

EVALUATION OF SELECTED SOUTHERN STATES' RULES AND
REGULATIONS FOR ADAPTED PHYSICAL EDUCATION

By

DAWN M. PATTERSON

Bachelor of Science

Oklahoma City University

Oklahoma City, Oklahoma

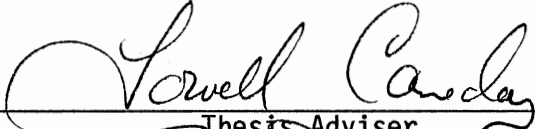
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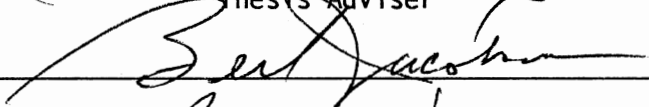
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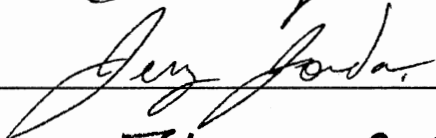
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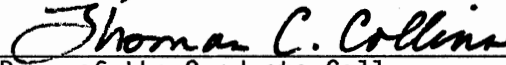
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CHAPTER I

INTRODUCTION

The Education for All Handicapped Children Act (PL 94-142) was signed into law in 1975 and the final rules and regulations were enacted when published in the Federal Register in 1977. This law guaranteed a "free and appropriate education" (Federal Register, 1977, p. 42474) for all disabled individuals 3 to 21 years of age. In this law, physical education was the only curriculum area specifically designated under the definition for Special Education. Special Education, as defined by PL 94-142, is

. . . specially designed instruction, at no cost to the parent, to meet the unique needs of a disabled child, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions" (Federal Register, 1977; p. 42480).

The states, therefore, are required to provide a free and appropriate physical education program for every student with a disability. Since the passage of Public Law 94-142, a number of the states have complied by developing rules and regulations regarding the delivery of physical education services for students with disabilities.

In 1989, the Oklahoma Adapted Physical Education Task Force was formed with the purpose of studying the status and facilitating the quality of physical education services for students with disabilities in Oklahoma. The Task Force also studied the compliance of the state of Oklahoma with the guidelines established in Public Law 94-142. Compliance with these rules and regulations became more relevant due to the

deinstitutionalization of persons with disabilities in the state of Oklahoma, causing an increase in the numbers of children with disabilities entering Oklahoma's public schools.

In response to the needs and purposes of the Oklahoma Adapted Physical Education Task Force, this study compared the states (Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, and Virginia) of the Southern District of the American Alliance of Health, Physical Education, Recreation and Dance (AAHPERD), and State Departments of Education's rules and regulations of physical education services for students with disabilities to the mandates of the Education of All Handicapped Children Act (PL 94-142).

Statement of the Problem

The problem investigated in this study was to identify the rules and regulations for physical education of students with disabilities established by the Southern District State Departments of Education. No summary information existed by which to assess the current application of the law within the various states.

According to PL 94-142, the states are required to have guidelines mandated concerning the physical education services for students with disabilities. This study showed compliance or noncompliance with the rules and regulations by the Southern District states in the four areas of importance determined for the study.

The State Department of Education rules and regulations for physical education of students with disabilities investigated in this study included:

1. the definition of Adapted Physical Education,

2. the evaluation criteria for placement of a child in Adapted Physical Education,
3. the competencies/certification of professionals in the Adapted Physical Education field, and;
4. the curriculum/learner outcomes in Adapted Physical Education.

Purpose of the Study

The purpose of this study was to identify and compare the 13 AAHPERD Southern District State Department of Education's rules and regulations for physical education of students with disabilities. This evaluation serves a broader purpose in that it permits an understanding of the various ways in which PL 94-142 has been applied at the state level.

This study enables the Adapted Physical Education Task Force in Oklahoma to compare and evaluate the Oklahoma state rules and regulations concerning physical education services of students with disabilities to other similar states. Once the comparison and evaluation are completed, the Oklahoma Adapted Physical Education Task Force may develop updated rules and regulations for adapted physical education services in the State of Oklahoma.

Focus of the Study

The focus of this study in the 13 states sampled was:

1. Rules and regulations of physical education services for students with disabilities as mandated by the Education for All Handicapped Children Act (PL 94-142).
2. State Department of Education rules and regulations identified for this investigation.

Limitations of the Study

This study was limited to an assessment of the 13 states in the Southern District of AAHPERD. States in other districts may represent differing rules and regulations, or different applications of the principles included in PL 94-142.

In addition, this study was limited by the fact that the researcher could not conduct follow-up on-site assessment of compliance of the rules and regulations by each state. The reported information provided the base for the evaluation. This reported information was also limited by the primary researcher's interpretation of the information.

Assumptions of the Study

The research conducted in this study was based on the following assumptions:

1. Each of the 13 Southern District State Departments of Education will have established rules and regulations concerning the physical education services for students with disabilities.
2. Each of the 13 Southern District State Departments of Education will comply with the request of the investigator and provide data required for this study.

Definition of Terms

The following terms are defined for use throughout this study:

Southern District States. The Southern District states, as stated by the American Alliance of Health, Physical Education and Recreation in the Articles of Incorporation, are Alabama, Arkansas, Florida, Georgia,

Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, and Virginia.

State Department Rules and Regulations for Adapted Physical Education: The State Department rules and regulations for Adapted Physical Education for this study are defined as follows: (1) the definition of Adapted Physical Education, (2) the evaluation criteria for placement of a child in Adapted Physical Education, (3) the competencies/certification of professionals in the Adapted Physical Education field, and (4) the curriculum/learner outcomes in Adapted Physical Education. These rules and regulations are found in State Department of Education materials to be obtained from each of the 13 Southern District states. The State Department of Education materials to be used are the State Special Education policy and procedures manuals, the State Special Education guides, the state adapted physical education guides, and the state physical education for exceptional children guides.

Adapted Physical Education Expert. An Adapted Physical Education Expert is defined for this study as a person who has obtained national recognition as a leader in the field of adapted physical education.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

The review of literature supporting the evaluation of the rules and regulations at the state level for PL 94-142 has been divided into five sections. These five sections contain adapted physical education specifications noted in the federal law (PL 94-142), by professionals in the adapted field and by professional organizations. The five sections are as follows: (1) literature defining adapted physical education, (2) literature that reflects the evaluation criteria for placement of a child in adapted physical education, (3) literature pertaining to the competencies or certification of professionals in the adapted physical education field, (4) literature focusing on the curriculum/learner outcomes in adapted physical education, and (5) state/national studies of adapted physical education.

Adapted Physical Education Defined

Adapted physical education was defined by federal law in PL 94-142, the Education for All Handicapped Children Act, in 1975. Adapted physical education has also been defined by the American Alliance of Health, Physical Education, Recreation and Dance (AAHPERD), and by noted professionals in the field of adapted physical education. Physical education

was also defined for the first time in federal law (PL 94-142). The law specified both the extent and components of physical education.

(2) Physical education is defined as follows:

(i) The term means the development of:

- (A) Physical and motor fitness,
- (B) Fundamental motor skills and patterns; and,
- (C) Skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports).

(ii) The term includes special physical education, adapted physical education, movement education, and motor development (Federal Register, 1977, p. 42480).

In part (ii) of the definition of Physical Education, it is noted that special physical education, adapted physical education, movement education and motor development are included or part of the definition.

In 1952, AAHPERD defined adapted physical education as:

. . . a diversified program of developmental activities, games, sports, and rhythms suited to the interests, capacities, and limitations of students with disabilities who may not safely or successfully engage in unrestricted participation in the vigorous activities of the general physical education program (p. 15).

This definition permitted segregation of students limited in physical activity by some disabling condition.

In a more modern clarification, Sherrill (1986) gave three definitions to explain adapted physical education. The first definition is that adapted physical education is an attitude reflecting the instructional beliefs of teachers which meet the individual needs of each child. Second, adapted physical education is a comprehensive service delivery system that is designed to identify and attempt to eliminate any psychomotor domain problems a child may experience. Finally, adapted physical education is the body of knowledge focusing on the identification and attempt to eliminate psychomotor domain problems a child may experience

whether the child is in a regular physical education class and/or a special education class.

Churton (1987) defined physical education for students with disabilities and described benefits for physical education of the students with disabilities. Churton stated that "Physical education for the handicapped is a comprehensive service delivery system designed to improve the psychomotor development of handicapped children and youth" (pp. 1-2). The benefits of physical education for the students with disabilities described by Churton were that:

Adapted physical education aims at preparing handicapped children to become active and functional members of their communities . . . enables handicapped children to develop those psychomotor competencies needed for successful work performance, health, and well-being, leisure and sport participation, and socializing (pp. 1-2).

Auxter and Pyfer (1989) have accepted the PL 94-142 definition of physical education for adapted physical education and added some essential components. These components were identified as the defining of physical education curriculum and making the program individualized to the disability of each child.

Dunn and Fait (1989) used the term "special physical education" for adapted physical education. They defined special physical education as:

. . . consisting of programs designed to enhance the physical and motor fitness of handicapped persons through modified and developmentally sequenced sport, game, and movement experiences individualized for each participant (p. 4).

The definitions given in this section have been diverse, as those definitions are in practice. PL 94-142 gave the first definition of physical education which encompasses adapted physical education. Although PL 94-142 provided the legal definition of physical education/adapted physical education, many professionals in the adapted physical education field have further defined adapted physical education in

curricular and personal application. For the purpose of this study it has been determined that the professionals' views of further defining adapted physical education are more widely accepted.

Evaluation

The evaluation procedure as outlined in federal law (PL 94-142) stated that each child should receive a "full and individual evaluation" (Federal Register, 1977, p. 42496) that is provided by a means that the child will understand. The evaluation procedure employed under the law must be validated for the specific purpose being evaluated. The law also designates that no single evaluation measure can be the sole criterion and that the evaluation should be administered by a multidisciplinary team which includes at least one teacher or other specialist knowledgeable in the area(s) evaluated.

Shofer (1981) noted that the Kennedy Foundation conducted a study that found that of the 48 states, the District of Columbia, and the four territories responding, 37 (71%) stated that no procedures existed in the state policies for physical evaluation to determine the physical education needs of students with disabilities. Forty-three (81%) of the responses indicated that the state policies neglected to state the criteria for assessing the needs of students with disabilities for adapted physical education.

Loovis (1986) stated that there is a dilemma among professionals concerning the placement of individuals in adapted physical education. He added that several states (including Alabama, Georgia, Minnesota, and Louisiana) have adopted criteria, or standards, for placement in adapted physical education. Some of the questions raised by these professionals addressed (1) the criteria used to make placement decisions in physical

education, and (2) the biases against students with disabilities, whether they be negative bias (excluding students with disabilities from situations below their ability levels), or positive bias (including students with disabilities in situations above their ability levels) that are viewed as impediments to ability testing. Loovis (1986) recommended that professional standards and practices should establish: (1) a process for placement, (2) the professionally qualified person to conduct the placement process, and (3) the process to be conducted.

Duke (1981) discussed the Implementation of Adapted Physical Education Programs and stated the purpose of evaluations, noting that the purpose of the evaluation is to identify the student's present motor functioning, to determine the student's learning style, and to identify the areas of performance specifically needing improvement. Duke stated that the evaluation plays an important part in the instruction of the student. Evaluations are needed to determine the student's progress toward his/her instructional goals. The evaluation procedure allows for the objectives and goals for a student to be revised and to be consistent with the student's progress.

In 1988, Winnick presented 10 guidelines for preference in selecting assessment tests. These guidelines included: (1) to encourage participation rather than exclusion, (2) to provide equitable competition and/or comparison, (3) to help distinguish and encourage high levels of performance, (4) to be relatively unaffected by training, (5) to be independent of participant cooperation, (6) to reflect high objectivity by classifiers, (7) to be as few in number as possible, (8) to permit a reasonable number of individuals within a classification, (9) to encourage generic or integrated (as opposed to split) classification, and (10) to be the least restrictive possible.

Competencies/Certifications of Professionals

The federal law (PL 94-142) defined qualified personnel for Special Education, including Adapted Physical Education, as those who meet the ". . . state approved or recognized certification, licensing, registration, or other comparable requirements that apply to the area a person will be providing special education or related services" (Federal Register, 1977, p. 42479). The law added that each state must have an annual description of programs and procedures to include a structure for personnel planning and to focus on preservice and inservice education.

Hurley (1981) noted the guidelines for adapted physical education as those approved by the National Association of Sports and Physical Education (NASPE), an affiliate organization of the American Alliance for Health, Physical Education, Recreation, and Dance. The NASPE Professional Preparation Committee of the College and University Council delineated guidelines in the areas of: (1) biological foundations, (2) sociological foundations, (3) psychological foundations, (4) historical philosophical foundations, (5) assessment and evaluation, and (6) curriculum planning, organization, and implementation.

