Increase Positive Experiences of Movement for Children & Adults with Multiple Disabilities and Deafblindness, Including CHARGE Syndrome

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**WHO am I??**

- Assistant Professor at Cali. State Polytechnic University, Pomona (CPP) in APE
- Trained intervener from the Minnesota DB Project
- Taught for about 10 years in the public school system as an adapted physical educator, named the 2012 Pennsylvania State Association for Health, Physical Education, Recreation, and Dance Adapted Physical Education teacher of the year
- Presented internationally and nationally on deafblindness and multiple disabilities
- Has conducted research projects within the population of CHARGE syndrome and motor development
Getting to Know YOU

- **Complete Form**
  - **WANTS**: what do you want to get out of today (what are your goals?)
  - **NEEDS**: what do you need to know?
  - **TAKE HOME**: leave blank now (complete as the presentation continues as reminders of ACTION to do when you get home)

Why is Physical Activity important???

- Delay in developmental milestones
- Display delayed motor skills
- Lower levels of fitness
- Balance and stability problems
- Lower levels of stamina & endurance
- Less opportunities to participate in movement and physical activities
Movement & Physical Activity

- Social Skills
- Self-esteem
- Self-determination
- Common bond
- Communication
- Perceptions
- Sense of belonging
- Ownership
- Independence
- Orientation and Mobility Skills
- Physical endurance and fitness
- Spatial awareness
- Gross motor skills

Motor Developmental Delay

- Vision and Hearing loss
- Vestibular Dysfunction
- Muscular weakness
- Orthopedic impairments
- Hospitalization and Surgeries
- Balance and Posture

Sources: (Dammeyer, 2012; Hartshorne, Hefner, Davenport, & Thelin, 2011; Hartshorne, Nichols, Grialou, & Russ, 2007; Pogrund & Fazzi, 2002; Salem-Hartshorne & Jacob, 2004; Smith, Smith, & Blake, 2010; Thelin, Curtis, Maddox, & Travis, 2007; Travis & Thelin, 2007; Williams & Hartshorne, 2005)
Motor Development

- Is the foundation for strength, balance, coordination, and endurance
- Must start with the basics
- Functional Movement Skills Lead to Independence

Physical Activities and Movement that need to be provided

- Various positions and postures
- Reach, grab, strike, and release (hand manipulation)
- Kick and strike (with feet)
- Cross midline and body awareness
- Range of Motion Activities
- Push and pull- proprioceptive input
- Use of auditory and vision systems
- Tactile surfaces
- Various motivating equipment
LOCOMOTOR SKILLS AND PATTERNS
- Creeping
- Walking
- Rolling
- Running
- Jumping/Hopping
- Sliding
- Leaping

MANIPULATIVE SKILLS AND PATTERNS
- Grasping
- Releasing
- Catching
- Throwing
- Kicking
- Striking
- Using an Implement

Self-determination is a sense of identity and empowerment
- **Freedom** (independence of exploration and knowledge)
- **Authority** (making choices and decisions)
- **Support** (social opportunities)
- **Responsibility** (leadership and belonging)
- **Confirmation** (problem solving and positive feedback)
FREE Gross Motor Curriculum

Gross Motor Development Curriculum
https://www.aph.org/files/manuals/GMDC/

Mid Morning BREAK
Activating the Brain

Activity

- What are the differences?
- What are similarities?
- What separates the two?
- What about PT, Rec. Therapy etc?
The Four Components of a High-quality Physical Education Program

- Opportunity to Learn
- Meaningful Content
- Appropriate Instruction
- Student and Program Assessment

Why is Quality Physical Education Important?

Quality physical education programs help all students develop:

- health-related fitness,
- physical competence,
- cognitive understanding,
- positive attitudes about physical activity

so that they can adopt healthy and physically active lifestyles.

Learning Experiences that Meet Developmental Needs.

Quality physical education programs provide learning experiences that improve mental alertness, academic performance, and readiness and enthusiasm for learning in our nations' youth.

