*Transition to an Active Life!

How to prepare students of all abilities for life-long physical activity.



- *Adapted Physical Education Specialist for Durham Public Schools.
- *Member of the North Carolina Adapted Physical Education Advisory Council (NC-APE-AC).
- *Crazy about individuals with special needs.
- *Serious about leading a healthy, fit life (6 out of 7 days of the week).
- *Advocate for individuals with special needs.
- *Adventurist with a passion for inspiring others.



*Why am I here?

Adapted PE teachers have the responsibility to teach the skills and knowledge needed for successful participation in community-based recreation, leisure and sport activities.

(Maryland State DOE, 2009)

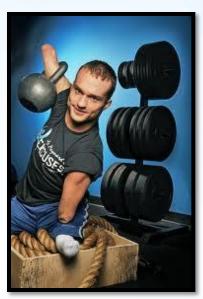




- 1. Do your students lead physically active lives within the school setting?
- 2. Are your students active outside of the school setting?
- 3. Do your students know about local opportunities for physical activity and leisure?
- 4. Do your students understand the benefit of lifelong physical activity?
- 5. Do you highlight the importance of physical activity in your transition plans?
- 6. Where is the closest bowling alley to your school? Swimming pool? Rock wall? Fishing pond?
- 7. Can your students read a public transportation (bus, metro, etc) schedule?
- 8. What is a lifetime sport? Can you name 2?
- 9. Can individuals with special needs climb mountains? Ride a surfboard? Complete marathons? Own a gym? Play golf?

*Yeah they can!











*Transition and the Law

- *IDEA 2004 Definition of Transition Services
 - *A coordinated set of activities for a student with a disability that is designed to be within a results-oriented process that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including post-secondary education, vocational education, integrated employment, continuing and adult education, adult services, independent living or community participation. 300.43(a)(1)

KEEP CALM AND PRETEND YOU UNDERSTAND



- *By the age of 14, the IEP must include a statement of transition service needs:
 - 1. Who is involved and type of transition assessment (Section A);
 - 2. Course of study necessary to address transition needs/goals (Section B).
- *By the age of 16, if deemed appropriate by the IEP team, each student's IEP must include:
 - 1. Section A and B from above;
 - 2. Appropriate, measurable post-secondary goals (Section C);
 - 3. Transition services needed to address/reach goals (Section D).

300.320(b)(1-2)

*Transition Components

- 1. Postsecondary education,
- 2. Vocational education,
- 3. Integrated employment,
- 4. Continuing and adult education, and
- 5. Independent Living
 - *Community Participation
 - * Address programming needs in <u>physical activity and leisure</u> in this section.

*Transition IEP Teams

- *Main focus determine transition services needed to prepare youth or young adult for life after high school.
- *Should include:
 - * Student
 - * Parent(s)/guardian(s)
 - * Special education teacher(s)
 - * Adapted PE specialist
 - *General education teacher(s)
 - * Representative(s) of community agencies
 - * Related service providers (if necessary)
 - * Transition facilitator (if available)

NOTE: Professionals must often help parents understand that individuals with disabilities CAN participate in a wide variety of sports and games in numerous settings. During assessment interviews, parents can be helped to understand community resources and to assess their skills in accessing these resources.

*Transition IEP Teams (cont.)

- *IEP team members should ask the following:
 - 1. What competencies and interests do the student and his/her family desire?
 - 2. What knowledge and competencies does the student need in order to move from school-based to community-based living in this particular community?
 - 3. What knowledge, competencies, and strengths does the students already have?
 - 4. What knowledge and competencies will the student need to acquire to be successful?

*Transition Translation...

- *Transition can be difficult.
- *Students should be prepared.
- *We are responsible for preparing them.





- *First step in the transition process.
- *Student and family preferences and interests form the foundation of transition planning.
- *Informal
 - * Inventories, parent/guardian/child needs assessment survey, interviews, checklists, etc.
- *Formal
 - * Adapted Physical Education Assessments
 - * i.e., Bruininks-Oseretsky Test of Motor Proficiency, Brockport Physical Fitness Test, Modified Motor Skills Inventory, etc.
 - * Ecological Task Analysis (Block, 1992)

* Assessment Example - Recreation and Leisure

DIRECTIONS:

- 1. Circle the activities you have tried three or more times.
- 2. Of those circled, underline the activities you would like to try again.
- 3. Put a star beside the activities you have not tried, but would like to.
- *If you don't see an activity listed below, write it in a blank box.

