

## **Providing Quality APE for Students with Complex Support Needs in a Public School PE Class - Part 1**

JOANN JUDGE: Welcome back, some of you that were here this morning. I appreciate you coming back and welcome to the new people. This presentation is all my presentation, so there's no one, you know, I have to work into the system here. And I think it's important, I didn't have a chance to share this with you, but to give you a little bit of background. So many times you go to a presentation and the person up there speaking, and you really don't know a whole lot about them. So I am going to take a few minutes because part of this is to just share with you a little bit of like some life experiences that went on and how things evolved. Because I'll tell you, in 2005, I would have no idea that I'd be standing here doing what I'm doing. So I'm going to just take you on a little journey here, so be patient. And once I finish, I would like to just, you know, share and see what kind of, you know, audience that I'm working with so I can gear this towards you. First of all, my name is Joann Judge, born and raised in Pottstown, Pennsylvania, about 45 minutes northeast of Philadelphia. Brought up in a neighborhood with my older brother and mostly boys in the neighborhood. And I will tell you I know firsthand what it's like to be picked last and knocked down first when it came to teams. So it was competitive. I endured. It's funny because ever since I was little, I always wanted to be a veterinarian, so keep that in the back of your mind. But I endured and it kind of made you a little tougher. But it wasn't until 10th grade that I kind of leveled the playing field a little bit and I decided to go play field hockey and lacrosse in my high school, give it a try. And I will tell you I absolutely loved field hockey and lacrosse. That veterinarian idea went out the window and all I wanted to do was play field hockey and lacrosse. So what I did was -- I'll never forget the day I was sitting in the kitchen and I'm thinking about what am I going to do, what am I going to do? And my mother was at the kitchen sink, and she has since passed. It'll be -- it was ten years ago last week. She was sitting -- she was standing at the kitchen sink and she turned around and she goes, why don't you go to college to become a gym teacher? All right, now if you're in physical education, we really don't call it gym. We call it physical education, phys ed. But she said gym teacher. So I'm sitting there and I'm like, what a great idea! That's four more years of field hockey and lacrosse. So I took her up on that and I'm like, sure, I'll do that. You know, I'll become a teacher and then maybe coach. Anyway, I ended up enrolling at East Stroudsburg University, not too far west -- or yeah, east of here. And I was playing field hockey and lacrosse, absolutely loved it. I mean, that's what I wanted to do. And I was, you know, going to be a phys ed teacher. It was all the way up to my senior year -- actually, my junior year going into my senior year, I met with my advisor and he said, you know that you won't be able to play sports next year because of student teaching. I'm like, no way! I said, I'll keep the major of health and phys ed, but change my concentration. So I ended up getting into sports science and exercise physiology. Now my parents thought I was going to graduate with a teaching certificate because I never told them. But I ended up graduating on time and all, but I didn't have a teaching certificate. But I was darn close, all the way up to my junior year, so keep that in the back of your mind. So I'll never forget when I met with my advisor and he told me that, and we made all the arrangements and I'm walking out the door and he comes up to me. He goes, what are you going to do when you graduate? I said, that's simple. I'm going to play field hockey and lacrosse. I'm going to coach field hockey and lacrosse. I'm going to get a job at a fitness center because I'm going to need some money to do all that. Sure enough, two weeks after graduating from East Stroudsburg University, I signed up for two club teams out of Philadelphia. I was coaching field hockey and lacrosse at two middle -- separate middle schools. And I

was working at a fitness center. And that was nice. I enjoyed that. One, that was my heart and soul, was coaching. But the fitness center gave me an opportunity to work with PTs, OTs. Basically my job was to work five o'clock in the morning till one o'clock in the afternoon, take an hour break, and then go coach. So I had like an older audience and target people that I worked with, but a lot of people came in with physical therapists, so I got a chance to work with them in that environment. And that was all good. Did that for about ten years. Now don't add this all up. You'll have me at like 85, and I'm really 86. But I did that for, you know, a long time and enjoyed it. I worked my way up through the ranks from two middle schools to eventually getting into a high school. It was Spring-Ford High School, just outside Pottstown. And I was varsity field hockey and lacrosse coach and working at the fitness center. But there's always this hunger to be in a school environment. And an opportunity came along one summer, and I was looking online and they had an advertisement for an instructional assistant. I had no idea what it was. I'm like, instructional assistant? Here's the point. I was like, oh, at least I would be in the school and I'd get probably better health benefits and all that. So I ended up applying for this job, and it took like a week to get the interview because I was doing field hockey camps all summer. And finally the principal is like, can you come in at seven for this interview? So I'm like, sure. Well, I was running my youth camp. It was a Friday. I was running my youth camp. It's torrential downpour and it's a tournament day, so all the -- I have about 100 kids in my camp had to come in for an indoor tournament. And I had an interview at 7 AM. So needless to say, I was more worried about the tournament than the interview. Literally go into the interview, blue shorts, white shorts, sneakers, sitting there with the principals, people from special education. I don't know who they were. But I'm looking at the clock, looking at the window, looking at the clock, looking at the window. So I'm thinking, yeah, I just hope this goes quickly. So next thing you know, principal comes in, sits down, he pulls out a paper and he goes, coach, do you know what this job's about? And I said, Mr. Favel, I have no idea what an instructional assistant is. I said to me -- look at the resume. To me, it looks -- it sounds like I'm an assistant coach in the classroom. Teacher's going to get varsity, I'm going to get JVs, and I got to find ways to make them reach varsity. I'll never forget, he sat the paper down, right, and he looked around and he's like, that's the best analogy of this position. Being of an athletic background as well. So they interviewed and the next -- I think it may have lasted 15, 20 minutes. And he looks up and he goes, you have to go, don't you? I'm like, uh huh. Now I had a very competent staff that I was pretty safe with, but you just wanted to be down there. So I did the old thank you, see you, bye, ran down the hallway, camp's underway. And he had told me -- they said, we'll get back to you Monday or Tuesday next week and let you know about the job. I'm like, okay. I took off. So I'm down in the gymnasium, officiating a little third grade game on the court. And I'm in the doorway because, you know, it's all packed. And I feel this little tap on my shoulder and I'm there with the whistle. And he goes, coach, we're going to offer you the job. I'm like, oh thanks! Tweet, corner. And I got right back into the game because I was officiating, not realizing what I did. But it ended up I got this job as a paraeducator. I think as a paraeducator, an instructional assistant, a teacher assistant, and a paraprofessional. I think every year, my ID tag said something different. Basically the same job, but. I mean, there was times I'm like, what am I this year? But, you know, I had worked in the high school setting, and that was nice because I was in the school with my athletes. You know, I wanted to be there. I wanted to keep tabs on them, make sure, you know, they show up for class on time, they're respectful. And that was the whole thing was to be in the school with my athletes. And I was thrilled to do this, but I'll tell you, it was awesome. I will stand before you and this camera and tell you I would still be doing

