

introduction to adapted physical education

introduction to adapted physical education provides an essential overview of specialized physical education programs designed to meet the unique needs of individuals with disabilities. Adapted Physical Education (APE) modifies traditional physical education activities to ensure accessibility, inclusivity, and participation for students with varying physical, cognitive, or emotional challenges. This article explores the foundational concepts, goals, legislative background, instructional strategies, and assessment methods associated with adapted physical education. Furthermore, it discusses the roles of educators, the importance of individualized programming, and the benefits of APE in promoting physical fitness, social skills, and overall well-being. A comprehensive understanding of adapted physical education is crucial for professionals in education, therapy, and rehabilitation fields, as well as for parents and caregivers seeking supportive environments for individuals with disabilities. The following sections provide a detailed table of contents outlining the key topics covered in this article.

- Definition and Importance of Adapted Physical Education
- Legal and Educational Frameworks
- Goals and Objectives of Adapted Physical Education
- Instructional Strategies and Program Development
- Assessment and Evaluation in Adapted Physical Education
- Roles and Responsibilities of Adapted Physical Educators
- Benefits of Adapted Physical Education

Definition and Importance of Adapted Physical Education

Adapted Physical Education (APE) is a customized approach to physical education tailored to the abilities and needs of individuals with disabilities. It ensures that all students, regardless of physical, cognitive, or developmental challenges, have equitable access to physical activities that promote health, motor skills, and social integration. The importance of APE lies in its capacity to provide inclusive opportunities for exercise, recreation, and skill development, which are critical for enhancing quality of life and fostering independence.

Understanding Adapted Physical Education

APE involves modifying the content, teaching methods, and equipment used in physical education to accommodate diverse learners. These adaptations may include altering rules, providing specialized equipment, or creating

individualized activity plans. The goal is to create an environment where students with disabilities can participate meaningfully alongside their peers or in separate settings when necessary.

Distinguishing Adapted Physical Education from General Physical Education

While general physical education focuses on teaching standard physical activities to the majority of students, adapted physical education specifically addresses the unique learning requirements of students with disabilities. This specialized instruction recognizes differences in physical capabilities, sensory processing, and cognitive function, ensuring that each student receives appropriate support and challenges tailored to their individual potential.

Legal and Educational Frameworks

Adapted physical education is governed by several laws and educational policies that mandate equal access to physical education for students with disabilities. Understanding these frameworks is essential for educators and administrators to comply with legal requirements and promote inclusive practices.

Individuals with Disabilities Education Act (IDEA)

The Individuals with Disabilities Education Act (IDEA) is a federal law that guarantees students with disabilities the right to a free and appropriate public education (FAPE), which includes adapted physical education when necessary. IDEA requires schools to develop Individualized Education Programs (IEPs) that may include APE services based on the student's needs.

Section 504 of the Rehabilitation Act

Section 504 prohibits discrimination based on disability in programs receiving federal funding. It ensures that students with disabilities have equal access to all school activities, including physical education, by providing reasonable accommodations and modifications.

Americans with Disabilities Act (ADA)

The ADA extends civil rights protections to individuals with disabilities and mandates accessibility in public facilities and services. In the context of adapted physical education, the ADA supports the removal of barriers that prevent participation in physical activities.

Goals and Objectives of Adapted Physical

Education

The primary goals of adapted physical education focus on promoting physical development, enhancing motor skills, encouraging social interaction, and improving overall health and fitness for individuals with disabilities. Objectives are tailored to meet the individual needs of each student, emphasizing personal growth and independence.

Physical Development and Motor Skills

APE aims to develop gross and fine motor skills, coordination, balance, strength, and endurance. Activities are designed to build these skills progressively, taking into account each student's abilities and limitations.

Social and Emotional Development

Beyond physical benefits, APE fosters social skills such as teamwork, communication, and self-confidence. Participation in adapted physical activities helps students build relationships and develop positive self-esteem.

Health and Fitness Promotion

APE encourages lifelong healthy habits by promoting cardiovascular fitness, flexibility, and muscular strength. Educators emphasize the importance of regular physical activity to prevent secondary health complications often associated with disabilities.

Instructional Strategies and Program Development

Effective adapted physical education relies on specialized instructional strategies and carefully designed programs that accommodate diverse learners. Program development involves collaboration, assessment, and ongoing modification to meet student needs.

