

UNIVERSITY OF WISCONSIN-LA CROSSE

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PERSPECTIVES ON ADAPTED PHYSICAL EDUCATION TRANSITION PROGRAMS OF
TEACHERS AND PARENTS OF
STUDENTS WITH DISABILITIES

A Manuscript Style Thesis Submitted in Partial Fulfillment of the Requirements for the Degree
of Master of Science in Exercise and Sport Science-Physical Education Teaching
(Adapted Physical Education Concentration)

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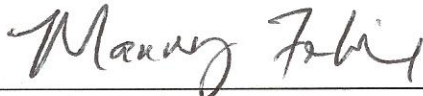
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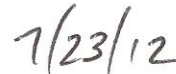
By Nicholas J. Williams

We recommend acceptance of this thesis in partial fulfillment of the candidate's requirements for the Master of Science Degree in Exercise and Sport Science-Physical Education Teaching (Adapted Physical Education Concentration)

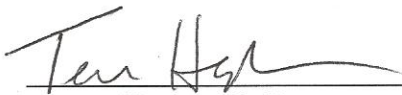
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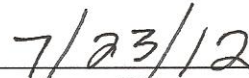
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ABSTRACT

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Students ages 14-21 years with disabilities receive transition services to help them successfully progress from school to post-school life. Transition programs for students with disabilities should include adapted physical education (APE). To ensure that students with disabilities receive appropriate APE services, the perspectives of the APE teachers that teach them and their parents must be taken into consideration. This study examined the perspectives of APE teachers (n = 160) and parents of students with disabilities (n = 32) on levels of importance and satisfaction of various components of APE transition programs as well as perceived barriers to APE transition programs. Online surveys were sent via email to APE teachers and parents of students with disabilities, ages 14-21. The survey gathered information on perceived levels of importance and satisfaction on components of APE transition programs. The survey also gathered data on perceived barriers to APE transition programs. Results indicated that APE teachers and parents were in agreement regarding APE transition programs. Results also indicated that parents felt less satisfied overall with APE transition programs than APE teachers. APE teachers and parents differed on what they perceived to be the most significant barriers to APE transition programs. This study found much agreement amongst the parents and APE teachers on importance and satisfaction levels.

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INTRODUCTION

Transition programs provide a multitude of educational services that emphasize community participation and are designed to prepare students for post-school life. According to the Individuals with Disabilities Education Act (IDEA) these services include: instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation (IDEA, 2004). Transition programming and planning by local school districts should meet the criteria as presented in IDEA 2004. Since post-school life is very multi-dimensional in scope, a wide variety of services are usually provided such as training in vocational skills, activities of daily living, and other life skills.

Adapted physical education (APE) is an important component of a transition program. Adapted physical education programming utilizes an achievement-based model that can teach a student with a disability the skills necessary for a lifetime of physical activity and consequent health and wellness (Auxter, Pyfer, Zittel, & Roth, 2010). APE is a significant part of secondary transition programs because it can help prepare students to transition more effectively into the workforce, community, and daily living situations. It accomplishes this by practicing the skills and providing the knowledge involved in various physical activities in which the student will encounter upon entering the community. Physical education (PE) for young adults with disabilities requires individualized planning and repetition of activities and skills. Functional, social, and

practical skills are all parts of APE in transition programs and building a successful individualized program hinges upon a careful balance of prioritized content areas. Creating an effective program that is individualized for the student involves extensive teacher and parent planning to make sure that every individual is receiving the most appropriate services to enable a child for post-school life as intended by transition programs specified in IDEA.

Barriers to creating successful APE transition programs are numerous and lead to low levels of physical activity in adults with disabilities once they leave the school environment (Krueger, DiRocco, & Felix, 2000). One of the most common barriers cited is the lack of community resources for individuals with disabilities. There was a lack of physical activity resources for adults with intellectual disabilities; especially those that lived independently or with their family (Howie et al. 2012). Barriers can vary in type and relevance across wide ranges of disabilities. For example, transition-aged students with Down syndrome want more opportunities to participate in sports that do not require ability matched peers and more programs for individuals with disabilities available in the community (Menear, 2007; Mahy, Shields, Taylor, & Dodd, 2010). Students that are wheelchair or powerchair users may struggle with transportation barriers more than the students with Down syndrome. The present study will determine barriers to APE transition programs according to parents of transition age students with disabilities and APE teachers. By identifying barriers, professionals can address how to overcome them to minimize low levels of physical activity in adults with disabilities once they leave high school.

Parents and teachers have direct input in transition planning regarding the student with a disability. Both have valuable input to offer to assist the student with a disability to live with the highest possible rate of satisfaction. Current statistics show that the outcomes for youth with disabilities in terms of employment, quality of life, and independent living are somewhat disappointing and can be improved (Collet-Klingenberg, & Kolb, 2011; National Organization on Disability, Harris, & Associates, 2004). Parental involvement and careful planning by APE teachers can help to improve these outcomes in the future. This study examined the perceptions of various physical education transition programs among parents of secondary students with disabilities and APE teachers. Results will provide professionals and parents with information to improve the quality of future APE transition programs.

Purpose of the Study

The purpose of this study was to compare the perceptions and satisfaction levels of APE teachers and parents of students with disabilities on APE transition services. This study determined barriers to APE transition programs and how they impact transition from high school to the community. The study also determined the importance of APE transition program content perceived by APE teachers and parents of students with disabilities. Finally the study determined satisfaction levels of the APE teachers and the parents of students with disabilities with each APE transition program component.

This study was guided by the following specific research questions:

1. Are there differences in the perceptions of APE teachers and parents of students with disabilities on importance levels of APE transition program components?

2. Are there differences in the perceptions of APE teachers and parents of students with disabilities on satisfaction levels of APE transition program components?
3. Do APE teachers and parents of students with disabilities differ in ranking perceived barriers to APE transition programs?

Significance of the Study

Secondary transition programs are designed to facilitate the movement of individuals with disabilities from school to post-school life. To date, the majority of research on transition programs has been on post-school outcomes regarding independent living, employment, and functionality in the community. Research has not focused on the physical education component of transition programs for individuals with disabilities, rather focusing on Outcomes of employment, independent living, and post-secondary education. This study was designed to specifically focus on the most important components of APE programs for students with disabilities in transition situations. The data gathered from this study can provide useful knowledge for APE teachers, special educators, parents of students with disabilities, and personnel representing community facilities. This can lead to meaningful transition planning to meet the physical education needs of secondary level students with disabilities.

Operational Definitions

1. Adapted Physical Education (APE) Teachers - Professional physical education teachers that possess the Wisconsin #860 Adapted Physical Education add-on teaching license or the Minnesota 190302 Developmental/Adapted Physical Education teaching license who provide physical education services in general and/or adapted physical education settings to students with disabilities.

2. Community Resources/Facilities - Local facilities open to the public that are usually accessible for individuals with disabilities. These include facilities such as YMCA's, community recreation centers, swimming pools, outdoor parks and trails, and bowling alleys (Folsom-Meek & Nearing, 2001).
3. Individual with disability – In this study an individual that has autism (includes Rhett's syndrome, childhood disintegrative disorder, pervasive developmental disorder-not otherwise specified [PDD-NOS] and Asperger's Syndrome), deaf-blindness, deafness, emotional disturbance, hearing impairment, intellectual disability (e.g., mental retardation, Down syndrome, fragile x syndrome), orthopedic impairment (e.g. cerebral palsy, muscular dystrophy, amputations, spinal cord injury), other health impairment (asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome), specific learning disability, speech or language impairment, traumatic brain injury, visual impairment, and multiple disabilities (IDEA, 2004).
4. Transition Programs – School and community based programs in which young adults, ages 14-21, are prepared to enter the community (workforce, independent living, college, community involvement, etc.). These young adults are changing their focus from behaving primarily as students to assuming emergent adult roles in the community (Colb & Alwell, 2009).
5. Adapted Physical Education Transition Programs – School and community based programs specifically focusing on preparing adults, ages 14-21, to become

physically active and remain physically active once they have entered the community. The programs focus on providing skills and knowledge that will allow the student to participate successfully in a variety of physical activities in the community.

METHODS

Participants

This study included 37 parents of children with disabilities. Of the 37 parents, 5 did not complete the online survey. Of these 32 parents, the mean age of their child was 15.9 ± 2.27 years. There were 19 parents (59%) that reported their child's gender as male and 13 parents (41%) that reported their child's gender as female. Of the parents, 16 (50%) reported their child's school district as being in an urban location, 11 parents (34%) reported their child's school district as being in an suburban location, and 5 parents (16%) reported their child's school district as being in a rural location. The parents resided in Wisconsin or Minnesota. Children of these parents have one of the disabilities listed by IDEA 2004 that are previously defined in this study.

There were 139 APE teachers that took the online survey. Of the 139 APE teachers, 10 did not complete the online survey. Of the 129 APE teachers, 53 APE teachers (41%) possessed the Wisconsin #860 Adapted Physical Education add-on teaching license, 67 APE teachers (52%) possessed the Minnesota 190302 Developmental/Adapted Physical Education teaching license, and 9 APE teachers (7%) indicated they had no teaching licensure in APE. Of the 129 APE teachers, 31 APE teachers (24%) reported working in urban school districts, 66 APE teachers (51%) reported working in suburban school districts, and 32 APE teachers (25%) reported working in rural school districts.

Procedures

The study was approved by the Institutional Review Board to conduct research with human subjects before the surveys were distributed. When approval was granted the surveys were created, piloted, and distributed to parents of students with disabilities ages 14-21 years and APE teachers who worked in Wisconsin or Minnesota. A cover letter was sent to prospective parent and teacher participants. This cover letter provided information on the purpose of the study, informed consent, and anonymity. The cover letters, which contained the link to the survey, were sent via email.

The "Perspectives on Adapted Physical Education Transition Programs" for teachers survey (see Appendix C) was sent to APE teachers on Wisconsin and Minnesota electronic mailing lists. Professional teaching organizations and personal contacts were used to recruit participants.

The "Perspectives on Adapted Physical Education Transition Programs" for parents survey were sent to parents of children with disabilities (see Appendix C). In order to be eligible for this study, parents had to have a child with a disability within ages 14-21 years and currently enrolled in a transition program in their school. The majority of parent surveys were sent out by various human services agencies and disability associations in Wisconsin or Minnesota via electronic mailing lists and list serves. The survey was also sent via email to the parents of children with disabilities ages 14-21 involved in transition programs and participated in an adapted physical activity program at the University of Wisconsin-La Crosse.

Survey

A survey was designed for APE teachers and parents of students with disabilities. APE teachers provided information regarding licensure, school district demographics, and their level of involvement with IEP's. Parents provided information regarding the age, gender, and disability of his/her child as well as aspects of their child's IEP. Both APE teachers and parents rated 7 items of APE transition programs on a scale of 1-5 (1 = very unimportant, 5 = very important) on their perceived levels of importance. These items were: physical activity leisure skills, ability to participate in adapted sports, enhancing health-related fitness, program's utilization of indoor and outdoor community facilities, social interaction skills, development of functional daily living skills, and importance of physical education as part of a transition program. Then they rated these same 7 items on a scale of 1-5 (1 = very unsatisfied, 5 = very satisfied) based upon their perceived level of satisfaction. The survey then required all participants to rank, in order from 1-8, (1 = most significant barrier, 8 = least significant barrier) 8 barriers to APE transition programs. These 8 barriers were: transportation, lack of qualified staff, community resources available, lack of adapted equipment in the community, lack of collaboration between school and community resource personnel, social isolation from peers, fiscal resources, and lack of parental involvement. For this question the respondent would drag and drop the 8 items into 8 slots from top to bottom with number 1 being the most significant barrier and the number 8 being the least significant barrier. At the end of the survey, participants had an opportunity to provide additional comments on APE transition programs.

Parent and teacher participants took approximately 5-10 minutes to read the cover letter and instructions, and complete the survey. Participants that had questions regarding the survey or study were encouraged to contact the researchers at any time during the study or after the study's completion.

Pilot Study

A pilot study was conducted on the APE teachers' survey and the parents' survey to refine the questionnaires. The pilot study was implemented to ensure that the surveys were comprehensible by the participants. The pilot study examined the questions asked of APE teachers and parents of students with disabilities for clarity, and provided feedback on the overall organization of the survey. The instructions given, organization of sections, contact information, and wording were analyzed in the pilot study.