(Source: www.SHAPEAmerica.org)

IDEA: Physical Education

- The Individuals with Disabilities Education Improvement Act, Amended in 2004 (IDEIA), Public Law 108-466, states that physical education is a required service for children and youth between the ages of 3-21 who qualify for special education services because of a specific disability or developmental delay.
**IDEA: Physical Education**

- **20 U.S.C. 1401(29) Special Education.**
  The term 'special education' means specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability, including -
  - (A) instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and
  - (B) instruction in physical education.

- **34 C.F.R.300.39(b)(2) IDEA defines "physical education" as the development of:**
  - (A) Physical and motor fitness;
  - (B) Fundamental motor skills and patterns;
  - (C) Skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports); and
  - (ii) Includes special physical education, adapted physical education, movement education, and motor development.
**IDEA: Specially Designed Instruction**

20 U.S.C. 1401(29) Special Education. The term 'special education' means specially designed instruction

(3) **Specially-designed instruction** Means adapting, as appropriate to the needs of an eligible child under this part, the content, methodology, or delivery of instruction-

(i) To address the unique needs of the child that result from the child's disability; and

(ii) To ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children.

**Related Services (IDEA)**

- **Sec. 300.34 Related services.**
  - (a) General. Related services means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and includes speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes. Related services also include school health services and school nurse services, social work services in schools, and parent counseling and training.
34 CFR 300.108 Physical Education. The State must ensure that public agencies in the State comply with the following:

(a) General. Physical education services, specially designed if necessary, must be made available to every child with a disability receiving FAPE, unless the public agency enrolls children without disabilities and does not provide physical education to children without disabilities in the same grades.

(b) Regular physical education. Each child with a disability must be afforded the opportunity to participate in the regular physical education program available to nondisabled children unless -

- (1) The child is enrolled full time in a separate facility; or
- (2) The child needs specially designed physical education, as prescribed in the child’s IEP.

(c) Special physical education. If specially designed physical education is prescribed in a child’s IEP, the public agency responsible for the education of that child must provide the services directly or make arrangements for those services to be provided through other public or private programs.

(d) Education in separate facilities. The public agency responsible for the education of a child with a disability who is enrolled in a separate facility must ensure that the child receives appropriate physical education services in compliance with this section.

Clarification to the attention of school officials if PE is being characterized as a grade level requirement based on what nondisabled peers receive.

1. Physical education must be made available equally to children with disabilities and children without disabilities.

2. If physical education is specially designed to meet the unique needs of a child with a disability and is set out in that child’s IEP, those services must be provided whether or not they are provided to other children in the agency.

Importance of PE/APE being on the IEP
Adapted Physical Education

- Is … Specially Designed Instruction
- Adapted Physical Education is physical education which has been adapted or modified, so that it is as appropriate for the person with a disability as it is for a person without a disability (APENS, 2008).

Adapted Physical Education National Standards

1. Human Development
2. Motor Behavior
3. Exercise Science
4. Measurement and Evaluation
5. History and Philosophy
6. Unique Attributes of Learners
7. Curriculum Theory and Development
8. Assessment
9. Instructional Design and Planning
10. Teaching
11. Consultation and Staff Development
12. Program Evaluation
13. Continuing Education
14. Ethics
15. Communication

CAPE Certified Adapted Physical Educator

APENS Adapted Physical Education National Standards
- Program Standard 1: Program Design, Rationale and Coordination
- Program Standard 2: Professional, Legal and Ethical Practices
- Program Standard 3: Educating Diverse Learners
- Program Standard 4: Effective Communication and Collaborative Partnerships
- Program Standard 5: Assessment of Students
- Program Standard 6: Using Educational and Assistive Technology
- Program Standard 7: Transition and Transitional Planning
- Program Standard 8: Field Experience in a Broad Range of Service Delivery Options
- Standard 9: Assessment of Candidate Performance
- Standard 10: Characteristics of Students in Adapted Physical Education
- Standard 11: Motor Behavior as Applied to Adapted Physical Education
- Standard 12: Scientific Principles of Human Behavior

- State Adapted Physical Education Guidelines

APE Services

The services provided by an APE teacher include:

- Planning services
- Assessment of Individuals/Ecosystems
- Prescription/Placement: The IEP
- Teaching/Counseling/Coaching
- Evaluation of Services
- Coordination of Resources and Consulting
- Advocacy

Physical Education State Standards

- Model Content Standards
“Intelligence and skill can only function at the peak of their capacity when the body is healthy and strong.” - J.F. Kennedy
Steps to GET APE

- Next IEP meeting, ask for the Physical Educator to be present
- Ask them to report on your child’s progress, ask for assessments, content being taught, accommodations or modifications being provided?
- MUST BE SAFE and SUCCESSFUL
- ACCESS = SUCCESS
- Ask for a motor assessment to be completed by a qualified adapted physical educator
- Plan next IEP meeting to discuss the results of the assessments

APE Evaluations Assessments

- Most important part of ensuring each student receives the most appropriate physical education program
- The program must be in the student’s least restrictive environment
- Develop appropriate goals
Purpose of Evaluation

- **Establish the Present Level of Performance** - Identify student’s strengths and weaknesses
- **Program Development** - selection of specific activities, skills and modifications or accommodations needed for participation and success
- **Placement** - determine the most appropriate physical education placement
- **Prediction** - development of goals and objectives of what the student is able to achieve
- **Measure Achievement** - on-going data collection

Evaluations Include

- A review of student’s records
- In-formal observation is structured and non-structured environments
- Screening during physical education class
- Testing instruments (Formal Assessments)
- Teacher/Paraeducator input
- Parent input
- Community based information
- Ecological survey/Transition Documents

Collecting information from:
Based on the NEEDS of the Individual

Placement Options

- There are no specific placement criteria established in federal or state statutes or regulations for adapted physical education services.
- The adapted physical education teacher should consult the local plan or district's/county's guidelines for suggested placement criteria which include functioning levels and use of statistical scores.
Placement Criteria (APE) per CA Guidelines

- Poor performance on motor tests indicates that the pupil is demonstrating difficulty with movement skills and/or performance. Scores and age-equivalents commonly used by LEAs to indicate poor performance are: a raw score which falls 1.5 standard deviations below the mean, a raw score that ranks at the 7th percentile or below, or an age equivalent which indicates the child is functioning at 30% below chronological age.

- The IEP team has the final decision regarding placement and service decisions.

- The nature of the disability is such that even though the student performs within normal limits on standardized motor tests or on developmental scales, performance in physical education continues to be adversely affected.

Movement IEP GOALS

ACTIVITY
Goals
Objectives
Activities

- Meaningful
  = Generalization

- Functional

Aquatics

- Safety Concerns:
- Seizures - notify lifeguard of possibility, have mat available, face up, count
- Tracheostomy tubes - No swimming, specialized equipment is available to stop water from going into the stoma
- Never swim ALONE!!!
- Ability to close mouth and blow bubbles (exhale air to avoid inhaling water)
- Be aware of “dry drowning” - breathing in water causes your child’s vocal cords to spasm and close up
- “secondary drowning” - irritate the lungs’ lining and fluid can build up, causing a condition called pulmonary edema
Being in the Moment for Movement

- Movement opportunities are all around us
- Movement: paired with communication and knowledge expands the mind
- Movement: provides opportunity to gain relationships by learning together
- What movement are they exhibiting and why? Take time to analyze, then build upon

Movement Needs

- Structure and routine
- Wait time for responses
- Beginning-Middle-End: timing of activities
- Clear expectations
- Modeling
- Follow the individual’s lead

Source: (Majors & Stelzer, 2008)
- Non-locomotor (stretching, bending, twisting, shaking swaying, rocking, clapping, stomping, spinning, etc.)
- Locomotor (rolling, creeping, walking, jumping, etc.)
- Manipulation (kicking, hitting, biting, throwing, smelling, etc.)
- What does it mean? What are they seeking or trying to say or express?