that job today, still be doing that. I mean, that was a blast. And you know, I'm going to find out who was a paraeducator or maybe works with someone, but it was great. You picked up the students at the short bus. Not being disrespectful, but that was my job, go pick them up at the short bus. They would get to the locker, come to the classroom. It was a high school life skills classroom. And then I would be sent out to cooking and sewing class and art class and shop class, and of course phys ed. And so -- and I mean, it was great. I could cook, clean, build things and break things and paint things and get my workout with these students. And then come three o'clock, I was out coaching field hockey and lacrosse. I'm like, life was good. I loved it. And as I said, I'd still be doing that. Apparently in 2005, this is like things shift. So I share this with you because you may have the best made plans. And it doesn't matter your age. You know, most people my age are thinking retirement. But you can have the best made plans, but in 2005, I'm not sure exactly what happened, but 34 employees in our school district were found in violation of the Fair Labor Standards Act of 1932. Don't know if you've heard that before, but I investigated it -- investigated it like a defense lawyer. And basically a non-exempt hourly paid employee, which I was as a paraeducator, coaching put you over the 40 hours a week. My athletic director, he goes, coach, how many hours do you work coaching a week? I'm like, oh my god, do you want the sleepless nights, the 2 AM wakeup calls, the drive home when you're thinking coaching? You can't even put a tag on that. So 34 of us were in that situation. And basically it was Memorial Day weekend, the Friday before Memorial Day weekend. The human resource met with 34 of these employees. Now could have been a secretary that sold football tickets on a Friday night and has done that for years, no longer can do that because the school's not going to pay the overtime. So I'll never forget that day. I was called into the office and I sat down, athletic director, human resource, and myself. And they literally said, here's your choices: stay as an instructional aide, coach in another district. 16 years with this district, took a field hockey team that was 0 and whatever for many years to state level. We came out, played some teams in Lancaster area. So I'm like, okay, that's not happening. My second choice was you can stay as a coach, get another job elsewhere like the Home Depot. To this day, I only shop at Lowe's because of that comment. Third choice, leave altogether. So I'm like, wow, that hit hard. I literally lost about ten pounds in two weeks. I couldn't eat, couldn't drink, couldn't sleep. And then, you know, it's like banquet time, your seniors and everything. I couldn't even -- I went, but I'd just get all teary eyed and cry. And it was tough. Having to choose between the job you loved, working with students with special needs, and a passion of coaching, which hockey and lacrosse was, was very difficult. But my mother always said, and god rest her soul, follow your heart, follow your passion. So of 34 employees, I was the only one that gave up a full-time job, all my health benefits, 87 sick days, never went back for one single sick day, and decided that I'm going to maintain my coaching positions. All right, you cannot live off a coaching salary at the high school level. And the other downer was I needed something to do during the day. So here's where it kind of turns a little bit and I'm getting to the point. But during the day, I was like, well, let me go back and get that teaching certificate. This is 2005. In 2002, when my mother passed away, moments before she passed, her final wish was that I got a teaching certificate. So that was a huge motivator. And it was kind of in the back of my head. So we always think, you know, things happen for a reason, but it took that timespan. So I end up going back to Westchester University in 2005. Remember, I jumped ship on the teaching thing up at Stroudsburg, a year, so it was pretty quick. In 2006, I was emergency certified in the school district of Lancaster as the district's first adapted physical education teacher. Now that meant I was not only doing my student teaching there, but I was starting a program from scratch, still finishing

out an adapted minor, which I decided to do while I was at Westchester, and still finishing up my practicum, which was required. So that was needless to say, 2006, that fall was tough. I did cry a lot. It was tough. And making two trips back and forth from Lancaster to Westchester to do the coursework. But anyway, it really taught me a lot. That was the first time I didn't coach in probably over 20 years, so, you know, but I was so busy, I didn't really miss it that much. But it was truly an experience. And then I decided to finish out the minor, so I do have a minor in adapted physical education. And some of you that are here this morning, it was also during that time that I was passing the national certification to become a CAPE, a national certified adapted physical education teacher. So it was also during that time that I accomplished that. And I was attending some IU classes just because I'm very intrigued with autism. So a couple years went by, I was doing all that and learning a lot, and eventually got back into coaching. And then I decided -- I had opportunity to go for my master's in adapted PE at SUNY Brockport, Rhode Island, but I said I really need the teaching experience, okay. So I just wanted to share that with you. I'm not a teacher with 20 years. Tops five and a half. But I stayed there and what I decided to do was to go back and get my master's in special education. So here's the thing, and this is why I'm still motivated and I want to share this with you and get these ideas out, and part of the reason why I'm taking this other little journey down south. But I sat in these special education classes listening to evidence-based this, evidence-based that. And I'm like, why aren't we doing that in physical education? And every lit review -- have you -- if you went on to get your master's, you know there's lit reviews and there's writings and research, you got to do it. So every time a professor said we had a lit review to do, I would definitely focus on autism, adapted PE, and I'm really hooked on the technology. But I would tell them, I see evidence-based in the classroom, but there's nothing supporting evidence-based in physical education. So I had to explain to them, like let me find all the research, do the lit review, but then really elaborate on how we can use this in physical education. So I did that. And every professor at Westchester University as I did my masters -- and I also got a certificate in autism while I was there, so it was a few extra classes. All of them were very, very supportive of that endeavor. But it was during that -- I think I did that in like a year and a half. I was on the fast track. I'm on the fast track for everything lately. So I did that and I graduated in December 2010 with a master's degree in special education. But it was during that time that I'm thinking we really need to get more information out there. So again, those of you that were here this morning, you kind of know where I am right now. I did teach in the school district in Lancaster up till January, this past January, when I resigned. I am now a full-time doctoral student down at the University of Virginia. I am -- it's a great school. We have Dr. Kelly and Dr. Block down there that are really into adapted PE and supportive, and it's just been a tremendous experience. And I want to go out and I want to answer some of these questions that I have through research, and see how we can make lives better for these individuals with disabilities in physical education. So, you know, it's a long story, but I think you need to know that when we go through this presentation, you know, I might put on my paraeducator cap and like see things from a paraeducator's point of view, because I respect those people, all right. It's like when they come into the classroom, they're just as important, if not more important, because they have background knowledge on the student that I'm just showing up for 45 minutes to an hour. So you know, I have that perspective of that. I might put on my coaching hat and kind of hit on this this morning about assessment and collecting data. I always -- you know, in lacrosse, groundball pickups. We got 39 today. We're going for 40 tomorrow. You know, it's like I love the numbers thing because if this happens, then the odds of that happening are less. And you

know, I love the statistical part of it. So I just wanted to share that with you that, again, I'm not a teacher coming in with 20 years of experience. I'm going to have questions. I'm going to ask some of you, like hey, can you share that with me because I want to process all this? And really take it to the next level and hopefully, you know, come back in a few years with some research, heavy duty stuff to share with you. I do have tons of items up here. I told you I'm going to share with you some interventions and things. I love technology. I talked to a few of you this morning, I had to transfer it from one laptop to another. It should be good to go, but there's no guarantees with that. Everything I do, I don't want to jump out to a website. It's all embedded. I should be able to just click it and go through it. There's projects on here that I'm going to share with you. These are things that I have done with my students. It's not that, oh, read this in a research. Let me just try it. I've actually, you know, used it, implemented it, got some pictures on it, some videos. Everything's embedded. And if at any time you need -- you know, you're like, what's that for? Or can you show me that or can explain that? Just raise your hand. I'm not so sure how long we're going to be here, but if you have questions, you want to talk or come up and check during break some of the things I have, please feel free to do so because your input is just as, you know, valuable as what I can share with you today. So any questions? Now before I get into this, can we just like just share with us, maybe just go around and tell me like what do you do? I know Pam did it this morning, but I was a little preoccupied with that technology stuff. So, you know, whatever you do or how long you've done it or where you do it, that'd be great. So we'll start here and we'll just zigzag back.