The pilot study included two parents of children with disabilities in secondary transition programs. These parents found that the survey was clear and concise and took only 5 minutes to complete. There were no questions on the content or organization of the survey. The survey was also given to two APE teachers in Wisconsin. The survey was distributed with instructions to provide feedback on the content, instructions, and clarity. The APE teachers found the survey to be very easy to understand, logical, and took only 5 minutes to complete. Feedback was given by both the parents and the APE teachers on the questions and they provided alternative ways to word some questions. The researchers decided not to change anything as they were confident in the survey as it was originally constructed and how the data would be collected.

The surveys were also given to two higher education professionals in the APE field to establish content validity. These professionals determined that both surveys were

valid instruments to determine perceptions on and barriers to APE transition programs in Wisconsin and Minnesota.

Statistical Analysis

Statistical analyses were completed using the IBM Statistical Package for the Social Sciences (SPSS version 19.0, 2010) and Microsoft Excel 2010. Mean rating and standard deviation of each item for the importance and satisfaction of the item as reported by parents and APE teachers were calculated using descriptive statistics in SPSS. To analyze differences in the perceptions of APE teachers and parents of students with disabilities on importance levels of APE transition program components, a one-way MANOVA was completed. To analyze differences in the perceptions of APE teachers and parents of students with disabilities on satisfaction levels of APE transition program components, a one-way MANOVA was completed. To analyze differences between parents of students with disabilities and APE teachers on perceived barriers to APE transition programs, a Mann-Whitney U procedure was used. A p-value of $p < .05$ was used in each statistical analysis.

RESULTS

A total of 138 APE teachers and 32 parents of students with disabilities that completed usable surveys. The data presented below represents these completed surveys.

Parents of Transition Age Students with Disabilities

Of the 32 parents, 59% (n = 19) indicated their child with a disability was male and 41% (n = 13) indicated their child was female. The average age of the children with disabilities was 15.9 years (SD = ± 2.27 years). As Table 1 indicates, 28% (n = 9) of the students were reported under autism spectrum, 22% (n = 7) had a hearing impairment, 16% (n = 5) had an intellectual disability, and 13% (n = 4) had an orthopedic impairment. These were the four most common disability categories selected by the respondents.

Table 1. Disability of Student as Listed by Parents

| Disability Category | Number of Responses | Percentage of total respondents |
|------------------------------|---------------------|---------------------------------|
| Autism Spectrum | 9 | 28% |
| Deaf-blindness | 1 | 3% |
| Deafness | 1 | 3% |
| Emotional Disturbance | 0 | 0% |
| Hearing Impairment | 7 | 22% |
| Intellectual Disability | 5 | 16% |
| Orthopedic Impairment | 4 | 13% |
| Other Health Impairment | 3 | 9% |
| Specific Learning Disability | 0 | 0% |
| Traumatic Brain Injury | 0 | 0% |
| Visual Impairment | 0 | 0% |
| Multiple Disabilities | 1 | 3% |
| Total | 32 | 100% |

As indicated in Table 2, 50% (n = 16) of school districts were located in urban areas, 34% (n = 11) in suburban areas, and 16% (n = 5) in rural areas.

Table 2. School District Location as Reported by Parents

| School District Location | Number of responses | Percentage of respondents |
|--------------------------|---------------------|---------------------------|
| Urban | 16 | 50% |
| Suburban | 11 | 34% |
| Rural | 5 | 16% |
| Total | 32 | 100% |

Table 3 shows that half of parents (n = 16) reported that their child’s IEP had no APE transition goals and 34% of parents (n = 11) reported that their child’s IEP did contain written APE transition goals. Also, 16% of parents (n = 5) reported that they did not know if their child’s IEP contained written APE transition goals.

Table 3. Parent Knowledge of APE Transition Goals as part of Their Child’s IEP

| Child has APE transition goals | Number of responses | Percentage of respondents |
|--------------------------------|---------------------|---------------------------|
| Yes | 11 | 34% |
| No | 16 | 50% |
| Do not know | 5 | 16% |
| Total | 32 | 100% |

As Table 4 indicates, 56% of parents (n = 18) reported that their child’s IEP had no written PE goals and 38% of parents (n = 12) reported that their child’s IEP did have

written PE goals. Also, 6% of parents (n = 2) reported that they did not know if their child's IEP contained written PE goals.

Table 4. Parent Knowledge of Physical Education Goals as part of Their Child's IEP

| Child has PE goals | Number of responses | Percentage of respondents |
|--------------------|---------------------|---------------------------|
| Yes | 12 | 38% |
| No | 18 | 56% |
| Do not know | 2 | 6% |
| Total | 32 | 100% |

Adapted Physical Education Teachers

Of the APE teachers, 41% (n = 53) possessed the Wisconsin #860 Adapted Physical Education add-on teaching license, 52% (n = 67) possessed the Minnesota 190302 Developmental/Adapted Physical Education teaching license, and 7% (n = 9) indicated they had no teaching licensure in APE. Also, 57% (n = 73) of APE teachers reported that they write APE transition goals on student's IEPs, 43% (n = 56) did not APE transition goals on student's IEPs. As Table 5 indicates, 51% (n=66) of APE teachers school districts were located in suburban areas, 25% (n=32) in rural areas, and 24% (n=31) in urban areas.

Table 5. School District Location as Reported by APE Teachers

| School District Location | Number of responses | Percentage of respondents |
|--------------------------|---------------------|---------------------------|
| Urban | 31 | 24% |
| Suburban | 66 | 51% |
| Rural | 32 | 25% |
| Total | 129 | 100% |

Research Question 1: Perceived Levels of Importance of APE Transition Programs

A total of 120 teachers and 30 parents indicated their perceived importance of 7 items relating to APE transition programs. A rating scale of 1-5 was used with 1= very unimportant and 5= very important. To compare parents' and teachers' perceived importance of seven different components of a transition program, a one-way MANOVA was conducted. Results indicated significant differences between the two groups, $F(7,142) = 2.89, p = .007$. Post hoc tests indicated that adapted physical educators felt that "ability to participate in adapted sports" ($p = .022$) and "program's utilization of indoor and outdoor community facilities" ($p = .038$) were less important than parents. No other significant group differences were found, but it should be noted that "development of functional daily living skills" ($p = .095$) was approaching significance. The p-values are indicated below in Table 6.

The top three most valued items perceived by APE teachers were social interaction skills (4.52 ± 0.76), physical activity leisure skills (4.50 ± 0.94), and enhancing health-related fitness (4.44 ± 0.86). The top three most valued items perceived by parents were social interaction skills (4.73 ± 0.83), development of functional daily living skills (4.60 ± 0.81), and both enhancing health-related fitness and program's utilization of indoor and outdoor community resources (4.50 ± 0.82). The three least valued items perceived by APE teachers were ability to participate in adapted sports (3.76 ± 0.86), program's utilization of indoor and outdoor community resources (4.13 ± 0.87), and importance of physical education as a part of a transition program (4.23 ± 0.92). The three least valued items perceived by parents were the ability to participate in adapted sports (4.17 ± 0.87), importance of physical education as part of a transition program

(4.23 ± 0.97), and physical activity leisure skills (4.33 ± 0.99). These ratings are indicated below in Table 6. The ratings are also presented below in bar graph form in Figure 1.

Table 6. Parents and APE Teachers Averages and Significance of Perceived Levels of Importance on Components of APE Transition Programs

| Item | Teachers (n = 120) | Parents (n = 30) | p-value |
|--|--------------------|------------------|---------|
| Physical Activity Leisure Skills | 4.50 ± 0.94 | 4.33 ± 0.99 | 0.390 |
| Ability to Participate in Adapted Sports | 3.76 ± 0.86 | 4.17 ± 0.87 | 0.022* |
| Enhancing Health-Related Fitness | 4.44 ± 0.86 | 4.50 ± 0.82 | 0.737 |
| Program's Utilization of Indoor and Outdoor Community Resources | 4.13 ± 0.87 | 4.50 ± 0.82 | 0.038* |
| Social Interaction Skills | 4.52 ± 0.76 | 4.73 ± 0.83 | 0.170 |
| Development of Functional Daily Living Skills | 4.32 ± 0.83 | 4.60 ± 0.81 | 0.095 |
| Importance of Physical Education as Part of a Transition Program | 4.23 ± 0.92 | 4.23 ± 0.97 | 0.965 |

Note: 1 = Very Unimportant, 5 = Very Important

Note:* Significant Difference = ($p < 0.05$)

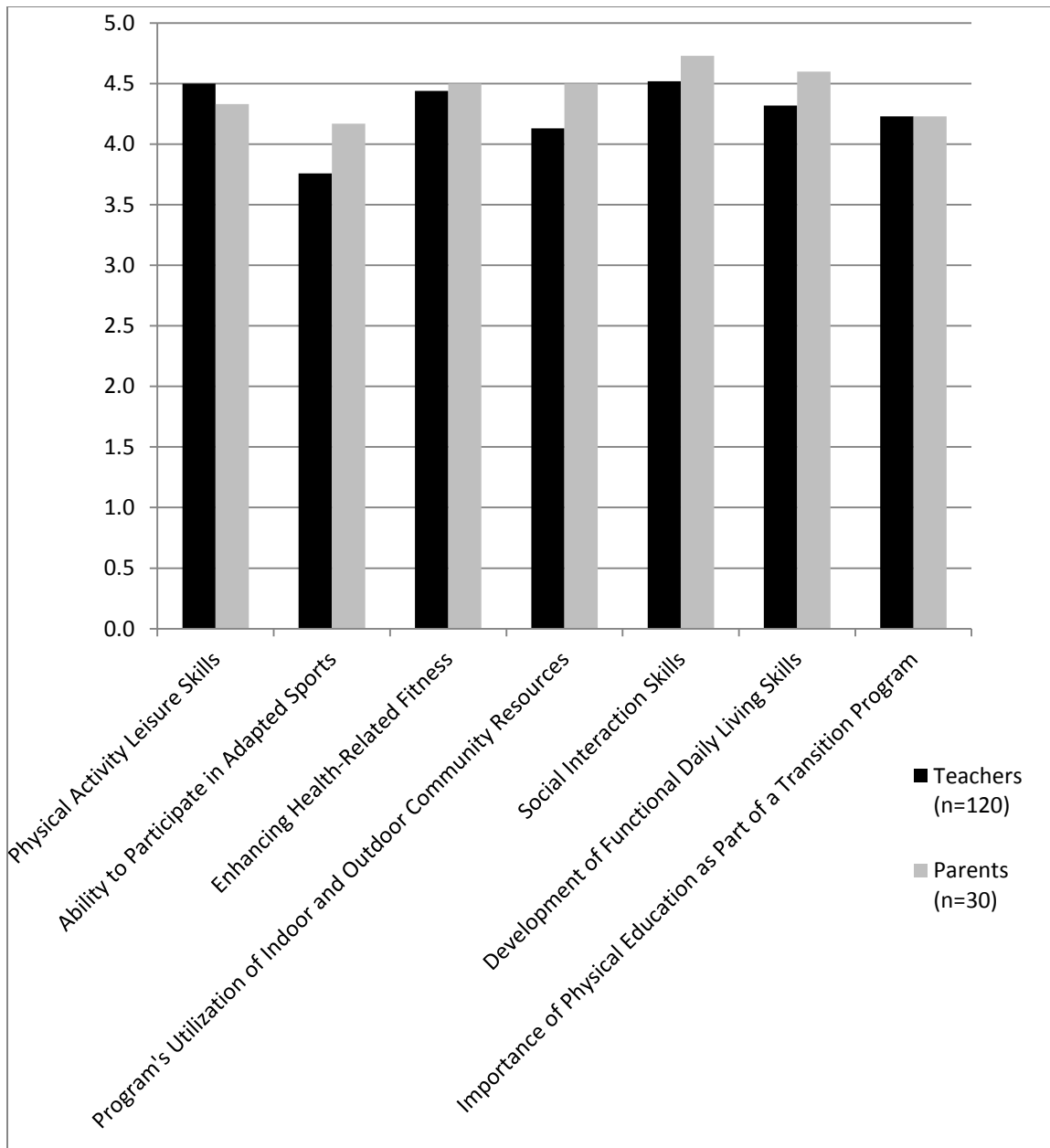


Figure 1. Parents and APE Teachers Averages of Perceived Levels of Importance on Components of APE Transition Programs

Research Question 2: Perceived Levels of Satisfaction of APE Transition Programs

A total of 117 teachers and 29 parents completed the level of satisfaction scale rating of 7 items relating to APE transition programs. The rating scale of 1-5 was used with 1= very unsatisfied and 5= very satisfied. To compare parents' and teachers'

satisfaction of seven different components of a transition program, a one-way MANOVA was conducted. Results indicated significant differences between the two groups, $F(7,136) = 2.44, p = .022$. Post hoc tests indicated that APE teachers were more satisfied with “physical activity leisure skills” ($p = .011$), “social interaction skills” ($p = .002$), “development of functional daily living skills” ($p = .010$), and “importance of physical education as a part of a transition program” ($p = .018$) than parents. No other significant group differences were found. The p-values are indicated below in Table 7.

