

Princeton Regional Schools

Pre K-12

Adapted Physical Education

Curriculum

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by

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Adapted Physical Education Philosophy

All individuals are entitled to regular physical education. In the Princeton Regional Schools we believe all students with disabilities are also entitled to the benefits of regular physical education. Therefore, we have developed an Adaptive Physical Education Program. This program is for those special needs students who have physical needs as well. All children within the special education program will be evaluated for adapted physical education (APE). If a need is present, the student will have APE included into their IEP. Students in the elementary school will receive APE one, two or three days a week, depending on need, for thirty minutes. Students in the middle school will receive APE for one or two days a week for 50 minutes. Students in the high school will receive APE for one, two, or three days a week for 45 minutes.

Adapted physical education provides the students with a positive movement experience in a one on one or small group setting. The students are given opportunities to acquire and enhance the motor, cognitive and affective domains of learning physical skills. Students will be assessed each year to determine their needs for the following year. As students skills progress, they may be given the opportunity to mainstream into a regular physical education setting for one or more days a week.

Students with disabilities need physical education activities to stimulate their central nervous system for optimal growth and development. APE provides each child the opportunity to promote the maintenance of lean body tissue, which will reduce obesity and improves the function of the heart and circulatory system. APE will develop students movement skills in the areas of gross locomotor movement patterns, ball manipulation skills, striking skills, balance and climbing. APE will also give students an opportunity to develop skills in various sports which are contained in this curriculum.

This APE program is a quality program which will provide each student with the foundation for a healthy, happy, and productive lifestyle. This is what our students need and deserve.

Ball Skills Unit

Grades pre K-5

Overview: The ball skills unit will provide each student with the basic skills used in various team and individual sports. Students will learn the basic components of throwing, catching, kicking, dribbling. Each skill will be broken down into steps which can be mastered individually, then put together to complete the skill performance.

Standards: The student will:

1. Demonstrate throwing techniques.
 - a. bounce pass
 - b. underhand pass
 - c. overhand pass
2. Demonstrate catching techniques.
 - a. body trap
 - b. two hands
 - c. one hand
3. Demonstrate kicking techniques.
 - a. toe kick
 - b. instep kick
 - c. outside kick
 - d. laces kick
4. Demonstrate dribbling techniques.
 - a. two hand dribble
 - b. dominant hand dribble
 - c. non-dominant hand dribble
 - d. soccer one foot/two dribbling

Time Allocation: Fifteen (15) lessons

Activities:

- >target throwing drills and games
- >partner throwing/catching
- >kicking drills and games
- >relays

Evaluation:

- >class participation
- >skill performance
- >teacher observation

Textbook Reference:

- >"Creative Play Activities for Children with Disabilities"; L. Morris and L. Schultz Human Kinetics; 1986.

Locomotor Patterns Unit

Grades pre K-5

Overview: The locomotor patterns unit will provide each student with an opportunity to develop various movement patterns. The student will practice various movement patterns to music, across open space, in relays and in various games.

Standards: The student will:

1. Demonstrate the ability to jump.
 - a. stationary two foot jump
 - b. jumping over a distance
2. Demonstrate the ability to hop.
 - a. dominant foot hop
 - b. non-dominant foot hop
 - c. hopping over a distance
3. Demonstrate the ability to walk at various speed and levels.
 - a. walking slow/medium/fast
 - b. walking high/medium/low
 - c. walking sideways/ backwards
4. Demonstrate the ability to march.
 - a. march in place
 - b. march across open space/ to music
5. Demonstrate the ability to run.
 - a. run in place
 - b. run across open space
 - c. run at various speeds/ levels
6. Demonstrate the ability to leap.
 - a. leap over small objects
 - b. leap across open space
7. Demonstrate the ability to gallop and skip.
 - a. gallop across open space
 - b. skip across open space

Time Allocation: Fifteen (15) lessons

Activities:

- | | |
|--------------------|---------------|
| >Follow the Leader | >Mother May I |
| >Across the Bridge | >Simon Sez |

Evaluation:

- >class participation
- >skill performance/ improvement

Textbook Reference:

- >"Gross Motor Activities for Young Children with Special Needs"; C.Huettig and J. Pyfer; Mosby-Yearbook, Inc.; 1993

Fitness Unit

Grades pre K-12

Overview: The fitness unit will provide each student with the tools to develop and maintain a good fitness level throughout life. The students will learn how to develop their aerobic and anaerobic fitness levels through various locomotor movements. They will also learn how to develop their flexibility and strength through stretching and weight training.

