



Suggestions for Online PE for Students with Disabilities

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The National Consortium for Physical Education for Individuals with Disabilities offers the following practices for service delivery to students with disabilities.

Communicating

1. Your school will have a platform for instruction. Communicate directly with students and parents.
2. Use two-way communication. Videos are examples with one way communication, however, offer your students and parents a way to communicate through the platform.
3. Work with parents to direct the child to the appropriate site or support them in doing the activity.
4. When addressing students directly, make sure they ask permission to use equipment and appropriate space.

Suggested forms of Communication

- Zoom: Video Conference platform
- Google Classroom: Upload assignments, videos, pictures, and chat through a text forum
- FlipGrid is a website that allows teachers to create "grids" to facilitate video discussions. Each grid is like a message board where teachers can pose questions, called "topics," and their students can post video responses that appear in a tiled grid display.
- Nearpod
- Create a Google phone number: You don't have to give out your personal number. Then, you can call, text, voice messages.
- Seesaw - Student driven digital portfolios and simple parent communication. Design a platform that your county approves, works for you and your students/their parents such as Facebook or Google Hangout



Planning

1. It will be different and unique for each student.
2. Use the IEP goals/team to guide purposeful planning.
3. For students with IEP goals/objectives, direct parents to use the IEP as a guide and support the practice of those goals/objectives.
4. Focus on personal health and wellness: (Teachers become more like online personal trainers/fitness instructors and nutritionists)
5. Broadly review various exercises.
6. Record current ability levels.
7. Set achievable goals for your students .
8. Encourage daily practice and monitor results.

Instructing

1. Students process information differently and benefit from multi-modal methods of inputting information.
 - a. Visual, verbal, and auditory combined, but use statements like “Do this and say this with me slowly” so that you add in their kinesthetic learning as well.
 - b. Use specific words, terms they know.
 - c. Instruct them to teach a sibling or parent .
2. It is important to start very easy and slowly increase the stretch as the muscles loosen. Over stretching can cause pain and injury.
3. It is essential to know how the person best communicates and to be attentive to their communication via words, vocalization, facial expression, body movement, assistive technology, picture communication symbols, or actual objects.



4. Ensure that you are providing safety statements, just as if you were teaching a class. Students need to ensure their space is clear and safe. Furniture may need to be moved, toys put away.
5. Provide detailed instruction, modeling, repeat directions and when possible add text to videos.
6. Give multiple suggestions for equipment. For example: you can use soft balls, stuff toys, rolled up socks to perform this task.
7. Provide a method for students/parents to ask questions (communicate with you).
8. Provide Part-Whole-Part instruction or slow motion.
9. End of the week, ask yourself did you meet the goal?

Content Delivery

1. When possible deliver the local school system's curriculum, following the quarterly planning sequence.
2. Use the IEP as a guide for students with APE services.
3. When it is not possible to follow the quarterly planning sequence of the curriculum, focus on personal fitness and development of fitness plans.

Spaces-Where and What to Use

- Living Room
- Bedroom
- Front/Backyard
- Driveway
- Garage
- Hallway (if in an apartment building)

Who Can Assist the Child?

- Any member of the household



Additional Resources

U.S Department of Education Guidance Documents Regarding Servicing Students with Disabilities and their IEPs during COVID-19

- <https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/qa-covid-19-03-12-2020.pdf>
- <https://www2.ed.gov/about/offices/list/ocr/frontpage/faq/rr/policyguidance/Supple%20Fact%20Sheet%203.21.20%20FINAL.pdf>

Council of Exceptional Children: Webinar Video

- <https://www.youtube.com/watch?v=EgO6k8-I4vQ>

OPEN: Active Home - <https://openphysed.org/activeschools/activehome>

Brad Weiner – APE teacher

<https://sites.google.com/myphysicaleducator.com/home-activities>

SEACOAST PE

<https://www.youtube.com/channel/UCIpm0w1xdMsD1FvB2s6DIIA/playlists>