

8. Relationship of movement to social interaction and group membership through activities in cooperative learning, initiative tasks, problem solving, and trust building experiences for individuals with disabilities.
9. Environmental factors that can precipitate inappropriate behaviors for individuals with disabilities and how they can be modified.
10. Limitations and problems encountered when selecting and using existing instrumentation and procedures with individuals with disabilities.
11. Identifying and writing appropriate measurable goals to develop functional skills in individuals with disabilities for IFSP, IEP and ITP purposes consistent with California Physical Education Model Content Standards.
12. Selection and application of appropriate behavior management strategies to motivate and maintain appropriate behaviors and redirect, decrease or extinguish inappropriate behaviors when teaching physical education.
13. Selection of current standardized and informal assessment instruments and procedures for measuring physiological, biomechanical, perceptual, motor, and postural functioning of individuals with disabilities.
14. Application of environmental/ecological task analysis methods used in the process of individualized instruction in a variety of instructional settings for individuals with disabilities.
15. Observe and assist in a variety of settings (i.e. preschool to transition) the instruction of activities including skills in physical and motor fitness, fundamental motor skills and patterns, and skills in aquatics, dance, individual and group games, and sport, including lifetime sports and leisure under the supervision of a qualified professional.

Make-Up Policy: Since this class is competency based, make-ups are only possible in the lectures missed by getting the information from another student. Exams and other competencies can be made up with instructor by appointment only, prior to the scheduled time.

Attendance: Your daily attendance is required. It is highly suggested that you participate as much as possible in order to get out of this class all that is possible. Your attendance will influence your grade when your final number of points is calculated.

Course Syllabi: This syllabus is the instructor's communication with the students and will be followed. It is the student's responsibility to read this syllabi and to ask the instructor to clarify any aspect that is unclear.

Student Evaluations: The Department of Kinesiology and Health Promotion takes student evaluations very seriously. Each student has the right to evaluate each class in which they enroll. There are two types of evaluations: formal (bubble sheet) and informal written comments. The instructor will ensure that the formal evaluation has occurred during the last week of the quarter. Informal written comments can be provided to the instructor for their personal use, however, they can not be used for faculty evaluation. If the student would like their written comments to be used for faculty evaluation, they need to write a letter to the department chair and submit it to the department office.

University Policy on Dropping a Course: The responsibility for properly dropping classes rests with each student. Students who do not drop a scheduled class which they are not attending are subject to receiving a failing grade.

Academic Integrity: The students are expected to be aware of the University policy on academic integrity.

Student Conduct and Discipline: It is expected that all students are enrolled in this lecture class for serious educational pursuits and that their conduct will preserve an atmosphere of learning. This includes arriving to class on time, no wearing of hats in class, showing respect for the instructor and other students, no talking during lecture, and staying the entire class time. All students are expected to assume the responsibilities of citizenship in the campus community.

Dress Code: Professional physical education attire is expected at all times. This includes tops, shorts, and pants that are appropriate for working with students with a disability (not too tight and not too loose). Due to the one-way mirrors in the clinic, parents and others are watching the sessions including the clinicians and associates. Attired and behavior to the highest level is expected.

General Course Evaluation: This course will include two separate grades.

APE Fieldwork Class (2 Units) – Paper Work for Clinic Sessions

- | | | |
|---|-----------------------|----------------------|
| 1. Recording of Present Level | 30 pts. _____ | |
| • Correct dates/names recorded | | |
| • Present level written in good detail, covering all criteria not checked off | | |
| • Hand and/or foot preference indicated | | |
| 2. Tasks/Lesson Selection | 20 pts. _____ | |
| • Correct title of lesson used written on lesson sheet | | |
| • Correct task number selected from lesson plans | | |
| 3. Lessons Checked For Accuracy During The Quarter | 50 pts. _____ | |
| • Turn lessons in at requested time | | |
| • Daily Organization sheets updated weekly | | |
| • Lesson sequence is followed and/or changes notes on daily organization sheet | | |
| • Correct recording of elicitation method each time lessons are due | | |
| • Golden rod sheet of behavior completed daily with detail information | | |
| • Home program recorded correctly each week | | |
| 4. Quarter Evaluation Packet | 75 pts. _____ | |
| • Clients attendance complete | | |
| • Quarter Evaluation Checklist neat and in black ink | | |
| • Post present level of performance taken & recorded correctly on ITP goal/objective sheets | | |
| • Score sheets for MSI completed, neat and in black ink | | |
| 5. Class Assignments | | |
| • Complete the "Questions of the Day" and competency BGMA | 125 pts. _____ | |
| Total Points | 300 pts. _____ | |
| A =270 - 300 | B = 240 - 269 | C = 210 – 239 |

