



KINE 3020: Movement for Special Populations Fall 2009

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Office Hours: 11am-12pm
2 – 4.50pm
Thursday
PEB 219

Course Description: Comprehensive practical approach to conducting physical activity programs for individuals with disabilities. Course includes legal entitlement and relevant procedures that conform with state and federal legislative mandates. Procedures on integrating individuals with disabilities, as well as procedures for assessment, programming and facilitation of learning are presented.

Recommended Text:

Winnick, J. (2005). *Adapted physical education and sport* (4th Ed.). Champaign, IL: Human Kinetics.

Resource Books and Journals:

- American Psychological Association. (2001). *Publication manual of the American psychological association* (5th ed.). Washington, DC: American Psychological Association.
- Block, M.E. (2000). *A teacher's guide to including students with disabilities in regular physical education* (2nd ed.). Baltimore: Paul H. Brookes.
- Driver, S., & Kelly, L.E. (2005). A model for teaching a modified backstroke to a student with a brain injury. *Strategies*, 17 (6), 34-41.
- Driver, S., Harmon, M., & Block, M.E. (2003). Devising a safe and successful PE program for children with brain injury: A guide for physical educators. *Journal of Physical Education Recreation and Dance*, 74 (7), 41-49.
- Durstine, J.L., & Moore, G.E. (2003). *ACSM's exercise management for persons with chronic diseases and disabilities*. Champaign, IL: Human Kinetics.
- Kasser, S. (1995). *Inclusive games*. Champaign, IL: Human Kinetics.
- Kelly, L.E., & Melograno, V.J. (2004). *Developing the physical education curriculum: An achievement-based approach*. Champaign, IL: Human Kinetics.

Purpose and Objectives:

This class is designed to develop students understanding, knowledge, and skills when working with individuals with disabilities. Due to the diverse educational background of students (e.g., coaching, athletic training, exercise physiology, pedagogy etc) the course will include information that is relevant and applicable to a variety of different professions (e.g., teaching, training, rehabilitation). A combination of class discussion and current research will be used to demonstrate how different cognitive, physical, and psychosocial impairments can influence students programming within different disciplines. Students will also be provided with practical suggestions for devising safe and successful physical activity programs. Upon completion of the course students will be able to:

1. Understand and discuss the Individuals with Disabilities Education Act (IDEA) and Americans with Disabilities Act (ADA) as they relate to people with disabilities. Students will be able to apply the tenets of each legal mandate to different areas of life (e.g., education, public facilities).
2. Understand and articulate the benefits of adopting a multidisciplinary team approach to working with individuals with disabilities. Students will be able to apply the team approach to a variety of different practical situations (e.g., education, personal training, rehabilitation).
3. Understand how to utilize different assessment tools to measure the physical and motor skills of individuals with disabilities. Students will understand how to complete assessments in a variety of different settings (e.g., personal training, education).
4. Understand and discuss the main cognitive, physical, and psychosocial impairments associated with different disabilities including developmental (e.g., autism, mental retardation, learning disabilities), congenital (e.g., cerebral palsy, spina bifida, muscular dystrophy), acquired (e.g., spinal cord and brain injury, stroke), sensory (e.g., deaf, blindness), and other health impairments (e.g., obesity, asthma, diabetes).
5. Identify the physical and psychosocial benefits of physical activity participation for individuals with disabilities. Students will also recognize the different physical activity and sporting organizations that are available.
6. Demonstrate ability to provide physical activity or rehabilitation services to an individual with a disability.
7. Demonstrate competencies for using word processing software, library search engines (computer), and journal articles to complete class assignments and the Blackboard system to access materials and upload assignments (<https://ecampus.unt.edu/webct/entryPage.dowebct>)
8. Students will be able to read and evaluate current research articles and reference using the American Psychological Association format for citing.

Course Requirements:

Follow the instructions on the syllabus

Students are expected to follow the instructions outlined on the syllabus for each assignment. Detailed outlines for each course assignment are provided below. Students who fail to follow the guidelines on the syllabus will be deducted points.