Individualized Education Programs (IEPs)

IEPs serve as the foundation for APE programming, outlining specific goals, accommodations, and services tailored to the student. Adapted physical educators use IEPs to design appropriate activities and track progress.

Modifications and Adaptations

Instructional strategies include modifying equipment (e.g., using lighter balls or larger targets), adjusting rules to simplify tasks, and providing additional support through one-on-one assistance or peer buddies. These adaptations ensure meaningful participation.

Collaborative Approach

APE programs often involve collaboration among physical educators, special educators, therapists, and families. This multidisciplinary approach ensures comprehensive support and consistency across settings.

Examples of Adapted Activities

- Modified team sports with simplified rules
- Individualized swimming programs
- Balance and coordination exercises using assistive devices
- Yoga and stretching routines tailored for flexibility and relaxation

Assessment and Evaluation in Adapted Physical Education

Assessment plays a critical role in adapted physical education by identifying student abilities, tracking progress, and informing instructional decisions. Evaluations must be individualized, ongoing, and comprehensive.

Types of Assessments

Assessments in APE include formal standardized tests, informal observations, skill checklists, and fitness evaluations. These tools help educators measure motor skills, physical fitness, and social participation.

Developing Individualized Goals

Data from assessments guide the formulation of measurable, attainable goals within the student's IEP. Goals focus on skill acquisition, physical health improvements, and increased independence.

Progress Monitoring and Reporting

Regular monitoring allows educators to adjust instructional strategies and ensure continued student development. Progress reports communicate achievements to parents, teachers, and other stakeholders.

Roles and Responsibilities of Adapted Physical Educators

Adapted physical educators possess specialized knowledge and skills to deliver effective physical education to students with disabilities. Their

roles extend beyond instruction to include advocacy, collaboration, and professional development.

Instruction and Program Implementation

APE teachers design and implement individualized programs, adapting activities to meet diverse needs while promoting engagement and safety.

Collaboration with Professionals and Families

Coordination with special educators, therapists, medical professionals, and families ensures holistic support and consistency in the student's educational experience.

Advocacy and Inclusion

Adapted physical educators advocate for the rights and inclusion of students with disabilities in all aspects of school life, promoting awareness and accessibility.

Continuous Professional Development

Ongoing training in the latest research, adaptive technologies, and teaching methodologies enables educators to maintain high standards of practice.

Benefits of Adapted Physical Education

Adapted physical education offers numerous benefits that extend beyond physical health, impacting emotional well-being, social integration, and academic performance.

Physical Health Improvements

Participation in APE enhances cardiovascular health, muscular strength, flexibility, and overall fitness, which are vital for individuals with disabilities.

Enhanced Social Skills and Inclusion

APE provides opportunities for social interaction, teamwork, and building friendships, fostering a sense of belonging and community.

Improved Self-Esteem and Independence

Success in physical activities boosts confidence and encourages autonomy, empowering students to engage in daily living and recreational pursuits.

Academic and Cognitive Benefits

Physical activity has been linked to improved concentration, memory, and cognitive function, supporting academic achievement and mental health.

Frequently Asked Questions

What is Adapted Physical Education (APE)?

Adapted Physical Education (APE) is a customized physical education program designed to meet the unique needs of individuals with disabilities, ensuring they have equal opportunities to participate in physical activities.

Who benefits from Adapted Physical Education programs?

APE programs benefit individuals with disabilities, including those with physical, cognitive, sensory, and developmental impairments, by providing tailored physical activities that promote health, motor skills, and social interaction.

What are the main goals of Adapted Physical Education?

The main goals of APE are to improve physical fitness, motor skills, social skills, and overall well-being while promoting inclusion and independence among students with disabilities.

How is an Adapted Physical Education program developed?

APE programs are developed based on individual assessments that evaluate a student's abilities, needs, and goals, followed by creating customized lesson plans and activities that accommodate those specific requirements.

What legal mandates support Adapted Physical Education?

Legal mandates such as the Individuals with Disabilities Education Act (IDEA) require schools to provide appropriate physical education services, including APE, to students with disabilities as part of their free and appropriate public education (FAPE).

How does Adapted Physical Education promote inclusion?

APE promotes inclusion by modifying activities and environments to enable students with disabilities to participate alongside their peers, fostering social interaction, understanding, and acceptance in the school community.

