

Adapted Physical Education Report

Student: Student's Name

School: School's Name

Special Education Case Manager: Name

Adapted Physical Education Teacher: Name

Date of Birth: MM/DD/YYYY

Date of Report: MM/DD/YYYY

Grade: XXX

Reason for Referral:

FIRSTNAMELASTNAME is a NUMBEROFYEARS-year, NUMBEROFMONTHS-month-old preschool student attending SCHOOL. Based on screening results, the Individualized Education Program (IEP) team requested an adapted physical education evaluation for FIRSTNAME to determine if additional support in physical education (PE) is warranted as they transition to kindergarten. Areas of concern include CONCERNS. FIRSTNAME qualifies for special education services as a student with AREAOFELIGIBILITY. This report addresses FIRSTNAME's present level of performance and ability to safely make progress towards age-level standards.

Review of Records:

FIRSTNAME receives special education services in the NAME PROGRAM/SETTING (SPECIAL EDUCATION/, GENERAL EDUCATION) PRONOUN receive LIST ADDITIONAL SERVICES INDICATED ON THE IEP in the school setting. Areas of need as documented on the IEP are as follows: LIST AREAS OF NEED.

BEGIN TYPING HERE (INCLUDE INFORMATION THAT IS RELEVANT TO PE THAT MAY INCLUDE BUT NOT LIMITED TO ACCOMMODATIONS, INFORMATION FROM PRIOR REPORTS, RELATED SERVICE PROVIDER STATEMENTS, HEALTH CONCERNS/RESTRICTIONS)

Preschool students engage in gross motor activities as part of their daily program. During a structured gross motor activity, data was collected to monitor student performance. This data indicated FIRSTNAME successfully XXXXXX. FIRSTNAME demonstrated difficulties XXXXX.

Consultations:

Consultation is an informal means of gathering relevant functional, developmental, and academic information through conversation, typically verbally. It is one component to support an IEP team discussion.

(CONSULTATION WITH PE STAFF) – SAMPLE DISCUSSION QUESTIONS

- DOES THE STUDENT NEED ACCOMMODATIONS OR EXTRA SUPPORT? WHAT DO THE ACCOMMODATIONS OR SUPPORTS LOOK LIKE?
- DOES THE STUDENT FOLLOW THE CLASS ROUTINE AND STRUCTURE?
- DOES THE STUDENT FOLLOW MOST DIRECTIONS?
- WHAT ARE THE GREATEST CHALLENGES FOR THE STUDENT?
- DO YOU HAVE TO PROVIDE ADDITIONAL ONE ON ONE ATTENTION TO THE STUDENT

(CONSULTATION WITH CLASSROOM STAFF) – SAMPLE DISCUSSION QUESTIONS

- WHAT ACCOMMODATIONS DOES THE STUDENT HAVE TO RECEIVE INSTRUCTION IN THE CLASSROOM?
- DOES THE STUDENT HAVE ANY SPECIFIC INTERVENTIONS/STRATEGIES FOR BEHAVIOR?
- WHAT SPECIFIC INSTRUCTIONAL STRATEGIES ARE REQUIRED TO SUPPORT THE STUDENT'S EDUCATION?

(CONSULTATION WITH RELATED SERVICE PROVIDERS) – SAMPLE DISCUSSION QUESTIONS

- DOES THE STUDENT USE ANY SPECIALIZED EQUIPMENT?
- WHAT ARE THE AREAS OF NEED FOR THE STUDENT?
- DOES THE STUDENT USE ANY COMMUNICATION STRATEGIES OR DEVICES?

(CONSULTATION WITH PARENTS) – SAMPLE DISCUSSION QUESTIONS

- DOES THE STUDENT PARTICIPATE IN GROSS MOTOR ACTIVITIES IN THE COMMUNITY?
- WHAT ARE SOME OF THE STUDENT'S INTERESTS?
- HOW DOES THE STUDENT ENGAGE SOCIALLY WITH FRIENDS AND FAMILY?
- WHAT WOULD YOU LIKE FOR YOUR CHILD TO DO IN THE COMMUNITY?

(CONSULTATION WITH STUDENT) – SAMPLE DISCUSSION QUESTIONS

- WHAT IS YOUR FAVORITE SPORT?
- WHAT DO YOU LIKE TO DO IN THE COMMUNITY WITH FRIENDS?
- WHAT HELP DO YOU WANT/NEED IN PHYSICAL EDUCATION?

Observation:

FIRSTNAME was observed in THE CLASSROOM / ON THE PLAYGROUND / DURING MOTOR GROUP (CHOOSE ONE) on DATE.