Lavay (1989) discussed the past, present and future training in physical education in regard to students with disabilities. He stated that a majority of the "regular" physical educators who were then employed obtained their training in the 1960's and the 1970's. Physical educators educated before 1980 were inadequately trained in the physical education of disabled students who were being mainstreamed. Some of the competencies that Lavay found to be relevant were that undergraduate studies should include instruction in physical education for students with disabilities in areas of motor learning, test and measurements, and

elementary/secondary pedagogy. Specialist training is necessary for providing physical education services to more severely disabled children and the preschool populations. Lavay also noted that there were only a small number of states that required certification, and suggested that, hopefully, by the year 2,000, a nationwide certification requirement will be established. Lavay purported that a nationwide certification requirement would bring more credibility to the adapted physical education profession and would enhance the quality of adapted physical education.

Litchman and Nestroy (1983) provided three competencies to be obtained by adapted physical education specialists. First, these competencies would require specialists to complete service in an itinerant capacity. Second, physical education curricula should include training in perceptual-motor development, elementary rhythms, and elementary games containing lead-up activities for various sports. Third, it would not be possible to meet the competencies laid out by AAPHERD (noted by Hurley, 1981) unless the physical education instruction acquired contained physiology of exercise and kinesiology.

Ausfessor (1981) focused on the field experience and the roles adapted physical education specialists need. Ausfessor stated that majors in physical education should receive both academic training and experience in the field of adapted physical education. Also listed were some adapted physical education specialists roles that consisted of the knowledge base to diagnose, assess, and recognize differences and similarities to nondisabled students. These roles were: the ability to analyze the assessment and develop Individual Education Programs (IEP) for each student, the ability to utilize diagnostic and prescriptive materials, the ability to apply the information to the curriculum designed for each student, the knowledge to identify and teach nonacademic

areas, to discuss the student's inter- and intra-personal relationships, and to explain current legislation that deals with special education.

Sherrill and Megginson (1982) described adapted physical education competencies with relationship to the job functions of the adapted physical education specialist. Sherrill and Megginson believed that physical education undergraduates should learn how to assess a student, to make decisions about the least restrictive environment and instruction for a student, to individualize the education program (IEP) for a student, and to develop and/or prescribe the teaching style used for a student.

Curriculum/Learner Outcomes

The curriculum area of adapted physical education services is not addressed directly in federal law (PL 94-142). Curriculum areas are mentioned in the PL 94-142 definition of physical education as: "(1) physical and motor fitness, (2) fundamental motor skills and patterns, and (3) skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports)" (Federal Register, 1977, p. 42480).

In 1987, Stien presented the idea that the myth of an adapted physical education curriculum is that the adapted physical education curriculum is different from the regular physical education curriculum. According to Stien, the basic regular physical education curriculum is the basis for adapted physical education curriculum. Stien noted that many adapted physical education specialists approach adapted physical education as independent from physical education and not as a branch of physical education. These professionals tend to emphasize the differences between students with disabilities and students without disabilities. Stien says the truth is that the basis for adapted physical

education is outlined in the three areas of PL 94-142 which include: (1) physical and motor fitness; (2) fundamental motor skills and patterns; and (3) skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports). Each student can participate in the three areas of PL 94-142, regardless of disabling condition, by accommodating the activities to each individual's ability level.

Cratty (1989) listed some learner outcomes of adapted physical education. These learner outcomes were to improve basic motor and physical fitness, which should include the skills for movement, the opportunity to maintain and improve the present level of physical fitness, and one's perception of activities in which the student can participate.

State/National Research Studies

After a thorough search of the literature, only one study was found which surveyed the states' quality of physical education services for students with disabilities at the national or regional level. Brace (1968) surveyed public schools across the nation to determine the status of physical education and recreation for the mentally retarded. The results indicated that there was minimal or no attention received by the mentally retarded in physical education or recreation. The facilities were inadequate, and a balanced program was not available in the schools. In addition, insufficient specialized physical education teachers were available.

A few studies have been conducted at the individual state level. Newman and Womble (1978) surveyed the adapted physical education services in North Carolina. The study showed that of the 91.3% of the schools responding, the students with disabilities were placed in regular

physical education programs. In the Newman and Womble study, 4.3% of the schools reported that they had specialized physical education programs for their students with disabilities. The specialists in charge of the physical education programs for the students with disabilities were designated at only 15.5% of the individual schools and 19.8% of the school districts. Slightly more than 35% of the schools had a nonspecialized person in charge of adapted physical education services, and 33.6% had no designated person in charge of adapted physical education services. Finally, it was noted that in 70.7% of the schools there was no specialized equipment for adapted physical education services.

In 1985, Rider surveyed the programs and instructors of adapted physical education in the public schools of Florida. The results of the study showed that 67% of the 42 schools surveyed had an adapted physical education program operating in the schools. Seventy-four percent of the students with disabilities were enrolled in regular physical education, 18% were given physical education services in the classroom, and 6% were enrolled in an adapted physical education class. The survey also showed that in-service training had been received by only 29% of the instructors. The research indicated that the adapted physical education programs in Florida were rated by the instructors as being poor by 40%, fair by 53%, and good by 7% of those surveyed.

Hardison (1980) conducted a study of physical education programs for students with disabilities in the public schools of Tennessee. The study found that a number of the schools practiced mainstreaming of students with disabilities, but only 15% of the schools responding offered adapted physical education programs. The study also indicated that 63% of the schools evaluated students through observation. Ninety-five percent

(95%) of the secondary schools had a state certified regular physical educator, compared to 60% of the elementary schools.

Tucker (1983) studied how well adapted physical education programs in Virginia met the needs of students with disabilities. The conclusions made from the survey were that teachers saw a need for improving adapted physical education services and a need for development of more adapted physical education programs. Tucker cited that a minimal importance was being placed on the provision for the student with disabilities needs, and the activities of the physical education programs were geared toward the nondisabled student's needs.

In 1984, Saber studied the status of physical education for students with disabilities in the public schools of Georgia. Findings of this study revealed several problem areas: (1) too few quality programs of staff development activities in adapted physical education, (2) the regular physical educators' input into the development of Individualized Education Programs (IEP) seemed to be a superficial involvement and their training was not sufficient, and (3) there is a need for the development of competencies in adapted physical education. The in-service training was identified as having a positive effect on the individualized instruction by regular and adapted physical education teachers in developing programs for students with disabilities.

Heilbuth, in 1989, surveyed physical education services for children and youth with disabilities in the state of Oklahoma. In her study, Heilbuth included 102 public school physical education teachers' employment characteristics, job functions, and perceived competencies to teach children with disabilities. Results of the study indicated that a large number (more than 50%) of children with disabilities in Oklahoma were provided adapted physical education services by regular physical

education teachers, who as a group: (1) have not been trained to deliver adapted physical education services for the students with disabilities; and (2) perceive themselves as not being competent to assess, prescribe, and instruct children with disabilities who, because of their motor deficits, require adapted physical education services.

Summary

The review of literature has shown the specifications of adapted physical education, as cited by federal law (PL 94-142), by professionals in the field and by professional organizations. The information presented in this chapter indicated a diversity of opinions, definitions, and suggestions to aspects of adapted physical education. These aspects of adapted physical education are important factors to be studied in attempting to determine a specific states rules and regulations concerning adapted physical education.

CHAPTER III

METHODOLOGY

Introduction

For simplification, the methodology employed in this study has been divided into four sections. Each section describes, in detail, the essential aspects used for that portion of the study. The four essential sections described in this chapter as included in the study are: (1) Subjects, (2) Instruments, (3) Design and (4) Procedure.

Subjects

The subjects for this study were the State Departments of Education of the 13 states in the Southern District of the American Alliance of Health, Physical Education and Recreation, which included: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, and Virginia. Individuals employed in each state by the respective Departments of Education were contacted by mail and/or telephone and asked to respond to questions relative to the evaluation of the rules and regulations appropriate to that state.

Instrument

The instruments necessary to conduct this study included:

1. Federal rules and regulations concerning the physical education services for the students with disabilities as stipulated in the Education for All Handicapped Children Act (PL 94-142),

2. State Department of Education rules and regulations concerning the physical education services for students with disabilities as stipulated in each state's policy and procedures manual for Special Education, laws concerning physical education of the disabled, curriculum guides concerning adapted physical education, and any other official state materials concerning adapted physical education (see Appendix A), and;

3. A table developed specifically for this study to give a rating to the State Department of Education rules and regulations of physical education services for students with disabilities for the 13 Southern District states.

The tables used in this study consisted of the criteria established as being a comprehensive allotment of the rules and regulations regarding the physical education services for students with disabilities. Each of the areas being reviewed was given a qualitative means of measurement. The means of measurement was to rate the areas of concern for this study by a score of one to four. A rating of one was considered to be the most comprehensive of all the criteria, and a rating of four was considered to be the least comprehensive of all the criteria. After the areas of concern for this study were rated, these rates were tallied and a state total score was given. The state totals ranged from 4 to 16, with a 4 being the most comprehensive and a 16 being the least comprehensive rules and regulations concerning physical education services for students with disabilities. The rating criteria was developed by the principal researcher, with assistance from Dr. Lynne Heilbuth of Oklahoma State University, and the researcher's thesis advisory committee.

Rating Criteria

1. The criteria for rating the definition of adapted physical education under the rules and regulations of an individual state have been identified as:

a. Definition of adapted physical education as mandated by PL 94-142 plus additional adapted physical education program content.

b. Definition of adapted physical education as mandated by PL 94-142.

c. The state's physical education definition accepted as the adapted physical education definition.

d. No definition for adapted physical education.

2. The evaluation criteria for placement of individual students in adapted physical education within individual states were identified as:

a. Physical education areas to be assessed are designated, the level of physical education functioning for adapted physical education placement is specified, and an adapted physical education specialist, along with other specialists conducts the assessment.

b. Physical education areas to be assessed are designated, the level of physical performance functioning for adapted physical education placement is specified, and a specialist without an adapted physical education specialists to conducts the assessment.

c. Physical education is assessed, the level of physical functioning for adapted physical education placement is not stipulated, and does not specify adapted physical education specialist or other specialists to conduct the assessment.

d. No evaluation criteria for placement in adapted physical education.

3. The criteria for the documentation of competencies or certification of professionals in the adapted physical education field within the respective states were identified as:

- a. Adapted physical education specialist with bachelor or graduate degree specializing in adapted physical education.
- b. Certified physical education/special education teacher with the state specified minimum adapted physical education/ special education competencies designated.
- c. Certified physical education/special education teacher serves as the adapted physical education teacher.
- d. No competencies/certification required to teach adapted physical education.

4. The criteria for evaluation of the curriculum and learner outcomes in adapted physical education within the states represented in the sample were identified as:

- a. Special adapted physical education curriculum/learner outcomes specified for children with disabilities.
- b. Follows the regular physical education curriculum/learner outcomes with adaptations for the children with disabilities.
- c. Follows the regular physical education curriculum/learner outcomes with no adaptations for the children with disabilities.
- d. No curriculum/learner outcomes for adapted physical education designated.

Design

The research design established to accomplish this study was to evaluate the States' Department of Education rules and regulations regarding physical education services for students with disabilities in the

13 Southern District states. Those states included: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, and Virginia.

A rating system was used to provide information about each of the 13 Southern District states rules and regulations concerning: (1) the definition of adapted physical education, (2) the evaluation criteria for placement in adapted physical education, (3) the competencies and certifications of professionals in the adapted physical education field, and (4) the curriculum/learner outcomes in adapted physical education. The results of this study indicated how comprehensive the State Department of Education rules and regulations of physical education for students with disabilities are in each of the 13 Southern District states, as measured by the standards employed in this study.

Procedure

1. The following procedure was used to obtain the Southern District State Departments of Education's information relating to physical education services for students with disabilities:

a. A review of literature that pertained to the physical education of students with disabilities in articles, research studies, theses, and dissertations was completed.

b. The subjects for the study were determined.

c. Each state Department of Education was contacted by the primary investigator and requested to provide:

1. the policy and procedures manual for special education in their state,

2. the state laws concerning the physical education services for the students with disabilities,

3. any curriculum/learner outcome guides or information concerning adapted physical education in their state, and;

4. any other official state materials concerning adapted physical education in their state.

2. The following procedure was used to develop the criteria of concern relating to the physical education services for students with disabilities:

a. A panel of five adapted physical education experts was selected and contacted, with a form letter, for participation in evaluation of the rating criteria for each area of concern in this study.

b. The completed forms from the expert panel were collected and reviewed.

c. A final form was devised, based on the input from the adapted physical education experts, to rate order the data collected for this study.

c. Data from the standardized form was recorded, summarized and analyzed.