APE Fieldwork Activity (1 Unit) - Clinic Sessions to Lead

- | | | |
|---|-----------------------|----------------------|
| 1. Program Implementation | 50 pts. _____ | |
| • Using elicitation methods correctly (verbal, demonstration, manipulation) | | |
| • Follow lesson sequence or documented changes to existing lesson | | |
| • Correct set up, use, and pick-up of equipment | | |
| • Home program: Implemented each week | | |
| 2. Working With Clients | 50 pts. _____ | |
| • Greater movement time than waiting time | | |
| • Correct use of reward system | | |
| • Encourage client socialization | | |
| • Gives equal attention to each client | | |
| • Correct progression from lessons used | | |
| 3. Teaching 40 Minute Sessions | 50 pts. _____ | |
| • Begins sessions on time | | |
| • Progresses through tasks adequately for each individual client | | |
| • Ends sessions on time | | |
| • Interacts with parents | | |
| 4. Provides appropriate free time activities | 50 pts. _____ | |
| • Free time is planned ahead of time | | |
| • Used a variety of tasks, games, activities | | |
| • Provides age appropriate activities | | |
| • Activities were creative and exciting for the client | | |
| Total Points | 200 pts. _____ | |
| A = 180 - 200 | B = 160 - 179 | C = 140 - 159 |

LECTURE AND ASSIGNMENT SCHEDULE

- 4/2 Introduction of class requirements
Confirm clinic therapy hours
Receive and Review clinic notebook - fill out names/quarter/session time/etc.
Review the dots in the notebook in preparation for clients present level of performance
Elicitation of Movement – verbal only (1 –2 demonstrations only if needed)
Organize your time in clinic for present level (clipboard assignment)
First week Responsibilities – Be prepared for Present Level Recording next week
Writing of the present level of performance criteria on ITP sheets
7 PM – Meet Associates and review the 3 Factors material
QUESTION OF THE DAY – 3 Factors that influence Movement
- 4/6 CLINIC OPENS**
Take Present Level of Performance
- 4/9 Review writing of the present level of performance criteria on ITP sheets
Where do I begin? A working session on where to begin in the lessons
Discussion on giving directions
QUESTION OF THE DAY – Recording lessons
- 4/13 BEGIN LESSIONS WITH ALL CLIENTS**
- 4/16 Review lesson plan organization and recording in notebooks
Working clients together – role playing and discussion
Begin Home Programs next week
7PM - *QUESTION OF THE DAY – Goals, Objectives, and Mastery Criteria*
- 4/17 LESSON PLANS DUE - TURN INTO CLINIC OFFICE BY 10:00 AM.** Notebooks should include present level of performance on the ITP sheets, golden rod sheet and daily organization sheets completed for each client (make sure that all dates are accounted for).
- 4/20 BEGIN HOME PROGRAM WITH ALL CLIENTS**
Be sure to listen to tape prior to going into sessions
- 4/23 Review Free Time Activities
Question and Answer about lessons, recording of dates, etc.
QUESTION OF THE DAY – Self-Evaluation
- 4/30 *Question and Answer about lessons, recording of dates, etc.*
6:00PM Time Certain: Introduction to the MOTOIR SKILLS INVENTORY
QUESTION OF THE DAY – 13 aspects of the MSI
- 5/7 Practice administration and scoring MSI

- 5/13 Competency on administration and Scoring of the MSI.
5/14 (Time to be determined)
- 5/13 MW Post Present Level**
5/18
- 5/19 T TH Post Present Level**
5/21
- 5/20 MW Motor Skills Inventory – testing of all clients**
5/27
- 5/21 Review competency of MSI
- 5/26 T TH Motor Skills Inventory – testing of all clients**
5/28
- 5/28 Begin end of the quarter write up
- 6/4 EVERYTHING DUE TO CLOSE SPRING QUARTER 2009!
Lesson plan notebook completed
Post present level
Quarter Evaluations Checklist
Attendance in client's file
Completed MSI score sheet
- 6/11 Summer Meeting for those who are working