Additional Resources

1. *Introduction to Adapted Physical Education and Sport*

This comprehensive textbook provides a solid foundation for understanding adapted physical education (APE). It covers the principles, legal considerations, and instructional strategies necessary for teaching physical education to individuals with disabilities. The book also includes case studies and practical applications to help educators design inclusive programs.

2. *Adapted Physical Education and Sport, Fifth Edition*

This edition delves into the development, administration, and implementation of adapted physical education programs. It emphasizes assessment techniques and the creation of individualized education plans (IEPs) for students with special needs. Rich with current research and best practices, it is a valuable resource for both students and practitioners.

3. *Teaching Adapted Physical Education: Principles and Methods*

Focused on effective teaching strategies, this book guides educators in adapting physical activities to meet diverse learners' needs. It addresses behavioral management, motor development, and inclusive teaching approaches. Practical tips and lesson plans make it a useful tool for instructors new to APE.

4. *Adapted Physical Education and Recreation: Developmental, Corrective, and Therapeutic Activities*

This text explores the therapeutic benefits of physical activity for individuals with disabilities. It combines developmental and corrective exercise principles with recreation to enhance quality of life. The book serves as a guide for creating programs that promote physical, social, and emotional well-being.

5. *Foundations of Adapted Physical Education and Sport*

Offering an overview of the historical and philosophical underpinnings of APE, this book lays the groundwork for understanding the field. It examines legislation, ethical considerations, and the role of technology in adapted physical education. The content is designed to prepare students for careers in inclusive physical education.

6. *Inclusive Physical Education: A Guide for Educators*

This guide emphasizes the importance of inclusion in physical education settings. It provides strategies for modifying activities and assessments to accommodate students with varying abilities. The book also highlights collaboration between educators, therapists, and families to support student success.

7. *Assessment in Adapted Physical Education and Therapeutic Recreation*

Focused on evaluation methods, this book covers a range of assessment tools tailored for individuals with disabilities. It discusses how to measure motor skills, fitness, and functional abilities to inform instructional planning. The text also addresses ethical considerations in assessment practices.

8. *Motor Learning and Control for Adapted Physical Activity*

This resource examines how motor learning theories apply to adapted physical education. It explains strategies to enhance skill acquisition and retention among learners with disabilities. The book integrates research with practical applications to improve instructional effectiveness.

9. *Physical Activity and Health for Special Populations*

Targeting health promotion, this book discusses the role of physical activity in managing chronic conditions and disabilities. It provides guidelines for safe and effective exercise programming tailored to special populations. Emphasizing holistic health, the text supports professionals in fostering lifelong physical activity habits.

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National Consortium for Physical Education and Recreation for Individuals with Disabilities (U.S.), Luke Kelly, 2006 Adapted Physical Education National Standards, Second Edition, is the essential resource for everyone in the adapted physical education field. Preservice teachers will use the text to prepare for the APENS exam, practicing teachers will use it to improve their understanding and application of the standards, college faculty will use it to prepare students for the APENS exam and evaluate their programs, and school administrators will use it to hire and review adapted PE teachers.--BOOK JACKET.

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Joseph P. Winnick, David L. Porretta, 2021-10-29 This top-selling text, now in its seventh edition, is the go-to text to prepare students to teach people with disabilities. Adapted Physical Education and Sport provides comprehensive and clear guidance for professionals working with people with unique physical education needs, differences, and abilities. New to This Edition No other adapted physical education text has sold more copies than this book—but the contributors are not resting on their laurels. The text is loaded with new and updated material: Enhanced coverage of universal design for learning, with strategies and applications presented throughout the text A new chapter devoted entirely to adventure sports and activities A chapter on adapted sport that has been further developed to reflect the progress in the field Enhanced coverage of sport-specific injuries and prevention Also new to this edition are related online learning aids delivered through HKPropel, including assignable learning and enrichment activities to help students apply the book's foundational knowledge. The HKPropel resources also include an instructor guide with teaching tips and strategies, ideas for an introductory course in adapted physical education and sport, and a sample syllabus. Other tools include a test bank, video clips demonstrating 26 of the fitness tests from The Brockport Physical Fitness Test Manual, and forms, tables, and calculators related to the Brockport Physical Fitness Test. In addition, the team of 30 highly renowned contributors includes 12 new voices who add their perspectives to the content. More Features Adapted Physical Education and Sport offers readers much more: Chapter-opening scenarios that introduce one or more of the chapter's concepts Application examples that explore real-life situations and show how to apply the text concepts to solve relevant issues Print, video, and online resources in the text and through HKPropel Appendixes that include definitions based on the Individuals with Disabilities Education Act (IDEA), contact information for organizations associated with adapted physical education and

