

A Survey of the  
Status of the Public Schools in the  
State of Wisconsin in Meeting  
the Mandates of P.L. 94-142 as it  
Applies to Physical Education

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by  
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## ABSTRACT

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The status of Adapted Physical Education in the State of Wisconsin was determined by a questionnaire. The following questions were posed: Are the handicapped children provided Physical Education in the least restrictive environment? Also, who is doing the assessment, evaluation, and instruction and what is the educational background of the instructors? The majority of the state school systems responding, for each disability and at every grade level, do not provide Adapted Physical Education programs. The majority of EEN children at all levels were integrated into regular Physical Education classes. A large percentage of school systems responding do evaluate the student's fitness level and motor development prior to integration of EEN children into regular or Adapted Physical Education classes. The people doing the evaluation were Physical Education teachers. Physical Education teachers at the elementary and junior high-middle school level had only course work in Adapted Physical Education. High school Physical Education teachers had no Adapted Physical Education background. It was indicated that the majority of the school systems responding meet the mandates of P.L. 94-142 minimally. It seems the interpretation of the law is minimized in its effectiveness by not providing competency based programs. Having less than qualified personnel in the dual role of Physical Educator and Special Educator affect these programs.

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I recommend acceptance of this seminar paper in partial fulfillment of this candidate's requirements for the degree: Master of Science in Physical Education.

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CHAPTER I  
INTRODUCTION

It has been signed into law that the administrators and educators in the state school systems must educate handicapped children to their fullest potential. This legislation is to include Physical Education. The intent of the law is very definite, but the resources and means of obtaining these services are not easily procured. Many variables prevent the educational services fitting to the needs of the handicapped individual.

It has been shown that Physical Education can aid in the development of a child to his fullest potential in several ways: (a) it can further the child's social development by teaching him to play with others, wait his turn and be considerate of others; (b) it can contribute to the mental development of the child by teaching him shapes, colors, sizes, and spatial/body awareness, and (c) physical fitness can be developed through programs suited for the individual. A child is able to explore and discover he can do things that he never realized he was capable of doing. In Adapted Physical Education students learn sensible and realistic limitations so they can participate in appropriate Physical Education activities without aggravating their condition. Adaptive Physical Education should not be a compromise with the regular

program, or a means of circumventing Physical Education requirements.

With the implementation of P.L. 94-142 in 1975, a survey was needed to inform the leaders of the state school systems and professional preparation programs, the present status of Physical Education for the handicapped.

#### Statement of the Problem

The major purpose of this study will be to determine the status of public schools in the State of Wisconsin in meeting the mandates of P.L. 94-142 as it applies to Physical Education.

#### Statement of Subproblems

1. To identify the personnel responsible for the assessment and evaluation of handicapped children for placement in a Physical Education program.
2. To determine if the handicapped children are provided Physical Education in the least restrictive environment.
3. To determine the personnel providing the Physical Education instruction for the handicapped children.
4. To determine the educational background of the personnel providing the Physical Education instruction.

#### Purpose and Need of the Study

The Wisconsin Legislature (1973) signed into law Chapter

89, mandating that all exceptional children between the ages of three and twenty one, receive educational services if the fullest potential of the individual is to be attained. Even after this legislation, Mallett (1974) surveyed the elementary schools in the State of Wisconsin for their Adapted Physical Education programs. She states:

It can be concluded that there is a definite need for more Adapted Physical Education programs throughout the schools in the State of Wisconsin and there is a parallel need for teachers in special preparation to work with disabled and handicapped students in Physical Education.

Research has indicated the need for Adapted Physical Education classes taught by a Physical Education specialist for the handicapped. Much of the literature reviewed states that teachers of Physical Education for the handicapped have very little training in Adapted Physical Education.

Since the signing of P.L. 94-142 in 1975 the State of Wisconsin has gone through many educational changes. Through the direction of the federal and state government, much awareness has occurred for meeting the educational needs of the handicapped.

Through this survey it can be determined who actually does the assessment and evaluation of handicapped students for placement in Adapted Physical Education programs. Also, are the handicapped students receiving Physical Education in the least restrictive environment. Who in the state is providing the Physical Education instruction for our

handicapped, and what kind of educational training have these people attained.

The state public schools must provide Physical Education for the handicapped. There may be factors that point out that the interpretation of the law is minimized in its effectiveness by not providing competency based programs. Having less than qualified personnel in the dual role of Physical Educator and special educator may effect these programs adversely.

It is anticipated that the results of this study will be beneficial to the leaders of the state in learning the status of Adapted Physical Education in the State of Wisconsin.

#### Statement of Hypotheses

The majority of the public schools of Wisconsin do not meet the mandates of Public Law 94-142 as it applies to Physical Education.

#### Delimitations

1. A survey instrument will be limited to the public school systems in the State of Wisconsin.
2. The survey instrument will be sent to the individual responsible for the administration of the special education program in each school system.
3. The survey instrument will determine Physical Education programs for children with Exceptional

Educational Needs only.

Limitations

1. A valid statistical analysis will depend on the number of completed instruments returned.
2. More than one individual might be involved in completing the instrument.
3. There is no assurance that the survey instrument will be completed by a person knowledgeable in programs for children with Exceptional Education Needs (EEN) only.

Definitions of Terms

Handicapped Children: "As used in this part, the term 'handicapped children' means those children evaluated in accordance with sections 121a.530-121a.534 as being mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, multihandicapped, or as having specific learning disabilities, who because of those impairments need special education and related services." (P.L. 94-142, and Federal Register, Section 121a5)

Adaptive Physical Education: (A.P.E.) "A prescriptive program that will allow the individuals to achieve and/or maintain their physical and education needs through participation in meaningful developmental, remedial, and rehabilitative activities, games, sports, aquatics, rhythms,

and fitness suited to the needs, interests, capacities, and limitations of students who because of their disabilities or handicaps may not safely or successfully engage in unrestricted participation in the vigorous activities of the general Physical Education program." (Position paper Task Force WHAPER, 1976)

Mainstreaming: "Handicapped children are educated with children who are not handicapped, and that special classes, separate schooling, or other removal of handicapped children from the regular educational environment occurs only when the nature of severity of the handicapped is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." (P.L. 94-142, Section 615 B)

Least Restrictive Environment: "(a) Each state educational agency shall ensure that each public agency establishes and implements procedures which meet the requirements of Sections 121a.550-121a.55b (b) Each public agency shall ensure: (1) that to the maximum extent appropriate, handicapped children, including children in public or private institutions or other care facilities, are educated with children who are not handicapped, and, (2) that special classes, separate schooling, or other removal of handicapped children from the regular educational environment occurs only when the nature or the severity of the handicapped is such that education in regular classes with the use of supplementary aids and

services cannot be achieved satisfactorily." (P.L. 94-142, Section 1218550)

Public Law 94-142: (P.L. 94-142) - Education for all Handicapped Children Act. A bill passed into federal law by Congress whose provisions provide for all handicapped persons.

