



California State University, Long Beach  
College of Health and Human Services  
Department of Kinesiology



**KIN 387**  
**Physical Education for Students with Disabilities**

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**Student Assistants:**

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- D. **Office Hours:** Tuesdays 1-2pm; by appointment and email
- E. **Fall 2020**
- F. **Tuesday & Thursday 2-3:30pm (3 Units)**
- G. **Class Location** Online (synchronous & asynchronous)

**H. Expected Outcomes:**

**Prerequisites:** KIN 320. Corequisite: KIN 489A (3 units). The course is a lecture/laboratory format that includes planning effective and comprehensive physical education programs for individuals with disabilities across the lifespan. The course includes information on adaptation of physical activities, equipment, and facilities. The laboratory portion of the course involves teaching children with disabilities in the CSULB After School Adapted Physical-activity Program (ASAPP) and other outside fieldwork experiences in the public schools with an APE teacher (KIN 489A).

**I. Course Objectives:**

At the conclusion of the course, the student will be able to:

**APE Option Program Student Learning Outcomes (SLO 1, 2 & 4)\***

1. Identify & cite current legal mandates including federal & state legislation pertaining to physical education for individuals with disabilities including the design of and writing of an individualized educational program (IEP) for individuals with disabilities. **(SLO 1)**
2. Identify as well as assess normal and diverse movement parameters that include understanding motor development milestones and ecological task analysis in order to design effective physical education programs for individuals with disabilities. Create an assessment report in physical education appropriate for individuals with disabilities. **(SLO 2)**
3. Construct & implement a positive behavior management plan in physical education appropriate for individuals with disabilities. **(SLO 4)**



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**I. Required Readings and Materials:**

**Required**

Winnick, J. P, & Porretta, D. L. (2017). *Adapted physical education and sport* (6<sup>th</sup> ed.).  
Champaign, IL: Human Kinetics.

Internet access for BeachBoard and CSULB email address

**Netiquette: (Lecture)**

- A. Preferred, always have your camera on during Zoom meetings.
- B. Students are human, be respectful to classmates by being good team members and speaking to each other with respect both during class meeting and in the process of completing assignments. Foul language will not be tolerated. Disrespect for classmates will warrant a student being asked to leave class for that day.
- C. Unrelated talking and other disruptive behavior are not permitted while classes are in session.

**J. Types of Assignments**

**Tentative Course Evaluation**

| Description                                | Course Objectives | Points Per Part | Total Possible Points | % of Grade |
|--|-------------------|-----------------|-----------------------|------------|
| 1. Gamification Review                     | 1,2,3             | 10              | 10                    | 5%         |
| 2. IEP (SLO1)                              | 1                 | 15              | 15                    | 8%         |
| 3. Student Assessment Report (SLO2)        | 2                 | 20              | 20                    | 11%        |
| 4. Behavior Management Plan (SLO4)         | 3                 | 20              | 20                    | 11%        |
| 5. Professional Organization Presentations | 1,2,3             | 15              | 15                    | 8%         |
| 4. E-portfolio                             | 1,2,3             | 10              | 10                    | 5%         |
| 5. Quiz Questions                          | 1,2,3             | 4               | 28                    | 15%        |
| 6. Quizzes (7)                             | 1,2,3             | 10              | 70                    | 37%        |
|  |                   |                 | 188                   | 100%       |

**Meeting and Submitting Assignments**

**All FINAL assignments are to be submitted through BeachBoard. Rough draft lesson plans submit via email.**

All assignments must be typed and submitted on the due date at midnight and will be graded on content and grammar. **Late course work:** Assignments submitted after the prescribed due date will result in the following grade deduction, one week or less 10%, more than a week 20%. After the last day of class, no work will be accepted. It is your responsibility to save, print and submit assignments on time. No late work will be accepted for extra credit.