Standards: The student will:

1. Demonstrate ability to perform aerobic fitness activities.
 - a. treadmill walking/running
 - b. exercise bike cycling
 - c. various locomotor activities
 - d. various aerobic games
 - e. jumping rope
2. Demonstrate ability to perform anaerobic fitness activities.
 1. various locomotor movement patterns
 2. weight lifting
3. Demonstrate ability to improve flexibility.
 1. various upper body stretches
 2. various lower body stretches
4. Demonstrate ability to develop muscular strength.
 1. universal weight training
 2. nautilus weight training
 3. free weight training
 4. push ups/ sit ups/ leg lifts

Time Allocation: Twenty (20) lessons

Activities:

- >fitness stations
- >fitness testing
- >exercise videos
- >interval training

Evaluation:

- >class participation
- >results of fitness tests

Textbook References:

- >"Physical Best and Individuals with Disabilities: A Handbook for Inclusion in Fitness Programs"; J. Seaman; 1995.
- >"Bodyworks: The Kids' Guide to Food and Physical Fitness"; C. Bershad: Random House; 1981

Striking Unit

Grades pre K-5

Overview: The striking unit will provide each student with the basic skills of striking using various equipment. The students will learn the techniques of striking in the sports of Softball, Tennis, Badminton, Table Tennis and Golf.

Standards: The students will:

1. Demonstrate ability to strike a ball in the sport of softball.
 - a. strike off a batting tee
 - b. strike a bounced ball
 - c. strike with follow through
 - d. strike with a step
 - e. strike a pitched ball
2. Demonstrate the ability to strike a ball in the sport of Tennis.
 - a. perform the backswing
 - b. perform the follow through
 - c. swing the backhand technique
 - d. perform the overhand serve
3. Demonstrate the ability to strike the birdie in Badminton.
 - a. strike underhand
 - b. strike overhand
 - c. strike sidearm
4. Demonstrate the ability to strike the ball in Table Tennis.
 - a. perform the forehand stroke
 - b. perform the backhand stroke
 - c. perform the serve
5. Demonstrate the ability to strike the ball in Golf
 - a. practice swing
 - b. perform backswing
 - c. perform down swing
 - d. perform follow through

Time Allocation: Fifteen (15) lessons

Activities:

- >tee ball practice
- >lead up games

Evaluation:

- >class participation
- >skill performance and improvement
- >teacher observation

Balance Unit

Grades pre K-5

Overview: The balance unit will develop the students ability to use balance in a variety of ways. Students will develop static and dynamic balance through a variety of activities.

Standards: The student will:

1. Demonstrate ability to stand on tip toes
 - a. stand two feet
 - b. stand two feet ten seconds
2. Demonstrate ability to stand on one foot
 - a. stand on dominant foot ten seconds
 - b. stand on non-dominant foot ten seconds
3. Demonstrate ability to stand in a variety of static positions
 - a. stand like various super hero
 - b. stand like various animals
4. Demonstrate jumping ability.
 - a. jump over objects
 - b. jump from elevation
 - c. jump backwards
5. Demonstrate dynamic balance.
 - a. walking on a line
 - b. walking sideways on a beam
 - c. walking forward on a beam
 - d. walking backward on a beam

Time Allocation: Ten (10) lessons

Activities:

- >low beam walking
- >static/ dynamic balance games

Evaluation:

- >class participation
- >skill performance and improvement
- >teacher observation

Climbing Unit

Grades pre K-5

Overview: The climbing unit will develop the students upper body strength. The students will learn the safety jump and the safety associated with climbing