Exceptional Educational Needs: (EEN) - Child with EEN means any child who has a mental, physical, emotional, or learning disability which, if the full potential of the child is to be attained, requires educational services to the child to supplement or replace regular education.

Subchapter IV of Chapter 115, Wisconsin Statutes - Law enacted to ensure that all children and youth in the public and private sectors, 3 to 21 years of age, who are in need of special services, shall be identified. Also children and youth with Exceptional Educational Needs (EEN) shall receive an education at public expense which is tailored to their needs. Preference must always be given to the least restrictive alternative.

CHAPTER II  
REVIEW OF RELATED LITERATURE

This chapter will be divided into three parts. (1) Adaptive physical education programs, (2) Personnel and professional training of teachers who instruct children with E.E.N. (3) Mandates of Public Law 94-142.

Adaptive Physical Education Programs

As early as 1952 provision of Adapted Physical Education is demonstrated by a survey of physical education programs in special schools for crippled children. The physical activity programs in the 47 schools investigated consisted of physical and occupational therapy supplemented with Physical Education, recreation and free play. A team effort of physical therapist, occupational therapist, and physical educator was "concerned with the improvement of the condition of the child" (Harper, 1952)

A few physical education programs designed for handicapped persons were restricted in programming necessary for educating specific individuals with disabilities and handicapped conditions. Orthopedic, physical, visual, and mental handicaps often received the most attention due to available research, funds, preparation programs, personnel, and public pressure and interest. (Brace, 1968; Erasing and Wheeler, 1971; National Advisory Committee on the Handicapped, 1976).

Adapted Physical Education programs for educable mentally retarded individuals have been more readily accepted. More mentally retarded children in the junior high and senior high were receiving Physical Education than those in the elementary schools. A survey prepared by Brace 1966 tried to determine the opinion of Physical Educators on the instruction of Physical Education for the mentally retarded. There was a general concensus that the educable mentally retarded child could be taught successfully in classes with normal pupils, but that the trainable mentally retarded children could not succeed in similar programs. There was an almost unanimous opinion that colleges and universities should have courses in Physical Education and recreation for workers with mentally retarded pupils in public schools (Brace 1968).

Also in 1968, the Board of Directors of the American Association of Health, Physical Education, and Recreation authorized funds to expand services and activities of the Project on Recreation and Fitness for the Mentally Retarded.

Ersing (1971) conducted a national survey among schools, agencies, and institutions with physical education programs for the handicapped. The survey was conducted as a Planning Grant by the Bureau of Education for the handicapped. The findings concluded that over 50% of the institutions surveyed reported that handicapped children were exposed to physical education at least one time per week. In addition, over 50% had a range of 15-20 minutes for adapted

Physical Education. The approach most prevalent among the agencies reporting was placement of children within Adapted Physical Education programs based on disabilities.

In 1972 the State of Wisconsin was surveyed to determine the status of Adapted Physical Education. The results showed only 20% of the school districts returning the questionnaires provided any type of Adapted Physical Education. Those schools with Adapted Physical Education provided instruction on the average of one to three times per week. The class period ranged from 45-60 minutes. People teaching Adapted Physical Education indicated they needed additional preparation and training through extension courses, in-service training, and regional workshops. Most of the staff had had training consisting of only one course in Adapted Physical Education taken two to five years ago (Goodwin and Leadley, 1972).

Also in 1972 and 1974 Pruess and Mallett respectively surveyed Wisconsin again regarding adapted programs. A majority of the mentally retarded were being taught with "normal" boys and girls, and only 28% of the schools responding was an Adapted Physical Education program offered. The program was on an average of two days per week, and fifteen to twenty minutes per session.

From the review of literature concerning Adapted Physical Education, it can be concluded that the status of Adapted Physical Education had been influenced by funds, qualified personnel, time, space and personal attitudes.

The above programs and a growing national concern had contributed to the passage of Public Law 94-142. The law had concern for the fulfillment of the opportunities for all handicapped individuals.

#### Personnel and Professional Training

Much of the literature reviewed stated that the teachers of Physical Education for the Handicapped have had very little, if any, training in Adapted Physical Education. Many of their classes were taught by the regular Physical Education teacher or the Special Education teacher.

A survey of state laws and regulations completed by the United States Department of Health, Education and Welfare (1974), revealed that of the forty-six responding states and the District of Columbia, twenty-seven provided physical activities to children with various handicapping conditions and that only twelve states required Physical Educators (who worked with handicapped children) to have special preparation or training.

After surveying 312 institutions who had professional preparation in Physical Education, Erasing (1972) reported that 178 (57%) representing 47 states replied. Of the 178 institutions replying, 13% indicated they offered a professional preparation curriculum to prepare specialists in adapted, remedial, corrective, special and therapeutic Physical Education. Sixty-nine percent indicated they provided courses but no curriculum leading to this specialization and 18% replied they offered neither a curriculum nor

professional preparation.

Brace (1966) found that 85-95% of the persons returning their questionnaire agreed that Physical Education teachers who have mentally retarded children in classes should have some professional preparation for work with the mentally retarded.

Ersing (1971) found that 17% of the teachers of Physical Education were professionally prepared within Adapted Physical Education or corrective therapy.

Pruess (1972) reported that 91% of the respondents from his study in Wisconsin expressed the view that Physical Education teachers who teach classes in which mentally handicapped pupils are enrolled, should have some professional preparation when working with these children.

Goodwin and Leadley (1972) showed that teachers who were teaching in Adaptive Physical Education felt that they were not sufficiently trained to teach Adaptive Physical Education.

Mallett (1974) surveying Wisconsin stated a majority (72%) of the Physical Education teachers teaching handicapped children at the elementary level, were certified Physical Education teachers. Six percent were certified in Physical Education with an emphasis in Adapted Physical Education. Nine percent of the special Physical Education classes were special education teachers. Other areas of qualifications of the instructor of special Physical Education classes were certified classroom teachers and student teachers or interns

in Physical Education accounting for eight percent and two percent respectively.

In 1975, Tripodi surveyed the State of Wisconsin for specialists in Physical Education for the disabled and handicapped. At that time there were fifty-four such certified personnel. The largest group of handicapped children being taught in segregated classes of Physical Education was that of the Trainable Mentally Retarded. The findings that Physical Education programs appeared to be geared to this group may have been related to the lack of trained personnel who were qualified to teach in the other areas of Physical Education for the Handicapped.