AUDIENCE MEMBER: I'm a physical therapist for one of the IUs in Pennsylvania, and I've been doing it for a year. JOANN JUDGE: Okay, great. AUDIENCE MEMBER: I'm a physical therapist with the same, and I've been doing it since 1980. AUDIENCE MEMBER: I teach learning support and life skills in Philadelphia. AUDIENCE MEMBER: Paraeducator for two years and got switched to life skills two months at the end of last year, so all of this is brand new to me. JOANN JUDGE: Ah, take some stuff with you. AUDIENCE MEMBER: I'm an occupational therapist, but I supervise several physical therapists that are very interested in your information. JOANN JUDGE: Okay, great. AUDIENCE MEMBER: I'm an audible disabilities teacher, kindergarten to sixth grade, in Southernore County. JOANN JUDGE: Okay, awesome. AUDIENCE MEMBER: I'm her assistant, and also I am a parent. JOANN JUDGE: Parent, yes. And if there's any other parents, I think we need to let people know there is such a thing as adapted physical education. And I'll go on about that too. Thank you. AUDIENCE MEMBER: I'm a paraprofessional, personal care assistant, and I work with [inaudible]. JOANN JUDGE: Awesome. AUDIENCE MEMBER: I'm an occupational therapist. I'm sorry. For 12 years, and recently in the school district for the last seven years. JOANN JUDGE: Okay. AUDIENCE MEMBER: I'm a physical therapist for 25 years, 15 of which have been in a school district. AUDIENCE MEMBER: I'm a classroom teacher of children with multiple disabilities for 15 years. JOANN JUDGE: Man, I'm only up to five. AUDIENCE MEMBER: I'm a school psychologist for the last seven years. Also a parent of a child that has some physical handicaps, disabilities. JOANN JUDGE: Okay, thanks. AUDIENCE MEMBER: I'm a school psychologist for over 20 years. AUDIENCE MEMBER: These are my colleagues from [inaudible] school district. I'm a school psychologist as well. This is my 28th year. JOANN JUDGE: Okay, awesome. AUDIENCE MEMBER: I'm a teacher of the visually impaired [inaudible]. I work for IU 8. [inaudible]. Orientation mobility specialist and certified vision rehabilitation specialist as well. JOANN JUDGE: Oh, awesome. And I met this guy earlier today [inaudible]. AUDIENCE MEMBER: I'm Jake and I'm am -- I'm new in this country and new to this new place. And this is my mother right here next to me. She's my teacher, she's my helper. She's

everything to me because she's my best friend I ever met. AUDIENCE MEMBER: Thank you, Jake. Thank you. I'm very intimidated with all these professionals, but I'm a parent of a child with disabilities. And Jake [inaudible]. He's with a cyber charter school. JOANN JUDGE: And Jake was here earlier today, and I have some things that I've used with my students, and I saw Jake and I guided him in and got permission from -- he's going to demonstrate something that I have, but you'll see it firsthand and used. And he was awesome on the one earlier. So I'm going to give some heads up, though, all right? Don't be nervous. Just sit back and relax. And in the back on the floor? AUDIENCE MEMBER: Sorry, I was in a car accident, so my back does better this way. I work for one of the IUs in professional development. I've been in special education for a couple decades. And I'm also a mother of a kid who has incredible abilities. AUDIENCE MEMBER: I'm a PT. I do school-based therapy and early intervention. Been doing that for the last 15 years. JOANN JUDGE: And it's nice that we did say how many because that's the information we need to know. And you know, I want this to be as interactive as possible, but you know when I get started too, it's like -- and if I do talk too fast, somebody just go like this. I'll be like, ah, I've done that before. All right, so I posted these. You can skim through them. We're going to go through them, but I think it's always important, like what -- it's just like my classroom. You know, this is what we're learning today. And you know, I'll check some things out as you leave. You know, what can you pick up from this presentation? And hopefully you -- hopefully you can take something with you. And I'll be sure to give like resource, my information and email, so if something comes up, I'd love to hear if you implement something or you have questions about something. But basically those are our outcomes. You know, I'm going to define some things about idea. We're going to talk a little bit about quality physical education. We're going to look at the roles and responsibilities of an adapted PE teacher. And then the meat of this, this will probably happen after a little short break, that's when you come back and we're going to possibly do a little activity, and then I'll do -- talk about some innovative ideas in instructional strategies. You got a little bit of that this morning, but I want to just unload it on you. And then really supply you with or provide you some professional resources. Because if you have questions and I'm not around, you can contact these. So I'll have that for you. And hopefully we can get this posted. I don't think this is posted yet because there was a little mix-up with who was doing what this morning and how things broke up. We were supposed to do one and then split it, but then I came here and I found I have three hours. And I wasn't going to turn that down, so. Just to let you know. So we'll try and get that information, but you also have my email. I can forward it. Some of the pictures on here are from former students, so I don't email any of these. Others are just little clipart things. But basically this is what we're going to do. We're going to look at the definition of physical education, talk about quality physical education, quality adapted physical education, and as I said, roles and responsibilities, innovative ideas in instructional strategies, and professional resources. So you can see I've chopped all those learning objectives down into these units. Then we'll just go right through them. And the break will be in between four and five. So you have to hang with me on this because I think it's important. Some of you - - you know, I didn't hear any adapted PE teachers. I didn't hear any general PE teachers. So what I want to do is make sure we're all on the same page for what is physical education. It's not that time to give the general ed teacher a prep period. There is a purpose. And we'll go through some of the reasoning there. And some of it's review from this morning, but I have to make sure we're all on the same page because we have some new people. But this is the definition of physical education, and it does come from IDEA. And physical education means the development of physical and motor fitness, fundamental