CHAPTER IV

RESULTS AND DISCUSSION

Introduction

The problem of this study was to identify the rules and regulations as used by the Departments of Education in 13 Southern District states for physical education of students with disabling conditions.

The respective State Departments of Education rules and regulations for physical education of students with disabilities were identified as follows: (1) the definition of Adapted Physical Education, (2) the evaluation criteria for placement of a child in Adapted Physical Education, (3) the competencies/certification of professionals in the Adapted Physical Education field, and (4) the curriculum/learner outcomes in Adapted Physical Education. The results of each of 13 Southern District State Departments of Education rules and regulations were given a qualitative measurement that was rated individually.

The first part of this chapter relates to the results of each Southern District State's Department of Education rules and regulations. The second part of this chapter discusses the results of the individual rates of the Southern District State's Department of Education rules and regulations.

Results

This section presents the results of the study obtained by the

researcher. The use of the rules and regulations for the physical education of students with disabling conditions by each state in the Southern District is presented by individual state.

Alabama

The information in Table I was obtained from the "Administrative Policy Manual" and the "Alabama Physical Education (APE) Guide," (both from the Alabama State Department of Education), and by personal contact with Crystal Richardson of the Alabama State Department of Education (see Appendix A). The rate of Adapted Physical Education rules and regulations for the state of Alabama was: state total = 6.

TABLE I
RULES AND REGULATIONS RESULTS: ALABAMA

	Score
Definition of Adapted Physical Education	2
Evaluation Criteria for Placement in Adapted Physical Education	2
Competencies/Certification of Professionals in the Adapted Physical Education Field	1
Curriculum/Learner Outcomes in Adapted Physical Education	<u>1</u>
Alabama Total:	6

Definition of Adapted Physical Education. The "Alabama State Department of Education Division of Student Instructional Services and Program for Exceptional Children and Youth Administrative Policy Manual," Bulletin No. 36, 1990 ("Administrative Policy Manual"), defined physical education, as:

. . . the development of: (a) physical and motor fitness, (b) fundamental motor skills and patterns, and; (c) skills in aquatics, dance, individual and group games and sports (including intramural and lifetime sports). The term indicates special physical education, adapted physical education, movement education and motor development (p. 86).

This definition was the same as that given in the "Administrative Policy Manual."

Evaluation Criteria for Placement in Adapted Physical Education.

The "Alabama Administrative Policy Manual" outlined the level of performance criteria for placing a student in adapted physical education. Adapted Physical Education programs must be made available for consideration by the IEP Committee for those identified handicapped students who meet all of the following criteria:

1. perform below two standard deviation units below the mean on standardized tests of: motor development, motor proficiency, fundamental motor skills and patterns, physical fitness, game and sport skills, perceptual-motor functioning, and posture screening;
2. exhibit a developmental delay of two or more years based on appropriate assessment instruments, and;
3. possess social/emotional or physical capabilities that would render it unlikely for the student to reach his/her physical education goals without significant modification or exclusion from the regular physical education class (p. 38).

This same document identified the person or persons who should assess the student with disabilities: "The evaluation is made by a multi-disciplinary team or group of persons including at least one teacher or

other specialist with knowledge in the area of suspected disability" (p. 23).

The "Alabama APE Guide" also listed an "overall assessment approach." This approach included the following:

1. Information Techniques-observation, exploration activities, self-testing activities, discussions with students, professionals, and volunteers who work with students, use of relating scales, checklists, inventories, questionnaires, and screening activities.
2. Formal Techniques-tests of perceptual-motor functions, coordination, gross motor ability, fine motor ability, fine motor skills, physical fitness, cardiorespiratory function, anthropometric characteristics, and specific sports skills.
3. Developmental Measures-tests for intelligence, learning ability, academic achievement, social-emotional behavior, speech, perception, and adaptive behavior.
4. Tests, Examination, and Assessments by Experts-results of evaluations and assessments of specialists made available to those who teach physical education.
5. Individual Records-data collected about each child organized for use by personnel involved in the physical education programs. Time should be allotted for specialists who have evaluated youngsters to meet together and with teachers to discuss appropriate activities and approaches that will meet individual students needs.

A good and complete testing program will include a combination of devices from each of the above groups (p. 24).

Competencies/Certification of Professionals in the Adapted Physical Education Field. The "Alabama Administrative Policy Manual" stated the requirements for an adapted physical education teacher. They were:

- A. The teacher must be certified in physical education or special education,
- B. The teacher must have completed a minimum of twelve (12) semester or twenty (20) quarter hours of course work in Adapted Physical Education, and
- C. The public education agency must have on file written documentation from a university that the Adapted Physical Education teacher has successfully completed the twelve (12) semester or twenty (20) quarter hours of course work (p. 65).

Curriculum/Learner Outcomes in Adapted Physical Education. The "Alabama APE Guide" listed six general objectives of adapted physical education and six specific objectives of adapted physical education. The general objectives were as follows:

1. To remediate physical handicaps when existing handicaps lend themselves to remediation.
2. To maintain present physical skill levels when handicaps exist that cannot be remediated or when a high functional skill level exists.
3. To provide the opportunity to develop skills that can be used in leisure time settings.
4. To provide the opportunity to gain knowledge and skills necessary to develop and maintain the highest possible level of physical fitness.
5. To help the handicapped person understand the limitation of the handicap and how to protect himself/herself from further aggravation of the condition.
6. To aid the handicapped person in developing a positive self-concept (pp. 1-2).

The six specific objectives listed were as follows:

1. To develop components of physical and motor fitness.
 - a. Cardiovascular endurance
 - b. Strength
 - c. Muscular endurance
 - d. Flexibility
 - e. Balance
 - f. Coordination
 - g. Agility
 - h. Speed
 - i. Reaction time
2. To develop locomotor and objective-manipulative skills.
 - a. Walking
 - b. Running
 - c. Jumping
 - d. Hopping
 - e. Galloping
 - f. Sliding
 - g. Leaping
 - h. Skipping
 - i. Throwing
 - j. Catching

- k. Kicking
 - l. Ball bouncing
 - m. Striking
3. To develop perceptual skills.
 - a. Laterality
 - b. Directionality
 - c. Differentiation
 - d. Depth perception
 - e. Spatial relation
 - f. Body image
 - g. Visual acuity
 - h. Form perception
 4. To develop sports skills-individual, dual, and team.
 5. To develop skills in rhythms, music, and dance.
 6. To develop relaxation skills (p. 2).

Arkansas

The information in Table II was obtained by personal contact with Margie Wood of the Arkansas Department of Education (see Appendix A). The rate of Adapted Physical Education rules and regulations for the state of Arkansas was: state total = 11.

Definition of Adapted Physical Education. According to Margie Wood, the state of Arkansas uses the federal definition of adapted physical education.

Evaluation Criteria for Placement in Adapted Physical Education. In Arkansas, there is no specified evaluation criteria for placement of a student in adapted physical education. Margie Wood stated that "Any student in physical therapy would receive an evaluation and thus receive services if deemed necessary." She also noted that the student's IEP committee would make any recommendations for placement in adapted physical education.

TABLE II
RULES AND REGULATIONS RESULTS: ARKANSAS

	Score
Definition of Adapted Physical Education	2
Evaluation Criteria for Placement in Adapted Physical Education	4
Competencies/Certification of Professionals in the Adapted Physical Education Field	3
Curriculum/Learner Outcomes in Adapted Physical Education	<u>2</u>
Arkansas Total	11

Competencies/Certification of Professionals in the Adapted Physical Education Field. The requirements of adapted physical education teachers in the state of Arkansas are the same as a regular certified physical education teacher or a special education teacher, as noted by Margie Wood.

Curriculum/Learner Outcomes in Adapted Physical Education. Arkansas has no written curriculum/learner outcomes for adapted physical education. A student's IEP Committee is responsible for determining that student's outcome. Most students with disabilities in Arkansas, as stated by Margie Wood, are enrolled in regular physical education programs, and thus have the same curriculum/learner outcomes as regular students with some adaptations.

Florida

The information in Table III was obtained from the "Technical Assistance Paper" (Florida Department of Education), and by personal contact with Rima Hatoum of the Florida State Department of Education (see Appendix A). The rate of Adapted Physical Education rules and regulations for the state of Florida was: state total = 11.

TABLE III
RULES AND REGULATIONS RESULTS: FLORIDA

	Score
Definition of Adapted Physical Education	1
Evaluation Criteria for Placement in Adapted Physical Education	4
Competencies/Certification of Professionals in the Adapted Physical Education Field	2
Curriculum/Learner Outcomes in Adapted Physical Education	<u>4</u>
Florida Total	11

Definition of Adapted Physical Education. The "Technical Assistance Paper," Florida Department of Education, Division of Public Schools Bureau of Education for Exceptional Students, No. FY1991-8: Physical Education Programs for Students with Disabilities, stated the definition of physical education as:

(i) The term [physical education] means the development of:
 (A) Physical and Motor fitness; (B) Fundamental motor skills and patterns; and (C) Skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports); (ii) The term includes special physical education, adapted physical education, movement education, and motor development (p. 2).

Also noted is the AAHPERD definition for adapted physical education.

The definition given is the following:

. . . a diversified program of developmental activities, games, sports, rhythms, suited to the interests, capacities and limitations of students with disabilities who may not safely or successfully engage in unrestricted participation in the vigorous activities of the general physical education program (p. 4).

This definition is used by the state of Florida, according to Rima Hatoum, Program Specialist, Homebound or Hospitalized; and Chapter 1--Handicapped Programs Bureau of Education for Exceptional Students.

Evaluation Criteria for Placement in Adapted Physical Education.

Rima Hatoum noted that each individual school district mandates their own placement criteria for students to be in adapted physical education. Also noted was that these criteria must be in accordance with the federal law standards.

Competencies/Certification of Professionals in the Adapted Physical Education Field. The Florida Technical assistance Paper stated the requirements for teaching adaptive physical education. Teachers in adaptive and specially designed physical education are required to be certified in "Physical Education or Physical Education with Endorsement in Adaptive Physical Education" (p. 9). The document adds that for students that are exceptional, "Teacher certification may be in accordance with either basic education requirements or the type of exceptional students enrolled in the course" (p. 9).

In December of 1989, a Specialization requirement for Endorsement in Adapted Physical Education was put into effect in Florida. The endorsement may be attached to a physical education certification and will be required of all personnel holding a physical education certificate and who instruct students in adapted and specially designed physical education. The requirements for an Adaptive Physical Education Endorsement are listed as follows:

- (1) A Bachelor's or Higher degree with certification in physical education, and twelve (12) semester hours in adaptive physical education to include the areas specified below:
 - (a) Three (3) semester hours in the survey of exceptional student education,
 - (b) Three (3) semester hours in biological and medical aspects of motor and physical health disabilities.
 - (c) Four (4) semester hours with credit in at least two (2) of the following areas:
 1. Physical education and sports for children with mental deficiencies.
 2. Physical education and sports for children with motor disabilities.
 3. Physical education and sports for children with sensory disabilities, or
 - (d) Two (2) semester hours in one (1) of the following areas:
 1. Coaching techniques for disabled athletes.
 2. Assessment in physical education for exceptional students.
 3. Adapted aquatics, or
 4. Physical activity for the profoundly handicapped (p. 10).

Curriculum/Learner Outcomes in Adapted Physical Education. Rima Hatoum noted that there were no state curriculum/learner outcomes in adapted physical education mandated. These outcomes in adapted physical education were devised by each individual school district. Again, the school districts must have outcomes in adapted physical education that are within the guidelines of the federal law.

Georgia

The information in Table IV was obtained from the "Resource Manuals for the Program for Exceptional Children" (Georgia Department of Education), "Adapting Physical Education Activities," (University of Georgia and Department of Human Resources), and by personal contact with Bryan Bowman of the Georgia Department of Education (see Appendix A). The rate of Adapted Physical Education rules and regulations for the state of Georgia was: state total = 7.

TABLE IV
RULES AND REGULATIONS RESULTS: GEORGIA

	Score
Definition of Adapted Physical Education	1
Evaluation Criteria for Placement in Adapted Physical Education	2
Competencies/Certification of Professionals in the Adapted Physical Education Field	3
Curriculum/Learner Outcomes in Adapted Physical Education	<u>1</u>
Georgia Total	7

Definition of Adapted Physical Education. The Volume XII "Resource Manuals for the Programs for Exceptional Children, Physical Education for Handicapped Students" (Georgia Department of Education), defined adapted physical education as follows:

. . . a comprehensive service delivery system designed to identify and ameliorate problems within the psychomotor domain. Services include psychomotor assessment, individualized education programming, developmental and or prescriptive teaching, counseling and coordination of related resources and services as to provide optimal physical education experiences for all students and youth (p. 4).

