Chapter 11

Diverse Learners

# Summary

In today’s society in the United States, diversity plays a large role, both in the foundation of instructional decision making and in the development of effective instructional practices. There is no longer a single, clear-cut expectation of “the student body” that represents a typical classroom environment. For some time, diversity initiatives in education have addressed race, gender, ethnicity, and national origin. Today, those efforts involve an even wider range of categories and practices because the instructional focus has expanded to include such categories as sexual orientation, ability, and learning styles. Teachers have focused on revising instructional strategies to be more inclusive and to integrate the learning styles and needs of diverse students in the same curriculum. One effective way to do so is to incorporate differentiated instructional strategies. However, for any instructional strategy or curriculum modification to be effective, the educator must have a clear understanding and awareness of diversity. With that need in mind, this chapter focuses on diverse learners from two unique perspectives: students with disability and students who come from diverse backgrounds (in terms of gender, race, socioeconomic status, sexual orientation, and other factors).

# Key Objectives

* Recognizing the aspects of diversity that may be represented in a general physical education class
* Identifying essential aspects of federal laws affecting the quality of education for students with disability and implications of these laws for teaching physical education
* Identifying federal special education programs available for children with disability and the responsibilities of physical education teachers
* Becoming familiar with the concept of “differentiated instruction” and its use in high-quality programs for students with diverse needs
* Identifying disabilities represented in federal law, as well as specific needs in physical education programs
* Identifying the diverse populations often represented in physical education classes and the unique characteristics and needs of each

# Big Ideas

* Diverse learners include every individual student who may be a part of your educational environment.
* All children have a right to a physical education program geared toward their physical, motor, affective, and intellectual levels.
* In many cases, physical education teachers must advocate to get the physical education curriculum into the student’s Individualized Education Plan (IEP).
* In public schools, children with disability must be integrated into a physical education program in the least restrictive environment possible.
* Teachers need to know and incorporate the teaching tips presented in this chapter for working with students with specific disabilities in order to ensure equal learning opportunities for all children in the physical education environment. Teachers should also use appropriate terminology for the 13 categories of disability identified by IDEA.
* It is not unusual to have students with disability in your general physical education classroom without knowing it. Some common disabilities (e.g., learning disability, speech disorders) may have little effect on physical education performance.
* An essential tenet of differentiated instruction is to provide responsive teaching rather than following a one-size-fits-all method.
* Teachers must be aware of and avoid acting on cultural biases regarding factors such as gender, race, ethnicity, and socioeconomic status.

# Part 1: Using Person-First Language

It is crucial for you as a future teacher to understand the importance of using person-first language. This practice puts the focus on the person for whose education you are accountable, regardless of what characteristics he or she possesses. Put simply, by using person-first language, you focus not on a disability or other characteristic but on the person.

Revise the following statements so that they use person-first language.

Doug is a Down-syndrome fifth grader.

Person-first statement: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cerebral-palsied children benefit from swimming activities.

Person-first statement: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Emotional-behavior-problem children need consistent rules.

Person-first statement: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Part 2: Federal Legislation

Using the following descriptions, match each legislative act to the mandate it put forth.

\_\_\_\_\_1. Education for All Handicapped Children Act (EHA; Public Law 94-142)

\_\_\_\_\_2. Education for the Handicapped Act Amendments (EHAA; Public Law 99-457)

\_\_\_\_\_3. Individuals With Disabilities Education Act (IDEA; Public Law 105-17)

1. Mandated that all children with diagnosed disability be provided with appropriate educational programs in the “least restrictive environment,” a requirement that all children with disability be educated with their nondisabled peers unless a child’s needs could be met only through specially designed programs as determined through his or her Individualized Education Program (IEP).
2. Assured that children with disability between the ages of 3 and 21 years would receive a free, appropriate public education (FAPE).
3. Required the inclusion of infants and preschoolers from age 0 to 5 years in the form of early intervention services.

# Part 3: Individualized Educational Program

Answer the following questions.