Aquatics	Equestrian	Ice skating	Scuba diving	Table tennis	Wilderness exploration
Archery	Fencing	Martial Arts	Snow skiing	Team handball	Wrestling
Basketball	Fishing	Power soccer	Skydiving	Volleyball	
Beep baseball	Goal ball	Quad rugby	Slalom	Waterskiing	
Boccia	Golf	Racquetball	Soccer	Weight training	
Bowling	Hunting	Roller skating	Softball	Wheelchair dance	

Appendix P3

Ecological Parent Survey: Parent Interest Form

1. What does your family do for recreation (e.g., play tennis, go for walks, go swimming)?

Many weekends we go bowling, at the YMCA, and he swims with his physical therapist. We also enjoy going to the movies and he loves to go the NASCAR races.

2. What activities do you see other children in your neighborhood participate in that you think your child would enjoy?

Our neighbors often play volleyball, which Blake really enjoys. However, he becomes easily frustrated because he does not feel as skilled.

3. What community-based recreation program does your child participate in or would you like to see your child participate in (e.g., t-ball, soccer, Special Olympics, or other special sports programs)?

At the YMCA he plays basketball and swims with his therapist. We would like to see him participate in a bowling league.

4. Do you have any fitness concerns for your child that you would like to have addressed during physical education (e.g., upper body strength, flexibility, endurance, body weight)?

Blake gets tired pushing himself around school and within the community. Maybe if we could increase his upper body strength this would help him with independent transfers.

*Individual Transition Plan

- *Based on assessment(s) results and gathered data:
 - * Acknowledges needs, strengths, preferences, and interests;
- *Identifies specific transition services needed;
- *Includes transition specific goals (upcoming slide);
- *Implemented by age 16 by IEP team members and additional support staff (if needed).



*Timeline - Independent Living (Community Participation)

Py the age	The student will
By the age	The student will
10-12	 Eat healthy and exercise. Engage in community activities. Encourage friendships.
12-14	 State health care requirements and medication needs. Continue and expand engagement in extra-curricular/community activities. Establish relationships. Learn about resources in the community that can help
14-16	 Understand health/medical needs. Assess and know how to access transportation options within the community. Engage in community opportunities. Implement a time/money management plan.
16-18	 Continue making healthy choices. Continue community involvement ensuring healthy lifestyle choices. Continue involvement with adult agencies that will assist them.
18-21	 Develop a plan for a balanced life (schools, work, leisure, etc). Finalize community connections. Engage with adult supports.

Use this timeline as a reference for present level, progress, and creation of transition goals.

* Postsecondary Independent Living Goal Examples

- 1. After graduation from high school, Kathy will participate as independently as possible in a recreation/leisure program, supported by community resources, in order to increase her ability to indicate her preferences.
- 2. Upon completion of high school, Lisa will utilize public transportation, including the public bus system.
- 3. After exiting from high school, Dan will play soccer in a recreational soccer league through the local Parks and Recreation Department.

*Implementing Transition Services (Related to Independent Living and Community Participation)

- *Independent living and community participation require skills for leisure as well as work.
- *Teaching Leisure:
 - * Individuals must be taught how to use free time, how to perform recreational activities, and how to assume personal responsibility for making choices about free time and recreation.
 - * "Leisure is an important part of life, including the experience of fun and enjoyment through physical activity that is so essential for persons with disabilities."

(Krueger, DiRocco, and Felix, 2000)



Leisure - time when you are not working: time when you can do whatever you want to do; enjoyable activities that you do when you are not working (Merriam-Webster)



Wait...

This really exists?

*Teaching Leisure

- *Based on individual needs/desires
- *Top down approach
 - *Start with end result and work backwards
 - * Goal: Ice skate at local rink
 - * Identify cognitive, social, physical, and environmental components needed to be taught.
 - *Task analyze each component
 - * What are the steps needed to reach your goal?