motor skills and patterns, aquatics, dance, individual, and group games and sports, which includes your intermurals and your lifetime activities. So under the federal law, that's what we're looking at. If you're going to get a curriculum from a school, that should be in the curriculum. So those are the components, and you can see the little guy down there. We're just going to take a real quick closer look at these. I'm not going to spend a whole lot of time. But the other thing is if you are a teacher in a classroom and you do have a student going to phys ed and there are some issues, or you're not sure, like why is the class doing that, you have at least a little bit of background knowledge when you leave here. You know, what is physical fitness? Now we could probably all come up with our own definition, but some -- from some of the resources that I use, basically it's the development of health-related fitness: cardiovascular endurance, body composition, flexibility, muscular strength, and muscular endurance. So if you're going in there -- and you have to speak K through 12, but if you go into a phys ed class and they're doing some pushups, that's muscular strength. If they're coming like, oh, my abs are killing me today, they're probably working on muscular endurance. If they're doing a sit and reach test and they said we have this box and it had a ruler and you had to sit down and you had to touch a number, they're doing sit and reach, working on flexibility. But that'll give you a little bit of background as to, you know, what's going on. Motor fitness. These are skills -- referred to skills related to fitness. This is your agility, your balance, coordination, power, speed, reaction time. And there's a number of different activities. A shuttle run will measure agility. They could do some balance activities, stepping, if they're walking on a balance beam. Power, they might come back from the, you know, weight room, bench pressing. Speed, it could be out on the track, doing 50-yard sprints or 20-yard sprints. And you would now know that that's motor fitness. Those are things that fall under that category. The other category in the definition was fundamental motor skills and patterns. And this is divided into two categories, locomotor and non-locomotor. Locomotor, that's your walking, your running, jump, hops, skipping, anything like a locomotor train. It moves. And you know, that's how I sometimes educate my students on the difference. And then your non-locomotor. Sometimes object control, you'll hear that term. And that's if they're using a tennis racket, swinging a baseball bat, throwing a javelin if they still do that, kicking, striking, things of that nature. So that's a non-locomotor, but it's also an object control. Aquatics. Number of schools do not have like a pool setting. Some travel. Some may have to go to another site. But just to let you know, that's part of the definition. Some form of aquatics, some form of water safety is taught in that area. And then dance. And I'll tell you, when I went back for that teaching certificate, this is probably what I feared the most. Oh god, lordy. [inaudible]. But I will tell you, just keep it on the down low, that was my favorite unit to teach to the life skill students at the high school level. You're going to see some action going on, but loved it. And you know, when they come back in like September and say, when are we doing dance, and they know darn well it's not till January, there's something up. But loved it. So we'll share some ideas with you. But that's in the definition. And then individual games. And you can see that involves games or activities with no more than two players. You'll sit down, like two individuals? Tennis, think tennis. One here, one there. You're still playing an individual sport. So and then the other one is the team, group games or team activities. And there's numerous choices there. And I know this might be just a little bit hard to see, but if you have any questions, just give a yell. And I think it's important that we understand that physical education does have standards, all right? You can pull them up online and look at them. They're broken down just like any other subject matter. They are there. Usually have a copy for you, but you can just put in your laptop and you can get a PDF file of all of

these. And it's very, very specific as to what should be taught. We also have national -- the National Association for Sport and Phys Ed. We call that NASPE, so I may use that term. Just to let you know, that is our national standards, and there's only six of those. Pennsylvania, it's a book. But the national, there's six. And we'll look at those. And that's what you would pull up if you went to the Department of Ed. And it includes the health and safety and physical education. That's why it's a little thicker than usual. But it does all the grades, K through 12. And this is a website too. And again, I hope we can get this out to you so you don't have to copy it down, but you can go into the American Alliance for Health, Physical Education, Recreation, and Dance. It's often referred to as AAHPERD. And that's in Reston, Virginia. That's the headquarters. And that's where the national standards -- it's like AAHPERD and then underneath are like these little umbrellas, and NASPE is underneath there with their standards. But just to let you know. Now I don't pull up the Pennsylvania standards and look through that, but I will post, because there are six of them, for the national standards. These are NASPE standards. And I guess in one of my areas of real -- of interest is autism, so I kind of pulled this slide from another presentation. But I just want you to know you can look through, these are things that we had talked about previously in, you know, the other areas. But get down to number five and six because, again, my area of interest in autism. These are national standards. This is our national organizations saying that, number five, exhibits responsible personal and social behaviors -- behavior. Respect self of others -- and others in physical activity settings. So there's a whole social aspect going on in there. So, you know, our job is not only to teach them the physical aspect of being active in physical education, but also to encourage that social skills. And when you're talking with a child with a disability or autism, you know, that's our job. If someone says, well, I don't do that, yes, our standards are encouraging that. And then you can go down to number six: values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. And again I underline that because what an ideal place to work with a child that needs some social skills. Plus they're encouraging us to do so. So just keep that in the back of the mind. So why physical education? And just found nice, short little words here for you, but human beings are designed for movement. Without it, the muscles deteriorate and the body's ability to function begins to fail. So we are designed to move. The purpose of physical education, the purpose of it is to help students develop the skills, the knowledge, and the desires they need to have -- in order to be physically active now and for the rest of their lives. So that's what we want to do. We want to encourage these children that it's not just a subject matter, it's not just Wednesday is phys ed class. This is something you want to do for the rest of your life. And we have to educate to do that. We've got to do it in a way that it's not punishment, that it's enjoyable. We have to do it in a way for all students, but especially those with special needs, in a way that they are safe, that they are successful, and I always throw in there independent. And you're going to see some of the interventions that I have encourage all three of those areas. Actually, I do -- my presentations, I nicknamed it, and I actually have a book up here. Someday I'm going to try and get this published. But my presentation was always called Safe, Successful, and Independent. And one of my projects in Virginia was to put a little pamphlet together that I could give to a paraeducator and have them take it to the classroom. And it has, you know, some definitions and pictures mostly, and they can fill this out. But someday I'd like to get this going because I think that's very, very important, especially the independence. Because where are these children going after 21 and further down the line? And I don't want to spend a whole lot of time on this, but I think it's important. I'm going to share some key points as to why. These are the major periods of motor development. I

