
Survey Results



Thank you for completing the survey! Your score is 3.8.

Your score reflects how children with disabilities are included into the physical education class. Solutions based on your score on each item will be made available in your account and via email. Please use the solutions provided to improve the experience of children with disabilities in the PE class.

here are the topics needing more attention:

- Use of Paraeducator
- Differentiated Instruction
- Peer-partner (when possible)
- Autonomy Supported Instruction
- Demonstrations
- Skill/Activity-partner Activity

Below are the links to your Solutions Based on Results

- [MicroTraining: Collaborative Success with Paraeducators](#)
- [Paraeducators \(Video\)](#)
- [Paraeducators in PE: Communication is Key](#)
- [Sample Lesson Plans: Guide to Utilizing UDL Concepts](#)
- [UDL in PE: NCHPAD \(video\)](#)
- [Inclusive PE Activity Cards: Intro & Guidelines](#)
- [Sample Modification Checklists](#)
- [Laying the Foundation for UDL in PE: NCHPAD](#)
- [LIRSPE_UDL in PE \(NCHPAD\)](#)
- [Peers as Natural Supports in General PE](#)
- [Techniques for Forming Groups](#)
- [UDL Lesson Plan Example: Object Control](#)
- [UDL Lesson Plan Example: Paddleboard](#)
- [UDL Lesson Plan Template](#)
- [PE Management: Strategies for Grouping Students](#)
- [PE Hall of Shame](#)

Below is your answers copy:

Pre-Survey Questions

Survey Questions

Question 1: When the general physical education teacher welcomes the children into the gymnasium all of the children in the class are together including the children with disabilities.

Your Answer: Comes to class with other class members.

Question 2: Children with disabilities are sitting/standing with their peers and included in the instructions of the introduction.

Your Answer: Children with disabilities are with their peers when introduction begins.

Question 3: The class does the warm-up together with children performing at their own pace.

Your Answer: All class members complete warmup at the same time. This can be for a certain time period or for the length of a song etc. but nobody is left to finish last.

Question 4: Speed of play is varied based upon present level of performance of all children including children with disabilities so as not to leave anyone behind.

Your Answer: Game is played with equipment suitable to individual need and task options are provided as an afterthought.

Question 5: Instruction is provided that allows for all students to succeed and benefit within the general program by accommodating different learning styles.

Your Answer: Two modes of instruction are provided that address different sensory areas. For example, visual & verbal instructions are provided.

Question 6: The lesson provides a variety of choices to execute skills

Your Answer: The lesson is taught in a way that accommodates some variation and skill/ability

Question 7: Student has opportunities to make some choices driving his/her own learning

Your Answer: The lesson is taught with few opportunities and two-three choices in equipment, 2-3 variations in rules, and speed of play can vary once to twice

Question 8: Proper accommodations and supports are available for her or his choices

Your Answer: The game or activity is set up with peer tutors, paraeducators, equipment options, rule modifications/variables or technology available to accommodate some of the needs of the heterogeneity of the class

Question 9: Use various members of the class including children with disabilities to demonstrate skills to the class

Your Answer: The teacher demonstrates and asks students to demonstrate as well

Question 10: Support staff assists the child in learning as needed

Your Answer: Paraeducators accompany the student and occasionally assists students in the class

Question 11: Lesson is provided to the paraeducator before the class and explains their role throughout the lesson.

Your Answer: No training or discussion with paraeducator prior to or during the class

Question 12: When using partners the student with a disability has opportunities to partner with a same-aged peer (if appropriate) and not only the paraeducator when possible.

Your Answer: Student with a disability is paired with paraeducator and occasionally works with a peer.

Question 13: Paraeducator encourages social interactions with peers in the class when possible

Your Answer: The paraeducator comes to class and encourages peer interaction when it is convenient or easy.

Question 14: Teacher plans ahead to organize and manage partners effectively

Your Answer: The teacher directs students in the class to find a partner and ensures that the child with the disability has a partner

Question 15: Teacher ensures that children with disabilities have a partner

Your Answer: The teacher says, "get a partner" and ensures that the child with the disability has a partner while the class is getting partners

Question 16: Students do not pick teams.

Your Answer: The teacher has pre-planned teams before the class starts and divides the teams up seamlessly

Question 17: Teacher avoids elimination games

Your Answer: No elimination games were played.

Question 18: Teacher avoids students waiting in line

Your Answer: There are no or minimal lines for activities

Question 19: Teacher distributes as much equipment as possible to maximize opportunities to respond

Your Answer: Each student has his/her own equipment.

Question 20: Teacher maximizes opportunities to respond and engagement time for all students by modifying the organization and rules of the game.

Your Answer: Multiple opportunities to engage in the content are offered.

Question 21: There is a range of equipment to meet the learning needs of all the students in the class.

Your Answer: The teacher allows the children to use four types of equipment for the lessons.

Question 22: Noise and distractions are reduced to maximize success.

Your Answer: Acoustics are good, light glare minimized and safety/security insured.

Question 23: When assessing the class, children with disabilities are assessed alongside their peers and modifications are provided as needed.

Your Answer: Students with disabilities have some accommodations made for their disability.

Question 24: When children with disabilities are assessed, the scores count at least for their baseline of performance and they are re-assessed to determine progress.

Your Answer: When children with disabilities are assessed, the scores count at least for their baseline of performance.

Question 25: Feedback on skill performance is given throughout the class to all children when possible

Your Answer: General and specific skill feedback is given throughout to most children.

Question 26: Feedback in regard to skill performance is positive general and/or positive specific feedback with the use of first names.

Your Answer: Positive general feedback and specific feedback is used with use of first names some of the time.

Question 27: The whole class is together and present when the teacher presents the closure/warm down of the class.

Your Answer: The students with the disabilities are there for the entire closure and are part of the group.

Question 28: Teacher checks for understanding of all children during closure.

Your Answer: Teacher checks for understanding of all students during closure on a consistent basis