

FOR ADDITIONAL INFORMATION VISIT THESE WEBSITES:

BEMIDJI REGIONAL INTER-
DISTRICT COUNCIL:

BRIC-K12.com

REGIONS 1 AND 2:

Regionsrand2.org

STATE DAPE WEBSITE:

www.mndape.org

MN ASSOCIATION FOR HEALTH,
PHYSICAL EDUCATION,
RECREATION AND DANCE

(MN AHPERD):

<http://www.mnahperd.org/index.htm>

MN DEPARTMENT OF
EDUCATION WEBSITE:

<https://education.mn.gov/>

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Bemidji Regional Interdistrict Council (BRIC) is an agency of eleven member school districts that have joined together to provide services in the area of special education. The mission of the Bemidji Regional Interdistrict Council Cooperative is to ensure the provision of appropriate, comprehensive and quality services to identified children and their families within the member Districts of BRIC in North Central Minnesota.



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DEVELOPMENTAL ADAPTED
PHYSICAL EDUCATION

DAPE FACTS

FOR PARENTS AND
EDUCATORS



WHAT IS DEVELOPMENTAL ADAPTED PHYSICAL EDUCATION --DAPE--?

DAPE programs assist children to develop lifetime skills in fitness; motor patterns; aquatics; dance; and individual & group games/sports/recreation. The whole student (physical, social, emotional, cognitive) is considered when developing programs for students who qualify for DAPE.

This educational support system is provided for students with disabilities who cannot safely or successfully participate in physical education activities. MN certified teachers of DAPE recognize the individual differences of learners and emphasize a continuum of growth and physical development during class. Through individualized instruction in a carefully planned program of diversified activities, students develop greater degrees of social independence, physical well-being, emotional stability and problem solving abilities. The instruction may take place in the school or community setting.

The individual needs may be met using the following methods:

- Determining the pace of instruction;
- Providing appropriate independent and guided practice;
- Modifying equipment, intensity, duration and type of activity;
- Using a full range of instructional techniques and communication modes
- Placing students in the least restricted environment which may include: general PE, small group, and/or individual programs

HOW DO STUDENTS QUALIFY FOR DAPE?

A student (3-21 years of age) is eligible for developmentally adapted physical education when the special education team determines the student has an identified disability of: autism, deaf/blind, developmental disability, emotional or behavioral disorders, hearing impaired, specific learning disabilities, intellectual disability, severely multiply impaired, other health impaired, physically impaired or visually impaired. Based on his or her performance on a standardized test, it may be determined that the student needs specifically designed physical education instruction. An appropriately licensed DAPE teacher must administer the test(s).

The special education team can utilize two of the following to determine if the student needs specifically designed physical education: motor skill checklist, informal tests, criterion-referenced measures, deficits in achievement related to the defined curriculum, medical history or reports, parent and staff interviews, systematic observations, and social, emotional, or behavioral assessments.



INSTRUCTIONAL SUPPORT

Developmental Adapted Physical Education (DAPE) is a service area defined by two areas of instructional support.

1. The term "Developmental" focuses on the outcomes to be achieved in an environment that allows for sequential growth through a process of assessment: planning, program implementation, and progress evaluation. Appropriately expectations are determined through an individualized approach that recognizes personal interests and abilities. It is through a carefully planned, diversified program of "developmental" activities, games, sports, and rhythms suited to the interest and capabilities of each student that the outcomes could be realized.

2. The term "Adapted" focuses on individualizing the instructional process. Instructional adaptation includes selecting the setting and environment, determining the pace of instruction, providing appropriate teaching strategies and modifying equipment.

3. DAPE programming supports the regular physical education curriculum. Assessment, curriculum development and instruction are critical components in both DAPE and regular physical education programming.