

**Wisconsin Content Guidelines for
Adaptive Physical Education (860) Licensure Programs
Early Childhood-Adolescence (EC-A) (74) teaching Category
Supplemental Teaching Category**

By the end of a Preparation Program leading to Licensure in Adaptive Physical Education, a student will demonstrate proficiency in:

1. The nature of the student with a disability, including:
 - Etiology of selected emotional/behavioral, physical, sensory, cognitive, communication, learning, and social functioning, including their effects on movement and considerations for generalized programming and instructional needs.
 - Diversity issues including the interaction between culture and disability.
 - Safety considerations in physical education specific disabilities.
2. Motor development issues in Adapted Physical Education, including:
 - Growth and developmental models regarding motor skill acquisition including dynamical systems and ecological task analyses.
 - Examination of embryology, normal growth expectations, developmental sequences of fundamental skills, various motor development concepts, and atypical motor development.
 - Underlying developmental factors influencing physical activity, fitness and motor performance.
3. Foundations in the special education profession, including:
 - Pertinent legislation regarding the provision of special education and physical education services.
 - The special education process, including the role of the adapted physical education teacher on an Individualized Education Plan (IEP) team and a motor development team.
 - Utilization of various learning settings and ranges of least restrictive environments.
 - Understanding of physical and program accessibility.
 - Methods and processes of consultation and collaboration with related services and other direct service professionals, including the general physical education teacher.
4. Assessment and program evaluation in Adapted Physical Education, including:
 - Assessment policies and procedures associated with the IEP, and district-wide testing requirements.
 - A variety of assessment tools for motor development, motor ability and physical fitness appropriate for students with disabilities of all ages.
 - Formal and informal assessment strategies, including the use of rubrics, task analyses and other forms of authentic assessment.
5. Modification of content, instructional strategies and learning environment in physical education, including:
 - Adapted Physical Education pedagogy and curriculum development.
 - Activity selection, curricular development and program implementation in teaching and other types of programs that promote physical activity and fitness for students with disabilities.
 - Methods in adapted aquatics, including other lifetime sport and physical activity pursuits.
 - Training and application in behavioral modification and management techniques in the physical education, recreation and fitness environments.
 - The role of physical education programming for students with mild through severe/profound disabilities from preschool through 21 years.

- Inclusive practices and techniques that allow for successful participation in the general physical education program.
- Various service delivery models at the early childhood, elementary and secondary levels that focus on inclusive, self-contained, one-to-one, and transition/community-based integration settings.
- Significant application of knowledge and skills in a developmental sequence of practical experiences that culminates in the Adapted Physical Education student teaching requirement (25% minimum of student teaching) at both elementary and secondary levels for initial certification (other supervised practicum experience for those who already have initial certification).

Note from the field: Approved Institutions of Higher Education that prepare teacher candidates for Wisconsin Department of Public Instruction Adapted Physical Education licensure are encouraged to require their candidates to take the Adapted Physical Education National Standards Examination for national Certification in Adapted Physical Education (CAPE) credentialing.

PI 34.33 Supplementary Categories. Except as specified under sub. (1) (c), in order to receive a license issued under a supplementary category under this subchapter, an individual shall hold or be eligible to hold a teaching license issued by the department under subch. VII. Licenses under this subchapter may be issued in the following:

(1) ADAPTIVE PHYSICAL EDUCATION

(b) *Adaptive physical education.* A license in adaptive physical education may be issued to a person who holds a physical education license, and who has completed an approved program, including a concentration in adaptive physical education, which includes demonstrated knowledge and understanding in all of the following:

1. Psychology and nature of a child with disabilities.
2. Modification of content, instructional strategies and the learning environment in physical education.
3. A clinical program in adaptive physical education.