

Adapted Physical Education Guidelines for Service

Adapted physical education (APE) is the process of developing, implementing, and monitoring a carefully designed physical education program for a student with a disability. The program is based on a comprehensive assessment, to give the student the skills necessary for a lifetime of health, recreation, and sport experiences to enhance physical fitness and wellness. A range of Adapted PE placement options are available to students based on the needs of the student. Student placement is dependent upon a number of different factors including safety, motor skills, environmental factors, functional mobility and parental input. The Adapted PE teacher then assists in the development of goals & accommodations that allow students to participate in physical education as safely and least restrictive as possible.

Areas to be considered as they relate to the participation in the General Physical Education (GPE) setting:

Functional Mobility and/or Fitness

The student's ability to physically ambulate throughout the physical education environment. This includes spatial awareness as it relates to objects and people.

Medical Reasons/Health

The student's participation in the physical education environment is impacted by documented medical and/or health issues.

Safety

The student's ability to demonstrate and maintain physical safety in the general physical education environment.

(i.e., muscle tone, balance, reaction time/awareness, mobility, follows rules and safety guidelines)

Locomotor and Object Control

The student displays a deficit in locomotor and object control skills in relation to same aged peers.

Environmental Impact

The student displays a performance deficit in large groups/settings. The environment of a gym with loud noises, lighting, spacing, and other environmental factors impact a student's performance.

Student Name: _____

School: _____ Grade Level: _____

Date of Birth: ____/____/____ General P.E. Teacher: _____

SCHOOL DISTRICT # _____ – ADAPTED PHYSICAL EDUCATION GUIDELINES FOR SERVICE

Service Considerations	No Need	Mild Need	Moderate Need	Extensive Need	Date/Grade	Date/Grade	Date/Grade	Date/Grade
	0	1	2	3	Scores			
Functional Mobility/Fitness	Demonstrates independent mobility	Requires assistance in some P.E. activities/settings	Requires assistance in many P.E. activities/settings	Requires assistance during all P.E. activities				
Medical Reasons/Health	Does not impact performance in P.E. setting	Impacts some P.E. activities and/or setting	Impacts many P.E. activities and/or settings	Impacts all P.E. activities and/or settings				
Locomotor and Object Control	Motor skills are equivalent to peer level	Performs at peer level; difficulties with some motor skills	Does not perform at peer level; difficulties with most motor skills	Does not perform at peer level; difficulties with all motor skills				
Environmental Impact	Independently functions in all general P.E. activities in gym setting	Independently functions in most general P.E. activities in gym setting	Independently functions in few general P.E. activities in gym setting	Cannot independently function in general P.E. activities in gym setting				
Notes:				Total Score				

***This rubric is to be completed when exploring the need for APE services. Following completion of this form please complete the [teacher APE checklist](#) and schedule a domains meeting for evaluation if necessary.**

Scores	Needs Assessment	APE Services Available
0-3	Student is able to participate in P.E. safely, adequately, and successfully in P.E. class	<ul style="list-style-type: none"> ● General P.E. Teacher
4-7	Student needs assistance with some P.E. activities and/or settings to ensure safety, participation, and success.	<ul style="list-style-type: none"> ● Consult to: <ul style="list-style-type: none"> - GPE Teacher - GPE Teacher & Teaching Assistant ● Complete APE teacher checklist and referral form to explore need for Direct service from APE teacher as needed: <ul style="list-style-type: none"> - for select P.E. units (APE teacher in GPE setting) - part-time direct (half GPE / half APE)
8-10	Student needs assistance in many P.E. activities and/or settings to ensure safety, participation, and success.	<ul style="list-style-type: none"> ● Consult to: <ul style="list-style-type: none"> - GPE Teacher - GPE Teacher & Teaching Assistant ● Direct service from APE teacher as needed: <ul style="list-style-type: none"> - for select P.E. units (APE teacher in GPE setting) - part time direct (half GPE / half APE) - full time direct APE instruction from APE teacher <p>If not already identified, complete APE teacher checklist and referral form to initiate an evaluation for direct APE services</p>
11-12	Student needs assistance in all P.E. activities and/or settings to ensure safety, participation, and success	<ul style="list-style-type: none"> ● Direct service from APE teacher: <ul style="list-style-type: none"> - All P.E. units (APE teacher in GPE setting) - full time direct APE instruction from APE teacher <p>If not already identified, complete APE teacher checklist and referral form to initiate an evaluation for direct APE services</p>