BEFORE YOU CONTINUING TO WRITE THIS SECTION, PLEASE READ ALL OF THE QUESTIONS BELOW. USE YOUR ANSWERS TO GUIDE THE NARRATIVE IN A LOGICAL ORDER. BE CONCISE!

WAS THE STUDENT ATTENTIVE TO THE TEACHER PRIOR TO THE START OF THE ACTIVITY?

DID THE STUDENT VISUALLY ATTEND TO BODY MOVEMENTS OF THE TEACHER OR VIDEO MODEL?

HOW DID THE STUDENT BEHAVE DURING INSTRUCTION AND DID THE STUDENT FOLLOW DIRECTIONS?

DID THE STUDENT PARTICIPATE SAFELY AND SUCCESSFULLY IN THE DAY'S ACTIVITY?

DID THE STUDENT INTERACT APPROPRIATELY WITH PEERS?

DID THE STUDENT FOLLOW ESTABLISHED CLASS ROUTINES AND RULES?

DID THE STUDENT ACCEPT ASSISTANCE/REDIRECTION AS NEEDED?

DID THE STUDENT TRANSITION BETWEEN ACTIVITIES AND WHEN THE LESSON WAS COMPLETE?

Additionally, FIRSTNAME demonstrated XXXX

General Observation Checklist:

Observational performance data was collected regarding FIRSTNAME'S ability to motor plan movements, attend to structured group tasks, and demonstrate various behavior skills. These aspects are essential to successful performance in physical education. Characteristics that were observed are listed in the checklist below.

GENERAL OBSERVATIONS	YES	NO	DNO	GENERAL OBSERVATIONS	YES	NO	DNO
MOTOR PLANNING				ATTENTION AND BEHAVIOR			
Imitate motor tasks	✓			Sit quietly and attend to instruction	✓		
Sequence 2 or more movements to perform a skill	✓			Tolerate distractions in a group setting	✓		
Display general coordination	✓			Refrain from impulsive actions	✓		
ATTENDS TO STRUCTURED GROUP TASKS				Display appropriate peer interaction	✓		
Follow directions with minimal prompting	✓			Self-initiates engagement in physical activity	✓		
Wait his/her turn	✓						
Follow peers	✓						
Works cooperatively with adult prompting	✓						
Follows established routines	✓						

YES – Successful demonstration
 NO – Not a successful demonstration
 DNO – Did not observe

Developmental Assessment for Young Children - 2:

Test and/or procedures administered:

The Developmental Assessment for Young Children-2 (DAYC-2) was administered to FIRSTNAME on DATE. It was conducted in LANGUAGE (PRIMARY) OR INDICATE OTHER MODES OF COMMUNICATION. The DAYC-2 is a norm-referenced, standardized gross motor skills test designed to measure a student's current gross motor performance. The DAYC-2 includes the gross motor skills typically acquired by children prior to age 6. The skills included in the DAYC-2 are categorized as follows: body coordination/control, mobility/locomotor movement, static and dynamic balance, and object control. Testing procedures include observation, interview, and direct assessment. Raw scores are transferred into percentile rank, standard score, and age equivalency. The percentile ranking indicates the percentage of the standardization sample whose score was equal to or below FIRSTNAME's score. Several factors may impact a student's performance on the test including difficulty understanding or following directions, interfering behaviors, lack of motivation, and physical hinderances.

FIRSTNAME preferred to use the RIGHT/LEFT hand/arm and the RIGHT/LEFT foot/leg while performing the gross motor skills included in the DAYC-2. FIRSTNAME's percentile rank, standard score, and age equivalency are noted in the following table. Standard scores have a mean of 100 and a standard deviation of 15.

Raw Score	Percentile Ranking	Standard Score	Age Equivalency

Description of Performance on Informal Assessments:

Below is an overview of skills observed during the testing session with a description explaining FIRSTNAME's abilities and difficulties to perform skills at an age-appropriate level. Age-appropriate is the performance technique typical for an individual at PRONOUN age. This differs from the mature pattern which is proficiency of all components that make up the skill.

Age-Appropriate Performance of Non-Locomotor and Locomotor Skills: (CHECK ALL THAT APPLY)

☐ Bends with balance upon request at the waist to reach for the toes.	☐ Walks with awareness of surroundings, a reflexive arm swing and a narrow base of support.
☐ Stretches arms up to full extension reaching to the ceiling upon request with a stable base of support.	☐ Runs with awareness of surroundings, head up, limited but observable flight phase and some arm swing.
☐ Twists torso rhythmically side to side upon request with a stable base of support.	☐ Jumps down from a 10 – 12-inch elevation with 2 feet takeoff and landing.
☐ Balance on dominant foot unassisted for 5 seconds with eyes open.	☐ Hops on dominant foot unassisted 3 consecutive times.
☐ Balance on non-dominant foot unassisted for 2 seconds with eyes open.	☐ Gallops with a heel-to-toe rhythmic pattern maintaining the lead foot for 5 cycles.