The top three most satisfactory items as perceived by APE teachers were social interaction skills (4.13 ± 0.73), physical activity leisure skills (4.06 ± 0.80), and development of functional daily living skills (3.91 ± 0.77). The top three most satisfactory items as perceived by parents were social interaction skills (3.62 ± 1.08), enhancing health-related fitness (3.62 ± 1.05), and physical activity leisure skills (3.62 ± 1.05). The three least satisfactory items as perceived by APE teachers were ability to participate in adapted sports (3.36 ± 1.15), program’s utilization of indoor and outdoor community resources (3.51 ± 1.06), and importance of physical education as a part of a transition program (3.79 ± 0.94). The three least satisfactory items as perceived by parents were importance of physical education as part of a transition program (3.31 ± 1.11), ability to participate in adapted sports (3.38 ± 1.21), and program’s utilization of indoor and outdoor community resources (3.45 ± 0.87). These ratings are indicated below in Table 7. The ratings are also presented below in bar graph form in Figure 2.

Table 7. Parents and APE Teachers Averages and Significance of Perceived Levels of Satisfaction on Components of APE Transition Programs

| Item | Teacher (n = 117) | Parents (n = 29) | p-value |
|--|-------------------|------------------|---------|
| Physical Activity Leisure Skills | 4.06 ± 0.80 | 3.62 ± 1.05 | 0.011* |
| Ability to Participate in Adapted Sports | 3.36 ± 1.15 | 3.38 ± 1.21 | 0.954 |
| Enhancing Health-Related Fitness | 3.82 ± 0.89 | 3.62 ± 1.05 | 0.266 |
| Program's Utilization of Indoor and Outdoor Community Resources | 3.51 ± 1.06 | 3.45 ± 0.87 | 0.730 |
| Social Interaction Skills | 4.13 ± 0.73 | 3.62 ± 1.08 | 0.002* |
| Development of Functional Daily Living Skills | 3.91 ± 0.77 | 3.48 ± 0.99 | 0.010* |
| Importance of Physical Education as Part of a Transition Program | 3.79 ± 0.94 | 3.31 ± 1.11 | 0.018* |

Note: 1 = Very Unsatisfied, 5 = Very Satisfied

Note: * Significant Difference = (p<0.05)

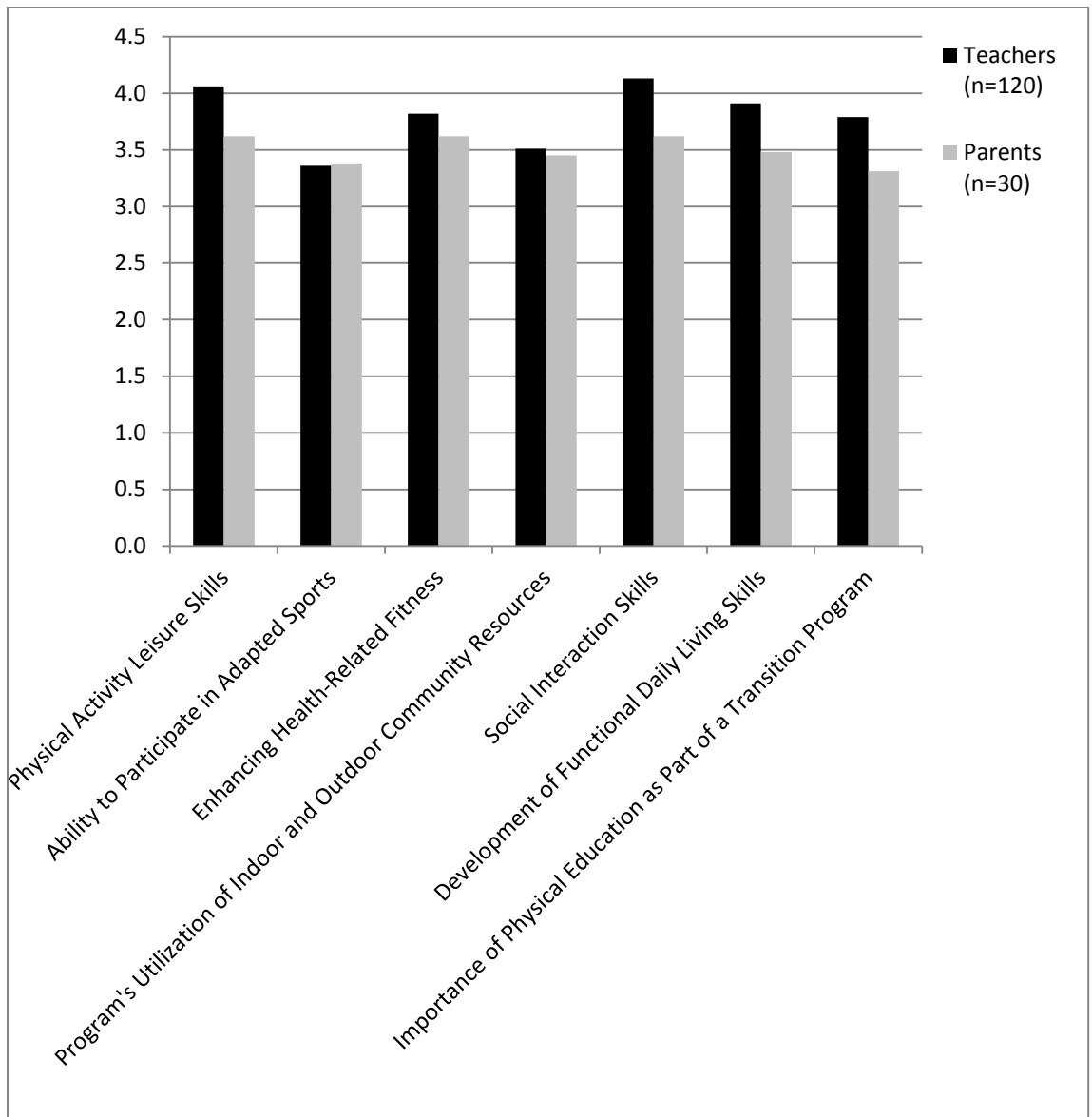


Figure 2. Parents and APE Teachers Averages of Perceived Levels of Satisfaction on Components of APE Transition Programs

Research Question 3: Perceived Barriers that Significantly Impact APE Transition Programs

A total of 104 APE teachers and 21 parents completed the ranking scale of eight barriers that significantly impact APE transition programs. The items were ranked in order 1-8 with one being the most significant barrier and eight being the least significant

barrier. A Mann-Whitney U was used to evaluate parents' and teachers' perceptions of barriers to APE transition programs. Parents' and teachers' demonstrated significant differences in perceived barriers. The two groups differed significantly on "transportation", $z = -2.40, p = .017$, with teachers (59.58) ranking it as a greater barrier than parents (79.93). Similarly, teachers (57.56) felt that "fiscal resources" were a more significant barrier than did parents (83.45), $z = -2.99, p = .003$. Finally, the test suggested that parents (26.57) felt that "social isolation from peers" was a greater barrier than did teachers (70.36), $z = -5.11, p < .001$. Differences in barriers related to "lack of qualified staff" ($p = .079$) and "lack of parental involvement" ($p = .080$) were approaching statistical significance. The mean rankings and p-values for each of the eight items are shown below in Table 8.

The top four barriers to APE transition programs perceived by APE teachers were fiscal resources (2.46 ± 1.93), transportation (3.39 ± 2.22), community resources available (3.86 ± 1.74), and lack of adapted equipment in the community (4.19 ± 1.76). The top four barriers to APE transition programs perceived by parents were social isolation of student from peers (2.95 ± 1.83), community resources available (3.90 ± 2.00), lack of collaboration between school and community resource personnel (4.05 ± 1.94), and fiscal resources (4.10 ± 2.41). The bottom four barriers to APE transition programs perceived by APE teachers were lack of qualified staff (5.96 ± 2.10), social isolation of student from peers (5.76 ± 1.87), lack of parental involvement (5.60 ± 2.14), and lack of collaboration between school and community resource personnel (4.66 ± 1.97). The bottom four barriers to APE transition programs perceived by parents were lack of parental involvement (6.60 ± 1.31), lack of qualified staff (5.00 ± 2.41),

transportation (4.95 ± 2.82), and lack of adapted equipment in the community (4.38 ± 1.75). These rankings are shown below in Table 8 and in bar graph form in Figure 3.

Table 8. Parents and APE Teachers Mean Rankings and Significance of Barriers to APE Transition Programs

| Item | Teachers (n = 104) | Parents (n = 21) | p-values |
|---|--------------------|------------------|----------|
| Transportation | 3.39 ± 2.22 | 4.95 ± 2.82 | 0.017* |
| Lack of Qualified Staff | 5.96 ± 2.10 | 5.00 ± 2.41 | 0.079 |
| Community Resources Available | 3.86 ± 1.74 | 3.90 ± 2.00 | 0.928 |
| Lack of Adapted Equipment in the Community | 4.19 ± 1.76 | 4.38 ± 1.75 | 0.722 |
| Lack of Collaboration Between School and Community Resource Personnel | 4.66 ± 1.97 | 4.05 ± 1.94 | 0.174 |
| Social Isolation of Student from Peers | 5.76 ± 1.87 | 2.95 ± 1.83 | 0.000* |
| Fiscal Resources | 2.46 ± 1.93 | 4.10 ± 2.41 | 0.003* |
| Lack of Parental Involvement | 5.60 ± 2.14 | 6.60 ± 1.31 | 0.080 |

Note: 1 = Most Significant Barrier, 8 = Least Significant Barrier

Note: *Significant Difference = ($p < 0.05$)

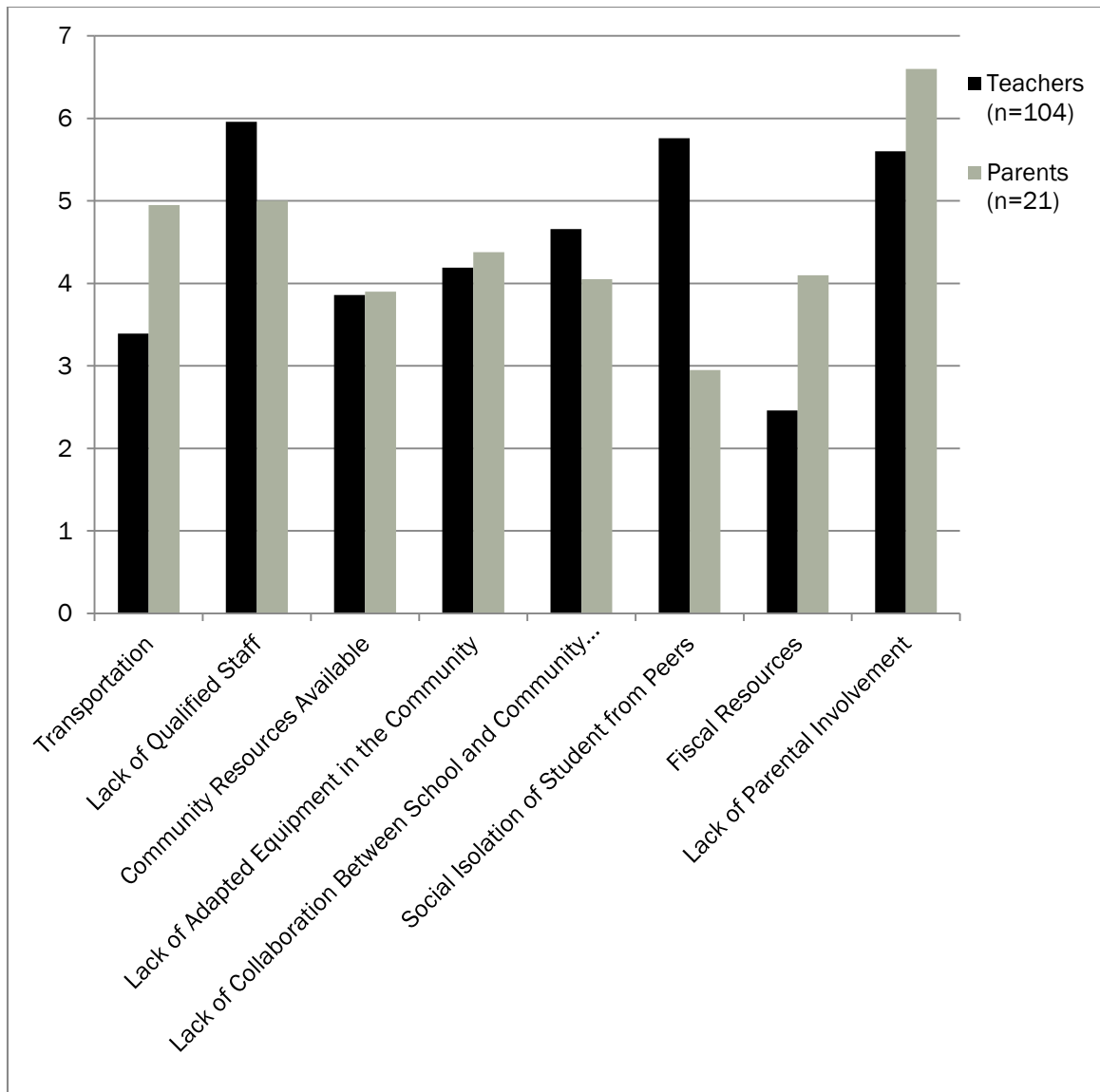


Figure 3. Parents and APE Teachers Mean Rankings of Barriers to APE Transition Programs

DISCUSSION

The purpose of this study was to compare the perspectives of adapted physical education (APE) teachers and parents of children with disabilities regarding APE transition programs in schools. Perspectives on the importance and satisfaction with various aspects of APE transition programs were examined. This study also examined rankings of barriers to APE transition programs.

