

Individualized Education Program (I.E.P.)

E-book named “Individualized Education Program” (I.E.P) presents the I.E.P. of adapted physical education, that is, a written statement - document designed to help the PE teacher to meet the unique educational needs of the child with disabilities.

The I.E.P. included is different compared to I.E.Ps in other countries that have a form of a document signed by everyone involved to specify the educational environment and provisions given to students with disabilities. As mentioned in introduction, an obvious gap is still noticed between theory and real application of inclusion in practice in Greek educational settings. Furthermore, the specialty of adapted physical education is relatively new in Greece and most PE teachers working in typical schools assigned to teach students with disabilities in inclusion classes simply don't know where to start. The fact that inclusion classes are increasing without, at the moment, recruitment of adapted physical education personnel, leads to great difficulties in truly accomplishing the inclusion of children with disabilities in typical environments through play and sports that are crucial for the psychomotor development of every child with and without disabilities.

Thus, this I.E.P. represents the first attempt in Greece to help PE teachers to develop goals and objectives and monitor progress of each child with disabilities throughout the whole education year. The overall purpose of this I.E.P. through its specific form is to provide a general picture to PE teachers who are not necessarily familiar with disability issues of how they can set their thoughts and actions in a logical order.

Individualized Education Program (I.E.P.) of Adapted Physical Education

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Your Name: _____

Date of Completion: ___/___/___ Location: _____

Instructions: The present Individualized Education Program (I.E.P.) of adapted physical education is a written document created to help you cope with the teaching of the student with disability you are responsible for instructing and supporting within your PE class. The I.E.P. provides a clear description of the student's current level of educational achievement and helps you develop an adapted PE program with short-term, middle-term and long-term goals and objectives identified. When you answer each question / section please indicate the response which most closely reflects your assessment regarding student's abilities. You are the person who knows best how to answer these questions. If you would like someone to help you in filling out this report, please.....

Indicate who helped: _____

Relationship to you (e.g. fellow teacher, current position, specialty etc.): _____

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¹ Kokaridas, D. (2010). *Exercise and Disability: Individualization, Adaptations and Inclusion Issues*. Thessaloniki: Christodoulidis Publications.

Other health problems: No Yes (if 'yes', please specify) _____

Health problems during exercise: No Yes (if 'yes', please specify) _____

Ocular conditions (e.g. strabismus): No Yes (if 'yes', please specify) _____

Medication: No Yes (If yes, please specify medication provided and possible side effects): _____

Brief medical record: _____

Body Measures

Head perimeter: _____

Weight: _____

Height: _____

Body Mass Index (BMI): _____

According to BMI, the student is:

Underweight

Normal

Overweight

Obese

INTELLIGENCE

According to information you have gathered from various sources (e.g. from student's parents, doctor, school file, Diagnostic Center evaluation, your personal conduct with the student or the other educators of the school), please specify the following:

The student has: (tick one of the following)

Mental retardation

Typical Intelligence

Intellectual Giftedness

In case of mental retardation, please specify student's:

a) Intelligence Quotient (IQ): _____

b) Mental retardation level (mild, moderate, severe, profound): _____

c) Educational classification: _____
(educable, trainable or dependent)

d) Syndrome existence (e.g. Down, Turner etc.): No Yes (if yes, please specify) _____

BEHAVIOR

The student exhibits:

Inattention (poor concentration, short attention span, apathy, tendency to answer without thinking).	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Hyperactivity – Impulsivity (difficulty to relax and remain seated as expected).	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Antisocial Behavior (aggressiveness, irritability, violation).	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Neurotic behavior (anxiety, isolation, tendency to appear miserable or unhappy).	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Psychotic behavior (repetition of same things again and again, expression of bizarre or excessive ideas).	Yes <input type="checkbox"/>	No <input type="checkbox"/>

	Yes	No		Yes	No
School phobia			Tics		
Psychalgia			Enuresis		
Reduced appetite			Encopresis		
Head beating			Breathing arrest episodes		
Pica					