In 1978, since the signing of P.L. 94-142, Thome surveyed the Adapted Physical Education Academy Membership of the National Association for Sport and Physical Education. Many observations were made concerning personnel and professional training.

1. The majority of the Academy identified their highest level of preparation in Adapted Physical Education as course work only.
2. Fewer Master's degrees are held in Adapted Physical Education by Physical Educators than classroom teachers, special educators, administrators and other members.
3. Most of the information on Adapted Physical Education was acquired on a graduate level by all membership categories of the Academy.
4. Respondents indicated an interest and need for Adapted Physical Education conferences and workshops.

In Virginia the physical educators responded in a similar way to Thome's results. 96% of the respondents had earned undergraduate degrees and 26% masters degrees. As undergraduates, 40% of the respondents earned one to three credits and 39% earned no credits in courses with a major focus on Physical Education for the Handicapped. At the graduate level, 12% earned one to three credits and 82% earned no credits in such courses. In conclusion the researchers Bird and Gansneder (1979) say:

Considering the results of this study the requirements of P.L. 94-142, and the needs of handicapped students, preservice and, more importantly, inservice teacher training must increase its emphasis on providing physical educators with knowledge of handicapping conditions and appropriate programing competencies skills.

Utah physical educators had a general comment that those who had attended inservice training sessions or workshops providing information and other assistance in working with the handicapped had significantly better attitudes toward integrating handicapped students into their regular classes than those who had not attended. (Clark 1978)

From the literature reviewed teachers of Physical Education for the Handicapped should have more training. The law states we must educate the handicapped to include Physical Education. We are educating, but how knowlegable to their specific needs are the educators who are dealing with the handicapped.

Mandates of Public Law 94-142

In 1970 the President's Task Force investigated the need and recommendation for federally funded programs for the handicapped. The main points of the survey made available and presented to the public stressed the means by which a handicapped individual can achieve independence, security, and dignity.

On November 28, 1975, President Gerald Ford signed into law the Education for All Handicapped Children Act (Public Law 94-142). This law includes Physical Education as a part of special education.

The term "special education" means specially designed instruction, at no cost to parents or guardians, to meet the unique needs of a handicapped child, including classroom instruction, instruction in Physical Education, home instruction, and instruction in hospitals and institutions. P.L. 94-142 Section 4(16)

The rules and regulations of P.L. 94-142 provide guidelines for the distribution of federal grant funds to approved annual state educational plans encompassing all local, intermediate, and state education agencies in that state. The federal plan attempts to alleviate the low priority of education for the handicapped by allocating funds for the approved plans including mandates to assure that all handicapped children are provided free, appropriate, public education.

The local and state education plans must have included educational opportunities for all handicapped individuals,

ages three to eighteen by September 1, 1978 and three to twenty-one years by September 1, 1980, providing that these age categories are consistent with the accepted state law. Public Law 94-142 requires that the handicapped individual is provided an Individualized Education Plan (IEP) based on the present status of the individual assessed through valid test and measuring devices by qualified personnel. Long and short range goals or objectives are to be planned for the school year by a multidisciplinary team, and implemented thirty days after the initial assessment of the child. (Dept. of HEW, Aug. 23, 1977)

Physical Education is included as part of the total education of the handicapped individual. Plans for Physical Education must conform to the rules and regulations of P.L. 94-142. As stated in the rules and regulations:

Physical Education specially designed if necessary must be made available to every handicapped child receiving a free, appropriate, public education (Dept. of HEW, Aug. 23, 1977).

Physical Education is defined as follows:

- (1) The term means the development of:
  - (A) Physical and motor fitness;
  - (B) Fundamental and motor skills and patterns;
  - (C) Skills in aquatics, dance, and individual and group games and sports.
- (11) The term includes Special Physical Education, Adapted Physical Education and motor develop-

ment (Dept. of HEM, Aug. 23, 1977)

Placement into a least restrictive environment, including Physical Education, must be based on prior assessment and evaluations. IEP'S must be devised to meet the Physical Education needs of the handicapped child. As a part of the IEP, the Physical Education program must be evaluated annually to assure program effectiveness and accountability.

## CHAPTER III

### PROCEDURES

The status of Adapted Physical Education in the State of Wisconsin was determined by a questionnaire. Specifically the questionnaire was designed to identify the personnel responsible for assessment and evaluation of handicapped children for placement in Physical Education programs. The following questions were posed: Are the handicapped children provided Physical Education in the least restrictive environment? Also, who is doing the instruction and what is the educational background of the instructors?

#### Development and Validity of the Questionnaire

After the problems were identified the survey questionnaire was constructed. The general format design was taken from a questionnaire sent out by the Department of Public Instruction (1978). This design was refoldable so it also served as a return envelope.

Telephone conversations were conducted with both Dr. Gordon Jensen, Consultant in Physical Education for the State Department of Public Instruction, State of Wisconsin and Dr. Julian Stein, A.A.H.P.E.R. concerning any current surveys done nationally and or state wide. Both were unaware of any surveys being done concerning the same topic.

To insure validity the questionnaire was sent to five people who were considered to be knowledgeable in the field

of education for the handicapped. These people consisted of (1) Dr. Dan Mathias, Ph.D., Director of Special Education and Child Study in the Green Bay Public Schools, (2) Mr. Ron Dauplaise, Supervisor of Special Education in the Green Bay Public Schools, (3) Miss Kathleen McKenney, professor of Special Education at the University of Nebraska at Omaha, (4) Mr. Michael Cheney, Master Degreeed Adaptive Physical Education Specialists, (5) Dr. Lane Goodwin, Ph.D., Department of Physical Education-Handicapped at the University of Wisconsin - La Crosse. Suggestions were asked for and were taken into consideration, and the final survey instrument was constructed and sent to print. (Refer to Appendix A)

#### Procedures

A questionnaire consisting of 24 questions was devised by the researcher with the assistance and advice of professionals in the area of Special Education. The final draft was mailed to the Directors of Special Education in the school systems in the State of Wisconsin on May 21, 1979. The directors were encouraged to respond within ten days. A follow up post card (refer to Appendix B) and an additional survey instrument was sent to those individual school systems who failed to respond within the ten day time period. During this time period twenty-five random telephone calls were made to school systems to try to ensure return of the survey instrument. Because

some school systems use the Cooperative Educational Service Association (C.E.S.A.) to service their children a questionnaire was sent to the nineteen districts in the State of Wisconsin.