Standards: The student will:

1. Climb the incline ladder
 - a. with assistance
 - b. with a spotter
 - c. to the top and back down
 - d. followed by a safety jump
2. Climb the cargo rope
 - a. with assistance
 - b. with a spotter
 - c. to the top and back down
3. Climb the vertical ladder
 - a. with assistance
 - b. with a spotter
4. Climb across the elevated horizontal ladder
 - a. seated on a scooter
 - b. with assistance
 - c. followed by a safety jump
5. Climb the vertical ropes
 - a. with assistance
 - b. with a spotter
 - c. to the top and back down

Time Allocation: Ten (10) lessons

Activities:

- >cargo rope climb
- >vertical rope climb
- >incline/ vertical ladder climb

Evaluation:

- >class participation
- >teacher observation

Bowling Unit

Grades K-12

Overview: The bowling unit will give each student a lifetime fitness option. The students will be instructed on the skills, safety, and etiquette of bowling. They will practice their skills and be provided an opportunity to bowl at the local bowling alley.

Standards: The student will:

1. Demonstrate the ability to perform the correct arm swing.
 - a. perform the back swing
 - b. perform the follow through
2. Demonstrate the ability to perform the correct release.
 - a. bend knees and waist
 - b. open hand at release
 - c. time release
3. Demonstrate the ability to throw for accuracy
 - a. target practice
 - b. throwing over arrows on the lane
4. Demonstrate the ability to perform the correct steps.
 - a. no step release
 - b. one step release
 - c. two step release
 - d. three step release

Time Allocation: Twelve (12) lessons

Activities:

- >practice bowling
- >bowling alley games

Evaluation:

- >class participation
- >skill performance/ improvement
- >teacher observation

Textbook Reference:

- >"Winning Bowling: A Complete Illustrated Guide to Winning Bowling Techniques"; E.Anthony and D.Taylor; 1994

Equipment Modifications:

- >reduce # of steps
- >use two hands
- >remain stationary
- >use a ramp
- >use a partner
- >give verbal clues

Golf Unit

Grades 6-12

Overview: The golf unit will develop students ability to swing a golf club using the correct technique. It will also develop the students ability to putt correctly. Safety and etiquette will also be discussed. The students will have an opportunity to practice their skills , then perform them at a local driving range and miniature golf course

Standards: The student will:

1. Demonstrate proper grip.
 - a. proper grip for golf swing
 - b. proper grip for putting
2. Demonstrate proper swing.
 - a. proper backswing
 - b. proper follow through
3. Demonstrate safety procedures.
 - a. swing safety
 - b. observer safety
 - c. driving range safety
4. Demonstrate proper etiquette.
 - a. swing etiquette
 - b. observer etiquette
 - c. putting etiquette
5. Demonstrate proper stance.
 - a. stance for swinging the club
 - b. stance for putting

Time Allocation: Twelve (12) lessons

Activities:

- >chip and putt practice
- >miniature golf
- >driving range practice

Evaluation:

- >class participation
- >skill performance/ improvement
- >teacher observation

Textbook Reference:

- >"Golf: The Skills of the Game"; J. Stirling; Trafalgar Square; 1994
- >"Golf: Skills and Techniques"; Bradbeer and Morrison: World Pub.; 1996

Equipment Modifications:

- >use larger club head
- >shorter/ lighter club
- >use colored/ larger ball
- >practice without a ball
- >use tees for all shots
- >shorten distance to hole

Table Tennis Unit

Grades 6-12

Overview: The student will have the opportunity to develop the skills needed for the game of Table Tennis. The students will also learn the rules of the game and scoring.