SOCIABILITY - ADAPTABILITY**The student...**

...is interested for group games/activities.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
...plays in cooperation with other children (social play)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
...understands that games have rules and respects them	Yes <input type="checkbox"/>	No <input type="checkbox"/>
...searches actively and properly for a toy/object	Yes <input type="checkbox"/>	No <input type="checkbox"/>
...pretends that he/she is e.g. a cook, or a nurse with proper actions	Yes <input type="checkbox"/>	No <input type="checkbox"/>
...imitates properly a series of household activities	Yes <input type="checkbox"/>	No <input type="checkbox"/>
...Uses gestures to show what he/she wants (e.g. pretends filling a glass to show that he/she wants to drink water).	Yes <input type="checkbox"/>	No <input type="checkbox"/>
...can bring from next room two-three objects each time, when asked	Yes <input type="checkbox"/>	No <input type="checkbox"/>
...responds to his/her name.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
...recognizes differences in self and others (e.g. gender, color of eyes and hair etc.)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
...can be trusted to play outside alone or with others	Yes <input type="checkbox"/>	No <input type="checkbox"/>
...he/she often has “best friends”	Yes <input type="checkbox"/>	No <input type="checkbox"/>

SELF-HELP SKILLS**The student...**

...is fully capable to use toilet	Yes <input type="checkbox"/>	No <input type="checkbox"/>
...washes self sufficiently without help	Yes <input type="checkbox"/>	No <input type="checkbox"/>
...gets dressed and undressed without help	Yes <input type="checkbox"/>	No <input type="checkbox"/>
...uses knife, spoon and fork adequately	Yes <input type="checkbox"/>	No <input type="checkbox"/>
...can drink from an almost full glass without pouring the content	Yes <input type="checkbox"/>	No <input type="checkbox"/>
...ties up his/her shoes	Yes <input type="checkbox"/>	No <input type="checkbox"/>
...puts on his/her coat without help	Yes <input type="checkbox"/>	No <input type="checkbox"/>

▪ ...knows home address	Yes <input type="checkbox"/>	No <input type="checkbox"/>
▪ ...comprehends money use as a mean of transaction	Yes <input type="checkbox"/>	No <input type="checkbox"/>
▪ ...recognizes coins	Yes <input type="checkbox"/>	No <input type="checkbox"/>

HEARING AND SPEECH

The student...

▪ ...uses correct grammar rules in sentences	Yes <input type="checkbox"/>	No <input type="checkbox"/>
▪ ...uses four to five clear words in a sentence	Yes <input type="checkbox"/>	No <input type="checkbox"/>
▪ ...uses fifty clear words	Yes <input type="checkbox"/>	No <input type="checkbox"/>
▪ ...continuously asks “why”, “when” and “how” questions	Yes <input type="checkbox"/>	No <input type="checkbox"/>
▪ ... answers to questions relative to a story	Yes <input type="checkbox"/>	No <input type="checkbox"/>
▪ ...listens impatiently book stories read by others and asks they repeat stories from the start	Yes <input type="checkbox"/>	No <input type="checkbox"/>
▪ ... repeats phrases consisted of at least 10 syllables	Yes <input type="checkbox"/>	No <input type="checkbox"/>
▪ ...defines at least six objects according to their use	Yes <input type="checkbox"/>	No <input type="checkbox"/>
▪ ...knows/ can compare words such as “small – big”, “short-tall” etc	Yes <input type="checkbox"/>	No <input type="checkbox"/>
▪ ...knows colors	Yes <input type="checkbox"/>	No <input type="checkbox"/>

MOTOR SKILLS

Gross Motor Skills

The student:

▪ Sits on floor unsupported	Yes <input type="checkbox"/>	No <input type="checkbox"/>
▪ Walks with confidence	Yes <input type="checkbox"/>	No <input type="checkbox"/>
▪ Walks heel-to-toe on a straight line	Yes <input type="checkbox"/>	No <input type="checkbox"/>
▪ Walks tip-toe	Yes <input type="checkbox"/>	No <input type="checkbox"/>
▪ Runs around obstacles	Yes <input type="checkbox"/>	No <input type="checkbox"/>
▪ Hops on one foot	Yes <input type="checkbox"/>	No <input type="checkbox"/>
▪ Jumps forward with two feet without falling	Yes <input type="checkbox"/>	No <input type="checkbox"/>
▪ Jumps over six inch high rope and lands on both feet together	Yes <input type="checkbox"/>	No <input type="checkbox"/>
▪ Balances on one foot for at least 5 seconds	Yes <input type="checkbox"/>	No <input type="checkbox"/>
▪ Walks up and down stairs alternating feet	Yes <input type="checkbox"/>	No <input type="checkbox"/>
▪ Catches a ball thrown to him by a distance of 2-3 metres	Yes <input type="checkbox"/>	No <input type="checkbox"/>
▪ Bounces a ball to the floor and catches it with both hands.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
▪ Throws ball one metre overhead and catches it with both hands	Yes <input type="checkbox"/>	No <input type="checkbox"/>
▪ Throws with one hand a small ball forward with relative accuracy	Yes <input type="checkbox"/>	No <input type="checkbox"/>
▪ Kicks ball forward while running	Yes <input type="checkbox"/>	No <input type="checkbox"/>
▪ Rides bicycle with or without helping wheels	Yes <input type="checkbox"/>	No <input type="checkbox"/>

