

Amanda Caloia

IEP

Student: Sue

B. Describe the Present Level of Performance:

Sue is a Caucasian female who is roughly 50 years old and 5 foot, 5 inches tall. She looks as though she is slightly over weight and her dark hair is slightly greying. She is a student that is impaired by blindness and Mental Retardation. I am educating Sue while in the pool session at SUNY Cortland's pool from 7PM-8PM. I keep Sue in the same corner area of the pool every week. We always meet in the same corner of the pool. I assessed Sue using the Adapted Physical Education Evaluation given to me through SUNY Cortland's Adapted Physical Education program as an Assessment Report tool for the students who are in the pool session for the Sport and Splash program.

Sue has improved since the first day of our program but I have noticed many areas that can be worked on as well. Through the psychomotor and fitness domain Sue has learned to kick properly on her stomach and back. She has also learned to put her face in the water and blow bubbles at the same time. Sue has also learned how to float (using a flotation device) and kick at the same time with the means of propelling herself through the water. Sue does however need to work on submerging her entire body under water (including the top of her head). She also needs work on pulling the water using her arms instead of my assistance. Sue needs to practice floating as well because she tends to let her hips drop thus causing her to sink much quicker. If Sue were to be placed in a general physical education class at her present level of performance I believe the progress of the class as a whole would be hindered and she would be unsuccessful. I believe this because she is still at a skill level of a student much younger than her age. In the pool Sue does do well with her kicking and blowing bubbles but she still must practice and successfully complete a variety of other skills to be ready to enter a class of students at her age. When Sue is in the pool it is best that she receives one on one attention from an instructor or an aid because otherwise she can be easily distracted the moment some of the instructor's attention is given to another student. This will cause her to get off task and quickly refuse to practice the task at hand. With one on one attention, Sue is more on task and can focus on what is being taught. Having another student in the lesson with Sue can also hinder the progress of that student since Sue does need more one on one attention than students working in a general physical education setting.

Sue has a difficult time focusing on what she is being taught. She does warm up to the lesson after a few minutes and allows what is being taught to soak in but with her thoughts constantly distracting her she has trouble staying on task without a reminder from the instructor. This causes the success of her cognitive domain to be skewed depending on her behavior that day. While testing for the cognitive domain throughout the lesson I must constantly remind Sue what the task is that we are working on because she is easily distracted by thoughts that are irrelevant to the lesson. When testing the cognitive domain Sue tends to give a better response but she is still distracted by her own thoughts. Sue needs to work on focusing on the task at

hand and the cues given to properly complete the skill. If Sue were to be placed in a general physical education setting I believe that her cognitive abilities would be hindered. While Sue does like to talk and be involved in what is going on in the lesson, she is also easily distracted and this causes her to easily drift away from the lesson. She does remember cues best when they are constantly talked about and repeated throughout the lesson. She can respond to review questions that are verbally distributed after the lesson but it is possible that she will only answer one question in regards to the lesson. It would be beneficial for Sue's cognitive success if she was taught one on one rather than with a general physical education class.

Sue's behavior can be enthusiastic some days and disruptive to the lesson and her peers on other days. She works well when she can relate to a lesson that involves equipment that is enjoyable to her or when there is an introduction to the lesson involving a symbolic story that can relate to what she is learning. Sue needs to work on listening to the instructor and following the directions given for completing tasks. She tends to only do what she is interested in so it is important for her to remember that exercising is healthy and enjoyable. She works well with other adults but does not work well with children. She does not like children and it is important that she remain in an area where there is as little amount of children as possible. If Sue were to be placed in a general physical education class she would not have the best behavioral success. While Sue does like to meet new people and she is very friendly she often will be disruptive to others if she does not like what is planned for that day's lesson. Sue can work well with other adults but she has trouble getting along with children so it is best that she just works one on one with an instructor or with other adults accompanied by an instructor

C. Long-Term Goals and Short-Term Objectives:

Psychomotor Long-Term Goal:

By the end of the program Sue will be able to swim in the pool in a forward progression for 5-10 feet (width of one lane) without immediate physical assistance of an instructor.

- i. By the end of the day Sue will be able to pull herself 5 feet through the water using only her arms.*
- ii. By the end of the lesson Sue will be able to propel herself 5 feet by only kicking through the water.*
- iii. By the end of the lesson Sue will be able to propel herself through the water at least 5 feet by using a variation of arm pulls and kicks.*

Fitness Long-Term Goal

By the end of the program Sue will be able to participate in each task of the lesson in the water with only having to rest for a total of 5 minutes.