As of June 18, 1979, 127 surveys were received. Tabulation of the data was provided by the utilization of the Computer Center at the University of Wisconsin - La Crosse. Analysis of the data was performed by the researcher with the assistance of the seminar advisor.

#### Analysis of Data

With the aid of the Hewlett-Packard 3000 Series 2 Computer at the Computer Center at the University of Wisconsin - La Crosse, the survey responses were tabulated and represented in terms of tally, percentage, mean and standard deviation, based on total return.

CHAPTER IV  
ANALYSIS OF DATA

Of the 420 questionnaires sent to the Directors of Special Education of the public schools in the State of Wisconsin, 127 were completed and returned. This figure constitutes a return percentage of 30.2. An additional 12 questionnaires were received too late to be included in the tabulation.

Questionnaires were sent to the Directors of Special Education in the public schools in the State of Wisconsin. A breakdown of returns received from the specified school district enrollment is as follows:

- (a) 12.8% from school districts of 0-500 students;
- (b) 22.8% from school districts of 501-1,000 students;
- (c) 35.7% from school districts of 1,001-3,000 students;
- (d) 15.1% from school districts of 3,001-5,000 students;
- (e) 7.1% from school districts of 5,001-8,000 students;
- (f) 1.4% from school districts of 8,001-10,000 students;
- (g) 2.8% from school districts of 10,001-15,000 students;

(h) 1.4% from school districts of 15,001 and up.

Of the schools responding, the organizational plan of the school districts were as follows: (a) 15.7% were K-6-3-3 (b) 14.2% were K-5-3-4 (c) 21.4% were K-8-4 (d) 48.5% were of an other organizational plan.

Refer to table 1,2,and 3 for a specific figure presentation of grade level enrollment and disabilities in the school population. The following abbreviations will be used for the different types of disabilities: (a) MR-m for mentally retarded-mild; (b) MR-p for mentally retarded moderate-profound; (c) ED for emotionally disturbed; (d) LD for learning disability; (e) VI for visually impaired; (f) HI for hearing impaired; (g) MH for multiple handicapped; (h) SP for school age parent.

Table 1  
 Enrollment and Disabilities  
 for Elementary School Level

Disability	Percentage of School Districts Serving EEN Children According to Number Enrolled						do not service	DNA*
	1-20	21-40	41-60	61-80	81+			
	MR-m	1.4	60	14	0	1.4		
MR-p	52.8	4.2	0	0	0	7.1	35.7	
ED	47.1	7.1	1.4	2.4	1.4	4.2	35.7	
LD	54.2	14.2	7.1	8.5	7.1	0	8.5	
VI	11.4	2.4	0	0	0	18.5	67.1	
HI	20	2.4	0	0	0	14.2	61.4	
MH	37.1	0	0	1.4	0	8.5	52.8	
SP	1.4	0	0	0	0	12.8	85	

\* DNA; does not apply

\*\* All responses are percentages

The type of disability most frequently enrolled in special classes was learning disability. The two least frequent were school age parent and visually impaired.

Table 2  
Enrollment and Disabilities  
for Junior High-Middle School Level

Disability	Percentage of School Districts Serving EEM Children						do not service	DNA*
	According to Number Enrolled							
	1-20	21-40	41-60	61-80	81+			
MR-m	61.4	7.1	1.4	0	1.4	2.8	25.7	
MR-p	41.4	1.4	0	0	1.4	10	45.7	
ED	52.8	2.8	0	0	1.4	4.2	38.5	
LD	57.1	21.4	2.8	0	1.4	0	17.1	
VI	11.4	1.4	0	0	0	20	67.1	
HI	15.7	2.8	0	0	0	14.2	67.1	
MH	22.8	1.4	0	0	0	8.5	67.1	
SP	17.1	1.4	0	0	0	8.5	72.8	

\*DNA; does not apply

\*\* All responses are percentages

The type of disability most frequently enrolled in special classes at the junior high-middle school level was learning disability. The two least frequent were visually impaired and hearing impaired.

Table 3  
Enrollment and Disabilities  
for High School Level

Disability	Percentage of School Districts Serving EEN Children According to Number Enrolled						do not service	DNA*
	1-20	21-40	41-60	61-80	81+			
	MR-m	65.7	7.1	1.4	1.4	1.4		
MR-p	40	2.8	1.4	0	1.4	8.5	44.2	
ED	48.5	4.2	0	1.4	1.4	1.4	42.8	
LD	58.5	20	5.7	0	1.4	1.4	12.8	
VI	14.2	1.4	0	0	0	15.7	68.5	
HI	12.8	2.8	0	0	0	11.4	72.8	
MH	15.7	1.4	0	0	0	8.5	74.2	
SP	2.8	4.2	0	0	0	1.4	90	

\*DNA; does not apply

\*\* All responses are percentages

The type of disability most frequently enrolled in special classes at the High school level was learning disability. The least frequent was school age parent.

Adapted Physical Education Programs

The following section will deal with 1) the provision of Adapted Physical Education programs; 2) grouping of students; 3) evaluation of programs; 4) personnel involved in teaching; 5) frequency and length of sessions.

Provision of Adapted Programs The majority of the school systems for each disability and at every level do not provide an Adapted Physical Education program for EEN children. At the junior high-middle school level 29% of the school systems responding provide an Adapted Physical Education program for EEN children. 21% of the school systems responding at the elementary level provide a program and only 19.6% of the school systems responding at the high school level provided an Adapted Physical Education program for their EEN children. (Refer to Table 4)

Table 4  
 Provision of Adapted Physical Education Programs

Disability		Elementary	Junior High Middle School	High School
MR-m	YES	30	30	27.1
	NO	64.2	58.5	60
	DNA	5.7	11.4	12.8
MR-p	YES	32.8	21.4	20
	NO	54.2	57.1	58.5
	DNA	12.8	21.4	21.4
ED	YES	25.7	22.8	20
	NO	62.8	58.5	60
	DNA	11.4	18.5	20
LD	YES	31.4	32.8	27.1
	NO	65.7	55.7	60
	DNA	2.8	11.4	12.8
VI	YES	12.8	10	10
	NO	64.2	62.8	60
	DNA	22.8	27.1	30
HI	YES	11.4	10	12.8
	NO	67.1	62.8	60
	DNA	21.4	27.1	27.1
MH	YES	20	20	17.1
	NO	60	54.2	55.7
	DNA	20	25.7	27.1
SP	YES	4.2	8.5	22.8
	NO	74.2	67.1	55.7
	DNA	21.4	24.2	21.4