- The student will lose 5% of the assignment grade for work that is not stapled. These instructions apply to every written assignment.
- All work that is not printed double-sided will lose 5% of the assignment grade.
- The student will lose one letter grade for every three errors (e.g., grammatical, spelling, referencing, terminology, etc) based on the rubric below.
- Papers will be graded using the following rubric:
 - (1) Spelling error, (2) Excellent point/ good detail, (3) Incorrect grammar, (4) Well written sentence/paragraph, (5) No reference added, (6) Good critical analysis, (7) Sentence does not make sense, (8) Follow the instructions on the syllabus, (9) incorrect terminology.

Person First Terminology

Students will be expected to refer to people with disabilities using person first terminology in assignments and class discussions. For example, sentences should read “people with disabilities” rather than “disabled people”. **“People with disabilities”** is preferred to **“people with handicaps”** in every assignment. “Participants” is preferred to “subjects”. Failure to follow these guidelines will result in the deduction of points on the assignment.

Accessibility assignment (15pts)

Students will be required to visit their favorite restaurant, gymnasium, clothing store, etc and critique the accessibility of the building for individuals in a wheelchair (or disability in general). Individuals will then type a two-page (typed, double spaced) assignment including information on:

- (1) Brief description of the facility (1/4 page)
- (2) Accessibility (e.g., doors, aisles, steps, parking, tables, seating, etc) (1/2 page)
- (3) Restrooms (e.g., doors, toilet, sinks, towels, soap, trash, etc) (1/2 page)
- (4) Did the facility met ADA standards? (e.g., reasonable accommodations?) (1/4 page)
- (5) Evaluation of the facility (e.g., would you recommend it to others? Why?) (1/2 page)

Discussion should be related to topics covered in class, especially the ADA. Typed responses that exceed the required page count will be deducted a letter grade.

Student Presentation (15pts)

Students will work in groups to complete the assignment. Groups will make a brief presentation (10 minutes) to the class on their topic. Students will be required to report information within the presentation in the same format that the class materials are presented including (1) causes, (2) physical impairments, (3) cognitive impairments, (4) psychosocial characteristics, (5) other health impairments, and (6) potential implications for your field of expertise (e.g., physical education, coaching, personal training). More detail will be provided and groups assigned during Week 5 – additional materials are also available on Blackboard.

Visual impairment activity around campus (15pts)

Students will work in pairs and complete a practical activity around campus. Instructions and equipment are available at the front desk of the KHPR office between 9am-4pm. Students will be given two different locations that they have to reach on campus (each starting from the PEB). Individuals will then have to visit one destination (and return) with a visual impairment (blindfold). Each partner will try the **entire** activity with a visual impairment. Students will then type a two-page (typed, double spaced) summary of their experiences including:

- (1) Sensory issues (e.g., lack of sight, sounds, spatial awareness)
- (2) Environmental and physical issues (e.g., steps, distance, doors, accessibility, directions, cane)
- (3) What you found most difficult/interesting about getting around campus with a visual impairment (e.g., others reactions, heightened senses, accessibility, disorientation)
- (4) Problems you encountered as someone providing support (e.g., wording, clarity).

Responses must be related to class topics such as fitness impairments or building accessibility. Typed responses that exceed the required page count will be deducted a letter grade.

Interview individual with disability or parent (15pts)

Students will conduct a brief interview with an adult with a disability (>18 years old) or a parent of a child with a disability. The interview cannot be retrospective, you must interpret the interviewee's responses, and you must ask the person pre-organized questions including:

- (1) Type of disability, acquired or congenital, how long lived with disability?
- (2) Are there any social, emotional, psychological, physical, vocational, functional challenges associated with the disability?
- (3) How the individual overcomes these problems
- (4) How the individual feels about the disability.
- (5) Ideas for interventions for the individual based on their responses (e.g., ideas for overcoming social problems, physical problems, etc).