know Pam talked a little bit about it. This comes from Jane Clarke out of the University of Maryland back in 1994. And they've broken it down into six stages. And it really got me to think, as an adult, to think about these stages once I learned them not that long ago down in Virginia. But the first stage, again not too explicit, but from birth to two weeks. And that's all your reflexes, your rooting, your grasping, sucking, swallowing, all those involuntary actions. And then number two is your pre-adapted period. That's from the two weeks onto the first year. And that's where you get the crawling, the creeping, the cruising, and eventually by 12 months, give or take some time there, walking. And at the third one, it's talking about the fundamental motor skill development. Now that occurs usually between the one and seven years, and that's the locomotor. Remember locomotor? Can you think of a locomotor movement that we talked about? That's when this would be starting to occur. Non-locomotor and the object control. So between one and seven, those skills are developing. Context-specific motor skills, this usually occurs between seven and 11. This is when the child knows how to throw the ball, but they're also developing the ability to throw the ball and understand when and where to throw it, so there's more brought into it. So that's a little more detailed. And then the fifth one there is the skillful period, 11 years through adulthood. And this is where there is cognitive and emotional maturity, along with more practice, more experience. And look at that age group, that's usually when they get involved in the youth sports, they're putting a little more time into, you know, certain activity. But they're getting the experience and practice and making themselves better. And then we have number six there, the compensation period. That's usually the adulthood to older adulthood. And that's basically when the body changes due to either an illness or disease or just the natural aging process, and things have a tendency to change. But if we look at that from the very start to beginning, you know, we want to encourage physical activity throughout that whole span, not just the school age, not just the secondary level, not just the up to 25, but the whole time. So think about it. We have a lot of constraints going on right now: money, time. We have academics, assessments. We have goals to meet. And things are just getting stretched. And what do we hear most is, you know -- I know in a couple areas where I'm from, they're dropping or they're taking away physical education. Where are they doing it? Elementary school. So when we think about this slide, these -- and it's difficult to see, but that's like bricks being laid down. That is our foundation. Think about this related to math. We're big on math. Let's say we're not going to teach math till seventh grade, and we're going to jump right into algebra. Well, if we dropped elementary, that's kind of like the same thing. We're not going to teach you how to throw, how to run, how to catch. We're just going to put you in the baseball game. How enjoyable is that experience going to be? Now I'm talking both general -- you know, a student with a disability, someone without a disability. So it's so important. And we understand all this with, you know, health concerns and childhood obesity, but if -- research does show that if a child is successful in those fundamental skills, they are more apt to be on, you know, target grade-wise and academically and physically. So we have to encourage that, but we're doing just the opposite. I'd have to see the long-term effects. But on the same note, I've been around. Like I said, only five years in teaching, but I've been in and out of schools. I've been sent nine years in the life skills as a paraeducator to physical education classes. I've traveled, I've seen, I've talked. I have people in the coaching room that are teachers and you hear stories. And we often have heard, oh, phys ed class, just roll out the ball. I have seen schools where the student had to go get the ball. It wasn't rolled out. They had to go get it themselves. That is not right. That is not fair. Now I get on my little soapbox a little bit and I get a little angry at this. If we're going to do the job, let's

do it right. And I'm all for the let's move in school, but let's not overlook what we have already established. We have trained and qualified people. Should they be more trained, more qualified to work with students with special needs? I think so. But let's -- you know, they're taking steps to do that. But right now, we got to step up because our programs are going to be wiped out. It is not a place for students to be busy, happy, and good. It is a place for them to be educated. And you know, I get a little emotional, a little angry at this, but we've got to do a better job. Got to do a better job. I will tell you from an adapted physical education, if they're -- if you're in a school and they're not following the curriculum, they're not following assessments, they're not holding objectives and goals and things like that, what do I relate my students to? If we're not following the curriculum. If you can go into the gym and decide you want to play netball, basketball, or volleyball, that's not right because you cannot go into a math class and like, algebra, geometry, adding. That's not right, and I think that's where we're losing. We got to really beef up this program a little bit. And I'm like if we can share that message, I know I'm not speaking to a physical education group, but we got to make sure we get that message back. We've got to do a better job because we need it. And the students deserve it. And I'm all for academics, but I'm going to share with you just a really good book that's on the market. I don't know if you've read it, but Spark by John Ratey. And I'll pass it around. You can glance through it, and he's got some studies going on, and talks about physical activity and learning, how academics is enhanced by physical activity. And he actually -- if you give a glance, you can look, he signed it. And I actually got this book from my physical therapist. He came in. Not my -- the one for the school. He came in, he goes, you got to read this book. He actually bought it for me, signed it, put a note in there. And then not too long ago, I went to see John Ratey at a high school back near my hometown, and I was like, you have to sign it. So you'll see two signatures in there. But this is a great little book. It's an easy read. I'm not quite through it. I should before school starts. But you can just pass that around. But again, you know, we're all for the academics, but let's not lose sight of what we really do need to do as well. And some -- you know some students just learn better. I think, you know, to sit down and do something, I'm probably better if I was standing up doing something. But take that for what it's worth. And as we said, these are concerns. So that's physical education. We're going right down that list that I told you about. So now we're going to look at what is quality physical education? I got to jump back to NASPE. Remember the national organization and there's six standards? Well, this is what NASPE is recommending. Physical education program that would provide opportunity to learn. If we drop physical education from our elementary schools, where's the opportunity to learn? And we talked about a little bit this morning, you know, there are some schools that an elementary school teacher can teach phys ed, but I'm not so sure in your background you know the critical cues of throwing, of kicking, of catching. And some of that if you don't know could be a safety concern. And it's not to down anyone, but you know, if we're trained in it, then I think it's important that we do that job. But we need to provide opportunity to learn. We need to provide meaningful content. Why are we running the mile? Why are we doing the sit and reach? Why are we running a three on two defense? You know, and meaningful context. Give them knowledge. Just don't roll the ball out and say, play ball. You know, and practice and skill. Appropriate instruction. You know, come in with a game plan. And this is where I flash back to the days of coaching. And I could go back to my old home and get those index cards of every practice, this is what we're doing today. Did we follow it to a T? No. Darn close, though. And you know, you came in with a game plan. This is what we're going to do. Just like I'm trying to do a little bit with this presentation, but it's still a presentation. This is

what we're doing, this is how we're doing it, and then we'll find out if you really understood that. But you know, it's appropriate instruction. You're going to try and accommodate all levels of all needs, all abilities. And that is difficult. But again, we are trained to do that, and we need to continue to do it, and in some cases a better job of doing that. And also for quality physical education, assessment data. Not only of the students, but of the program that's being run itself. And I will stand here and tell you every day when there is life skills, I requested them every day. I went from like once a week with them. Had three groups, but there was a group, a lower functioning group that I had every day, and I thought it was important. And I will tell you, every day we had a little ticket out the door. They were assessed on something pertaining to the lesson. Because to me, it's the coaching realm. If I just come in, have a good time, see you, bye, I don't feel like I accomplished something. If seven of those students were able to recite six muscles of their body, you know, I'm a ten tomorrow. And that's where that coaching mentality -- that's why I had to share that story with you. But the other thing is program assessment. We often -- and this is something you could probably use in your classrooms as well. At the end of the school year, reflect back. What would I do different? You know, we got teams of people working together. Meet with those teams. In physical education, it could be the whole middle school staff. It could be all secondary, could be all elementary. It could be everybody. I did see one school in North Jersey sit down, and I did a presentation for them and I kind of hung out with them afterwards. And they went into a room and they had a whiteboard, and it was grades 9 through 12, and it broke down the whole entire year of what level, who was teaching it, and they had that on the board. And they were going to discuss because that was last year's, and they want to make adjustments. How did we do? I'm like, that is fascinating. That is awesome. That's the way it should be done. That is quality physical education. Because it's one thing to assess your students, but then to program assess, we often forget that. So let's take a closer look. It's those topics. We're just going in depth, one slide per each topic here. Opportunity to learn, instructional periods totaling 150 minutes per week for elementary. Now obviously 150 minutes in a day is not probably ideal, but that's what they're recommending. 225 minutes per week for middle school and secondary. But this is quality. I've had people come to me and they said, oh, we have phys ed every day. Yeah, but probably 60% of those kids sit out every other day. You know, I'd rather have quality, two, three times a week of quality physical education, doing the heart rate, getting that and learning something, than to have 25 minutes where probably 60% are just sitting out, not doing anything. Quality physical education specialist providing developmentally appropriate programs. Okay, so some of it's qualified. And that's why they're a little uncertain of elementary school teacher teaching it, even though in some states it's okay. But somebody with the background, the knowledge. And again, safety is a huge concern. Adequate equipment and facilities. And I've been in places where there was very limited facilities. And again, going back, are these students going to be safe? Are they going to be successful? Are they going to be independent in that facility with that equipment? And those are questions you have to ask. And if they are, great. If you're not so sure, err on caution and say, hey, we got to do something about it. That room is not safe, or that room is not ideal for this student with a special need. And I have taken students out of the gymnasium. There might have been ball bearing -- you know, anyone else could have been in there, but if it bothered me, chances are it bothered the student. And you know, I'm like, no, this isn't ideal for us today. You know, we need to get that fixed. And you know, it comes back to facilities. And we can't be afraid to speak up with that, especially, you know, with the background knowledge of some disabilities we have. And this is pretty

