

Melanie Matassa

Nicholas

Monday 12:40

Spring 2012

A. Present Level of Performance

My assigned student, Nicholas is a 9 year old boy in the fourth grade. When I first met Nicholas he was very shy, but I did my best to be enthusiastic and plan activities I knew he liked such as, baseball. I have only met with Nicholas one time, but he seemed to warm up to me by the end of our first class together. Despite his shyness, he is very social and enjoys doing activities with his other classmates. At times this can be distracting to him and I have to take him away from the situation. Me and Nicholas work in the Rockwall Gym in the back corner, so he is least distracted by others. In our first class together I assessed Nicholas using the TGMD-2.

Cognitive- When I first met Nicholas it was shocking to me that he was in the adapted program because he seems and is very smart. He clearly understands what I say and listen and follows directions. If there were a time when he didn't understand what I wanted him to do, I would do the activity with him, to not only motivate him, but show him the correct way. He needs some time to process questions, but he will give you the right answer. Because I have only met with him once, I have not had the opportunity to give him any written quizzes, but from what I read in his folder he has a lot of trouble reading, but can accurately spell his name with ease.

Affective- When I first met Nicholas he was very shy and somewhat uncomfortable, which is normal for anyone who is meeting someone new. He enjoyed chasing me and through the activities he played in he began to warm up to me. He was extremely willing to participate and I had no problems with him following directions or staying on task. He often feels as if he can't do things, but if you reward him with something he enjoys doing he is willing to try. He is respectful of his peers and makes sure they are out of the area before he continues with his activity. He also enjoys doing activities with his other classmates and is sometimes distracted.

Motor-Nicholas is a very skilled mover and I was impressed with his abilities during his first class. His run pattern is very mature, however he does seem to have trouble with his gallop and can only do it with his dominant foot. He doesn't utilize his arms as much as he should and prefers using his right, dominant foot. When it comes to throwing and catching, Nicholas is very mature. He is a very skilled catcher, but is better with his underhand throw, rather than his overhand. His striking skills are the most developed and he has no problem hitting a thrown ball coming at him. He does better with bigger balls. He needs the most improvement on his kicking skills. He does better in a stationary position but does not have accurate aim.

B. Long Term Goals and Short Term Objectives

Cognitive Goal: By the end of the semester Nicholas will be able to remember my name and at least 4 out of the 5 listed rules when asked, without responding with “I don’t know.”

- 1. Short Term objective:** Within three class periods Nicholas will be able to remember my name when asked
- 2. Short Term objective:** Within five class periods Nicholas will be able to remember at least 2 of our class rules at the beginning of class.

Affective Goal: By the end of the semester, Nicholas will be more confident and willing to do activities that he is not as developed in.

- 1. Short Term Objective:** Within two class periods, Nicholas will enthusiastically participate in soccer, an activity he has little confidence in.
- 2. Short Term Objective:** Within five class periods, Nicholas will ask ways to improve the skills he believes he is weak in.

Motor Goal: By the end of the semester, Nicholas will be able to kick a ball at least 3 out 5 times with proper form 30 feet between 2 cones, when assessed at the end of the semester.

- 1. Short Term Objective:** Within three class periods Nicholas will use the inside of his foot at a stationary position to get the ball through the cones 2 consecutive times from 10 feet away.
- 2. Short Term Objective:** Within five class periods Nicholas will use his planting foot to aim the ball, along with the inside of his foot, at a moving position to get the ball through the cones 2 consecutive times from 20 feet away.

C. Health Considerations

Nicholas does not have any physical health concerns that would affect his success and safe participation. However, emotionally he could have concerns regarding his success, but these are minimal concerns. At times, he feel as if he “can’t” do a certain skill, which affects his overall success in the activity. I have witness him feel threatened by a more severely disabled student who merely wanted a high five, which resulted in him slapping away the students hand. With proper instruction he will be advised not to do this. Again, this is a minimal safety concern.

D. Behavioral Considerations

Nicholas has a tendency to become distracted easily, whether it be from his peers or his lack of interest. There are times when he will stop doing the instructed activity and go grab a different piece of equipment he would rather use. This can be avoided by instituting a reward system, such as stickers, that Nicholas will receive every time he listens and appropriately participates. He is also distracted by his fellow

classmates, who might be doing an activity he wishes to do. I do my best to eliminate this distraction by keeping all my activities fun and enthusiastic, along with myself. Working in the back gym by the wall also helps isolating us and keeping distractions away.

E. Accommodations, Modifications, and Services

Nicholas will be receiving instruction in physical education once a week from SUNY Cortland physical education students enrolled in the Adapted Physical Education class. In the program he will utilize foam bats to prevent injury when performing a baseball swing. The foam bat has a plastic shaft with a foam tip that can be purchased at any sporting goods store for approximately 10 dollars. Nicholas' motor skills are developed enough that little modification to equipment is needed. He has demonstrated little problems with regulation-sized balls and equipment. Outside of the physical education setting, Nicholas does require the use of a resource room because he has a learning disability that affects his ability to read and write. He has the most trouble with reading. His projected reading abilities for his age do not match up to his actual abilities. This can perhaps affect his physical developing abilities, creating a lag for mature technique, which is why he receives adapted physical education.

F. Projected starting date for services and modifications

Nicholas is receiving one hour of instruction in physical education on campus each week throughout the Spring 2012 semester in SUNY Cortland's Adapted Physical Education Program.

G. Instructional Strategies

Nicholas receives services for adapted physical education in a separate and not general setting. His setting includes a unique one on one with himself and a SUNY Cortland physical education student. This provides him with maximal instruction and constant attention, allowing for the most potential progress. In order to maximize Nicholas' learning I will provide visual aids primarily with pictures, instead of words, so he can fully grasp the task that is required of him. Putting words on the poster will affect his learning of the cues because he has trouble reading. I will also provide a reward system for Nicholas that consists of a sticker sheet that he receives each time he follows correct instruction or performs well. I will design my activities that incorporate Nicholas' hobbies such as, baseball and superheroes, to fully engage him. Setting up the gym before he arrives will also allow for smooth transitioning.

H. Assessment

Nicholas' progress toward his long-term goals will be measured with a series of assessments at the beginning and end of the semester using the TGMD-2. Doing a pre and post assessment will allow me to accurately map out Nicholas' progress. Cognitive assessment will also be utilized to measure Nicholas' knowledge of rules

and cues. His parents will be informed of his progress with final evaluation letters from me that will be sent home to his parents.

I. Transition Services

Nicholas is not yet 16.