

**KINE 3020.001: Movement for Individuals with Disabilities**  
**Fall 2018**  
**PEB 216**

**Andrew Colombo-Dougovito, Ph.D, CAPE**  
**Email:** andrew.colombo-dougovito@unt.edu  
**Office:** PEB 210-A  
**Lecture:** Tuesday 3:30-4:50 pm

**Pron:** Ko-lom-bow – Dug-o-vee-toe  
**Phone:** 940-565-3403  
**Drop-in Hours:** T/W: 2:00-3:00pm  
**Schedule:** <https://calendly.com/amcd>

**Lab:** Tuesday 5:00-6:20 pm  
**Lab Instructor:** Taryn Ziehm, M.S.

**Email:** taryn.ziehm@unt.edu

**Course Description:**

Comprehensive practical approach to conducting physical activity programs for individuals with disabilities. Course is delivered in a blended format (online and in person), and includes legal entitlement and relevant procedures that conform with state and federal legislative mandates. Procedures on integrating individuals with disabilities, as well as procedures for assessment, programming and facilitation of learning are presented. Classroom discussions and activities will revolve around understanding the movement needs of a variety of disabilities and how to best modify programs to meet those needs. In addition to classroom-based lectures and discussions, students will gain hand-on experiences working with a child(ren) with disabilities; this allows for both a theoretical and practical understanding of the concepts presented in class.

**Required Text:**

Block, M. E. (2016). A Teacher's Guide to Adapted Physical Education (4<sup>th</sup> ed.). Baltimore, MD: Brookes Publishing Co.

*Additional required readings will be available on Canvas.*

**Resources on Special Reserve in Willis Library:**

- Bielenberg, K. (2008). All active: 35 inclusive physical activities. Champaign, IL: Human Kinetics.
- Byl, J. (2004). 101 Fun warm-up and cool-down games. Champaign, IL: Human Kinetics.
- Kasser, S. (1995). Inclusive games. Champaign, IL: Human Kinetics.
- Larson, T. (2010). Scooter games. Champaign, IL: Human Kinetics.
- Orlick, T. (2006). Cooperative games and sports (2<sup>nd</sup> ed.). Champaign, IL: Human Kinetics.
- Rouse, P. (2004). Adapted games and activities: From tag to team building. Champaign, IL: Human Kinetics.

## Assignments and Student Learning Objectives

### Lecture Assignments and Exams (through Canvas Online; 325 points):

- **Video Introduction (5 points)** – During the first week of class, you will video-record an introduction to yourself and post this as an “unlisted” video on YouTube. This skill is important for the final project.

Student Learning Objectives: You will consider your intentions for the semester and learn a potentially useful technological skill.

Due Date: 01/22/2019 on Canvas at 3:29pm

- **Three exams (50pts each)** – Exam 1 will cover material from Unit 1, exam 2 will cover material from Unit 2, and exam 3 will cover material from Unit 3. Each exam will be administered online (via Canvas) during the specific exam period and will include 50 multiple-choice questions based on class notes, assigned class readings, and class discussions.

Student Learning Objectives: You will be able to demonstrate your knowledge, understanding, application, analysis, synthesis, and evaluation skills of course content.

**Exam 1:** 02/19/19 on Canvas between 3:30-4:00pm

**Exam 2:** 04/02/19 on Canvas between 3:30-4:00pm

**Exam 3:** 04/30/19 on Canvas between 3:30-4:00pm

*You will have ninety minutes to complete each exam, once you have started. If you miss the scheduled log-on time for the exam, you will not be allowed to take it and will earn a zero for the exam.*

- **Online Module Quizzes (50 points – 5 points x 11 modules [lowest quiz dropped])**  
Student learning objective: You will demonstrate an understanding of material presented in each online module by completing a multiple-choice quiz at completion.

Due Date: Each quiz must be completed directly before the corresponding exam begins. For example, the quizzes in unit 1 will close directly before exam 1 begins.

*It is recommended that quizzes are taken directly after finishing the module content when the information is at the forefront of your mind. **Your lowest quiz grade will be dropped.***

- **Online Module “Self-Checks”** (optional-but STRONGLY suggested-bonus points)  
Student learning objectives: You will critically analyze material presented and provide responses within each online module by posting on the discussion boards throughout - each module contains 3 discussion boards (“Self-Checks”).

Due Date: Each module is available until the test that covers the unit opens. At this point, the module is hidden for the rest of the semester so you will not be able to add to the discussion boards. Make sure to complete all posts before the unit test.