Results showed that APE teachers and parents of children with disabilities generally agree on what components were important in relation to APE transition programs. APE teachers and parents both perceived social interaction skills to be the most important component of APE transition programs. Social interaction skills are essential to function in everyday community life. Therefore a transition program should include “development of authentic social networks and supports” as well as other skills (Cobb & Alwell, 2009). Physical education (PE) transition programs can provide opportunities to learn and use social skills that are necessary for the specific physical activity and that are generalizable to other community integration situations. Students with disabilities often spend significant time isolated from their peers and consequently struggle to attain success socially as a result. APE teachers and parents of students with disabilities in this study may have recognized this and rated social skills the highest level of perceived importance in the survey.

In recognizing the importance of social interaction in APE transition programs, APE teachers and parents should discuss this as a possible area of need during the

student's IEP meeting and determine if the child could benefit from a goal in APE relating to proper social interaction. APE teachers and classroom special education teachers should collaborate and use APE transition programs to reinforce the social skills practiced in the classroom. Collaboration between APE teachers, other transition service providers, parents, and the student themselves in some cases will help facilitate better social interaction skills that will be used in post-school life.

Enhancing the health-related fitness of children with disabilities was rated the third highest area of concern of both APE teachers and parents. The APE teachers rated enhancing health-related fitness as the third most important component and parents rated it third as well along with program's utilization of indoor and outdoor community resources. It is well known that individuals with disabilities struggle when it comes to enhancing and maintaining their health-related fitness. Obesity and sedentary lifestyles are major concerns within this population. APE transition programs should emphasize improving health-related fitness and should familiarize students with their community resources in which they can learn specific activities that can positively impact health and fitness.

Adults with disabilities typically have lower levels of physical activity and often live more sedentary lifestyles (Howie et al., 2012; Mahy et al., 2010; Menear, 2007; Piletic, 1998). These results are consistent with our findings that both APE teachers and parents perceive it important to work on enhancing health-related fitness. Having health-related fitness goals on students' IEPs will help them get in the habit of focusing on physical activity and better prepare them to remain active in post-secondary life. The

likelihood of this may be increased when APE transition programs take place in the actual community locations (Piletic, 1998).

APE teachers and parents rated the ability to participate in adapted sports as their least important component of APE transition programs. This is significant because many PE programs emphasize traditional sports despite research showing that the majority of post-school physical activity is achieved outside of traditional sports. Physical education is starting to implement curriculums containing a wide range of sports and activities that allow for much more involvement and fun which is continued in post-school life. In APE the ability to play in adapted sports is something to consider for some students, however it may not correlate well to post-school life for some students with disabilities. A wheelchair user with spina bifida may benefit more from adapted sports than a student with a visual impairment. This may be based upon individual need across the wide range of disabilities and the majority of APE teachers and parents felt this component was the least of their priorities. Adapted sports opportunities range from the Special Olympics and Paralympics all the way to local community sports programs. While it is important to take advantage of these opportunities, APE teachers and parents agree that when it comes to post-school life, other components are more important to focus on for everyday life.

The results showed that both APE teachers and parents of students with disabilities are less satisfied with the same components that they rated for importance. The parents were especially less satisfied having rated 6 of the 7 components lower than the APE teachers ratings. This may be due to various factors such as school district location and community resources. For example, in rural school districts transportation and number of community resources may be larger concerns than in urban school

districts. It also may be that parents are not as confident as the teachers that their child's transition program is meaningful and producing results. Since both APE teachers and parents show lower levels of satisfaction it is important to look at APE transition programs and what components need the most improvement.

Social interaction skills was rated as the most important component of APE transition programs by parents and APE teachers as well as being rated the most satisfactory component. APE teachers and parents recognize the benefits of APE transition programs for increasing the social interaction skills of children with disabilities. In APE classes students get ample time and situations in which social interactions occur. They have these interactions with their peers and greatly benefit socially when included with their nondisabled peers. APE teachers and parents should always consider the amount of social interaction of the student with a disability and where possible promote that this interaction take place in actual community settings.

Parents and APE teachers were also satisfied with the physical activity leisure skills and health-related fitness components of APE transition programs. APE teachers rated them as the second and third most satisfactory components respectively and parents rated them as the most important alongside social interaction skills. This is significant because it shows that parents and APE teachers recognize the importance of these components during APE transition programs and that students with disabilities are finding some success in the community in relation to physical activity. This may be due to APE teachers and parents of students with disabilities having high levels of communication and therefore agree similarly with their ratings of these APE transition program components. IEP meetings assist in making this communication effective.

Satisfaction ratings on the ability to participate in adapted sports were low as reported by both the APE teachers and parents. This may be that parents and APE teachers feel that participation in adapted sports is not a realistic way to best prepare the student for experiences in post-school life. These levels of satisfaction could also be because there is an overall lack of adapted sports programs in the community for students with disabilities. Also, parents may not be fully aware of the potential benefits of properly implementing sports programs. Social interaction, health-related fitness, and physical activity leisure skills are all perceived as more important in post-secondary daily living. The inclusion of PE as part of a transition program was also rated low for both APE teachers and parents. This was not surprising because of the lack of physical activity amongst individuals with disabilities in the community. APE teachers and parents both feel that PE could be a more significant and meaningful part of transition programs for individuals with disabilities.

It is important to note that APE teachers were overall more satisfied with the 7 components of APE transition programs than parents. Parents were less satisfied on all but one of the components than the teachers. This is interesting because it could show a possible lack of communication between the parents and APE teachers. If communication levels were high then the APE teachers and parents may agree more on levels of satisfaction with APE transition program components. Communication and family involvement in the transition program process is crucial to the student's success in post-school life (Colb & Alwell, 2009; Davies & Beamish, 2009; Piletic, 1998). Frequent communication should be established between APE teachers and parents as well as with community resource personnel. Constant interactions between these people will help

facilitate a successful transition experience for the student with a disability. Physical education content and goals should be discussed at IEP meetings and be a part of the transition program for all students.

Improving APE transition programs involves examining some of the barriers to these programs. APE teachers and parents showed some agreement in the rankings of perceived barriers to APE transition programs. Both APE teachers and parents ranked limited community resources and fiscal resources in their top 4 barriers to transition programs. The APE teachers ranked fiscal resources as their top barrier and the parents ranked it as their fourth most significant barrier. APE teachers may feel this is due to budget cuts and very small yearly allowances for APE related equipment and transportation. Parents of students with disabilities may find materials related to adapted physical education and physical activity to be expensive especially when designed for a certain disability. An example of this is the cost of specialized sport wheelchairs.

Research has shown that a major barrier to APE transition programs is fiscal resources. Budget restrictions and an overall lack of funding for transition programs and services have been reported by APE teachers and special educators (Collet-Klingenberg & Kolb, 2011; Krueger, DiRocco, & Felix, 2000). The results of these studies support the barrier ranking of fiscal resources by APE teachers in this study. The scarcity of money available to APE transition programs poses the greatest barrier to the creation and expansion of meaningful and effective APE transition programs. An increase in funding would undoubtedly lead to new and more comprehensive APE transition programs.

Both APE teachers and parents feel that there are limited community resources available for APE related activities for students with disabilities. A study by Howie et al.

(2012) found a lack of physical activity resources for adults with intellectual disabilities, especially those living independently or with family. The limited availability of local community resources for adults with disabilities hampers the effectiveness of APE transition programs. Transition programs need to take place in these community centers outside of the school environment. By learning skills in a community venue, that will improve fitness and provide opportunities for social interaction, many functional outcomes to be achieved.

Parents and APE teachers also agreed on ranking 2 of their 4 least significant barriers. Lack of qualified staff and lack of parental involvement were both ranked in the bottom 4 of significant barriers to APE transition programs by APE teachers and parents. These results show that the main concern is not the quality of the APE teachers and transition program staff, nor is it the level of involvement shown from the parents of students with disabilities. Improvements can be made, but parents may feel that APE teachers are putting forth their maximal effort; however, it is just that other barriers restrict the effectiveness of APE transition programs. APE teachers may also believe that the parents are very involved and try very hard to facilitate a successful transition program.

It is interesting to note that a major concern of the parents was their child's social isolation from nondisabled peers. They perceived this to be the biggest barrier to APE transition programs. The APE teachers ranked social isolation from nondisabled peers as their second least significant barrier to APE transition programs. The difference between these rankings may be due to the differences in APE transition programs. Students with certain disabilities may receive their PE in APE only classes where others may be

included with their nondisabled peers in general physical education. This can also differ based upon severity of the student's disability. Parents may worry that their child is not socializing with his/her peers in physical education where APE teachers may feel that the students with disabilities experience much social interaction in their classes.

Results showed that 56% of parents reported that their child had no PE goals on their IEP. Also, 50% of parents reported that their child had no APE transition goals on their IEP. These results show that PE in general was not a major priority for parents in this study. Also, 43% of APE teachers reported that they do not write APE transition goals on student's IEP's. Parents of students with disabilities should advocate for physical education goals to be established for their child. APE teachers need to focus on including PE related goals on their students' IEP's, especially during transition periods for young adults. An emphasis on having APE goals on IEP's will create more focus on PE and better prepare students with disabilities to develop and maintain physically active lifestyles in the community.

The survey used in this study included all disability categories in IDEA 2004. It is important that the most reported disabilities in the study were autism spectrum, hearing impairment, and intellectual disability. A limitation of this study is that there was not an equal distribution of children represented across the range of disabilities. For example there were no students with visual impairments, traumatic brain injuries, or emotional disturbance. Future research would benefit from examining all of the disability categories to determine how the APE teachers' and parents' ratings compare for each category.

It was interesting to note that 7% of teachers in this study had no teaching licensure in APE. These teachers may not have training in IEP goal writing and

community-based APE programming and these factors can be detrimental to student's success in APE. Future research could examine APE teachers that have licensure and APE teachers that do not have teaching licensure to compare their ratings. This could help determine which APE teachers are writing PE transition goals and creating APE community-based programs. Regardless of licensure, all APE teachers need to be involved in writing PE transition goals and APE community-based transition programs for students with disabilities.

Parents and APE teachers can learn much from this study. With the results of this study, APE teachers can assess their transition programs and focus on improving the transition experience for students with disabilities. They can see how parents feel about the transition programs and focus on high priorities areas. Parents can use the information provided by this study to advocate for APE goals to be provided in their child's IEP during their transition periods. When the parents and teachers collaborate and determine what aspects are most important for their child's PE experiences, they can focus on those aspects during the student's transition to post-school life. This is important since much research shows that physical activity levels are low amongst adults with disabilities.

This study was conducted in Wisconsin and Minnesota. It would be interesting to see the results from other states. It would also be beneficial to focus in on one specific disability to provide more detailed information that can help those individuals specifically. There could also be more parents included in the study and having both parents of the child complete the survey would provide more data. Having equal numbers of participants in each group would allow for more statistical analyses.