1. An Individualized Educational Program must be created for a child with a disability at what age?
2. Review the following IEP analysis chart, then analyze the IEP form provided after the chart. Does the form provide all of the information indicated in the chart?

|  |  |  |
| --- | --- | --- |
| IEP analysis chart | Yes | No |
| The student’s present level of academic achievement (based on physical education standards and curriculum objectives) |  |  |
| The student’s present level of functional performance (ability to perform successfully in the physical education environment with their typically developing peers) |  |  |
| Annual goals and short-term objectives toward which the student will work |  |  |
| Details of how progress will be measured, including how often and by what means |  |  |
| Details of special education, related services, and supplementary aids and services that will be provided (which may include modifications in curriculum, instruction, equipment, and environment; involvement in adapted physical education; use of a paraeducator or other professional during instruction; use of peer tutoring; or other specific methods for ensuring full success and participation in physical education classes) |  |  |
| Explanation of the extent (if appropriate) to which the child will not participate in physical education class with peers who do not have disability |  |  |
| Modifications or adaptations that will be incorporated when undertaking statewide or districtwide physical education assessment |  |  |
| When the specific program will begin, how long will it be incorporated, and how often and where will it be instilled |  |  |
| How information specified in the IEP (including progress toward goals and short-term objectives) will be communicated to the parents |  |  |

## Individualized Education Program (IEP)

**IEP Section I: Student Information**

Student’s name:

Date of birth: Age: Grade:

Anticipated year of graduation:

IEP team meeting (mm/dd/yy):

IEP implementation date (projected date when services and programs will begin):

Anticipated duration of services and programs:

Local education agency (LEA):

County of residence:

Name and address of parent or guardian:

Phone numbers(s):

The LEA and parent have agreed to make the following changes to the IEP without convening an IEP meeting, as documented by:

|  |  |  |
| --- | --- | --- |
| Date of revision(s) | Participants and roles | IEP section(s) amended |
|  |  | Physical education |

IEP team signatures:

|  |  |  |
| --- | --- | --- |
| Role | Printed name | Signature |
| Parent, guardian, or surrogate |  |  |
| Parent, guardian, or surrogate |  |  |
| Student |  |  |
| Adapted physical education teacher assistant |  |  |

**IEP Section II: Present Levels of Academic Achievement and Functional Performance**

Include the following information related to the student:

* Present levels of academic achievement (including data analysis and PLOPs; at least 10 bulleted points organized into sections such as fitness, fundamental motor skills, sports)

**Example (cardiorespiratory fitness):** \_\_\_\_\_\_\_ is able to run five 20-meter lengths without stopping and within the nine-second cadence of the Fitnessgram PACER test with an instructor running with him and giving verbal cues.

* Present levels of functional performance (including at least five bulleted points about social and emotional behavior, understanding of class routines, ability to use information and follow directions, and ability to function in a group physical education class)

**Example (direction and instructions):** \_\_\_\_\_\_\_ gives eye contact and pays attention to the instructor during directions but has difficulty comprehending instructions that involve more than two parts.

* How the student’s disability affects involvement and progress in the general education curriculum (including at least five bulleted points regarding aspects that hinder progress in general PE class, such as motor skills below age level, attention deficits, poor understanding of directions, low fitness)

**Example (poor comprehension of information):** Due to \_\_\_\_\_\_\_\_ (intellectual disability), the student has difficulty comprehending information presented in verbal form that involves more than two-part directions. This difficulty affects \_\_\_\_\_\_\_’s involvement and progress in the general PE curriculum because \_\_\_\_\_\_\_ does not receive sufficiently detailed information to improve skill performance and therefore does not make progress toward state standards in the same manner or time frame as do peers. This difference causes \_\_\_\_\_\_\_ not to have the prerequisite skills to move on to the next level of skills in the general PE class.

* Strengths (including five bulleted points of one sentence each addressing skills at which the child is very good)

**Example (balance):** \_\_\_\_\_ can balance on either foot for more than 15 seconds with eyes closed, can hop on preferred foot for more than 15 feet, and can negotiate the environment without falling.