Students will then type a two-page (double spaced) assignment interpreting the responses. Written responses that exceed the required page count will be deducted a letter grade.

Midterm and final exam (60/55pts each)

The midterm exam will cover material from the first half of the semester (ADA, IDEA, collaboration, assessment, developmental, and congenital disabilities) and the final will include information from the second half (acquired, sensory, and health impairments). The midterm will include 60 multiple choice questions and the final 55. Both exams will be closed book and will be based on class notes, assigned class readings, and class discussions.

Service-Learning with individuals with a disability (85pts total)

To supplement the other practical assignments (e.g., visual impairment activity, PEB practicum, interview, etc), students will be expected to **complete a 15-hour Service-Learning** experience that **outside of class time**. Service Learning is a teaching method that combines academic learning with meaningful service to the community. It is critical that you appreciate the effect that **YOU** have on the people with disabilities that you are working with. Benefits include:

- Providing the community with a unique service
- Establishing positive relationships between community partners
- Building awareness of the need of services for people with disabilities
- Meeting the unique physical activity needs of people with disabilities.

IMPORTANT DATES AND INSTRUCTIONS FOR SERVICE LEARNING

Step 1: Choose an agency using the list provided on Blackboard

Step 2: Contact the agency and set up a schedule to complete your 15 hours

Step 3: Complete the Service Learning Placement & Liability form (**due week 4**).

Step 4: Print time sheet (on Blackboard) and record completed hours at placement

Step 5: Print out Supervisor Evaluation form (on Blackboard) and have supervisor at placement complete the form

Step 6: Complete the Midterm Reflective Log (**due Week 8**)

Step 7: Hand in Service Learning Report (stapled) **Week 16** including (a) final reflective log, (b) log of hours, (c) supervisor evaluation, and (d) Service Learning Evaluation.

The Liability and Placement forms on Blackboard **must** be completed before you can begin your placement. There are over 20 Service Learning sites where you can complete your assignment. It is your responsibility to schedule your hours and complete them in a timely fashion. **Follow the instructions carefully.** Failure to complete (your info, signature of agency, etc) the Service Learning enrollment by the 4th week of class will result in a 10pt loss of points.

Assessment of Service Learning: Students will be assessed in four different ways.

1. Students will write 10 lesson plans across the course of the semester (template on Blackboard) detailing the specific activities that they plan to complete with the individual with a disability during class time. These will be group assignments. Visit www.pelinks4u.com and www.pecentral.com for fun activities and games. The lesson plan must (1) use objectives taken from TEKS that relate to the specific games/activities that are being implemented, (2) be developmentally appropriate, (3) include a detailed description so that a stranger could follow the lesson plan, (4) include each criteria for every techniques the child is working on for each specific game/activity (information can be taken from TGMD), (5) include one visual, verbal, or physical cue for each technique criteria, (6) detail the safety procedures for the student and instructor for each game/activity, (7) detail the modifications and progressions you will utilize for each game/activity (to make the activity easier or harder based on the student's performance), and (8) include a detailed reward system (using ABA principles) that incorporates short and long-term tangible rewards and a record of rewards. Examples of previous lesson plans are available on Blackboard (5pts each). Examples are also available on Blackboard (**5pts each**).
2. Students will keep a timesheet that tracks the date, location, number of hours logged, and activity completed as part of their Service Learning. The timesheet is available on Blackboard (**10pts**).
3. As students are representing UNT while on their Service Learning placement they will be graded based on their participation, professionalism and interactions at the placement. Students will have their supervisors complete an evaluation form (available on Blackboard). It is the student's responsibility to take the form to your Service Learning site (**10pts**).
4. The purpose of the mid-term and final reflective log is to ensure that students reflect and build on their practical experiences (in class and out) as well as tie them in with academic topics covered. The template for each reflective log is available on Blackboard (**7.5pts each**).