*Each module is worth 1 bonus point, making each discussion worth 1/3 of a point.*

- **In-class Responses – Participation/Attendance (40 points)** – At points during each lecture, students will respond to prompt questions. Responses mark your attendance for the class (no penalty for incorrect responses). As long as you respond to 1 or more prompts during class, your attendance will be marked. *There is no make up for these points, if you miss lecture.* Questions will not only test your understanding of the material, but will encourage a more critical in-depth analysis of the material presented in both the lecture and online learning modules. Each attended class is worth 4 points.

Student Learning Objectives: You will be able to (1) reflect on and evaluate your practical experiences (i.e., in class practicum and off campus), (2) relate your experiences with the academic topics covered in class, (3) articulate the importance of civic responsibility, and (4) evaluate your contribution to the community.

Due Date: Ongoing – During each lecture.

- **Research Report and Presentation (80 points)** – To delve deeper into the themes of this course and as a potential reference for future work situations, students will do a literature search of the research on a chosen disability and therapy type. After a thorough search, students will prepare a 10-15 minute presentation on their respective topic. Presentations will be given to three peers outside of class (e.g., roommates, families, peers, etc.) and video-recorded. You will turn in a copy of your slides (30pt), a video-recording of your presentation (20pt), three feedback forms from your audience members (10pt), and one 2-page reflection (15pt).

Student Learning Objectives: You will be able to (1) research and synthesize important information about a disability of interest, (2) critically analyze a treatment or therapy for that disability, (3) report what you found in a manner that is concise and effective, (4) provide information orally to peers, and (5) reflect, critically, on your own performance.

Due Date: Project Idea: 02/26/19 at 3:29 pm; Slides: 03/19/19 at 11:59 pm; Presentation: 04/16/19 at 11:59 pm; Audience Reflection and Self Reflection: 04/16/19 at 11:59 pm

**Lab Assignments (175 points):**

- **Participation (40 points)**

Student Learning Objectives: You will actively participate in teaching kids with disabilities as part of a group and conduct yourself in a professional manner. You will be graded on 4 random occasions throughout the semester (See rubric on Canvas for grading details).

- **Lesson plans (80 points: 10 points x 8 lesson plan)** – In your teaching group, you will create a cohesive lesson for your student accounting for the age, developmental level, and unique needs of your student. Grading for each lesson is based on individual effort, although you should ensure that your group is creating a cohesive overall lesson.

Student Learning Objectives: You will be able to create a developmentally appropriate activity within the lesson, appropriate for teaching a child with/without a disability. **You will create one lesson plan activity per lab meant to be taught in conjunction with the activities of your group members. You are responsible for submitting your own activity on Canvas to be graded.** (See rubric on Canvas for grading details). *Duplicate activities or turning in copies of your other group member's activities will be marked 0.*

Due Date: Ongoing - Due at 3:29 pm on day you are scheduled for lab (See schedule)

- **Behavior Modification Plan (10 points)** – In your teaching group, you will create a positive behavior plan for you student for the semester. Plans should cover short term goals and rewards that will help manage behavior within activities and through the whole lab. Additionally, long term rewards should be planned for the end of the semester.

Student Learning Objectives: You will be plan positive support measures that will help improve the likelihood of your child(ren) listen to directions. Reward plans will include short-term and long-term rewards. *This will be completed as a group and submitted as a group.*

Due Date: 02/19/18

- **Teacher Reflection Journal (35 points)** – Reflection is a vital part of teaching and growing as a professional in any field. After each teaching lesson, you will be expected to reflect on how the lesson went, what went well/not well, and what you think you could do better in the future. Weekly reflections should be about .5 page or three to five minutes long (if video log). These reflections will be aggregated and submitted in total. Further information will be provided to the first day of lab.

Student Learning Objectives: You will be able to (1) reflect on and evaluate your practical experiences (i.e., in class practicum and off campus), (2) relate your experiences with the academic topics covered in class, (3) articulate the importance of civic responsibility, and (4) evaluate your contribution to the community. (See rubric on Canvas for grading details)

Due Date: 04/30/19 at 3:29 pm (before Exam 3)

- **TGMD Assessment (10 points)** – Assessment will be a key part of your future careers. For our first lab meeting, you will (with your group) assess the child or children you will be working with for the semester. We will discuss in class how to conduct the assessment and will have opportunities to practice prior to the live assessment. As a group, you will mark down the scores and turn in one sheet as a group on Canvas.

