

North Carolina Department of Public Instruction

Exceptional Children Division and NC Adapted Physical Education Advisory Council

Exceptional Children (EC) Assistant in the Physical Education (PE) Classroom

Working together, the PE teacher and EC assistant can help students with disabilities (SWD) be as active and independent as possible in physical education. It is important that the PE teacher and EC assistant collaborate to develop a positive/supportive relationship. The PE teacher knows the PE curriculum, the EC assistant knows the student. Both need to share their expertise in order to determine expectations for the student and promote progress through the PE curriculum.

The EC assistant may support SWD who require more individualized attention during the PE lesson and work with individuals or groups of students under the direct supervision of the PE teacher.

<u>Before Coming to PE/Entering Gym</u>	<u>During PE Class</u>	<u>At the End of PE</u>
<p>Assisting in PE begins long before arriving at the gymnasium.</p> <ul style="list-style-type: none"> • Talk about upcoming PE activities to help students prepare for class. • Prepare to transition to the gym – wear appropriate clothing and shoes (both student and staff). • Assist students through hallways as needed. • Monitor locker room, as needed, or assist students with changing shirts or shoes prior to class in an alternate setting. • Assist students in locating assigned spot/squad in the gym. 	<ul style="list-style-type: none"> • Assist with participation in activities as needed – help students stay on task. • Ensure students maintain good position to see/hear directions. • Provide prompts and redirection as needed. • Utilize adapted equipment and modifications when appropriate. • Encourage positive, age-appropriate interaction with peers. • Assist with transitions between stations. • Engage the students to identify modifications (“How can you catch the ball?”). • Use positive reinforcements. • Identify replacement behaviors rather than saying “Don’t do that”. For example – If Mary is running around the gym instead of sitting on her poly spot, you might say “Sit on spot, Mary”. This is the behavior or skill you are asking Mary to perform. • Stay in close proximity to the student(s) as needed. • Assist with student assessment upon request. • Assist with data collection for Individualized Education Program (IEP) purposes. 	<p>Students often need assistance at the conclusion of PE class.</p> <ul style="list-style-type: none"> • Assist students in the locker room as needed. • Assist students to transition from PE back to class. • Talk about activities from class and to prepare for future classes.

Modifications often used in PE class:

Equipment: Change weight and size of objects and implements, target size and ball softness.

Space: Change distance from target, playing area, and distance from bases.

Time/Force: Vary the time to complete the activity, or the number of repetitions. Slow activity down or substitute stationary activities for movement.

Rules and Responsibilities: Simplify or change rules, reduce choices available, and/or eliminate quick changes in roles.

Prompting: Use consistent prompting to assist learner. Types of prompts include visual cues, verbal prompts, physical and modeling skill or behavior. Verbal prompts are generally less effective as they require more time to process.