The "Adapting Physical Education Activities" book also defined adapted physical education. This definition is the same as the federal law definition:

1. physical and motor fitness; 2. fundamental motor skills and patterns; and 3. skills in aquatics, dance, individual and group games and sports (including intramural and lifetime sports). The term Physical Education includes special education, adapted physical education, movement education and motor development (p. 2).

Evaluation Criteria for Placement in Adapted Physical Education. In a memorandum sent to recipients of the Special Education Regulations and Procedures on January 2, 1991 from Peyton Williams, Jr. (Associate State Superintendent), changes to Georgia's "Special Education Regulations and Procedures" document were detailed. Among these changes were listed the level of performance criteria and the evaluation specialist recommended.

Rule 160-4-7-.09;1 gave the guidelines to assist the IEP/Placement Committee in placing a student in a specially designed physical education program. These guidelines were:

- (i) Performance below the 30th percentile on standardized tests of motor development, motor proficiency, fundamental motor skills and patterns, physical fitness, game/sport skills and/or perceptual-motor functioning.
- (ii) Developmental delay of two or more years in any of the above areas based on appropriate assessment instrument.
- (iii) Severe range of handicapping condition according to eligibility criteria established in Georgia's Division for Exceptional Students Regulations and Procedures.
- (iv) Social/emotional and physical capacities and capabilities such that goals set for the regular physical education class are not appropriate for the special education student or if by the students inclusion the goals for the regular

physical education program have been significantly modified (p. 2).

The evaluation specialist was noted in Rule 160-4-7-.05;1. This rule stated that "The evaluation is made by a multi-disciplinary team or group of persons, including at least one teacher or other specialist with knowledge in the area of the suspected disability" (n.p.).

In the Resource Manuals for Programs for Exceptional Children, some guidelines were given to assist the IEP/Placement Committee in placing a student with a disability in adapted physical education. These guidelines were:

performance below 30th percentile on standardized tests of motor development, motor proficiency, fundamental motor skills and patterns, physical fitness, game/sport skills and/or perceptual-motor functioning;

developmental delay of two or more years; severe range of handicapping condition (e.g., severe muscular impairment or neuromuscular impairments, deaf/blind, functionally blind, moderately and severely mentally handicapped, etc.);

social/emotional and physical capacities and capabilities such that goals set for the special education student or if by the student's inclusion, the goals for the regular physical education program must be significantly modified (p. 8).

Competencies/Certification of Professionals in the Adapted Physical Education Field. "The Adapting Physical Education Activities" book stated those individuals responsible for adapted physical education. It noted that:

As of September, 1980, as stated in the Public Law 94-142, regular physical education teachers will be held responsible for providing appropriate physical education services to handicapped students. In order to insure an appropriate program, these teachers must be made aware of their rights and responsibilities (p. 2)

Bryan Bowman, of the Georgia State Department of Education, added that there was another individual capable of delivering adapted physical

education services. A teacher of special education in a self-contained classroom is also able to provide adapted physical education services.

Curriculum/Learner Outcomes in Adapted Physical Education. The "Adapting Physical Education Activities" book presented a list of five benefits of adapted physical education. Each of the five benefits listed is followed by a short paragraph giving more details of the specific benefit. The five benefits listed were: (1) Educational, (2) Physical, (3) Social, (4) Economical, and (5) Psychological benefits.

Kentucky

The information in Table V was obtained from the "Kentucky Administrative Regulations Related to Exceptional Children," and by personal contact with Ann Moll of the Kentucky State Department of Education (see Appendix A). The rate of Adapted Physical Education rules and regulations for the state of Kentucky was: state total = 14.

Definition of Adapted Physical Education. According to Ann Moll, the state of Kentucky does not have a definition for adapted physical education. Currently, a task force in the state is developing an adapted physical education definition to be used by the state of Kentucky.

Evaluation Criteria for Placement in Adapted Physical Education. The "Kentucky Administrative Regulations Related to Exceptional Children," February, 1990, noted criteria of evaluation and the qualified personnel to make the evaluation. The document stated:

Areas for evaluations shall be determined by the appropriate admissions and release committee and as specified by regulations related to the suspected area of exceptionality, including where appropriate, health, vision, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities (pp. V-18, V-19).

TABLE V
RULES AND REGULATIONS RESULTS: KENTUCKY

	Score
Definition of Adapted Physical Education	4
Evaluation Criteria for Placement in Adapted Physical Education	3
Competencies/Certification of Professionals in the Adapted Physical Education Field	3
Curriculum/Learner Outcomes in Adapted Physical Education	<u>4</u>
Kentucky Total	14

The personnel to perform the evaluation are to be "qualified personnel." This term means:

. . . those artified special education personnel and others who have certification, licensing, registration, or other comparable requirements which apply to the area of child evaluation. Such personnel shall be trained in specific areas of child evaluations and shall assure that they:

1. Have the expertise to conduct the evaluation;
2. Understand the use of the different evaluation procedures;
3. Properly administer and interpret the evaluation results;
4. Such personnel may include but are not limited to: educational diagnosticians, assessment specialists, classroom teachers, speech and language therapists, counselors (pp. V-18, V-19).

Ann Moll added that the individual school districts determine the criteria for placement in adapted physical education to be used, and that the evaluation is done by a team including the teacher.

Competencies/Certification of Professionals in the Adapted Physical Education Field. The Kentucky Administrative Regulations stated a brief comment concerning the teacher competencies required: "Teachers employed for a teaching assignment in a classroom unit for exceptional pupils shall hold appropriate state certification in the areas of assignment" (p. V-2).

It was noted by Ann Moll that there is no distinction between adapted physical education and regular physical education. Therefore, adapted physical education is delivered by physical education certified teachers with help from other professionals, such as physical therapists, when needed.

Curriculum/Learner Outcomes in Adapted Physical Education. Currently, there are no state mandated curriculum/learner outcomes in adapted physical education. The Kentucky task force is in the process of developing the curriculum/learner outcomes to be gained from adapted physical education.

Louisiana

The information in Table VI was obtained from "Understanding Rules, Regulations and Procedures," "Competency Testing for Adapting Physical Education," and "Adapted Physical Education Curriculum Guide" (all from Louisiana Department of Education), and by personal contact with Janice Fruge' of the Louisiana Department of Education (see Appendix A). The rate of Adapted Physical Education rules and regulations for the state of Louisiana was: state total = 4.

TABLE VI
RULES AND REGULATIONS RESULTS: LOUISIANA

	Score
Definition of Adapted Physical Education	1
Evaluation Criteria for Placement in Adapted Physical Education	1
Competencies/Certification of Professionals in the Adapted Physical Education Field	1
Curriculum/Learner Outcomes in Adapted Physical Education	<u>1</u>
Louisiana Total	4

Definition of Adapted Physical Education. The Inservice training materials for the state of Louisiana provided the document entitled, "Understanding Rules, Regulations and Procedures." This document was from the Office of Special Educational Services, Louisiana Department of Education. The state definition of adapted physical education was stated as:

Adapted physical education is a specially designed physical education for those exceptional students for whom significant deficits in the psychomotor domain have been identified...and who, if school aged, are unable to participate in regular physical education programs on a full-time basis (p. 15).

"Understanding Rules, Regulations and Procedures" further defined adapted physical education as:

. . . an alternative setting for delivery of adapted physical education required by an I.E.P. in which all of the following conditions exist:

1. Instruction provided by a certified adapted physical education teacher. Consultative and evaluative services may be provided in addition to caseloads indicated below.

2. Only exceptional children are enrolled whose need is documented in accordance with criteria for participation in adapted physical education established by the Department (Louisiana Education Department).
3. Enrollment is in accordance with the pupil/teacher ratios listed in Appendix I, Part B.
4. In cases of mixed grouping, the lower caseload level as listed shall be used when the majority of the membership is in that lower caseload level. However, the instructional groups shall not be mixed by level of severity in the same class (p. 68).

The "Competency Testing for Adapted Physical Education," Bulletin 1641, revised 1989, from the Louisiana Department of Education Office of Special Education Services, noted that physical education for students with disabilities was required by PL 94-142. It defined physical education as ". . . the development of 1) physical education and motor fitness; 2) fundamental motor skills and patterns; and 3) skills in aquatics, dance, and individual and group games and sports" (n.p.).

Evaluation Criteria for Placement in Adapted Physical Education.

In the document, "Understanding Rules, Regulations and Procedures," a list of eligibility criteria is presented. The list is as follows:

- A. Evidence of a motor deficit as demonstrated by performance at least one and one-half standard deviations below the mean for student's chronological age on instruments which measure a broad range of fine and gross motor abilities. Some instruments used to assess students aged 0 through 5 years may yield a developmental age score instead of a standard score. In such cases, the student must demonstrate a motor delay of at least 20% of the chronological age.
 1. Students with a motor delay of 20% to 60% shall be identified as mildly/moderately motor deficient.
 2. Students with a motor delay of 61% or greater shall be identified as severely motor deficient.
- B. Exceptional students aged 6 through 21.
 1. Evidence of a motor deficit as demonstrated by performance at least one and one-half standard deviations below the mean for the student's chronological age on

instruments which measure a broad range of fine and gross motor abilities.

2. Evidence that the student meets 70% or less of the State identified physical education competencies for the grade level appropriate to the students' chronological age.
 - a. Students meeting 20 to 70% of the competencies shall be identified as mildly/moderately motor deficient.
 - b. Students meeting 19% or less of the competencies shall be identified as severely motor deficient.
3. Corroboration of the motor deficit and the need for adapted physical education provided by the evaluator based upon observation of the student (pp. 16-17).

Also, the "Understanding Rules, Regulations and Procedures" document designated the individual to perform the evaluation. It noted that:

Bulletin 1508 mandates an evaluation conducted by an adapted physical education teacher or professionals experienced in motor assessment. The competency test must be conducted by a physical education teacher or adapted physical education teacher (preferred). An occupational therapist or a physical therapist may be utilized for a portion of the process, but the competency test cannot be administered by a therapist (p. 18).

Janice Fruge' stated that evaluation criteria for the preschool level is determined by the school districts. The competency tests used at the preschool level must be standardized and can be given by an occupational therapist or a physical therapist. She also noted that the evaluations must use a standardized tool and use a competency test. For testing of students above the preschool level, the test "must" be given by the adapted physical education teacher.

Competencies/Certification of Professionals in the Adapted Physical Education Field. Janice Fruge' stated that the requirements for adapted physical education include 12 to 15 hours of coursework added to the regular physical education requirements. According to the "Adapted Physical Education Curriculum Guide," Bulletin 1717, Louisiana Department

of Education, the State requirements for adapted physical education teachers were:

A. Basic Requirements

1. State Certification in Physical Education (includes items 2,3 and 4).
2. Motor Development and Learning.
3. Introduction to the Study of Exceptional Children.
4. Tests and Measurements (Physical Education or Education or Psychological).

B. Specialized Requirements

1. Introducing Physical Education for All Handicapped Children.
2. Behavioral and Educational Impairment and Physical Education.
 - 2a. Practicum in Behavioral and Educational Impairment and Physical Education.
3. Chronic Disability and Physical Education.
 - 3a. Practicum in Chronic Disability and Physical Education.
4. The Physical Education Curriculum for All Handicapped Children (p. 35).

Curriculum/Learner Outcomes in Adapted Physical Education. The "Adapted Physical Education Curriculum Guide," Bulletin 1717, is made up of a number of activity units for adapted physical education. Within these activity units are various "performance objectives" to be met by individuals in adapted physical education programs. The "performance objectives" are to be accomplished in the following activities: (1) Movement; (2) Physical Fitness; (3) Individual and Dual Sports (aquatics, badminton, track and field, archery, bowling, and gymnastics); (4) Team Sports (basketball, softball, volleyball, and soccer); (5) Leisure Activities (recreational games, outdoor education).

Mississippi

The information in Table VII was obtained by personal contact with Troy James of the Mississippi State Department of Education (see Appendix

A). The rate of Adapted Physical Education rules and regulations for the state of Mississippi was: state total = 14.

TABLE VII
RULES AND REGULATIONS RESULTS: MISSISSIPPI

	Score
Definition of Adapted Physical Education	4
Evaluation Criteria for Placement in Adapted Physical Education	4
Competencies/Certification of Professionals in the Adapted Physical Education Field	2
Curriculum/Learner Outcomes in Adapted Physical Education	<u>4</u>
Mississippi Total	14

Definition of Adapted Physical Education. In the state of Mississippi there is no written definition of Adapted Physical Education. This was noted by Troy James of the Mississippi State Department of Education.