CONCLUSION

Collaboration between APE teachers and parents of students with disabilities is essential to creating and implementing successful APE transition programs. APE teachers and parents agreed that development of social interaction skills and enhancing health-related fitness are the most important aspects of APE transition programs. These two aspects should be emphasized in APE transition programs for students with disabilities. The APE teachers and parents agreed on the majority of importance and satisfaction ratings in this study. Both groups were less satisfied overall with almost all aspects of APE transition programs. This shows that while APE transition programs exist there is much work to be done in creating and implementing successful and efficient APE transition programs in schools and that there is a need for communication between parents and APE teachers.

APE teachers and parents both feel that there is a lack of fiscal resources when it comes to APE and transition. Parents and APE teachers need to continue to advocate for the importance of physical education for students with disabilities. There are very low levels of physical activity associated with adults with disabilities in the community. Spending more money on creating more universal and effective APE transition programs can help increase physical activity levels of students with disabilities when they enter post-school life. It is also important to have accessible community resources for students and adults with disabilities in the community. APE teacher and parents were in agreement that there is an overall lack of these resources in the community.

There is a lack of urgency when it comes to including APE goals as part of transition programs for students with disabilities. APE teachers need to be aware of their role in the transition process and become more active as part of the transition team. Collaboration with the special education classroom teachers and other transition specialists will result in these persons becoming more aware of the benefits and importance of APE in the community. Further research on how to create more effective and meaningful APE transition programs should be conducted. Establishing APE transition programs as important and essential for success of students with disabilities in the community is a top priority for APE professionals.

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APPENDIX A

REVIEW OF RELATED LITERATURE

REVIEW OF RELATED LITERATURE

Introduction

The physical education of young adults with disabilities at the secondary level requires individualized planning and repetition of activities and skills. Transition programs are institutional and community-based in nature and provide a multitude of services that help to prepare students for moving forward to postsecondary activities. According to the Individuals with Disabilities Education Act (IDEA) these services include: instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation (IDEA, 2004). Transition programming and planning is geared to meet the criteria presented in IDEA 2004 and there are many factors that influence the creation of these programs.

Adapted physical education (APE) is just one of the many parts of a transition program. Adapted physical education is the art and science of developing, implementing, and monitoring a carefully designed physical education instructional program for a learner with a disability, based on a comprehensive assessment, to give the learner the skills necessary for a lifetime of rich leisure, recreation, and sport experiences to enhance physical fitness and wellness (Auxter, Pyfer, Zittel, & Roth, 2010). APE is a significant part of secondary transition programs because it helps prepare students to transition into the workforce, community, and daily living situations. Functional, social, and practical skills are all parts of APE in transition programs and building a successful program hinges upon a careful balance of items included in APE transition programs. Creating a workable program that is individualized for the student involves extensive teacher and

parent planning to make sure that every individual is receiving the proper services and that IDEA is being fulfilled.

Parents and teachers are very involved in the transition process because they deal directly with the individual with a disability. That person is their child or student respectively and depends upon them to help them meet their needs and live their life with the highest possible rate of satisfaction. Current statistics show that the outcomes for youth with disabilities in terms of employment, quality of life, and independent living are somewhat disappointing and can be improved (Collet-Klingenberg, & Kolb, 2011; National Organization on Disability, Harris, & Associates, 2004). Parental involvement and careful planning from APE teachers can help to improve these outcomes in the future. This review will look at the perspectives of parents of secondary students with disabilities and those of APE teachers and special education teachers on the transition process. This review will help highlight the underlying issues with current programs and provide professionals in the field with insightful inferences that can be used to improve the quality of future transition programs. This review covers the following categories: 1. Transition planning, 2. Teacher involvement and transition planning, and 3. Parent involvement and the transition process.

Transition Planning

Daviso, Denney, Baer, and Flexer (2011) looked at secondary level students with learning disabilities to see their postsecondary goals they want to accomplish after they leave high school. These goals vary and were studied in the Ohio Longitudinal Transition Study. This study included 416 participants who were both male and female, and across urban, suburban, and rural areas in Ohio. Daviso et al. (2011) looked at the

first year's results of this study with the purpose of determining whether courses of study and transition services for these students were directly related to their post-school goals. In doing this they also looked at how well the transition services of the students predicted their post-school outcomes and how satisfied the students were with their transition services.

A survey method was used to collect the data in this study and it was disseminated by 48 local education agencies. The survey consisted of a student record review and student/family interview. These surveys were given during the students' final school semester in person by their special education teacher. The data was analyzed by many methods including the chi-square method which identified variables that significantly influenced students' transition services (Daviso et al., 2011). The results of this survey showed that 69% of the students expected any postsecondary education, 53.1% expected to work full-time and 32.5% and 29.8% expected to attend a 2-year or 4-year college respectively. It is important to note that 90.6% of the students were involved in some mainstream academics and almost 60% were involved in some kind of vocational or career/technical education. The survey results also showed that 82% of students were satisfied with their employment goals, 56.7% were satisfied with independent living goals, but only 46.6% were satisfied with their transition planning (Daviso, et al., 2011).

The authors discovered the most important goals of students with learning disabilities leaving secondary education and determined them to be attending colleges and technical schools. They also noticed that 90% of the students were involved in some kind of mainstream academics. The correlation between this is that when students with

learning disabilities are participating in inclusive activities, they have a better chance to achieve their post-school goals. The students also showed that they wanted to be employed with 83% of respondents saying this was a goal. In planning transition services educators need to take into account the goals of higher education and employment and design their services to best meet these goals. Adapted physical education (APE) is a part of many students' transition services and is not to be overlooked in helping to meet these goals. In transition planning students with other disabilities must also be included when looking at postsecondary education and employment outcomes.

Grigal, Hart, and Migliore (2011) examined the National Longitudinal Transition Survey 2 (NLTS-2). This survey looked at a national sample size of over 11,000 participants and looked at postsecondary goals and outcomes for students with disabilities. The authors looked at over 520 students with intellectual disabilities (ID) for their study. The NLTS-2 was a study conducted over a 10 year period from 2000 to 2010 that really looked in depth at transition goals, employment, and postsecondary education of individuals with disabilities. This study followed students between the ages of 13-16 in 2000 until ages 23-36 in 2010. The data collected provided a chance to study the effect of current transition programming on postsecondary goals and outcomes.

The results of the study showed that 50% of individuals with ID reported independent living as the most important postsecondary goal; postsecondary education was only on 25% of individuals with ID's individualized education plan (IEP) goals (Grigal, Hart, & Migliore, 2011). These numbers show that in the transition programs that these individuals were involved in only half of the individuals had postsecondary education as an actual IEP goal. Grigal et al. (2011) also points out that representatives

from postsecondary education such as 2 and 4 year colleges rarely participated in transition planning for students with ID and other disabilities as well. Results also show that compared to the 56% of individuals with other disabilities that attend postsecondary education, only 30% of students with ID attend postsecondary education.

The need for postsecondary education as an IEP goal is important because it is linked to higher rates of employment. The results clearly showed that students that had postsecondary education listed in as an IEP goal were more likely to attain that goal. There has been much research on how to improve employment outcomes for students with disabilities. One way to do this would be to include postsecondary education in all students IEP goals regardless of their type of disability (Grigal et al., 2011). In order to best prepare students with disabilities for postsecondary education educators need to make sure that the students get the best services available and are physically able to handle the rigors of college or other postsecondary education. Adapted physical education teachers need to prepare their students to function as independently as possible to ease their transition from high school to postsecondary education settings.

Cobb and Alwell (2009) also looked at transition programs and the associated outcomes. Their intent was to review multiple programs in order to draw inferences and provide data on outcomes of transition programs for secondary-aged students with disabilities. They searched for studies using electronic databases and key terms such as disabilities and community based instruction. Then using various coding methods and screening the final number of studies used was 156. The participants in these studies were individuals with a wide range of disabilities, but largely mild-to-moderate severity (Cobb & Alwell, 2009).

Results from this study showed a few main themes that were prevalent across the studies. These themes included the thought of transition being more of a promise than a reality, uneven transition expertise, restrictive views on post-school outcomes, and lack of systematic instruction among others (Cobb & Alwell, 2009). These themes are some of the main issues in the special education field today. There is not a strong sense of unified and systematic instruction when it comes to transition programs and instruction. Part of the issue with this is there are students that have wide ranges of disabilities in the schools and transition programs. How are special education teachers and people involved in the instruction component of transition programs supposed to teach in a systematic way when they deal with this wide range of disabilities? This is one of the major issues that face professionals in the special education field and one that needs to be worked on to continue progress with transition programs for secondary students with disabilities.

In review of all the studies Cobb and Alwell (2009) feel that student-focused planning, student involvement at IEP meetings, and more time for transition planning outside of annual reviews would be beneficial. They also feel that more cognitive learning time, extensive and seamless supports that carry over into the community and family involvement are key components for success. Transition education must cover all aspects needed to be successful in the community and postsecondary life. This includes the academics and functional life skills that are commonly researched as well as the physical skills needed to be successful. Adapted physical education teachers play a large part in the transition process and preparing students to be as physically capable as possible to smoothly transition into the community.

Piletic (1998) specifically looked at APE transition services and how they were incorporated into schools. She focused on who determines the transition services and how does it affect secondary physical educators. There are many different ways to plan transition services in physical education and there are many different people that should be involved. Determining a structured and systematic way to go about providing the best possible services is very important and crucial to success. Providing this structured approach for students with disabilities will help them move into the community and a more independent style life without many problems. Organization is necessary and there are steps in place to see that this happens.

The three step method is something that has been developed to facilitate the transition process. The steps are: conducting a needs assessment, designing and implementing a program, and evaluating a program (Piletic, 1998). This is a pretty generic formula that can be used for success in many different areas of education. There is a formula that is specifically used to implement transition services in the regular physical education setting. This includes; identifying the community based facilities, determine the necessary supports, and creating as well as evaluating an individualized transition program (ITP). One of the most important goals is to provide students with disabilities the necessary skills to participate in physical activities in the community. This means that when possible in physical education classes we should get these students out to the facilities like a YMCA in the community. It is here that we can use an ITP to implement goals, evaluate the goals, and familiarize the students with the community facilities so that they are able to use them on their own or with the minimal amount of support necessary after they leave secondary education.

In further preparation there should be a team of professionals that are constantly supporting and evaluating each secondary student with a disability. At this level this team should not only include professionals, but also parents and in some cases the student themselves. There should be collaboration amongst the team to determine how to best get this student prepared. Meetings with the parents and teachers will provide an analysis of what the focus should be on for that student. Often the focus is on fitness, lifelong activities, recreation, and functional skills. It is very important to make sure that everyone is on the same page and that all perspectives are considered when designing and implementing transition plans. The family and parent perspective is not to be overlooked and has been determined to be a crucial part of success for individuals with disabilities during postsecondary transition periods.

Transition programming is still in the early stages of implementation. There are many secondary transition programs available today; however there is an overall lack of a systematic and structured approach to instruction in these programs. The wide range of disabilities, teacher experience, parent involvement, IEP goals, geographical location, finances, and available community facilities all play a part in creating transition programs. Progress is being made, but there are still many issues left to smooth out the transition process. This is especially true for the APE field. There is little data on this field and it is an area of research that needs to be further explored by researchers in the special education and physical education fields.

Parent Involvement and the Transition Process

Blacher, Kraemer, and Howell (2010) explored how different syndromes affected parents and transition services. In the study they interviewed the parents of 246 young

adults ages 18-26 with severe learning disabilities. Of the individuals, 30 had Autism, 68 had Down's syndrome (DS), 95 had cerebral palsy (CP), and 53 had a learning disability (LD) that was undifferentiated. The interviews were conducted in-home by staff in pairs of 2. They lasted for 2-3 hours and consisted of the parents completing a series of 5 scales, screening tests, and surveys regarding transition services and behaviors.

The combination of these surveys answered a few questions on how syndrome effects transition and what effects it has on the parents and family. The authors found that over 75% of parents felt that they wanted their child to work in the future if they had autism, DS, or a LD. The highest was DS at 88.2%. Parents of children with CP only came in at 57.9% and 30.6% of the parents strongly disagreed that their child with CP should work. The study showed that individuals with DS had the best chance of working in the community with their non-disabled peers at almost 25%. In terms of living situation, 30% parents of students with autism had them living out of home or on a waiting list; by far the highest percentage amongst the studied syndromes. In reality, the study showed 80-89.5% of the individuals with CP, DS, and LD lived at their family's home after leaving the school system. This number was 73.9% for autism with 26.1% living in group homes. Lastly the study showed that amongst the syndromes the parents had almost equal knowledge of all transition services available and worried the most about transition planning with vocational services coming in second. Family attachment ranked last amongst concerns.

