

Adapted Physical Education National Standards

Standard 1 HUMAN DEVELOPMENT

The foundation of proposed goals and activities for individuals with disabilities is grounded in a basic understanding of human development and its applications to those with various needs.

Standard 2 MOTOR BEHAVIOR

Teaching individuals with disabilities requires knowledge of typical physical and motor development as well as understanding the influence of developmental delays on these processes.

Standard 3 EXERCISE SCIENCE

The focus of this standard is on the principles that address the physiological and biomechanical applications encountered when working with diverse populations.

Standard 4 MEASUREMENT AND EVALUATION

Understanding the measurement of motor performance is, to a large extent, based on a good grasp of motor development and the acquisition of motor skills covered in other standards.

Standard 5 HISTORY AND PHILOSOPHY

This standard traces legal and philosophical factors involved in current day practices in adapted physical education (APE). A review of history and philosophy related to special and general education is also covered.

Standard 6 UNIQUE ATTRIBUTES OF LEARNERS

This standard refers to information based on the disability areas found in the Individuals with Disabilities Education Act (IDEA).

Standard 7 CURRICULUM THEORY AND DEVELOPMENT

Certain curriculum theory and development concepts, such as selecting goals based on relevant and appropriate assessment, must be understood.

Standard 8 ASSESSMENT

Assessment goes beyond data gathering to include measurements for the purpose of making decisions about special services and program components for individuals with disabilities.

Standard 9 INSTRUCTIONAL DESIGN AND PLANNING

Instructional design and planning must be developed before an APE teacher can provide services to meet legal mandates, educational goals and, most importantly, the unique needs of individuals with disabilities.

Standard 10 TEACHING

Many of the principles addressed earlier in such standard areas as human development, motor behavior, and exercise science, are applied to this standard to effectively provide quality physical education to individuals with disabilities.

Standard 11 CONSULTATION AND STAFF DEVELOPMENT

This standard identifies key competencies an adapted physical educator should know related to consultation and staff development.

Standard 12 STUDENT AND PROGRAM EVALUATION

Program evaluation involves evaluation of the entire range of educational services.

Standard 13 CONTINUING EDUCATION

This standard focuses on ways teachers of APE can remain current in their field.

Standard 14 ETHICS

This standard has been developed to ensure that teachers of APE not only understand the importance of sound ethical practices, but also adhere to and advance such practices.

Standard 15 COMMUNICATION

This standard includes information on how to effectively communicate with families and other professionals, using a team approach to enhance service delivery to individuals with disabilities.