\*DNA; does not apply

\*\* All responses are percentages

Grouping for Physical Education The largest percentage of the EEN children elementary level, with the exception of the mentally retarded moderate-profound and the multiple handicapped, are integrated into the regular Physical Education classes. The largest percentage of the mentally retarded moderate-profound and multiple handicapped are taught Physical Education by segregating them according to their disability. The least often used grouping for placement in Physical Education was placement by sex. (Refer to Table 5)

At the junior high-middle school level, the largest percentage of EEN students are integrated into the regular Physical Education classes. The exceptions in grouping again, as at the elementary level, are the mentally retarded moderate-profound and multiple handicapped. These two disabilities are segregated according to disability for placement in Physical Education classes. (Refer to Table 6)

The largest percentage of all the EEN children at the high school level are integrated into the regular Physical Education classes. (Refer to Table 7)

Table 5

## Grouping for Physical Education: Elementary Level

Disability	Seg. by grade level	by disability	by sex	Integ. in reg. P.E. classes	Other	DNA
MR-m	8.5	5.7	4.2	61.4	0	20
MR-p	10	22.8	0	20	4.2	41.4
ED	10	4.2	1.4	47.1	1.4	35.7
LD	12.8	1.4	1.4	65.7	1.4	17.1
VI	4.2	5.7	0	22.8	0	67.1
HI	7.1	1.4	0	20	0	71.4
MH	4.2	15.7	0	12.8	4.2	62.8
SP	0	4.2	0	15.7	0	80

\* DNA; does not apply

\*\* All responses are percentages

Table 6

## Grouping for Physical Education: Junior High-Middle School Level

Disability	Seg. by grade level	by disability	by sex	Integ. in reg. P.E. classes	Other	DNA
MR-m	4.2	4.2	2.8	52.8	1.4	34.2
MR-p	5.7	18.5	1.4	15.7	4.2	54.2
ED	7.1	5.7	2.8	40	1.4	42.8
LD	10	4.2	2.8	57.1	1.4	24.2
VI	4.2	4.2	1.4	18.5	0	71.4
HI	5.7	2.8	1.4	18.5	0	71.4
MH	2.8	17.1	1.4	11.4	2.8	64.2
SP	1.4	4.2	1.4	14.2	0	78.5

Table 7

## Grouping for Physical Education: High School Level

Disability	Seg. by grade level	by disability	by sex	Integ. in reg. P.E. classes	Other	DNA
MR-n	4.2	2.8	1.4	61.4	0	30
MR-p	5.7	15.7	1.4	15.7	2.8	58.5
ED	7.1	4.2	1.4	41.4	1.4	44.2
LD	10	1.4	1.4	55.7	1.4	30
VI	4.2	2.8	1.4	18.5	0	72.8
HI	5.7	4.2	1.4	17.1	0	71.4
NH	1.4	8.5	1.4	10	1.4	77.1
SP	4.2	10	1.4	18.5	0	65.7

\* DNA; does not apply

\*\* all responses are percentages

Evaluation Prior to Integration Is there an evaluation made of the student's motor development and fitness level prior to integration? At the elementary level, 48.5% of the school systems responding make a prior evaluation. 41% at the elementary level did not and for 10% the question did not apply. 50% of the junior high-middle school level make prior evaluations. 38.5% do not do prior evaluation before integration into Physical Education classes and for 11.4% the question did not apply. High school level responded as follows to prior evaluations; 41.4% did evaluate 42.8% did not and 15.7% the question did not apply.

The school systems evaluating a student's motor develop-

ment and fitness level prior to integration into regular Physical Education classes were asked to report who did the evaluating. It was indicated that there was a combination of people who had input into the evaluation prior to placement into regular Physical Education classes of the BEN children. The Physical Education teacher had the most input followed by the classroom teacher and with the least percentage of input into the evaluation was the school Psychologist. (Refer to Table 8)

Table 8  
Evaluators of Integrated Physical Education Classes

Evaluators		Elem.	Junior High Middle School	High School
Classroom Teacher	YES	32.8	32.8	34.2
	NO	25.7	25.7	24.2
	DNA	40	40	40
Phy. Ed. Teacher	YES	54.2	50	50
	NO	4.2	8.5	9
	DNA	40	40	40
School Psychologists	YES	25.6	21.3	18.5
	NO	31.4	32.8	35.7
	DNA	41.3	42.8	42.8

\*DNA; does not apply

\*\* All responses are percentages

Evaluation prior to Adapted Physical Education Classes

At the elementary level, 42.8% of the schools having Adapted Physical Education classes provide evaluation prior to placement, 27.1% did not and for 30% it did not apply. For the junior high-middle school level 42.8% did provide prior evalua-

tion, 25.7% did not and for 31.4% it did not apply. At the high school level, 41.4% did provide prior evaluation, 22.8% did not and for 35.7% the question did not apply.

If the school systems did evaluate a students motor development and fitness level prior to enrollment in Adapted Physical Education, they were asked to report who did the evaluating. It was indicated that there was a combination of people who had input into the evaluation of EEN children prior to placement into Adapted Physical Education classes. The Physical Education teacher had the majority of the input followed by the classroom teacher and with the least percentage of input into the evaluation was the school psychologist. (Refer to Table 9)

Table 9  
Evaluators of the Adapted Physical Education Classes

Evaluators		Elem.	Junior High Middle School	High School
Classroom Teacher	YES	21.4	21.4	21.4
	NO	24.2	24.2	22.8
	DNA	54.2	54.2	55.7
Phy. Ed. Teacher	YES	44.2	42.8	40
	NO	5.7	7.1	8.5
	DNA	50	50	51.4
School Psychologists	YES	4.2	1.4	1.4
	NO	35.7	38.5	37.1
	DNA	60	60	61.4

\* DNA; does not apply

\*\* All responses are percentages

Qualification of the Instructor Teaching Physical Education to EBN Children The largest percentage of teachers of Physical Education for EBN children at the elementary and middle school-junior high level is Physical Education teachers with course work in Adapted Physical Education. At the high school level the largest percentage is Physical Education teachers with no adapted background. (See Table 10)

The following key will be utilized for Table 10:

1. Physical Education teacher with Master's Degree in Adapted Physical Education from an approved D.P.I. program.
2. Physical Education teacher with Bachelor's degree in Adapted Physical Education from an approved D.P.I. program.
3. Physical Education teacher with course work in Adapted Physical Education.
4. Physical Education teacher - no Adapted Physical Education background.
5. Special Education teacher.
6. Regular classroom teacher.
7. Student teacher or intern.

