

Adapted Physical Education and Sport-4th Edition

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Joseph P. Winnick

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592pp

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The world of adapted physical education and sport continues to undergo both legislative and practical changes. Those who want to stay abreast of those changes and provide people with disabilities the best physical education and sport experiences possible will benefit from *Adapted Physical Education and Sport, Fourth Edition*.

Specifically, the book helps teachers fulfill these requirements:

- Provide education compatible with the definition of special education
- Identify the unique needs of each person within the program
- Offer personalized education specific to each participant's needs
- Provide the most included, integrated setting possible for each individual with disabilities

Adapted Physical Education and Sport, Fourth Edition prepares readers to provide services in the most included setting for each individual. The following are among the new features in this edition:

- Chapter updates to incorporate current legislation
- Expanded coverage of inclusion
- Greater focus on adapted sport, exploring the opportunities in various sports
- Major revisions to the measurement and assessment chapter to reflect advances, particularly in alternative assessment
- DVD version of the Brockport Physical Fitness Test Video bound into the textbook
- Greater attention on behavioral disabilities, with practical applications consistent with IDEA provided for youngsters with behavioral disabilities
- New chapter on pervasive developmental disabilities

- More emphasis on working with individuals with visual impairments, hearing impairments, or both
- Expanded and updated instructor guide and test package, plus a new presentation package

Part I introduces foundational topics in adapted physical education and sport, including program organization and management, adapted sport, individualized programs, and instructional strategies. It helps teachers and leaders to plan, assess, prescribe, teach, and evaluate adapted physical education. Part II explores the unique physical education needs of students with various disabilities.

Part III examines developmental considerations, including motor development, perceptual motor development, and considerations for infants and toddlers as well as for early childhood. In part IV the focus is on physical activities and sports for people with disabilities. It includes chapters on rhythmic movement and dance, aquatics, team sports, individual and adventure sports, and enhancing wheelchair sport performance. Each chapter identifies skills, lead-up activities, modifications, and variations to make the experience meaningful, motivating, and fun for the participants.

Chapter-opening vignettes and numerous real-life problems that must be solved help readers learn and apply the material. Adapted Physical Education and Sport, Fourth Edition, will help practitioners bring out the capabilities of each individual.

About the Editor

Joseph P. Winnick, EdD, is distinguished service professor of physical education and sport at State University of New York, College at Brockport, where he has taught adapted physical education for 40 years. Renowned for his research in adapted physical education, he is the author of the Brockport Physical Fitness Test Manual and related resources, which present the best physical fitness test available for youths with disabilities.

Dr. Winnick developed and implemented America's first master's degree professional preparation program in adapted physical education at Brockport in 1968. Since that time he has secured funds from the U.S. Department of Education to support the program. He has received the Professional Recognition Award from the Adapted Physical Activity Council of AAHPERD, the G. Lawrence Rarick Research Award, and the Hollis Fait Scholarly Contribution Award. Dr. Winnick earned master's and doctoral degrees from Temple University.

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About the Authors

Audiences

Text for university instructors of adapted physical education. Resource for special education teachers, physical and occupational therapists, coaches of adapted sport, and pre-K to 12 physical education teachers.

Supplementary Instructional Materials

Adapted Physical Education and Sport Instructor Guide, Fourth Edition

The instructor guide includes a preface, syllabus, teaching ideas, student learning objectives, suggested learning activities, and additional resources.

<http://www.HumanKinetics.com/AdaptedPhysicalEducationandSport>

Adapted Physical Education and Sport Test Package, Fourth Edition

The test package includes multiple-choice, true-and-false, fill-in-the-blank, and short-answer questions.

<http://www.HumanKinetics.com/AdaptedPhysicalEducationandSport>

Adapted Physical Education and Sport Presentation Package, Fourth Edition

The presentation package contains more than 600 text slides that highlight the main points of each chapter, as well as important figures and tables.

