

Evaluation of the Effectiveness of Physical Education Program in Prince Georges County Public
School, in the State of Maryland, to meet the Needs of Children with Autism

Name

Institution

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Research Problem

The problem that will be addressed by this research is whether the Physical Education program at Prince Georges County Public School meets the health and exercise needs of children with autism. The aim of physical education is to enhance physical exertion with the goal of reducing problem behaviors while increasing motor skills and one's overall physical fitness. According to the America's National Standards in Physical Educations, physical education programs should be able to facilitate competency in motor skills, application of strategies related to performance and movement, achievement of a health-enhancing level of fitness, responsible social and personal behaviors, and recognition of the value of physical activity (PGCPS, n.d.). Prince Georges County Public School's physical education program is in line with the mission and standards of the National Standards in Physical Education. The school's physical education program mission is to facilitate total fitness, movement skills, and appreciation of sports and dances among students.

However, accomplishing the Prince Georges County Public School's physical education program mission is quite challenging when it comes to satisfying the health and fitness needs of students with disability. Connecticut State Department of Education (2016) explains that students with disability need adapted physical education to meet their health and physical fitness needs. Given the challenges involved in the provision of adapted physical education programs, schools and other fitness education providers are more likely to deliver low-quality services to children with disability. For instance, the Adapted Physical Education National Standards (APENS) require that physical educators should demonstrate certain instructional competencies to deliver

quality services (APENS, 2008). It is against this backdrop that this study will evaluate the effectiveness of Physical Education Program in Prince Georges County Public School, in the State of Maryland to meet the Needs of Children with Autism.

Purpose of Research

The goal of this study is to evaluate the effectiveness of the physical education program in Prince Georges County Public School, in the State of Maryland in meeting the physical and wellness needs of students with autism. The Stufflebeam's CIPP Evaluation Model will be applied in this evaluation. Stufflebeam and Zhang (2017) assert that this model is suitable for evaluating transportability, impact, sustainability, and effectiveness of programs.

Research Questions

This research will be guided by the following questions:

1. How engaged are the students in physical education?
2. What skills have students with autism accomplished during the quarter semester?
3. What accommodations are Physical Educators making for students with autism?
4. How successful are the accommodations in meeting the physical fitness and health needs of students with autism?
5. What aspects of Prince Georges County Public School physical education program guarantee fidelity of implementation?

Methods of Data Collection

The components of Stufflebeam's CIPP Evaluation Model will be applied in this research. Guerra-López (2008) explains that this model is useful in the assessment of programs and provides findings that show their effectiveness in serving their purposes. The CIPP Model

components that will be applicable in this study include effectiveness evaluation, impact evaluation, context evaluation, and final synthesis report.

Additionally, this study will apply instruments like archival data and staff interviews in the collection of information to answer the research questions. The study will include pre- and post-data from the Physical Education Program in Prince Georges County Public School. The archival data on the program will be helpful in answering research questions 1 and 4. On the other hand, physical educators' interview will help in providing answers to research questions 2, 3, and 5.

References

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