Evaluation Criteria for Placement in Adapted Physical Education. There are no written criteria for placement in Adapted Physical Education for the state of Mississippi. A physical therapist evaluates the child and prescribes therapy. Troy James also noted that no adapted physical education evaluation is given.

Competencies/Certification of Professionals in the Adapted Physical Education Field. As noted by Troy James, in Mississippi teachers who deliver services to children with disabilities are required to have some courses/certification in adapting activities. These teachers can be physical education teachers and/or special education teachers.

Curriculum/Learner Outcomes in Adapted Physical Education. Troy James stated that there are no written curriculum/learner outcomes in the state of Mississippi. All outcomes/goals are developed by each student's individual IEP committee. He noted that more physical therapy is done and these therapists prescribe adapted physical education programs for individual students. The therapist also dictates the adapted physical education functioning for the individual student.

North Carolina

The information in Table VIII was obtained from "Adapted Physical Education, A Resource Manual" and "Adapted Physical Education, Considerations and Guidelines" (both from the North Carolina Department of Public Instruction), and by personal contact with James E. Rich of the North Carolina Agricultural and Technical State University (see Appendix A). The rate of Adapted Physical Education rules and regulations for the state of North Carolina was: state total = 9.

Definition of Adapted Physical Education. Adapted Physical Education was defined exactly the same in two documents. One was the "Adapted Physical Education, A Resource Manual: A Guide to Enhance the Physical Education services for Handicapped Students Preschool through Grade 12 from the Division for Exceptional Children North Carolina Department of Public Instruction 1989" (Section I) and two, the "Adapted Physical

Education Considerations and Guidelines for Establishing Programs at the Local Education Agency from the Division for Exceptional Children North Carolina Department of Public Instruction."

TABLE VIII
RULES AND REGULATIONS RESULTS: NORTH CAROLINA

	Score
Definition of Adapted Physical Education	1
Evaluation Criteria for Placement in Adapted Physical Education	4
Competencies/Certification of Professionals in the Adapted Physical Education Field	3
Curriculum/Learner Outcomes in Adapted Physical Education	<u>1</u>
North Carolina Total	9

The Adapted Physical Education definition stated in these two documents was:

. . . a diversified program of activity specially designed for an individual who meets verification criteria for physical, mental and/or emotional handicapping conditions and is not able to participate safely and/or successfully in the regular physical education program (p. 2).

Evaluation Criteria for Placement in Adapted Physical Education.

The "Adapted Physical Education, A Resource Manual" identified that the assessment of handicapped students is necessary to plan instruction, to

develop programs, to identify needs of students, and to chart the students' progress. The person who should conduct the assessment is not directly addressed and the criteria to be assessed is also not directly addressed (Section VI Assessment).

The "Adapted Physical Education Considerations and Guidelines for Establishing Programs at the Local Education Agency" acknowledged the referral and placement process. It noted that students considered for adapted physical education ". . . should follow the same referral and placement regulations as for any other service for exceptional children" (p. 4). James E. Rich added that each school determines its own evaluation criteria (method). These schools' evaluations for placement meet their own individual school's curriculum requirements for adapted physical education.

Competencies/Certification of Professionals in the Adapted Physical Education Field. The "Adapted Physical Education Considerations and Guidelines for Establishing Programs at the Local Education Agency" mentioned the present situation with professionals in adapted physical education within the state of North Carolina. The document stated that:

There are professionals currently working in the local education agencies who have a genuine interest in adapted physical education. They know the school system and are already established in the school system and community. If they wish to work towards qualifications and certification in adapted physical education, they might be considered for adapted physical education positions (page 12).

James E. Rich stated that there is no certification required to be adapted physical education teachers. However, it is recommended that adapted physical education teachers have a master's degree in some physical education field. Some North Carolina schools that offer Adapted Physical Education training are: North Carolina Central University,

North Carolina Agricultural and Technical State University at Greensboro, and East Carolina University. These schools are federally regulated to meet certain standards in education. Currently, the state of North Carolina has 87 adapted physical education teachers performing adapted physical education services around the state.

Curriculum/Learner Outcomes in Adapted Physical Education. In the "Adapted Physical Education, A Resource Manual" (Section III), the goals of adapted physical education are listed. These goals include the following:

The ultimate goals of adapted physical education are that each student develops to his/her fullest potential skills which will enable them to pursue physical fitness and lifetime activities as an adult. The students should develop competencies in the following areas in accordance with their individual abilities in order to be a physically educated person:

Fundamental Motor Skill--locomotor, nonlocomotor, manipulative
Perceptual Motor--body awareness, visual and auditory discrimination, visual-motor coordination

Recreational Dance--American folk, square and round dances, traditional and contemporary

Gymnastics--balance, stunts, tumbling, apparatus, body positioning

Games--low organizational, lead-up activities, motor and manipulative skills

Sports--team games, traditional sports

Physical Fitness--cardiovascular endurance, flexibility, strength

Knowledge and the intellectual skills and abilities necessary for successful participation in physical activities

Positive self-image through successful participation

Desirable social behavioral through successful participation

Aquatic Skills; i.e., survival techniques, basic strokes, boating, scuba, sailing

Outdoor Education.....i.e., camping, hiking, compass reading, etc.

An Adapted Physical Education Program also strives to promote:

Intellectual development through participation in appropriate activities

Understanding of one's limitations while enjoying safe and successful participation

Further emphasis on development of lifetime/leisure skill activities (n.p.).

In the "Adapted Physical Education Considerations and Guidelines for Establishing Program at the Local Education Agency," a list of objectives were given for adapted physical education. These objectives were:

The general goals of physical education and adapted physical education are the same. Both seek to develop or maintain:

- Maximum physical fitness levels
- Efficient and effective motor skills
- Lifetime/leisure activity skills
- Positive self-image
- Social awareness and behavior

The adapted physical education program also strives to promote:

- Intellectual development through appropriate activities
- Understanding of one's limitations while enjoying safe and successful participation
- An increase in sensory awareness and sensory-motor integration
- A desire for the understanding of and the benefits derived from being physically educated (p. 2).

Oklahoma

The information in Table IX was obtained from "A Lifetime Experience, Physical Education K-12" and "Oklahoma Policies and Procedures for Special Education" (both from the Oklahoma State Department of Education), and by personal contact with Debbie Well of the Oklahoma State Department of Education (see Appendix A). The rate of Adapted Physical Education rules and regulations for the state of Oklahoma was: state total = 9.

Definition of Adapted Physical Education. The publication, "A Lifetime Experience, Physical Education K-12," from the State Department of Education, defined adapted physical education as:

The Committee on adapted physical education of the American Association of Health, Physical Education, Recreation and Dance states that adapted physical education is a diversified program of developmental activities, games, sports and rhythms suited to the interests, capacities and potentials of students with disabilities who may not safely or successfully engage in

unrestricted participation in the rigorous activities of the general physical education program.

121a.14 Special Education (PL 94-142):

(a) (1) As used in this part, the term 'special education' means specially designed instruction at no cost to the parents, to meet the unique needs of a handicapped child including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions.

(2) Physical Education is defined as follows:

(i) The term means the development of:

(A) Physical and motor fitness;

(B) Fundamental motor skills and patterns; and

(C) Skills in aquatics, dance, and individual and group games and sports (including intramurals and lifetime sports).

(ii) The term includes special education, adapted physical education, movement education, and motor development (p. 29).

TABLE IX

RULES AND REGULATIONS RESULTS: OKLAHOMA

	Score
Definition of Adapted Physical Education	1
Evaluation Criteria for Placement in Adapted Physical Education	3
Competencies/Certification of Professionals in the Adapted Physical Education Field	4
Curriculum/Learner Outcomes in Adapted Physical Education	<u>1</u>
Oklahoma Total	9

Evaluation Criteria for Placement in Adapted Physical Education. In "A Lifetime Experience, Physical Education K-12," the evaluation criteria of students in adapted physical education is discussed. It noted ". . . pretests improvement in each of the following areas: gross motor, balance, motor control, eye-hand coordination, fine muscle control, visual skills and auditory skills" (p. 45), but there is no mention of who is to perform the evaluation. Instead, the document gave a list of suggested evaluation tests to be used in adapted physical education evaluations.

The "Oklahoma Policies and Procedures for Special Education" document, State Department of Education, 1991, depicted the "federal regulations" regarding special education placement. These regulations did not specifically state adapted physical education placement criteria, but are considered to be accurate for adapted physical education placement, as noted by Debbie Well of the Oklahoma State Department of Education.

The regulations listed were:

1. Tests and other evaluation materials:
 - a. Are provided and administered in the child's native language or other mode of communication unless it is clearly not feasible to do so;
 - b. Have been validated for the specific purpose for which they are used, and;
 - c. Are administered by qualified personnel in conformance with state policies.
2. Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient.
3. Tests are selected and administered so as best to ensure that when a test is administered to a child with impaired sensory, manual, or speaking skills, the test results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (except where the those skills are the factors which the test purports to measure).

4. No single procedure is used as the sole criterion for determining an appropriate educational program for a child.
5. The evaluation is made by a multidisciplinary team or group of persons, including at least one teacher or other specialist with knowledge in the area of suspected disability.
6. The child is assessed in all areas related to the suspected disability, including where appropriate, health, vision, hearing, social emotional status general intelligence academic performance, communicative status, and motor abilities.
7. Testing and evaluation materials and procedures used for the purpose of evaluation and placement of handicapped children must be selected and administered so as not to be racially or culturally discriminatory (p. 30).

Competencies/Certification of Professionals in the Adapted Physical Education Field. According to Debbie Well, there are no state requirements for adapted physical education teachers. Adapted physical education services can be delivered by regular physical education teachers, special education teachers or physical therapists and occupational therapists.

Curriculum/Learner Outcomes in Adapted Physical Education. "A Lifetime Experience" listed some "Functional Goals for Adapted Physical Education" as:

- A. Protect conditions from aggravation by acquainting each student about his/her limitations and capacities and arranging a program within each students physiological work capacity and exercise tolerance.
- B. Provide each student with opportunities to develop organic vigor, muscular strength, joint function, and endurance within limits of his or her disability.
- C. Provide each student with opportunities for normal social development through recreational sports and games appropriate to age group and interests.
- D. Provide each student with opportunities to develop skills in recreational sports within the limits of one's own disability.

- E. Contribute to security through improved function and increased ability to meet the demands of daily living.
- F. Aid in social development adjustment and/or resocialization of the individual when an impairment or disability is permanent.
- G. Provide opportunities for normal social development through physical activities appropriate to age group and interests.
- H. Accomplish needed therapy, correction, and restoration of function for conditions which can be improved or removed.
- I. Develop personal pride in overcoming impairments, disabilities, and weaknesses.
- J. Develop an appreciation for individual differences and the capacity to accept limitations without withdrawing from a group (pp. 30-31).

South Carolina

The information in Table X was obtained from Beth Lemon of the South Carolina Department of Education (see Appendix A). The rate of Adapted Physical Education for the state of South Carolina was: state total = 15.

TABLE X
RULES AND REGULATIONS RESULTS: SOUTH CAROLINA

	Score
Definition of Adapted Physical Education	4
Evaluation Criteria for Placement in Adapted Physical Education	4
Competencies/Certification of Professionals in the Adapted Physical Education Field	3
Curriculum/Learner Outcomes in Adapted Physical Education	<u>4</u>
South Carolina Total	15

Definition of Adapted Physical Education. Beth Lemon stated that there is no state definition written for adapted physical education.

Evaluation Criteria for Placement in Adapted Physical Education. The criteria used for placing a student in adapted physical education is determined by the student's IEP committee. There are no written criteria for placement in the state of South Carolina, as noted by Beth Lemon.

Competencies/Certification of Professionals in the Adapted Physical Education Field. According to Beth Lemon, the regular physical education teachers deliver the adapted physical education services. Again, there are no written competencies for professionals to obtain in South Carolina.

Curriculum/Learner Outcomes in Adapted Physical Education. The curriculum outcomes for students in South Carolina are set forth by each student's IEP committee. The state of South Carolina does not have any mandated curriculum/learner outcomes, as mentioned by Beth Lemon.

Tennessee

The information in Table XI was obtained from personal contact with Regan Stein of the Tennessee Department of Education (see Appendix A). The rate of Adapted Physical Education rules and regulations for the state of Tennessee was: state total = 16.

Definition of Adapted Physical Education. According to Regan Stein of the Tennessee State Department of Education, there is no written definition of adapted physical education for the state of Tennessee.

