

**PE Central Presenter: Jennifer Houston**  
**Physical Education Presentation Topics and Descriptions**

**Selecting appropriate goals for Physical Education for students with severe, multiple disabilities (SMD).**

Many physical educators find it challenging to successfully and safely include students with SMD into a general physical education class, without having them just sit on the sidelines and watch or keep score. Typically these students' curriculum should be focused on mobility and life skills such as balance, standing, core strength and walking with assistance.

This session is designed to explore how to write appropriate objectives/goals for students with severe, multiple disabilities and how to effectively implement those goals into a general physical education class.

**So what are your students really learning?**

How can we as physical educators argue for increased time allocation for Physical Education delivered by certified specialists and then assume that all we have to do is make sure that our students come to class on time, are appropriately dressed for activity, participate minimally, and behave appropriately? If you agree that Physical Education should be more than glorified recess and should be a valued academic subject you need to commit to assessing student learning as part of your teaching. This session examines the importance/purpose of assessment and the documentation of student learning, as well as how to effectively implement appropriate, purposeful assessment using the four learning domains (psychomotor, cognitive, affective and physical fitness)

**Physical Activity Levels of Students with Physical Disabilities in inclusive Physical Education and Recess Settings.**

This session presented the results and implications of a research study conducted on the physical activity levels of students with disabilities as compared to typical students in the same physical education classes. After documenting that student with disabilities engage in less than 3 minutes of MVPA during a typical 30-minute physical education class (Houston, in progress). In addition, this session explores the implications of these results and provides ideas for providing movement opportunities for students with disabilities both in the general physical education class and an inclusive recess setting.

**Including students with disabilities in the general Physical Education class and effectively utilizing your paraprofessionals.**

In order to successfully and safely include students with disabilities in a typical physical education class, teachers need to understand not only the students' abilities and limitations, but also how to effectively modify activities allowing all students to participate. In addition, physical education teachers need to be able to instruct and /or train paraprofessionals how to work with students in the physical education environment. This session provides information on helping paraprofessionals understand the importance of their role in successful inclusion for students with disabilities.

### **Engaging secondary Physical Education students through Teaching Games for Understanding.**

Teaching Games for Understanding (TGfU) is a game-based learning experience designed to elicit the players' tactical awareness and skill development from situated learning experiences enabled by the teacher/coach (1) setting the environment, and (2) using appropriate pedagogical skills/tools such as prompts, feedback and/or questioning. The original TGfU model was first introduced by Bunker and Thorpe (1982). The model involves six areas: Game form, game appreciation, tactical awareness, decision-making, skill execution and performance. The purpose of this session is to promote an understanding of the TGfU model in order that secondary physical education teachers have a new tool to elicit meaningful and purposeful participation from their secondary students. Attendees will gain practical experience through a modified lesson plan to illustrate the TGfU model.

### **Sport Education: Purpose, planning and implementation.**

Sport education is a curriculum and instruction model that provides authentic sport experiences for physical education students. Its key features derive from how sport is conducted in community and interschool contexts. Ideally, it combines direct instruction, cooperative small-group work, and peer teaching. Its goals are to help students become competent, literate, and enthusiastic sports persons. This session provides information on how to start using the sport education model and successfully implementing the model into a physical education program.

### **Everything you always wanted to know about National Board Certification.**

In the last 1980s, The National Board for Professional Teaching Standards (NBPTS) set out to identify and recognize expert teachers who have assimilated the necessary qualities to teach. NBPTS published a set of policy statements, *the Five Core Propositions*, which formed a framework from which all of the NBPTS evolved, and have become the industry standard for the education profession. This session will discuss the purpose of exploring national board certification for physical education teachers, as well as what it means to be nationally certified.