

her feet together on landing. During the 10 minutes of CWPT, she received 20 turns with both reinforcing and corrective feedback on each turn. She also learned the components of the jump and what specific components she needed to work on. Thus, she received quality instruction which included an individualized program designed to meet her needs, she was given many opportunities to practice in an environment that promoted success, she knew what components of the skill she was supposed to focus on, and she was given immediate feedback as to her performance.

The class ended with a reinforcing game (jump rope tag - the girl with a motor delay was allowed to jump over her rope on the floor). For the next four days of the unit the class worked on jumping rope using CWPT for the 10-15 minutes of skill focus. As children progressed, they were given task sheets that focused on different components. The physical education teacher went around to each dyad giving them specific instructional cues on how to improve their rope jumping, checking their data sheets, and reinforcing them for giving their partners feedback. In addition, he randomly checked task sheets for reliability by watching students demonstrate jumping rope and seeing if that performance matched the components that were checked off on their task sheets. The last day of the unit was post-assessment, and all of the students made tremendous improvements in their rope jumping skills. Students also learned how to work together, give feedback in a nice way, and to take feedback (which was sometimes corrective) given by a peer.

Summary

Even without the inclusion of students with disabilities, regular physical educators are

faced with the challenge of providing quality instruction to all their students. It is virtually impossible for even the best physical education teacher to go around and give each student the individual attention and instruction that is needed for proper skill development. Now add to this the addition of a student with a disability who probably needs even more attention and instruction. What can a regular physical education teacher do? This paper has suggested one teaching style, classwide peer tutoring, that has the potential to solve the problems of heterogenous grouping and inclusion now seen in regular physical education.

CWPT provides a means by which the teacher can insure that all the students in the class receive ample opportunities to practice skills that are geared to their individual needs with immediate corrective feedback given on virtually every turn. In addition, data sheets allow students to know exactly what skills they are working on, and it allows the teacher to collect on-going data so that he/she can make adjustments to instruction during the unit when the student can still benefit from such changes. We are currently experimenting with task sheets and exact methods for implementing CWPT, but thus far we have found that our students have been extremely receptive to working with a partner and using the task sheets. Students find that they are more successful and are learning skills faster than in teacher-mediated approaches. And our students with disabilities are being accommodated much more appropriately now in regular physical education.

The creation of task sheets has taken some time. However, once the general model of the task sheet had been developed and placed in the computer, it has been relatively easy to generate. While developing the task sheets initially resulted in more work, it has made on-

going and post-assessment data collection much easier. Certainly more work is needed to verify the process, but we feel that CWPT should be examined by all regular physical educators who are struggling with including students with disabilities in regular physical education.

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- A. Ask your partner to perform the double bounce jump 5 to 10 times.

Watch your partner jump rope and look at one of the parts listed below:

- | | | | | | | | |
|----|----------------------------|-------|--------|-------|-------|-------|----|
| 1. | hold rope close to body | _____ | 2 pts. | _____ | 1 pt. | _____ | no |
| 2. | keep body straight | _____ | 2 pts. | _____ | 1 pt. | _____ | no |
| 3. | wrist makes little circles | _____ | 2 pts. | _____ | 1 pt. | _____ | no |
| 4. | jumps on toes softly | _____ | 2 pts. | _____ | 1 pt. | _____ | no |
| 5. | feet and kness together | _____ | 2 pts. | _____ | 1 pt. | _____ | no |
| 6. | does all parts smoothly | _____ | 2 pts. | _____ | 1 pt. | _____ | no |

IF YOUR PARTNER DID IT CORRECTLY:

1. If your partner does a part correctly at least 3 times in a row, then say "good, you did _____ correctly" (fill in the blank)
2. Then award your partner two points.
3. Then look at the next part.

YOUR PARTNER DID IT INCORRECTLY:

1. If your partner did not do one of the parts correctly, then say "nice try, but you did not _____ correctly" (fill in the blank).
2. Demonstrate the correct part, or if you cannot demonstrate the correct part, show your partner the picture and point out the part.
3. After demonstration, ask your partner to show you the correct part 3 times.
4. If your partner performs the part correctly 3 times, then say "Good, you _____ when jumping" (fill in the blank).
5. Then award your partner 1 point.

Table 1

Two examples of Jump Rope Checklist and Emphasized Focal Points (without cue sheet)Student #1 (focus is on arms at side)**Jumping in Place Double Bounce**

- 1. Hold Rope
- 2. Hold Rope
- 3. Hold Rope
- 4. Hold Rope
- 5. **Arms at side**
- 6. **Arms at side**
- 7. **Arms at side**
- 8. **Arms at side**
- 9. **Arms at side**
- 10. **Arms at side**
- 11. **Arms at side**
- 12. **Arms at side**
- 13. Wrists make small circles
- 14. Wrists make small circles
- 15. Wrists make small circles
- 16. Wrists make small circles
- 17. Knees, ankles, and feet together
- 18. Knees, ankles, and feet together
- 19. Knees, ankles, and feet together
- 20. Knees, ankles, and feet together
- 21. Small jumps
- 22. Small jumps
- 23. Small jumps
- 24. Small jumps

Jumping in Place Single Bounce

- 1. Hold Rope
- 2. Hold Rope
- 3. Hold Rope
- 4. Hold Rope
- 5. **Arms at side**
- 6. **Arms at side**
- 7. **Arms at side**
- 8. **Arms at side**
- 9. **Arms at side**
- 10. **Arms at side**
- 11. **Arms at side**
- 12. **Arms at side**

- 13. Wrists make small circles
- 14. Wrists make small circles
- 15. Wrists make small circles
- 16. Wrists make small circles
- 17. Knees, ankles, and feet together
- 18. Knees, ankles, and feet together
- 19. Knees, ankles, and feet together
- 20. Knees, ankles, and feet together
- 21. Small jumps
- 22. Small jumps
- 23. Small jumps
- 24. Small jumps

Student #2 (focus is on knees, ankles, feet together)

Jumping in Place Double Bounce

- 1. Hold Rope
- 2. Hold Rope
- 3. Hold Rope
- 4. Hold Rope
- 5. Arms at side
- 6. Arms at side
- 7. Arms at side
- 8. Arms at side
- 9. Wrists make small circles
- 10. Wrists make small circles
- 11. Wrists make small circles
- 13. Wrists make small circles
- 13. **Knees, ankles, and feet together**
- 14. **Knees, ankles, and feet together**
- 15. **Knees, ankles, and feet together**
- 16. **Knees, ankles, and feet together**
- 17. **Knees, ankles, and feet together**
- 18. **Knees, ankles, and feet together**
- 19. **Knees, ankles, and feet together**
- 20. **Knees, ankles, and feet together**
- 21. Small jumps
- 22. Small jumps
- 23. Small jumps
- 24. Small jumps

Jumping in Place Single Bounce

- 1. Hold Rope
- 2. Hold Rope
- 3. Hold Rope
- 4. Hold Rope
- 5. Arms at side
- 6. Arms at side
- 7. Arms at side
- 8. Arms at side
- 9. Wrists make small circles
- 10. Wrists make small circles
- 11. Wrists make small circles
- 12. Wrists make small circles
- 13. **Knees, ankles, and feet together**
- 14. **Knees, ankles, and feet together**
- 15. **Knees, ankles, and feet together**
- 16. **Knees, ankles, and feet together**

- 17. Knees, ankles, and feet together
- 18. Knees, ankles, and feet together
- 19. Knees, ankles, and feet together
- 20. Knees, ankles, and feet together
- 21. Small jumps
- 22. Small jumps
- 23. Small jumps
- 24. Small jumps