TABLE XI
RULES AND REGULATIONS RESULTS: TENNESSEE

	Score
Definition of Adapted Physical Education	4
Evaluation Criteria for Placement in Adapted Physical Education	4
Competencies/Certification of Professionals in the Adapted Physical Education Field	4
Curriculum/Learner Outcomes in Adapted Physical Education	<u>4</u>
Tennessee Total	16

Evaluation Criteria for Placement in Adapted Physical Education.

Schools that have knowledge of disabilities modify their physical education programs. Placement in adapted physical education is determined by the student's IEP committee, along with professionals such as physical therapists and occupational therapists. There is no specification of an adapted physical education teacher performing the evaluation. It is usually completed by a physical therapist and/or an occupational therapist. This information was noted by Regan Stein.

Competencies/Certification of Professionals in the Adapted Physical Education Field. Regan Stein noted that Tennessee has no rules or regulations that specify who is to deliver adapted physical education services. Adapted physical education services can be delivered by the regular physical education teacher, therapists, or by the special

education teacher. The only competency required for the special education teacher is a general special education certificate.

Curriculum/Learner Outcomes in Adapted Physical Education. There are no state mandated curriculum/learner outcomes in adapted physical education, as noted by Regan Stein. These outcomes are determined by each student's IEP committee.

Texas

The information in Table XII was obtained from the "Physical Education for Handicapped Students" (Texas Education Agency), and by personal contact with Marty Urand of the Texas Department of Education (see Appendix A). The rate of Adapted Physical Education rules and regulations for the state of Texas was: state total = 7.

TABLE XII
RULES AND REGULATIONS RESULTS: TEXAS

	Score
Definition of Adapted Physical Education	1
Evaluation Criteria for Placement in Adapted Physical Education	3
Competencies/Certification of Professionals in the Adapted Physical Education Field	2
Curriculum/Learner Outcomes in Adapted Physical Education	<u>1</u>
Texas Total	7

Definition of Adapted Physical Education. The "Physical Education for Handicapped Students" Technical Assistance Bulletin from the Texas Education Agency of Special Education defined adapted physical education with two separate definitions. Adapted physical education is defined according to the special education rules, including ". . . the development of physical fitness, fundamental motor skills and skills in sports and games" (p. 1) (taken from the federal definition). Adapted physical education is defined as:

. . . the science of analyzing movement, identifying deficiencies within the psychomotor domain, and developing instructional strategies to remediate identified deficiencies. It encourages positive social interaction and self-esteem and facilitates motor achievement (p. 1).

Evaluation Criteria for Placement in Adapted Physical Education.

The "Physical Education for Handicapped Students," Technical Assistance Bulletin, discussed the assessment criteria for placement of a student in adapted physical education. The items evaluated were:

The assessment of an individual's physical factors (including psychomotor abilities) must consist of an examination of physical conditions which directly affect the student's ability to profit from the educational process. A general medical examination shall be required only when specified by eligibility criteria or when abnormal physical factors have been identified as part of the assessment of physical factors. The health information collected during the referral process shall be sufficient if a complete medical examination is not required by specific eligibility criteria and if there are no indications of need for further physical assessment (p. 2).

Competencies/Certification of Professionals in the Adapted Physical Education Field. In the "Physical Education of Handicapped Students," Technical Assistance Bulletin, the competencies/certification of professionals is stated. These competencies were listed as follows: "Physical Education teachers--because of their training and experience in motor education as a specialized teaching area--should be the main resource for

the adapted physical education program" (p. 13). The document added that physical education for the handicapped may be provided by the following personnel:

- (i) special education instructional or related service personnel who have the necessary skills and knowledge;
 - (ii) physical education teachers;
 - (iii) occupational therapists;
 - (iv) physical therapists; or
 - (v) occupational therapy assistants or physical therapy assistants working under supervision in accordance with the standards of their profession.
- (B) When these services are provided by special education personnel, the district must document that they have the necessary skills and knowledge. Documentation may include, but need not be limited to inservice records, evidence of attendance at seminars or workshops, or transcripts of college courses (p. 15).

The following are some recommendations for competencies in adapted physical education:

- (1) Knowledge of motor characteristics, behaviors, and developmental sequences (including birth through 22) associated with various handicapping conditions in relation to normal motor development,
- (2) Knowledge or neurological basis of normal and abnormal motor control and sensory motor integration methods for teaching physical education to severely handicapped, non-ambulatory, and multiply handicapped students,
- (3) Skills in psychomotor assessment and a variety of physical education techniques and procedures for implementing the individual education plan, and
- (4) Developmental teaching methods/materials and organizational abilities in physical and motor skills in aquatics, dance, individual and group games and sports for students with handicapping conditions and/or motor problems (p. 15).

Curriculum/Learner Outcomes in Adapted Physical Education. The "Physical Education for Handicapped Students," Technical Assistance Bulletin, described the essential elements, objectives, and skills to be acquired for prekindergarten to twelfth grade. These outcomes are broken down into two sections, prekindergarten to sixth grade and seventh to

twelfth grade. The sections are then further broken down into the first essential element of "physical fitness development to improve quality of life" to "sequential gymnastics and tumbling skills" for prekindergarten to sixth grade. For grades seven to twelve, the essential elements range from "knowledge and motor skills basic to effective movement" to "Knowledge and skills for leisure and lifetime sports activities." Within each essential element there are specific skills to be accomplished, each of which are in a sequential order. (These curriculum/learner outcomes can be found on pages 4 through 6.)

Virginia

The information in Table XIII was obtained from the "Physical Education Guide" (Virginia Department of Education), and by personal contact with Del Moser of the Virginia Department of Education (see Appendix A). The rate of Adapted Physical Education rules and regulations for the state of Virginia was: state total = 7.

Definition of Adapted Physical Education. "The Physical Education Guide for Students with Handicapping Conditions" from the Virginia Department of Education Division of Special Education Programs, Pupil Personnel Services and the Division of Sciences and Elementary Administration, Revised 1986, used the same adapted physical education definition as AAHPERD. Adapted physical education was defined as:

. . . a diversified program of developmental activities, games sports, and rhythms suited to the interests, capacities, and limitations of students with disabilities who may not safely or successfully engage in unrestricted participation in the vigorous activities of the general physical education program (p. 4).

TABLE XIII
RULES AND REGULATIONS RESULTS: VIRGINIA

	Score
Definition of Adapted Physical Education	1
Evaluation Criteria for Placement in Adapted Physical Education	3
Competencies/Certification of Professionals in the Adapted Physical Education Field	2
Curriculum/Learner Outcomes in Adapted Physical Education	<u>1</u>
Virginia Total	7

Evaluation Criteria for Placement in Adapted Physical Education.

The evaluation for placement was in the "Physical Education Guide for Students with Handicapping Conditions." The recommendations for placing students in adapted physical education were:

1. Screening results showing severe defects in:
 - ... physical and motor fitness;
 - ... fundamental motor skills and patterns; and
 - ... skills in aquatics, dance, individual and group games and sports (including lifetime sports).
2. Observations and reports by physical education instructors, special education teachers, and other school personnel.
3. Medical and psychological reports (i.e., a temporary condition such as a broken bone, pregnancy, or illness of a short duration).

The reports should clearly indicate the degree to which the student is able to participate safely and successfully in a physical education program (p. 11).

The personnel to perform the assessment was listed as follows:

The physical education assessment should be done by the physical education teacher. Additional input may be needed from: special education teachers, physical therapists, classroom teachers, occupational therapists, parents, and physicians.

Members of a multidisciplinary team:

should be involved in sharing knowledge of the students' individualized needs, in developing a favorable setting and in setting up guidelines for the assessment (p. 12).

Competencies/Certification of Professionals in the Adapted Physical Education Field. The responsibilities of the physical education teacher were listed in the "Physical Education Guide for Students with Handicapping Conditions." Those responsibilities were:

Assist with the identification of students with handicapping conditions.

Is knowledgeable of the laws and regulations pertaining to students with handicapping conditions.

Makes contributions to the I.E.P. of any special education student assigned to the class.

Becomes knowledgeable of the implications for activities required for individuals with various handicapping conditions.

Consults with and involves the special education teacher when appropriate.

Plans ways to involve students with handicapping conditions into class activities.

Communications with parents and medical professionals.

Gives consideration to effort and improvement when grading students with handicapping conditions.

Considers the fact that some handicapping conditions may require special dress.

Provides physical education assessment (p. 6).

Curriculum/Learner Outcomes in Adapted Physical Education. The "Physical Education Guide for Students with Handicapping Conditions"

stated some functional goals of adapted physical education. These goals included:

Acquainting each student with information about personal abilities as well as limitations.

Providing each student with opportunities to develop organic vigor, muscular strength, joint function, and endurance within the limits of the individual's disability.

Providing each student with opportunities for social development through recreational sports and games that are appropriate to age group and interests.

Providing each student with opportunities to develop skills in recreational and lifetime sports and games.

Contributing to the student's ability to meet demands of daily living.

Developing appreciation for individual differences and capacities to accept limitations without drawing from a group (p. 8).

Discussion of the Results

Introduction

This section has been divided into a discussion of the results as found state by state. Each state's Department of Education Rules and Regulations regarding Adapted Physical Education have been listed in detail in the previous section. This discussion focuses on the information provided, how the information was interpreted, and how the information was rated.

Alabama

The state of Alabama received a state total of six. On the definition of adapted physical education, Alabama was given a two. This was due to the fact that there was no adapted physical education definition beyond that of PL 94-142.

The evaluation for placement in adapted physical education for Alabama scored a two also. The documents stated the exact guidelines for placing a student in adapted physical education, but the stipulation as to who would perform the evaluation stated that the evaluation be made by a ". . . multidisciplinary team or group of persons including at least one teacher or other specialist with knowledge in the suspected disability" (p. 23). This statement did not require that an adapted physical education specialist perform the evaluation. It simply noted that any teacher or specialist having knowledge about the disability would be sufficient for the evaluation process.

Alabama scored a one for the competencies/certification of professionals in the adapted physical education field. This was due to the fact that teachers are only required to obtain state mandated minimums of adapted physical education knowledge. These individuals could be regular physical education teachers or special education teachers.

For the curriculum/learner outcomes in adapted physical education, the state of Alabama scored a one. The documents listed some specific adapted physical education objectives. These objectives were designed especially for adapted physical education, not regular physical education with adaptations.

Arkansas

The information for the state of Arkansas was given by Margie Wood of the Arkansas State Department of Education. Arkansas received a state total of 11 for the rules and regulations regarding adapted physical education in the state of Arkansas.

The state of Arkansas was given a score of two for the definition of adapted physical education. The information noted by Margie Wood

revealed that Arkansas uses the federal definition (PL 94-142) of adapted physical education.

For the evaluation criteria for placement in adapted physical education, Arkansas received a score of four. No evaluation criteria for placement in adapted physical education is specified. Students receiving physical therapy are evaluated for adapted physical education through the therapy sessions. If adapted physical education is necessary, the student's IEP committee makes the recommendations for placement in adapted physical education.

A score of three was given for Arkansas' competencies/certification of professionals in the adapted physical education field. If a teacher meets the state certification requirements for regular physical education or special education, then that also qualifies the teacher to teach adapted physical education.

For curriculum/learner outcomes in adapted physical education, Arkansas scored a two. This was due to the fact that most students with disabilities in the state of Arkansas are enrolled in regular physical education programs. Thus, the students are to meet the regular physical education outcomes with some adaptations. If a student does have adapted physical education, the student's IEP committee determines the learner outcomes for that student to meet.

Florida

The state of Florida received a state total of 11. The Florida documents defined adapted physical education the same as PL 94-142, but also added the definition of adapted physical education used by AAHPERD. Thus, Florida received a score of one for the definition of adapted physical education.

The state of Florida does not have any mandated procedures of evaluation criteria for placement in adapted physical education. Each school district within the state sets their own evaluation criteria standards according to each districts own curriculum expectations. Florida, therefore, received a score of four for the evaluation criteria for placement in adapted physical education.

Florida was given a score of two for competencies/certification of professionals in the adapted physical education field. By 1994-95 all individuals teaching adapted physical education will be required to have the basic physical education requirements, plus the adapted physical education endorsement. Without this endorsement in adapted physical education teachers will not be certified to teach adapted physical education.

For curriculum/learner outcomes in adapted physical education, Florida received a four. This was due to the fact that there are no mandated curriculum/learner outcomes in adapted physical education. Each school district is allowed to determine their own curriculum/learner outcomes that reflect the programs offered to students with disabilities in that district and each individual students program.

Georgia

The state of Georgia received a state total of seven. Georgia's definition of adapted physical education score was determined to be a one. The documents showed the PL 94-142 definition of adapted physical education and an adapted physical education definition that was developed for the state of Georgia. This definition focused on adapted physical education as a service, but further defined adapted physical education.

