

George Mason University
College of Education and Human Development
Health and Physical Education
PHED 308 (001) – Adapted Physical Education
3 Credits, Spring 2023
Tuesdays 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 (NEW)

Winnick, J. (2022). *Adapted Physical Education and Sport* (7th 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

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 : *Field experience with selected Health and Physical Education teachers is required to successfully complete this course.*

You will have 6 hours of observation. At the end of each session the time will be signed off by Cooperating teacher until all 6 hours are completed. A summary of your experience will be turned in for a grade.

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.

Game and Modification: Share a game to play with a brief write up and ideas for modifications.

Attendance

Must be in present in class, actively participate in discussions and complete all work exit tickets etc
WESTFIELD MASON NIGHTS: You will be working 1 on 1 with a student with a disability for 4 sessions. You will design a lesson plan prior to class and implement the plan. **We will meet at Westfield HS at the regular class time. (4:30)**

DYSLEXIA AWARENESS TRAINING – 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.**

• **Course Performance Evaluation Weighting**

Exam 1-3	150 points	_____ / 150
6 Hour Practicum-/checked by teacher	60 points	_____ / 60
Practicum Summary	100 points	_____ / 100
Fact Sheet	100 points	_____ / 100
Game and modification	10 points	_____ / 10
Attendance and class activity Checks	280 points	_____ / 280
Westfield Mason Nights	100 points	_____ / 100
1 on 1 Lesson Plans (4)	100 points	_____ / 100
Article Assignment	50 points	_____ / 50
Dyslexia Training	25 points	_____ /25
Fitness Testing Modification	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 (2022-2023)

<https://catalog.gmu.edu/policies/academic/registration-attendance/#ap-1-6>

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

*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 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 VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments/>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- 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: 1/16	Intro to Class -Syllabus, Fact, Note Card, Ch 1- Intro to APE
Week #2: 1/23	Chapter 2 Program Organization and Chapter 7 Instructional Strategies Discussion/ Writing goals
Week #3: 1/30	Lesson Planning / Chapter 8 ID / Chapter 6 Behavior Managements – Article Due
Week #4: 2/6	Meet at Westfield (facility and equipment) Pre Assessment ideas Chapter 10 Autism and lesson planning (Test 1)
Week #5: 2/13	#1 Westfield 1 on 1 – Chapter 9 Behavioral Disabilities
Week #6: 2/20	Chapter 5 IEP intro/ Dr. Block visit tentatively
Week #7: 2/27	#2 Westfield HS-1 on 1 / Chapter 11 Specific learning Disability
Week #8: 3/12	Ch 14 CP, TBI and Stroke / Chapter 12 Visual Impairment
Week #9: 3/19	#3 Westfield HS 1 on 1 / Goal Ball Test 2
Week #10: 3/26	Chapters 3, 24-29 Sports for Individuals with disabilities //Learning Disability Chapter 11,
Week #11: 4/2	Chapter 13 Hearing Impairment/ Ch 20 perceptual-motor development
Week #12: 4/9	#4 Westfield- HS 1 on 1 / Fitness Testing modifications in class
Week #13: 4/16	Fact Sheet due IEP Chapter 5 more in depth
Week #14: 4/23	All practicum and final documents turned in today. Final thoughts and closure to class. Review of Material

FINAL EXAMS 5/1

FINAL EXAM WEEK - **Test 3** - ONLINE