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PE for Students with Low Incidence and How it Enhances O&M
Jeff Key, M.Ed, CAPE
Certified Adapted Physical Educator
Awesome PE Consulting
Awesomepe2000@gmail.com
Region One ESC
August 28, 2020



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Contacting Mr. Key

Awesomepe2000@gmail.com

Pintrest: jeffkey

Youtube:
<https://www.youtube.com/channel/UC-Tf7yuMwrAd4cL3parWUZw>

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Objectives for Today's Presentation

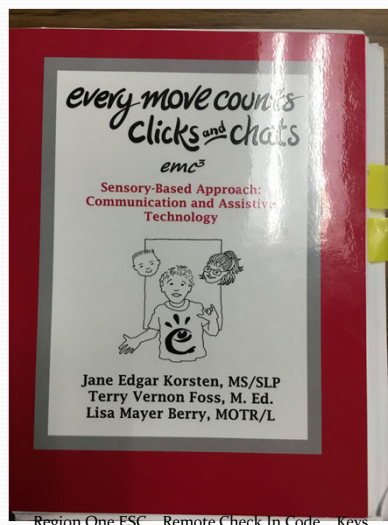
- How PE can help Orientation and Mobility for CAN students
- Fun activities to play at school in PE in Recess
- How to write IEPs for students with low incidence
- How to make equipment out of things around the office and home

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Every Move Counts



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Every Move Counts

- It is important to recognize and accept the interests and abilities of the individual student
- It is important to start where the student is not where you want them to be
- Base your expectations on the student's true ability not on unrealistic expectations

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Sensory Impairments

A disability of the senses (e.g. sight, hearing, smell, touch, taste).

- Deafness
- Blindness
- Sensory Integration Dysfunction
- Autism

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Sensory Impairments

- May need structured lessons.
- May need more time to complete skills.
- Need to be taught the skill from multiple angles. I.e.

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Cognitive/Intellectual

Significantly impaired cognitive functioning.

- General Learning Disability
- Traumatic Brain Injury
- Neurodegenerative Diseases
- ADHD



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Cognitive/Intellectual

- May need more processing time.
- May need repeated lessons.
- Increase “check for understanding” in lessons.



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Early Motor Development for Children with VI

- Babies benefit from early intervention that address:
 - Sensory
 - Physical
 - Cognitive

- Three Challenges to motor development:
 - 1. Lack of Visual Reinforcement
 - 2. Reduced Muscle Tone
 - 3. Delays in the Concept of Object permanence



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Vision and Motor Skills

- Vision has a major role in the development of motor skills.
- Five primary functions of vision in the acquisition of motor skills:
 - 1. Provide and Incentive to Move
 - 2. Allowing to see the object in the visible environment
 - 3. Protection by anticipating dangerous situations
 - 4. Enabling control of movement by tracking its performance.
 - 5. Providing feedback and monitoring of the quality of executed movements



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What the Law Says

- Individuals who are severely or profoundly cognitively disabled or multi-disabled have been guaranteed the right...
- ...to participate in physical education programs and activity under the Individuals with Disabilities Education Act (IDEA) revised of 1997 (P.L. 105-17).

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Research Says:

- Most of the needs of individuals who are severely or profoundly cognitively disabled or multi-disabled are physical in nature...
- ...and evidence has proven that even individuals with serious disabilities can learn physical education skills (Jansma, 1993).

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Importance of PE for all Students

- Participation in physical education activities is a habit that needs to be established early in life.
- While achieving movement responses from a student who is severely or profoundly cognitively or multi-disabled is an achievement, it is not the main goal.
- Applying those movements to accomplish functional physical tasks is the main goal (Grosse, 1989).



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Stages of Play

- **Unoccupied**
 - Involves random activity
- **Onlooker**
 - Watching others, but not become directly involved

WE MUST GUARD AGAINST THIS

- **Solitary**
 - Voluntary playing with one's own toys



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Stages of Play

Continued

- **Parallel**
 - Independent play in close proximity of others
- **Associative**
 - Engagement of a group of children in a mutual activity
- **Cooperative**
 - A division of labor among the children to achieve a mutual goal.

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Need for Fundamental Movements

- If children do not reach a degree of competence and confidence in fundamental movement skills by the 6th grade, they will not engage in regular physical activity or sports for the rest of their lives.
- **Fundamental Motor Skills are:**
 - Loco-motor -Running, Skipping, Galloping, Hopping, Leap, Sliding
 - Object Control -Throwing, Catching, Kicking, Striking, Dribbling

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Social Benefits

- Learn social skills, take turns, share, speak to others
- To General Education Students – Buddy System
- Can Help Change Attitudes and Culture of School – Level III of Awareness...Fundraiser, Special Olympics
- Use Age Appropriate Music and Activities
 - Movie Themes
 - Taylor Swift

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Alternative Systems for Communication

- Sign language
- Picture systems



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Alternative Systems for Communication