self-explanatory because we kind of hit on it, the meaningful content. We'll just skim through that. A variety of motor skills that are designed to enhance physical fitness. We all have these like -- I shouldn't say we all, but you know, nice fitness facilities and things of that nature. Let's use them. Sometimes there's brand new equipment that has never been used. You know, we can use that stuff. And fitness education to help students understand. As I said, you know, why are we doing the sit-ups? Why are we running the mile? Why are we doing this activity? Why are we learning to work together? You can really branch off in many different ways. Cognitive concepts. I thought of this, the cognitive concepts, watching the Olympics the other day in like volleyball. Now some of you have seem high school volleyball. Not all, some of it's great, but it's usually just hit the ball, hit the ball, hit the ball. But when you watch like Olympic level -- I'm not saying it has to be Olympic level, but let's get it in line with that. You know, the bump, the set, the spike, and have some -- that would be great. And some schools do a fantastic job of it. Others are playing 20 on 20. So, you know, but teach those concepts. And that's important. That falls under the meaningful content. Encourage the social skills and gain a multicultural perspective. Promote regular amounts of appropriate physical activity now and throughout the rest of life. Again, this is a lifetime thing. This is something that's going to happen. It's not this semester for a grade. You're not taking it your senior year just because you failed your freshman year. This is a lifetime. And that's what we really have to look at. Appropriate instruction, that's the full inclusion. Maximum participation. Maximum participation, or opportunities for the activity, if you're going in and you have a student that might have a little bit of meltdown issues or some concerns, and they're touching the ball maybe three times in a 30-minute class, that could be a concern. You know, there could be like some coping avoidance for that child to go back into that environment because 30 minutes, I only touched it three times. So that needs to be changed. And if the teacher's not recognizing it in physical education, then I'm calling on you to say, hey, you know, maybe we can get a little more touches on the ball because we need to have that practice. Well-designed lessons that facilitate student learning. And I said, you know, when my students leave, it was a life skills class. They could recite six muscles on their body. They go chest, abs, quads, hamstring, calf, bicep, bicep. And that was the fun part. But everyone would be able to do that. And by the time I left, they were able to, this is a pretty low functioning group, go into the fitness center and I say, where's the chest machine? And they would point to the chest machine. And seriously, some of them I'm thinking they could work in a fitness center. Because remember I told you I worked in a fitness center? Heck, a little more training, that's a nice little co-op job. You know, get away from the filth, food, and flower thing and let's get into something more social where they can work on some interaction, right? So but we have to do that through well-designed lessons. And out of school assignments. I would send home journals. We talked about the academics, trying to incorporate some writing. And if they're going home on the holiday break, I'd send a journal home. You know, I want to know what you want to -- what you're doing on the holiday break. Did you go for a walk? Did you do this? Some came back blank. Some came back with some writing I couldn't read. Some came back with pictures drawn. I'm like, that's cute. I'll accept that. And then we always had mom. Magnificent Monday was where we kind of sat down and discussed what we did with our family, bring in the culture. I walked with my mom, walked with my dad. You know, things of that nature. But you know, get them to do those, to generalize what they're being taught in the classroom or physical education setting into the community. So if we're doing a unit on like physical fitness and working in the fitness center, man, I would love, like book a trip. We're going on a class trip down to YMCA. You know,

and generalize that into a different setting. Can you still do those skills? Can you still understand that's a chest machine? Can you still get in there and do nice, slow, full range of motion, counting to ten? That's the stuff. I'm going to show you some things that I've come up with to help that, both in transitioning, but I mean into the community with the 21 and over transitioning. And last but not least, on the quality part is student and program assessment data. We talked about that. Assess your students and assess your program. So now let's look at what is quality adapted physical education. Now do you see I underlined the ED? Because I want you to just keep a mental note to yourself. It is adapt-ed. Think education. All right, because you will see -- I bet you if you pulled up an IEP that you have, look, it's probably adaptive. It's probably under related services. But we're actually, you know, trying to talk to some companies to say, hey, get this straight. It's a direct service and it's adapted. You know, so I just want to underline that because sometimes it's like the phys ed gym thing, like adapted, adaptive. So, but I just underlined it there. So you can help send that message out. But at a glance, we're going to just go through these three things here, a definition of disabilities, the categories, physical education. Right here we have the definition. For an impairment to rise to the level of a disability, it must substantially limit one or more of life's major life activities, a person's major life activities. So that's some information. I just want to put it out there. Some people are like, what is a disability? And basically that is the definition. The 13 disability categories. Now some people might hear, well, I heard there's 14. Well, that varies depending where you're from, but developmental disability could be thrown in there to make it 14. But those are the disabilities. And oftentimes I'd go back to -- like I did a lot of professional development, and one of the questions was to ask people, you know, name the 13 disabilities. And that was like -- it was tough because we really don't see that. But this is under IDEA, and these are the categories of the disabilities. And again, some of the terms, mental retardation, intellectual disability, some of those change, but that's still how it's listed. And then just real brief on the law. You can see how the name has changed over time. Back in 1975 with the Education for All Handicapped Children's Act. And then it was reauthorized and the name changed in 1990 to Individuals With Disability. And then the name did change again with some reauthorizations going on in there to the Individuals With Disability Education Improvement Act. And basically this law just states that -- entitles all children with disabilities to free and appropriate, we know that is FAPE, and requires special education, including physical education, to be specifically designed to meet the unique needs of a child with a disability. And these services must be made available in the least restrictive environment. Not news to you. It was a little bit of news to me when I went back. I'm like, oh. And especially when you got into the special education with my master's and you looked a little more in depth, I'm like, that's new. I'm not so sure everybody's aware of that in the physical education realm. So again, we have to share this information. And just -- and when we do interact and we do speak, and we will be doing some things amongst yourselves, but just note the person first. And I always share this story. Back when I was a paraeducator and I was teacher, it was an ideal situation because I would be in the classroom and some of my athletes would be in uniform because it was game day. They would come into the classroom and work with the students. And if the student was on task, the student with the disability was on task, sometimes we'd reward them by taking them to the field and having it set up. So it was a win-win situation. And a lot of -- I should say two of my students actually went on to become special education teachers. And one is moving up in the ranks, which is really nice to see. But what brings me to this story is when I first started doing that, they would come up, my athletes would come up, they're like, oh Ms. Judge, you work with

