

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

ID Number: XXXXXXXX

Reason for Referral:

FIRSTNAMELASTNAME is a NUMBEROFYEARS-year, NUMBEROFMONTHS-month-old GRADE grade student attending SCHOOL. 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 at this time. 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 grade-level physical education standards.

Review of Records:

FIRSTNAME receives special education services PRIMARY SERVICE/PROGRAM. PRONOUN also receive LIST ADDITIONAL SERVICES 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)

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 physical education on DATE. FIRSTNAME receives physical education instruction in the (GENERAL or SPECIAL EDUCATION) setting with another XX grade class; therefore, there were approximately XX students in the gym at the time of the observation. They entered the gym XXX and XXX.

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

WHAT DID YOU OBSERVE DURING WARMUPS?

HOW DID THE STUDENT BEHAVE DURING INSTRUCTION AND DID THEY 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 LINE UP TO EXIT THE GYM WITH THEIR CLASS?

Additionally, FIRSTNAME demonstrated XXXX

Test of Gross Motor Development-3

Test and/or procedures administered:

The Test of Gross Motor Development, Third Edition (TGMD-3) was administered to FIRSTNAME on DATE. It was conducted in LANGUAGE (PRIMARY) OR INDICATE OTHER MODES OF COMMUNICATION. The TGMD-3 is a norm referenced, standardized gross motor skills test designed to measure a student's current gross motor performance. The TGMD-3 includes the gross motor skills typically developed during the early learning years and consists of two subtests: locomotor skills and ball skills. The locomotor skills measure the run, gallop, hop, skip, horizontal jump, and slide. The ball skills measure the one-hand strike, two-hand strike, stationary dribble, catch, kick, overhand throw, and underhand throw. These are foundational skills necessary for most recreational and sports and aligned to physical education curricular standards. Scaled scores for the subtests are combined to determine the student's Gross Motor Index. The Gross Motor Index reflects FIRSTNAME'S overall gross motor performance. 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 TGMD-3. FIRSTNAME'S raw scores, scaled scores for each subtest, gross motor index, and the percentile rankings are noted in the following table.

Raw Score			
Locomotor Skills	Raw Score	Object Control Skills	Raw Score
Run	X/8	Two-hand strike of a stationary ball	X /10
Gallop	X /8	One-hand forehand strike of a self-bounced ball	X /8
Hop	X /8	One-hand stationary dribble	X /6

Skip	X/6	Two-hand catch	X/6
Horizontal Jump	X/8	Kick a stationary ball	X/8
Slide	X/8	Overhand throw	X/8
		Underhand throw	X/8
Total	X /46	Total	X /54

Subtest Performance	Raw Score	Scaled Score	Percentile Ranking	Age Equivalency
Locomotor Subtest				
Ball Skills Subtest				
Composite Performance	Gross Motor Index	Sum of Scores	Percentile Ranking	
Gross Motor Index				

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 their 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)

☐ Axial Movement: Bends, Twists, Stretches, Swings (arms/legs), Turns, Flexes, and Sways.	☐ Balance on dominant foot unassisted with eyes closed.
☐ Dynamic Balance: Walks heel-toe along a line with arms out for balance.	☐ Balance body in basic 3-point inverted positions (i.e.: two hands and one foot)
☐ Moves over, under, through, on, off, in and out in relationship to objects	☐ Transfers weight from feet to hand (and vice versa)
☐ Changes speed with control	☐ Moves forward, backward, and sideways
☐ Moves with various body shapes (i.e.: wide, narrow, small, big, tall, short)	☐ Transitions between locomotor movements smoothly (i.e.: gallop, run, walk, run)

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

☐ Kicks a ball aligned with the rules during game play.	☐ Strikes object with hand or implement in align with the rules during game play.
☐ Catches an object during game play.	☐ Bounces ball to self , using two hands
☐ Throws (overhand) ball aligned with the rules during game play.	☐ Tosses and Catches object to self

Performance Analysis:

During the standardized assessment, STUDENT's performance was an accurate reflection of their locomotor and object control abilities.

Locomotor Skills: WRITE A NARRATIVE BREAKING DOWN THE SKILLS. EXPLAIN SPECIFIC STRENGTHS, DIFFICULTIES, OR OBSERVATIONS THAT IMPACTED PERFORMANCE. TASK ANALYZE THE PERFORMANCE AND DESCRIBE FACTORS THAT LED TO THE CHALLENGE (I.E: FOUNDATIONAL SKILLS)

Object Control Skills: WRITE A NARRATIVE BREAKING DOWN THE SKILLS. EXPLAIN SPECIFIC STRENGTHS, DIFFICULTIES, OR OBSERVATIONS THAT IMPACTED PERFORMANCE. TASK ANALYZE THE PERFORMANCE AND DESCRIBE FACTORS THAT LED TO THE CHALLENGE (I.E: FOUNDATIONAL SKILLS)

Information from the record review, observation, consultation, and informal assessments indicate that FIRSTNAME (NARRATIVE: INDICATE PERFORMANCE FROM THE 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 TGMD-3 and information gathered from the review of records, 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.

Finally, this report should be used in conjunction with other reports to determine the appropriate educational plan for FIRSTNAME.

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

Based on the results of the TGMD-3 and information gathered from the review of records, consultation, observation, and informal tools, FIRSTNAME demonstrates skills within the range of PRONOUN peers. FIRSTNAME does not demonstrate difficulties that will significantly impact safely making progress towards grade-level standards in the physical education curriculum.

Finally, this report should be used in conjunction with other reports to determine the appropriate educational plan for FIRSTNAME.

Submitted by,

YOURNAME
Adapted Physical Education Teacher