or WILL NOT</b> impede <u>student's</u> progress toward following the NC Essential Standards in Physical Education.”

### Sample APE Goals Template:

1. Given the “condition” or accommodation used, (visuals, verbal cues, demonstration, physical prompting, predictable schedule and routine, encouragement)
2. The “ABS”, what is preventing them from having success with the PE curriculum the most, their <b>Accessibility, Behavior, or Skills?</b>
3. How will you know they have MASTERED the goal? % of Mastery ONE time
4. How many times should they do it over and over? # of times they will master it over and over

### Sample annual goal and objectives based on areas of concern:

Concern	Goal Examples	Objective Examples
<b>Invading others space, touching/bothering others</b>	Given visual and verbal cues, _____ will demonstrate safe practices when engaging in 100% of the physical education class, 4 / 5 times observed.	<ol style="list-style-type: none"> <li>Given visual and verbal cues, _____ will demonstrate safe practices when engaging in 50% of the physical education class, 4 / 5 times observed.</li> <li>Given visual and verbal cues, _____ will demonstrate safe practices when engaging in 75% of the physical education class, 4 / 5 times observed.</li> </ol>
<b>Remaining in an assigned area for group time</b>	Given visual and verbal cues, _____ will remain in an assigned space for 75% of a teacher directed activity in 4 / 5 measured opportunities.	<ol style="list-style-type: none"> <li>Given visual and verbal cues, _____ will remain in an assigned space for 25 % of the activity in 4 / 5 measured opportunities.</li> <li>Given visual and verbal cues, _____ will remain in an assigned space for 50% of the activity, in 4 / 5 measured opportunities.</li> </ol>
<b>Staying on task</b>	Given a consistent routine and schedule, _____ will participate in 75% of the physical education class in 4 / 5 measured opportunities.	<ol style="list-style-type: none"> <li>Given a consistent routine and schedule, _____ will participate in 25% of the physical education class, in 4 / 5 measured opportunities.</li> <li>Given a consistent routine and schedule, _____ will participate in 50 % of the physical education class, in 4 / 5 measured opportunities.</li> </ol>
<b>Performing locomotor skills</b>	Given visual and verbal cues, _____ will demonstrate the functional form of a locomotor skill for 30 feet, 4 / 5 of measured opportunities.	<ol style="list-style-type: none"> <li>Given visual and verbal cues, _____ will demonstrate the functional form of the (List one locomotor skill) for 10 feet, 4 / 5 of measured opportunities.</li> <li>Given visual and verbal cues, _____ will demonstrate the functional form of the (list one locomotor skill) for 20 feet, 4 / 5 of measured opportunities.</li> </ol>
<b>Performing object control skills</b>	Given visual and verbal cues, _____ will demonstrate the functional form of an object control, in 75% of the trials, in 4 / 5 measured opportunities.	<ol style="list-style-type: none"> <li>Given visual and verbal cues, _____ will demonstrate the functional form of (List one object control skill) for 25% of the trials, in 4 / 5 measured opportunities.</li> <li>Given visual and verbal cues, _____ will demonstrate the functional form of (List another object control skill) for 50% of the trials, in 4 / 5 measured opportunities.</li> </ol>
<b>Sustaining endurance during activity</b>	Given encouragement and prompting as needed, _____ will increase his/her aerobic endurance by continuously walking the perimeter of the gym for 100% of lap time, in 4 / 5 times observed.	<ol style="list-style-type: none"> <li>Given encouragement and prompting as needed, _____ will increase their aerobic endurance by continuously walking the perimeter of the gym for the 50% of lap time, in 4 / 5 times observed.</li> <li>Given encouragement and prompting as needed, _____ will increase their aerobic endurance by continuously walking the perimeter of the gym for 75% of lap time, in 4 / 5 times observed.</li> </ol>
<b>Working cooperatively with a partner</b>	Given visual support and encouragement as needed, _____ will work cooperatively with a partner or small group, 100% of activity, in 4 / 5 measured opportunities.	<ol style="list-style-type: none"> <li>Given visual support and encouragement as needed, _____ will work cooperatively with a partner or small group, 50% of activity, in 4 / 5 measured opportunities.</li> <li>Given visual support and encouragement as needed, _____ will work cooperatively with a partner or small group, 75% of activity, in 4 / 5 measured opportunities.</li> </ol>

