

# Health and Safety Curriculum Framework

Revised Summer 2005

Course Title: Health and Safety  
 Course/Unit Credit: .05  
 Teacher Licensure: Health Education  
 Physical Education/Wellness/Leisure  
 Grades: 9-12

### Health and Safety

Health and Safety courses should provide content and learning experiences in nutrition, disease prevention, human growth and development, healthy life skills, personal health and safety, community health and promotion, decision making skills, interpersonal communication skills, and information regarding the use and abuse of medications, alcohol, tobacco and other drugs. The course content should focus on personal health and wellness and the practice of health enhancing behaviors to avoid or reduce health risks. This course encompasses the Health and Safety Content Standards defined by the Arkansas Physical Education and Health Curriculum Framework.

Strand	Content Standard
Health and Wellness	
Human Growth and Development	1. Students shall understand the characteristics relating to growth and development.
Disease Prevention	2. Students shall evaluate and exhibit behaviors that reduce risks of chronic and communicable diseases.
Community Health and Promotion	3. Students shall demonstrate the ability to access valid health information, products, and services that promote consumer, community, and environmental health.
Healthy Life Skills and Relationships	4. Students shall demonstrate the ability to use decision-making, goal-setting, and interpersonal communication skills to enhance relationships and promote holistic wellness.
Alcohol, Tobacco and Other Drugs	5. Students shall demonstrate the ability to use drug knowledge and decision-making skills to address the use and abuse of medication, alcohol, tobacco, and other drugs.
Personal Health and Safety	6. Students shall recognize and practice health-enhancing behaviors to avoid or reduce health risks.
Nutrition	7. Students shall understand concepts related to nutrition and develop skills for making healthy food choices.

\*Each grade level continues to address earlier Student Learner Expectations as needed.

Strand: *Health* and Wellness

Content Standard 1: Human Growth and Development

Students shall understand characteristics relating to growth and development.

HGD.1.HW.1	Assess the relationship between body systems and stress (e.g., heart disease, weakened <i>immune system</i> , diabetes)
HGD.1.HW.2	Assess the affects of physical activity on the body systems
HGD.1.HW.3	Describe the procedure to become an organ donor through various organizations such as <i>Arkansas Regional Organ Recovery Agency (ARORA)</i>
HGD.1.HW.4	Examine factors related to prenatal care, pregnancy, and child birth: <ul style="list-style-type: none"><li>• Rh Factor</li><li>• low birth weight</li><li>• regular check-ups</li><li>• <i>Fetal Alcohol Syndrome (FAS)</i></li><li>• <i>Nutrition</i>(e.g., adequate folic acid, iron, calcium, protein)</li><li>• drug risks</li></ul>
HGD.1.HW.5	Analyze the human life-cycle: <ul style="list-style-type: none"><li>• infancy – childhood</li><li>• adolescence – teen year</li><li>• young adult – middle age</li><li>• senior – death and dying</li></ul>

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Content Standard 2: Disease Prevention

Students shall evaluate and exhibit behaviors that reduce risks of chronic and communicable diseases.

DP.2.HW.1	Analyze communicable diseases as being viral or bacterial diseases
DP.2.HW.2	Identify ways to prevent and treat <i>communicable</i> diseases (e.g., vaccines, medications)
DP.2.HW.3	Identify how diseases are transmitted: <ul style="list-style-type: none"> <li>• direct contact</li> <li>• indirect contact</li> <li>• airborne</li> <li>• food-borne</li> <li>• water-borne</li> <li>• animals</li> <li>• vectors (insects)</li> </ul>
DP.2.HW.4	Examine practices of early disease prevention and detection measures: <ul style="list-style-type: none"> <li>• regular physical activity</li> <li>• proper diet</li> <li>• self exams</li> <li>• <i>health</i> screenings</li> <li>• vaccinations</li> </ul>
DP.2.HW.5	Review methods of HIV/ <i>STI</i> ( <i>Sexually Transmitted Infection</i> ) transmission and contraction
DP.2.HW.6	Investigate symptoms and treatments involved with <i>STI</i> (e.g., initial symptoms, long-term effects, HIV/AIDS, hepatitis, vaccines, medications, counseling)
DP.2.HW.7	Examine the causes of <i>chronic diseases</i> (e.g., obesity, underweight/underweight, heredity, chemicals, drug use, life-style, sun exposure)
DP.2.HW.8	Analyze the relationship between <i>chronic diseases</i> and a <i>healthy lifestyle</i> (e.g., heart disease, <i>obesity</i> , diabetes, cancer)

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Content Standard 3: Community *Health* and Promotion

Students shall demonstrate the ability to access valid *health* information, products, and services that promote consumer, community and *environmental health*.

