



Indiana Content Standards for Educators

ADAPTED PHYSICAL EDUCATION

Adapted physical education teachers are expected to have a broad and comprehensive understanding of the knowledge and skills needed for this educator license, and to use that knowledge to help students prepare for the challenges and opportunities of the twenty-first century. This requires the ability to identify, comprehend, analyze, synthesize, and evaluate the basic principles, fundamental concepts, and essential content defined in these standards, and to apply that knowledge to the tasks of planning and delivering effective instruction and assessment.

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Adapted Physical Education Educator Standards

Standard 1: Motor Development and Motor Learning

Adapted physical education teachers have a broad and comprehensive understanding of the stages and characteristics of physical and motor development, as well as factors affecting motor development and motor learning.

Standard 2: The Physiological and Mechanical Bases of Movement

Adapted physical education teachers have a broad and comprehensive understanding of the physiological and mechanical bases of movement.

Standard 3: Movement Forms

Adapted physical education teachers have a broad and comprehensive understanding of movement forms, movement skills, and movement concepts.

Standard 4: Health-Related Physical Fitness

Adapted physical education teachers have a broad and comprehensive understanding of the components of health-related physical fitness and the importance of lifetime physical activity.

Standard 5: Personal, Social, and Cognitive Dimensions of Physical Activity

Adapted physical education teachers have a broad and comprehensive understanding of personal, social, and cognitive dimensions of physical activity and the benefits of physical activity for students with and without disabilities.

Standard 6: Characteristics and Needs of Students with Disabilities

Adapted physical education teachers have a broad and comprehensive understanding of the characteristics and needs of students with disabilities and factors affecting their learning and development.

Standard 7: Evaluation and Assessment

Adapted physical education teachers have a broad and comprehensive understanding of evaluation and assessment methods, tools, procedures, and instruments used in the field of adapted physical education.

Standard 8: Foundations of Adapted Physical Education and Special Education

Adapted physical education teachers have a broad and comprehensive understanding of the historical, philosophical, and legal foundations of the fields of adapted physical education and special education.

Standard 9: Instructional Adaptations, Modifications, and Safety Considerations

Adapted physical education teachers have a broad and comprehensive understanding of the instructional adaptations, modifications, and safety considerations involved in the education of students with disabilities.

Standard 10: Consultation, Collaboration, and Professional and Ethical Practice

Adapted physical education teachers have a broad and comprehensive understanding of consultative, collaborative, professional, and ethical practices associated with the field of adapted physical education.

The Indiana Educator Standards for Adapted Physical Education describe the knowledge and skills that teachers need to help students achieve the learning outcomes defined by the Indiana Academic Standards for Physical Education. A link to relevant portions of the Indiana Academic Standards can be found below.

[Physical Education](#)

Adapted Physical Education Educator Standards

Standard 1: Motor Development and Motor Learning

Adapted physical education teachers have a broad and comprehensive understanding of the stages and characteristics of physical and motor development, as well as factors affecting motor development and motor learning, including:

- 1.1** stages, characteristics, and components of physical growth and motor development during infancy, childhood, adolescence, and young adulthood
- 1.2** significant theories, concepts, and typical and atypical progressions associated with motor development and motor learning
- 1.3** factors and conditions that influence physical development, motor development, motor fitness, motor learning, and physical and motor performance
- 1.4** principles and factors related to readiness, practice, retention, observational learning, feedback, transfer of learning, motor task analysis, verbal and nonverbal cues, and other motor learning concepts
- 1.5** characteristics and critical elements of locomotor, nonlocomotor, and manipulative skills
- 1.6** principles, strategies, and progressions for helping students develop locomotor, nonlocomotor, and manipulative skills and use these skills in combination
- 1.7** principles, strategies, and techniques for promoting students' use of motor skills in complex movement patterns and students' application of complex motor skills in specialized activities and sports

Standard 2: The Physiological and Mechanical Bases of Movement

Adapted physical education teachers have a broad and comprehensive understanding of the physiological and mechanical bases of movement, including:

- 2.1** structures, components, actions, and functions of major body systems, including the neural mechanisms underlying movement and motor learning
- 2.2** key principles of anatomy, physiology, kinesiology, biology, and nutrition in relation to health, growth and development, and physical performance
- 2.3** interactions between body systems in producing movement and ways in which energy systems are used during physical activity
- 2.4** cardiorespiratory, muscular, skeletal, and biochemical adaptations to regular physical activity and how physical, emotional, and intellectual challenges may influence these adaptations and affect physical performance and fitness
- 2.5** scientific principles related to the laws of motion, center of gravity, force, buoyancy, rotation, spin, torque, levers, acceleration, trajectory, equilibrium, and velocity
- 2.6** knowledge and application of biomechanical principles in the context of various movement activities, individual body mechanics, and safe and efficient movement

