

The 15 APE National Standards

Standard 1 - Human Development Knowledge of typical and atypical development across the lifespan, including motor, cognitive, social, and emotional development, and how various disabilities influence movement and physical activity participation.	Standard 2 - Motor Behavior Understanding principles of motor learning, motor control, and motor development, and how these principles guide instruction and skill acquisition for individuals with disabilities.	Standard 3 - Exercise Science Knowledge of physiological, biomechanical, and fitness principles and how they apply to individuals with disabilities in physical activity and exercise settings.
Standard 4 - Measurement and Evaluation Ability to select, administer, interpret, and use formal and informal assessments to evaluate motor skills, physical fitness, and functional performance to guide instructional decisions.	Standard 5 - History and Philosophy of Adapted Physical Education Understanding the historical development, philosophical foundations, and legal mandates that support adapted physical education and services for individuals with disabilities.	Standard 6 - Unique Attributes of Learners Knowledge of characteristics of various disabilities (e.g., intellectual disabilities, autism, physical disabilities, sensory impairments) and how these characteristics affect movement, learning, and participation in physical activity.
Standard 7 - Curriculum Theory and Development Ability to design and adapt physical education curricula that are developmentally appropriate, standards-based, and responsive to the needs of students with disabilities.	Standard 8 – Teaching Strategies Use of effective instructional strategies, task analysis, modifications, progressions, and feedback to support skill development and	Standard 9 - Program Planning Ability to develop individualized programs aligned with educational goals, including creating and implementing physical education components of

	participation in physical activity.	Individualized Education Programs (IEPs).
Standard 10 - Organization and Administration Knowledge of how to organize, manage, and administer adapted physical education programs, including service delivery models, scheduling, and collaboration with school personnel.	Standard 11 - Consultation and Staff Development Ability to collaborate with general physical education teachers, therapists, administrators, and other professionals to support inclusive physical education and provide professional guidance.	Standard 12 - Student and Program Evaluation Ability to monitor student progress, evaluate program effectiveness, and use data to improve instruction and services.
Standard 13 - Continuing Education Commitment to ongoing professional development and staying current with research, best practices, and emerging trends in adapted physical education.	Standard 14 - Ethics Understanding and applying professional ethical standards, legal responsibilities, and advocacy for equitable physical activity opportunities for individuals with disabilities.	Standard 15 - Communication Ability to effectively communicate with students, families, educators, and interdisciplinary team members regarding student progress, programming, and support needs.

*National Consortium for Physical Education for Individuals with Disabilities.(n.d.).
National standards and history. NCPEID.

**For more detail on the standards, use the following resource: [National Consortium for Physical Education for Individuals with Disabilities, & Luke E. Kelly \(Ed.\). \(2020\). *Adapted physical education national standards* \(3rd ed.\). Human Kinetics](#)