Standards: The student will:

1. Demonstrate the forehand shot.
 - a. identify proper grip
 - b. identify proper arm movement
2. Demonstrate the backhand shot.
 - a. identify proper grip
 - b. identify proper arm movement
3. Demonstrate the serve.
 - a. perform the backswing
 - b. perform the follow through
 - c. time the ball drop
4. Demonstrate the smash.
 - a. know when to use shot
 - b. demonstrate proper arm movement
5. Keep score in a game of Table Tennis.
 - a. demonstrate proper serve rotation
 - b. explain the rules and safety

Time Allocation: Twelve (12) lessons

Activities:

- >forehand/ backhand drills
- >game play
- >skill practice
- >singles and doubles

Evaluation:

- >class participation
- >rules and scoring quiz
- >skill performance/ improvement

Textbook Reference:

- >"Winning Table Tennis"; Tim Boggan; Contemporary Books; 1976

Equipment Modification:

- >use larger ball
- >use larger head paddle
- >take away net
- >modify # of bounces before return
- >disregard lines in table

Soccer Unit

Grades 6-12

Overview: The soccer unit will provide each student with an opportunity to develop skills used in the game. It will also give them an opportunity to develop an understanding of rules and strategies of the game of soccer.

Standards: The student will:

1. Demonstrate proper passing techniques.
 - a. instep pass
 - b. drive pass
 - c. heading
2. Demonstrate proper dribbling techniques.
 - a. closed dribble
 - b. open dribble
3. Explain basic rules of soccer.
 - a. corner kick
 - b. goal kick
 - c. direct/ indirect kick
4. Perform basic strategies in soccer.
 - a. man on man defense
 - b. passing to teammate
 - c. shooting on goal

Time Allocation: Fifteen (15) lessons

Activities:

- | | |
|-----------------|-----------------|
| >passing drills | >scoring drills |
| >lead up games | >relays |
| >game play | |

Evaluation:

- | | |
|------------------------------------|---------------------------|
| >class participation | >quiz on rules and safety |
| >skill performance and improvement | |

Textbook Reference:

- >"Power Basics of Soccer"; J. Bryce; Prentice-Hall; 1985

Equipment Modification:

- | | |
|---------------------------------|---------------------------------------|
| >use walking instead of running | >wheelchair student can hold ball |
| >have well defined boundaries | >use deflated ball, beeper ball |
| >reduce playing area | >use nerf ball, bright color ball |
| >play six a side game | >use target that makes noise when hit |

Badminton Unit

Grades 6-12

Overview: The badminton unit will provide each student with an opportunity to experience and demonstrate different skills used in the game. Each student will be instructed in score keeping and rules of the game.

Standards: The students will:

1. Demonstrate the drop shot.
 - a. assisted practice
 - b. partner practice
2. Demonstrate the clear shot.
 - a. assisted practice
 - b. partner practice
3. Demonstrate the smash shot.
 - a. teacher assisted drill
 - b. self toss practice
4. Demonstrate the serve.
 - a. teacher assisted practice
 - b. partner practice
5. Demonstrate the proper grip.
6. Explain the rules of the game
 - a. rules for singles/ doubles
 - b. rules for scoring

Time Allocation: Fifteen (15) lessons

Activities:

- >partner practice of skills
- >singles game play
- >doubles game play

Evaluation:

- >class participation
- >quiz on rules and skills
- >skill performance and improvement

Textbook Reference:

- >"Badminton"; Bloss and Hales: Brown and Benchmark; 1997
- >"Badminton: Steps to Success"; T. Grice; Human Kinetics; 1995

Equipment Modifications:

- >use shorter handle racket
- >use larger head racket
- >use larger birdie
- >lower net

Frisbee Unit

Grades 3-12

Overview: The frisbee unit will give the student an opportunity to develop skills used for the leisure activity of frisbee as well as the team sport of ultimate frisbee. Students will be instructed in various skills and be provided opportunities to practice these skills.

Standards: The students will:

1. Develop the ability to throw a frisbee.
 - a. backhand throw
 - b. sidearm throw
 - c. the curve
2. Develop the ability to catch a frisbee.
 - a. two hand trap
 - b. one hand catch
3. Develop the ability to perform tricks with the frisbee.
 - a. trick catches
 - b. tipping the frisbee
4. Develop an understanding for the rules of ultimate frisbee.
5. Develop an understanding of the safety involved with frisbee.