Learning to Ice Skate - Cognitive/Physical				
 Hand-over-hand Verbal/Physical Prompts Physical Prompt (to be faded) Independently 	1	2	3	4
Level 1				
1. Steps onto ice				
2. Holds upright chair in front with both hands				
3. Pushes chair forward				
4. Moves dominant foot forward				
5. Lean on dominant foot				
6. Slides other foot even with dominant one				
Repeat steps #2 to 7 with each of the following levels:				
Level 2 - Foot over foot movement				
Level 3 - Dominant hand holding chair				
Level 4 - Other hand holding chair				
Level 5 - Helper holding chair beside for support when necessary				
Level 6 - No chair				

Appendix P4

Rubric: Wheelchair Bowling for Blake

Goal: Blake (in manual wheelchair) will demonstrate functional competence in one or more bowling games in a community facility with his family.

Assessments: Observe the student and determine if he is able to:

- (a) travel to bowling facility
- (b) locate retractable bowling ball and lanes
- (c) bowl independently
- (d) complete score after each roll

Skills Checklist		Date Completed		
J.,		Yes	No	
1.	Selects correct retractable ball size			
2.	Selects a bowling lane			
3.	Aligns wheelchair in lane			
4.	Rolls retractable-handle bowling ball safely			
5.	Scores the number of pins knocked down			
6.	Takes turn in correct order			
7.	Completes a 10-frame game independently			

Tra	ansition Checklist	Date Completed		
		Yes	No	
1.	Travels safely to bowling lanes			
2.	Crosses parking lot in a safe manner			
3.	Enters building through appropriate doors			
	-uses wheelchair accessible ramp			
	-enters building safely			
4.	Goes to front counter			
5.	Tells attendant that he is here to bowl			
6.	Pays bowling fee			
7.	Obtains a retractable-handle bowling ball			
8.	Locates bowling lane			
9.	Joins his bowling team with appropriate social interactions			
10.	Registers name on electronic scoring system			

*Task Analyze YOUR Leisure

*Which leisure activity best fits your needs and desires? (Be honest...with yourself)



*Peyeloping Recreation and Active Leisure Skills

- *How are recreation and leisure skills developed?
 - *Students must be provided with functional, community-based, lifetime sport and fitness skills training that is based on individual needs and assessments. (Dattilo, 2002; Krebs & Block, 1992)
 - *NC Essential Standards Physical Education
 - * http://www.ncpublicschools.org/docs/acre/standards/new-standards/healthful-living/khs.pdf

*Peveloping Recreation and Active Leisure Skills

FUNCTIONAL

Activities taught in physical education are ageappropriate and usable in recreation settings with family and friends.



*Peyeloping Recreation and Active Leisure Skills

COMMUNITY BASED

Instruction and practice occur in the neighborhood/community setting that students will use after graduation.



*Peyeloping Recreation and Active Leisure Skills

LIFETIME

Teach activities that will be meaningful and satisfying throughout adult life.

(Sherrill, 1998)





Connect recreational, leisure, and lifetime physical activities in the curriculum with the community. **Key players...**

EC Teacher



Adapted PE Specialist



General PE Teacher



Recreation Professionals



*Successful Transition Services

- *Basic concepts for adapted and general physical educators:
 - 1. The curriculum for students with disabilities is parallel to that of students without disabilities, and
 - 2. The curriculum includes lifetime physical activities that take place in the community.
 - * "Extended Gymnasium"



*"Extended Gymnasium"

- *Coined by Johansen and Nearing (1991) to convey the process of leaving the school property to participate in physical activities within the community, such as:
 - * Bowling alleys
 - * Ice skating rinks
 - * Boccia courts
 - * Swimming pools
- *Best practice by the time students are ready to graduate, all of their PE activities will occur in the community or with peers at postsecondary institutions.

*Extended Gymnasium

	Pre-K	K - 3 rd	4 th - 6 th	7 th - 9 th	10 th - 12 th	Ages 18-21
GYM – 100%	X	X				
GYM – 90%	X	X	X			
GYM – 80%	X	X	X			
GYM – 70%	X	X	X	X		
GYM – 60%	X	X	X	X		
GYM – 50%	X	X	X	X		
GYM – 40%	X	X	X	X		
GYM – 30%	X	X	X	X		
GYM – 20%	X	X	X	X	X	
GYM – 10%	X	X	X	X	X	
COMM – 10%			X	X	X	X
COMM – 20%				X	X	X
COMM - 30%				X	X	X
COMM – 40%				X	X	X
COMM - 50%					X	X
COMM – 60%					X	X
COMM - 70%					X	X
COMM - 80%					X	X
COMM – 90%						X
COMM – 100%						X