The implications from the findings of Blacher et al. (2010) are that different syndromes do have an effect on transitional planning for parents of the individuals. It offers that, "...having knowledge of some of the syndrome-specific characteristics of

young people with severe disabilities may ultimately assist in more targeted transition planning” (Blacher, Kraemer, & Howell, 2010; p. 13). Parents have a lot of knowledge about these characteristics and due to this are very important members of the entire transition process. Taking into account the concerns and knowledge of parents is integral in creating an individualized and appropriate transition plan for that individual as they leave the secondary level. This includes APE and making sure the student is ready to enter the community and can make use of the community resources available to them. Parent’s perspectives and concerns may differ and understanding that will help foster a more efficient transition process for their child. A limitation of this study was it only included severe disabilities. Increasing the scope could provide more data.

Davies and Beamish (2009) surveyed 218 parents with a 50 fixed question survey throughout public and private schools (2% private). There were 130 males and 88 females with the average age of 21. Of the participants, 152 had an ID, 28 had autism, and 30 had both. Out of all participants, 695 had attended a special education school. The survey focused on preparation for post-school life and post-school outcomes for young adults and families.

The results of this survey showed that 147 participants had work experiences. Of the 65 that did not, parents were split on whether or not the transition programs helped prepare their child for employment. However the study showed that the parents in general felt much more positively about preparation for community activities. The parents felt that family and teacher involvement were the most crucial parts for goal-setting in transition programs and they also said that parents rated student involvement in the transition process as low. The post-school outcomes found show the percentages of

participants in paid jobs and non-paid work. Almost 25% (53) of the total sample had paid jobs. Of that 53, 53% were from state high or independent schools, 44% from special education units, and 15% from special education schools (Davies & Beamish, 2009). Of the remaining of the participants, parents felt there was mixed success in community involvement.

The implications from Davies and Beamish (2009) are that parents are a critical component of transition planning and post-school outcomes. This is true no matter what the severity of the disability is. This study backs up the findings of Blacher, et al. (2010). Parents were important in the process and this study adds that including students with ID in the transition planning process could make for more positive post-school outcomes. The research also showed that participation in community based activities was limited meaning less than 20 hours per week. The parents felt that there are not enough programs available in which there were full-day adult services. A limitation of the study was it was completed in Queensland, Australia in terms of services that may be available. They may be the same as in the United States, but differences could amount to minor differences in results. Adapted physical educators as part of the transition process should make sure they locate all the community resources available and get the students with disabilities the most experiences there possible before they transition out of high school.

Powers, et al. (2009) decided to research the expectations of parents and those of their children with disabilities regarding transition experiences. Their focus was on discovering what students with disabilities want and expect upon leaving transition programs and integrating themselves into the community. They also took a look at the perspectives of the parents and how they differ from their children. Data collected on

these perspectives provided evidence that will be useful in future transition planning and programming.

The authors used a survey method to collect data from 279 parents and 242 youth with disabilities. Data was collected from 2 states and from 2 school districts. The data included males and females and it also covered a wide range of disabilities. The disabilities included were LD, ID, autism, emotional disturbance, health, hearing impairments, and visual impairments. The surveys covered topics such as post-school goals, self-determination skills, barriers, and sources of support during the transition process (Powers et al., 2009). The survey ranked the importance of items and was used to analyze the importance of certain areas between parents and youth in order to compare, contrast, and draw conclusions for the field and for further research.

The results of the study showed that parents and youth valued 3 of the same items out of their top 5. These included learning to take care of him/herself as much as possible, learning self-protection, and voicing their needs and wants (Powers et al., 2009). Parents and youth also thought that family involvement in the transition process was helpful which supports transition services literature that concludes parent involvement is crucial and necessary in the transition process (Blacher et al., 2010; Davies & Beamish, 2009). The authors suggest that persons involved in the transition process, which includes APE teachers, know what students and their parents want and how they feel. A person-centered focus is essential and it is suggested that collaboration between all parties takes place as to increase success in the transition program's effectiveness and outcomes (Powers et al., 2009).

Involving parents in the secondary transition process is crucial to improving transition outcomes. The parents hold a wealth of knowledge about their child and can produce ideas and information that was not previously known by educators. Collaboration must occur between parents of students with disabilities and the other major members of the transition programs; the teachers. In the school system the educators and members of the IEP team control much of what the student learns and is exposed to. It is their job to come up with a structured plan for each student and constantly evaluate it to prepare them to enter the community. Adapted physical educators are part of this team and must design and implement plans to help facilitate a smooth transition experience for the students.

Teacher Involvement and Transition Planning

Collet-Klingenberg and Kolb (2011) sought to find out how special educators value different areas of transition programs for students ages 18-21 and their satisfaction levels with them. This study was of 231 special educators in rural Wisconsin settings. The authors surveyed the educators in the areas of: curriculum, employment, independent living, instruction, leisure/recreation, post-secondary education, transition, and transportation. Almost two thirds of the teachers (63.6%) had over 10 years of special education experience.

On the survey teachers rated transition as the most important category with an average score of 4.6 out of 5. Curriculum and employment both scored 4.4 out of 5 while leisure and recreation was at 4.3 out of 5. These were the four most important categories. The last four were independent living, instruction, transportation and mobility, and post-secondary education with scores of 4.2, 4.1, 4.0, and 3.9 respectively. Leisure/recreation

and instruction were the categories teacher was most satisfied with (3.5) while employment was the least satisfying (3.1).

The implications of this article show what rural Wisconsin teachers feel about transition programs in their schools. The implications reach farther than this as this research shows what highly qualified special educators feel is important in transition programs and what components they feel are being implemented the best. The perspective of the educator is equally as important as the parents of the individual. Together both of these parties create the transition process for the individual. The limitations of this study are the small area and sample size. A national study would better encompass the perspective of special educators and could provide more in-depth data. The study also could have included APE teachers and their thoughts as well.

Folsom-Meek and Nearing (2001) inquired as to what APE transition services were being offered and in what areas the services are provided. The study was conducted via questionnaire at an APE conference. There were 68 participants and of those 68, 98.5% were licensed in APE. The survey was designed to ask the participants about their level of involvement in providing transition services to students with disabilities ages 14 and older. Only half of the participants taught grades 7-12 but only 28% of them were responsible for programming the transition services (Folsom-Meek & Nearing, 2001).

The results of the study not only showed that very few of the APE teachers were responsible for the transition programming, but there was not very many services provided in the community setting. Most transition students were served in the community setting only 10-20% of the time (Folsom-Meek & Nearing, 2001). When the students were provided transition services in the actual community setting they most

commonly used bowling lanes, swimming pools, YMCA's, fitness and community recreation centers, parks, lawns and grounds, and golf courses. These were just some of the top options used the most and this shows that there are many options available to make sure the students get services in actual community settings.

In this study Folsom-Meek and Nearing (2001) show that community involvement in transition services needs to be increased. This is true for special education as well as APE services. The percentage for transition services provided in the community setting needs to be increased to more than 30% of the time. A goal of 50% or higher should be strived for by special educators and APE teachers alike. Transition programs are becoming much more prevalent today and making sure that education occurs in actual community settings is the next step.

Krueger, DiRocco, and Felix (2000) sought to identify some of the obstacles faced by APE specialists in the transition process. The study included 155 APE specialists from 91 school districts in the state of Wisconsin. The participants were mailed a 3 part survey questionnaire. Part 1 asked for demographic data, part 2 asked for a ranking of 19 obstacles, and part 3 asked what the top five obstacles from part 2 were. The survey also allowed participants to write in an obstacle if they had one that was not included in the 19 obstacles listed. The survey was allotted an initial two week time period and was confidential.

Analysis of the data showed that all participants had written IEP's over the last 2 years. However only 21% had ever written a leisure transition plan (LTP). An LTP is a plan that is specifically for physical leisure activities for transition age students (Krueger, DiRocco, & Felix, 2000). Results also showed that the top six barriers to transition

planning faced by APE specialists were: lack of available transportation outside of school, social isolation from peers, budget restrictions, lack of adapted equipment in the community facilities, lack of collaboration between school and community personnel, and too few community recreation opportunities (Krueger, et al., 2000). The data collected offers a look at the current situation faced by APE specialists and what needs to be done to decrease the barriers in the transition process for students with disabilities.

The APE specialists were not very familiar with LTP's and there are many obstacles they face in creating these plans. The specialists said that there is a lack of collaboration between school and community personnel. To help combat this issue, APE specialists need to make sure they are vocal and be part of the IEP team. APE specialists already are part of IEP teams, but they may not necessarily understand their role. APE specialists could benefit by creating LTP's and making sure they have clear communication with special education directors and key community recreation figures such as community therapeutic recreation personnel (Krueger, et al., 2000). The transition process does not end once a student leaves high school and APE specialists can have an impact on making the process easier by being aware of community opportunities and educating community personnel on the situation at hand.

The role of educators in the secondary transition process for students with disabilities is highly important in creating a smooth and enjoyable experience. The special education team must work closely with all members of the IEP team, community personnel, parents, and maintain constant communication that extends beyond annual scheduled meetings. Transition plans should be highly individualized and should have a strong emphasis on employment, postsecondary education, and community integration. In

APE there should be a strong focus on community recreation and leisure activities. A LTP may help facilitate this activity and students should receive their transition programs in the community recreation setting as much as possible. Transportation, budget, available equipment and opportunities, and social integration are also some of the issues faced by APE members in the transition process. In order to create better programs educators in the field should try to create a more systematic and organized approach to secondary transitional planning.

Summary and Conclusions

Secondary transition programs for students with disabilities are prevalent and used in school districts and communities across the nation. These programs involve students with disabilities around the ages of 16-21 who are preparing to leave the structured school setting and move on to life as an adult community member. Services in transition programs are provided by communities and school districts and vary based on demographic factors such as urban or rural setting and other factors including transportation and budget constraints. These are some of the issues dealt with by special education professionals and researchers in the field.

Transition programs also involve multiple personnel from multiple different fields of study. A student with disabilities will have an IEP team comprised of members from some or all of the following fields: occupational therapy, physical therapy, speech and language therapy, special education teacher, adapted physical education teacher, and others. The members of this team convene for annual reviews and throughout the year provide the best services possible for the student. To make sure this process is facilitated in the best way possible, communication needs to be consistent and extend beyond the

annual meetings. This is especially true for APE specialists who are often not aware of their role as part of the IEP team. They need to make sure they communicate with the team as well as with community personnel to ensure the best possible transition education experiences for students with disabilities (Krueger, et al., 2000).

Communication between IEP team members as well as between school and community personnel is very crucial to creating better secondary transition programs. Not to be lost in creating better programs is communication with the parents and family of the student with disabilities. Involving parents at IEP meetings, gathering information from them, and seeing what their goals are for their child are highly important factors in creating an individualized transition experience for the individual (Davies & Beamish, 2009; Blacher et al., 2010). Parents can provide information that special educators may not have been able to obtain themselves. If the parents of students with disabilities are not involved in their child's IEP and transition planning process, the post-school outcomes are not as high as when parents are involved.

In APE, teachers are faced with many challenges in helping to facilitate the best possible transition experience they can for students with disabilities. Piletic (1998) suggested the use of an ITP and for it to take place in the actual community settings where APE teachers want students to become familiar with. The more students become familiar with their community recreation opportunities and settings, the better their post-school outcomes in terms of physical education. Not only should APE specialists use ITP's, but they should make students aware of their ITP. All personnel involved in creating an ITP for the individual need to consider that most students do not know what an ITP is to begin with (Bhakta, 2008). This is why it is so important to keep the lines of

communication open to all parties involved in the transition process. APE specialists can control this and improve upon communicating to design optimal post-secondary goals and facilitate better outcomes for the student.

There are certain barriers for APE specialists that cannot be controlled as much as communication. Budget, geographical location, transportation, and social integration are issues that APE specialists find themselves dealing with on a daily basis. To improve these there needs to be increased and improved communication with the special education director relating to budget and getting the equipment that is most beneficial for your setting. Rural and urban setting often differ in post-school success for students because in the rural settings there are less likely to be as many community resources and money available to transition programs. APE specialists find themselves not being able to deliver services the way they want to and it becomes frustrating. In order to improve transition outcomes in APE these barriers need to be addressed.

Creating a systematic and organized approach to APE secondary transition programs is crucial to improving their postsecondary outcomes and integration as a functional member of their community. One way to do this is to seek the perspectives of people involved in the APE transition process such as the APE specialist. What are the most important aspects of an APE transition program and how satisfied are you with each component in your current setting? The same can be asked of the parents of the individual with a disability that is in the transition program to find out what they believe are the most important parts of a program for their child. These two questions will provide data that will help APE specialists and educators in the special education field answer the question: how can APE specialist improve their transition programs to create

better postsecondary outcomes for their students? To further figure out how to create better APE transition programs for students with disabilities research can be done to create an organized and published manual that can act as a guide to APE specialists and teachers as to how to implement LTP in their current setting to maximize results and postsecondary outcomes.