Time Allocation: Twelve (12) lessons

Activities:

- | | |
|------------------|-------------------|
| >throwing drills | >lead up games |
| >catching drills | >guts |
| >trick practice | >ultimate frisbee |

Evaluation:

- >class participation
- >skill performance and improvement

Textbook Reference:

- >"The Complete Book of Frisbee"; V. Maloafrente; Davis Johnson; 1998

Equipment Modifications:

- | | |
|--------------------------|----------------------------|
| >larger/ lighter frisbee | >beeper or bell on frisbee |
| >softer frisbee | |
| >bright color frisbee | |

Softball Unit

Grades 6-12

Overview: The softball unit will give students an opportunity to develop the basic skills necessary to participate in a softball game. It will also identify the rules of softball and show how they apply to the game. The students will learn the safety associated with softball as well as some basic strategies of the game.

Standards: The students will:

1. Develop the ability to throw and catch.
 - a. throwing overhand/ underhand
 - b. catching line drives/ grounders/ pop flys
2. Develop batting techniques.
 - a. breakdown steps to batting
 - b. teach back swing and follow through
 - c. teach bunting
3. Develop the ability to run the bases successfully.
 - a. getting out of the batters box
 - b. leading/ stealing bases
 - c. rounding the bases
 - d. sliding
 - e. tagging up
4. Develop fielding strategies.
 - a. making an out
 - b. getting the lead runner
 - c. checking the runner
 - d. turning double plays
5. Develop an understanding of the safety associated with the game.

Time Allocation: Fifteen (15) lessons

Activities:

- | | |
|-------------------|-----------------|
| >throwing drills | >lead up games |
| >fielding drills | >running bases |
| >batting practice | >home run derby |
| >game play | >tee ball game |

Evaluation:

- >class participation
- >skill performance and improvement

Textbook Reference:

- >"Coaching Youth Softball"; American Sports; Human Kinetics; 1995

Equipment Modifications:

- | | |
|--------------------------|---------------------------------|
| >use velcro balls | >reduce base distances |
| >use larger/ smaller bat | >shorten pitching distance |
| >use batting tee | >use incrediballs/ beeper balls |

Tennis Unit

Grades 9-12

Overview: The Tennis unit will give the students an opportunity to develop fundamental skills of Tennis. The students will learn the safety associated with the game and develop an understanding of the rules and score keeping.

Standards: The student will:

1. Develop the ability to perform the forehand/ backhand stroke.
 - a. break down steps
 - b. teach the back swing/ follow through
2. Develop the ability to serve.
 - a. time and placement of the toss
 - b. breakdown the steps
 - c. teach the back swing/ follow through
3. Develop the ability to volley.
 - a. teach breakdown steps
 - b. teach body positioning
4. Develop basic strategies of the game.
 - a. ball placement
 - b. moving your opponent
5. Develop an understanding of score keeping.
6. Develop and understanding of the rules and safety.

Time Allocation: Twelve (12) lessons

Activities:

- >forehand/ backhand drills
- >partner practice
- >modified games
- >serving practice

Evaluation:

- >class participation
- >skill performance and improvement
- >quiz on skills and rules

Textbook Reference:

- >"101 Essential Tips: Tennis"; Simon Adams; D.K. Publishing Inc.; 1995

Equipment Modification:

- >use larger, lighter balls
- >use shorter, lighter rackets
- >use larger head rackets
- >slow down the ball
- >lower or take away the net
- >use bright colored balls
- >hit ball off tee
- >allow a drop serve

Volleyball Unit

Grades 6-12

Overview: The Volleyball unit will give the student an opportunity to develop the skills needed to play a game of Volleyball. The students will develop skills such as the serve, bump set dig and spike. Students will be instructed in the safety of the sport as well as the rules of the game.