CHP.3.HW.1	Identify resources in the community that will aid an individual in maintaining a <i>healthy lifestyle</i> (e.g., <i>Health</i> Department, Department of Human Services, hospitals, HIV/AIDS clinics, American Red Cross, American Heart Association, emergency management teams, State Dental Associations, mental <i>health</i> agencies)
CHP.3.HW.2	Examine wellness plans dealing with <i>health</i> and fitness: <ul style="list-style-type: none"><li>• school</li><li>• local</li><li>• state</li><li>• federal</li></ul>
CHP.3.HW.3	Evaluate factors that influence personal products and <i>health</i> services (e.g., media, culture)
CHP.3.HW.4	Discuss the validity of advertisements surrounding <i>health</i> supplements, food products, and gimmicks
CHP.3.HW.5	Demonstrate the ability to access school and <i>community health</i> services for self and others
CHP.3.HW.6	Analyze how the <i>environment</i> influences the <i>health</i> of the community: <ul style="list-style-type: none"><li>• quality of air and water</li><li>• access to recreational facilities</li></ul>

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Content Standard 4: *Healthy* Life Skills and Relationships

Students shall demonstrate the ability to use decision-making, goal setting, and interpersonal communication skills to enhance relationships and promote holistic wellness.

HLSR.4.HW.1	Evaluate positive and negative effects of various relationships on <i>physical</i> and <i>emotional health</i> (e.g., peers, family, friendships)
HLSR.4.HW.2	Analyze the dynamics of family roles and responsibilities relating to <i>healthy</i> behavior (e.g., family finances, role models, communication skills, cultural diversity, family history)
HLSR.4.HW.3	Develop a variety of strategies and/or skills to demonstrate respect for and responsibility to self and others
HLSR.4.HW.4	Discuss immediate and long-term impacts of <i>health</i> decisions on the individual, family, and community (e.g., <i>sexual</i> activity, teen pregnancy, oral <i>health</i> , immunizations, drug use, addictions, medical check-ups)
HLSR.4.HW.5	Analyze the importance of <i>sexual abstinence</i> in teen relationships (e.g., disease prevention, pregnancy prevention, emotional issues)
HLSR.4.HW.6	Describe how relationships are affected when an individual becomes <i>sexually</i> active: <ul style="list-style-type: none"> <li>• emotions</li> <li>• loss of self respect</li> <li>• family relationships</li> </ul>
HLSR.4.HW.7	Develop strategies for eliminating high- <i>risk behaviors</i> associated with <i>sexual</i> activity (e.g., <i>abstinence</i> , contraception, <i>refusal skills</i> , <i>risky behaviors</i> )
HLSR.4.HW.8	Analyze the social and legal implications of living with an <i>STI</i> or HIV/AIDS (e.g., testing, confidentiality, social stigmas)
HLSR.4.HW.9	Identify strategies to use when faced with potentially troublesome situations (e.g., self-control, decision making, setting boundaries)
HLSR.4.HW.10	Utilize effective coping skills and other <i>refusal skills</i> : <ul style="list-style-type: none"> <li>• defense mechanisms</li> <li>• appropriate and inappropriate communication skills</li> </ul> (e.g., role playing, guided practice)

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Content Standard 5: Alcohol, Tobacco and Other *Drugs*

Students shall demonstrate the ability to use drug knowledge and decision-making skills to address the use and abuse of medication, alcohol, tobacco, and other *drugs*.