sport, information related to the Brockport Physical Fitness Test, a scale to evaluate adapted physical education programs, and more. The book's contents are aligned with the IDEA legislation and will help current and future educators identify the unique needs of children with disabilities, adapt physical education to meet those needs, and develop effective individualized education programs (IEPs) for those students. Adapted Physical Education and Sport is the ideal book for those who want the foundational knowledge that leads to the practical development and implementation of top-quality physical education and sport programs for people with disabilities. Note: A code for accessing HKPropel is not included with this ebook but may be purchased separately.

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Joseph P. Winnick, David L. Porretta, 2016-09-13 The field of adapted physical education and sport has undergone numerous changes in recent years. This new edition of Adapted Physical Education and Sport will help you stay on top of those changes and, in doing so, provide the highest-quality physical education and sport opportunities for students with disabilities. NEW MATERIAL The sixth edition of this well-loved text builds on its successful previous editions and is replete with changes that are current with today's trends and practices in the field:

- As the inclusion movement continues to expand, the authors have revised several chapters to detail relevant inclusion practices and applications in both physical education and sport, helping to integrate students with disabilities into regular class and sport settings with guidelines for modifying activities.
- The chapter on adapted sport is further developed to communicate and reflect on progress in the field and includes a Sport Framework for Individuals with Disabilities model to help develop and implement sport programs.
- The book gives attention to the revised Brockport Physical Fitness Test, and the accompanying web resource offers video clips that explain and demonstrate the criterion-referenced health-related tests that are applicable to many students with disabilities.
- Advances and applications pertaining to behavior management and wheelchair sport performance are covered in various chapters.
- The authors address the use of new technology as it relates to teaching and administration for adapted physical education and explore stand-alone apps that can be used in conjunction with the book that are useful in behavior management, fitness development, communication, social interaction, and physical education activities.
- The authors give increased attention to the problem of obesity, particularly relevant to students with disabilities.
- Many new authors and a coeditor have been brought on board, bringing fresh perspectives to the book and adding to the depth of experience provided by the returning authors and editor. These additions help Adapted Physical Education and Sport maintain its reputation as a comprehensive, user-friendly text that helps teachers provide top-quality services to people with unique physical education needs.

Greatly influenced by the Individuals with Disabilities Education Act, this book helps in identifying the unique needs of students and developing physical education programs, including individualized education programs (IEPs) for students with disabilities, that are consistent with current federal legislation. STRONG ANCILLARIES The text is augmented by its ancillaries, which include an instructor guide, test package, presentation package, and web resource with video. The instructor guide offers chapter objectives, additional resources, and learning and enrichment activities that will help students master the content and extend their knowledge. The test package helps in building custom tests using hundreds of test questions and answers. You will find hundreds of PowerPoint slides that reinforce the text's key points in the presentation package, and the web resource includes 26 videos of the new Brockport Physical Fitness Test in action as well as several reproducibles from the book. DEEPENED UNDERSTANDING The authors, renowned authorities in their fields, use real-life scenarios to introduce chapter concepts and then show how to apply the concepts in solving issues. The text will help deepen understanding of the implications of disabilities for people through age 21 (though much of the book is relevant in the entire life span). It grounds readers in the foundational topics for adapted physical education and sport, explores the developmental considerations involved, and outlines activities for developing programs for people with unique physical education needs. The book offers a four-color design to draw attention to important elements and provides separate author and subject indexes as well as resources with each chapter.

and on the web resource for further exploration. Adapted Physical Education and Sport supplies all that is needed for enriching the lives of students with disabilities by providing them with the high-quality programs they deserve.

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K - 12 physical educators will get cutting-edge research and guidance on inclusive education, concrete strategies for planning and implementing an adapted PE program, and valuable disability-specific information. An essential resource for preparing both general PE teachers and adapted PE teachers, this text will provide a solid foundation for gym classes that meet every student's needs. This new edition has: 9 chapters on teaching students with specific disabilities, making it an ideal text for APE courses; more student-friendly features including updated tips and reproducible forms for planning and teaching, chapter objectives, additional resources, and more case studies; and more photos and illustrations throughout the book to emphasize key points.

