

California APE State Guidelines Review

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Introduction

Chapter 8, “Transition to Adult life,” mainly addresses the transition of children with disabilities from their school life to their post-school life (CA State Council APE, 2012). This process of transitioning for children with disabilities to their adult life is initiated before or after the children turn 16 years old, and it begins by developing Individualized Educational Programs (IEPs). This paper provides an overview of Chapter 8 of the Adapted Physical Education (APE) guideline in California.

Overview of the Chapter

The chapter discusses the significance of addressing the educational and transitional services of children with disabilities. The focus of education as children near the end of their life in school should be tailored towards post-secondary settings. According to this chapter, incorporating transitional services into educational programs for children with disabilities should be a high priority. The main aim of incorporating such services is to focus on enhancing the functioning and academic achievement of children with disabilities, and this will result in a smooth transition from school to their lives outside school.

The chapter also emphasizes the importance of incorporating community agencies and resources in addressing the needs of children with disabilities. The families and the students' efforts play a significant role in determining the interests, needs, goals, and progress attained in the transition process. Besides, the education provided in schools for ~~children~~ with disabilities should be tailored towards meeting their needs when they are in school as well as in their lives

after school. APE teachers have an obligation to equip themselves with the required skills in order to be able to help ~~children~~ with disabilities as they transition to community settings.
 teach teens/adults

Issues Associated with the Chapter Topic

good!

Since transitional services aim to smoothly integrate the students from the school setting to the community setting, there may arise challenges in ensuring that these students have access to the ideal facilities that they require for their success after school. As a result children with ~~disabilities~~ adolescents/youth/adults might find it hard adjusting to the community environment especially if they lack commitment. Besides, the physical demand in the community setting might be challenging for students with disabilities, therefore, the agencies concerned with people with disabilities and the educators should work collaboratively to ensure that the ~~children~~ are able to overcome such challenges.

Everyone has their strengths and weaknesses, and this applies to ~~children~~ with challenges disabilities. The transition process from school setting to post-school setting for children with disabilities requires that the strengths and weaknesses of every child are well understood. This might be challenging because fulfilling the special tailor-made needs of every child is not an easy task. If Adapted Education Teachers are not able to identify the specific needs of individual students, then the student might find it hard to incorporate into the community settings (Ginis, 2021). Also finding specific workplaces that meet the individual requirements for every child with ~~special needs~~ disabilities where they can successfully acquire adequate experience might a hard task to fulfill. Some employers might also be reluctant to employ workers with ~~special needs~~ disabilities. Lack of coordination of services between all stakeholders involved may be a serious issue that may sabotage the transition services.
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What I Learned and how it is applicable to Teaching APE

I have learned that ~~IEP physical education~~ **APE?** teachers need to equip themselves with the appropriate tools in order to be able to determine and meet the individual transition needs of children with special needs. For effective transition to occur, the teachers should conduct a survey of the lifelong activity of the students and discuss with the student's families how they can be able to help the students. Besides, physical educators concerned with transitioning-age individuals should familiarize themselves with the services and programs offered at local community colleges (McNamara, 2022). As a result, they will be able to provide accurate information to the teams in charge of IEP and be able to prepare individual students with the appropriate skills to venture into the community. good!

I have also learned the need to incorporate community settings into the IEPs in order to help the students understand the requirements in the post-school environment. The programs focused on children with disabilities should be tailored towards helping the students be able to set their goals as well as understand the resources that are available to aid in the pursuit of those goals.

The knowledge I have obtained from this chapter regarding Adapted Physical Education (APE) guidelines in California would be essential for my teaching APE. As an future APE teacher, I would be well aware of the needs of the students, therefore focusing my attention on meeting those needs. I would incorporate these learnings towards helping the students set their goals and understand the resources available to fulfill those goals. I would also equip myself with the relevant legal requirements and guidelines to ensure that I comply with the requirements as I teach the students.

Good!

Summary and Recommendations

Chapter 8 of the adapted physical education guidelines in California elaborates on the requirements and needs of children with special needs and the various ways that schools can help students meet their needs, especially in post-secondary settings. The chapter also emphasizes the importance of incorporating community agencies and resources to address the needs of children with disabilities.

Every stakeholder in Adapted Physical Education should work in collaboration with one another to ensure that the transition process of the students is smooth. Teachers and parents of students with disabilities should assess the preferences and needs of the students long before they approach the transition period. This will ensure that students will have a smooth transition process.

APE teachers should be well-equipped and informed about the programs related to physical activities, agencies, and community resources. This will help the teachers to be able to equip the students with specific skills that these students require in order to have a smooth transition into the community. The teachers should also be able to individualize the planning of the students such that the APE programs align with the goals and interests of every individual student. Also, there should be proper documentation on the services that the students require and receive.

Conclusion

Chapter 8 of the adapted physical education guidelines in the California Manual highlights the importance of transition services for children with special needs. There should be a collaboration between adapted physical education teachers and classroom transition teachers to

enhance a smooth transition service. The APE teachers are required to engage with the community and families of students with disabilities, provide individual instructions, and have legal knowledge of transition services.

Nicely done, a few minor errors throughout (-1)

References

CA State Council APE. (2012). *Adapted Physical Education Guidelines in California Schools Manual*.

Ginis, K. A. M., van der Ploeg, H. P., Foster, C., Lai, B., McBride, C. B., Ng, K., ... & Heath, G. W. (2021). Participation of people living with disabilities in physical activity: a global perspective. *The Lancet*, 398(10298), 443-455.

McNamara, S. W., Bittner, M., Katz, H., & Hangauer, K. (2022). Addressing literature gaps in online learning and adapted physical education: A scoping review. *Kinesiology Review*, 11(2), 191-196.

Great use of additional resources