Table 10

## Educational Background of Instructor of EEN Children

Educational Background		Elem.	Junior High Middle School	High School
1	YES	5.7	7.1	10
	NO	87.1	87.1	84.2
	DNA	7.1	5.7	5.7
2	YES	5.7	5.7	8.5
	NO	88.5	90	87.1
	DNA	5.7	4.2	4.2
3	YES	47.1	38.5	32.8
	NO	50	58.5	64.2
	DNA	2.8	2.8	2.8
4	YES	31.4	32.8	34.2
	NO	62.8	61.4	60
	DNA	5.7	5.7	5.7
5	YES	21.4	11.4	10
	NO	72.8	82.8	84.2
	DNA	5.7	5.7	5.7
6	YES	10	4.2	4.2
	NO	84.2	90	90
	DNA	5.7	5.7	5.7
7	YES	4.2	1.4	4.2
	NO	90	92.8	90
	DNA	5.7	5.7	5.7

\* DNA; does not apply

\*\* All responses are percentages

Number of Times Per Week and Minutes Per Meeting: Regular Physical Education Classes At the elementary level the largest percentage of schools had their regular Physical Education classes meet two times per week for 16-30 minutes. The junior high-middle school level met three times per week for 31-45 minutes. At the high school level they also met three times per week for 46-60 minutes.

Number of Times Per Week and Minutes Per Meeting: Adapted Physical Education Classes The largest percentage of the schools responding had Adapted Physical Education at the elementary level for the following times per week and minutes per meeting for each disability:

1. MR-m: 3 times per week; 16-30 minutes
2. MR-p: 3 times per week; 16-30 minutes
3. ED: 2 times per week; 16-30 minutes
4. LD: 3 times per week; 16-30 minutes
5. VI: 2 times per week; 16-30 minutes
6. HI: 2 times per week; 16-30 minutes
7. MH: 3 times per week; 31-45 minutes
8. SP: 2-3 times per week; 16-30 minutes

The largest percentage of the schools responding had Adapted Physical Education at the junior high-middle school level for the following times per week and minutes per meeting for each disability:

1. MR-m: 3 times per week; 16-30 minutes
2. MR-p: 3 times per week; 16-30 minutes
3. ED: 3 times per week; 16-30 minutes
4. LD: 3 times per week; 31-45 minutes
5. VI: 3 times per week; 16-30 minutes
6. HI: 3 times per week; 16-30 minutes
7. MH: 3 times per week; 16-30 minutes
8. SP: 3 times per week; 16-30 minutes

The largest percentage of the schools responding had

Adapted Physical Education at the high school level for the following times per week and minutes per meeting for each disability:

1. MR-m: 3 times per week; 46-60 minutes
2. MR-p: 3 times per week; 16-30 minutes
3. ED: 3 times per week; 31-45 minutes
4. LD: 3 times per week; 31-45 minutes
5. VI: 3 times per week; 16-30 minutes
6. HI: 3 times per week; 16-30 minutes
7. MH: 3 times per week; 31-45 minutes
8. SP: 3 times per week; 16-30 minutes

Input into I.E.P. and M-team Reports It was indicated that a great percentage of Physical Education teachers of EEN children have input into the M-team and/or I.E.P. reports. At the elementary and junior high-middle school level, 71.4% had input and 28.5% did not. The high school level indicated that 71.4% did have input and 25.7% did not.

Staffing The following percentages represent the percentage of school systems that plan to add Adapted Physical Education specialist to their staff if they do not already have one: 1) Elementary level; 34.2% yes, 50% no, and 15.7% did not apply, 2) junior high-middle school level; 28.5% yes, 55.7% no, and for 15.7% it did not apply, 3) high school level; 28.5% yes, 55.7% no, and for 15.7% it did not apply.

If the schools already had staff specifically for Adapted Physical Education, were the school systems planning to in-

crease this staff? At the 1) elementary level, 17.1% indicated yes, 42.8% no and for 40% it did not apply, 2) high school, middle school-junior high level 14.2% indicated yes, 45.7% no and for 40% it did not apply.

An inquiry was made about the utilization of P.L. 94-142 flow through monies for hiring Adapted Physical Education specialists. The following was the response: 1) elementary level 22.8% yes, 77.1% no, 2) middle school-junior high level 22.8% yes, 77.1% no, 3) high school level 25.7% yes and 74.2% no.

CHAPTER V  
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of the study was to investigate the status of Adapted Physical Education programs in the public schools in the State of Wisconsin, to ascertain information relating to the professional preparation of the Physical Education teachers teaching EEN children.

A review of literature was conducted to determine the value of Physical Education for the handicapped and to review past adapted programs and professional preparation of instructors. The mandates of P.L. 94-142 were also investigated.

Information pertaining to the status of Physical Education programs for children with EEN was obtained by the use of a questionnaire (Appendix A). Questionnaires were mailed to the Directors of Special Education in the public schools of Wisconsin. One-hundred and twenty seven questionnaires (30.2%) were completed and returned. Questionnaire data was compiled and tabulated. A summary of the results from the computer print-out will follow:

1. The majority of the state school systems responding, for each disability and at every grade level, do not provide Adapted Physical Education programs.

a. Elementary level; twenty one per cent provide

programs.

b. Junior high-middle school level; twenty nine per cent provide programs.

c. High school level; nineteen per cent provide programs.

2. The majority of EEN children at all levels were integrated into regular Physical Education classes.

3. A large percentage of school systems responding do evaluate the student's fitness level and motor development prior to integration of EEN children into regular or Adapted Physical Education classes.

4. The people doing the majority of evaluations prior to integration were the Physical Education teachers.

5. EEN children were integrated into regular Physical Education classes for the following levels, times per week, and minutes:

a. Elementary; two times per week for 16-30 minutes.

b. Junior high-middle school; three times per week for 31-45 minutes.

c. High school; three times per week for 46-60 minutes.

6. EEN children placed in Adapted Physical Education classes for the following levels, times per week, and minutes:

a. Elementary; three times per week for 16-30 minutes.

b. Junior high-middle school; three times per week

for 31-45 minutes.

c. High school; three times per week for 31-45 minutes.

7. Educational background of Physical Education teachers for ERM children:

a. Elementary; course work in Adapted Physical Education.

b. Junior high-middle school; course work in Adapted Physical Education.

c. High school; no course work in Adapted Physical Education.