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introduction to adapted physical education: *Strategies for Inclusion* Lauren J. Lieberman, Cathy Houston-Wilson, Michelle Grenier, 2024-03-13 Since the passage of the Individuals with Disabilities Education Act in 1975, the process of including students with disabilities in general physical education classes has become a reality for school districts. Unfortunately for many students with disabilities, the transition from traditionally segregated classrooms to supportive, inclusive environments has been a continual struggle for all parties involved. *Strategies for Inclusion*, Fourth Edition With HKPropel Access, facilitates a smooth transition and continues to raise the bar for successful integration of students with disabilities into general and adapted physical education settings. Its practical and easy-to-implement planning and assessment strategies make this a complete resource for current and future K-12 PE teachers. The fourth edition provides background information and a clear road map for successful inclusion of students with disabilities in physical education settings. It offers 38 teachable units, complete with assessment tools and step-by-step guidelines for curriculum planning. Each unit contains an assessment rubric and provides ideas on how to incorporate objectives from the student's individualized education plan (IEP). Adaptations and accommodations are also included in each unit and are divided into the categories of environment, equipment, instruction, and rules. The inclusive curriculum includes the following: 10 elementary units for basic skills such as balance and object control 11 sport units for team sports such as basketball and golf 5 health and fitness units, including swimming and weight training 12

recreation and life skills units such as paddleboarding and dancing. Each chapter of the text includes an opening scenario designed to help the reader explore their thoughts and feelings regarding various aspects of inclusion and adapted physical education. Teaching tips and ready-to-use forms, charts, and strategies are included, as well as a brand-new chapter on interdisciplinary and transdisciplinary collaborative practices to promote student engagement. In places where the SHAPE America National Standards for K-12 Physical Education are mentioned, they have been updated to the latest revision of the standards. In addition, the fourth edition now offers five ready-to-use PowerPoint training modules, delivered in HKPropel, that instructors or administrators can use for in-service workshops for their students or staff. Teachers will be empowered to advocate for themselves and their students with disabilities to receive the necessary supports that enable all students to lead a healthy and active lifestyle. The training module topics include assessments, universal design for learning, Lieberman-Brian Inclusion Rating Scale for Physical Education (LIRSPE) intervention, paraeducator training, and peer training. Strategies for Inclusion offers the most up-to-date and useful strategies to include children with disabilities in physical education classes. With it, physical and adapted physical educators will help empower all students with the knowledge that anything is possible and that their goals can be achieved through understanding, cooperation, and creativity. Note: A code for accessing HKPropel is not included with this ebook but may be purchased separately.

introduction to adapted physical education: Teaching About Social Justice Issues in Physical Education Jennifer L. Walton-Fisette, Sue Sutherland, Joanne Hill, 2019-09-01 Addressing social justice issues in a physical education context is necessary both at the higher education and PK-12 settings. Limited undergraduate and graduate programs educate their students about social justice issues, thus, resulting in licensed teachers who lack the content knowledge, comfort level and pedagogical tools on how to educate students about issues related to social justice. Grounded in the transformative pedagogy theoretical framework, this book will offer practical lessons and strategies on a wide variety of social issues (e.g., body, race, self-identity, immigration) that can be used in teacher education and the PK-12 setting. The goal is for teacher educators and practitioners to feel more comfortable with teaching about and for social justice and believe this resource will enhance their content and pedagogical knowledge in the quest to achieve that goal. The purpose of this book is to provide physical education teacher educators and PK-12 physical education teachers with lesson plans and resources on how to address social justice issues in a physical education setting. This book will include sample lesson plans/activities that address a wide variety of social issues – the what, the how and the challenges and possibilities that the author(s) encountered when teaching such a lesson/activity. Addressing social justice issues has been limited in physical education, both in higher education and PK-12, especially in the United States. Numerous scholars, internationally, have engaged in research studies that explored how social justice issues are addressed in physical education teacher education. Although we have research to support the limitations and complexities of teaching about sociocultural issues and for social justice, a more practical resource for teacher educators and inservice teachers is needed. The market for this book will be physical education teacher educators and PK-12 physical education teachers throughout the world.

