

George Mason University
College of Education and Human Development
Health and Physical Education
PHED 308 (002) – Adapted Physical Education
3 Credits
Wednesdays 4:30-7:10 pm,

Faculty

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Prerequisites/Corequisites

BSED Status

University Catalog Course Description

Introduces strategies and best practices when teaching health and physical education to students with disabilities in public schools. Covers national standards, federal legislation, Individual Educational Plans (IEPs), and developmental inclusion models.

Course Overview

This course is designed to provide teacher candidates (TCs) with a knowledge of various disabilities and to accurately identify the impact they could have on the participation in a general or a self-contained physical education class. TCs will learn about laws associated with students with disabilities and how to apply them to a written IEP. TCs will be engaged in 1 on 1 experiences along with a practicum experience working with students with disabilities in a class setting

Course Delivery Method

This course will be delivered using a lecture format, labs, field experience 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 accurately identify the impact each could have on safe and successful participation in health and physical education through tests, discussions, and assignments.
2. Identify appropriate teaching methods to meet the needs of students with disabilities
3. Demonstrate the ability to modify physical education activities and health units based on a student's individual needs.
4. Complete a practicum with students with disabilities in their school-based PE classes
5. Utilize knowledge of special education laws and apply it when developing IEP's.
6. Produce and execute a lesson plan towards working with students with disabilities.
7. Explain sports programs designed specifically for students with disabilities.

Professional Standards

Upon completion of this course, students will have addressed the following professional standards:
National Standards for Initial Physical Education Teacher Education (2017) (SHAPE America)

- 3.b Plan and implement progressive and sequential content that aligns with short- and long term objectives and that addresses the diverse needs of all students.
- 3.d Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students
- 4.b Implement demonstrations, explanations and instructional cues that are aligned with the short- and long-term plan objectives.
- 4.c Evaluate the changing dynamics of the learning environment and adjust instructional tasks as needed to further student progress.
- 4.d Implement transitions, routines, and positive behavior management to create and maintain a safe, supportive and engaging learning environment.
- 5.c Implement a reflective cycle to guide decision making specific to candidate performance, student learning, and short- and long-term plan objectives.
- 6.a Engage in behavior that reflects professional ethics, practice, and cultural competence.

Required Texts

Winnick, J. (2017). *Adapted Physical Education and Sport* (6th 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, completion of group projects and attendance.

Exams: There will be three exams to evaluate your understanding of the content.

Practicum

You will be graded on 3 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 summary of the class.

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 at least 2 pages long. Short presentation to class on your paper. (3 to 5 minutes)

Lesson Plan;

Student's will provide 4 lesson plans for the student 1 on 1 experience. The lesson plan will be written for your 1 on 1 student sessions, 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 on a sport that is designed for people with disabilities.

Fitness Testing Modifications

Students will review Virginia State Fitness Testing and modifications for the tests for students with disabilities.

WESTFIELD NIGHTS: You will be working 1 on 1 with a student with a disability for 4 sessions. You will design a typed lesson plan prior to class and implement the plan. **In the present state we will be teaching online through blackboard collaborate in your own room.**

DYSLEXIA AWARENESS TRAINING – NEW requirement for licensure and Class!

Effective July 1, 2017, every person seeking initial licensure or renewal of a license shall complete awareness training, provided by VDOE, on the indicators of dyslexia, as that term is defined by the board and regulations, and the evidence-based interventions and accommodations for dyslexia. The training module is located at

<http://www.doe.virginia.gov/teaching/licensure/dyslexia-module/story.html>.

Similar to the Child Abuse Prevention Module, students will need to save and print out the completion certificate at the end of the module and bring to class for verification.

Lesson Plans

All lesson plans will be turned in and graded based on the required form. They will be based on a 1 on 1 experience. **All lesson plans and reviews must be typed.**

Games Modifications: You will prepare an assigned game or activity and include modifications for the game for the class to play.

• **Course Performance Evaluation Weighting**

Exam 1-3	75 points	_____ / 75
3 Practicum	150 points	_____ / 150
4 Lesson Plans	100 points	_____ / 100
Fact Sheet	100 points	_____ / 100
Fact Sheet Presentation	20 points	_____ / 20
Attendance and class activity Checks	280 points	_____ / 280
Westfield Mason Nights	100 points	_____ / 100
Article Assignment	50 points	_____ / 50
Dyslexia Training	50 points	_____ / 50
Game Modification and Plan	50 points	_____ / 50
Ed Puzzles / Google Forms	25 points	_____ / 25
	Your Total	_____ / 1000 =

• **Grading Policies**

940-1000= A (94-100%)	770-799 = C+ (77-79%)
900-939 = A- (90-93%)	740-769 = C (74-76%)
870-899 = B+ (87-89%)	700-739 = C- (70-73%)
840-869= B (84-86%)	600-699 = D (60-69%)
800-839 = B- (80-83%)	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

*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.

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

Professional Dispositions

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

<https://cehd.gmu.edu/students/policies-procedures/>

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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- 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://ds.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/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://courseessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

Class Schedule

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

TENTATIVE COURSE SCHEDULE

Week #1: 1/27	Intro to Class -Syllabus, Fact, Info Note Card, Group Discussion Article Reviews/ Games Assignment/ Intro APE/ Programming Chapter 1 and 2
Week #2: 2/3	Practicum Assignment / Chapter 4 Measurement and Evaluation, Chapter 7 Instructional Strategies
Week #3: 2/10	Lesson Planning/home Equipment / Chapter 9 Behavior Dis – Article Due
Week #4: 2/17	Students with Autism Chapter 10, Behavior Management Chapter 6/ Charts/ Social Stories/ Westfield students assigned Planning (Test 1)
Week #5: 2/24	Chapter 5 Individualized Programs/ Cerebral Palsy Chapter 14/ Lesson Plans
Week #6: 3/3	#1 Westfield 1 on 1 – go over facility and setup / IEP Process and meetings
Week #7: 3/10	Learning Disability Chapter 11, Dr. Block– Top researcher in the Field of APE Professor at UVA and is coordinator of the Master’s Program in APE and go over chapters not covered.
Week #8: 3/17	#2 Westfield HS-1 on 1 / Chapter 8 Intellectual Disabilities
Week #9: 3/24	Chapters 3, 24-29 Sports for Individuals with disabilities / Debate Sports and participation in HS.- TEST 2
Week #10: 3/31	Chapter 14 CP, TBI, and Planning group activity
Week #11 4/7	#3 Westfield HS 1 on 1 / Fitness Testing Modification group work
Week #12: 4/14	#4 Westfield- HS 1 on 1 / Fitness Testing modifications presentations
Week #13: 4/21	Chapter 12 Visual Impairments and Chapter 13 Hearing Impairment / Fact Sheet due and Presentations
Week #14; 4/28	Fact Sheet presentations, final thoughts and closure to class
5/5	FINAL EXAM WEEK - Test 3 - ONLINE