- Begins with the family and child relationship
- Natural progression from solitary play, to playing beside someone, to playing with someone and interacting
- Adults must facilitate socialization and create opportunities for interaction
- Individuals who are deafblind need to be directly addressed and included in the activity
- Progress comes at a different pace for each individual due to the loss of incidental learning
Movement Provides

- Realize one's own uniqueness (preferences and differences)
- Recognize and appreciate the uniqueness of others
- Express personal feelings
- Interactive environment
- Exploration
- Body Awareness/Space Awareness

Families Activities

- What does Movement mean to you, to your child, to your student?
- What does Movement look like, what does it feel like?
- What makes you happy?
- What keeps you positive?
IDEAS to take HOME

- MAKE then PLAY!!
- Targets
- Rackets
- Equipment

Panty Hose Racket

- **Materials Needed:** Clothes hanger, panty hose, tape.
- **Estimated Cost:** $2-3.00
- **Rationale:** This makes a light weight racket. It works very well with balloons or light weight yarn balls or paper balls.

**Directions For Making:**
1. Take the clothes hanger and straighten the curved part and then round out as much as possible the bottom area.
2. Pull the panty hose over the bottom part and wrap some around the straight part and then tape this area to form the handle.
3. Pull the remaining hose until it is snug and then tie a knot and cut off the excess.
**Materials Needed:** Plates, paint stirrers, tape

**Estimated Cost:** $3.00

**Rationale:** This enables children to practice their striking with paddle skills.

**Directions For Making:** Wrap tape around the handle portion of the paint stirrer, where the child will be holding it. Tape the top portion of the paint stirrer to the BACK of the plate.

- **Paper Plate Targets**
- **Cereal Box Targets**
- **Old Sheet Targets**
- **Plastic Bottle Targets**

**Use as targets when throwing, kicking, rolling, etc. in place of bowling pins or other targets.**
Plastic Bottle Ring Toss

- **Materials Needed:** You will need at least three recycled two liter bottles. You will also need a pair of scissors.
- **Estimated Cost:** $0.00
- **Rationale:** This is to help children use their hand and eye coordination. They will use fine motor skills while grasping the rings. They will use gross motor skills to throw the rings onto the bottle.
- **Directions For Making:**
  1. First clean the bottles out good using soap and water. You will take the first liter and take the paper off. Decorate the bottle using sharpies or paper with crayons. You may want to hot glue the cap to the bottle.
  2. Then take the remaining bottles and cut the bottle around leaving the plastic in a circle. Cut at least five rings out of the bottom of the bottle.

Using Whip Cream

- Use it for manipulation
- Can dye for different colors to make pictures with
- Can use sand if not a preferred texture (hidden treasure)
- Or make your own yak in a plastic bag
Launch Boards

- **Materials Needed:** Plywood, dowel, glue, screws, drill
- **Estimated Cost:** $15
- **Rationale:** To encourage catching practice, purposeful stomp.
- **Directions For Making:**
  - Use \( \frac{3}{4} \) inch-thick birch plywood, 30 inches long and 5 inches wide. Seven inches from one end, attach a 5-inch-long, 1\( \frac{1}{2} \) inch-diameter dowel stick with glue and screws.
  - Place a small ball or beanbag on the launch end of the board. If using a ball, drill a 2-inch hole in the end of the board to place the ball. A cubed beanbag works well because it easily fits into a child’s small hands.

Archery
Ramps

- Half a PVC pipe
- Two PVC pipes glued together
- Vinyl gutter
- Flexible Hoses

Musical Movement

- Dry navy beans to fill pill bottles.
- Large, Empty, Sturdy plastic laundry detergent bottles - to use as drums. Thicker wooden dowel sticks, cut into 10 inch pieces to use as drum sticks and lummi sticks.
- Wooden blocks to use as knocking blocks.
- Large Christmas Jingle Bells strung up on sturdy ribbon.
- Streamers: Disposable Plastic Table Cloth, Tape, 1 inch wide popsicle sticks
- Tape two paper plates filled with bead or dry beans inside
Music & Dance & Dance

Endless Amount of Equipment
The Effect of Physical Activity at Home and in the Community

- Research shows that youth participation in physical activity is influenced by participation and support of parents and siblings.

- When families are active together, they spend additional time together and experience health benefits.

QUESTIONS or COMMENTS

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References


References Cont.