

George Mason University College of Education and Human Development

Health and Physical Education

PHED 308 (002) – Adapted Physical Education

3 Credits, Fall 2016

Thursdays/4:30-7:10 pm, Bull Run Hall, Rm 148

Faculty

Name: Mr. James Todd Utter

Office hours: Thursday 4:15 – 4:30 and 7:10 to 7:30

Office location: Bull Run Hall Rm 148

Cell phone: 703-477-9715

Email address: james.utter@fcps.edu

Prerequisites/Corequisites

BSED Status

University Catalog Course Description

Introduces disabilities in public schools. Covers national standards, federal legislation, IEPs, and developmental inclusion models.

Course Overview

This course is designed to provide students with a knowledge of various disabilities and to accurately identify the impact it could have on the participation in a general or a self-contained physical education class. Students will learn about special education laws and how to apply the knowledge to a written IEP. Students will be engaged in 1 on 1 experiences along with a practicum experience working with students with disabilities. They will have to demonstrate and apply modifications and adaptations for safe participation in physical education. Students will also learn of sports programs specific for students with disabilities to enhance their awareness to sports programs designed for students with disabilities.

Course Delivery Method

This course will be delivered using a Lecture format, labs and some online participation activities.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Demonstrate knowledge of various disabilities and to be able to accurately identify the impact each could have on safe and successful participation in physical education and health through tests, discussions, and assignments.
2. Identify appropriate teaching methods to meet the needs of students with disabilities including the NASPE National Standards.
3. Demonstrate the ability to modify PE activities and health units based on a student's individual needs.
4. complete a practicum experience with students with disabilities in their school-based PE classes.

5. Demonstrate an understanding of special education laws and to apply this knowledge when developing Individualized Education Programs (IEP's).
6. Produce and execute a lesson plan towards working with students with disabilities.

Professional Standards

Upon completion of this course, students will have gained knowledge on all of the following professional standards:

National Standards for Initial Physical Education Teacher Education (2008) (National Association for Sport and Physical Education (NASPE))

- 3.5 Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.
- 3.6 Plan and implement progressive and sequential instruction that addresses the diverse needs of all students.
- 6.1 Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals.

Required Texts

Winnick, J. (2011). *Adapted Physical Education and Sport* (5th ed). Champaign, IL: Human Kinetics

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, or hard copy as requested).

• Assignments and Examinations

Attendance Points

All points will be based on in class participation and attendance.

Exams 1

Will include chapters 1,2 ,7 and 10 and will be Multiple Choice, True / False and short answer.

Exam 2

Will include chapters 5, 6, 9 and 14 and will be Multiple Choice, True / False and short answer.

Exam 3

The final exam which includes chapters 3,11,12,13,14,16 and will be Multiple Choice, True / False and short answer.

Practicum

You will be graded on 4 visits with a write up for each visit. A form that you will be provided must be handed in with how the class went, your role, lesson, modifications and your views on class. The Cooperating Teacher will also be provided a rubric.

Fact Sheet

Must be typed double space with 12 font News Roman font. It will include description of disability, Treatment, Implications for PE, Outside Recreation or Sport activities and Sources. It must be 2 pages long. Short presentation to class on your paper. (3 to 5 minutes)

Lesson Plan;

Student will provide 2 lesson plans for the student experience. The lesson plan will be written using the format provided.

Article Review

It will be based on a 1 page summary and review of an included article of the web or magazine that talks about inclusion in physical education or an article will on a sport that is designed for people with disabilities.

IEP

You will write a proper written IEP that includes long term and short term goals based on your student you worked with during our work at Westfield HS.

Game Design –

A presented game or skill stations to class that they can use for students with different degrees of challenges. As a class we will play and come up with modifications.

Lesson Plans

All lesson plans will be turned in and graded based on the required form.

Behavior Plan

This will be a documented plan to shape behavior for students that need behavior intervention.

• **Course Performance Evaluation Weighting**

Exam 1-3	150 points	_____ / 150
4 Practicum	200 points	_____ / 200
3 Lesson Plans / 1 on 1 Experience	150 points	_____ / 150
IEP	50 points	_____ / 50
Fact Sheet / Presentation	150 points	_____ / 150
Attendance Checks	150 points	_____ / 150
Game Design Lesson Plan/ Teaching	30 points	_____ / 30
Article Assignment	100 points	_____ / 100

Behavior Plan

10 points

_____/20

Your Total

_____/ 1000 =

• **Grading Policies**

940-1000= A (94-100%)

900-939 = A- (90-93%)

870-899 = B+ (87-89%)

840-869= B (84-86%)

800-839 = B- (80-83%)

770-799 = C+ (77-79%)

740-769 = C (74-76%)

700-739 = C- (70-73%)

600-699 = D (60-69%)

599 and below = F (<60%)

Other Requirements

In accordance with the GMU Attendance Policies (University catalog, 2016-2017), “Students are expected to attend the class periods of the courses for which they register. In-class participation is important to the individual student and to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness or early departure as de facto evidence of non-participation.”

The following scale will be used

- o Two (2) absences are permitted
- o Two (2) “tardies”*= 1 absence
- o Two (2) “early departures”* = 1 absence
- o 3-4 absences =30- 40 points
- o 5 absences or more = 50 points

*Attendance is taken at 4:30 pm. A student will be considered late once attendance has been taken. Leaving more than 15 minutes before the end of the class will be considered an early departure.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the University Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://course support.gmu.edu/>.
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see <http://writingcenter.gmu.edu/>).
- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

Class Schedule

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

TENTATIVE COURSE SCHEDULE

#1:	9/1	Intro to Class -Syllabus, Fact, info, Article Reviews/ Games Assignment/ Intro APE/ Programming Chapter 1 and 2
#2:	9/8	Practicum Assignment / Autism Chapter 10 / Instructional Strategies chapter 7
#3:	9/15	Lesson Planning / Behavior Disabilities Chapter 9 /Review (Test 1)
#4:	9/22	Behavior Management Chapter 6/ Charts and Social Stories/ Westfield students assigned Planning
#5:	9/29	Chapter 5 IEP / develop IEP as group /Chapter 14 Cerebral Palsy
OCTOBER 1 and 2 GOALBALL expo and demo / Volunteers needed		
#6:	10/6	Westfield Experience - Review Plans / Article Due / set-up
#7:	10/13	Learning Disability Chapter 11, Intellectual Disabilities, Lesson Plans, Test 2
#8:	10/20	Westfield HS-1 on 1
#9:	10/27	Chapters 3, 25-29 Sports for Individuals with disabilities /Fact Sheet and Presentation
#10:	11/3	Westfield HS – Group Games
#11	11/10	UVA – Dr. Martin Block Guest Visit / Laws related to Inclusion in Sports
#12:	11/17	TBI Chapter14 and Spinal Cord Injuries Chapter 16 / Planning Group Activity
#13:	12/1	Chapter 12 Visual Impairments and Chapter 13 Hearing Impairment / Lesson planning
#14;	12/8	Class wrap-up and Guest speaker– Itinerant APE

FINAL EXAM 12/15 at the same time as class; on all subjects since last exam; not cumulative