**Individualized Education Program (IEP)**

Student’s Date of birth: 2/26/05 Date Plan Completed: 9/25/13

Undergraduate Teacher: Kyle McManus Lab Day/ Time: Tuesday 7-8 pm

1. **Introduction Paragraph:** Justice is 9 years old. She can be a lot to handle if you don’t have a strong lesson plan set up for her. Once you get her excited about the lesson she becomes very passionate about it and wants win at what ever activity she is doing (even if there is not really a winner and a loser). You should always have an eye on Justice because if she sees a basketball she will be off in a flash. Justice is a normally functioning 9 year old; she is in good cardio shape and is a pretty strong mover. She can have difficulty working with others and always wants to be on her teacher’s team. Justice loves running around the track and playing basketball and soccer. Justice was assessed with the TGMD 2, She was assessed in both the back gym and in the hockey rink.

**2. Present level of performance**:

Cognitive: Justice is a very quick thinker for her age she always has an answer for you and she has it fast, she has a great memory and will bring up very specific events that she has done before if it relates to the task at hand. For example if we are about to play a soccer activity she can and will tell you of a game she played in the past, she will remember how to play, any specific rules and the best ways to do well in her game. She not only understands what a teacher is saying but also tries to be one step ahead so she can try and do her favorite activities. Justice does have some issues with focusing but that can be remedied if you get her excited about an aspect of the lesson.

Affective: Justice is a great little girl but has some trouble getting motivated for a lesson but once she does watch out! She will really get into things to the point where she might go over board. For example if your throwing a Frisbee once she gets interested she may want to throw it very hard and possibly far away. Justice has some difficulty working with others and prefers to do her own thing. Trust building activities would be a good idea for her to get more comfortable with other girls her age.

Psychomotor: Justice is a very athletic girl, who is very well rounded in the motor development area. She loves to run and is very good at it but has a side-to-side wide stance action going on which is why she scored 6 out of on the TGMD 2. She was also a good hopper but her arms were more bouncing then swinging back and forth and she had a little trouble on her bad foot. When I asked her to show me how a horse gallops off she went she had really great form but mixed her feet up a couple of times giving her a 7/8. Going through the spectrum of movement you could tell she is a really great mover ad ready for some more challenging activities.

Fitness: Justice is in very good shape she can run around the hockey rink a few times at a full spring and after a few seconds of recovery be up and ready for the next one. She has very good cardio and I would guess is one of the strongest endurance wise in the class. Areas I would like to work on with her include strength and balance. Her flexibility was very good and I had her do a standing toe reach and she could grab her feet with ease.

A). Cognitive Goal

Justice will be able to remember the health benefits of being an active person.

**1. Short Term Objective:** Justice will be able to name 3 out of 6 benefits of exercise for high school students.

2. **Short Term Objective:** Justice will take a written test about the parts of a long board skateboard.

B) Affective Goal

Justice will be able to follow directions 9 times out of ten, and be able to work well with others every time.

1. **Short Term Objective:** Justice will be able to succeeded in trust building activities every time she attempts them.

2. **Short Term Objective:** Justice will be able to assess her participation and mood by stepping in red yellow or green hula-hoops scoring at least a yellow.

C. Psychomotor Goal

Justice will have at least a one less than the max score on the TGMD2.

1. **Short Term Objective:** Justice will be able to skate down the hall on the skateboard in proper position the whole time.
2. **Short Term Objective:** Justice will use 5 out of 6 of the proper cues when demonstrating a bump in volleyball.

D. Fitness

Justice will be a well-rounded athlete and be able to maintain her current level of fitness through out life and be competent in at least 4 lifetime sports.

1. **Short Term Objective:** Justice will be able to run around the track one time full speed using 8/8 of the skills for running.
2. **Short Term Objective:** Justice will be able to balance on the skateboard and kick with her proper foot.

4.Health Considerations

Justice and Sidney are both fully functioning girls that do not have disorders. They are both in good shape and seem to keep up a healthy level of fitness outside the classroom.

5. Behavioral Considerations

Both Sidney and Justice would benefit very much from tasks evolving direction following. Both girls seem to be much better with listening when they are motivated by an activity that they are interested. Also trusting building and cooperation games would be in both girls best interest and it would help them become better-rounded physically educated people.

6. Teaching Strategies

The biggest thing I changed to my teaching style was shifting from Practice to Command teaching. This was necessary and very helpful once I did because the girls got more out of the lesson with more guidance, but now I would like to transition back to practice and even methods like jigsaw and self check. Another adaptation to my style was to involve more discipline. Last I needed to come into the gym with more energy then I had previously to get the girls more excited about the lesson.

7. Evaluation Plan

I plan on evaluating Justice using the TGMD2 at the end of the lab to see if my teaching was effective in the Psychomotor category. I also would like to do an evaluation of the girls skateboarding/ balance skills at the end of the lab. Last I would like to see what “doors” my teaching has opened up for the girls and talk with them to find out if they are interested in any new life time activities.

8. Services to be provided:

Physical Education instruction once a week at SUNY Cortland Adaptive Physical Education Lab for one semester from 8/29- 12/4/13

9. APE Placement Decision Model

Justice would benefit best from being in a normal physical education setting the most being that she is a fully functional girl that would get the most out of being around other peers her age she can work with.