Fine Motor Skills

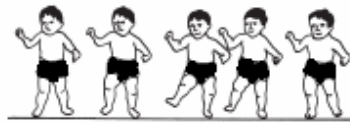
The student:

▪ Reaches and picks up small objects with one movement	Yes <input type="checkbox"/>	No <input type="checkbox"/>
▪ Picks things up with pincer grasp (thumb and one finger)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
▪ Cuts with scissor with relative accuracy	Yes <input type="checkbox"/>	No <input type="checkbox"/>
▪ Has adult grasp on pencil	Yes <input type="checkbox"/>	No <input type="checkbox"/>
▪ Copies cross, triangle, square fairly well	Yes <input type="checkbox"/>	No <input type="checkbox"/>
▪ Builds tower of ten small blocks	Yes <input type="checkbox"/>	No <input type="checkbox"/>
▪ Colors within lines satisfactorily	Yes <input type="checkbox"/>	No <input type="checkbox"/>

▪ Completes puzzle of 6 holes in 20 seconds Yes No

Basic Motor Patterns

In each one of the following group of pictures, please tick **one** box - which most closely reflects student's ability to perform each basic motor pattern according to your observation so far:



Stage		Walking
<input type="checkbox"/>	Initial	
<input type="checkbox"/>	Elementary	
<input type="checkbox"/>	Mature	



Stage		Running
<input type="checkbox"/>	Initial	
<input type="checkbox"/>	Elementary	
<input type="checkbox"/>	Mature	



