Karlie Schauer

KINS 364

IEP Project

**Student:** Blake

**Disability:** Attention Deficit Disorder

Skills Assessment:

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| --- | --- | --- |
| **Skills** | **Score** | **Comments** |
| Overhand Throw | 2 | The student demonstrates most cues needed for the skill, however he needs to work on his sideways stance as well as stepping in opposition. |
| Catching | 2 | The student demonstrates most cues needed for the skill, however he needs to work on catching with his hands then bringing the ball into his body. |
| Walking | 3 | The student demonstrated the correct cues for walking throughout every lesson. |
| Running | 3 | The student demonstrated the correct cues for running throughout every lesson. |

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:

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| --- | --- | --- |
| **Behavior** | **Score** | **Comments** |
| Following Directions | 2.5 | The student needs to work on paying attention so that they know the directions well enough to follow them. |
| Using Manners | 3 | The student is always polite to both peers and teachers. The student is always willing to help out others in any way.  |
| Staying On Task | 1.5 | The student stays on task for as long as possible before something else catches his attention. Trying to help his peers is often what pulls him off task. |
| Sharing | 3 | The student has no issues sharing his equipment with his peers. |

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**

 Blake is a young student who functions fairly well with attention deficit disorder. Blake would not necessarily benefit or be hindered by attending physical education with the general student body. He would most likely be off task more often than normal in a general physical education setting. Being in a more isolated environment would provide more attention from the teacher to help keep Blake on task. Blake does receive more isolated physical education once a week when a group of college students come into his class. Blake does fairly well in the tasks the college students ask of him. However, he occasionally does need a reminder to stay on task or to worry only about the station he is currently at.

 Blake is a shy (at first), but charismatic student whose only real struggle is his attention span. The locomotor skills he performs with the college students have been proper since day one. The manipulative skills however needed some improvement, but continued to get better. Blake shows an average skill level for his age when throwing and just below average when catching. In the times that the college students visited Blake's class however, his catching as continued to improve. With time, Blake with grasp the concept of a sideways stance and stepping in opposition when throwing. Blake's disability doesn't hinder him from performing any psychomotor skill, it does however make it slightly more challenging. Blake needs to be reminded to stay on task and focus after every few trials.

 As a result of Blake's disability, his attention span is rather short. He doesn't necessarily need the task changed frequently as much as he needs less distractions around him. Blake likes to be helpful, so when a classmate's ball rolls past him Blake is quick to drop what his is doing and run to get it for them. He also gets distracted simply watching what his peers are doing at the other stations. By telling Blake that if he can complete the current task five times in a row then he may switch stations, he tends to try harder to stay focused.

 Positive feedback is a good way to keep Blake on task as well as show him he is doing his tasks properly. When Blake properly completes a task or is praised, he lights up and gets so excited that he continues to try his best to do well again or hear the praise again. Things such as high fives and cheering also create this feeling for Blake. Trying to get Blake to beat his own 'score' on a task is also a way to keep him focused on one task for a little longer than normal.

 My recommendation for Blake would be to have him in either a smaller general physical education class or an adapted physical education class at least two times a week. Blake will benefit from the one on one attention and reminders to stay on task. Blake will benefit from having class with his peers by continuing to develop social skills as well as create connections/friendships.

**Physical Education Goals**

1. Blake will pay attention to directions and follow them at least 60 percent of the time.

2. Blake will stay on task and correctly perform the activity without the teacher keeping him on track at least 80 percent of the time.

3. Blake will focus on his own task and not let surrounding distraction pull his attention away at least 75 percent of the time.

**Goals/Objectives Assessment**

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| --- | --- | --- | --- |
|  | **Trial 1** | **Trail 2** | **Trail 3** |
| 1. Blake will pay attention to directions and follow them at least 60 percent of the time. |  |  |  |
| 2. Blake will stay on task and correctly perform the activity without the teacher keeping him on track at least 80 percent of the time. |  |  |  |
| 3. Blake will focus on his own task and not let surrounding distraction pull his attention away at least 75 percent of the time. |  |  |  |

A check mark will indicate that the student completed the task correctly.

A dash mark will indicate that the student completed the task half of the time.

An X will indicate that the student didn't complete the task correctly at all.