Student Learning Objectives: You will be able to (1) qualitatively analyze a person's movement, and (2) provide an evaluation of their motor performance. *This will be completed as a group and submitted as a group.*

Due Date: 02/12/19 at 3:29 pm

- **Group Reflection (5 points)** – In order to ensure accountability to your group during the lab portion, each group member will complete a reflection of their group members attendance and participation for the lab section, and a self-reflection. Scores will be averaged.

Student Learning Objectives: You will think critically of your own performance during lab, and provide feedback for your group members.

Due Date: 04/30/19 at 3:29 pm

---



prior to class in order to open the assignment for that week. Additionally, completing each self-check will further strengthen your knowledge.

3. To prepare for the exams, utilize the online modules, your class notes, the readings and the Panopto videos, as exam questions may come from any one of these sources.
4. You must follow the instructions outlined in each assignment's grading rubric.
5. You are encouraged to use the resources available in special reserve (Willis library) for your lesson plans, as well as the online web links, and the materials available on Canvas to prepare for lab activities.
6. You should check your grade book in Canvas weekly and contact me with questions. **Do NOT** wait until the end of the semester to ask questions.
7. You are expected to use Canvas to access class materials. It is your responsibility to make sure you are receiving emails from Canvas, familiarize yourself with and regularly check Canvas as I will frequently post messages and instructions – failure to follow these instructions may result in the loss of credit. (*See Canvas Instructions handout*)

### **What role does Mrs. Ziehm (lab instructor) and Ms. Katz (Teaching Assistant) play?**

1. Mrs. Ziehm and Ms. Katz will grade your lesson plan assignments and will supervise the children's physical activity lab in the gym. Both the lab instructor and the lecture instructor determine your final participation grade in lab.

### **What are the expectations during class?**

1. You will be expected to actively participate in class discussions by asking questions, taking notes, and paying attention (e.g., no magazines, Kindles, etc.).
2. Technology use (i.e. tablet, laptops) is permitted and encouraged within this class for those who need it for note-taking and class activities. Further, mobile phones may be used as an iClicker responder—as this is a vital participation tool. **As an adult, it is your personal responsibility to use technology to benefit your education and not let it become a distraction.** Be aware of your use in relation to your classmates, what might not be a distraction for you, may be for others.
3. You must dress appropriately during the lab portion of the class as you are interacting with young children. Avoid wearing clothing with offensive or controversial slogans, pants that are too low and/or expose underwear, shirts that are excessively short, tight, or low-cut, or inappropriate footwear (i.e. sandals, boots). If you come to class wearing inappropriate clothing, you will be asked to leave and you will receive an absence for the class.
4. You can communicate with me through my faculty address (andrew.colombodougovito@unt.edu). When sending emails make sure you do not use 'texting' language and abbreviations. Instead, maintain a professional manner, insert your name, etc. If you send an unprofessional or disrespectful email, you may be asked to try again before you receive a response. You are representing yourself professionally through your papers and communication with me, and you may need a reference in the future. **Please allow 48 hours for an email response; do not expect a response the night before an assignment is due.** Be proactive and contact me

early. I also have drop-in office hours (see above); if you can't make those times, email me and we can meet at an alternative time or location in Denton.

### **What happens if I plagiarize?**

1. 'Turnitin' may be used for certain assignments so each piece of work you submit is compared to information on the web and previous students' work. You must not submit work that has been copied and pasted as this is considered plagiarism—this extends to lesson plans. If you plagiarize an assignment you will receive an F for that assignment and an academic integrity report will be filed with the University. If you have previous reports on file, UNT's Academic Integrity Officer will determine repercussions.
2. Students are required to submit written assignments (i.e. the research report) for this class to Turnitin, a web-based plagiarism detection service. Before submitting your paper to Turnitin, please remove your title page and other personal information. *Any paper that is not submitted to Turnitin prior to submission due date to the instructor will not be accepted by the instructor and will not be graded.*

### **Do I need to worry about attendance?**

1. There will be check-ins through iClicker for both the lecture component of the course and the lab. It is your responsibility to ensure you checked in for attendance in BOTH locations. You are expected to arrive at lab on time and you may be marked absent if you arrive more than 15 minutes late to class and the iClicker poll has already occurred. In-class responses on iClicker will count as your attendance and are worth a total of 40 points for the semester.
2. If you must miss class you should let me know of the absence ahead of time. If you miss **five (5)** or more classes (the lecture and lab together count separately) you will not receive any bonus points offered in the class. Excused absences will be granted for extenuating circumstances (e.g. illness, family emergency, etc); please inform me as soon as possible before the absence. If you are absent during lab on a day when 'Participation points' are determined, you will not be eligible for that day's points (each observation day is worth 10 points). If that is your only absence and it is known ahead of time, another day may be used in place. However, no exceptions will be made if there are 2 or more absences.
3. Your absences/tardies are posted on iClicker so you should check the column regularly and contact me with questions.