Adapted Physical Education Educator Standards

Standard 3: Movement Forms

Adapted physical education teachers have a broad and comprehensive understanding of movement forms, movement skills, and movement concepts, including:

- 3.1** knowledge of how to promote understanding of fundamental movement concepts related to body awareness, relationships, spatial awareness (direction, level, pathway), and qualities of movement (time, force)
- 3.2** principles, techniques, progressions, activities, organizational strategies, safety practices, and types of music for promoting development of rhythmic, creative movement, and dance skills
- 3.3** principles, techniques, skills, activities, organizational strategies, equipment, and safety practice for developmental activities, cooperative games, group challenges, and adventure activities
- 3.4** rules, skills, organizational strategies, progressions, lead-up games, equipment, and safety practices for sport and recreational/lifetime activities
- 3.5** critical elements, techniques, and proper form for executing a variety of sports and recreational/lifetime activities
- 3.6** importance of fair play, rule compliance, etiquette, and fair competition in sports and recreational/lifetime activities
- 3.7** strategies and activities for promoting tactical awareness and use of basic offensive and defensive strategies in sports and games

Standard 4: Health-Related Physical Fitness

Adapted physical education teachers have a broad and comprehensive understanding of the components of health-related physical fitness and the importance of lifetime physical activity, including:

- 4.1** the major health-related components of physical fitness and types of fitness education to address each component
- 4.2** principles, skills, techniques, activities, safety practices, and resources for developing, monitoring, and improving cardiorespiratory endurance and muscle fitness
- 4.3** knowledge of sound nutritional and weight management principles; and resources, techniques, activities, and safety practices for developing and improving body composition
- 4.4** principles, criteria, resources, and methods for designing, implementing, and monitoring individualized fitness plans
- 4.5** internal and external factors that affect motivation and participation in physical activity and approaches, techniques, and resources for motivating students to develop and maintain lifelong healthy eating and physical activity habits
- 4.6** potential health risks associated with inactivity and low levels of physical fitness and the impact of regular physical activity on academic achievement, mental health, and the prevention of illness and disease

Adapted Physical Education Educator Standards

Standard 5: Personal, Social, and Cognitive Dimensions of Physical Activity

Adapted physical education teachers have a broad and comprehensive understanding of personal, social, and cognitive dimensions of physical activity and the benefits of physical activity for students with and without disabilities, including:

- 5.1** strategies for integrating the physical, social, and cognitive domains through physical activity, exercise, and sport
- 5.2** the ways in which students' development may be affected by expectations and perceptions related to body type, gender, body image, physical appearance, skill level, and peer and media influences
- 5.3** the relationship between participation in physical activity and the development of positive self-concept, individual and group member identity, mental and emotional well-being, and enhanced self-management and self-advocacy skills
- 5.4** the ways in which sports and recreational/lifetime activities can promote positive personal and social behaviors and interactions, such as disability awareness, responsibility, confidence, honesty, leadership, loyalty, teamwork, and cooperation
- 5.5** knowledge of the cognitive dimensions of physical activity and ways in which participation in sports, games, and other physical activities can promote critical thinking, decision making, problem solving, goal setting, and conflict management and resolution
- 5.6** the role of physical education in developing students' resource management, consumerism, and media literacy skills in relation to physical activity, fitness, and health
- 5.7** the ways in which physical activities offer opportunities for academic achievement, personal challenge, satisfaction, competition, positive social interactions, and healthy alternatives to risky behaviors
- 5.8** principles and techniques for creating various learning environments to encourage students' active participation and independence in individual and group activities
- 5.9** strategies for creating a safe, positive, equitable, and supportive physical education environment that fosters acceptance, inclusion, respect for diversity, and positive interactions among students
- 5.10** principles and techniques for using a variety of behavior management strategies to support positive individual and group behavior

Adapted Physical Education Educator Standards

Standard 6: Characteristics and Needs of Students with Disabilities

Adapted physical education teachers have a broad and comprehensive understanding of the characteristics and needs of students with disabilities and factors affecting their learning and development, including:

- 6.1** typical and atypical human growth and development in the physical, cognitive, psychological, and social/emotional domains
- 6.2** types, characteristics, and etiologies of specific disabilities
- 6.3** the diagnostic categories of disability legally defined by IDEA, the attributes and variability of individuals with disabilities, and the variability within any specific category of disability
- 6.4** effects of medical conditions, sensory impairments, physical and health needs, and various medications on students with disabilities
- 6.5** principles and considerations related to the rehabilitation of students with disabilities and physical and health impairments
- 6.6** knowledge of factors and conditions that affect gross-motor skills, fine-motor skills, movement ability, mobility, stability, and the motor performance of students with disabilities
- 6.7** the educational implications of disabilities and the effects of various disabilities on various aspects of an individual's life
- 6.8** knowledge of disability studies and methods and resources for locating, accessing, and evaluating research on effective programming for students with disabilities
- 6.9** the influence of cultural, linguistic, and socioeconomic factors on the development, learning, and identification of students with disabilities, and knowledge of how these factors can influence the overrepresentation of individuals from diverse groups in disability categories

Adapted Physical Education Educator Standards

Standard 7: Evaluation and Assessment

Adapted physical education teachers have a broad and comprehensive understanding of evaluation and assessment methods, tools, procedures, and instruments used in the field of adapted physical education, including:

- 7.1** purposes, methods, and procedures associated with screening processes
- 7.2** the evaluation and assessment of students with disabilities for the purposes of identification, referral, placement, and determination of appropriate level of service and type of service delivery
- 7.3** the characteristics, uses, and limitations of various assessment tools and instruments, including motor assessments
- 7.4** criteria and strategies for selecting, adapting, and using a wide variety of assessment methods and tools to provide effective instruction and make decisions about service options and program components for students with disabilities
- 7.5** strategies and procedures for conducting assessments, including strategies for using technology, techniques for collaborating with families and other stakeholders in the assessment process, and procedures for avoiding bias during assessment
- 7.6** the use of evaluation and assessment information and data to construct motor profiles of students' strengths and needs, determine students' present level of performance, and monitor students' progress
- 7.7** the interpretation of information and data from various formal and informal assessments
- 7.8** strategies for evaluating instruction, adaptations, accommodations, and program modifications based on assessment information
- 7.9** principles and procedures for translating assessment practices into effective report writing
- 7.10** strategies for reporting and communicating assessment results to all stakeholders using traditional and digital formats

Adapted Physical Education Educator Standards

Standard 8: Foundations of Adapted Physical Education and Special Education

Adapted physical education teachers have a broad and comprehensive understanding of the historical, philosophical, and legal foundations of the fields of adapted physical education and special education, including:

- 8.1** the organization, structure, purposes, goals, and historical and philosophical foundations of adapted physical education and special education programs
- 8.2** current issues and trends related to knowledge and practice in the fields of adapted physical education and special education
- 8.3** state and federal laws, policies, and concepts related to the provision of adapted physical education and special education, such as IDEA 2004, Section 504, and the ADA
- 8.4** rights, roles, and responsibilities of all stakeholders regarding the education of students with disabilities
- 8.5** the continuum of placements and services for students with disabilities and types of supports and accommodations needed to facilitate students' integration into the least restrictive environment
- 8.6** components of an Individualized Education Program (IEP) and principles and procedures for developing, implementing, monitoring, and amending IEP goals and objectives, transition plans, and behavioral intervention plans
- 8.7** strategies for incorporating and implementing instructional and assistive technology into IEPs to facilitate student learning and transition into regular physical education

Adapted Physical Education Educator Standards

Standard 9: Instructional Adaptations, Modifications, and Safety Considerations

Adapted physical education teachers have a broad and comprehensive understanding of the instructional adaptations, modifications, and safety considerations involved in the education of students with disabilities, including:

