



**PE 3090 -- FALL 2008**  
**ADAPTIVE PHYSICAL EDUCATION**  
**MWF 11:00 – 11:50 a.m. -- PEB 121/111**

**Dr. Jean Lopour**  
**P. E. Office #208**  
**586-7827**

**3 Credits**  
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**Office hours as posted**

**Text: *Special Physical Education: Adapted, Individualized, Development***  
**6<sup>th</sup> Ed. Dunn, Tait (Required)**

**Course Description:**

Emphasis on meeting the physical activity needs of students temporarily or permanently impaired. Discussion of the methods and opportunities to involve the impaired/disabled student in physical education classes.

**Objectives:**

**Upon completion of the course students will be able to:**

1. Explain the impact of PL 94-142 on the public school systems. (Exam, practicum experiences, article critique) NASPE 1.6, 8.2, 9.6; TEAC 1.1, 3.1, 3.2; INTASC 1, 7
2. Identify the other federal laws that impact special populations. (Exam) NASPE 1.6, 9.6; TEAC 1.1; INTASC 1, 7
3. Assess a peer using a postural evaluation tool. (Perform assessment on peer as an assignment) NASPE 2.1, 5.1, 5.3, 7.1, 7.2, 7.5, 9.3; TEAC 1.2, 2.1; INTASC 1, 2, 3, 4, 5, 6, 7, 8
4. Assess a person (age 5 –18) using a postural evaluation tool. (Perform an assessment on a person as an assignment) NASPE 2.1, 2.2, 5.1, 5.3, 7.1, 7.2, 7.5, 9.3, 9.5; TEAC 1.2, 2.1; INTASC 1, 2, 3, 4, 5, 6, 7, 8, 9
5. Assess a peer using a perceptual motor tool. (Perform an assessment on a peer for an assignment) NASPE 5.1, 5.3, 7.1, 7.2, 7.5, 9.3, 9.5; TEAC 1.2, 2.1; INTASC 1, 2, 3, 4, 5, 6, 7, 8, 9

6. Assess a child (age 5-10) using a perceptual motor tool. (Perform an assessment on a peer for an assignment) NASPE 2.1, 2.2, 5.1, 5.3, 7.1, 7.2, 7.5, 9.3; TEAC 1.2, 2.1; INTASC 1, 2, 3, 4, 5, 6, 7, 8, 9
7. Identify various disabling conditions and characteristics of special populations. (Exam, practicum experience, article critique) NASPE 3.1, 3.3, 8.2; TEAC 1.3, 3.1, 3.2; INTASC 4, 5, 6, 7, 8, 10
8. Identify the signs and symptoms of various disabling conditions. (Exam and practicum experience) NASPE 3.3; TEAC 1.1; INTASC 1, 7
9. Explain the content area of adaptive physical education as it relates to various disabling conditions. (Exam, reading assignment, article critique) NASPE 3.2, 3.3, 8.2; TEAC 1.3, 3.1, 3.2; INTASC 4, 5, 6, 7, 8, 10
10. Explain and reflect on what it feels like to be impaired/disabled for a 24 hour time period. (Impairment assignment) NASPE 2.3, 8.1; 5.1, 5.3; TEAC 1.2, 3.1, 3.2; INTASC 1, 2, 3, 4, 6, 7, 8
11. Identify the normal motor development patterns of children age 0 - 12. (Exam, perceptual motor evaluation) NASPE 1.4, 1.5, 1.1, 1.6, 1.7; TEAC 1.1; INTASC 1, 7
12. Identify and explain the normal development of reflexes from ages 0 – 2. (Exam) NASPE 1.7; TEAC 1.1; INTASC 1, 7
13. Implement appropriate instruction that meets the needs of special needs students. (practicum) NASPE 2.1, 2.2, 3.1,3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.9, 8.2, 8.5; TEAC 1.2, 1.3, 3.1, 3.2; INTASC 1, 2, 3, 4, 5, 6, 7, 8, 10

**Assignments:**

**1. Service Learning**

Participate in a service learning project at the elementary, middle, or secondary level, a community physical therapy program, or aquatics for disabled program with an impaired/disabled individual. Spend at least 2 hours a week at school observing and helping “your” student. A minimum of 24 hours is required. Be as involved as is appropriate. Write a case study report about “your” student. Identify progress made during your time working with the student. Include a paragraph about how your attitude changed, if it did, regarding working with impaired, disabled individuals.