For the evaluation criteria for placement in adapted physical education, Georgia received a score of one. The documents did show some specific evaluation criteria for placement in adapted physical education, although the score given to Georgia for the evaluation criteria for placement in adapted physical education was a two. The score was a two, due to the specialist qualified to perform the evaluation. It was noted that a ". . . multidisciplinary team or group of persons including at least one teacher or specialist with knowledge in the area of disability" (n.p.). No indication was noted as to the specialist being an adapted physical education specialist.

The state of Georgia received a score of three for the competencies/certification of professionals in the adapted physical education field. In Georgia, regular physical education teachers and special education teachers (in self-contained classrooms) were qualified to deliver adapted physical education services. No minimum adapted physical education knowledge or adapted physical education specialists were required for teaching adapted physical education.

Georgia was given a score of one for the curriculum/learner outcomes in adapted physical education. The documents listed five benefits of adapted physical education. These benefits would be the outcome goal of an adapted physical education program in the state of Georgia.

Kentucky

The state of Kentucky received a state total of 14. Kentucky does not currently have a state definition of adapted physical education. Thus, the score for adapted physical education definition given to Kentucky was a four. There is, however, a task force in Kentucky that is developing a state definition to be used for adapted physical education.

According to the present information in Kentucky, the evaluation criteria for placement in adapted physical education scored a three. The areas evaluated for adapted physical education are determined by a committee that knows the student's condition and has knowledge in the student's disability area. The physical education is assessed, but no physical education standards are specifically noted. The person who conducts the evaluation is to be "qualified," thus meeting the requirements that apply to the evaluation area. These evaluation persons could be ". . . educational diagnosticians, assessment specialists, classroom teachers, speech and language therapists, psychologists, psychometrists and counselors" (p. V-19). However, no specification of an adapted physical education specialist was mentioned. Also, the evaluation criteria for placement in adapted physical education was to be determined by the individual school districts which followed the previous guidelines for evaluation.

The competencies/certification of professionals in the adapted physical education field for the state of Kentucky scored a three. There is no distinction, in Kentucky, between the adapted physical education and the regular physical education teacher. The adapted physical education is taught by the regular physical education teacher with the help from other professionals.

The task force in Kentucky is also developing curriculum/learner outcomes in adapted physical education for the state to implement. At the present time there are no state mandated curriculum/learner outcomes in adapted physical education. Therefore, a score of four was given for the curriculum/learner outcomes in adapted physical education in the state of Kentucky.

Louisiana

Louisiana was the only state to receive a perfect total score in this study. The state score given was a four. Louisiana's documents noted three separate definitions for adapted physical education. Two definitions were specific to adapted physical education and one definition followed the PL 94-142 definition. Thus, a score of one was given for the definition of adapted physical education.

The state of Louisiana received a score of one for the evaluation criteria for placement in adapted physical education. The documents showed the physical education assessment criteria for placement in adapted physical education and detailed the criteria for specific age groups (0 to 5 years and 6 to 21 years). It was noted by Janice Fruge' that the evaluation personnel for ages 0 to 5 years could be occupational therapists or physical therapists, but for ages 6 to 21 years, an adapted physical education specialist "must" perform the evaluation.

A score of one was also given to Louisiana for the competencies/certification of professionals in the adapted physical education field. The documents stated the specific courses and requirements for adapted physical education certification. Janice Fruge' stated that adapted physical education teachers are required to obtain 12 to 15 hours of course work over that course work required for basic (regular) physical education teachers.

The Louisiana documents listed some specific curriculum/learner outcomes in adapted physical education, thus resulting in a score of a one. These "performance objectives" had a wide range of activities that reflected the regulations listed in the PL 94-142 definition of adapted

physical education. Within these various activities were listed some detailed objectives to be accomplished by students with disabilities.

Mississippi

Mississippi received a state total of 14. Mississippi has no written definition of adapted physical education used by the state, as noted by Troy James. Therefore, a score of a four was given for the definition of adapted physical education.

For the evaluation criteria for placement in adapted physical education, Mississippi received a four. There are no written evaluation criteria mandated by the state of Mississippi. A physical therapist performs any evaluations and prescribes the therapy to be performed for the student with disabilities.

In Mississippi, physical education or special education teachers may teach adapted physical education as long as they have some coursework or certification in adapting activities. Thus, a score of two was given for the competencies/certification of professionals in the adapted physical education field.

The curriculum/learner outcomes in adapted physical education are determined by each student's IEP committee. There are no written curriculum/learner outcomes in adapted physical education for the state of Mississippi. Therefore, a score of four was given for Mississippi's curriculum/learner outcomes in adapted physical education.

North Carolina

North Carolina was given a state score of nine and a state percentage rate of 58.33%. According to the documents, North Carolina defined adapted physical education similarly to the definition given by

AAHPERD. A score of one was given for the definition of adapted physical education based on the states definition being in more detail than that of PL 94-142.

A score of four was given for North Carolina's evaluation criteria for placement in adapted physical education. The documentation showed the necessity of physical education assessments, but did not stipulate who should evaluate the students or specifically what should be evaluated. James E. Rich noted that the evaluation process is determined by the individual school districts according to the school's curriculum structure.

Competencies/certification of professionals in the adapted physical education field for North Carolina received a score of three. In North Carolina, there are no required competencies or certifications for professionals in adapted physical education. It is, however, recommended (not mandated) that persons who teach adapted physical education have a master's degree in some physical education field.

The curriculum/learner outcomes in adapted physical education score for North Carolina was a one. The documents showed 24 outcomes to be accomplished by an adapted physical education program. These curriculum/learner outcomes in adapted physical education ranged from fundamental motor skills and patterns and physical fitness to lifetime leisure skills and an understanding of one's limitations.

Oklahoma

Oklahoma received a state total of nine. For defining adapted physical education, Oklahoma was given a score of one. The documents showed that Oklahoma has accepted the AAHPERD definition of adapted

physical education, which is more complete than the PL 94-142 definition of adapted physical education.

The evaluation criteria for placement in adapted physical education for Oklahoma received a score of three. The information in the Oklahoma documents showed the need for evaluations and some guidelines of choosing/performing evaluations. However, these documents did not state the criteria for placement in adapted physical education, or the person to perform the evaluation or the specific details of an evaluation. The documents did indicate that physical education was being assessed, but not in detail.

Oklahoma scored a four for the competencies/certification of professionals in the adapted physical education field. There are no written state requirements for persons delivering adapted physical education services. According to Debbie Well, the adapted physical education services are being delivered by regular physical education teachers, special education teachers, Occupational therapists and Physical therapists.

The Oklahoma documents showed that there were some state "functional goals." Therefore, a score of one was given for curriculum/learner outcomes in adapted physical education. The goals listed for Oklahoma were not specific about the performance standards needing to be accomplished by a student.

South Carolina

The state of South Carolina received a state total of 15. Information for the South Carolina rules and regulations was given by Beth Lemon. This information indicated that there is no written definition of adapted physical education used by the state of South Carolina,

thus resulting in a score of four for the definition of adapted physical education.

The state of South Carolina received a score of four for the evaluation criteria for placement in adapted physical education. A student's IEP committee determines the criteria for placement in adapted physical education. There are no written state criteria to be met for adapted physical education placement.

South Carolina received a score of three for the competencies/certification of professionals in the adapted physical education field. The regular physical education teachers deliver the adapted physical education services and no minimum requirements are needed to deliver adapted physical education services.

Curriculum/learner outcomes in adapted physical education are again decided by the student's IEP committee. There are no written outcomes expected from the delivery of adapted physical education services. Therefore, the score of four was given for curriculum/learner outcomes in adapted physical education.

Tennessee

Tennessee scored a 16 for a state total. In Tennessee, according to Regan Stein, there are no written rules and regulations concerning the adapted physical education. There is no written state definition for adapted physical education in Tennessee. A student's IEP committee determines the evaluation criteria for placement in adapted physical education by consulting with occupational therapists and physical therapists. The evaluation process is typically performed by the occupational and physical therapists, not an adapted physical education specialist.

The adapted physical education services can be delivered by the occupational and physical therapists, by the regular physical education teacher and by the special education teacher. The only requirement the special education teacher must have is the general special education certificate. No other teacher is required to have any special knowledge or certification. Adapted physical education services can be delivered by a number of professionals, thus a lesser score was given for the competencies/certification of professionals in the Adapted Physical Education field.

The curriculum/learner outcomes in adapted physical education are determined by the student's IEP committee. Thus, a score of four was given in all four areas of adapted physical education rules and regulations for adapted physical education in the state of Tennessee.

Texas

The state of Texas' total score was a seven. For the definition of adapted physical education, Texas scored a one. The documents showed two separate definitions for adapted physical education. One definition reflected the PL 94-142 definition of adapted physical education. The second definition reflected the science aspects of adapted physical education focusing on "social interaction and self-esteem."

The evaluation criteria for placement in adapted physical education scored a three. The information noted some physical education criteria for evaluation, but no standards were stipulated. There was no mention of who should perform the evaluation.

Texas scored a two for the competencies/certification of professionals in the adapted physical education field. This was due to the fact that adapted physical education programs could be taught by regular

physical education teachers, special education teachers, occupational therapists, physical therapists, or occupational/physical therapists assistants under supervision. Each of these individuals must have the minimum skills and knowledge recommended by the state of Texas.

The score for the curriculum/learner outcomes in adapted physical education for the state of Texas was a one. The documents showed "essential elements, objectives and skills" for the prekindergarten through twelfth grade. These "essential elements" were broken down into two sections: prekindergarten to sixth grade and seventh grade to twelfth grade. Each element had sequential skills to be accomplished in an adapted physical education program within the state of Texas.

Virginia

Virginia received a state total of seven, and scored a one for the definition of adapted physical education. Virginia uses the AAHPERD definition of adapted physical education, which is considered to be a definition with more detail than the PL 94-142 definition.

For the evaluation criteria for placement in adapted physical education, Virginia scored a three. This score was due to the fact that there were areas of assessment mentioned, but no specifications of delay were given. The information only stated that a severe delay must be shown by the student. Also, the information showed that the physical education teacher should perform the assessment along with input from other professionals.

According to the documents from Virginia, there are 10 responsibilities of the physical education teacher of students with disabilities. These responsibilities showed the minimum competencies that a physical education teacher should have to perform adapted physical education

services. Thus, the state of Virginia scored a two for the competencies/certification of professionals in the adapted physical education field.

Virginia's documents noted six functional goals that adapted physical education programs should accomplish. These goals gave an overall outcome of adapted physical education, but did not indicate specific skills, etc. A score of one was therefore given for the curriculum/learner outcomes in adapted physical education.

Table XIV shows the regulations as determined for this study. This overall, state-by-state table displays the state totals for each of the 13 Southern District States.

TABLE XIV
OVERALL STATE BY STATE SCORES

<u>Rules and Regulations</u>	Alabama	Arkansas	Florida	Georgia	Kentucky	Louisiana	Mississippi	North Carolina	Oklahoma	South Carolina	Tennessee	Texas	Virginia
Definition of Adapted Physical Education	2	2	1	1	4	1	4	1	1	4	4	1	1
Evaluation Criteria for Placement in Adapted Physical Education	2	4	4	2	3	1	4	4	3	4	4	3	3
Competencies/Certification of Professionals in the Adapted Physical Education Field	1	3	2	3	3	1	2	3	4	3	4	2	2
Curriculum/Learner Outcomes in Adapted Physical Education	<u>1</u>	<u>2</u>	<u>4</u>	<u>1</u>	<u>4</u>	<u>1</u>	<u>4</u>	<u>1</u>	<u>1</u>	<u>4</u>	<u>4</u>	<u>1</u>	<u>1</u>
<u>State Total Score</u>	6	11	11	7	14	4	14	9	9	15	16	7	7

CHAPTER V

CONCLUSIONS

Summary

The problem of this study was to identify the 13 Southern District State Departments of Education Rules and Regulations regarding the physical education of students with disabilities. These 13 Southern District States were: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, and Virginia.

The State Department Rules and Regulations for Adapted Physical Education were defined as: (1) the definition of adapted physical education, (2) the evaluation criteria for placement in adapted physical education, (3) the competencies/certification of professionals in the adapted physical education field, and (4) the curriculum/learner outcomes in adapted physical education. Data were collected on each of the rules and regulations through State Department of Education materials, such as the State Special Education Policy and Procedures Manual, the State Special Education Guides, the State Adapted Physical Education Guides, the State Physical Education for Exceptional Children Guides, etc. and through State Department of Education personnel.