ATOD.5.HW.1	Evaluate personal usage and effects of <i>prescription</i> and non-prescription <i>drugs</i> or over-the-counter medicine (e.g., abuse, misuse, combining medications, dependency, side effects, financial costs)
ATOD.5.HW.2	Evaluate the harmful effects of tobacco use: <ul style="list-style-type: none"> <li>• cardiovascular disease</li> <li>• second-hand smoke</li> <li>• cancer</li> <li>• emphysema</li> <li>• gum disease</li> <li>• financial cost</li> </ul>
ATOD.5.HW.3	Appraise methods for <i>cessation</i> of tobacco use (e.g., patch, gum, treatment programs)
ATOD.5.HW.4	Investigate the effects of alcohol abuse: <ul style="list-style-type: none"> <li>• liver disease</li> <li>• <i>fetal alcohol syndrome (FAS)</i></li> <li>• relationship dynamics</li> </ul>
ATOD.5.HW.5	Assess the dangers associated with binge drinking (e.g., <i>DUI</i> , death, physical symptoms of alcohol poisoning, <i>high-risk behaviors</i> )
ATOD.5.HW.6	Assess the effects of legal and illegal <i>drugs</i> on the body: <ul style="list-style-type: none"> <li>• short term</li> <li>• long term</li> <li>• physiological</li> <li>• psychological</li> </ul>
ATOD.5.HW.7	Investigate treatment options for alcohol and drug abuse (e.g., AA, resident treatment centers, detoxification centers)
ATOD.5.HW.8	Design and implement a personal action plan for avoiding the use of harmful products (e.g., personal journal, research paper, counseling, personal <i>health</i> behavior contract)

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Content Standard 6: Personal *Health* and Safety

Students shall recognize and practice *health*-enhancing behaviors to avoid or reduce *health* risks.

PHS.6.HW.1	Reinforce and practice habits that promote personal <i>hygiene</i>
PHS.6.HW.2	Discuss the importance of personal care of the body focusing on the following: <ul style="list-style-type: none"> <li>• skin, hair, and nails</li> <li>• teeth and mouth</li> <li>• eyes</li> <li>• ears</li> </ul>
PHS.6.HW.3	Demonstrate an awareness of oral <i>health</i> knowledge with a focus on the following areas: <ul style="list-style-type: none"> <li>• affects of overall <i>health</i></li> <li>• oral care</li> <li>• oral diseases</li> <li>• affects of tobacco products</li> <li>• <i>nutrition</i></li> <li>• body piercing</li> </ul>
PHS.6.HW.4	Describe the relationship between oral diseases and other diseases that affect the body (e.g., stomach disorders, low birth weight, heart disease, oral cancers)
PHS.6.HW.5	Demonstrate proper use of protective equipment in an emergency situation (e.g., gloves, mask, survival kit)
PHS.6.HW.6	Demonstrate basic life support procedures used in an emergency situation (e.g., <i>CPR</i> , <i>AED</i> , choking, poisonings)
PHS.6.HW.7	Understand the importance of local emergency services and their role in the emergency response system (e.g., 911 dispatcher, police department, paramedic, fire department)
PHS.6.HW.8	Identify physical, emotional, and legal consequences of abusive and risky situations (e.g., teen pregnancy, <i>sexual</i> abuse, date rape, <i>DUI</i> , seat belts, Internet dangers)
PHS.6.HW.9	Identify <i>healthy</i> and <i>unhealthy</i> behaviors in relationships (e.g., jealousy, communication skills, controlling, co-dependency)
PHS.6.HW.10	Determine safe and unsafe situations at home, at school, and in the community: <ul style="list-style-type: none"> <li>• fire safety</li> <li>• traffic safety</li> <li>• Internet safety</li> <li>• home safety</li> <li>• gun safety</li> <li>• food handling safety</li> </ul>
PHS.6.HW.11	Identify sources to ask for help in an emergency and a non-emergency (e.g., crisis center, hotlines, emergency numbers, counselor, self-help programs)
PHS.6.HW.12	Identify short term and long term effects of stress and <i>depression</i> (e.g., appetite, sleep patterns, low activity level, personality change)
PHS.6.HW.13	Identify the warning signs of suicide



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Content Standard 7: *Nutrition*

Students shall understand concepts related to *nutrition* and develop skills for making *healthy* food choices.