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adapted physical education. This new edition solidifies the book's reputation as an essential resource for adapted physical educators. Representing the first major revision to the standards since 2006, *Adapted Physical Education National Standards, Third Edition*, fully explains the 15 national standards as established by the National Consortium for Physical Education for Individuals with Disabilities (NCPEID). In addition to updating the national standards, this resource offers educators and professionals two other important updates: a new web study guide and a fresh design of the text. The study guide includes important information and more than 1,100 sample test questions for educators who are studying to take the Certified Adapted Physical Educator (CAPE) exam. This new tool allows candidates to prepare for the exam by taking practice quizzes based on the content within each standard. For each practice quiz, the reader is presented with questions randomly drawn from a pool of questions for that standard, ensuring a wide variety of sample exam possibilities. The candidate then receives a score and can review the correct and incorrect answers to determine areas for further study. Candidates can also view and download a comprehensive list of all questions for all standards. The new text design makes the content within each standard easier to read, providing a greater understanding of each level at a glance. Each of the 15 standards is presented in five levels. The level for a typical standard is organized this way: Level 1: the standard number and name Level 2: the major components of the standard Level 3: the standard's subcomponents—dependent pieces of knowledge of fact or principle related to the major component Level 4: adapted physical education content—additional knowledge regarding the subcomponents that teachers working with individuals with disabilities need to know Level 5: application of adapted physical education content from level 4 to teaching individuals with disabilities Levels 1 through 3 outline the basic instructional competencies that physical educators who teach students in integrated or segregated environments must be able to demonstrate. Those levels provide the foundation for levels 4 and 5. The standards are logical extensions of SHAPE America's 2017 National Standards for Initial Physical Education Teacher Education, SHAPE America's 2008 Advanced Standards for Physical Education, and the National Board for Professional Teaching Standards' 2014 Physical Education Standards. *Adapted Physical Education National Standards, Third Edition*, is useful for a variety of stakeholders: Physical education majors and in-service teachers who are preparing for the APENS exam Higher education faculty members who want to evaluate their adapted physical education preparation programs K-12 administrators who want to use APENS exam results for reviewing and hiring new teachers Parents of children who require adapted physical education instruction, to inquire at their child's IEP meeting about the qualifications of the physical educator for their child The book features an appendix of Frequently Asked Questions, a glossary of terms that includes abbreviations and acronyms in the field, and a summative list of references that were used by NCPEID committees in developing the APENS standards. It also includes an overview of NCPEID and a detailed description of how the standards and the certification exam were developed. *Adapted Physical Education National Standards, Third Edition*, will keep readers up to date on the standards, help them prepare for the CAPE exam, and help ensure that high-quality adapted physical education is available for all students who can benefit from it.

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Adapted physical education teacher works to bring kids together (Las Vegas Review-Journal13y) Keeping up with kids in his physical education classes is not easy, which is why Jason Gradyan prefers to use his wheelchair. Gradyan is one of 61 adapted physical education teachers in the Clark

Adapted Physical Education Community Programs (SUNY Cortland3y) The Physical Education Department offers a variety of physical activity opportunities for children and adults with disabilities. All programs begin the third week in September. Registration is

Endorsement Adapted Physical Education K-12 (University of Wyoming3y) An endorsement in Adapted Physical Education for Wyoming Public Schools is available to individuals who have completed or are in the process of completing a Bachelor's Degree in Physical Education

Creating adapted physical education for students of all abilities (WDIO7mon) Over the next decade, there will need for over 30,000 teachers trained in special education in Minnesota. That's according to the state's Department of Education. One aspect of special education that

M.A. in Adapted Physical Education (Western Michigan University11y) This program is offered online. This 36-credit program is designed to prepare physical education teachers in providing quality adapted physical education for school children with disabilities in the

Visually impaired Dallas students get chance to play with adapted physical education

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(Dallas Morning News2y) Malachi Jackson (left), 16, is guided in catching a soccer ball by Abby Blackwell, a Dallas ISD orientation and mobility specialist, during an adapted PE class for students with visual impairments at

Faculty/Staff Detail (SUNY Cortland4y) John T. Foley, Ph.D., is a Professor in the Department of Physical Education at the State University of New York at Cortland. Dr. Foley teaches both measurement and adapted physical education classes

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Obituary: Former Gophers basketball coach became pioneer in adapted physical education (Star Tribune8y) Early in his career, George Hanson played basketball for the Gophers and then coached other players in the University of Minnesota men's basketball program. But his larger achievements came later,

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Vikings use homecoming kickoff to celebrate adapted physical education class (La Crosse Tribune7y) Holmen High School kicked off its homecoming weekend last Friday with a flag football game between the adapted physical education class and a collection of Viking athletes. The kickoff for the fifth

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