Age-Appropriate Performance of Object Control Skills: (CHECK ALL THAT APPLY)

☐ Catches a 6-inch to 8-inch object tossed from 5 feet away using the body and/or arms.	☐ Throws (overhand) 3-inch ball forward towards a target with the force coming from the elbow or shoulder and either foot stepping forward.
☐ Kicks steps forward with balance and swings opposite foot into a stationary ball towards a target.	☐ Toss 6-inch to 8-inch ball using two hands to a person 3 feet away.
☐ Rolls ball towards a target 10 feet away with no more than one bounce; using one or two hands, a stance shoulder width apart.	☐ Strikes with hand by rotating hips and swinging arm horizontally to contact an object.

Performance Analysis

FIRSTNAME's performance during the DAYC-2 is considered to be an accurate reflection of PRONOUN gross motor abilities. The record review, observation, consultation, results from the DAYC-2, and the informal assessment indicates that STUDENT NAME demonstrates strengths in XXXX. STUDENT NAME demonstrated difficulty performing XXXXXX.

(NARRATIVE: INDICATE PERFORMANCE FROM THE DAYC-2 AND OTHER INFORMAL DATA SOURCES (RECORD REVIEW, CONSULTATION, OBSERVATION, INFORMAL ASSESSMENT) INCLUDING PSYCHOMOTOR, AFFECTIVE, COGNITIVE, SOCIAL, EMOTIONAL SKILLS AND SENSORY RESPONSES. TASK ANALYZE THE PERFORMANCE/RESPONSES AND DESCRIBE FACTORS THAT LED TO THE CHALLENGE (I.E: FOUNDATIONAL SKILLS).

Primary Difficulties Impacting Success in Physical Education

- | | | | |
|---|---|---|--|
| ☐ Grasp | ☐ Weight Transfer | ☐ Mobility | ☐ Force Production |
| ☐ Release | ☐ Balance | ☐ Range of Motion | ☐ Crossing Midline |
| ☐ Visual Tracking | ☐ Accuracy | ☐ Body Control | ☐ Controlling Objects |
| ☐ Reaction Time | ☐ Agility | ☐ Body Awareness | ☐ Spatial Awareness |
| ☐ Bilateral Coordination | ☐ Hand-Eye Coordination | ☐ Foot-Eye Coordination | ☐ Unilateral Coordination |
| ☐ Muscular Strength | ☐ Muscular Endurance | ☐ Flexibility | ☐ Aerobic Endurance |
| ☐ Following Directions | ☐ Engaging in Safe Behaviors | ☐ Maintaining Attention | ☐ Peer Engagement |
| ☐ Following Routines/Rules | ☐ Balancing Sensory System | ☐ Processing Instruction | ☐ Tactical Sport Concepts |

Conclusion:

EXAMPLE 1 (THE STUDENT'S PERFORMANCE POTENTIALLY WARRANTS SUPPORTS OR SERVICES)

Based on the results of the DAYC-2 and information gathered from the record review, consultation, observation, and informal tools, FIRSTNAME demonstrates difficulties, as compared to PRONOUN peers. These difficulties will significantly impact FIRSTNAME's ability to safely make progress towards grade-level standards in the physical education curriculum.

EXAMPLE 2 (THE STUDENT'S PERFORMANCE DOES NOT WARRANT POTENTIAL SUPPORTS OR SERVICE)

Based on the results of the DAYC-2 and information gathered from the record review, consultation, observation, and informal tools, FIRSTNAME demonstrates skills within the range of PRONOUN peers. FIRSTNAME does not demonstrate significant difficulties that will impact safely making progress towards grade-level standards in the physical education curriculum.

EXAMPLE 3 (IF THE RESULTS ARE NOT AN ACCURATELY REFLECTION OF THE STUDENTS MOTOR ABILITY AND THE IEP TEAM NEEDS TO MEET TO DISCUSS OTHER ASSESSMENTS)

Based on the results of the DAYC-2 and information gathered from the record review, consultation, observation, and informal tools; this evaluation is not an accurate reflection of FIRSTNAME's gross motor abilities or PRONOUN ability to safely make progress towards grade-level standards in the physical education curriculum.

Submitted by,

YOURNAME

Adapted Physical Education Teacher