N.7.HW.1	Analyze personal food intake or eating habits for the inclusion of adequate nutrients to avoid common <i>chronic diseases</i> (e.g., MyPyramid, personal food journal, <i>nutrition</i> labels)
N.7.HW.2	Analyze and appraise <i>health</i> consequences associated with eating disorders: <ul style="list-style-type: none"><li>• bulimia</li><li>• anorexia</li><li>• compulsive overeater</li></ul>
N.7.HW.3	Evaluate personal <i>healthy</i> -eating plan as compared to “Dietary Guidelines for Americans” (e.g., MyPyramid, weight management)
N.7.HW.4	Identify appropriate eating patterns to promote a <i>healthy lifestyle</i>
N.7.HW.5	Understand the importance of appropriate hydration in maintaining <i>health</i>
N.7.HW.6	Compare a variety of diets with the “Dietary Guidelines for Americans” analyzing nutritional value
N.7.HW.7	Analyze the relationship between caloric intake and daily physical activity

## Physical Education and Health Glossary

Abstinence	Refusing to participate in risky <i>health</i> behaviors
Adventure activities	Non-traditional activity involving nature and <i>environment</i> such as hiking, camping, fishing, and others
AED	Automated External Defibrillator
Aerobic activity	A steady activity in which the heart can supply all the oxygen the muscles need
Agility	The ability to change direction quickly while the body is in motion
Alcoholism	A disease in which a person has a physical or psychological dependence on alcohol
Amotivational syndrome	A lack of desire to become motivated to perform daily responsibilities
ARORA	Arkansas Regional Organ Recovery Agency
Asymmetrical	A position or movement characterized by the unevenness of opposite parts of the body: using a line drawn through the vertebral column, all twisting, curling, or held positions in which greater stress is given to the limbs on one side are <i>asymmetrical</i> positions
Balance	The ability to keep an upright posture while standing still or moving
Body awareness	An element of movement; being aware of body shape, parts of the body, and the support and transfer of weight
Body composition	The ratio of body fat to lean body tissue including muscle, bone, water, and connective tissue
Body Mass Index (BMI)	A number that shows body weight adjusted for height: can be calculated with simple math using inches and pounds, or meters and kilograms; used to assess underweight, overweight, and risk for overweight
Cardio-respiratory	The ability of the heart, lungs, and vascular system to supply oxygen and nutrients to muscles during activity
Cessation	The act of stopping
Chronic disease	A disease that is ongoing
Communicable disease	Diseases that are spread from one living thing to another or through the <i>environment</i>
Communication skills	Those skills that an individual chooses to share thoughts and feelings with others
Community health	Activities, efforts, and strategies that influence individuals within a community to make <i>healthy</i> decisions
Competency	The ability to perform and apply skills
Congenital	Born with; existing at birth
Consumer health	Focuses on helping individuals make responsible decisions about products and services that can affect one's <i>health</i>
CPR	Cardio-Pulmonary Resuscitation
Depression	A prolonged feeling of helplessness, hopelessness, and sadness
Drug	A substance, other than food, that changes the structure or function of the body and mind
DUI	Driving under the influence of alcohol as defined by the law
DWI	Driving while intoxicated as defined by the law
Dynamic settings	Involves performing skills and skill combinations in complex settings where the environment changes, such as performing manipulative tasks while dodging, performing a gymnastics sequence or a dance to music

Emotional health	A sense of well-being with attention to mind, body, spirit, creativity, intellectual development, and <i>health</i>
Environmental hazards	Air, water, and land that surrounds pose a health risk to an individual or community
Environmental health	Factors that contribute to the overall <i>health</i> status of air, water, and land
FITT principle	A formula in which each letter represents a factor important for determining the correct amount of physical activity F= Frequency, I = Intensity, T = Time, T = Type
Fetal Alcohol Syndrome (FAS)	A group of alcohol-related birth defects that includes both physical and mental problems
Fitness journal	A regularly kept written record that a student uses as a personal assessment tool
Flexibility	The ability of various joints of the body to move through their full range of motion
Fundamental motor skills	Includes both <i>locomotor</i> skills such as walking, running, <i>hopping</i> , skipping, jumping, leaping and galloping, as well as manipulative skills such as throwing, passing, kicking, dribbling, and catching
Gateway drug	A drug that introduces people to drug use, increasing the risk that they will try a stronger drug
Gingivitis	Inflammation of the gums
Health	The state of physical, mental, and emotional well-being and not merely the absence of disease or infirmity.
Health advocacy	Taking action in support of <i>health</i> issues
Health concepts	Ideas, thoughts, or notions that pertain to <i>health</i>
Health education	Process by which individuals are informed concerning the promotion of physical, emotional, and social well-being
Health enhancement	A subject area that includes content from the disciplines of both <i>health</i> and physical education whose major focus is the development of a <i>healthy lifestyle</i>
Health enhancing strategies	Planning and directing an action that will promote one's well-being or that of their community or family
Health-related physical fitness	Includes the components of (1) cardiovascular endurance, (2) muscular strength and endurance, (3) <i>flexibility</i> , and (4) <i>body composition</i>
Healthy lifestyle	Patterns of living including proper diet, adequate exercise, and appropriate rest, which helps promote both physical and emotional well-being
Hopping	Taking off and landing on the same foot
Hygiene	Cleanliness
Immune system	Group of organs, including the lymph nodes, thymus, and spleen, that fights off pathogens and removes harmful organisms from the blood
Immunity	Resistance to infection or a specified disease
Interpersonal social skills	Skills that enhance the ability to work and play together such as cooperation, fair play, sportsmanship, respect, loyalty, patience, self-control, and tolerance
Intrapersonal behavior	Existing or occurring within the individual self or mind
Jump	Take off and land on both feet

