

# Evaluation of Physical Participation in School

## USD #232 Special Services

Place a  $\checkmark$  in the box that best describes the degree to which the student completes the following skills.

STUDENT :	Does not Perform (0)	LIMITED UNDERSTANDING (1)	EMERGING UNDERSTANDING (2)	WORKING UNDERSTANDING (3)	INDEPENDENT PERFORMANCE (4)	NOT APPLICABLE (N/A)
AGE:						
SCHOOL:						
TEACHER:						
Gross Motor						
Walks throughout the school environment						
Walks long distances						
Walking on uneven surfaces (playground, grass, etc. )						
Safely moves on slippery surfaces						
Safely moves through congested areas						
Avoids obstacles in the path of travel						
Ascends stairs marking time reciprocally						
Descends stairs marking time reciprocally						
Negotiates ramps						
Opens doors Holds doors for peers						
Sits in classroom chair						
Sits at circle time						
Transitions to and from floor						
Gets in & out of school bus/car						
Puts on backpack Carries filled backpack						

Opens lockers or desks						
Carries books						
Carries lunch tray without spilling						
Demonstrates appropriate energy for daily activities						
	Does not Perform (0)	LIMITED UNDERSTANDING (1)	EMERGING UNDERSTANDING (2)	WORKING UNDERSTANDING (3)	INDEPENDENT PERFORMANCE (4)	NOT APPLICABLE (N/A)
Demonstrates appropriate energy for daily activities						
Completes physical activities in appropriate amount of time						
Safely performs activities to avoid physical injuries						
Learns new physical and motor skills						
Completes a teacher-designed obstacle course						
Participates safely on playground						
Participates safely in PE class (consider APE consult)						
<b>Additional school activities :</b>						
Rides a tricycle						
Propels a scooter forward backward tummy						
Jumps with two feet						
Propels scooter						
Throws a ball to a target						

Catches a ball to a target						
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Kicks a ball to a target						
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**Fine Motor**

Self care in toileting						
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Uses utensils appropriately spoon fork knife						
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Cuts food						
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Zips backpack Unzips backpack						
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Holds a pen/pencil to write						
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Changes clothing for PE						
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Ties shoes						
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	Does not Perform (0)	LIMITED UNDERSTANDING (1)	EMERGING UNDERSTANDING (2)	WORKING UNDERSTANDING	INDEPENDENT PERFORMANCE (4)	NOT APPLICABLE (N/A)
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Puts on coat Takes off						
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Pulls up pants Takes off pants						
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Removes socks and shoes Puts on socks and shoes						
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Zips a non-separating zipper Unzips a non-separating zipper						
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Zips a separating zipper Unzips a separating zipper						
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Snaps clothing Unsnaps clothing						
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Buttons small buttons Unbuttons small buttons						
Cutting/scissor use						

Copies letters & numbers						
Prewriting skills 0 \ / X +   _ _						
Prints alphabet						
Prints first name						
Prints last name						

Ability to follow directions;

Behavior during evaluation:

Sensory interference with performance:

Additional comments:

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D Tiffany Bohm, RPT      D Casse Drummond, OTR/L  
D Jana Flannigan, OTR/L

<b>Time Frame</b> (By When)	Within the IEP year	<b>Conditions</b>	During naturally occurring activities and daily routine			
<b>Behavior</b> (What the Student will be able to do)	Tiffany will demonstrate	<b>Criterion</b>  (Independent Mastery Level)	"Independent Mastery Level Code 65 to 70 points on the following rubric. Score a 3/4 on each of the indicators listed below, unless noted.			
<b>Independent Mastery Level</b>						
0: Does not perform 1 : Limited understanding/use of concepts or performance of skills requiring on-going intervention support 2: Emerging understanding/use of concepts on skills and needs intervention support, more practice or experience. 3: Working understanding/use on skills and can apply them with minimal support. 4: Demonstrates an understanding/use of concepts/ skills and performs Independently					Adequate Progress Y/N	
<b>Skill Area Readiness</b>	<b>Independent Mastery Baseline 0-4</b>	<b>Progress Review (Rating 0-4)</b>				
Indicator/Benchmark		1ST	2ND	3RD	FINAL	ESY (if qualified)
<b>COMMUNICATION</b>						
Tiffany will independently greet others with a wave or "Hi" when greeted.	0					
Tiffany will initiate greetings to peers or adults by waving or saying "Hi."	0					
Tiffany will respond to questions, "Show me", "Give me", Where is".	0					
Tiffany will identify 12 out of 20 classroom vocabulary objects /pictures .	0					

Tiffany will ask for help with persistence across environments	0					
Tiffany will increase the strength and control of her lips and tongue through imitation of vocal play while maintaining midline position.	0					
Tiffany will demonstrate vowel approximations in isolation.	0					
Tiffany will imitate initial sound approximations.	0					
Tiffany will demonstrate a sound approximation for "yes."	0					
Tiffany will demonstrate a sound approximation for "no".	0					
Tiffany will demonstrate sound production approximations with picture icons.	0					
<b>GROSS MOTOR– Strength and Endurance</b>						
Tiffany will complete a 3-step teacher directed obstacle course on the playground with only adult supervision for safety. (Skills could include jump off, climb, run, walk, walk on balance beam, stand on one foot.)	1					
Tiffany will tailor sit at circle time for 10 minutes with only adult verbal cues.	1					

Tiffany will independently ambulate throughout the school environment (including the playground) in a safe manner.	1					
Tiffany will "keep up with her peers," and not be left behind when walking throughout the school environment.	0/2					
Tiffany will participate in 10 minutes of physical activity with no more than 2 adult prompts to continue.	0					
Tiffany will open and hold the classroom door for her peers.	0					
<b>ACADEMIC/COGNITION</b>						
Tiffany will demonstrate concepts of in/out, front/back, on/off.	0					
Tiffany will demonstrate concepts of big/little, one /more.	0					
Tiffany will sort materials by shape/size (3 types).	0					
Tiffany will complete an AB pattern for two turns when given a model.	0					
Tiffany will identify 10 body parts through a pointing response.	0					
Tiffany will recognize her first name in print and/or typed print.	0					

Tiffany will identify (happy, tired, hurt, mad) emotions from picture cards through a pointing response.	0					
Tiffany will demonstrate one-to-one correspondence.	0					
Tiffany will match 10 similar, but not identical, objects and/or pictures.	0					
<b>SELF-HELP</b>						
Tiffany will use her napkin to wipe her mouth during and after snack.	0					
Tiffany will take appropriate size bites when feeding herself.	0					
Tiffany will indicate the need to use the restroom.	0					
Tiffany will pull up and pull down her pants when toileting.	0					
Tiffany will independently complete the handwashing routine.	2					
Tiffany will independently put her coat on and take it off and hang it up (excluding fasteners).	0					
<b>SOCIAL</b>						
Tiffany will choose one peer to play with by vocalizing to the peer.	0					

Tiffany will wait appropriately for her turn during an activity (with no self-injurious behaviors).	0					
Tiffany will respond appropriately when told, "Your turn".	0					
Tiffany will share materials by giving to another upon first request.	0					
<b>FINE MOTOR</b>						
Tiffany will imitate 2 pre-writing strokes (vertical and horizontal line).	0					
Tiffany will independendy arrange loop scissors on her hand correctly and make snips on paper.	1					
Tiffany will independendy unzip a separating zipper on a coat/vest.	1					
Tiffany will independendy unbutton large buttons on a coat/vest.	0					
Tiffany will independendly unsnap front snaps on a coat/vest.	0					