### **Will late assignment be accepted?**

1. All assignments offer multiple attempts to submit the appropriate document and will close before class starts on the day that the assignment is due.
2. If you do not submit the assignment before the deadline or submitted the wrong version, you can email assignments to me (andrew.colombo-dougovito@unt.edu) or lesson plans to Mrs. Ziehm (taryn.ziehm@unt.edu) before the next class meeting. If you do so, your submission will be graded out of a B (85%). *You are allowed one late or incorrect resubmission. After one, late/incorrect assignments will be given a zero (0).*

3. If you submit your assignment more than a week late, it will be given a zero (0). No exceptions.

**Will any extra credit or bonus points be offered?**

1. No individual extra credit will be available, so please do not ask. Any extra credit opportunities offered throughout the semester are at the discretion of the instructor and will be offered equally to all students. For your main source of extra credit points, see the above section entitled "*Online Module 'Self-Checks'*".

**Acceptable Student Behavior:**

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [www.deanofstudents.unt.edu](http://www.deanofstudents.unt.edu)

**Academic Integrity:**

Academic Integrity is defined in the UNT Policy on Student Standards for Academic Integrity. Any suspected case of Academic Dishonesty will be handled in accordance with the University Policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of "F" in the course. Further sanctions may apply to incidents involving major violations. You will find the policy and procedures at: <http://vpaa.unt.edu/academic-integrity.htm>.

**American with Disabilities Act Compliance:**

The University of North Texas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation 15entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. The designated liaison for the department is Dr. Chwee Lye Chng, Physical Education Building, Room 209, 565-2651. Copies of the Department of Kinesiology, Health Promotion and Recreation ADA Compliance Document are available in the Chair's Office, Physical Education Building, Room 209. Copies of the College of Education ADA Compliance Document are available in the Dean's Office, Matthews Hall 214. The student has the responsibility of informing the course instructor of any disabling conditions that will require modifications to avoid discrimination.

**Family Educational Rights and Privacy Act (FERPA) Information:**

Students have the right to expect their grades will be kept confidential. There are a few things, because of the size and/or nature of this class, the instructor must advise you of regarding collection and distribution of test results, quiz scores, homework assignments, roll sheets, projects, etc. During this class it may be necessary for you to pass your assignments forward to the instructor or it may be necessary for the instructor to call your name and then return your completed assignment to you by passing it across the room. The instructor, under the reasonable assumption guidelines, assumes students are collecting only their own materials. Every attempt will be made to keep your information confidential. Neither your course grades nor grades for any assignment will be posted in a way that could result in your being identified by other students or faculty members.

**Student Behavior in the Classroom:**

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at: [www.unt.edu/csrr](http://www.unt.edu/csrr).

**SPOT Evaluations:**

As with each class, the Student Perception of Teaching (SPOT) evaluation will be distributed in the last weeks of the semester. This class does not offer extra credit for completing these; however, I do read through these evaluations each semester and incorporate feedback from students into the upcoming semester. I greatly appreciate you taking the time to offer insightful feedback and I do read them.