***Due – Monday, December 1, 2008***

**20%**

First week in schools.....Monday, September 8, 2008

Last week in schools.....Monday, November 24, 2008

2. Make a piece of equipment that will be helpful for your student as a learning tool. This will be something your student will keep. It will be presented in class before it is given to your student.

**(extra credit)**

**5 points added on**

**Due – Wednesday, November 5, 2008**

3. Impair yourself for a 24-hour time period. During that time, participate in a social activity (go on a date, go grocery shopping, attend a sporting event, attend class). Write a paper about your experience and insights into being “impaired.”  
**Due – Wednesday, October 22, 2008** **10%**
  
4. Do a postural and a perceptual motor evaluation on a peer in class. Write a summary of the findings. Write it as if you were writing to a parent.  
**Each evaluation is due the class period after the activity.** **5%**
  
5. Do a postural and perceptual motor evaluation on a child age 5 – 10. Report the findings and write a summary on the experience. Write it as if you were writing to a parent.  
**Paper Due – Wednesday, October 15, 2008** **10%**
  
6. Read and critique 1 article from professional journals about adaptive P. E. Present critique orally to class. Include the following in presentation--name of article journal and author. Briefly describe content of article. Explain how it might impact your teaching Adaptive P. E. Article must be approved by Dr. Lopour and written on the sheet taped to her office window. No duplicate articles!  
  
**Article due – Wednesday, November 19, 2008** **10%**

**LATE ASSIGNMENTS WILL NOT BE ACCEPTED!**

**Tests:** **45%**

Tests will be on information presented in class and on text.

Test 1	Chapters 1, 2, 3 and notes	15%
Test 2	Chapters 7, 9, 10 and notes	15%
Test 3	Chapters 12, 17 and notes	15%

<b>FINAL EXAM Tuesday, December 9, 2008 -- 11:00 – 12:50 a.m.</b>
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**Attendance:**

Attendance is expected. No make-ups will be done for missed in-class instruction on how to perform the postural or perceptual motor evaluations.

## **Practicum/Dress Requirements:**

100% attendance is required with practicum student. One unexcused absence will result in failure of the class. Dress in a professional manner. No jeans or t-shirts; no clothes with holes. You are representing yourself, P. E. 3090 and SUU. Make a good impression.

## **Course Content:**

- I. Historical Perspectives of Adaptive Physical Education.
- II. Developmental Patterns
- III. Perceptual Motor Theories and Assessment Tools
- IV. Importance of Evaluation and Assessment Related to Special Populations
- V. Application of Perceptual Motor and Postural Assessment
- VI. Orthopedic Impairments—Video
- VII. Cerebral Palsy
- VIII. Muscular Weakness and Movement Disorders
- IX. Sensory Impairments—Video
- X. Respiratory Disorders
- XI. Mental Retardation—Special Olympics Video

## **Learning Activities:**

Lectures, practical sessions, videotapes, assignments, exams, service learning

## **Grades:** (Based on Percentage)

A	95 - 100
A-	90 - 94
B+	87 - 89
B	83 - 86
B-	80 - 82
C+	77 - 79
C	73 - 76
C-	70 - 72
D+	67 - 69
D	63 - 66
D-	60 - 62
F	59 and below

*Students with medical, psychological, learning or other disabilities desiring academic adjustments, accommodations or auxiliary aids will need to contact the Southern Utah University Coordinator of Services for Students with Disabilities (SSD), in Room 206F of the Sharwan Smith Center or phone (435) 865-8022. SSD determines eligibility for and authorizes the provision of services.*

*Scholastic dishonesty will not be tolerated and will be prosecuted to the fullest extent. You are expected to have read and understood the current issue of the student handbook (published by Student Services) regarding student responsibilities and rights, and the intellectual property policy, for information about procedures and about what constitutes acceptable on-campus behavior.*

*Information contained in this syllabus, other than the grading, late assignments, makeup work, and attendance policies, may be subject to change with advance notice, as deemed appropriate by the instructor.*

**COMPLETE ON-LINE COURSE EVALUATION AT END OF SEMESTER!!**

- ❖ Access evaluations from the SUU Homepage the last two weeks of the semester