

AUBURN UNIVERSITY
DEPARTMENT OF KINESIOLOGY

KINE 7260 – Including Individuals with Disabilities in Physical Education
Fall semester 2013 - 3 hours

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***NOTE: As per Auburn University policy,
students must activate and regularly check their
e-mail for announcements and assignments!
PLEASE USE A SUBJECT LINE!***

Text: CANVAS; Notes, articles, handouts

Course Description

This course is designed to direct physical educators and other kinesiology educators toward meeting the program needs of children and adolescents with disabilities in inclusive activity settings, with particular emphasis on assessment of motor and perceptual motor skills.

Course Objectives

The student will:

1. Develop your own of the philosophy of physical activity for individuals with disabilities and justify the importance of physical activity for students with disabilities.
2. Demonstrate extensive knowledge of the current terminology and societal issues associated with individuals with disabilities.
3. Be able to discuss legal mandates and how they govern the implementation and availability of physical education and community programs for individuals with disabilities.
4. Demonstrate knowledge of the characteristics associated with various motor/physical/mobility; sensory; cognitive/learning; and social/emotional disabilities. Demonstrate extensive knowledge of one disability in each category.
5. Be able to discuss progression of motor development of individuals with disabilities.
6. Become familiar with a variety of assessment instruments for individuals with disabilities.
7. Demonstrate understanding of the individualized educational program (IEP) development process, assessment procedures, the appropriate programming needs, and activity/equipment modifications for individuals with disabilities to successfully and actively engage in physical activity. Develop an IEP for a real learner.
8. Demonstrate understanding and skills for the successful integration/inclusion of students with disabilities into the regular physical education class or community activity.
9. Plan and execute learning activities for individuals with disabilities.
10. Develop an appreciation for the abilities of individuals with disabilities in fitness/sport/recreation/physical education settings.

Tentative Grading and Evaluation Procedures

	<u>Points</u>
4 Article critiques	32
Accessibility Paper & presentation	23
Participation in discussions	5
Case Study paper or Research paper	<u>40</u>
	100 pts.

7260 Course Requirements

All written assignments: Must be typed

Use APA style in papers and references

Use person first language

PART I:

Article critiques **32**

Be responsible for four professional articles. Provide an outline and an abstract of each article, and lead the class in discussion.

A. Accessibility Paper September 4 **18**

- The purpose of this activity is to familiarize the non-disabled student with the accessibility of buildings or facilities to people with physical disabilities.
- Visit one community facility OFF campus that is intended for use as a fitness, sport, or recreational facility. This may be a fitness center (such as Gold's Gym), bowling alley, archery range, public pool, batting cages, etc. It does not have to be here in Auburn. If you are unsure as to whether you have chosen an appropriate venue, then check with me first!
- Write your evaluation in narrative form. Include an introduction and summary paragraph reflecting your evaluation of the general accessibility of the building or facility. Provide examples to back up your statements. Notice everything you can, not just bathrooms and doors; don't limit your observations to people who use wheelchairs.
- Demonstrate your knowledge of the ADA by relating your paper to the readings and/or class notes.
- Include a section on your own impressions and reactions to your experience doing this evaluation.
- Take pictures.
- You may do this assignment alone or with one other person.
- About 1000 words.

B. Accessibility Presentation. 5 – 7 minute Power Point presentation on what you found. **5**

PART II:

Choice: Case study paper or research paper

Case Study & Assessment (see instructions in separate document)

RUBRIC FORTHCOMING WITH POINT VALUES

Case Study

This is a paper based on the work you do with a child with a disability in a school setting. You will conduct an appropriate assessment of motor skills and other (such as behavior). You will teach the child based on results from the assessment, as well as doing other tasks and activities planned by the PE teacher. You will determine the appropriate assessment – depending on the individual child – from variety of choices to use with a child in a school setting. Conduct a pre- and a post-test using the chosen instrument. Write the case study based on the assessment results, as well as anecdotal data from your time spent with the child.

Write an article style paper

Include abstract, introduction, brief literature review, methods (discuss the assessment here), results, discussion/recommendations, appendix

Research Paper

Class Policy Statements

Professionalism/Preparedness/Participation

As a professional, you are expected to attend class promptly; and be prepared and participate actively in class discussion. You are also expected to keep up and be prepared to discuss the readings presented by classmates, and intelligently answer (as well as ask!) questions about the readings.

Academic Integrity

As a professional, the student is expected to uphold the standards of academic integrity. It is the student's responsibility to understand appropriate use of the work of others, and that which constitutes plagiarism (see the *APA Manual* and the [Student Policy eHandbook](#).) Individual and collaborative assignments will be clearly identified.

Honesty Code: The University Academic Honesty Code and the [Student Policy eHandbook](#) Rules and Regulations pertaining to Cheating will apply to this class. As a professional, the student is expected to uphold the standards of academic integrity. It is the student's responsibility to understand appropriate use of the work of others, and that which constitutes plagiarism (see the [Student Policy eHandbook](#) – URL is www.auburn.edu/studentpolicies. Collaborative assignments and individual assignments will be clearly indicated.

Justification of Graduate Credit

Including Individuals with Disabilities in Physical Education is a course designed for the graduate student in Kinesiology. The assignments for the course may include critique of scholarly articles, use of advanced assessment techniques, synthesis of readings and lab experience, and use of case study research in order to study and program for an individual with a disability.

Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. Auburn University is committed to providing accommodations and services to students with documented disabilities. Students who have questions or need special accommodations to participate in distance education courses should contact The Program for Students with Disabilities, 1244 Haley Center, Auburn University, AL 36849; PH: (334) 844-2096; FAX: (334) 844-2099; E-Mail: haynemd@auburn.edu; URL: <http://www.auburn.edu/disability>.

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