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## ASSIGNMENTS

### **Individualized Education Plan (IEP) (total 15 pts) \*SLO1** Due: Nov 24

Design and write an IEP on a child 3.0 to 10.11 years of age using the *Test of Gross Motor Development-3* (Ulrich, 2019). Write a present level of performance statement based on the information provided. Write at least 3, no more than 4 annual goals based on the child's present level of performance statement needs. Write at least 3 benchmarks or short-term objectives in behavioral terms that meet each annual goal listed. Write at least one annual goal with benchmarks or short-term objectives in the cognitive or affective domain.

### **Assessment Summary Student Report (20 points) \*SLO2** Due: Nov 24

Writing an evaluation of an assigned child(s) taught in the After School Adapted Physical-activity Program (ASAPP). The student assessment report should include the student's background information, present level of performance, strengths, needs, and recommendations. Information includes assessment information, skill and social progress, program activities, and recommendations for future programming.

### **Behavior Management Plan (total 15 pts)\* SLO4** Due: Oct 15

Design, implement and write a reflection of a behavior management plan for a child/APE class. This assignment will help you organize your physical education class orientation program.

### **Professional Organization Presentation (15 points)** Due:

In assigned groups, critique a professional organization pertaining to physical activity for individuals with disabilities that includes a class presentation.

### **E-portfolio (10 points)** Due: Dec 8 or 10

Students will develop an e-portfolio that will be submitted as part of the APE credential graduation requirements. Students may choose the website design of your choice (e.g., Weebly). All APE Added Authorization students are required to include SLO signature assignments in their APE teaching evaluation electronic portfolio.

### **Gamification Review (10 points)** Due: per assigned unit

The purpose of gamification review is to highlight important topics from the unit assigned as a review. The daily readings should also be included. Gamification reviews should NOT exceed 15 min. Be creative!

### **Quiz Questions (28 points)** Due: see course calendar

For each of the seven units, students will submit four questions AND answers. Quiz questions for each unit will be selected from student submitted questions.

### **Quizzes (70 points)** Due: see course calendar

A short quiz will be administered for each of the seven units in KIN 387. Quizzes will be taken outside of class. For student accommodations, please contact the CSULB Bob Murphy Access Center and Dr. Bittner.



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**K. Sequence of Assignments**

**Tentative Course Calendar**

**Any changes will be announced in class and posted on BeachBoard. Check syllabus posted on BeachBoard for most current Course Calendar and due dates.**

| <b>Week</b>  | <b>Date</b> | <b>Topics</b>   | <b>Readings</b>  |
|--------------|-------------|---|--|
| Week 1<br>Tu | Aug 25      | Welcome to KIN 387<br>Syllabus<br>Ice Breakers<br>Guest Speaker e-portfolio: <b>Heather Katz</b><br><b>Assigned: E-portfolio</b><br><b>Assigned: Gamification Reviews</b> |  |
| Week 1<br>Th | Aug 27      | Lesson Planning*<br>ASAPP Preparation*<br>*(in conjunction with KIN 489A)   |  |
| Week 2<br>Tu | Sept 1      | What is Adapted Physical Education?   | CA APE Guidelines Ch 1&2   |
| Week 2<br>Th | Sept 3      | Individualized Education Program (IEPs)<br><b>Assigned: IEP (SLO1)</b><br><b>DUE: Quiz Questions #1</b><br><b>Preparation: Me in a Box</b>                                | Winnick & Porretta (2017) Chapter 5<br>IEPs<br>CA APE Guidelines Ch 4 IEP  |
| Week 3<br>Tu | Sept 8      | <b>DUE: Gamification Review Groups 1, 2</b><br>Culturally Responsive Pedagogy<br>Me In A Box  | What's New in APE? (McNamara et al. 2020) Black Lives Matter and Social Justice<br><a href="http://mrmcnamaras.blogspot.com/2020/06/black-lives-matters-and-social-justice.html">http://mrmcnamaras.blogspot.com/2020/06/black-lives-matters-and-social-justice.html</a> |
| Week 3<br>Th | Sept 10     | Assessment<br><b>Assigned: Student Assessment Report (SLO2)</b><br><b>DUE: Quiz #1</b>  | CA APE Guidelines Ch 3<br>Winnick & Porretta (2017) Chapter 4<br>Measurement, Assessment, and Program Evaluation   |
| Week 4<br>Tu | Sept 15     | <i>Test of Gross Motor Development (TGMD)</i><br><b>Preparation: Primitive and Postural Reflexes</b>  | Haywood & Getchell (2014) Life Span Motor Development Chapter 7<br>Locomotion<br>Haywood & Getchell (2014) Life Span Motor Development Chapter 8 Ballistic Skills  |
| Week 4<br>Th | Sept 17     | Primitive & Postural Reflexes<br><b>DUE: Quiz Questions #2</b>  | Cheatum & Hammond (2000) Chapter 4<br>Reflexes   |
| Week 5<br>Tu | Sept 22     | <b>DUE: Gamification Review Groups 3, 4</b><br>Universal Design for Learning  | Brian & Taunton Miedema (2020)<br>Chapter 8 UDL  |