<http://www.HumanKinetics.com/AdaptedPhysicalEducationandSport>

Adapted Physical education, joseph w. winnick, 2005

Inclusive Physical Activity - A Lifetime of Opportunities

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Susan L. Kasser, Rebecca K. Lytle

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SES 340 Course Schedule

Week/Day	Date	Topic/Activity	Assignment
Week 1	8/25	Introduction and exposure to disabilities	Class participation Introduction e-mail
Week 2	9/1	Disabled History	Class participation Weekly assignment via e-mail
Week 3	9/8	Background information – sport and disability overview, Paralympics, laws	Class participation Weekly assignment via e-mail
Week 4	9/15	Background information – categories of disabilities, sport classifications, differences in disabilities	Class participation Weekly assignment via e-mail
Week 5	9/22	Wheelchair Sports	Class participation Weekly assignment via e-mail
Week 6	9/29	Amputee, Dwarfism, other deformaties	Class participation Weekly assignment via e-mail
Week 7	10/6	Midterm Assignment Athletic training, Sport management, Exercise Physiology, and Physical	Written Assignment is due by Friday of this week Class participation

		Education – major specific discussions online and activities	Weekly assignment via e-mail
Week 8	10/13	Autism, sensory concerns	Class participation Weekly assignment via e-mail
Week 9	10/20	Hearing Impairments	Class participation Weekly assignment via e-mail
Week 10	10/27	Visual Impairments	Class participation Weekly assignment via e-mail
Week 11	11/3	Down Syndrome	Class participation Weekly assignment via e-mail
Week 12	11/10	ADHD, Learning Disabilities, mental disabilities	Class participation Weekly assignment via e-mail
Week 13	11/17	Other Health Impairments	Class participation Weekly assignment via e-mail
Week 14	11/24 & 12/1	Presentations Online review for final exam	Refer to syllabus section discussing presentation topics
Week 15	12/8	Final Examination	Examination will be given in classroom environment

Extra Credit:

A list of approved movies for extra credit.

<u>Movie Title</u>	<u>Disability</u>
House of Cards	Autism
Mercury Rising	Autism
Rainman	Autism
Mozart and the Whale	Autism
Nell	Autism
Men of Honor	Amputee
Horse Whisperer	Amputee
At First Sight	Blind
Helen Keller	Blind/Deaf
Mr Holland's Opus	Deaf
Simon Birch	Dwarfism

I Am Sam	Learning concerns/Retardation
Radio	Learning concerns/Retardation
What's Eating Gilbert Grape	Learning concerns/Retardation
The Other Sister	Learning concerns/Retardation
Forest Gump	Mental concerns/autism
Murderball	Wheelchair Sport

Characteristics of the Various Events of Adapted Sports and Their Equipments. Accession number;99A1026568

Title;Characteristics of the Various Events of Adapted Sports and Their Equipments.

Author;OKUDA KUNIHARU(Osaka-furitsu Kango Daigaku Iryogijutsu

Tankidaigakubu) OKANO IKUYA(Hyogo Prefect. Rehabil. Cent.)

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Pub. Country;Japan

Language;Japanese

Abstract;

Inclusive Games (Paperback)

by Susan L. Kasser (Author) "Games were meant to be played, not watched from a distance..." (more)

Key Phrases: gym invader, wedge bolster, locomotor skills, None Area (more...)

No customer reviews yet. Be the first., Human Kinetics 1995

Adapted Physical Education And Sport (Book & DVD) (Hardcover)

by Joseph P. Winnick (Editor) "Individuals who pursue a career of teaching physical education and coaching sports typically enjoy physical activity and are active participants in physical education and athletics..." (more), Human kinetics, 2005

Adapted physical education and recreation, 2004, new york. Mc graw-hill

Anak Berkebutuhan Khusus (ABK) adalah anak yang mengalami kelainan sedemikian rupa baik fisik, mental, sosial maupun kombinasi dari ketiga aspek tersebut, sehingga untuk mencapai potensi yang optimal ia memerlukan Pendidikan luar biasa(PLB).

PLB merupakan pendidikan yang dirancang untuk memenuhi kebutuhan pendidikan ABK. Adapun yang dirancang dalam PLB adalah kelas, program dan layanannya. Sehingga PLB dapat diartikan juga sebagai Spesial kelas, program atau layanan yang dirancang untuk memenuhi kebutuhan pendidikan Anak luar biasa.