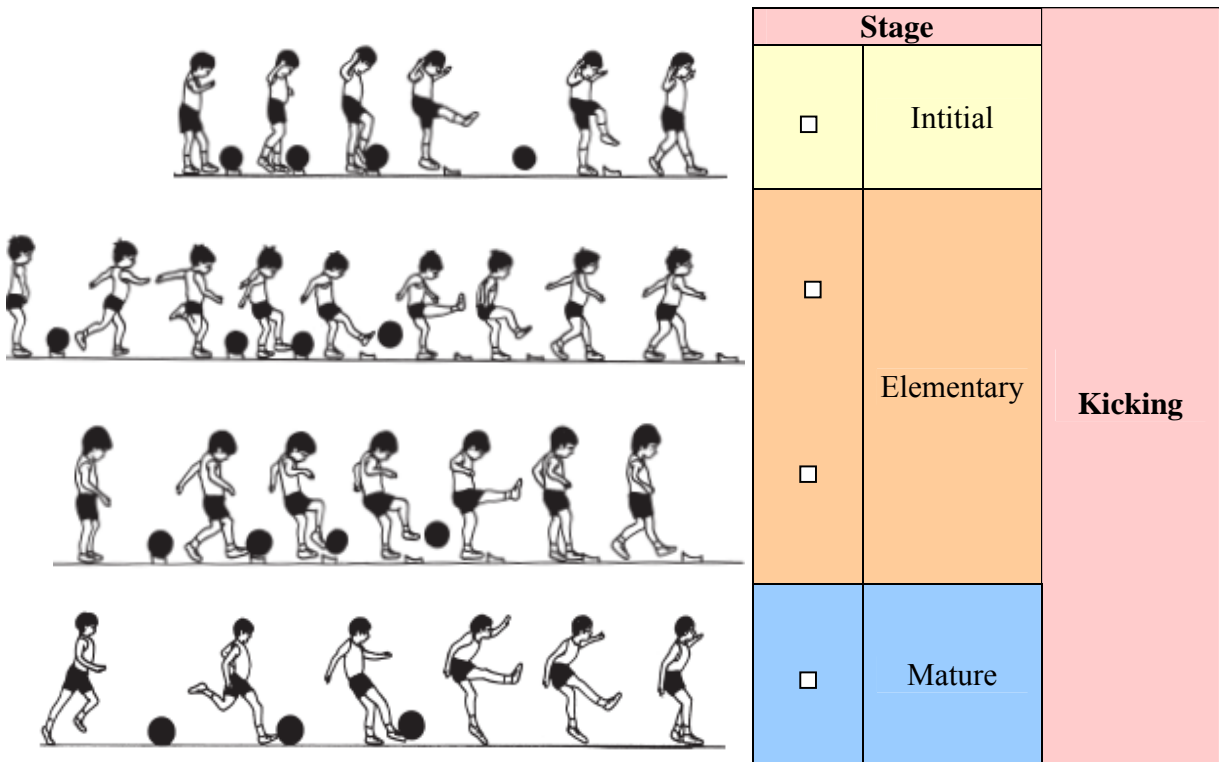
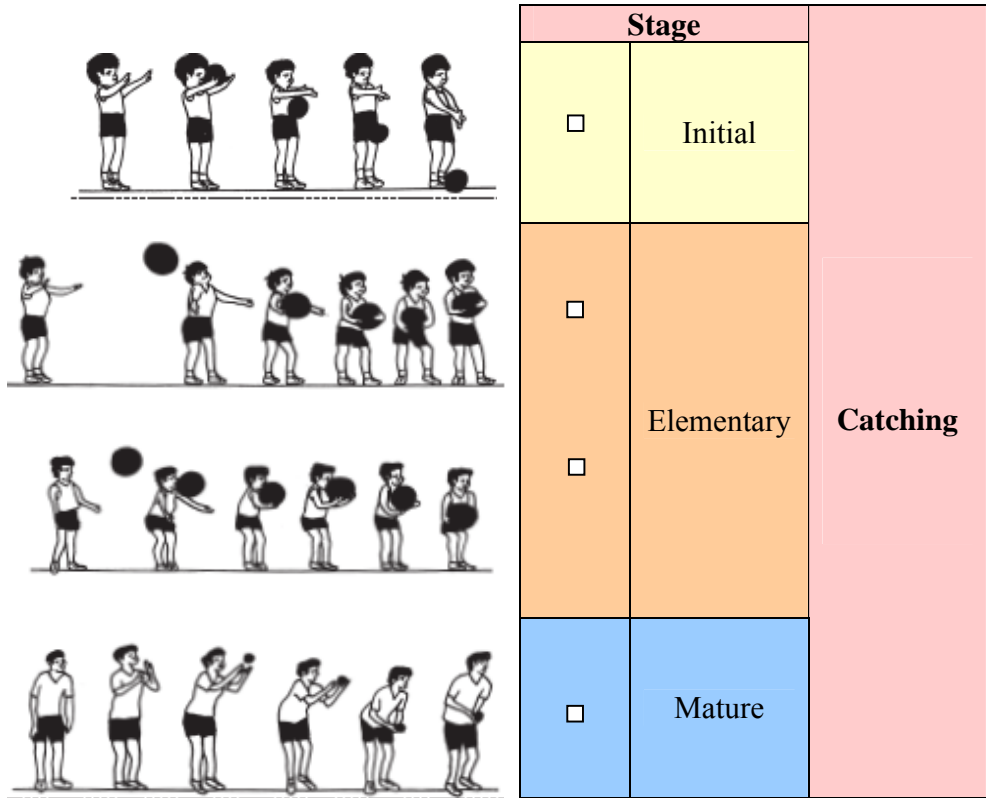
Stage		Jumping
<input type="checkbox"/>	Initial	
<input type="checkbox"/>	Elementary	
<input type="checkbox"/>	Mature	



Stage		Hopping
□	Initial	
□	Elementary	
□	Mature	



Stage		Throwing
□	Initial	
□	Elementary	
□	Mature	



Immature motor characteristics

The student exhibits:

<ul style="list-style-type: none"> ▪ Inadequate motor planning in terms of: <ul style="list-style-type: none"> a) Control of force. b) Reaction control. c) Response to complex stimuli. ▪ Inability to maintain rhythm during exercise. ▪ Loss of dynamic balance (fall) during activity. ▪ Instability, difference from effort in effort as for: <ul style="list-style-type: none"> a) Balance. b) Power. γ) Rhythm. ▪ Continuation of movement after the end of exercise while it would be supposedly stopped. 	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	Yes <input type="checkbox"/>	No <input type="checkbox"/>

