SYLLABUS

DATE OF LAST REVIEW: 02/2013

CIP CODE: 24.0101

SEMESTER: Departmental Syllabus

COURSE TITLE: Adaptive Physical Education

COURSE NUMBER: EXSC0270

CREDIT HOURS: 3

INSTRUCTOR: Departmental Syllabus

OFFICE LOCATION: Departmental Syllabus

OFFICE HOURS: Departmental Syllabus

TELEPHONE: Departmental Syllabus

EMAIL: Departmental Syllabus

KCKCC issued email accounts are the official means for electronically communicating with students.

PREREQUISITE: None

REQUIRED TEXT AND MATERIALS:

Please check with the KCKCC bookstore, http://www.kckccbookstore.com/ for the required texts for your particular class.

COURSE DESCRIPTION:

This course is to prepare students majoring in physical education, recreation, sport management, special education, exercise science, and related disciplines. The student is acquainted with history and overview of adaptive physical education and sports, the organization and management of programs and an overview of various types of disabilities. Students will also learn about individual education programming, measurement and appraisal, behavior management, perceptual-motor development, and assistive devices.

METHOD OF INSTRUCTION:

A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and
demonstrations, projects and presentations, speeches, debates, and panels, conferencing, learning experiences, and performances outside the classroom. Methodology will be selected to best meet student needs.

**Online Sections:** Online courses rely on the use of the Internet and a course management system for content delivery. Courses are accessible both on campus and from most remote sites. Specific information regarding computer skills and system requirements can be found at [http://helpdesk.kckcc.edu/helpdesk/](http://helpdesk.kckcc.edu/helpdesk/)

**COURSE OUTLINE:**

I. History, Legislation, and Professional Resources  
   A. Meaning of Adaptive Physical Education  
   B. Adapted Sport  
   C. History of Adapted Physical Education  
   D. Laws Important to Adapted Physical Education and Sport  
   E. Organizations  

II. Program Organization and Management  
   A. Programmatic and Curricular Direction  
   B. Administrative Procedures and Program Implementation  
   C. Program Evaluation  

III. Individual Education Programs  
   A. Students with Disabilities  
   B. Students with Disabilities by with unique needs  

IV. Measurement and Appraisal  
   A. Tests and Standards  
   B. Purpose of Measurement and Appraisal  
   C. Tests for Use in Adaptive Physical Education  
   D. Computer Software  

V. Affective Dimensions  
   A. Meaning of Affective Development  
   B. Self-Actualization Theory  
   C. Behavioral Orientations and Affective Development  
   D. Cooperative Play  

VI. Behavior Management Procedures  
   A. Behavioral Modification  
   B. Types of Reinforcers  
   C. Procedures to Increase and/or Decrease Behavior  
   D. Implementing Behavior Modification into Adaptive Physical Education Program  

VII. Perceptual-Motor Dimensions  
   A. Overview of Components  
   B. Visual Perceptual-Motor Development  
   C. Auditory Perceptual-Motor Development  
   D. Kinesthetic Perception  
   E. Tactual Perception
VIII  Wheelchairs and Assistive Devices
   A. Wheelchair Components
   B. Wheelchair Assistance
   C. Transfers
   D. Wheelchair Design and Propulsion Techniques
   E. Orthotic Devices

IX  Teaching Styles and Approaches
   A. Teaching Effectiveness and Approaches
   B. Teaching Styles
   C. Individualized Learning
   D. Prescriptive Planning and Instructional Models

X  Mental Retardation
   A. Definition, Incidence, and Classification
   B. Causes of Mental Retardation
   C. Characteristics of Individuals with Mental Retardation
   D. Test and Teaching Methods
   E. Planned Programs and Special Olympics
   F. Safety Factors

XI  Learning Disabilities
   A. Definition, Incidence, and Causes
   B. Observable Behaviors and Problems
   C. Approaches and Assessment of Learning Disabled Child

XII  Behavioral Disabilities
   A. Definition, Incidence, and Causes
   B. Approaches and Instructional Considerations

XIII  Sensory Impairments
   A. Visual Impairments
   B. Hearing Impairments

XIV  Cerebral Palsy, Amputations, and Other Orthopedic Impairments
   A. Cerebral Palsy
   B. Amputation
   C. Program Implications
   D. Adapted Sports

XV  Spinal Cord Impairments
   A. Classification and Conditions
   C. Implications for Physical Education
   D. Adapted Sport Activities

XVI  Other Health-Impaired and Non-Handicapped Student
   A. Activity Injuries
   B. Long-Term Disorders
   C. Weight Control Problems
   D. Diabetes Mellitus
   E. Seizure Disorders
   F. Asthma
   G. Cancer
   H. Cardiovascular Disorders
I. Acquired Immunodeficiency Syndrome