### Tentative Outline for Class Topics, Readings, and Assignments

<b>Week</b>	<b>In Class</b>	<b>Online Before Class</b>	<b>Readings Before Class</b>	<b>In Lab</b>	<b>Assignments Due Today</b>
<b>1</b>  <i>1/15</i>	<b>3:30-4:50</b> - Quick Syllabus & Canvas demonstration  - Introduction to Disabilities Lecture	Intro video & familiarize self with Canvas	TB: Chpt. 2	<b>NO LAB</b>	*All assignments due on Canvas by 3:29 pm unless otherwise noted.
<b>2</b>  <i>1/22</i>	<b>3:30-4:50</b> - Law Review  - Effective Teaching Lecture	Federal Legislation Learning Module	TB: Chpt. 18, & Davis PDF  Listen: Civics 101 Podcast	<b>NO LAB</b>	Introduction Video due
<b>3</b>  <i>1/29</i>	<b>3:30-4:50</b> - Assessment Lecture/ Group Assignments	Assessment Learning Module	TB: Chpt. 4 & Tolgfors et al., 2016	<b>NO LAB</b>	
<b>4</b>  <i>2/5</i>	<b>3:30-4:50</b> - Autism Lecture	Autism Learning Module	TB: Chpt. 11 & Colombo- Dougovito, 2015  Listen: ScienceVs Podcast	<b>5:00-6:20</b> PEB  Prep to meet children, Conduct TGMD	<b>Bring TGMD handout</b>
<b>5</b>  <i>2/12</i>	<b>3:30-4:50</b> -Behavioral Lecture  -Review Exam 1	Behavioral Disabilities Learning Module	TB: Chpt. 12 & 19, & Ash et al., 2017	<b>5:00-6:20</b> PEB  Meet with kids and teach LP 1	LP #1 due  TGMD Write-up due

<b>6</b>  2/19	<b>NO CLASS</b>  <b>EXAM 1 Online</b>  <b>Log In 3:30-4:00</b>			<b>NO LAB</b>	All Unit 1 quizzes due Tuesday by 3:29  Behavior Mod. Plan due
<b>7</b>  2/26	<b>3:30-4:50</b> -TBI & Cerebral Palsy Lecture	Traumatic Brain Injury & Cerebral Palsy Learning Module	TB: Chpt. 15 & Luraschkus et al., 2015	<b>5:00-6:20</b> PEB  Meet with kids and teach LP 2	LP #2 due  Research Presentation Idea due
<b>8</b>  3/5	<b>3:30-4:50</b> -Spinal Cord Lecture	Spinal Cord Disabilities Learning Module	Bloemen et al., 2015  Listen: SCI Life Podcast	<b>5:00-6:20</b> PEB  Meet with kids and teach LP 3	LP #3 due
<b>9</b>  5/12 <i>Spring Break</i>	<b>NO CLASS</b>  <b>SPRING BREAK</b>			<b>NO LAB</b>	
<b>10</b>  3/19	<b>3:30-4:50</b> -VI & HI Lecture	Visual & Hearing Impairment Learning Module	TB: Chpt. 13 & 14	<b>5:00-6:20</b> PEB  Meet with kids and teach LP 4	LP #4 due  Research Presentation Slides due at 11:59 pm
<b>11</b>  3/26	<b>3:30-4:50</b> -Intellectual Disabilities Lecture	Intellectual Disabilities/ Down Syndrome Learning Module	TB: Chpt. 8 & Adamo et al., 2015  Listen: ScienceVs Podcast	<b>5:00-6:20</b> PEB  Meet with kids and teach LP 5	LP #5 due  <b>(EC)</b> VI/HL Write-Up Due

12 4/2	<b>NO CLASS</b> <b>EXAM 2 Online</b> <b>Log In 3:30-4:00</b>			<b>NO LAB</b>	All Unit 2 quizzes due Tuesday by 3:29
13 4/9	<b>3:30-4:50</b> -SLD Lecture	Specific Learning Disabilities Learning Module	TB: Chpt. 9 & Cook et al., 2015  Listen: NPR Podcast	<b>5:00-6:20</b> PEB  Meet with kids and teach LP 6	LP #6 due
14 4/16	<b>3:30-4:50</b> -OHI Lecture	Otherwise Health Impaired Learning Module	TB: Chpt. 16 & Hills et al., 2015	<b>5:00-6:20</b> PEB  Meet with kids and teach LP 7	LP #7 due  Research Presentation Video, Audience Reflection & Self-Reflection due at 11:59 pm
15 4/23	<b>3:30-4:50</b> -Adapted Sport Lecture  -Program Organization Lecture  -Review Exam 3 (Last Exam)	Adapted Sport Learning Module	TB: Chpt. 20, & Shapiro & Malone, 2016  Watch: TedTalk: Williams	<b>5:00-6:20</b> PEB  Meet with kids and teach LP 8	LP #8 due
16 4/30	<b>NO CLASS</b> <b>EXAM 3 Online</b> <b>Log In 3:30-4:00</b>			<b>NO LAB</b>	Teacher Reflection Journal & Group Reflection Due  All Unit 3 quizzes due Tuesday by 3:29