* Academic, developmental, and functional needs related to student’s disability (at least five needs expressed in bulleted form, including at least two academic and two developmental or functional needs, each of which begins with “\_\_\_\_\_ needs to improve . . .”)

**Example (cardiorespiratory endurance):** \_\_\_\_\_ needs to improve cardiorespiratory endurance. \_\_\_\_\_\_ ran 5 PACER lengths during testing, which falls below the Healthy Fitness Zone requirements of 23 to 61 laps for a male aged 10 years.

**IEP Section III. Goals and Objectives**

Using annual goal 1 and the short-term objective for annual goal 1 as an example, write an annual goal 2 and a short-term objective for annual goal 2. Write one annual goal and one short-term objective for each goal.

|  |  |  |  |
| --- | --- | --- | --- |
| **Measurable annual goal 1**  Include condition, name, behavior, and criteria (refer to annotated IEP for description of these components). | How student’s progress toward meeting this goal will be measured | When periodic reports on progress will be provided to parents | Report of progress |
| 1.\_\_\_\_\_ will make progress toward state standard 10.4.6 (“identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health”) by increasing cardiorespiratory fitness as shown by meeting health-related fitness standards of the Fitnessgram PACER test for cardiorespiratory endurance (i.e., 23 to 61 20-meter lengths). | Fitnessgram PACER test for cardiorespiratory fitness | Summative progress will be reported at the end of the adapted PE fall program.  Weekly progress reports will be sent via e-mail. |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Measurable annual goal 2**  Include condition, name, behavior, and criteria (refer to annotated IEP for description of these components). | How student’s progress toward meeting this goal will be measured | When periodic reports on progress will be provided to parents | Report of progress |
|  |  |  |  |

**Short-term objectives:** required for students with disability who take alternate assessments aligned with alternate achievement standards such as Pennsylvania Alternate System of Assessment (PASA).

|  |
| --- |
| Short-term objectives and benchmarks for goal 1: |
| \_\_\_\_\_will run eight 20-meter PACER test lengths without stopping, within the nine-second cadence by\_\_\_\_\_\_\_ (date), and with an instructor running next to him and giving verbal encouragement. |

|  |
| --- |
| Short-term objectives and benchmarks for goal 2: |

**IEP Section IV. Special Education, Related Services, Supplementary Aids and Services, Program Modifications**

Include, as appropriate, for nonacademic and extracurricular services and activities.

**Program Modifications and Specially Designed Instruction (SDI)**

In this section, please show at least five ways in which the school and teacher need to differentiate instruction for this child. This section should also include adaptations, accommodations, or modifications to the general education curriculum, as appropriate for this student.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Modifications and SDI | Location | Frequency | Projected beginning date | Anticipated duration |
| 1.\_\_\_\_\_ will need a running buddy to say encouraging statements, such as “you got this,” “you are doing great,” and “only one more.” | Physical education class, after-school track practice, adapted PE class | Each instance of running or other locomotor activity |  |  |

**IEP Section V: Educational Placement**

In this section, you will recommend how often and where the child should partake of physical education (e.g., in general PE, in general PE with supplementary aids and services, in separate adapted PE, in both). First, read the following questions, then write at least five sentences expressing each justification for why you would select the placement you are recommending.

**Questions for the IEP Team**

The following questions must be reviewed and discussed by the IEP team before providing the explanations regarding participation with students who do not have disability. It is the responsibility of each public agency to ensure that, to the maximum extent appropriate, students with disability, including those in public or private institutions or other care facilities, are educated with students who are not disabled. Special classes, separate schooling, and other removal of students with disability from the general educational environment occurs only when the nature or severity of the disability is such that education in general education classes, even with the use of supplementary aids and services, cannot be achieved satisfactorily.