Grades:

A	234-260pts 90-100%	C	182-207pts 70-79%	F	<155pts
B	208-233pts 80-89%	D	156-181pts 60-69%		

Student Evaluation:

		Your Points
1. Visual impairment activity around campus	15pts	_____
2. Student Presentation and Paper	15pts	_____
3. Accessibility assignment	15pts	_____
4. Interview individual with disability or parent	15pts	_____
5. Midterm and final exam	60/55pts	____/____
6. Practicum with individuals with disability		
a. 10 Lesson Plans (5pts each)	50pts	____/____/____/____/____
b. SL Timesheet	10pts	_____
c. SL Supervisor Evaluation	10pts	_____
d. 2 Reflective Logs	7.5pts each	____/____
Total 100%		260pts

Due Dates:

Assignments MUST be completed and brought to class on the assigned day – no late work will be accepted, unless prior arrangements have been made with the instructor. For any agreed upon late work, a letter grade deduction will be taken for that assignment. All work MUST be typed using a word processor and handed in to the instructor on the assigned day. Electronic or hand written copies will not be accepted.

Instructor Expectations:

Students are expected to actively participate in class discussions by asking questions, taking notes, and paying attention (e.g., no cellphones, magazines). Students must respect other people when they are talking by listening and not engaging in conversations. Students will be expected to use Blackboard to access class materials and check emails. It is the student's responsibility to regularly check Blackboard as the instructor will regularly post messages and instructions.

Eagle Mail Information:

All students should activate and regularly check their Eagle Mail (e-mail) account. Eagle Mail is used for official communication from the University to students. Many important announcements for the University and College are sent to students via Eagle Mail. For information about Eagle Mail, including how to activate an account and how to have Eagle Mail forwarded to another e-mail address, visit <https://eaglemail.unt.edu>

Attendance Policy:

Students are expected to arrive at class on time. Students who arrive more than 10 minutes late without the permission of the instructor will be given a 'tardy'. Two 'tardies' will equal an absence. Students are expected to attend each class. If students have to miss a class they should let the instructor know of the absence ahead of time. Students who miss three or more classes will not receive **any** extra credit offered in the class. **There are no excused absences.** Students who miss four or more classes will receive an F for the class.

Extra Credit:

There will be approximately 10pts extra credit across the course of the semester. Students with border-line grades (-1 or 2pts) who have used the discussion board regularly (> 10 times) will have their grade improved. However, students who ask the instructor questions that can be answered by properly reading the syllabus will have 1pt deducted from their class total. Thus, post questions on the discussion board if you are unsure about a particular topic.

Academic Dishonesty:

Academic dishonesty includes cheating, plagiarism, fabrication, and facilitating academic dishonesty. Cheating refers to collaborating on assignments that are not meant to be group work, and using unauthorized materials. Plagiarism refers to presenting ideas, words, or statements of another person without giving credit to that person. Students caught cheating during an exam will be charged under the University's Code of Student Conduct. Among other punishments, students found guilty run the risk of having their score changed to a zero, receiving a grade of F for the course, and/or dismissal from the University. Academic dishonesty includes cheating, plagiarism, fabrication, and facilitating academic dishonesty. Refer to the link http://www.unt.edu/csrr/cat_of_misconduct.htm for further information. It is your responsibility as a student and adult to read and understand these policies of the University and apply each code of conduct to your assignments. Students who are caught plagiarizing will automatically receive an F for the assignment. If a student is caught a second time they will receive an F for the class. The instructor uses www.turnitin.com to check assignments for plagiarism.

American with Disabilities Act Compliance:

The University of North Texas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. The designated liaison for the department is Dr. Chwee Lye Chng, Physical Education Building, Room 209, 565-2651. Copies of the Department of Kinesiology, Health Promotion and Recreation ADA Compliance Document are available in the Chair's Office, Physical Education Building, Room 209. Copies of the College of Education ADA Compliance Document are available in the Dean's Office, Matthews Hall 214. The student has the responsibility of informing the course instructor of any disabling conditions that will require modifications to avoid discrimination.