- 9.1** knowledge of how to design, select, and implement learning experiences that are safe, developmentally appropriate, and based on principles of effective instruction
- 9.2** use of effective curriculum and instructional theories and models, multisensory approaches, and cooperative learning strategies in adapted physical education practice
- 9.3** principles and techniques for adapting and modifying curriculum, instructional approaches, activities, equipment, and organizational strategies to address the individual needs of students with disabilities from diverse cultural, linguistic, and socioeconomic backgrounds
- 9.4** knowledge of barriers to accessibility and to the acceptance of students with disabilities, and strategies for creating variations in classroom procedures, games, activities, and sports to ensure the inclusion of students with disabilities
- 9.5** principles and techniques for selecting, adapting, and modifying physical activities based on learning styles, skill levels, range of individual variation, class size, and available playing space to help ensure the success and progress of all students
- 9.6** instructional methods, supervision and monitoring strategies, transition procedures, and classroom routines that promote smoothly functioning and safe learning experiences in physical activity settings
- 9.7** strategies for managing the teaching and learning environment, including using instructional time effectively, motivating students, and promoting students' active participation in movement activities
- 9.8** strategies for using performance data and information to make modifications in learning environments and to evaluate the effectiveness of individualized programs
- 9.9** types of contraindicated activities for students with specific disabilities and knowledge of appropriate adaptations and modifications to address contraindications
- 9.10** the use of various educational and assistive technologies to facilitate student learning; and the use of various assistive devices to enhance students' communication, mobility, stability, and participation in sports and recreational activities
- 9.11** specialized health-care interventions for students with physical and health needs and impairments and appropriate techniques and body mechanics for transferring, lifting, and positioning students safely
- 9.12** knowledge of the types and transmission routes of infectious diseases and the use of universal precautions in maintaining a safe and healthy learning environment
- 9.13** knowledge of emergency care and first aid procedures, and principles and practices for the prevention and care of injuries

Adapted Physical Education Educator Standards

Standard 10: Consultation, Collaboration, and Professional and Ethical Practice

Adapted physical education teachers have a broad and comprehensive understanding of consultative, collaborative, professional, and ethical practices associated with the field of adapted physical education, including:

- 10.1** the role and responsibilities of the adapted physical education teacher as a direct service provider
- 10.2** strategies for communicating and collaborating with students with disabilities and their families to determine students' needs and interests and to help students achieve desired learning outcomes, including students from diverse cultural, linguistic, and socioeconomic backgrounds
- 10.3** strategies for communicating, collaborating, and consulting with regular physical education teachers, special education teachers, instructional aides and other school staff, and providers of related services, therapeutic recreation, occupational therapy, and physical therapy
- 10.4** professional roles and ethical responsibilities of team members in developing, implementing, and monitoring individualized programs, including IEPs, transition plans, behavioral intervention plans, and home- and hospital-based educational plans
- 10.5** professional and ethical guidelines and practices for selecting, organizing, managing, and supervising staff, resources, equipment, technology, and facilities to provide students with safe, active, and equitable learning experiences
- 10.6** connections between physical education and other academic areas and methods for designing cooperative interdisciplinary learning experiences that allow students to integrate knowledge and skills from multiple subject areas
- 10.7** strategies for using networks, in-service opportunities, collegial relationships, conferences, organizations, technology, and publications to enhance professional skills, engage in reflection and self-assessment, and participate in lifelong professional development
- 10.8** knowledge of how to practice in accordance with ethical standards, professional codes of conduct, and federal and state laws, including legal guidelines for assessment and for using digital information and technologies
- 10.9** strategies and resources for communicating, collaborating, and consulting with students, parents/guardians, community members, and school and agency personnel to enhance and advocate for physical education

Selected Bibliography of Standards and Sources Related to Adapted Physical Education

State and National Standards and Curriculum Frameworks

1. Indiana Department of Education (2008). *The Indiana academic standards for physical education*. <http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/physed.shtml>
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10. Mohnsen, B. (2010). *Concepts and principles of physical education: What every student needs to know* (3rd ed.). Reston, VA: NASPE.
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13. Powers, S., & Dodd, S. (2009). *Total fitness and wellness* (5th ed.). San Francisco, CA: Pearson Benjamin Cummings.
14. Gabbard, C. P. (2008). *Lifelong motor development* (5th ed.). San Francisco, CA: Pearson Benjamin Cummings.
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16. Block, M. E., Klavina, A., & Flint, W. (2007). Including students with severe, multiple disabilities in general physical education. *Journal of Physical Education, Recreation and Dance*, 78(3), 29–32.
17. Winnick, J. (2005). *Adapted physical education and sport* (4th ed.). Champaign, IL: Human Kinetics.