Standards: The student will;

1. Develop the various skills in the game of volleyball.
 - a. break down steps for the bump
 - b. break down steps for the set
 - c. break down steps for the dig
 - d. break down steps for the serve
 - e. break down steps for the spike
2. Develop an understanding for the rules and safety of the game.
 - a. keeping score
 - b. how to score a point
 - c. blocking and spike safety
3. Develop basic strategies for the game.
 - a. placement of the serve
 - b. placement of the set
 - c. proper rotation for serving

Time Allocation: Fifteen (15) lessons

Activities:

- | | |
|----------------|---------------------|
| >bumping drill | >serving drill |
| >setting drill | >lead up games |
| >spiking drill | >newcome/ game play |

Evaluation:

- >class participation
- >skill performance
- >quiz on skills and rules

Textbook Reference:

>"Volleyball: Steps to Success"; V. Ferguson; Human Kinetics; 1996

Equipment Modifications:

- | | |
|-------------------------------------|-----------------------------------|
| >use larger/ lighter/ softer ball | >reduce the playing court |
| >allow player to catch ball | >stand closer to net on the serve |
| >allow student to self toss and set | >allow ball to bounce |
| >lower net | >have partner hold ball to hit |

Basketball Unit

Grades 6-12

Overview: The basketball unit will provide each student with an opportunity to experience and demonstrate the different skills, rules and strategies contained in the basketball program. Students will also learn qualities of sportsmanship in team play.

Standards: The student will:

1. Demonstrate passing techniques.
 - a. bounce pass
 - b. chest pass
 - c. baseball pass
2. Demonstrate dribbling techniques.
 - a. dominant/ non-dominant hand
 - b. ball handling techniques
3. Demonstrating shooting techniques.
 - a. lay-up shot
 - b. set shot
 - c. jump shot
 - d. foul shot
4. Demonstrate defensive techniques
 - a. man on man defense
 - b. zone defense
 - c. rebounding and boxing out
5. Demonstrate offensive techniques.
 - a. running plays
 - b. setting picks
 - c. fake

Time Allocation: Fifteen (15) lessons

Activities:

- | | |
|-----------------------|----------------------------------|
| >passing drills | >lead up games |
| >dribbling drills | >kick ball, basketball, baseball |
| >shooting drills | >knock out |
| >side line basketball | >game play |

Evaluations:

- >class participation
- >skill performance and improvement
- >quiz on rules and skills of the game

Textbook Reference:

“Drills and Skills for Youth Basketball”; R.Graver and S.Raines; Coaches Choice Books; 1997.

Equipment Modification:

- | | |
|-------------------------|------------------------------|
| >use various size balls | >disregard three second lane |
| >allow traveling | >use larger/ lower goal |
| >allow two hand dribble | >walk instead of run |

Social Games Unit

Grades pre K-5

Overview: The social games unit is designed to develop the students skills in various games which they can use for socialization with peers. The students will learn how to play simple tag games, which develop their chasing and fleeing skills. The students will be introduced to social games which will develop their ability to have simple peer interaction. The students will also be introduced to music and movement concepts by listening to and following audio and video tapes.

Standards: The student will:

1. Develop chasing and fleeing skills.
 - a. simple tag with partner
 - b. simple tag with small group
2. Develop social skills during game play.
 - a. play simple social interaction games
 - b. play advanced social interaction games
3. Develop movement to music skills.
 - a. play follow the leader
 - b. free movement to music
 - c. one step movement patterns
 - d. multiple step movement patterns

Time Allocation: Twelve (12) lessons

Activities:

- | | | |
|--------------------|------------------------|--------------------|
| >cat and mouse tag | >mother may I | >Simon sez |
| >superman tag | >duck duck goose | >across the bridge |
| >freeze tag | >red light green light | >loop de loo |
| >blob tag | >flag tag | >hokey pokey |

Evaluation:

- >class participation
- >skill performance and improvement
- >teacher observation

Equipment Modification:

- | | |
|-----------------------|-----------------------------------|
| >smaller playing area | >peer assistance during game |
| >teacher modeling | >use visual clues with audio tape |
| >walk instead of run | |

Musical Reference: Traugh, Steve (1993). Music and Movement: Grades Pre k-k Creative Teaching Press, Inc.

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