



Physical Education for All Students!

April 30, 2025



OREGONSHAPE.ORG
Society of Health and Physical Educators

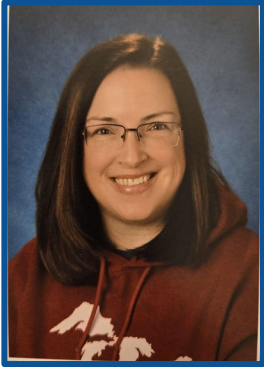




Oregon Healthy Schools

- Funded from a CDC grant
- Grounded in the WSCC model
- Philosophy: Students deserve to be safe, engaged, supported, challenged and healthy

Presenters



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General Education PE
Teacher

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13 years in Public
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Adapted PE Specialist

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9 years in Public Education



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Over 40 years in public health
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Oregon SHAPE APE Teacher
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12 years in Public Education



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Welcome & Agenda

- Purpose of Today's Webinar: Supporting Physical Education for all Students
- Overview of Topics:
 - Legal PE Instructional Minutes
 - Inclusive PE Strategies
 - Differentiated Instruction Techniques
 - Practical Inclusive PE Assessments
- Q&A Discussion
- Complete Evaluation

Welcome!



Oregon Department of Education

**What is one practice
that you do to help all
your students feel
welcome, safe and
included in your
classes?**

What is Physical Education, and why is it important?

Physical education provides an equitable way for all students to receive instruction and movement during the day.

Both PE and PA help:

- decrease stress
- increase academic performance
- improve fitness levels
- improve mental health
- prevent injury and disease

- **Physical education** is an academic, sequential, skill-based class aligned to state standards to reach specific outcomes.
- **Physical activity** is any physical or bodily movement, unstructured or structured and can provide opportunities to apply skills learned in physical education.



Legal Requirements for Physical Education

[ORS 329.496](#) and [OAR 581-022-2263](#)

- **meets the academic content standards for physical education adopted by the State Board of Education** under ORS 329.045
- **sequential**
- **developmentally appropriate curriculum that is designed, implemented and evaluated**
- **at least 50 percent of physical education class time is dedicated to actual physical activity in each school week**

Grades K-5 (6)

- 150 minutes per week (120 for 4-day week)
- Every week for the entire school year
- Licensed Physical Education teachers and/or Multiple Subject endorsed Elementary teachers

Grades 6-8

- An average of 150 minutes during each school week (120 for 4-day week)
- Calculated over the duration of the school year
- **Only licensed Physical Education teachers**

*High School

- One credit for HS diploma

Needed components to count as Physical Education Instruction and Minutes - Elementary Level



- Taught either by a licensed PE teacher or a Multiple Subject Endorsed Elementary Teacher (or a combination of both)
- Aligned to OR state Physical Education Standards
- Reviewed by a licensed PE teacher
- Consistently and equitably implemented to all students
- 50% of time each week is spent in physical activity

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[One-Page Explanation](#)

[New FAQ](#)

Importance of Inclusive Physical Education

- **Benefits of Inclusivity in Physical Education:**
 - Enhances social skills interaction and peer building relationships .
 - Inclusive Physical Education (PE) and the benefits for ALL students.
 - Improves physical, mental, and social development outcomes.
 - Ensures equity for educational experience for all students to grow and thrive together.
- **Community Initiatives:** Programs like Oregon State University's IMPACT for Life support adults with disabilities in engaging in lifelong physical activity within inclusive communities.



P.E.= #1 Source to Foster Inclusive School Culture

Inclusive PE environments start with teachers making intentional choices. When we prioritize **cooperation over competition**, students feel safer to participate. Buddy systems allow students to build leadership and social skills while supporting peers. Modifying equipment and rules isn't about lowering standards — it's about **removing barriers** so all students can succeed. Finally, a culture of **respect and belonging** ensures that everyone feels seen, valued, and empowered to move their body with confidence.



What is Unified PE

Unified Physical Education provides a unique opportunity for students with and without disabilities to come together through ongoing educational and physical activities, using the power of Special Olympics. -Shape America

Unified PE is a meaningful source of inclusion

- Shared common interests (physical activity)
- Opportune environment for relationship building on the field and in the gym
- Opportunities for organic social interactions outside of the PE setting. (pizza social, dance parties, school dances, lunch club.)



The Essentials to Inspire Inclusive School Culture

- Gym Space
- Student Partners
- Transportation
- Support from Administration
- Staffing and Workload (PE & SPED)
- Funding (SOOR, Grants, Community)

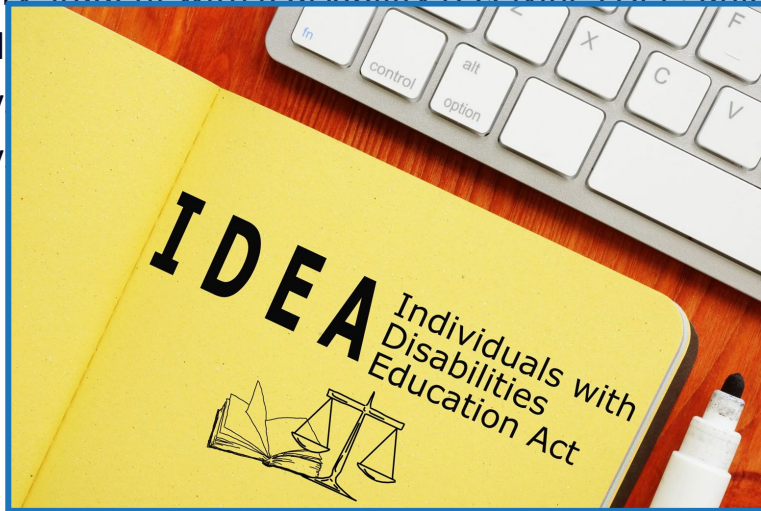


Federal PE Guidelines for Students With Disabilities

Sec. 300.108 Physical Education of IDEA: The State must ensure that public agencies in the State comply with the following: physical education services, *specially designed if necessary*, must be made available to every student with a disability receiving EAPF unless the public agency enrolls children without disabilities

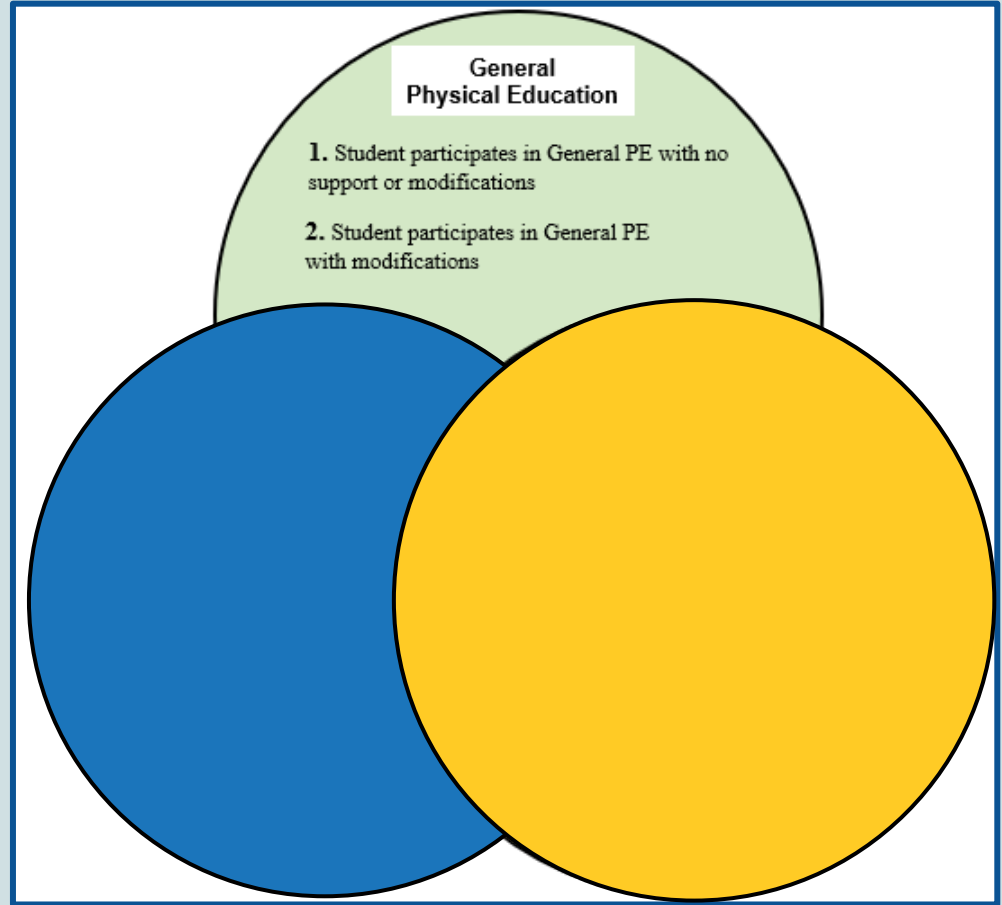
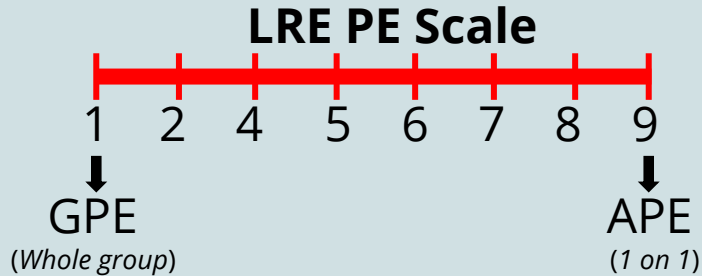
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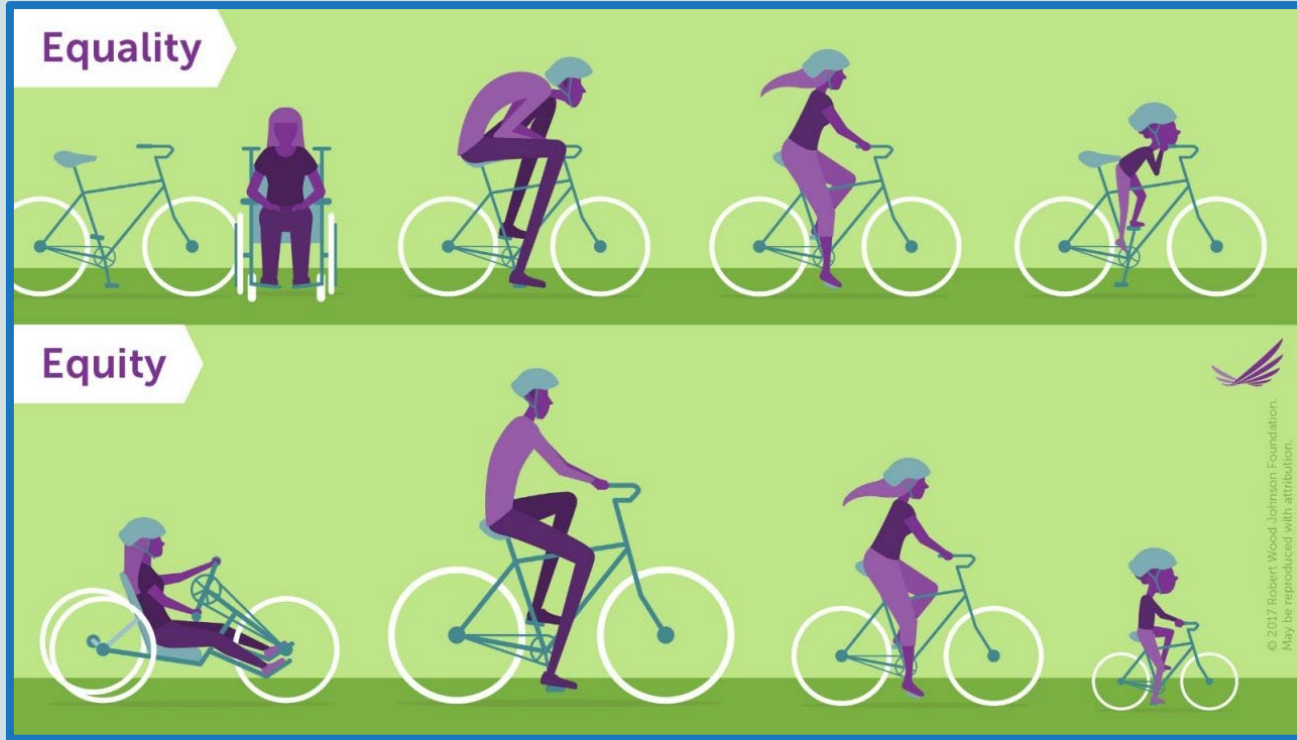


The Continuum of PE Services

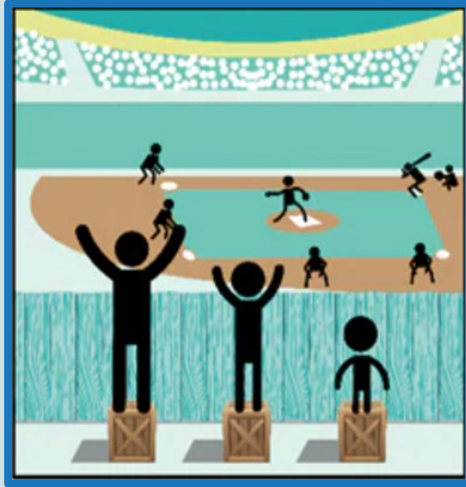
All services illustrated in this continuum fall in the order from least restrictive PE setting to most restrictive.



Differentiated Instruction



Universal Design for Learning (UDL)



Equality

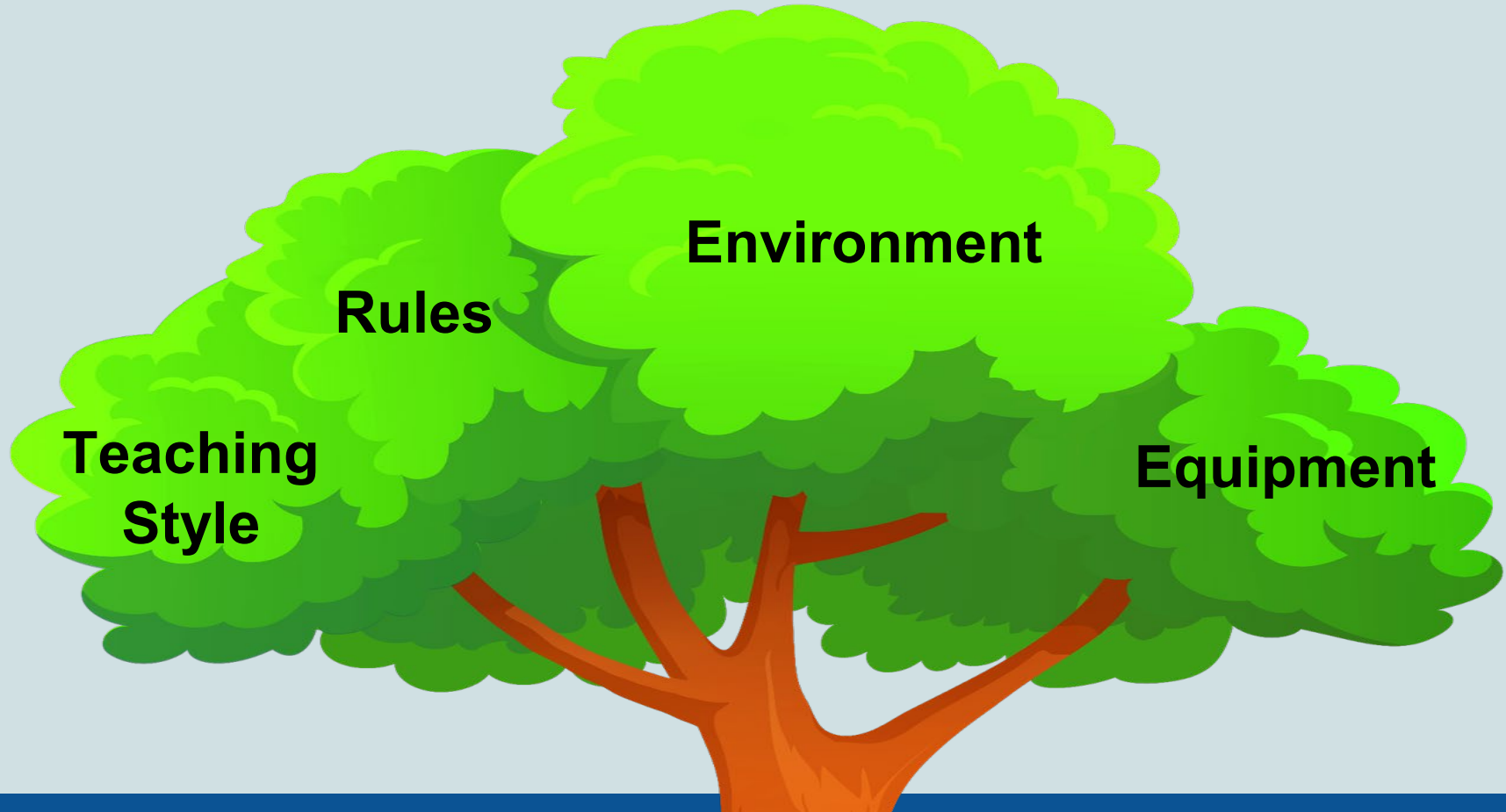


Equity



Universal Design

Use the TREE Model



Teaching Style

Verbal/Auditory

- Short and simple
- Familiar and consistent routines
- Pre-warning for transitions
- Stop/Go musical cues

Visual

- Pictures/videos/GIFs
- Visual timers
- Make sure mouth is visible (lip reading)
- Adult/peer modeling
- Class/Activity schedules
- “First, Then” visual board
- Token board



Challenger Basketball Activity

First



Dribble

Next



Tap ball

Last

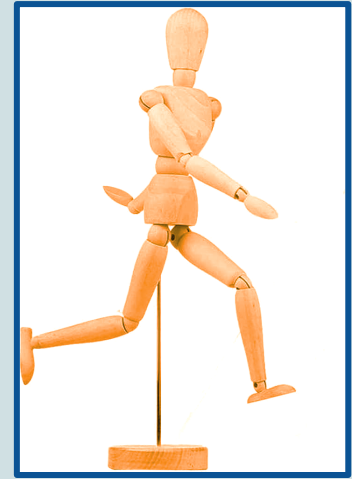


Shoot a basket

Teaching Styles

Kinesthetic/Physical support

- Always ask first
- Touch cues
- Hand over/under hand
- Allow student to feel the movement on doll/self/peer



Rules

- Be *flexible*
- Slow down the pace
- Allow more chances/touches/bounces
- Remove rules, then reintroduce
- Increase/Decrease expected time of engagement/ reps
- Don't use a defender
 - *Magic/MVP jersey*
- Limit/add responsibilities
- Add Paralympics unit into your curriculum



Environment

- Decrease distractions
- Increase visual cues
- Limit noise
- Change lighting
- Physically accessible teaching spaces
- Increase/decrease size of play area
- Limit number of people in a space
- Partner work, station work, whole class games



Equipment: The Six S's



Size



Sound



Support



Surface



Speed



Switches

The Adaptation Umbrella



Accommodations

- Changes **HOW** a student learns/demonstrates information
- Does **NOT** fundamentally alter or lower the standard or expectation of the course

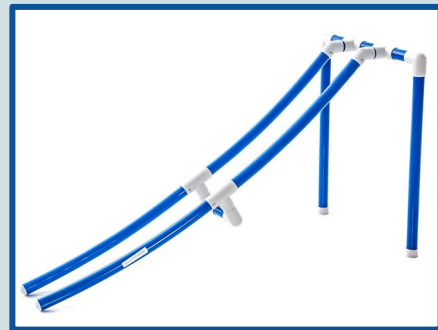
Ex. Student A works on serving a regular sized tennis ball from the service line, Student B works on serving a larger sized tennis ball from a shorter distance.



Modifications

- Changes **WHAT** a student is taught or expected to learn
- Does fundamentally alter or lower the standard or expectation of the course

Ex. Student A works on throwing, Student B works on pushing a ball off their lap tray or a bowling ramp.



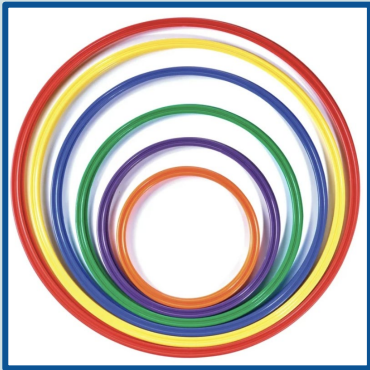
Practical Inclusive PE Assessments

Assessment Type	Example	Inclusive Strategy
Informal	<ul style="list-style-type: none">- Teacher observation during activities- Peer feedback using simple checklists- Quick self-assessments ("How did I do?")	<ul style="list-style-type: none">✓ Use visuals and simplified language✓ Offer multiple ways to communicate (e.g., gestures, drawings)✓ Include behavior and effort as criteria
Formal	<ul style="list-style-type: none">- Skill rubrics (ex. Underhand serve, balance)- Written or verbal quizzes- Station-based skill assessments	<ul style="list-style-type: none">✓ Modify tasks or equipment✓ Use alternative formats (oral/video instead of written)✓ Allow extra time or peer support



Education Assessments

Assessment Type	Example	Inclusive Strategy
Summative	<ul style="list-style-type: none">- End-of-unit performance task- Student portfolio (journals, photos, videos).	<ul style="list-style-type: none">✓ Set individual goals aligned to IEP/504✓ Include personal growth, not just skill level✓ Offer choice in how to present learning
Criterion-Referenced	<ul style="list-style-type: none">- Mastery checklists (Can student complete a 3-step sequence?)- Rubric measuring against a standard (not peers)	<ul style="list-style-type: none">✓ Adjust criteria to be developmentally appropriate✓ Align with IEP/SEL goals✓ Celebrate partial progress toward goals



Motor Skill: Overhand Throw

3 Step Sequence Cues:

1. Stance (Ready Position)
2. Arm Back
3. Throw & Follow Through

Bringing It All Together

- Legal compliance + diversity + equity + inclusion = successful belonging
- Flexibility in lesson planning
- Focus on progress in participation and performance



Questions?

- Open floor for participant questions
- Share experiences and strategies
- Thank you for your participation!



Please complete this brief evaluation

<https://forms.office.com/r/nXkJksWDMp>

Supporting Physical Education For
All Students



Resources

- [Oregon Department of Education Physical Education Standards](#)
- [ODE 2025 Legislative Report on Physical Education Minutes](#)
- CDC Inclusive PE Toolkit
 - a. [Inclusive Physical Education](#)
 - b. [Inclusive School Physical Education and Physical Activity](#)
- [SHAPE America](#)
 - a. [Adapted PE Resources](#)
 - b. [Student Assessment in Physical Education](#)
 - c. [Appropriate Instructional Practices for K-12 Physical Education](#)
- [Inclusive PE: What You Need to Know](#)
- [PE Central: Assessment Tools](#)
- OSU IMPACT - [OSU IMPACT for Life](#)
- [Adapted Physical Education Assessment Tools](#)

Presenter Emails

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