PSYCHOMOTOR DOMAINS

The student exhibits:

<ul style="list-style-type: none"> ▪ Knowledge of various parts of his body, his self and others. (if partially, please specify): 	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Partially <input type="checkbox"/>
		
<ul style="list-style-type: none"> ▪ Knowledge of various positions of his body in space (seating, standing, prone, supine, on fours). (if partially, please specify): 	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Partially <input type="checkbox"/>
		
<ul style="list-style-type: none"> ▪ Balance ability <ul style="list-style-type: none"> α) Static: <ul style="list-style-type: none"> - with eyes open - with eyes closed β) Dynamic: 	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Partially <input type="checkbox"/>
	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Partially <input type="checkbox"/>
	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Partially <input type="checkbox"/>
		
		
<ul style="list-style-type: none"> ▪ Laterality (ability to discriminate left from right). (if partially, please specify): 	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Partially <input type="checkbox"/>
		
<ul style="list-style-type: none"> ▪ Directionality of body in space: (if partially, please specify): 	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Partially <input type="checkbox"/>
		
<ul style="list-style-type: none"> ▪ Knowledge and control of breathing (inhale and exhale): (if partially, please specify): 	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Partially <input type="checkbox"/>
		

GENERAL NOTICES

The indoor and outdoor facilities of your school so as to satisfy the educational needs of your student with disabilities in your PE class are: Sufficient Insufficient (if insufficient, report any shortage or propose improvements): _____

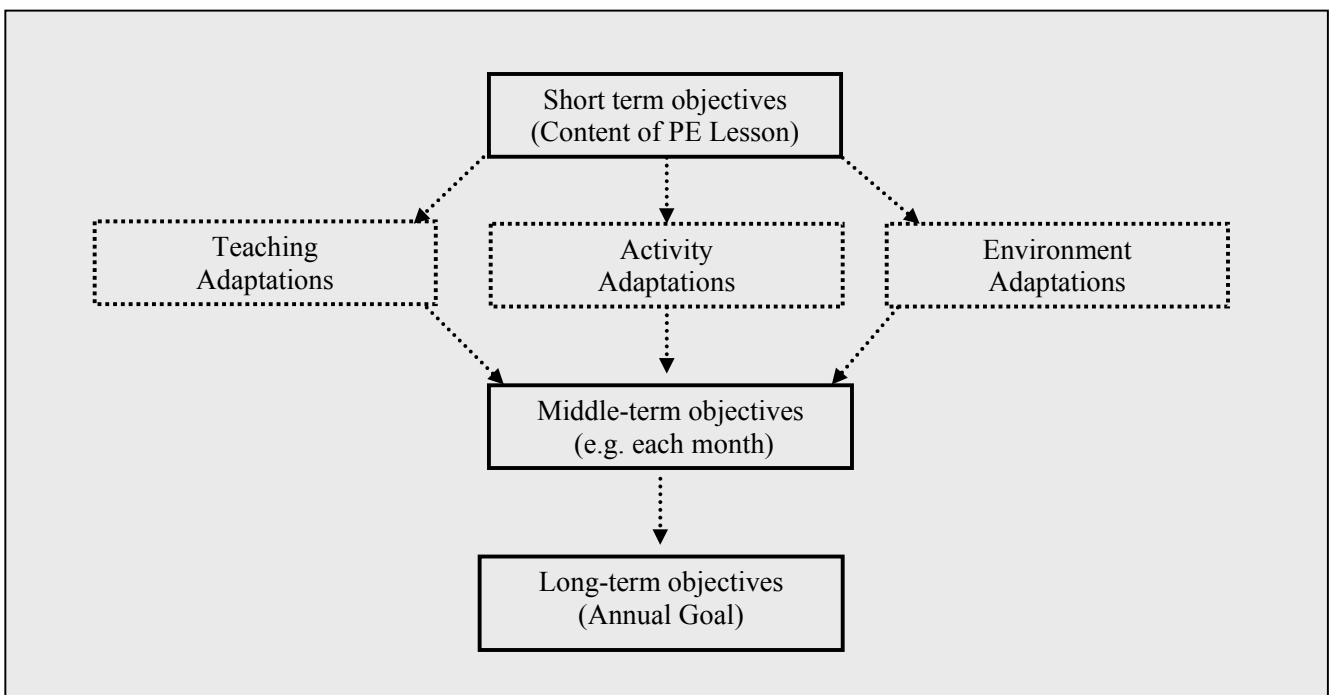
Please answer to the following useful assessment questions:

USEFUL ASSESSMENT QUESTIONS	ANSWERS
▪ In what kind of environment does the student learn best in?	
▪ How the student adapts self when playing outdoors?	
▪ What kind of material/ objects the student chooses to play with?	
▪ What motivates, or discourages, student?	
▪ Can the student follow directions, or listen? How complex is this with 1 or 2 efforts?	
▪ Which skills the student demonstrates when playing alone or with others?	
▪ Can the student demonstrate some ability of solving problems?	
▪ How does the student communicate?	
▪ How can you help student to communicate with other children in class?	
▪ How can you handle student's fears/frustrations?	
▪ How can you handle student's mood changes?	
▪ How can you help student to participate in small groups?	
▪ Which mode does the student use to learn (visual, tactile, auditory)? Under which conditions the student learns best?	
▪ How the PE lesson look like for the student?	
▪ How can student's behavior be handled?	
▪ Is there any other information from student's family or friendly environment that can be useful?	

Please note anything else you observed: _____

I.E.P. INTERVENTION PHASE

Intervention phase represents the time period from the moment the student with disabilities begins his first PE lesson until the moment where either the PE program is concluded or student's participation in the program ends. During this phase, you should specify the content of each lesson regarding the adaptations of teaching, activities and environment along with setting middle –term and long-term objectives according to the following figure:



Lesson adaptations certainly differ depending on the disability and the unique characteristics of each student with disability. Representative adaptations according to disability can be located in the corresponding pages of this information base. For your convenience, some general adaptations that can be adopted according to case are:

REPRESENTATIVE ADAPTATIONS

Environment adaptations

Structure of a clean and secure PE environment:

- With objects not used put aside to specific areas.
- By teaching student the rules and limitations of the exercise space used.
- With close monitoring of student during each lesson.
- By increasing attention span of the student using larger in size or brighter in colour objects.

Reinforcement of teaching stimuli:

- Using bright colour in specific material/ objects within a neutral in colour learning environment.
- Limiting exercise space and adapting material when necessary to promote successful execution of activities.
- Using sound (e.g. whistle, etc).
- Practicing in front of mirrors placed on the gym's wall to increase concentration.

Activity Adaptations

Exercises selected should:

- Focus more on participation and less on performance.
- Be simple and playful so as to enhance enjoyment and a feeling of success.
- Help the student develop his kinesthetic ability and directionality of body in space.
- Function within the present level of student's performance, moving progressively from familiar to unfamiliar and from simple to more difficult.
- Promote the development of basic motor skills of stabilization, locomotion and handling and student's general physical condition.
- Be rule simple.
- Include common elements so as to promote learning.
- Characterized by variability that is considered necessary especially in the case of students with attention deficits.

Teaching Adaptations

- Verbal instructions shortened and simplified down to specific action words.
- Proper tone of voice according to exercise.
- Performing one activity at a time and use of task analysis (breaking down skills into sequential tasks) when necessary.
- Determination of mode for transmitting information (visual, tactile, auditory).
- Frequent demonstration of activities accompanying verbal instructions.
- Use of kinesthetic guidance when needed.
- Continuous encouragement and use of feedback to enhance short-term memory.
- Provision of additional time to the student to react in teaching stimuli, maintaining visual contact with the student for a few seconds after activity demonstration.
- Co-operation enhancement using peer activities and cross-age tutoring.