Selected Bibliography of Standards and Sources Related to Adapted Physical Education

Sources on Student Learning and Pedagogical Methodology

18. Lytle, R., Lavay, B., & Rizzo, T. (2010). What is a highly qualified adapted physical education teacher? *The Journal of Physical Education, Recreation & Dance (JOPERD)*, 81(2), 40–44.
19. Lieberman, L. J., & Houston-Wilson, C. (2009). *Strategies for inclusion: A handbook for physical educators* (2nd ed.). Champaign, IL: Human Kinetics.
20. Munford, V. E., & Chandler, J. P. (2009). Strategies for supporting inclusive education for students with disabilities. *Strategies, May/June*, 10–15.
21. National Association for Sport and Physical Education. (2009). *Appropriate instructional practice guidelines for elementary school physical education*. Reston, VA: NASPE.
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Alignment of Educator Standards with State and National Standards

Indiana Educator Standards for Adapted Physical Education	Indiana Academic Standards for Physical Education	Adapted Physical Education National Standards (APENS)	NASPE/NCATE 2008 National Initial Physical Education Teacher Education Standards	NASPE/AAHPERD 2004 National Physical Education Student Standards	ISTE National Educational Technology Standards
<p><u>Standard 1: Motor Development and Motor Learning</u></p> <p>Adapted physical education teachers have a broad and comprehensive understanding of the stages and characteristics of physical and motor development, as well as factors affecting motor development and motor learning.</p>	<p>K.1; K.2; K.3; K.1; K.2; 1.3; 2.1; 2.2; 2.3; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2; 6.1; 6.2; 7.1; 7.2; 7.3; 8.1; 8.2; 9.1; 9.2; 10.1; 10.2</p>	<p>1; 2; 3; 4; 6; 9; 10</p>	<p>1.2; 1.3; 1.5; 4.1; 4.2; 4.3</p>	<p>1; 2; 3</p>	<p>1b; 2b; 2a; 2b; 2c</p>
<p><u>Standard 2: The Physiological and Mechanical Bases of Movement</u></p> <p>Adapted physical education teachers have a broad and comprehensive understanding of the physiological and mechanical bases of movement.</p>	<p>K.1; K.2; K.4; 1.1; 1.2; 1.4; 2.1; 2.2; 2.4; 3.1; 3.2; 3.3; 3.4; 4.1; 4.2; 4.3; 4.4; 5.1; 5.2; 5.3; 5.4; 6.1; 6.2; 6.3; 6.4; 7.1; 7.2; 7.3; 7.4; 8.1; 8.2; 8.3; 8.4; 9.1; 9.2; 9.3; 9.4; 10.1; 10.2; 10.3; 10.4</p>	<p>1; 2; 3; 4; 6; 9; 10</p>	<p>1.1; 1.2; 2.2</p>	<p>1; 2; 3; 4</p>	<p>1b; 2a; 2b; 2c</p>
<p><u>Standard 3: Movement Forms</u></p> <p>Adapted physical education teachers have a broad and comprehensive understanding of movement forms, movement skills, and movement concepts.</p>	<p>K.1; K.2; K.3; 1.1; 1.2; 1.3; 2.1; 2.2; 2.3; 3.1; 3.2; 3.3; 4.1; 4.2; 4.3; 5.1; 5.2; 5.3; 6.1; 6.2; 6.3; 7.1; 7.2; 7.3; 8.1; 8.2; 8.3; 9.1; 9.2; 9.3; 10.1; 10.2; 10.3</p>	<p>2; 4; 10</p>	<p>1.1; 1.2; 1.3; 1.5; 2.1; 2.3; 3.6; 4.1; 4.2; 4.3</p>	<p>1; 2; 3</p>	<p>1b; 2a; 2b; 2c</p>