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APPENDIX B

INTERNAL REVIEW BOARD DOCUMENTS

UNIVERSITY of WISCONSIN
LA CROSSE

To: Nicholas Williams

From: Bart Van Voorhis, Coordinator
Institutional Review Board (IRB) for the
Protection of Human Subjects
bvanvoorhis@uwlax.edu
5-6892

Date: March 19, 2012

Re: RESEARCH PROTOCOL SUBMITTED TO IRB

The IRB Committee has reviewed your proposed research project entitled: *"Perspectives on Adapted Physical Education Transition Programs."*

The Committee has determined that your research protocol will not place human subjects at risk. The attached protocol has been approved and is exempt from further review per 45CFR46, 46.101(b)(2).

However, it is strongly suggested that Informed Consent always be used. Remember to provide participants a copy of the consent form and to keep a copy for your records. Consent documentation and IRB records should be retained for at least 3 years after completion of the project.

Since you are not seeking federal funding for this research, the review process is complete and you may proceed with your project.

Good luck with your project.



cc: IRB File
Manny Felix, Faculty Advisor

Graduate Studies and Research & Sponsored Program
220 Morris Hall, University of Wisconsin-La Crosse
1725 State Street, La Crosse, WI 54601
Phone (608)785-8124 and (608) 785-8007
An affirmative action/equal opportunity employer

ATTACHMENT A - APPLICATION FOR UNIVERSITY IRB REVIEW

(All submissions must be typewritten)

Date 03/01/2012

1. a. Principal Investigator/Project Director (if thesis or undergraduate research project, student's name):

Nicholas J. Williams

b. Applicant Status: (Check all that apply)

- Faculty
- Academic Staff
- Graduate Student
- Undergraduate Student

c. Investigator/Project Director Local Address:

107 11th Street South La Crosse, WI 54601

d. Investigator/Project Director Local Telephone # 585-216-7958

E-mail: williams.nich@uwlax.edu

2. a. Title of Proposed Project: Perspectives on Adapted Physical Education Transition Programs

b. Project Period: Begin Date: 03/2012 End Date: 05/2012

c. If a student project of any type, Faculty Advisor's Name, Department, and Phone:

Name: Manny Felix

Signature: *Manny Felix*

Department: Exercise and Sport Science

Phone #: 608-785-8691

E-Mail: mfelix@uwlax.edu

* Names and Signatures of Thesis Committee Members:

Dr. Garth Tymeson

Name

Signature

Dr. Teresa Hepler

Name

Signature

3. If the researcher believes his/her project may be reviewed under expedited procedures (p. 6-9) and/or falls within the exemptible category, (p.4-5) please check the appropriate box(es) below

- Expedited
- Exemptible

a. If expedited, please indicate the number(s) of the categories listed on pages (6-9) _____

b. If exemptible, please indicate the number(s) of the categories listed on pages (4-5) 2

4. By signing this application, I agree to comply with any decisions made by the University of Wisconsin-La Crosse IRB in regard to the above named research project, and or the standards of professional ethics in my field of study.

Nicholas J. Williams
Signature

03/01/2012
Date

The IRB has reviewed the above research project and has determined that:

1. _____ APPROVAL IS GRANTED -as submitted or as modified per attached (check one)

- a. the protocol does not contain procedures which place human subjects at risk, or
- b. the protocol contains procedures which place human subjects at minimal but acceptable risk, or
- c. the protocol contains or is likely to contain procedures that may place human subjects at greater than minimal risk; however, the risk(s) are outweighed by the sum of the anticipated benefits of the research.

2. _____ APPROVAL NOT GRANTED

The following IRB members participated in this review:

On behalf of the board:

IRB Chairperson or Coordinator Signature

Date

IRB Narrative Statement

Title: Perspectives on Adapted Physical Education Transition Programs

- 1. Brief description of the purpose of the proposed research project, including approximate beginning and ending dates of data collection. Include a brief and specific description of procedures and/or activities which subjects will undergo.**

The purpose of this study is to compare the perspectives and satisfaction levels of APE transition services between adapted physical education (APE) teachers and parents of students with disabilities. All participants from the study will complete a brief online survey to convey their perceptions of importance and satisfaction (using 5 point likert scales) of various components of adapted physical education transition programs.

Participants will include approximately 150 APE teachers and 150 parents of children with disabilities. Parents that have children, 14-21 years, who receive special education services and represent a wide variety of disabilities, will be included. Physical education teachers who possess an Adapted Physical Education teaching license will be included. Through assistance from various state agencies (e.g. Wisconsin Department of Public Instruction; Wisconsin Health and Physical Education) and local/state advocacy agencies (e.g. UW-La Crosse Center on Disability Health and Adapted Physical Activity; Autism Association of Wisconsin, etc.), a cover letter which provides an overview of the study and informs participants of their rights in the study will include a link to the survey. The survey will be a self-administered, anonymous, questionnaire. Submission of the survey indicates the participant's consent to participate in the study.

Beginning/Ending Date: The study will begin as soon as possible after IRB approval is granted. The target end date for data collection is May 10, 2012.

- 2. Description of the characteristics of the subject population in the project (e.g., number, gender, race or ethnicity [if known], age range, sampling frame, general mental and physical health, and any other unique characteristics) and an explanation of the rationale for using that particular population.**

Parent participants are those who have children with disabilities that are between ages 14-21 years and participate in their school's APE transition programs or services. Disability type does not influence exclusion criteria in this study. APE teacher participants must teach at least part-time in the APE setting. There are no limitations demographics including gender, ethnicity, race, or geographic location. There are no limitations on these demographics to provide ample data that can be used to make comparisons among rural and urban locations, across

different disabilities, amongst different ethnicities and gender. The APE teacher population is not limited in years of experience in attempt to include as many as possible.

- 3. Description of why any vulnerable populations are necessary to the research project (e.g., prisoners, children, persons with disabilities, pregnant women, or any group whose ability to give a voluntary informed consent may be questionable).**

Not applicable

- 4. Description of how and where voluntary informed consent will be obtained from subject(s). You should include a copy of a final informed consent form, recruitment materials/posters, and final survey instrument or a list of interview questions along with this narrative statement.**

Participants will be invited to participate in the study via an initial email sent by cooperating organizations that will assist with subject recruitment. To recruit adapted physical education teacher participants, officials from state agencies such as the Wisconsin Department of Public Instruction and the Wisconsin Health and Physical Education will email the initial cover letter to their members/constituents on their list serves. Similarly, to recruit parent participants, local and state advocacy agencies such as UW-La Crosse Center on Disability Health and Adapted Physical Activity and Autism Association of Wisconsin will email the initial cover letter to their members/constituents on their list serves.

The initial email cover letter will provide a description of the study and inform participants of their rights to participate. If they voluntarily consent, they will proceed by clicking on a hyperlink that will give them access to the online survey. Completing and submitting the online survey will indicate their informed consent.

- 5. Description of procedures to ensure the confidentiality of the subjects.**

All survey data will remain confidential. All digital data will be kept on a password-protected computer only accessible to the researcher. Anonymity will be preserved. No names can be associated with any demographic or perception data provided by the participant. Any hardcopy materials will be filed and kept locked in the primary researcher's office. The only person with access to the files is the primary researcher.

- 6. Description of any anticipated risks and/or inconveniences that might occur to the subjects as a result of participating in the research, including a statement of the approximate amount of time required of the subjects.**

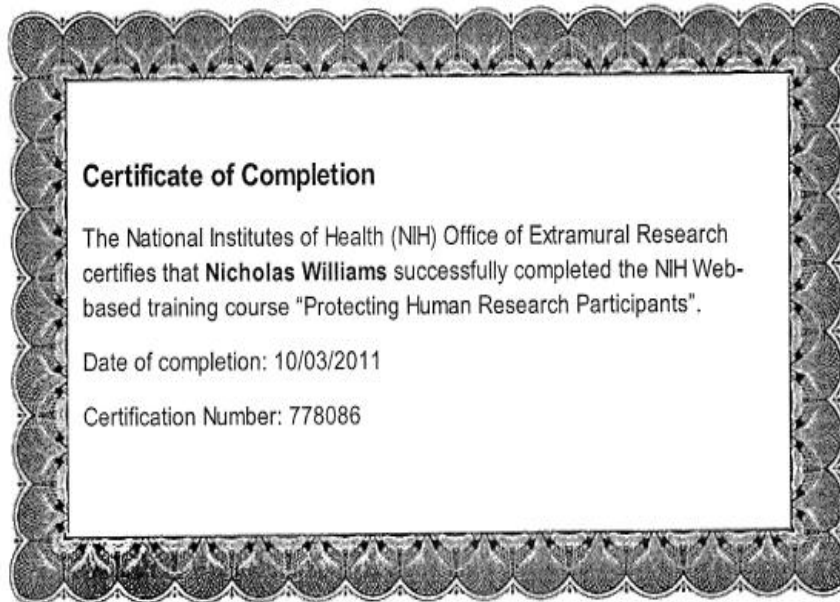
There are no anticipated risks or inconveniences associated with this study. All surveys are anonymous so there will be no emotional or psychological risks.

7. Description of procedures that will be used to minimize potential risk(s) to subjects and the probable effectiveness of those procedures.

There are no anticipated risks. Anonymity will be kept and there are no physical risks involved.

8. Description of any anticipated benefits that might occur for the subjects and any anticipated beneficial knowledge that might occur as a result of the proposed research project.

There are no anticipated benefits to individual participants as a result of participating in this study. The data will be used to identify valuable content areas of APE transition programs for youth with disabilities. The results of the study will be made available to the teachers and parents upon individual request.



APPENDIX C
COVER LETTERS

UNIVERSITY of WISCONSIN
LA CROSSE

Perspectives on Adapted Physical Education Transition Programs

Dear Parents:

I am a graduate student in the Adapted Physical Education program at the University of Wisconsin-La Crosse. I am conducting a study in order to better understand a adapted physical education transition programs for students with disabilities.

Your assistance is needed with this study. As a parent of a student with a disability **age 14-21 years** old your knowledge and experience would contribute greatly to this study. The survey requests basic information and your perceptions of a adapted physical education transition programs in your district. This online survey should take no longer than 10 minutes to complete.

PLEASE DISREGARD THIS STUDY IF YOUR CHILD IS NOT BETWEEN THE AGES OF 14-21 YEARS OLD.

Please click on the following link to begin the survey: [WEB LINK TO SURVEY](#)

Submission of your survey indicates your consent to participate in this study. The completed surveys will be anonymous and all submitted data will be kept on a password protected computer and erased after data analysis is completed. This research study has been approved by the University of Wisconsin-La Crosse Institutional Review Board for the Protection of Human Subjects.

Your time and assistance are appreciated. If you have any questions regarding this survey, please contact me using the information provided below.

Nicholas J Williams
Department of Exercise and Sport Science
107 11th Street South
La Crosse WI, 54601
(585)216-7958
williams.nich@uwlax.edu

Sincerely,

Nicholas J. Williams, Graduate Student
Adapted Physical Education

Manny Felix, Ph.D., Professor
Adapted Physical Education



Living well with disability through an active and healthy lifestyle

www.uwlax.edu/sah/ess/supe/learn/ugrad.htm

UNIVERSITY of WISCONSIN
LA CROSSE

Perspectives on Adapted Physical Education Transition Programs

Dear Adapted Physical Educators:

I am a graduate student in the Adapted Physical Education program at the University of Wisconsin-La Crosse. I am conducting a study in order to better understand adapted physical education transition programs for students with disabilities.

Your assistance is needed with this study. As an adapted physical educator who teaches students with disabilities, your knowledge and experience would contribute greatly to this study. The survey requests basic information and your perceptions of adapted physical education transition programs in your district. This brief online survey should take no longer than 5 minutes to complete.

Submission of your survey indicates your consent to participate in this study. The completed surveys will be anonymous and all submitted data will be kept on a password protected computer and erased after data analysis is completed. This research study has been approved by the University of Wisconsin-La Crosse Institutional Review Board for the Protection of Human Subjects.

Your time and assistance are appreciated. If you have any questions regarding this survey, please contact me using the information provided below.