*Barriers to Transition Programming

- *Cost
- *Safety
- *Liability issues
- *Transportation
- *Inadequate equipment
- *Inadequate facilities
- *Lack of time

- *Parental permission
- *Lack of administrative support
- *Class size
- *Behavior concerns
- *Insufficient community support
- *Lack of staff
- *Weather

*Five Most Serious Obstacles by School District Size

Smaller School Districts (under 3,000 students)

- 1. Too few community recreation opportunities to allow for choice
- 2. Social isolation of students from peers (lacks companions)
- 3. Budget restrictions (equipment, specialist's support/service time, transportation
- 4. Lack of transportation available to student during off-school hours
- 5. Lack of collaboration between school and community personnel

(Krueger, DiRocco, and Felix, 2000)

Larger School Districts (3,000 or more students)

- Too few community recreation opportunities to allow for choice
- 2. Social isolation of students from peers (lacks companions)
- 3. Lack of parent/caregiver support and involvement in the plan
- 4. Lack of transportation available to student during off-school hours
- 5. Budget restrictions (e.g., equipment, specialist's support/service time, transportation
- Lack of collaboration between school and community personnel

*Transition Related Programs

- *Bicycle Safety
- *Learn to Ride/Bicycle Safety
- *Adapted Aquatics
- *Sports Equipment Recycling
- *Be Green Recycling Team
- *Recreation and Leisure for All
- *Adaptive Rock Climbing (in progress)



How we did it:

- 1. 15 bikes donated from Sherriff's Department,
- 2. Donated bikes repaired and cleaned by ReCycle Bicycle Shop,
 - * ReCycle employs and educates students with special needs
- 3. Applied for and received \$1,000 grant from Pitt County Educational Foundation,
 - * Purchased traffic signs, tools, cones, etc.
- 4. Applied for and received donation of 30 bike helmets from NC Department of Transportation Bicycle Helmet Initiative,
 - * www.ncdot.gov/bikeped/safetyeducation/helmet_initiative/
- 5. Received donation of two Glide Bikes,
 - * www.glidebikes.com/
- 6. Set-up interview with local radio station to inform community of program,
- 7. Volunteered with Eastern NC AMBUCS Chapter,
- 8. Downloaded Bicycle Safety curriculum provided by NC DOT,
 - * www.ncdot.gov/bikeped/safetyeducation/letsgonc/4.html
- 9. Received generous donation from the Darragh Foundation
 - * Purchased 5 AMBUCS bicycles (<u>http://www.ambucs.org/</u>)
 - * Purchased cargo trailer to transport

Steps 1-8 = \$0







- Collected 2. equipment,
- Repaired and 3. cleaned equipment,
- Gave it away.













*Be Green Recycling Team

- * Step 1: Applied for and received \$500 grant from NC Beautiful
 - Goal #1 Implement a recycling program at EB Aycock Middle School.
 Goal #2 - Provide students with special needs the opportunity to socially interact within their school environment, maintain cardiovascular health, and increase physical strength
- * Step 2: Purchased equipment/supplies needed to begin recycling program.
- * Step 3: Implemented program within the school
- * Step 4: Listened to tree hugging comments from co-workers

Cost of program = \$0







*Adapted Aquatics

How we did it:

- 1. Research, research, and more research
- 2. Certifications
 - 1. First Aid/CPR
 - 2. Water Safety Instructor
 - 3. Certified Adapted Aquatics Instructor
- **3.** Battled with insurance logistics for four months
- 4. Created information packets for parents
 - 1. Adapted Aquatics Information Form
 - 2. Physicians Form
 - 3. Field Trip Form
 - 4. Waiver Form
- 5.Identified appropriate school/class
 - 1. Students
 - 2. Parents
 - 3. Teachers
 - 4. Paraeducators
 - 5. Administration
- 6. Partnered with Special Olympics and Greenville Aquatics and Fitness Center
- 7. Implemented Pilot Program in Spring of 2014
- 8. Taught nine students with special needs the importance of water safety and basic survival skills



Certification = \$400 Transportation = \$150





*North Carolina Recreation and Resource Guide, 2005 - Recreation opportunities for individuals with disabilities:

http://fpg.unc.edu/sites/fpg.unc.edu/files/resources/other-resources/NCODH_RecreationResourceGuide.pdf

*See handouts

*Questions? Inquiries? Mass Confusion?

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