Lead-up games	Activities that utilize basic skills and strategies related to specific games, sports, or leisure activities
Lifetime fitness	State or condition of being physically sound and <i>healthy</i> as a result of a life-long commitment to exercise and proper nutrition
Lifetime physical activities	Includes games, sports, and other leisure pursuits usually performed by a person over the course of a lifetime, including activities such as tennis, golf, bowling, backpacking, canoeing, and racquetball
Locomotor	Skills used to move the body from one place to another, including walking, running, skipping, leaping, sliding, galloping, jumping, and <i>hopping</i>
Low-organized games	Include activities that are easy to play, have few and simple rules, require little or no equipment, and may be varied in many ways
Manipulative skills	Skills developed when a person handles some kind of object, including throwing, kicking, batting, catching, redirecting an object in flight, such as a volleyball, or continuous control of an object such as a hoop
Mature pattern	A series of basic movements that are fluid, efficient, repetitive, and internalized
Mediation skills	Having the ability to settle differences between individuals combining the use of problem solving methods and active listening skills
Mental health	State of well-being of the mind
Metastasis	Spreading of cancer cells to other parts of the body
Morality	Rightness or wrongness as in an action
Morbidity	Expresses the number of deaths in a population within a prescribed time.
Mortality	The rate or proportion of death from all causes
Motor skills or fundamental motor skills	Basic fundamental movement patterns usually involving the large muscle groups that are necessary to perform a variety of physical activities
Muscular endurance	The ability of the muscles to exert force for an extended time
Muscular strength	The ability of the muscles to exert maximum effort
Musculoskeletal	System of the human body that consists of bones, joints, muscles and tendons configured so as to allow the great variety of movements characteristic of human activity
Non communicable disease	A disease that is not transmitted by another person, by a vector, or from the environment
Non-locomotor	Skills that are performed in place without appreciable spatial movement and include bending and stretching, pushing, pulling, raising and lowering, twisting and turning, and shaking
Non-violent strategies	Techniques that are used to avoid or de-escalate a potentially violent situation and includes problem-solving, active listening, conflict resolution skills, mediation, sit-downs or humor
Nutrition	The study of foods and the process by which they nourish the body
Obesity	The condition of being very overfat or having a high percentage of body fat

Pathogen	A microorganism capable of causing disease or illness
Pedometer	A device that can be used to count the steps taken daily. Pedometers can be used as a motivational tool to provide feedback on the duration (distance) or intensity (distance over time) of physical activity
Peer pressure	Positive or negative influence peers consciously or unconsciously place on others to behave in certain ways
Personal health	Concerning or affecting a particular person's <i>health</i>
Physical fitness	The ability to perform physical activities and meet the demands of daily living while being energetic and alert
Plaque	A thin film of matter that destroys tooth enamel
Prescription drug	A drug that can not be purchased legally without a physician's order
Prevention	To stop doing or keep from happening
Refusal skills	Techniques used to say "no" in a risk situation
Rhythm(s)	Involves motion that possesses regularity and a predictable pattern, often involving music such as dance patterns, jumping rope, or tinikling (Philippine folk dance)
Risk behaviors	Behaviors that represent a potential threat to a person's well-being
Sexual	Of or involving sex, the sexes, or the sex organs
Spatial awareness	The ability to recognize and respond to objects in 3 dimensional space
Spinning	An activity performed on stationary bikes with different levels of resistance usually for a period of 30 to 45 minutes
Static	A slow sustained stretch that is held for 10 – 30 seconds
Sterility	Incapable of producing offspring
STI (STD)	Sexually Transmitted Infection / Disease; an infectious disease that is spread from person to person during <i>sexual</i> activity
Stress management	Techniques used to prevent and deal with stressors
Symmetrical	A movement or balanced position in which both sides of the body would look identical if an imaginary line were drawn through the middle of the body
Target heart rate	Used to determine activity intensity; used to enhance the level of cardiovascular endurance; may be calculated by using the formula: (Maximum heart rate '220' – age) x 0.70 = target rate
Underweight	Having a body mass index that is below the 5 percentile for one's age
Weight bearing activities	Activities that include all of the movements that focus on the transfer of weight from one adjacent body part to another
Weight/strength training	A form of fitness training that usually includes working with four variables: (1) amount of resistance (weight) per lift; (2) number of repetitions of each lift (set); (3) number of sets per workout; and (4) number of workouts per week.
Wellness	A concept that suggests that all aspects of a person's life (physical, mental, emotional, and social well-being) are balanced; implies that a person will be active and free from disease