Based on previous information, please specify:

Present Level of Performance (PLEP) of your student with disability

--

Short-term objectives (in each PE lesson)

--

Middle-term objectives (e.g. per month)

--

Long-term objectives - Annual goal(s)

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LESSON PLAN STRUCTURE


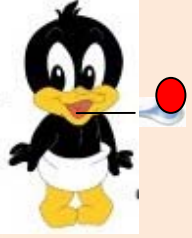

To structure a lesson plan properly, it is proposed that you specify in each exercise the following:

EXERCISE	PURPOSE	METHOD	MATERIALS	CRITERIA	EVALUATION
Report each exercise	Write down the purpose of the activity in relation to the basic motor skills and psychomotor domains you want to improve.	<i>Specify:</i> Communication mode Visual Auditory Kinesthetic Presentation of exercise Whole task Task analysis	Point out material /objects used (e.g. hoops, cones, gym mattresses, balls etc).	Set criteria of success in each exercise	Specify the evaluation code you use.

Example:

EXERCISE	PURPOSE	METHOD	MATERIALS	CRITERIA	EVALUATION
Walking on straight line, 5m distance	Dynamic balance improvement aiming to teach student how to: a) hold head up and body straight with eyes looking forward while walking, b) move arms and legs in cross lateral movement (swinging the left arm forward with the right foot and vice versa), c) use rhythmic transition of body weight from heel to toe in each step, and d) keep a steady base of supporting body while moving.	Communication Mode Initially, visual presentation of the exercise and use of kinesthetic guidance when necessary. Presentation of exercise Whole task	Plastic blocks in line to create a “balance beam” of low height.	Student being able to walk efficiently without falling across the balance beam in 3 out of 5 efforts	2 points when student performs the exercise successfully without help 1 point when students performs the exercise with kinesthetic guidance provided by the PE teacher 0 points when student is not able to perform the activity.

Lesson plan can be formed and presented with a pleasant way in a complete page with photographs, pictures, figures, tables and drawings included, so as to fully cover the subject taught and promote better explanation of activities through visualization. The only requirement is a little imagination and enthusiasm to search within relative internet sources and your personal PE files. A representative PE lesson plan concerning students with disabilities could be presented as follows:

<p>Title of PE Plan: Balance</p>	<p>Disability: Mental retardation Student(s): Educable children School: Primary school</p>
<p>Purpose</p> <ul style="list-style-type: none"> • Improve static and dynamic balance with proper body posture maintained. • Teach student how to balance without support. • Promote socialization and peer group activity. • Enhance memory through ‘additional work’. 	<p>Abstract</p> <p>Students with mental retardation will develop sense of proper body posture and balance (static and dynamic) through peer activities.</p> <p>Key words: Balance, socialization, peer group activity</p>
<p>Materials Spoons, small balls, hoops</p> <p>Communication Mode Visual demonstration of each activity and kinesthetic guidance when necessary.</p> <p>Presentation of exercise Whole task and use of task analysis when needed according to case.</p>	<p>Activities</p> <p>1st exercise : Ask children to stand on tip-toes with arms held up high without losing balance. When music starts ask children to run freely across room and when music stops to stand on tip-toes again.</p>  <p>2nd exercise : Ask each child to walk balancing a small ball in the bowl of the spoon while holding the spoon by its handle between teeth</p> <p>3rd exercise Spread hoops across room. Ask each child to hop on one foot in and out of the hoop until completing a whole circle around the hoop.</p>
 <p>1st exercise</p>  <p>3rd exercise</p>	<p>Alternative activities</p> <p>Each exercise could be modified in terms of difficulty level. As an example, if students face difficulty to perform 2nd exercise successfully, it is suggested that children could hold the spoon in their hands to keep the ball balanced. In other case, the activity can be turned into a relay race game with students separated in two teams, to provide a good opportunity for teams to compete against each other.</p>
<p>Additional work</p> <p>In next lesson, ask each student to show one of the activities performed today.</p>	

This lesson plan was made in alphabetical order by Daskalakis, I., Kiriakopoulos, A., Plexida, Z., Rafailidis, D., Tsapou, O., Vari T., Varipati, A., and Zafeiroulis, K., all 4th year undergraduate students of the adapted physical education specialty, academic year 2009 -2010 .

Based on the previous example, prepare your own lesson plan.

Title of PE Plan	Disability: Student: School:
Purpose	Abstract
	Key-words:
Materials: Information Transmitting: Presentation of Exercise:	Activities
Additional work	Alternative Activities

REFERENCES

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4. Griffiths, R. (1984). *The abilities of young children: A comprehensive system of mental measurement for the first eight years of life*. Bucks, UK: The Test Agency Limited.
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Sites

http://www.sbcss.k12.ca.us/selpa/pdf/EVSELPA_IEP.pdf