8. The teachers of Physical Education for ERM children did have input into the M-team and/or I.E.P. reports.

9. The majority of the school systems that do not have Adapted Physical Education specialists do not plan to add staff.

10. The majority of the school systems that have Adapted Physical Education do not plan to increase staff.

11. It was indicated that P.L. 94-142 flow through monies would not be used for hiring Adapted Physical Education staff.

### Conclusions

Perhaps the majority of the school systems which did not respond to the questionnaire 1) do not have handicapped students, 2) do not service handicapped students, or 3) do not offer an Adapted Physical Education program. After the follow-up letter and survey, twenty-five schools were randomly

selected and contacted by phone. The school systems were asked if they received the survey instrument and if they would complete and return it.

The school system represented had an average of two to three days per week of Physical Education. Physical Education should be taught five days per week (A.A.H.F.E.R. and Council for Exceptional Children, 1966).

It was indicated that there is more evaluation in motor development and physical fitness level prior to integration into regular and Adapted Physical Education programs than in 1974 (Mallett).

Even though there is evaluation prior to placement, the majority of the school systems do not have Adapted Physical Education programs, and the regular Physical Education programs seem to meet minimal requirements.

The majority of the Physical Education teachers at the high school level have no Adapted Physical Education background. The majority of the Physical Education teachers at the elementary and junior high-middle school level have only course work in Adapted Physical Education. Course work may range from one workshop to several courses elected at the undergraduate or graduate level. These are the people that are assessing and evaluating the EEN children in Physical Education. If the classroom teachers for EEN need special training what interpretation of the law minimizes Physical Education training? Some of the professional preparation institutions are now offering a curriculum in Adapted Physical Education.

This includes a B.S. or M.S. degree. The indications from the survey are that the responding school systems in the State of Wisconsin are not or do not intend to utilize these people. It was also indicated that the majority of the schools responding do not intend to utilize P.L. 94-142 flow through monies to hire Adapted Physical Education staff.

It was indicated that the majority of the school systems responding meet the mandates of P.L. 94-142 minimally or not at all. It seems the interpretation of the law is minimized in its effectiveness by not providing competency based programs. Having less than qualified personnel in the dual role of Physical Educator and Special Educator affect these programs.

#### Recommendations

1. A follow up study should be conducted to ensure more than 30.2 per cent of the state school systems responding to the status of Adapted Physical Education.
2. Additional information is needed to find out how funding affects the status of Adapted Physical Education and if the lack of Adapted Physical Education programs and properly trained personnel may be due to budgetary cut backs and financial priorities.
3. Investigation is needed into the legal interpretation of P.L. 94-142 regarding staff with little or no background in Adapted Physical Education who are assessing, teaching, and evaluating EEN children.

4. There is a need for additional inservice in Adapted Physical Education for Physical Educators in the State of Wisconsin.

5. There is need to schedule workshops and inservice programs for the administrators in the state school systems with emphasis on the following:

a. The value of Adapted Physical Education.

b. The implementation of Adapted Physical Education programs.

c. The necessity of qualified staff.

d. Investigation into availability and utilization of monies.

6. Investigation of the procedures used by Cooperative Educational Service Agencies in providing Physical Education for EEN children.

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APPENDIX A

**State Survey of Adapted Physical Education  
in the  
Public Schools of Wisconsin**

Statement: With the signing of Public Law 94-142 which requires all Exceptional Educational Needs (E.E.N.) children be educated to their fullest potential, public education must open its doors to all of these children. Physical educators are required to teach and evaluate all types of handicapped children. It is the purpose of this study to determine the number of adapted physical education programs which are presently in existence in Wisconsin.

Your cooperation in completing and returning the questionnaire will be greatly appreciated in obtaining information vital to the status of adapted physical education in Wisconsin. Thank you for your anticipated cooperation.

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Sincerely,

Mrs. Kathleen Leadley  
Graduate Student  
School of H.R.P.E.  
UW-LaCrosse  
LaCrosse, Wis. 54601

**ALL INDIVIDUAL RESPONSES WILL REMAIN COMPLETELY CONFIDENTIAL.** INSTRUCTIONS: This questionnaire is designed so that the answers may be readily transferred for analysis by computer. The questionnaire includes a number of items requiring multiple responses, such as: checking the appropriate blank(s), and listing a number.

1. Name of the School District completing this survey.

\_\_\_\_\_

2. Name(s) and positions of person(s) responding to survey.

1. Name \_\_\_\_\_

Position \_\_\_\_\_

2. Name \_\_\_\_\_

Position \_\_\_\_\_

3. Please check your total school district enrollment:

- |                     |                       |
|---------------------|-----------------------|
| ____ 1. 0-500       | ____ 5. 5,001-8,000   |
| ____ 2. 501-1,000   | ____ 6. 8,001-10,000  |
| ____ 3. 1,001-3,000 | ____ 7. 10,001-15,000 |
| ____ 4. 3,001-5,000 | ____ 8. 15,001 & up   |

4. Check the organizational plan of your school district.

- \_\_\_\_ 1. K-6-3-3  
 \_\_\_\_ 2. K-5-3-4  
 \_\_\_\_ 3. K-6-4  
 \_\_\_\_ 4. Other (specify) \_\_\_\_\_

5. Fill in the number of Physical Education specialists in your school district, at the following levels.

Elementary \_\_\_\_\_ Middle School (Jr. High) \_\_\_\_\_  
 High School \_\_\_\_\_

6. Fill in the number of Special Education teachers in your school district, at the following levels.  
 Elementary \_\_\_\_\_ Middle School (Jr. High) \_\_\_\_\_  
 High School \_\_\_\_\_

7. Fill in the number of related service personnel utilized in your school district.

1. \_\_\_\_\_ Occupational Therapists  
 2. \_\_\_\_\_ Physical Therapists  
 3. \_\_\_\_\_ Corrective Therapists  
 4. \_\_\_\_\_ Other (specify) \_\_\_\_\_

8. Indicate the number of children in your school district who are enrolled in special classes in the following areas according to grade level. Please use the following code to mark your responses on the table.

1.) 1-20 2.) 21-40 3.) 41-60 4.) 61-80 5.) 81 & up 6.) Do not service this handicap. 7.) 0

Jr. H.  
Elem. M.S. H.S.

M.R. mild			
M.R. moderate profound			
Emotionally Disturbed (E.D.)			
Learning Disability (L.D.)			
Visually Impaired			
Hearing Impaired			
Multiple Handicapped			
School Age Parent			
Other			

9. If your school district does not service any or all of the above handicaps, give the name and address of the agency that does the servicing. If you do not service any please return this survey without answering further questions.

Name of Agency \_\_\_\_\_

\_\_\_\_\_

Phone No. ( ) \_\_\_\_\_

Contact Person \_\_\_\_\_

10. Does your school district provide an adapted physical education program for the following E.E.N. children? Please use the following code to mark your responses on the table. 1 for YES 2 for NO

Jr. H.  
Elem. M.S. H.S.