Alignment of Educator Standards with State and National Standards

Indiana Educator Standards for Adapted Physical Education	Indiana Academic Standards for Physical Education	Adapted Physical Education National Standards (APENS)	NASPE/NCATE 2008 National Initial Physical Education Teacher Education Standards	NASPE/AAHPERD 2004 National Physical Education Student Standards	ISTE National Educational Technology Standards
<p><u>Standard 4: Health-Related Physical Fitness</u></p> <p>Adapted physical education teachers have a broad and comprehensive understanding of the components of health-related physical fitness and the importance of lifetime physical activity.</p>	<p>K.3; K.4; 1.3; 1.4; 2.3; 2.4; 3.3; 3.4; 4.3; 4.4; 5.3; 5.4; 6.3; 6.4; 7.3; 7.4; 8.3; 8.4; 9.3; 9.4; 10.3; 10.4</p>	<p>1; 3; 6; 9; 10</p>	<p>1.1; 1.2; 1.3; 1.5; 2.1; 2.2; 2.3</p>	<p>3; 4</p>	<p>1a; 1b; 1c; 1d; 2a; 2b; 2c; 2d; 3a; 3b; 3c; 3d</p>
<p><u>Standard 5: Personal, Social, and Cognitive Dimensions of Physical Activity</u></p> <p>Adapted physical education teachers have a broad and comprehensive understanding of personal, social, and cognitive dimensions of physical activity and the benefits of physical activity for students with and without disabilities.</p>	<p>K.2; K.3; K.4; K.5; K.6; 1.2; 1.3; 1.4; 1.5; 1.6; 2.2; 2.3; 2.4; 2.5; 2.6; 3.2; 3.3; 3.4; 3.5; 3.6; 4.2; 4.3; 4.4; 4.5; 4.6; 5.2; 5.3; 5.4; 5.5; 5.6; 6.2; 6.3; 6.4; 6.5; 6.6; 7.2; 7.3; 7.4; 7.5; 7.6; 8.2; 8.3; 8.4; 8.5; 8.6; 9.2; 9.3; 9.4; 9.5; 9.6; 10.2; 10.3; 10.4; 10.5; 10.6</p>	<p>1; 5; 9; 10</p>	<p>1.1; 1.2; 1.3; 1.4; 2.1; 2.2; 2.3; 3.4; 3.7; 4.1; 4.2; 4.3; 4.4; 4.5; 4.6</p>	<p>2; 3; 4; 5; 6</p>	<p>1a; 1b; 1c; 1d; 2a; 2b; 2c; 2d; 3a; 3b; 3c; 3d</p>
<p><u>Standard 6: Characteristics and Needs of Students with Disabilities</u></p> <p>Adapted physical education teachers have a broad and comprehensive understanding of the characteristics and needs of students with disabilities and factors affecting their learning and development.</p>	<p>K.5; 1.5; 2.5; 3.5; 4.5; 6.5; 7.5; 8.5; 9.5; 10.5</p>	<p>1; 2; 6; 9; 10</p>	<p>1.2; 1.3; 1.4; 3.2; 3.5; 6.1; 6.2; 6.3</p>	<p>5</p>	<p>3a; 3b; 3c; 3d; 4a; 4b; 4c; 4d; 5a; 5c</p>

Alignment of Educator Standards with State and National Standards

Indiana Educator Standards for Adapted Physical Education	Indiana Academic Standards for Physical Education	Adapted Physical Education National Standards (APENS)	NASPE/NCATE 2008 National Initial Physical Education Teacher Education Standards	NASPE/AAHPERD 2004 National Physical Education Student Standards	ISTE National Educational Technology Standards
<p><u>Standard 7: Evaluation and Assessment</u></p> <p>Adapted physical education teachers have a broad and comprehensive understanding of evaluation and assessment methods, tools, procedures, and instruments used in the field of adapted physical education.</p>		4; 8; 14; 15	3.1; 3.2; 3.3; 5.1; 5.2; 5.3; 6.3; 6.4		1c; 2d; 3a; 4a; 4c
<p><u>Standard 8: Foundations of Adapted Physical Education and Special Education</u></p> <p>Adapted physical education teachers have a broad and comprehensive understanding of the historical, philosophical, and legal foundations of the fields of adapted physical education and special education.</p>		5; 6; 7; 9; 11; 12; 14; 15	1.4; 3.1; 3.2; 3.3; 3.4; 3.5; 3.6; 3.7		3a; 3b; 3c; 3d; 4a; 4c; 4d; 5c
<p><u>Standard 9: Instructional Adaptations, Modifications, and Safety Considerations</u></p> <p>Adapted physical education teachers have a broad and comprehensive understanding of the instructional adaptations, modifications, and safety considerations involved in the education of students with disabilities.</p>	K.5; 1.5; 2.5; 3.5; 4.5; 6.5; 7.5; 8.5; 9.5; 10.5	5; 6; 7; 8; 9; 10; 11; 12	1.1; 1.2; 1.3; 1.5; 3.2; 3.3; 3.4; 3.5; 3.6; 4.1; 4.2; 4.3; 4.4; 4.5; 4.6; 5.1; 5.2; 5.3	5	1a; 1b; 1c; 1d; 2a; 2b; 2c; 2d; 3a; 3a; 3b; 3c; 3d; 4a; 4b; 4c

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<p><u>Standard 10: Consultation, Collaboration, and Professional and Ethical Practice</u></p> <p>Adapted physical education teachers have a broad and comprehensive understanding of consultative, collaborative, professional, and ethical practices associated with the field of adapted physical education.</p>		5; 6; 7; 8; 9; 10; 11; 12; 13; 14; 15	1.4; 3.4; 4.5; 5.3; 6.1; 6.2; 6.3; 6.4		1d; 3a; 3b; 3c; 3d; 4a; 4b; 4c; 4d; 5a; 5b; 5c; 5d