

Sports for Students with Intellectual Disabilities

COMPONENT #: 2-011-346

POINTS TO BE EARNED: 120 MPP

PART I – PLANNING

DESCRIPTION: Write a brief description of content and intent of component.

This component is designed to provide an understanding of the positive impact of physical activity on the psychological and social, as well as, the physical well-being of students with intellectual disabilities. It includes an introduction to commonly accepted methods of assessing and identifying persons with intellectual deficiencies with emphasis on developing their physical skills. A continuum of activities from basic motor development through recreational and competitive sports is explored.

As a result of completion of this professional development activity, the participant will be able to apply the skills and techniques acquired during this in-service activity.

STANDARDS/FOCUS AREAS ADDRESSED BY COMPONENT: Identify the standards, national/state/district imperatives, initiatives or key focus areas this component supports.

Standards for Professional Learning (choose one)

- | | |
|---|--|
| <input type="checkbox"/> Learning Communities | <input type="checkbox"/> Learning Designs |
| <input type="checkbox"/> Leadership | <input checked="" type="checkbox"/> Implementation |
| <input type="checkbox"/> Resources | <input type="checkbox"/> Outcomes |
| <input type="checkbox"/> Data | |

Florida Educator Accomplished Practices (check all that apply)

- | | |
|--|---|
| <input checked="" type="checkbox"/> Instructional Design and Lesson Planning | <input checked="" type="checkbox"/> Assessment |
| <input checked="" type="checkbox"/> The Learning Environment | <input checked="" type="checkbox"/> Continuous Professional Improvement |
| <input checked="" type="checkbox"/> Instructional Delivery and Facilitation | <input checked="" type="checkbox"/> Professional Responsibility and Ethical Conduct |

Florida Leadership Standards (check all that apply)

- | | |
|---|--|
| <input checked="" type="checkbox"/> Student Learning Results | <input type="checkbox"/> Decision Making |
| <input checked="" type="checkbox"/> Student Learning as a Priority | <input type="checkbox"/> Leadership Development |
| <input checked="" type="checkbox"/> Instructional Plan Implementation | <input type="checkbox"/> School Management |
| <input checked="" type="checkbox"/> Faculty Development | <input checked="" type="checkbox"/> Communication |
| <input checked="" type="checkbox"/> Learning Environment | <input checked="" type="checkbox"/> Professional and Ethical Behaviors |

IPEGS Standards (check all that apply)

- | | |
|--|---|
| <input checked="" type="checkbox"/> PS 2 – Knowledge of Learners | <input checked="" type="checkbox"/> PS 6 – Communication |
| <input checked="" type="checkbox"/> PS 3 – Instructional Planning | <input checked="" type="checkbox"/> PS 7 – Professionalism |
| <input checked="" type="checkbox"/> PS 4 – Instructional Delivery and Engagement | <input checked="" type="checkbox"/> PS 8 – Learning Environment |
| <input checked="" type="checkbox"/> PS 5 – Assessment | |

IMPACT FOCUS AREA(S): select the intended impact focus area(s) from the choices below. Note that Impact Evaluation procedures should reflect this level of impact.

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- X Educator knowledge/skill (content)
- X Educator (professional growth)

- X Student learning
- Organizational support and change

SPECIFIC LEARNER OUTCOMES: Identify the intended learner outcomes (number and content of learner outcomes should be reflective of the total points participants will earn as a result of completing this learning).

1. Identify and describe, in writing, characteristics of students with intellectual and emotional handicaps, specific learning disabilities, autism and traumatic brain injury.
2. Describe, in writing, two (2) current intervention strategies applicable to physical education for the emotionally handicapped, intellectually handicapped, learning disabled, behavioral disorders, autistic and the traumatic brain injured student.
3. Develop lesson plans emphasizing intellectual activities which apply appropriate physiological principles specific to the functional abilities of students who are identified as profoundly intellectually handicapped, autistic, trainable intellectually handicapped and educable intellectually handicapped.
4. Develop lesson plans emphasizing intellectual activities which apply appropriate physiological principles specific to the functional abilities of students who are identified as intellectually deficient.
5. Develop lesson plans in aquatic programs designed to provide appropriate activities for students with intellectual deficiencies.
6. Develop lesson plans designed to introduce elementary and secondary aged students with intellectual deficiencies to rhythmic activities.
7. Describe, in writing, procedures to be used to integrate students with intellectual deficiencies into physical education classes housing students with no identified disabilities.
8. List, in writing, the organized sport competitions available to persons with intellectual deficiencies through community and national organizations.
9. Demonstrate safe physical management techniques appropriate for use with students identified as emotionally disturbed.
10. Identify and define, in writing, behavior modification techniques appropriate for use with students having intellectual deficiencies.

PART II – LEARNING

LEARNING PROCEDURES: Describe the experiences (the “what”) and formats/methods (the “how”) that will be used to provide participants with the knowledge and skills sufficient to master the intended learner outcome of this component.

1. Participate in lessons and discussions on the definitions and characteristics of the educational exceptionalities included under the classification of intellectual deficiencies (SLO 1).
2. Participate in lessons and discussions on subgroups of major types identified as intellectually handicapped, specific learning disabled, emotionally handicapped, autistic and have traumatic brain injury (SLO 2).
3. Discuss, in small groups, the current intervention strategies applicable to students identified with intellectual deficiencies (SLO 1-10).
4. Prepare lesson plans designed to provide appropriate physical activity programs to students with physical impairments. Lesson plans will be prepared for students in a self-contained class, as well as a general physical education class (SLO 5-6).

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5. Variety of experiences that will include, but are not limited to the following professional development criteria:
 - Internet/Web based resources
 - Discussion of evidence-based best practices
 - Reflection
 - Collaborative learning activities
 - Review of current research
6. Participant will teach a lesson to a class of physically impaired students using appropriate techniques/methods within a physical education setting.

PART III – IMPLEMENTATION

IMPLEMENTATION PROCEDURES: Method(s) and resource(s) that will be provided to support implementation of new learning for participants (check all that apply).

- X Apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve practice.
- X Provide sufficient classroom- and school-focused support and assistance by skillful coaches, mentors, or others to the educator to ensure high-fidelity implementation of professional learning.
- X Provide educators with web-based resources and assistance to support implementation of professional learning.

PART IV – EVALUATION

IMPACT EVALUATION PROCEDURES: Describe the processes that will be used to determine the impact (as identified in previous section titled “Impact Focus Areas”). Description should reflect methods for determining at least ONE of those areas, and will include a specific section for each impact focus area identified for this component.

1. Educator Knowledge/skill: Will consist of observation of participants using the identified new skills, techniques and strategies specific in the component objectives, and will also include reflective journals by participants.
2. Educator: Evidence will include classroom walk-throughs, lesson plans and implementation of class lessons, parent communication, surveys and participant portfolios.
3. Student Learning: Evidence will include evidence of implementation through documented student achievement.

COMPONENT EVALUATION PROCEDURES: Describe the process(es) that will be used to determine the effectiveness of this component to include design, implementation and impact (check all that apply).

- X Evaluate the impact of all professional learning on educator’s practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.
- X Determine the degree to which educator’s professional learning contributed to student performance gains as measured by classroom assessment data.

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X Use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of student achievement.

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Department: Physical Education & Health Literacy

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