The evaluation criteria in Chapter IV was developed by the researcher specifically for this study to give a rating to the State Department of Education rules and regulations of physical education

services for students with disabilities in the 13 Southern District states. The evaluation criteria consisted of criteria that was established as being a comprehensive allotment of the rules and regulations regarding the physical education services for students with disabilities.

The information obtained in this study only evaluates the adapted physical education rules and regulations established in the 13 Southern District states. This study does not show a states compliance or non-compliance with the law (PL 94-142). In fact, based on each state's rules and regulations, that state and its district must assess its own compliance.

This study showed the diversity of interpretations of the federal law between the 13 State Departments. Information gained by a more in-depth study should be used to establish federal rules and regulations mandating physical education services for students with disabilities. Once federal rules and regulations are mandated, students with disabilities would be given the right to have physical education programs which will benefit their specific needs.

After federal rules and regulations are mandated, studies to determine the number of state districts in compliance with the rules and regulations should be completed. Students will only receive maximum benefits from well established rules and regulations and the application of the rules and regulations.

It has been recognized that some of these 13 Southern District states have been through compliance hearings concerning PL 94-142. In these hearings, noncompliance with the law was noted and the states were to improve these shortcomings. It has also been recognized that some of the 13 Southern District states meet the PL 94-142 standards by the use of qualified professionals, according to the states' interpretation of

the law. Interpretations of the law leads to many of the discrepancies between the states in this study. The results of this study's interpretations were as follows:

1. Of the 13 Southern District states studied, only one state (Louisiana) had a state total rate of 4. This translated as having the most comprehensive rules and regulations regarding the physical education services for students with disabilities, according to the criteria established for this study.

2. Of the 13 Southern District states studies, three states (Georgia, Texas, and Virginia) had a state total rate of 7.

3. Eight of the remaining states had state total rates that varied. Alabama had a state total rate of 6, Oklahoma and North Carolina both had a state total rate of 9. Arkansas and Florida had a state total rate of 11, Kentucky and Mississippi had a state total rate of 14, and South Carolina had a state total rate of 15.

4. Only one state (Tennessee) had a 16 state total rate for the rules and regulations regarding the physical education services of students with disabilities, according to this study.

Conclusions

The results of this study showed that a significant number of the 13 Southern District states' rules and regulations concerning the physical education services for students with disabilities were not comprehensive, based on the criteria established for this study.

Conclusions made by this study were:

1. The instrument used in this study showed four areas of concern with the physical education services for students with disabilities from

an adapted physical education point of view. Other areas of concern should be added to these four criteria.

2. A study of all 50 states concerning the physical education services for students with disabilities would show more diverse scores.

3. A study showing the school districts' implementation of the state rules and regulations concerning physical education services for students with disabilities may disclose other important areas of concern.

4. The total rating given to each state does not show the compliance or noncompliance of the individual state with PL 94-142.

5. The different interpretations of PL 94-142 by the 13 Southern District States was an important factor in this study and should be studied further.

6. An updated version of PL 94-142 should be developed by the federal government with more precise standards for adapted physical education services.

Recommendations

A similar study containing the following recommendations should be completed:

1. Establish more criteria pertaining to the rules and regulations of physical education services for the students with disabilities.

2. Include in the study, all 50 of the State Department of Education rules and regulations concerning the physical education services of the students with disabilities.

3. Survey all of the 50 states' school districts and their implementation of individual State Department of Education rules and regulations concerning the physical education services of students with disabilities.

4. Compare the rules and regulations with the compliance hearings results to aid in understanding the individual states' implementation of physical education services for students with disabilities.

5. Survey the recipients and the benefits of adapted physical education services for students with disabilities according to the rules and regulations established by each individual State Department of Education.

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APPENDIXES

APPENDIX A

STATE DEPARTMENT OF EDUCATION DOCUMENTS
AND CONTACTS CITED

ALABAMA

Alabama State Department of Education
Division of Student Instructional Services
Program for Exceptional Children and Youth
Administrative Policy Manual
1990

Adapted Physical Education Guide
Alabama State Department of Education
State Office Building
Montgomery, Alabama 36130
1978

Contact: Crystal Richardson
Alabama State Department of Education
(404) 656-2534

ARKANSAS

Contact: Margie Wood
Arkansas Department of Education
(501) 682-4288

FLORIDA

Technical Assistance Paper
Florida Department of Education
Division of Public Schools Bureau
of Education for Exceptional Students
No. FY1991-8: Physical Education
Programs for Students with Disabilities

Contact: Rima Hatoum
Program Specialist Homebound or Hospitalized
and Chapter One - Handicapped Programs
Bureau of Education for Exceptional Students
Florida Department of Education
(904) 488-3103

GEORGIA

Volume XII Resource Manuals for
 Program for Exceptional Children
 Physical Education for Handicapped Students
 Georgia Department of Education
 1983

Adapting Physical Education Activities
 A cooperative program of the University of Georgia
 and the Department of Human Resources Under a Grant
 from Special Education Program, USOE

Memorandum of the changes in the Georgia
 Special Education Regulations and Procedures
 on January 2, 1991

Contact: Bryan Bowman
 Georgia Department of Education
 (404) 656-2678

KENTUCKY

Kentucky Administrative Regulations
 Related to Exceptional Children
 February 1990

Contact: Ann Moll
 Kentucky State Department of Education
 (502) 564-4770

LOUISIANA

Understanding Rules, Regulations and Procedures
 Office of Special Education Services
 Louisiana Department of Education
 Janice Fruge', Supervisor of Adapted Physical Education
 (504) 342-3635

CTAPE
 Competency Testing for Adapting Physical Education
 Bulletin 1641
 Revised 1989
 Louisiana Department of Education
 Office of Special Education Services

Adapted Physical Education Curriculum Guide
 Bulletin 1717
 Louisiana Department of Education

Contact: Janice Fruge'
 Supervisor of Adapted Physical Education
 Louisiana Department of Education
 (504) 342-3641

MISSISSIPPI

Contact: Troy James
Mississippi State Department of Education
(601) 359-3498

NORTH CAROLINA

Adapted Physical Education
A Resource Manual
A guide to enhance the physical education services for
handicapped students, preschool through grade 12.
Division for Exceptional Children
North Carolina Department of Public Instruction
Raleigh, North Carolina
1989

Adapted Physical Education
Considerations and Guidelines
for Establishing Programs
at the Local Education Agency
Division for Exceptional Children
North Carolina Department of Public Instruction
Raleigh, North Carolina

Contact: James E. Rich
North Carolina Agricultural and Technical
State University at Greensboro
Department of Adapted Physical Education
(919) 334-7803

OKLAHOMA

A Lifetime Experience
Physical Education K-12
State Department of Education
Oklahoma State Department of Education
1981

Oklahoma Policies and Procedures
for Special Education
State Department of Education
1991

Contact: Debbie Well
Oklahoma State Department of Education
(405) 521-3308

SOUTH CAROLINA

Contact: Beth Lemon
South Carolina Department of Education
(803) 737-8710

TENNESSEE

Contact: Regan Stein
Tennessee Department of Education
(615) 741-2851

TEXAS

Physical Education for Handicapped Students
Technical Assistance Bulletin
Texas Education Agency
Special Education
1701 North Congress Avenue
Austin, Texas 78701

Contact: Marty Urand
Texas Department of Education
(512) 463-9734

VIRGINIA

Physical Education Guide
for Students with Handicapping Conditions
Virginia Department of Education
Division of Special Education Programs
and Pupil Personnel Services and
Division of Sciences and Elementary Administration
Revised 1986

Contact: Del Moser
Virginia Department of Education
(804) 225-2840

APPENDIX B

ADAPTED PHYSICAL EDUCATION EXPERTS CONTACTED

Dr. Ronald French
Associate Professor
Department of Kinesiology
P.O. Box 23717
Texas Woman's University
Denton, Texas 76204

Dr. Luke Kelly
Program Area Director,
Health and Physical Education
University of Virginia
Ruffner Hall
405 Emmet Street
Charlottesville, VA 22903-2495

Dr. Jean Pyfer
Chairperson, Department of Kinesiology
P.O. Box 23717
Texas Woman's University
Denton, Texas 76204

Dr. April Tripp
Adapted Physical Education Specialist
Baltimore County Public Schools
5601 Piedmont Avenue
Woodlawn, MD 21207

Dr. Garth Tymeson
Associate Dean, College of HPER
University of Wisconsin - La Crosse
1820 Pine Street, 124 Mitchell Hall
La Crosse, WI 74601

APPENDIX C

**CORRESPONDENCE: LETTER SENT TO ADAPTED PHYSICAL
EDUCATION EXPERTS**



Oklahoma State University

SCHOOL OF HEALTH, PHYSICAL EDUCATION
AND LEISURE

STILLWATER, OKLAHOMA 74078-0616
COLVIN PHYSICAL EDUCATION CENTER
(405) 744-5493
FAX: (405) 744-6507

May 7, 1991

Dr. Jean Pyfer
Chairperson, Dept. of Kinesiology
P.O. Box 23717
Texas Women's University
Denton, TX 76204

Dr. Jean Pyfer:

I am a graduate student at Oklahoma State University majoring in Adapted Physical education. Presently I am working on a thesis titled, "Evaluation of Southern District States Rules and Regulations for Adapted Physical Education". to fulfill the requirements for a Masters of Science Degree.

My thesis is going to review the State Departments of Education rules and regulations regarding the physical education of the disabled in the thirteen Southern District States of Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, and Virginia. This study has four main areas of concern which are as follows: (1) the definition of adapted physical education, (2) the evaluation criteria for placement in adapted physical education, (3) the competencies/certifications of professionals in the adapted physical education field, and (4) the curriculum/learner outcomes in adapted physical education. An instrument has been developed for determining a rank order of each of the thirteen Southern District State Departments of Education rules and regulations as being the most comprehensive or the least comprehensive. This instrument would rank the rules and regulations from one to four. The instrument would give the rules and regulations viewed as the most comprehensive a rank of one and the rules and regulations viewed as the least comprehensive would be given a rank of four. The criteria (see attached sheet) was developed with the assistance of my thesis committee to compare and rank the thirteen Southern District State Departments of Education rules and regulations regarding the physical education services for the disabled. A panel of Experts within the field of Adapted Physical Education is needed to evaluate the established criteria.

I am writing you to ask for your participation as an Adapted Physical Education Expert in this evaluation process. I ask that you review the criteria according to the following questions:

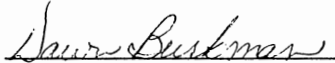
- 1.) Is each criteria accurate in subject matter?
- 2.) Is each criteria properly stated and easily understood?
- 3.) Is each criteria accurate according to its designated rank number?
- 4.) Do you have other suggestions for improving this table of criteria?

Please feel free to make any suggestions for improving this table of criteria for evaluating the State Department of Education rules and regulations regarding the physical education of the disabled.

If you are unable to participate in this review process, please return this letter with your regrets. If you are able to participate in the evaluation process, please return your comments and suggestions by May 17, 1991.

A copy of the thesis proposal has been enclosed to help clarify any questions. If you have any further concerns, please contact Dawn Burkman or Dr. Lynne Heilbuth at 744-9335.

I thank you for your time and consideration in this project.



Dawn Burkman
Graduate Student
Oklahoma State University

Lynne Heilbuth, Ph.D.
Thesis Advisor
Oklahoma State University

VITA 2

Dawn M. Patterson

Candidate for the Degree of

Master of Science

Thesis: EVALUATION OF SELECTED SOUTHERN STATES' RULES AND REGULATIONS FOR ADAPTED PHYSICAL EDUCATION

Major Field: Health, Physical Education and Leisure

Personal Data: Born in Kansas City, Kansas, March 1, 1967, the daughter of Robert E. and Sharon M. Burkman. Married in Tulsa, Oklahoma, July 13, 1991, to Richard K. Patterson.

Education: Graduated from Tulsa Memorial Senior High School, Tulsa, Oklahoma, in May 1985; received Bachelor of Science degree in Health and Physical Education from Oklahoma City University in May 1989; completed requirements for the Master of Science degree at Oklahoma State University in May, 1992.

Professional Experience: Ninth Grade and Junior Varsity Head Coach/ Assistant Varsity Coach of Girls Basketball, Tulsa Memorial Senior High School, October 1991 to March 1992; Graduate Assistant, Department of Health, Physical Education and Leisure, Oklahoma State University, August, 1989 to May 1991; Instructor, Oklahoma State University Movement Activities Clinic, November/December 1990; Consultant Teacher for Adapted Physical Education at Skyline Elementary School, Stillwater, Oklahoma, August, 1989 to May, 1990; Presenter of "Teaching Children with Individual Differences in Regular Physical Education" at the Oklahoma Association of Health, Physical Education, Recreation, and Dance State Convention, October 1989.