- i. By the end of the day Sue will be able to complete the lesson while only taking 3 breaks during each task or activity given in the pool.*
- ii. By the end of the day Sue will have completed a total of 100 yards of*

- swimming in the pool using only kicks with the instructor's assistance.*
- iii. *By the end of the day Sue will be able to complete a total of 100 yards of swimming using only arm pulls with the instructor's assistance*

Cognitive Long-Term Goal

By the end of the program Sue will be able to answer at least 5 cognitive verbal-test questions given in the last lesson in the pool.

- i. *By the end of the lesson in the pool Sue will have answered at least one of the instructors cognitive test questions correctly.*
- ii. *By the end of the lesson in the pool Sue will be able to explain how to correctly complete at least one of the tasks she practiced.*
- iii. *By the end of the lesson in the pool Sue will be able to give at least one fun fact about something new that she had learned in the beginning of the day.*

Affective/Behavior Long-Term Goal

By the end of the program Sue will be able to work with other adults in the pool for a structured game by interacting (through talking or moving) with them at least 5 times.

- i. *By the end of the lesson in the pool Sue will have interacted with at least one other adult.*
- ii. *By the end of the lesson in the pool Sue will have helped at least one other person with a task or a situational game.*
- iii. *By the end of the lesson in the pool Sue will have interacted with at least two other adults during a situational game or task.*

D. Health Considerations

I suggest that Sue be educated and practicing in an area with little or no children. She dislikes their company and works best when in her own area with little to no splashing.

E. Behavioral Considerations

I suggest saving a fun game or activity for the end and also maybe bringing in a prize for Sue as a way to encourage her to do well so that she can enjoy the game or prize at the end of the lesson. I suggest having an aid on site with you if you are working with Sue and are assigned to multiple students. Reminding Sue of what is good and bad behavior is sometimes helpful as well.

F. Provide examples of modified equipment that will be necessary to allow for success:

I suggest getting any equipment that can somehow be related to what your lesson is about and can be a (geographical, biological, mathematical, etc.) lesson in itself. Any equipment that helps Sue float is enjoyable for her. She enjoys holding and touching any equipment that makes noise or that she can feel its physical attributes with her hands.

G. Teaching Strategies

1. I have incorporated other areas of education into my lessons through unique equipment and information that helped shape my lesson in a fun and exciting way.
2. I have designated an area for Sue so that she is comfortable going back to this same area every week.
3. I have talked to my student to get to know what their likes and dislikes are so that I can shape my lesson around their likes and motivate them in positive ways to help them succeed through any dislikes that are necessary for their future success.

H. Identify a projected starting date for services along with the anticipated frequency, location, and duration of services and modifications:

My students will start receiving services on a Monday and continue to receive services on a Wednesday and Friday. Services will meet in the 305 gymnasiums and Park Center pool on SUNY Cortland's campus.

I. Provide a statement regarding assessment:

The student's progress to the annual goal will be measured by use of the Adapted Physical Education Evaluation given to me through SUNY Cortland's Adapted Physical Education program. The staff will be regularly informed of the progress Sue is making through weekly progress reports that will be sent home with Sue.

J. Provide a statement of transition services needs of your student as they progress from age 16 into adulthood:

Sue is already an elderly woman. She is learning basic swimming strokes that she can use in a recreational pool. She is also learning safety and survival strokes for leisurely activity. Sue is learning how to also use equipment that she may find readily available for her at recreational pools. Sue is learning how being active can make you a healthy individual and not only is being active great for your health but it is also a fun and exciting way to spend time with others. In 5 years I can see Sue becoming more active and involving others in her life to be active with her. She enjoys spending time in the pool and enjoys the company of other people as well as meeting new people. She is very kind hearted and is easily excited to get into the water. She knows that an active life leads to a healthy life and from past discussions with Sue I can tell that she wants to continue to be an active individual. Sue will have the greatest chance to be successful in something like a recreational pool where yoga in the water and free swimming is

allowed. She would also be successful in group activities and games. She enjoys the freedom of exploring the water with someone else but also enjoys yoga in the water with her fellow classmate and myself. It is exciting to see Sue motivated on her own enough to bring other's to a recreational activity such as swimming for self-enjoyment and to benefit her own health.

K. APE Placement Decision Model

I feel that Sue requires separate APE services because she tends to be more on task and focused when working one on one with an instructor. This is also helpful for her because it allows the instructor to really get to know Sue so that they can adjust the lessons accordingly.

L. Describe Special Education, Related Services, and Supplementary Aids/Services Currently Provided to the Student:

Sue is a part of an assisted living situation. She can dress herself and even match her socks but there are also many things she can not do and needs assistance such as driving from place to place or going to the grocery store. She has multiple supplementary aids providing her with loving and caring assistance and services. A program modification that was made was allowing me to work with an aid when teaching Sue during Monday night's labs. Because I had a second student it was best that I worked with Sue while my other student received assistance from the aid. Having myself work with Sue in this scenario was best because Sue was used to me and I was familiar with how to keep Sue on task and active in the pool.