

Andy Lucas
KINS 364
IEP Project

Student – Gúd
Disabilities – ADD

Skills Assessment:

Skills	Score	Comments
Run	3	Student demonstrated the correct form in all aspects of the skill
Hop	3	Student demonstrated the correct form
Gallop	3	Student demonstrated the correct form (step, hop, step, hop with the same leg in front).
Skip	3	Student demonstrated the correct form (step, hop, step, hop, alternating legs)

Scoring (3 possible points):

- 3 Points – the student needs little improvement, the skill is good
- 2 Points – the student could use more improvement, the skill is average
- 1 Point – the student needs a lot of improvement, the skill is almost non-existent

Behavior Assessment:

Behavior	Score	Comments
Following Directions	3	When on task, he was able

		to fully play the game.
Maintaining Focus	1	He needs to work on not losing focus and remaining engaged in task at hand.
Rule Comprehension	2	He understood most of the rules/concepts, but had trouble with more advanced tactics
Peer Interaction	3	He was fully able to work and play with all other classmates.

Scoring (3 possible points):

- 3 Points – the student was on his most excellent behavior
- 2 Points – the student behaves okay, but there is room for improvement
- 1 Point – the student needs major improvement on his behavior

Present Level of Performance

Güd is a 7-year-old student who can function sufficiently with Attention Deficit Disorder. He attends a general physical education class with the general student body. He gets (for the lack of a better term) regular Physical Education instruction three times a week. Güd is a very bright student but has trouble with staying focused and remaining on task. He is fully able to perform all manipulative skills with little to no difficulty at all.

Güd's attention span unfortunately is very short. He has a tendency to lose focus faster if the activities last longer than about 7 minutes, and start doing something else, like doodling or daydreaming. The teacher has noted that he responds well when teacher

is in close proximity to him, and is able to stay focused longer. When not near him, the teacher has to verbally remind Gd to stay focused or to keep working on the task at hand. The use of positive feedback proves to be immeasurably helpful, when making statements such as “I like the way you’re doing that, Gd,” because it engages him and thus extends his attention span.

My recommendations for Gd as well as his teacher are to have station-based lessons, so that way the class keeps switching activities to make sure Gd doesn’t lose focus. The teacher may also have a partner to help keep Gd on task. The partner can change each class, so that way, it’s fair, and the student helping out isn’t hindered.

Physical Education Goals

1. Gd will accurately perform manipulative skill components at least 80 percent of the time.
2. Gd will follow directions given from the teacher without getting off task, or distracted at least 50 percent of the time.
3. Gd will stay on task and demonstrate the correct activity without being reminded by the teacher at least 60 percent of the time.

Goals/Objectives Assessment

A check mark will be given if each skill component is completed during each trial.

Locomotor Skills

1. TSWBAT Perform a series of locomotor skills correctly using the given cues with at least 80 percent accuracy

	<i>Trial 1</i>	<i>Trial 2</i>	<i>Trial 3</i>
--	----------------	----------------	----------------

2. TSWBAT Not get distracted or off task at least 50 percent of the time.

	<i>Trial 1</i>	<i>Trial 2</i>	<i>Trial 3</i>
--	----------------	----------------	----------------

3. TSWBAT work together with a partner and be able to share at least 90 percent of the time.

	<i>Trial 1</i>	<i>Trial 2</i>	<i>Trial 3</i>
--	----------------	----------------	----------------

The student will earn a check mark if they complete the task.

They will earn a dash mark if the student completes the task half of the time.

The student will receive an X if they didn't complete the task correctly.