Nicholas J Williams
Department of Exercise and Sport Science
107 11th Street South
La Crosse WI, 54601
(585) 216-7958
williams.nich@uwlax.edu

Sincerely,

Nicholas J. Williams, Graduate Student
Adapted Physical Education

Manny Felix, Ph.D., Professor
Adapted Physical Education

Please click on the following link to begin the survey: [WEB LINK TO SURVEY](#)



APPENDIX D
ONLINE SURVEY

T1

Instructions:

Please read each item carefully and thoroughly. Based on your personal opinion respond as accurately as possible. Thank you for taking the time to complete this survey.

Q1

Please select one of the following:



- I am an adapted physical education teacher.
- I am a parent/guardian of a student with a disability.



If I am an adapted physical ed... Is Selected, Then Skip To Is your school district in an urban o...

Skip Logic

Q2

From the list below, please select the primary disability that best represents your child:



- Autism (includes Rett syndrome, childhood disintegrative disorder, pervasive developmental disorder-not otherwise specified (PDD-NOS) and Asperger Syndrome)
- Deaf-blindness
- Deafness
- Emotional Disturbance
- Hearing Impairment
- Intellectual Disability (e.g. mental retardation, Down syndrome, fragile X syndrome)
- Orthopedic Impairment (e.g. cerebral palsy, amputations, muscular dystrophy, spinal cord injury)
- Other Health Impairment (e.g. asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome)
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment
- Multiple Disabilities

Q3

*

Please select the gender of your child:

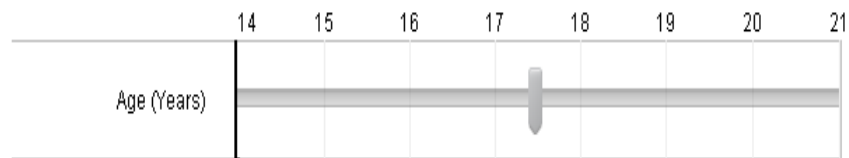
- Male
- Female

Q4

*

Please select the age of your child:

Slide the bar to select the age of your child.



Q5

*

Are adapted physical education transition services a part of your child's individualized education program plan?

- Yes
- No
- Do not know

Q6

*

Are there physical education goals written in your child's individualized education program plan as part of the transition program?

- Yes
- No
- Do not know

Q7

*

Is your school district in an urban or rural location?

- Urban (50,000 or more people)
- Suburban (between 2,500 and 50,00 people)
- Rural (less than 2,500 people)



Display This Question:



If Please select one of the following: I am an adapted physical education teacher. Is Selected [Edit](#)

Q8

Indicate the license that you possess:

- Wisconsin #860 Adapted Physical Education add-on teaching license
- Minnesota 190302 Developmental/Adapted Physical Education teaching license
- I do not have an adapted physical education teaching license.



Display This Question:



If Please select one of the following: I am an adapted physical education teacher. Is Selected [Edit](#)

Q9

Do you write adapted physical education transition goals on the individualized education program plans for the students on your caseload?

- Yes
- No



Q10



Please indicate how **IMPORTANT** the following items are as they relate to adapted physical education transition programs:

| | Very Unimportant | Unimportant | Neither Important or Unimportant | Important | Very Important |
|--|-----------------------|-----------------------|----------------------------------|-----------------------|-----------------------|
| Physical activity leisure skills | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ability to participate in adapted sports | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Enhancing health-related fitness | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Program's utilization of indoor and outdoor community facilities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Social interaction skills | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Development of functional daily living skills | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Importance of physical education as part of a transition program | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Q11

Please indicate how **SATISFIED** you are with the following items as they relate to adapted physical education transition programs in your school district:



| | Very Dissatisfied | Dissatisfied | Neutral | Satisfied | Very Satisfied |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Physical activity leisure skills | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ability to participate in adapted sports | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Enhancing health-related fitness | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Program's utilization of indoor and outdoor community facilities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Social interaction skills | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Development of functional daily living skills | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Importance of physical education as part of a transition program | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Q12

Use your mouse to drag and drop each of the items below to rank the barriers that significantly impact adapted physical education transition programs in your district (1= most significant barrier; 8= least significant barrier).

- | | |
|---|---|
| Transportation | 1 |
| Lack of qualified staff | 2 |
| Community resources available | 3 |
| Lack of adapted equipment in the community | 4 |
| Lack of collaboration between school and community resource personnel | 5 |
| Social isolation of student from peers | 6 |
| Fiscal resources | 7 |
| Lack of Parental Involvement | 8 |

Q13

If you wish, please take this opportunity to provide any comments regarding adapted physical education transition programs in your district.



APPENDIX E
OUTPUTS FROM SPSS

MANOVA – APE Teachers and Parents Perceived Levels of Importance of APE
Transition Program Components

Pairwise Comparisons

| Dependent Variable | (I) Please select one of the following: | (J) Please select one of the following: | Mean Difference (I-J) | Std. Error | Sig. ^a | 95% Confidence Interval for Difference ^a | |
|---|--|--|-----------------------|------------|-------------------|---|-------------|
| | | | | | | Lower Bound | Upper Bound |
| Please indicate how IMPORTANT the following items are as they relate to adapted physical education t...Physical activity leisure skills | I am an adapted physical education teacher. | I am a parent/guardian of a student with a disability. | .167 | .193 | .390 | -.215 | .549 |
| | I am a parent/guardian of a student with a disability. | I am an adapted physical education teacher. | -.167 | .193 | .390 | -.549 | .215 |
| Please indicate how IMPORTANT the following items are as they relate to adapted physical education t...Ability to participate in adapted sports | I am an adapted physical education teacher. | I am a parent/guardian of a student with a disability. | -.408* | .176 | .022 | -.756 | -.060 |
| | I am a parent/guardian of a student with a disability. | I am an adapted physical education teacher. | .408* | .176 | .022 | .060 | .756 |
| Please indicate how IMPORTANT the following items are as they relate to adapted physical education t...Enhancing health-related fitness | I am an adapted physical education teacher. | I am a parent/guardian of a student with a disability. | -.058 | .174 | .737 | -.401 | .285 |
| | I am a parent/guardian of a student with a disability. | I am an adapted physical education teacher. | .058 | .174 | .737 | -.285 | .401 |
| Please indicate how IMPORTANT the following items are as they relate to adapted physical education t...Program's utilization of indoor and outdoor community facilities | I am an adapted physical education teacher. | I am a parent/guardian of a student with a disability. | -.367* | .175 | .038 | -.713 | -.020 |
| | I am a parent/guardian of a student with a disability. | I am an adapted physical education teacher. | .367* | .175 | .038 | .020 | .713 |
| Please indicate how IMPORTANT the following items are as they relate to adapted physical education t...Social interaction skills | I am an adapted physical education teacher. | I am a parent/guardian of a student with a disability. | -.217 | .157 | .170 | -.527 | .094 |
| | I am a parent/guardian of a student with a disability. | I am an adapted physical education teacher. | .217 | .157 | .170 | -.094 | .527 |
| Please indicate how IMPORTANT the following items are as they relate to adapted physical education t...Development of functional daily living skills | I am an adapted physical education teacher. | I am a parent/guardian of a student with a disability. | -.283 | .169 | .095 | -.617 | .050 |
| | I am a parent/guardian of a student with a disability. | I am an adapted physical education teacher. | .283 | .169 | .095 | -.050 | .617 |
| Please indicate how IMPORTANT the following items are as they relate to adapted physical education t...Importance of physical education as part of a transition program | I am an adapted physical education teacher. | I am a parent/guardian of a student with a disability. | -.008 | .190 | .965 | -.384 | .367 |
| | I am a parent/guardian of a student with a disability. | I am an adapted physical education teacher. | .008 | .190 | .965 | -.367 | .384 |

Based on estimated marginal means

a. Adjustment for multiple comparisons: Least Significant Difference (equivalent to no adjustments).

*. The mean difference is significant at the .05 level.

MANOVA – APE Teachers and Parents Ratings Perceived Levels of Satisfaction of APE
Transition Program Components

Pairwise Comparisons

| Dependent Variable | (I) Please select one of the following: | (J) Please select one of the following: | Mean Difference (I-J) | Std. Error | Sig. ^a | 95% Confidence Interval for Difference ^a | |
|---|--|--|-----------------------|------------|-------------------|---|-------------|
| | | | | | | Lower Bound | Upper Bound |
| Please indicate how SATISFIED you are with the following items as they relate to adapted physical ed...Physical activity leisure skills | I am an adapted physical education teacher. | I am a parent/guardian of a student with a disability. | .458 [*] | .177 | .011 | .108 | .808 |
| | I am a parent/guardian of a student with a disability. | I am an adapted physical education teacher. | -.458 [*] | .177 | .011 | -.808 | -.108 |
| Please indicate how SATISFIED you are with the following items as they relate to adapted physical ed...Ability to participate in adapted sports | I am an adapted physical education teacher. | I am a parent/guardian of a student with a disability. | -.014 | .241 | .954 | -.491 | .463 |
| | I am a parent/guardian of a student with a disability. | I am an adapted physical education teacher. | .014 | .241 | .954 | -.463 | .491 |
| Please indicate how SATISFIED you are with the following items as they relate to adapted physical ed...Enhancing health-related fitness | I am an adapted physical education teacher. | I am a parent/guardian of a student with a disability. | .214 | .192 | .266 | -.165 | .593 |
| | I am a parent/guardian of a student with a disability. | I am an adapted physical education teacher. | -.214 | .192 | .266 | -.593 | .165 |
| Please indicate how SATISFIED you are with the following items as they relate to adapted physical ed...Program's utilization of indoor and outdoor community facilities | I am an adapted physical education teacher. | I am a parent/guardian of a student with a disability. | .073 | .212 | .730 | -.346 | .493 |
| | I am a parent/guardian of a student with a disability. | I am an adapted physical education teacher. | -.073 | .212 | .730 | -.493 | .346 |
| Please indicate how SATISFIED you are with the following items as they relate to adapted physical ed...Social interaction skills | I am an adapted physical education teacher. | I am a parent/guardian of a student with a disability. | .518 [*] | .168 | .002 | .187 | .850 |
| | I am a parent/guardian of a student with a disability. | I am an adapted physical education teacher. | -.518 [*] | .168 | .002 | -.850 | -.187 |
| Please indicate how SATISFIED you are with the following items as they relate to adapted physical ed...Development of functional daily living skills | I am an adapted physical education teacher. | I am a parent/guardian of a student with a disability. | .439 [*] | .169 | .010 | .106 | .772 |
| | I am a parent/guardian of a student with a disability. | I am an adapted physical education teacher. | -.439 [*] | .169 | .010 | -.772 | -.106 |
| Please indicate how SATISFIED you are with the following items as they relate to adapted physical ed...Importance of physical education as part of a transition program | I am an adapted physical education teacher. | I am a parent/guardian of a student with a disability. | .490 [*] | .204 | .018 | .087 | .893 |
| | I am a parent/guardian of a student with a disability. | I am an adapted physical education teacher. | -.490 [*] | .204 | .018 | -.893 | -.087 |

Based on estimated marginal means

*. The mean difference is significant at the .05 level.

a. Adjustment for multiple comparisons: Least Significant Difference (equivalent to no adjustments).

MANN-WHITNEY U – APE teachers and Parents Rankings on Perceived Barriers to APE Transition Programs

Test Statistics^a

| | Use your mouse to drag and drop each of the items below to rank the barriers that significantly impa...-Transportation | Use your mouse to drag and drop each of the items below to rank the barriers that significantly impa...-Lack of qualified staff | Use your mouse to drag and drop each of the items below to rank the barriers that significantly impa...-Community resources available | Use your mouse to drag and drop each of the items below to rank the barriers that significantly impa...-Lack of adapted equipment in the community | Use your mouse to drag and drop each of the items below to rank the barriers that significantly impa...-Lack of collaboration between school and community resource personnel | Use your mouse to drag and drop each of the items below to rank the barriers that significantly impa...-Social isolation of student from peers | Use your mouse to drag and drop each of the items below to rank the barriers that significantly impa...-Fiscal resources | Use your mouse to drag and drop each of the items below to rank the barriers that significantly impa...-Lack of Parental Involvement |
|------------------------|--|---|---|--|---|--|--|--|
| Mann-Whitney U | 736.500 | 831.500 | 1078.500 | 1039.000 | 888.500 | 327.000 | 662.500 | 748.000 |
| Wilcoxon W | 6196.500 | 1062.500 | 1309.500 | 6499.000 | 1119.500 | 558.000 | 6122.500 | 5698.000 |
| Z | -2.397 | -1.755 | -.091 | -.355 | -1.361 | -5.111 | -2.990 | -1.748 |
| Asymp. Sig. (2-tailed) | .017 | .079 | .928 | .722 | .174 | .000 | .003 | .080 |

a. Grouping Variable: Please select one of the following: