

5 Student demonstrates responsible personal and social behavior in physical activity.

- 0 Does not respond to name or simple directions
- 1 Able to respond to name and follow simple one step directions some of the time
- 2 Follows multi-step directions some of the time; knows acceptable behaviors for participating with others in physical activity settings; acts in a safe manner during physical activity most of the time;
- 3 Follows multi-step directions most of the time; knows some potential risks associated with physical activities; shows respect for people of all abilities

6 Student understands how participating in physical activity promotes inclusion and understanding of the abilities and cultural diversity of people.

- 0 Is not aware of others
- 1 Is aware of others in class and may realize that abilities vary from person to person
- 2 Is considerate of others; may recognize the differences and similarities in the activity choices of others
- 3 May be able to modify games and activities to allow for participation of students with special needs; may know how to perform games/dances from different cultures

7 Student understands that physical activity provides the opportunity for enjoyment, challenge, self-expression and communication

- 0 Cannot communicate feelings
- 1 Can verbally or physically (smile, clap, high five) show enjoyment of physical activity
- 2 Can identify feelings resulting from challenges, successes, and failures in physical activity
- 3 Can recognize the benefits that accompany cooperation and sharing; can identify physical activities contribute to personal feelings of joy

_____ TOTAL SCORE

view the following factors that may affect the student's placement. Circle any factors that apply.

- A Equipment: A child that must have medical equipment (I.e. oxygen, medical tubes) may need direct services
- B Facilities/environment: At some schools APE may be the better option because of facilities and/or staff. Questions such as the accessibility of the main PE area or locker room need to be considered. The modification of some procedures, such as dressing, may need to be addressed.
- C Class size: A child with good physical skills but poor behavior or comprehension skills may have difficulty in a large regular PE class even with resource services. Likewise, a child with less physical skills but good comprehension may be successful in a larger class.
- D Age: Younger children may need direct APE where an older child with a similar skill level could safely and successfully participate in regular PE class with resource services.
- E Severity of disability: Some children with severe or multiple disabilities may score high on the screening but be unable to successfully participate in a regular PE class even with resource services from an APE.
- F Behavior: Some children with severe emotional problems may score high on the screening but be unable to participate in a large group. This may need to be considered in conjunction with class size.
- G Health factors: Certain health problems, such as severe cardiac or respiratory diseases, may make direct services APE a better choice.
- H Safety: A child's safety must be of utmost concern. Regardless of the score on the screening, we must always consider whether or not the situation is safe for the ESE child and all others with whom he/she will have contact. Safety encompasses all other considerations.

Recommendation for PE: _____

Evaluator: _____ Date: _____