ABK bisa memiliki masalah dalam sensorisnya, motoriknya, belajarnya, dan tingkahlakunya. Semua ini mengakibatkan terganggunya perkembangan fisik anak. Hal ini karena sebagian besar ABK mengalami hambatan dalam merespon rangsangan yang diberikan lingkungan untuk melakukan gerak, meniru gerak dan bahkan ada yang

memang fisiknya terganggu sehingga ia tidak dapat melakukan gerakan yang terarah dengan benar.

Di satu sisi, Anak luar Biasa harus dapat mandiri, beradaptasi, dan bersaing dengan orang normal, di sisi lain ia tidak secara otomatis dapat melakukan aktivitas gerak. Secara tidak disadari akan berdampak kepada pengembangan dan peningkatan kemampuan fisik dan keterampilan geraknya. Pendidikan jasmani bagi ABK disamping untuk kesehatan juga harus mengandung pembetulan kelainan fisik.

Dengan uraian di atas maka jelas bahwa Pendidikan jasmani yang diadaptasi dan dimodifikasi sesuai dengan kebutuhan, jenis kelainan dan tingkat kemampuan ABK merupakan salah satu factor yang sangat menentukan dalam keberhasilan Pendidikan bagi ABK. Keberhasilan ini akan terwujud baik pada PLB dalam bentuk kelas khusus, program khusus, maupun dalam bentuk layanan khusus di SD biasa maupun di tiap jenjang sekolah biasa lainnya.

Apa dan bagaimana pendidikan jasmani bagi ABK atau Pendidikan Jasmani adaptif secara sederhana akan diuraikan dibawah ini:

1. Pengertian pendidikan jasmani adaptif

Secara mendasar pendidikan jasmani adaptif adalah sama dengan pendidikan jasmani biasa. Pendidikan jasmani merupakan salah satu aspek dari seluruh proses pendidikan secara keseluruhan.

Pendidikan jasmani adaptif merupakan suatu sistem penyampaian layanan yang bersifat menyeluruh (comprehensif) dan dirancang untuk mengetahui, menemukan dan memecahkan masalah dalam ranah psikomotor.

Hampir semua jenis ketunaan ABK memiliki problem dalam ranah psikomotor. Masalah psikomotor sebagai akibat dari keterbatasan kemampuan sensomotorik, keterbatasan dalam kemampuan belajar. Sebagian ABK bermasalah dalam interaksi sosial dan tingkah laku. Dengan demikian dapat dipastikan bahwa peranan pendidikan jasmani bagi anak berkebutuhan khusus (ABK) sangat besar dan akan mampu mengembangkan dan mengoreksi kelainan dan keterbatasan tersebut.

2. Ciri dari program pengajaran penjas Adaptif

Sifat program pengajaran pendidikan jasmani adaptif memiliki ciri khusus yang menyebabkan nama pendidikan jasmani ditambah dengan kata adaptif. Adapun ciri tersebut adalah:

Program Pengajaran Penjas adaptif disesuaikan dengan jenis dan karakteristik kelainan siswa. Hal ini dimaksudkan untuk memberikan kesempatan kepada siswa yang berkelainan berpartisipasi dengan aman, sukses, dan memperoleh kepuasan. Misalnya bagi siswa yang memakai kursi roda satu tim dengan yang normal dalam bermain basket, ia akan dapat berpartisipasi dengan sukses dalam kegiatan tersebut bila aturan yang

dikenakan kepada siswa yang berkorsi roda dimodifikasi. Demikian dengan kegiatan yang lainnya. Oleh karena itu pendidikan Jasmani adaptif akan dapat membantu dan menolong siswa memahami keterbatasan kemampuan jasmani dan mentalnya.

Program Pengajaran Penjas adaptif harus dapat membantu dan mengkoreksi kelainan yang disandang oleh siswa. Kelainan pada Anak luar Biasa bisa terjadi pada kelainan fungsi postur, sikap tubuh dan pada mekanika tubuh. Untuk itu, program pengajaran pendidikan Jasmani adaptif harus dapat membantu siswa melindungi diri sendiri dari kondisi yang memperburuk keadaanya.