XVI. Activities for Students with Unique Needs
   A. Elementary Games and Activities
   B. Developmental and Remedial Exercises and Activities
   C. Rhythms and Dance
   D. Aquatics
   E. Team Sports
   F. Individual Sports
   G. Winter Sport Activities

EXPECTED LEARNER OUTCOMES:

A. The student will be able to gain awareness of basic characteristics of disability groups and proper intervention techniques.
B. The student will be able to present a rationale for adaptive physical education.
C. The student will be able to illustrate the concept of mainstreaming, integration, and inclusion.
D. The student will be able to gain insight regarding types of agencies/services that provide services to individuals with disabilities.
E. The student will be able to identify tests and standards used in adaptive physical education.
F. The student will be able to identify laws that impacted the field of adaptive physical education.
G. The student will be able to develop guidelines for curriculum and programs
H. The student will be able to select specific activities appropriate for various types of individuals with disabilities
I. The student will be able to investigate resources that provide adaptive and assistive devices.
J. The student will be able to identify and differentiate the components of the perceptual-motor process.

COURSE COMPETENCIES:

The student will be able to gain awareness of basic characteristics of disability groups and proper intervention techniques.

1. The student will be able to list and define disability groups and give general characteristics and program needs for individuals with behavioral disabilities.
2. The student will be able to list and define disability group and give general characteristics and program needs for individuals with physical disabilities.
3. The student will be able to list and define disability group and give general characteristics and program needs for persons with sensory disabilities.
4. The student will be able to list and define disability group and give general characteristics and program needs for individuals with mental retardation.
5. The student will be able to list and define disability group and give general characteristics and program needs for individuals with learning disabilities.
6. The student will be able to list and define disability group and give general characteristics and program needs for other health impaired and non-disabled students.
7. The student will be able to develop individual treatment plans based on case studies.
The student will be able to present a rationale for adaptive physical education.

8. The student will be able to gather assessment data and develop appropriate list of student’s strengths and needs.
9. The student will be able to write individual education plans and outline intervention strategies for each student.
10. The student will be able to select appropriate activities and utilize appropriate evaluation protocol for each educational goal.

The student will be able to illustrate the concept of mainstreaming, integration, and inclusion.

11. The student will be able to discuss concerns and needs of each disability group with credential professionals.

The student will be able to gain insight regarding types of agencies/services that provide services to individuals with disabilities.

12. The student will be able to explain the history of adaptive physical education and sport and identify noted leaders in the development of adaptive physical education profession.
13. The student will be able to explain the evolution of the professional organization
14. The student will be able to identify organizations and agencies that provide sports programs for individuals with disabilities.

The student will be able to identity tests and standards used in adaptive physical education.

15. The student will be able to select activity modifications for various populations involved in adapted physical education and sport.
16. The student will be able to identify and compare norm-referenced tests of physical education.
17. The student will be able to identify and compare criterion-referenced tests of physical education.
18. The student will be able to define affective development and self-actualization theory.

The student will be able to identify laws that impacted the field of adaptive physical education.

19. The student will be able to identify and discuss the legislative impact on adaptive physical education.
20. The student will be able to identify the components of the Individualized Educational Plan.

The student will be able to develop guidelines for curriculum and programs

21. The student will be able to define behavior modification and list types of reinforcers used in adaptive physical education.
22. The student will be able to define and differentiate the various teaching styles of command, task, guided discovery, and problem-solving.
23. The student will be able to identify key components utilized to create guidelines for curriculum and programs.
24. The student will be able to identify activity skills, lead-up activities, modifications and variations in the areas of elementary games, remedial exercises, rhythm and dance, aquatics, team and individual sports.

*The student will be able to select specific activities appropriate for various types of individuals with disabilities*

25. The student will be able to define activity analysis and implement process when modification of an activity.

26. The student will be able to identify and discuss components of physical fitness, motor development, body mechanics and posture in relationship to individuals with disabilities.

*The student will be able to investigate resources that provide adaptive and assistive devices.*

27. The student will be able to identify the parts of a wheelchair and types of wheelchairs available.

28. The student will be able to list and explain the various transfer techniques.

*The student will be able to identify and differentiate the components of the perceptual-motor process.*

29. The student will be able to identify and differentiate the components of the perceptual-motor process.

**ASSESSMENT OF LEARNER OUTCOMES:**

Student progress is evaluated by means that include, but are not limited to exams, written assignments, and class participation.

**NOTE:**

This syllabus is subject to change at the discretion of the instructor. Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.

Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding.

Kansas City Kansas Community College offers equal educational opportunity to all students as well as serving as an equal opportunity employer for all personnel. Various laws, including Title IX of the Educational Amendments of 1972, require the college’s policy on non-discrimination be administered without regard to race, color, age, sex,
religion, national origin, physical handicap, or veteran status and that such policy be made known.

Kansas City Kansas Community College complies with the Americans with Disabilities Act. If you need accommodations due to a documented disability, please contact the Director of Academic Resource Center in Room 3354 or call 913-288-7670.