- Voice output systems



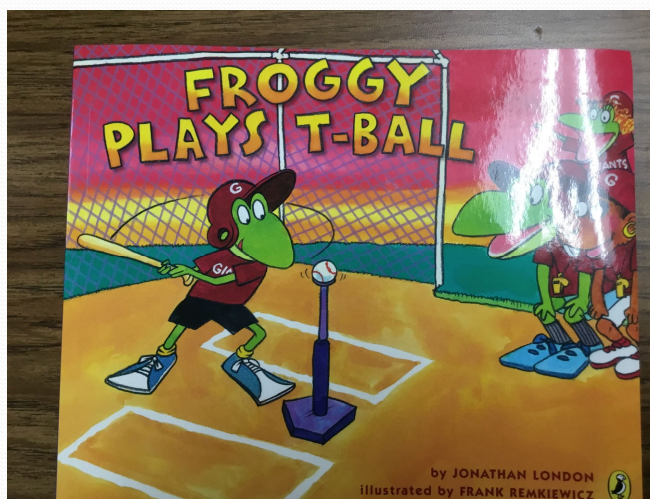
- Acting out stories and songs



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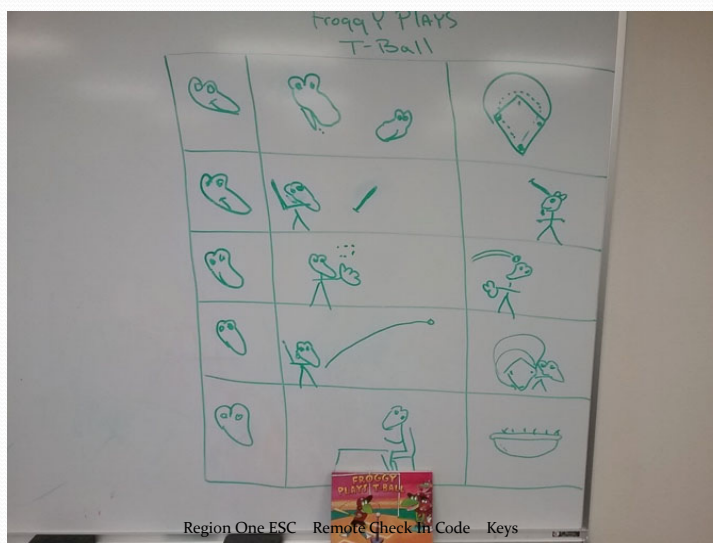
Active Stories



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Active Stories



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Motor Activities and Sport Skills

- Teach activities while practicing sport-specific skills
- Reinforce skills development by playing modified games
- Making training fun with modified competitions that include peers without disabilities

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Quality Instruction

- The formula for better quality of instruction is:
- Time +
- Creativity +
- Energy =
- QUALITY

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Teaching Modalities

- Model
- Self Discovery
- One on One
- Hand over Hand
- Group

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Stretches

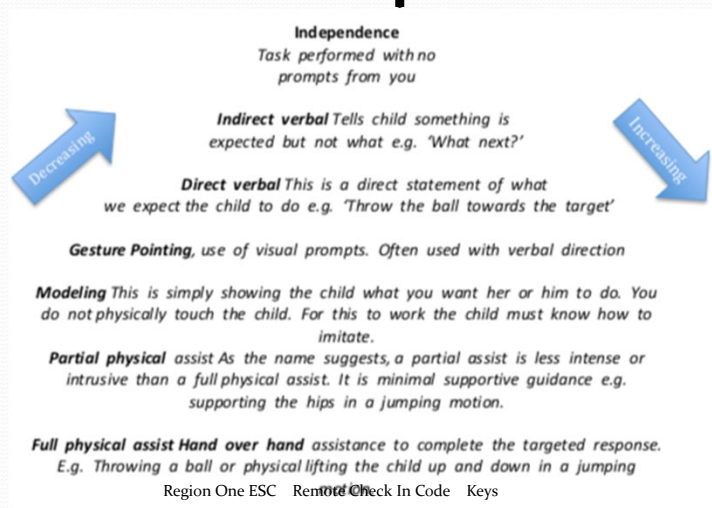
- Passive and Active
- Seated Position or standing
 - Toe touches
 - Arm raises
 - Arm Circles
 - Touch your nose
 - Touch your knees



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Levels of Physical Activity Prompts



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The Power of Play

- The most important role that play can have is to help children to be active, make choices and practice actions to mastery
- They should have experience with a wide variety of content (art, music, language, science, math, social relations) because each is important for the development of a complex and integrated brain.
- Play that links sensori-motor, cognitive, and social-emotional experiences provides an ideal setting for brain development.



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Movement and Learning

- Play that links sensori-motor, cognitive, and social-emotional experiences provides an ideal setting for brain development
- Aerobic – Is defined by exercising the heart and lungs to elevate the heart rate.
- Brink suggests that aerobic conditioning assist in memory.
- Research show it helps short term memory, creativity, and reaction time.



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