Family Educational Rights and Privacy Act (FERPA) Information:

Students have the right to expect their grades will be kept confidential. There are a few things, because of the size and/or nature of this class, the instructor must advise you of regarding collection and distribution of test results, quiz scores, homework assignments, roll sheets, projects, etc. During this class it may be necessary for you to pass your assignments forward to the instructor or it may be necessary for the instructor to call your name and then return your completed assignment to you by passing it across the room. The instructor, under the reasonable assumption guidelines, assumes students are collecting only their own materials. Every attempt will be made to keep your information confidential. Neither your course grades nor grades for any assignment will be posted in a way that could result in your being identified by other students or faculty members.

Teacher Certification Students Only: The lesson plan assignments will be uploaded and graded in the UNT TK20 Assessment System. All Teacher Certification students in this course must purchase access to TK20. Please go to the following link for directions on how to purchase TK20. Announcements regarding training on use of the TK20 system will also be posted on this website. <http://www.coe.unt.edu/tk20>

Tentative Outline for Class Topics, Readings, and Assignments

	Class Notes & Readings	Assignment Due
Week 1 8/27	Syllabus, objectives, assignments, expectations, attendance	
Week 2 9/3	(1) Introduction to working with individuals with disabilities (2) ADA, IDEA, Collaboration, Lesson Plans (<i>Winnick 11-17, Block 51-64</i>)	
Week 3 9/10	Assessment and Lesson Plans <u>Guest Speaker – Pam Trocki-Ables</u> (<i>Winnick 66-74, Block 135-149</i>) Assess Children with Disabilities	Bring TGMD Handouts
Week 4 9/17	Developmental Disabilities (autism) (<i>Winnick 174-186, Block 215-216</i>) Practicum - PEB with children with disabilities	Accessibility Assignment Group Lesson Plan SL Liability/Placement Forms
Week 5 9/24	Developmental Disabilities (Down Syndrome) (<i>Winnick 129-152, 190-194, Block 215-216</i>) Practicum - PEB with children with disabilities	Group Lesson Plan
Week 6 10/1	Student Presentations Practicum - PEB with children with disabilities	Group Lesson Plan
Week 7 10/8	Congenital (cerebral palsy) & Review for exam <u>Guest Speaker – Stephanie Calhoun and Denise Henschel</u> (<i>Winnick, 236-240, 245-253</i>) Practicum - PEB with children with disabilities	Group Lesson Plan
Week 8 10/15	Mid-Term Exam	Mid-Term Reflective Log
Week 9 10/22	Congenital (muscular dystrophy, spina bifida) (<i>Winnick 259-273, 226-229</i>) Practicum - PEB with children with disabilities	Group Lesson Plan
Week 10 10/29	Acquired Disabilities (spinal cord injury) (<i>Winnick 276-285, 287-304</i>) Practicum - PEB with children with disabilities	Group Lesson Plan VI Assignment
Week 11 11/5	Acquired Disabilities (spinal cord injury cont.) Murderball Movie Practicum - PEB with children with disabilities	Group Lesson Plan
Week 12 11/12	Acquired Disabilities <u>Guest Speaker – Rick Coe</u> Practicum - PEB with children with disabilities	Group Lesson Plan
Week 13 11/19	Wheelchair and VI activity PEB Practicum - PEB with children with disabilities	Group Lesson Plan Disability Interview
Week 14 11/26	No Class - THANKSGIVING	
Week 15 12/3	Acquired Disabilities (brain injury) (<i>Driver, Harmon, Block, 2003, 41-46</i>) Practicum - PEB with children with disabilities	Group Lesson Plan
Week 16 12/10	Sensory Impairments (hearing loss) & Review (<i>Winnick 206-218</i>) Final Dec 17th @ 1.30pm	Service Learning Report