that boy in a wheelchair. And automatically you had to like kind of correct that. And I said, I work with, you know, Michael, and he uses a wheelchair. And they were -- that was like a learning experience. So I often remember that, and I just want to make sure that we do put person first -- use person first language. And that's why the name was changed to Individuals with Disability. And it seems like there's more changes going on, but we won't go into that. And what is adapted physical education? When a student with a disabilities -- with students -- students with disabilities are provided with specialized instruction in physical education to meet their unique needs, this is adapted physical education. So a child with special needs, if we adapt or modify -- now it could be an adapted PE teacher. It could be a general PE teacher. And it could be, you know, from a major piece of equipment to just a subtle piece of equipment. But that's being adapted to fit their needs. And we talked about this this morning. Adapted physical education does not constitute a placement. You are not placed in adapted PE. It is a continuum of services. You again could receive direct services from myself as an adapted PE teacher. We could do consultation with the general PE teacher and they could provide those adaptations. But remember, our long-term goal is to get them right included. And some can do it quickly; others need more time, more support staff, or more supports. But we just want that -- it's not, oh, you have adapted PE and you're stuck with it until you're done in school. That's not our goals. That's not our aim. And again, we had talked about this, the least restrictive environment. Now types of APE instruction. When I was going to start that program, I didn't know what I was in for, but there were many groups. We could provide these services in a one on one, small group instruction, inclusion with the general PE -- general phys ed class. That got -- became doing -- began doing more and more of that as time went on when I was in Lancaster. Reverse inclusion. You know, we talked about my students when I was a paraeducator coming into the classroom, but there were times -- I also coached field hockey in Lancaster. Some of my athletes would come in and work with them in their environment. And that worked out really well. And then like the life skills class that I had talked about that was just all students with disabilities. 13 disabilities, there were days I had 10 of the 13. But that was totally all adapted PE. Now what I want to do, and we'll hit the lights on this, and this is the video. This is just a four-minute video. Has anyone ever heard of animoto.com? It's a little Animoto video. And you can just -- I do have music to it. And you can just see some of the things and activities. [VIDEO BEGINS] JOANN JUDGE: This is a little choppy because I transferred it. So if it doesn't work, we'll stop it, but. It's not as smooth as I'd like it, but. Technology, you got to love it at times. I do apologize. [VIDEO ENDS] JOANN JUDGE: I'm just going to click out of that. But basically it just shared with you some of the ideas that, you know, there is reading, there is academics, there is like the old school assessment going on. There's literacy in there. As well, you know, just the educational part. But I think because I transferred, it kind of cut up a little. But we're just going to move through this to the next piece. I was in Lancaster. It was -- you can see over there August 2009, and I was in this little coffee shop in New Holland, and I was reading the newspaper. The important part, of course, the comics. And I saw this comic and I'm like, oh my gosh, I'm probably the only person in the world that would have thought adapted PE. But it is Rose is a Rose. And actually, I read it and took the paper. Then I went home and I looked for it online, so that's why I got it in color. But Rose is Rose, and you can see over here, this first part of the cartoon, there's a hula hoop. Holds it up, the butterfly goes through. Extends the arm out, cat jumps through. Holds it up real high in the sky, the bird goes through. And I love the fourth frame there. Don't worry, little buddy. I'll lower it for you. And the fifth frame, the turtle goes through. When I had read that, I automatically thought adapted PE. But then I read into it a

little bit more, I'm like, well, there's another message there. And I just want to share it with you so you can share it with others. It's okay to adapt and modify the activity by changing the placement of the hula hoop. For example, it's okay to lower the hoop for the turtle to be safe and successful, but do not lower the expectation. And I think sometimes, and I'll be -- I admit, I was guilty of this when I first started teaching. Oh, this, oh, that. And then boy did that go away quick. I'm like, no, and then you get into that coaching mode and that can be dangerous. You know, you do have these expectations. If they're realistic and they're good and they're going to be safe and they're going to be successful, and sometimes you have to experiment, then go for it. Because I've seen some amazing, amazing things happen. And one thing came to mind that I'll share with you. I, for the first time I guess maybe two years into it, saw a student truly battle a disability, and that was ADHD. And he was on this machine and he had to go slow to get the little reward thing. And you just saw him just do everything he could to battle that. And I felt that. I was like, wow, he's really trying. And that left an impression on me. But he wasn't going to get the card unless he did, you know? And I knew he could do it. Wasn't going to be easy, but he ended up being successful, and it was great. You know, just keep that in mind. It's okay to, you know, lower the hoop, but don't lower the expectations. And then this is a little bit from this morning. When we look up in IDEA the definition of special education, special education means specially designed instruction at no cost to the parent to meet the unique needs of a child with a disability. And this includes instruction conducted in a classroom, in home, hospital, institution, and other settings. And in bold print right there, physical education. So that's what, you know, gives us -- that's the law. And we had just talked about that. And quality adapted physical education we're not overlooking. We mentioned this in quality physical education. It comes right back in here. There's no difference. And that's why, you know, soon we're going to get into ways that we can make it quality. And just some quick notes. We hit on these this morning, but I got to review them for others that weren't here. Physical education is the only curricular area specifically identified in the law. I don't mean to -- you know, music, art, but it's not in there. But phys ed is. Instruction in physical education must occur, and if necessary it may be adapted. So again, you know, you have students. If you're in a school and your students are getting physical education and you have a student that has a disability and they are not, that is against the law. They need to be provided physical education. So just, you know, keep that in the back of the mind. And as we had talked about this morning with Pam here, I heard this at a conference. Somebody said, oh yeah, you know, adapted PE, well, he gets PT twice a week. That is not physical education. They are not teaching the critical cues, the concepts, you know. But we've just got to make sure we share that with people. And please, please, please keep in mind because it is under special education, this is a direct service. Go back and check your IEPs. Bet you, bet you, bet you, bet you you're going to find related service. We are not a related service. We are a direct service. And again, there's quick notes. Provided by qualified personnel. Unfortunately in IDEA, the federal law, it does not identify qualified personnel, so that is why some schools, elementary school teacher can teach it. And then in other states, they have to be CAPE certified to teach it and have the additional background. So we're kind of working on that in our state here to up the ante. AUDIENCE MEMBER: With the reflection on your PE as a direct service, so then are you saying that if a child is participating or receiving adapted PE, it shouldn't be reflected on the IEP anywhere because it's part of the curriculum? JOANN JUDGE: I would put it in there as the support services -- AUDIENCE MEMBER: Under SDI? JOANN JUDGE: Yes. You need to have it in there. AUDIENCE MEMBER: We have it under SDI. I thought you were saying it shouldn't be listed anywhere. JOANN JUDGE: Oh no.

