Survey Results

Thank you for completing the survey! Your score is 4.1.

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:

- Assessment Scores
- Use of Paraeducator
- Start of Class
- Warm-up
- Peer-partner (when possible)
- Game/Activity-team Sport
- Environment

Below are the links to your Solutions Based on Results

- **LIRSPE_UDL in PE (NCHPAD)**
- **Creating an Annual Review Report**
- **Strategies for Inclusion: Basic Skills**
- **Strategies for Inclusion: Recreation and Life Skills**
- **MicroTraining: Collaborative Success with Paraeducators**
- **Paraeducators (Video)**
- **Paraeducators in PE: Communication is Key**
- **Sample Lesson Plans: Guide to Utilizing UDL Concepts**
- **Being On Time!**
- **Warm-Up Games: Activity Alliance**
- **Peers as Natural Supports in General PE**
- **Techniques for Forming Groups**
- **PE Hall of Shame**
- **Appropriate Instructional Practice Guidelines for K-12**
- **Gymnasium FUN Equipment Innovation and UDL**

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 6-10 minutes late but transitions easily into the class.

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 standing in proximity to the class members when introduction begins.

Question 3: The class does the warm-up together with children performing at their own pace.
Your Answer: Class does warm-up for number of laps or number of push-ups and some students in class have to wait for some students to finish due to the command nature of the warm-up.

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: Instruction is provided in a variety of ways such as demonstration, auditory, kinesthetic and psychomotor for each skill or activity taught

Question 6: The lesson provides a variety of choices to execute skills
Your Answer: The lesson is taught in a way with several accommodations including equipment, rule/game modification and instruction

Question 7: Student has opportunities to make some choices driving his/her own learning
Your Answer: The lesson is taught with a wide variety of choices in equipment, rule variations, and speed of play varies according to the need of the students

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 and/or technology available to accommodate 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 chooses students with and without disabilities to demonstrate throughout the class

Question 10: Support staff assists the child in learning as needed
Your Answer: Paraeducators accompany the student and assists students in the class under direction of the

teacher

Question 11: Lesson is provided to the paraeducator before the class and explains their role throughout the lesson.
Your Answer: Verbal explanations are provided to the paraeducator prior to or during 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 disability is paired with peer partner for at least 50% of class time.

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 has a clear plan for matching all partners.

Question 15: Teacher ensures that children with disabilities have a partner
Your Answer: The teacher plans ahead and partners the child up with a partner before they say “get a partner.

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: Teacher plays elimination games and children can reenter with fitness or motor skills.

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 can choose his/her own piece of 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: Throughout the class, students are able to freely select and engage in the content.

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: There is noise and distractions during some (30-79%) of the class that can be avoided.

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: Children with disabilities go through the motions of assessment but their scores are not recorded at all.

Question 25: Feedback on skill performance is given throughout the class to all children when possible
Your Answer: Feedback on skill performance is given throughout the class to all 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 and skill specific feedback is provided to all students throughout the class.

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