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|---------------|---------|--|--|
| Week 5<br>Th  | Sept 24 | Behavior Management (Increasing)<br><b>Assigned: Behavior Management Plan (SLO4)</b><br><b>DUE: Quiz #2</b>                                  | Lavay et al. (2016) Chapter 3<br>Maintaining and Increasing Behaviors  |
| Week 6<br>Tu  | Sept 29 | Behavior Management (Decreasing)   | Lavay et al. (2016) Chapter 4 Redirecting<br>and Decreasing Inappropriate Behaviors  |
| Week 6<br>Th  | Oct 1   | Bullying<br><b>DUE: Quiz Questions #3</b>  | Lavay et al. (2016) Chapter 8 Bullying   |
| Week 7<br>Tu  | Oct 6   | <b>DUE: Gamification Review Groups 5, 6</b><br>Dance/Movement (co-present w/ Rachel)   | Katz (2020) Zero-Fear Strategies for<br>Teaching Adapted Dance Fitness   |
| Week 7<br>Th  | Oct 8   | Music & Technology<br><b>DUE: Quiz #3</b>  | Lavay et al. (2015) Tablet Technology  |
| Week 8<br>Tu  | Oct 13  | Guest Speaker: <b>Carrie Flint</b>   |  |
| Week 8<br>Th  | Oct 15  | Guest Speaker: <b>Cris Ortiz</b><br><b>DUE: Behavior Management Plan Parts A &amp; B.1</b><br><b>DUE: Quiz Questions #4</b>                  |  |
| Week 9<br>Tu  | Oct 20  | <b>DUE: Gamification Review Groups 7, 8</b><br>Physical & Health-related Fitness<br><b>Assigned: Professional Organization Presentations</b> | CA APE Guidelines Ch 10  |
| Week 9<br>Th  | Oct 22  | Programming for Individuals with<br>Intellectual Disabilities<br><b>DUE: Quiz #4</b>   | Winnick & Porretta (2017) Chapter 8<br>Intellectual Disabilities   |
| Week<br>10 Tu | Oct 27  | Programming for Students with High<br>Intensity Needs  | Grenier, Miller, & Black (2017)<br>Applying UDL and the Inclusion<br>Spectrum for Students with Severe<br>Disabilities in General Physical<br>Education  |
| Week<br>10 Th | Oct 29  | Guest Speaker Severe Disabilities: <b>Caitee Ferenci</b><br><b>DUE: Quiz Questions #5</b>  |  |
| Week<br>11 Tu | Nov 3   | <b>DUE: Gamification Review Groups 9, 10</b><br>Programming for Individuals with Visual<br>Impairments                                       | CAPS 1:<br><a href="https://uni.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=73a29ae4-9bd4-45f3-8754-aa8d015a1824">https://uni.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=73a29ae4-9bd4-45f3-8754-aa8d015a1824</a><br><br>CAPS 2:<br><a href="https://uni.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=45aa67e2-9a48-4472-97bd-aa8d0168ff83">https://uni.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=45aa67e2-9a48-4472-97bd-aa8d0168ff83</a> |