* What supplementary aids and services were considered? What supplementary aids and services were rejected? Explain why the supplementary aids and services will or will not enable the student to make progress on the goals and objectives (if applicable) in this IEP in the general education class.
* What benefits are provided in the general education class with supplementary aids and services versus the benefits provided in the special education class?
* What potentially beneficial effects and/or harmful effects might be expected on the student with disability or other students in the class, even with supplementary aids and services?
* To what extent, if any, will the student participate with peers who do not have disability in extracurricular activities or other nonacademic activities?

**Recommendation for Placement for Physical Education**

Include the required time, number of days, personnel, supplementary aids, and services.

1. **Recommendation 1 (curriculum placement):** It is recommended that \_\_\_\_\_ (participate/not participate) in the general PE curriculum (instructional content such as “units”) because of the following issues.
2. **Recommendation 2 (environmental setting):** It is recommended that \_\_\_\_\_ (participate/not participate) in the (general/adapted PE) setting because:

**Justification for the placement recommendation:** (Use factual data, observations, and professional opinion; do not let the child’s current placement sway you.)

**Part 4: Differentiating Instruction**

Using the information you have learned in chapter 11, modify the following dance activity to meet the needs of students with the following disabilities.

* Learning disability
* Intellectual disability
* Emotional or behavioral disorder
* Autism spectrum disorder
* Hearing impairment
* Visual impairment

**National physical education standards 1, 2, and 3**

**Level:** combination

**Essential content:** discovering rhythm (underlying beat, rhythmic pattern, tempo) and monitoring exercise intensity

**Teaching styles:** reproduction (command, practice)

**Dance genre:** cultural

**Task:** Learn basic tinikling steps, first without sticks and then with sticks. When using sticks, students hit the sticks twice on the ground and then twice in air (i.e., hitting the sticks together) to several musical selections. After each round of tinikling, students use a device (e.g., Insta-Pulse wand) to monitor heart rate, then refer to a heart-rate chart to determine whether they are engaged in moderate or vigorous physical activity.

**Basic step:** in personal space with no sticks

**Step 1 (counts 1 and 2):** Hop on right foot (outside foot) two times (hop, hop).

**Step 2 (counts 3 and 4):** Leap onto left foot and then right foot while moving to the left (left, right; as in a jog).

**Step 3 (counts 5 and 6):** Hop on left foot (outside foot).

**Repeat:** This time, move to the right.

**Practice:** constant

**Enrichment:**

* Do the basic step with tinkling sticks.
* Jump on two feet outside of the sticks and on two feet inside of the sticks.
* Mirror a partner while doing the basic step or the jump step.
* Add information about the origin of the dance, which comes from the Philippines.
* Increase the music tempo.

**Environment:** Provide enough tinikling sticks that groups of four each have their own. To reduce the noise level, the sticks can be placed on mats. The children should all face in the same direction.

**Closed-skill cues:**

* Use verbal cues to describe what children should do (e.g., “hop, hop; step, step; hop, hop”).
* Then use counting cues.

**Feedback:** Provide feedback about underlying beat by clapping out the rhythm for students and providing verbal skill cues.

**Modifications:**

Indicate what modifications you would make to accommodate students with each of the following disabilities.

Learning disability:

Intellectual disability:

Emotional or behavioral disorder:

Autism spectrum disorder:

Hearing impairment:

Visual impairment:

# Review Questions

1. What is the most recent legislation regarding individuals with disability? When was it passed, and what does it mandate?
2. What is the main purpose of an IEP? When must an IEP be written for a child with disability?
3. What is the IDEA definition of physical education?
4. What is a “least restrictive environment”?
5. How is inclusion defined?
6. What are the three main components of differentiated instruction?
7. How does universal design proactively address the modification of instruction for a child with disability?
8. Discuss racist and sexist ways in which teachers have sometimes behaved and the changes that have been made to eradicate those behaviors.
9. What are the key features of modifying instruction for children with each of the following disabilities?

* Learning disability
* Communication disorder
* Intellectual disability
* Emotional or behavioral disorder
* Austism spectrum disorder
* Hearing impairment
* Visual impairment
* Physical disability
* Other health impairments (e.g., attention-deficit/hyperactivity disorder, asthma, diabetes)