# Appendix

## Physical Education for Students with Special Needs

Every physical education class includes students who are high achievers; those who are low achievers; and those, the majority, in the middle. Effective instructional strategies take into account the diverse needs of what are often very heterogeneous groups. Quality physical education involves adapting, modifying, and changing a physical activity so it is appropriate for all participants.

Some students will come to physical education with motor or perceptual deficits; others, with more severe disabilities. Successful participation in physical activities by students with disabilities depends on the teacher's attitude and skill in providing instruction and support to all students. The teacher should continually encourage all students to learn and experience maximum enjoyment in physical education by understanding students' specific needs and encouraging students who are not disabled to accept and support those who are:

Children with disabilities, whether they are identified as needing special education and related services or not, have the right to a modification of the regular program. Further, under Section 504 or the Rehabilitation Act of 1973, Amendments of 1991 (Public Law 102-42), and American Disabilities Act of 1990 (Public Law 101-336), such children may not be discriminated against by school personnel. Service delivery options that must be made available to all children with disabilities are modified general physical education, specially designed physical education, and adapted physical education; direct services; collaboration; and consultation.

In some instances an individualized education program team at the school (e.g., the physical education teacher, special education teachers, administrators, parents, and ancillary personnel, such as occupational therapists, recreation therapists, and physical therapists) will determine that the appropriate least-restrictive environment for a physical education program for students with disabilities is the general education class. To accommodate such students, the physical education instructor may have to make modifications and interventions.

In collaboration with the special education teachers and ancillary personnel, the physical education teacher can modify instruction to accommodate students with disabilities without diminishing the value of the class for those without disabilities. Problem-solving skills and modified approaches to movement can be offered.

Teaching methods can be adapted to meet the needs of students through provision of a direct tutor, a buddy system that pairs students with disabilities with other students, peer tutoring, task cards or individualized learning packets, circuit or station setups, contracts or independent student programs, and other approaches.

Other adaptations might include:

### Ways to modify assessment:

- Basing evaluation on the student's potential and on pretest and posttest comparison rather than on standardized scores
- Basing measurement on what the student with disabilities is able to do rather than on what the student is not able to do
- Applying decathlon-scoring approaches to enable students with disabilities to compete for points against records that are appropriate to their physical status
- Providing specific devices or adapting equipment to aid in the manipulation of objects or oneself
- Vary size, weight, color and texture of equipment

#### Rules of Adaptations:

- Adjust height and size of target or goal
- Adding more players to a team to reduce the amount of activity and responsibility of any individual player
- Assigning playing positions according to the abilities of the students with disabilities
- Permitting the substitution or interchange of duties during participation
- Limiting play areas if students' movement capabilities are restricted
- Have well defined lines and boundaries
- Provide rest periods as needed
- Adapt rules for individual disabilities such as 3 step dribbling using 2 hands to dribble or carry ball on lap in wheelchair or use of tee/ramp

#### Classroom management strategies:

- Structure and predictable routine
- Clear expectations
- Brief instructions
- Positive reinforcement
- Proximity to teacher
- Verbal and visual cues

The physical education teacher should seek out opportunities for informal talks with the special education teacher to develop methods for working with students with disabilities. When these students cannot participate safely and successfully in the physical education program and when interventions have been ineffective, the use of the individualized education plan process for special education may be required.