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|------------|--------|---|--|
| Week 11 Th | Nov 5  | Programming for Individuals with Autism Spectrum Disorder (ASD)<br><b>DUE: Quiz #5</b>  | Bittner et al. (2017) Exercise Identified as EBP for Students with <b>ASD</b>  |
| Week 12 Tu | Nov 10 | Guest Speaker ASD: <b>Aaron Robertson</b>   |  |
| Week 12 Th | Nov 12 | <b>OFF</b><br>49 <sup>th</sup> Annual National APE Conference   |  |
| Week 13 Tu | Nov 17 | Programming for Individuals Hard of Hearing, Deaf, or Deafblind   | Winnick & Porretta (2017) Chapter 13 Hard of Hearing, Deaf, or <b>Deafblind</b>  |
| Week 13 Th | Nov 19 | Programming for Individuals with Orthopedic Impairments<br><b>Preparation: Me In A Box</b><br><b>DUE: Quiz Questions #6</b>   | Winnick & Porretta (2017) Chapter 16 Spinal Cord <b>Injuries</b>   |
| Week 14 Tu | Nov 24 | <b>DUE: Gamification Review Groups 11, 12</b><br><b>De</b> velopmentally Appropriate Physical Education<br><b>DUE: Student Assessment Report</b><br><b>DUE: IEP</b>     | <b>Winnick &amp; Porretta (2017) Chapter 7</b> Instructional Strategies for APE  |
| Week 14 Th | Nov 26 | <b>OFF</b><br>Thanksgiving Break  |  |
| Week 15 Tu | Dec 1  | Grading in APE<br><b>DUE: Quiz #6</b>   | What's New in APE? (McNamara & Roth, 2020) Grading in APE<br><a href="http://mrmcnamaras.blogspot.com/2020/06/grading-in-ape.html">http://mrmcnamaras.blogspot.com/2020/06/grading-in-ape.html</a> |
| Week 15 Th | Dec 3  | Guest Speaker: <b>Barry Lavay</b><br>What I've Learned in 40 Years of APE<br><b>DUE: Behavior Management Plan Parts B.2 &amp; C</b>                                     |  |
| Week 16 Tu | Dec 8  | Professional Organization Presentations   |  |
| Week 16 Th | Dec 10 | Professional Organization Presentations<br><b>DUE: Quiz Questions #7</b><br><b>DUE: Gamification Review Groups 13, 14</b><br><b>*Last day to submit late materials*</b> |  |
| Final Exam | Dec 17 | <b>DUE: E-portfolio</b><br><b>DUE: Quiz #7 (midnight)</b>   |  |

**M. Instructor's Interpretation of the University's Withdrawal Policy**

It is the student's responsibility to withdraw from classes. Instructors have no obligation to withdraw students who do not attend courses and may choose not to do so.

Withdrawal from a course after that date requires the signature of the instructor and the



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department chair and is permissible only for serious and compelling reasons. [Severe or extensive medical problems would be a reason to drop after that date, but fear of receiving a final grade lower than desired, or change in one's work schedule are not considered a serious and compelling reasons.] A "W" will appear on the student's transcript.

During the final three weeks of instruction withdrawals are not permitted except in cases such as accident or serious illness where the circumstances causing the withdrawal are clearly beyond the student's control. The cause must be documented. Ordinarily, withdrawals in this category involve total withdrawal from the university. You will need the approval of the college dean as well as that of the class instructor and the department chairperson for each class you drop.

#### N. Attendance Procedures

Please read the CSULB attendance policy carefully. It can be found at:  
<http://www.csulb.edu/~senate/Policies/01-01.html>

ATTENDANCE IS VERY STRONGLY RECOMMENDED. Experience has shown that good grades are strongly correlated with attendance, practice and participation.