Program Pengajaran Penjas adaptif harus dapat mengembangkan dan meningkatkan kemampuan jasmani individu ABK. Untuk itu pendidikan Jasmani adaptif mengacu pada suatu program kesegaran jasmani yang progressif, selalu berkembang dan atau latihan otot-otot besar. Dengan demikian tingkat perkembangan ABK akan dapat mendekati tingkat kemampuan teman sebayanya.

Apabila program pendidikan jasmani adaptif dapat mewujudkan hal tersebut di atas. maka pendidikan jasmani adaptif dapat membantu siswa melakukan penyesuaian sosial dan mengembangkan perasaan siswa memiliki harga diri. Perasaan ini akan dapat membawa siswa berperilaku dan bersikap sebagai subjek bukan sebagai objek di lingkungannya.

3. Tujuan pendidikan jasmani adaptif.

Sebagaimana dijelaskan di atas betapa besar dan strategisnya peran pendidikan jasmani adaptif dalam mewujudkan tujuan pendidikan bagi ABK, maka Prof. Arma Abdoellah, M.Sc. dalam bukunya yang berjudul "Pendidikan Jasmani Adaptif" memerinci tujuan pendidikan Jasmani adaptif bagi ABK sebagai berikut:

Untuk menolong siswa mengkoreksi kondisi yang dapat diperbaiki.

Untuk membantu siswa melindungi diri sendiri dari kondisi apapun yang memperburuk keadaannya melalui Penjas tertentu.

Untuk memberikan kesempatan pada siswa mempelajari dan berpartisipasi dalam sejumlah macam olah raga dan aktivitas jasmani, waktu luang yang bersifat rekreasi.

Untuk menolong siswa memahami keterbatasan kemampuan jasmani dan mentalnya.

Untuk membantu siswa melakukan penyesuaian social dan mengembangkan perasaan memiliki harga diri.

Untuk membantu siswa dalam mengembangkan pengetahuan dan apresiasi terhadap mekanika tubuh yang baik.

Untuk menolong siswa memahami dan menghargai macam olah raga yang dapat diminatinya sebagai penonton.

4. Modifikasi dalam pendidikan jasmani adaptif

Bila kita lihat masalah dari kelainannya, jenis Anak Berkebutuhan Khusus dikelompokkan menjadi:

- a. ABK yang memiliki masalah dalam sensoris
- b. ABK yang memiliki masalah dalam gerak dan motoriknya

- c. ABK yang memiliki masalah dalam belajar
- d. ABK yang memiliki masalah dalam tingkah lakunya

Dari masalah yang disandang dan karakteristik setiap jenis ABK maka menuntut adanya penyesuaian dan modifikasi dalam pengajaran Pendidikan Jasmani bagi ABK.

Penyesuaian dan modifikasi dari pengajaran penjas bagi ABK dapat terjadi pada:

- a. Modifikasi aturan main dari aktifitas pendidikan jasmani.
- b. Modifikasi keterampilan dan tehniknya .
- c. Modifikasi tehnik mengajarnya.
- d. Modifikasi lingkungannya termasuk ruang, fasilitas dan peralatannya

Seorang ABK yang satu dengan yang lain, kebutuhan aspek yang dimodifikasi tidak sama. ABK yang satu mungkin membutuhkan modifikasi tempat dan arena bermainnya. ABK yang lain mungkin membutuhkan modifikasi alat yang dipakai dalam kegiatan tersebut. Tetapi mungkin yang lain lagi disamping membutuhkan modifikasi area bermainnya juga butuh modifikasi alat dan aturan mainnya. Demikian pula seterusnya, tergantung dari jenis masalah, tingkat kemampuan dan karakteristik dan kebutuhan pengajaran dari setiap jenis ABK.

Rangkuman:

Pembelajaran adaptif artinya pembelajaran yang dirancang sesuai dengan kebutuhan Anak Berkebutuhan Khusus. Pembelajaran adaptif ini bisa pula disebut pendidikan Luar Biasa.

Pendidikan luar biasa bisa berupa kelas khusus, program khusus dan atau layanan khusus yang dirancang untuk memenuhi kebutuhan Anak Berkebutuhan Khusus.

Arah perkembangan layanan PLB bergerak dari pendidikan yang terpisah (eksklusif) kearah pendidikan yang terpadu / integrasi.

Sepanjang layanan PLB masih bisa dikembangkan dan dilaksanakan di Sekolah biasa maka sekolah biasa merupakan pilihan utama. Hal ini dikarenakan Sekolah Biasa.

lingkungan keluarga dan masyarakat umum merupakan habitat ABK seperti anak yang normal lainnya.

ABK harus bisa hidup, berkembang dan bersaing dengan dan ditengah masyarakat umum karena itu seawal mungkin ABK sudah dibina dan terpadu dalam lingkungan pendidikan biasa.

Dilihat dari masalah pendidikan yang disandang, Anak Berkebutuhan Khusus dalam pendidikan dibagi menjadi beberapa kelompok yaitu ABK yang bermasalah dalam sensoris, motoris, belajar, tingkah laku dan campuran diantara masalah tersebut.

Anak Berkebutuhan Khusus ternyata tidak hanya mereka yang cacat dan terbelakang mental yang memerlukan layanan PLB, tetapi juga anak yang gifted dan talented memerlukan PLB.

Penyebab adanya kecacatan dan kelainan pada anak bisa disebabkan pada waktu sebelum lahir, disaat lahir dan setelah lahir.

Setiap jenis ABK memiliki karakteristik masing masing dan berbeda satu jenis ABK dengan jenis ABK lainnya.

Karakteristik dari setiap Jenis ABK menyebabkan adanya pelayanan pendidikan yang berbeda.

Kebutuhan pendidikan setiap ABK tergantung dari jenis kelainan, tingkat kelainan dan karakteristik yang dimiliki.

Karena keunikan yang ada pada ABK maka perlu adanya modifikasi dan adaptasi dalam pembelajarannya.

Adaptasi dan modifikasi bisa dilakukan seluruh atau sebagian kurikulum, disesuaikan atau diganti strategi belajarnya, modifikasi alat dan materi belajarnya, modifikasi tehnik mengajar dan pengaturan kelasnya, serta modifikasidan adaptasi lingkungan arsitektur dan sarannya.

Guru yang melayani ABK dalam program PLB bisa:

- a) Guru Biasa
- b) Guru Konsultan
- c) Guru Kunjung
- d) Guru Pembimbing khusus
- e) Guru Kelas Khusus

jenis Guru yang dibutuhkan untuk mengembangkan dan memberi layanan pada ABK tergantung dari berat ringannya kecacatan dan tinggi rendahnya kemampuan anak dalam mengikuti pengajaran akademis.

Pendidikan jasmani merupakan salah satu aspek yang menyeluruh dari proses pendidikan secara keseluruhan. Pendidikan jasmani adaptif merupakan suatu sistem penyampaian layanan yang bersifat menyeluruh (comprehensif) dan dirancang untuk mengetahui, menemukan dan memecahkan masalah dalam ranah psikomotor.

Tujuan dari penjas adaptif tidak hanya dalam bidang ranah psikomotor, tetapi juga dalam ranak kognitif dan afektif.

Ciri dari program pengajaran pendidikan jasmani adaptif yaitu: Programnya disesuaikan dengan kelainan dan karakteristik anak, diarahkan untuk mengkoreksi kelainan postur dan mekanika tubuh serta mengembangkan dan meningkatkan kemampuan jasmani individu.

Untuk mencapai tujuan yang diharapkan, pengajaran penjas bagi ABK perlu dimodifikasi sesuai dengan kelainan, karakteristi dan kebutuhan pengajarannya. Penyesuaian dan modifikasi dari pengajaran penjas bagi ABK bisa terjadi pada:

- Modifikasi aturan main dari aktifitas pendidikan jasmani.
- Modifikasi keterampilan dan tehniknya .
- Modifikasi tehnik mengajarnya.
- Modifikasi lingkungannya termasuk ruang, fasilitas dan peralatannya.

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