But you're going to find it under -- and usually -- and you know, in the meetings I've been in too, it's -- you know, they go through all the related services, then PE. Then it's like, what? But you know, just look at that. And hopefully some things can change as to how we identify it. And then just as I mentioned, most states identify qualified personnel according to the regulations of their governing physical education. And that's if your state says you only need a state license, state certification, then you're good to go. And a lot of these -- a lot of people right now are out there teaching students. And this is the message that -- especially to parents, this is the message. There are a lot of people out there with that one three-credit course in working with students with special needs. Now I'm going out on a limb on this one, but I will tell you I was a paraeducator. I shared that story with you. I was sent with students out in the environment, to class, MR, MR, MR. But then you find out that, whoa, there's a little more to that. I don't know if I would assume the responsibility. Like I didn't know you couldn't do that, didn't realize, you know, you really need to monitor that person's heart rate. No one told us that. I'm not so sure others knew of it. But it's when I started to investigate certain disabilities a little more specifically and I'm like, wow, you know, we are kind of setting ourselves up. I mean, heaven forbid anything happen. But you know, this isn't like a personal thing. It's like we really need to make people aware of that. And I don't think we do. And back in '05, '04, '03, I didn't know what adapted PE was. I never heard of that. But you know, you learn and it's like -- you know, I sat in these classes in the minor over at Westchester and I'm like, oh my gosh, I didn't know that. Oh my gosh, I didn't know that. Oh my gosh, I didn't know that. I was like sweating bullets. I'm like, okay, I'm not doing that job anymore. But it increased my awareness, and I think that's what we need to do a better job of. And the next one, as we mentioned, some states allow classroom teachers, provide adapted PE, while others require adapted -- a national certified adapted PE teacher. And as I mentioned, that's additional credits, 18 credits, 100-some hours, pass a national exam to get that criteria. And last but not least on this one, and remember it is adapted physical education, not adaptive. And this is going to be a little quick section here. And we're working down that list. This is four. We're going to talk just briefly about some of the roles for a few seconds and then we'll -- I think the break is coming up. This again comes from AAHPERD, our governing body under which NASPE is in there. They set out -- if you get that website where it says AAHPERD, they have some position statements. And one of the position statements on there and that they wrote has to do with dodge ball. Like it's not a good thing to play dodge ball even though there's teams and people like it. A lot of people don't. But our national like organization is against it, so they write a position statement and you can actually go on that website and pull that up and look at it. But there's, you know, other position statements. You know, what's the criteria? The quality physical education, all that stuff comes under there. But you can pull that up and look at it, and that's where I got this information here as far as these roles and responsibilities. They are suggesting that, you know, we have additional study on disability. And I totally agree with that because I don't know -- and I still sometimes have questions. You know, meds. You watch TV and they put a medicine up there and then you hear the like 500 things that could go wrong, but you know, and I've been in situations where students either forgot their meds, they lost their meds, and I do a little advocacy here for this. One time, I had a student that came to class and just totally off the wall. Just, you know, usually nice, quiet, calm. And apparently some meds were stolen from their home. And apparently what happens is someone was following the short bus home and realized it was a student with special needs, and went in, you know, later, and stole the meds. So the student now was without meds for a couple days. And then what happens is eventually when the meds

were -- not the ones recovered, but they got more. They were all given at the same time, so now you're dealing with another personality. But I always put that little advocacy out there because I did talk to a policeman one time and he said also concerned if somebody had hip surgery or back surgery of some nature and there's some painkillers, if they come home in an ambulance, they will now -- they see that and they'll realize that there are painkillers in the house. So that's just something I heard a few years back. And every time I get an opportunity -- because we never really think of that. But back to the meds, you know, I'd like to learn more about some of these meds, you know, in relationship to heat if we're in the summertime, in relation just to, you know, physical activity, dehydration. And they constantly seem to change as well. But also, you know, motor assessment. We talked about there's numerous different ways we can assess students with disabilities, a number of like studies and tests and assessment tools that are out there. We need to have -- be responsible and be able to write the reports. I'll show you some samples that I have. We have to have some -- a little more knowledge on special education law. Because as I said, I've asked many people, where'd that definition come from? I don't know. You know, what are the 13 disabilities? I don't know. You know, and I think we could do a little bit better job of that. And working with an IEP. Fortunately, having the background as a paraeducator, I think I photocopied more IEPs than, you know, actually worked on them. But wish I would have read some by now. You know, have that background and write goals and objectives for the IEP, and know how to work the technology to insert those for physical education. And to have sort of adapt and modify. We'll talk about that. Behavior management, I think that's another area. And also this story with you real quick. When I coached, it was very structured. When the bus would pull in after a game, everyone would remain sitting until I stood up and turned around. And then the bus went quiet. It was that kind of atmosphere. But I had to give that up just a little bit in the beginning with students with disabilities. I'm like, whoa, this is different. I'm not used to it, you know? And it's like you have to work it. And sometimes you take it to heart. It's like, oh my god, I lost my touch. I don't have it anymore. It's gone. But you know, I have to say that's part of the disability shining through, but I still have to -- don't lower the expectation. But you know, still work with it. And sometimes we take it to heart, and I think sometimes even in general education classes, you might run a classroom top notch. And then if a student comes in that's not quite on the same agenda as you, that could create havoc and may make you look bad, like you don't have class control. It throws the chemistry off a little bit. And we have to hurdle that some. And there was a little challenge for myself as well. Yes? AUDIENCE MEMBER: Sorry, excuse me. In our district, the general physical educator is the one that's also doing adapted PE, or PE with adaptations within the class. It's expected that they would assume these roles and responsibilities as well, right? JOANN JUDGE: Yes. Yes. And if it's the same in Pennsylvania, they're saying in that three-credit course -- it should be addressed, but I can go down here and say I've had classes on the topic, like a whole course on this topic, and still had questions. The collaboration and consultation skills. You know, how do you address somebody that's just, oh man, just had a rough class, kids are out of control? And you've got to go in and consult them and provide some feedback. How do you do that? That's a skill set. You know, we need to be taught how to do that. Advocacy. You know, I've seen -- there are some people that don't want to work with these students. That breaks my heart, but they're there. Okay, and I'd be lying if I said otherwise, but you know, you have to get out there and advocate for them and support them. Instructional design and planning. And again, you know, getting out and talking to people and experimenting, trying things. You know, don't just haphazardly try it, but give it honest effort. If

something doesn't work, try something else. The inclusion practices. You know, how can we really successfully bring the students all together? I'll share with you some strategies. Community and family resources. There's a lot of help out there. It's not going to come knocking on your door, but with Internet and communications that we have, should be able to find something. And professional leadership. As I said, I did a lot of professional development. You know, learning the stuff, bringing it back and sharing it. And it's like anything else. You can go to 100 conferences and walk back and still do the same thing you did last year. It's like, you know -- and we really have to try and push and encourage people to try things. And assistive technology, I mean, that's clear across the board. We still need to do - you know, get more knowledge on that.