1. Absences **DO NOT** exempt students from academic requirements.
2. An "Incomplete Grade" may be granted if the student has a passing grade, but only if the instructor determines that it is feasible for the student to successfully complete remaining assignments after the semester. Pursuant to university policy, such determinations are within the discretion of the instructor.
3. Make-up Policy: Students that are participating in school sponsored events (e.g., athletics, professional conferences, academics) need to turn in/complete assignments and readiness assessments tests **AHEAD** of time or by the due date. **Make-up assignments will be determined case-by-case.** If unable to participate during class due to illness or injury, an alternative in-class activity option will be given by the instructor. If unable to participate during class due to illness or injury, an alternative in-class activity option will be given by the instructor.

#### O. Deadlines

**All assignments must be submitted the day they are due by midnight. Assignments are to be submitted through (a) BeachBoard Discussion Board AND (b) hard copy WITH the rubric.** All assignments must be typed and submitted on the prescribed due date and will be graded on content and grammar. **Late course work:** Assignments submitted after the prescribed due date will result in the following grade deduction, one week or less 10%, more than a week 20%. After the last day of class, no work will be accepted. It is your responsibility to save, print and submit assignments on time. There is NO extension for extra credit.

#### P. Disability Statement

Students with a disability or medical restriction who are requesting a classroom accommodation should contact the Disabled Student Services at 562-985-5401 or visit Brotman Hall, Suite



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270 during 8AM-5PM weekday hours. Disabled Student Services will work with the student to identify a reasonable accommodation in partnership with appropriate academic offices and medical providers. We encourage students to reach out to DSS as soon as possible.

**R. Sample Cheating and Plagiarism Policy**

Academic integrity is the foundation of the academic community. Because each student has the primary responsibility for being academically honest, students are advised to read and understand all sections in CSULB catalog. Academic dishonesty includes **cheating, plagiarism, falsifying academic records, and other acts intentionally designed to provide unfair advantage to the student or the attempt to commit such acts.** If you are found to be cheating or plagiarizing, you will be subject to disciplinary action as per the policy outlined in the CSULB catalog.

- **Cheating** includes but is not limited to intentionally giving or receiving unauthorized aid or notes on examinations, papers, or class assignments intended to be individually completed. Cheating also includes the unauthorized copying of tests or any other deceit or fraud related to the student's academic conduct.
- **Plagiarism** occurs when a student obtains someone else's work and presents those ideas or words as her or his own academic work.
- **Collusion** occurs when a student collaborates with another person without authorization when preparing an assignment.
- **Fabrication** occurs when a student makes up data or results and records or reports them.
- **Falsification** occurs when a student manipulates research materials, equipment, or processes or changes or omits results such that the research is not accurately reflected in the research record.
- **Falsifying academic records** includes, but is not limited to altering grades or other academic records.

Furthermore, students should be aware that faculty members have a range of academic actions available to them in cases of cheating and plagiarism from arranging a conference, to failing a student on that particular work, to failing a student in a course, to referring the case to judicial affairs.

- S. If you are having trouble affording enough food to eat, don't have a safe and reliable place to sleep, and/or experiencing an emergency or crisis we are here to help. We are the Basic Needs Program and we have emergency services and resources to assist you. To learn more about our programs and services you can visit our website at [csulb.edu/basicneeds](http://csulb.edu/basicneeds). To apply for our emergency services such as the meal assistance program, emergency grant, or emergency housing you can fill out our application at this link: [https://cm.maxient.com/reportingform.php?CSULongBeach&layout\\_id=2](https://cm.maxient.com/reportingform.php?CSULongBeach&layout_id=2)

We know that not having your basic needs met can affect your performance in the classroom and we want to be here to support you and help ensure you get to your graduation day. We look forward to being of service to you.