	Jr. H.	Elem.	M.S.	H.S.
M.R. mild				
M.R. moderate profound				
Emotionally Disturbed (E.D.)				
Learning Disability (L.D.)				
Visually Impaired				
Hearing Impaired				
Multiple Handicapped				
School Age Parent				
Other				

If you answered no to all the above categories please skip questions 14, 15, 17 & 19

11. How are the students listed below grouped for physical education? Please use the following code to mark your responses on the table.

If segregated

1. by grade level
2. by disability
3. by sex

If integrated

4. E.E.N. children placed in regular physical education classes
5. Other (specify) \_\_\_\_\_

Jr. H.  
Elem. M.S. H.S.

	Jr. H.	Elem.	M.S.	H.S.
M.R. mild				
M.R. moderate profound				
Emotionally Disturbed (E.D.)				
Learning Disability (L.D.)				
Visually Impaired				
Hearing Impaired				
Multiple Handicapped				
School Age Parent				
Other				

12. If classes are integrated, is there an evaluation made of the student's motor development and fitness level prior to integration? Please use the following code to mark your responses. 1 for YES. 2 for NO.

Elementary \_\_\_\_\_ Middle School (Jr. High) \_\_\_\_\_  
High School \_\_\_\_\_

13. If the response for number 12 is yes, who does this evaluation. Please place a check in the appropriate box.

Jr. H.  
Elem. M.S. H.S.

	Jr. H.	Elem.	M.S.	H.S.
1. Classroom Teacher				
2. Physical Educ. Teacher				
3. School Psychologist				
4. Combination of above (please indicate)				
Other (specify)				

14. For those students enrolled in adapted physical education classes, is there any evaluation of motor development and fitness level prior to placement. Please use the following code to mark your responses. 1 for YES. 2 for NO.

Elementary \_\_\_\_\_ Middle School (Jr. High) \_\_\_\_\_  
High School \_\_\_\_\_

15. If the response for number 14 is yes, who does this evaluation? Please check the appropriate box.

Jr. H.  
Elem. M.S. H.S.

	Jr. H.	Elem.	M.S.	H.S.
1. Classroom Teacher				
2. Physical Educ. Teacher				
3. School Psychologist				
4. Combination of above (please indicate)				
Other (specify)				

16. Qualification of the instructor teaching physical education to E.E.N. children. Please check the appropriate boxes. You may need to check more than one category.

Jr. H.  
Elem. M.S. H.S.

1. Physical Education teacher with Master's Degree in adapted physical education from an approved D.P.I. program.			
2. Physical Education teacher with Bachelor's Degree in adapted physical education from an approved D.P.I. program.			
3. Physical Education teacher with course work in adapted physical education.			
4. Physical Education teacher - no adapted background			
5. Special Education teacher.			
6. Regular classroom teacher.			
7. Student teacher or intern.			
8. Other (specify)			

17. Number of times per week the adapted physical education classes meet. Please use the following code to mark your responses on the table.

1.) 1 time 2.) 2 times 3.) 3 times 4.) 4 times  
5.) 5 times 6.) Other

Jr. H.  
Elem. M.S. H.S.

M.R. mild			
M.R. moderate profound			
Emotionally Disturbed (E.D.)			
Learning Disability (L.D.)			
Visually Impaired			
Hearing Impaired			
Multiple Handicapped			
School Age Parent			
Other			

18. Number of times per week the regular physical education classes meet with a Physical Education specialist. Please use the following code to mark your response on the table.

1.) 1 time 2.) 2 times 3.) 3 times 4.) 4 times  
5.) 5 times 6.) Other

Elementary \_\_\_\_\_ Middle School (Jr. High) \_\_\_\_\_  
High School \_\_\_\_\_

19. How many minutes per meeting is each adapted p.e. class. Please use the following code to mark your responses on the table.

1.) 10-15 2.) 16-30 3.) 31-45 4.) 46-60 5.) Other

Jr. H.  
Elem. M.S. H.S.

M.R. mild			
M.R. moderate profound			
Emotionally Disturbed (E.D.)			
Learning Disability (L.D.)			
Visually Impaired			
Hearing Impaired			
Multiple Handicapped			
School Age Parent			
Other			

20. How many minutes per meeting is each regular p.e. class. Please use the following code to mark your response on the table.

1.) 10-15 2.) 16-30 3.) 31-45 4.) 46-60

5.) Other

Elementary \_\_\_\_\_ Middle School (Jr. High) \_\_\_\_\_  
High School \_\_\_\_\_

21. Does the physical education instructor of E.S.N. children have input into the M-team and/or I.E.P. reports. Please use the following code to mark your responses.

1 for YES, 2 for NO.

Elementary \_\_\_\_\_ Middle School (Jr. High) \_\_\_\_\_  
High School \_\_\_\_\_

22. P.L. 94-142 requires all exceptional children to be educated to their fullest potential. This includes physical education. If your school district does not already have an adapted physical education specialist, do you plan to add one to your staff. Please use the following code to mark your responses. 1 for YES, 2 for NO.

Elementary \_\_\_\_\_ Middle School (Jr. High) \_\_\_\_\_  
High School \_\_\_\_\_

23. If you already have an adapted physical education staff, do you plan to increase this staff in the future? Please use the following code to mark your responses. 1 for YES, 2 for NO.

Elementary \_\_\_\_\_ Middle School (Jr. High) \_\_\_\_\_  
High School \_\_\_\_\_

24. Has your school district applied for P.L. 94-142 flow through monies for hiring adapted physical education specialists? Please use the following code to mark your responses. 1 for YES, 2 for NO.

Elementary \_\_\_\_\_ Middle School (Jr. High) \_\_\_\_\_  
High School \_\_\_\_\_

Your response is much appreciated. Thank you for taking the time to answer.

(Staple here)

Mrs. Kathleen Leadley  
2313 Hillside Lane  
Green Bay, Wisconsin 54302

Mrs. Kathleen Leadley  
2313 Hillside Lane  
Green Bay, Wisconsin 54302

TO

APPENDIX B

K. Leadley  
2313 Hillside Lane  
Green Bay, Wisconsin 54302

Dear Director of Special Education:

A few weeks ago a questionnaire was sent to your school regarding the status of adapted physical education. As of yet, your questionnaire has not been returned. It would be appreciated if you could take a few minutes to complete and return the questionnaire so that the survey may be completed.

Thank you for your cooperation.

Sincerely,

Dr. Lane Goodwin  
UW-La Crosse

Mrs. Kathleen Leadley  
Graduate Student  
UW-La Crosse