

## ADAPTED PHYSICAL EDUCATION AND SPORT.

### *Exam questions:*

- Adapted Physical Education - definition, benefits, program placement continuum
- Adapted Sport (AS), Paralympic games, integration continuum.
- The inclusion movement. Determination of unique need.
- Individualized educational programs (IEP) – overview of IEP; components of the IEP; IEP team. Interdisciplinary collaboration
- Importance of measurement and assessment strategies. Standardized strategies and alternative strategies. Different types of alternative strategies.
- Health-Related Physical Fitness and Physical Activity.
- Measurement and assessment of physical fitness and physical activity. Brockport Physical Fitness Test (BPFT) – brief overview.
- Assessment of Aerobic Functioning (AF) by BPFT–3 types of tests: PACER Test, Target Aerobic Movement Test, 1-Mile Run-Walk Test.
- Exercise for Developing AF and Enhancing Weight Loss.
- Assessment of Body Composition (BC) by Skinfold Measures; Body Mass Index (BMI) and Bioelectrical Impedance Analysis method.
- Strategies for improving BC.
- Assessment of Muscular-Skeletal Function: Muscular Strength; Muscular Strength Endurance (16 tests).
- Exercises for developing Muscular Strength and Endurance
- Assessment of Flexibility @ ROM (5 tests).
- Exercises for developing Flexibility and ROM
- Disability categories and types, causes, and characteristics of different disabilities.
- Modifications for adapting equipment, space, environment, activity directions, and rules for teaching skills and activities
- Physical characteristic and instructional strategies for youngsters with *Intellectual Disabilities*.
- Physical characteristic and instructional strategies for youngsters with *Visual Impairments*.
- Physical characteristic and instructional strategies for youngsters with *Cerebral Palsy*
- Physical characteristic and instructional strategies for youngsters with *Traumatic Brain Injury*.
- Physical characteristic and instructional strategies for youngsters with *Spinal Cord Disabilities*.
- Physical characteristic and instructional strategies for youngsters with *Amputations*.
- Physical characteristic and instructional strategies for youngsters with *Learning Disabilities*.