

IEP Checklist – Physical Education Services

Use this Checklist as a tool to make sure the IEP team fully addresses your child’s Physical Education placement and services.

- Discuss **each** section with the IEP team.
- Uncertain? Ask questions in the team meeting.
- Don’t check an item until you fully understand and are in agreement.
- Document any issue.
 - Write your concerns into the parent input portion of the IEP.
 - Complete a Prior Written Notice form.
- Visit Wrightslaw.com for more information.

You should make sure:	Yes	No
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Before the Meeting

An IEP team member offered you a copy of the parental procedural rights for due process.		
You have requested in writing and verbally any additional testing with regard to physical education you believe your child may need.		
You know the physical education placement and services the school is delivering to your child.		
*(1) This applies to a child with physical education goals and objectives already agreed upon.		
(2) Progress reports should happen in concurrence with report cards for every student at your child’s school.		

During the Meeting

Eligibility for Services **Use this section only when the student is either being evaluated to receive adapted physical education services OR when adapted physical education services may be discontinued.*

A professional in education with knowledge of motor development and physical education has evaluated your child’s skills and abilities with regard to their physical education curriculum.		
The physical education evaluation team (e.g., adapted physical educator, physical therapist) assessed your child with regard to their physical skills and any other areas of concern (e.g., cognitive and social abilities).		
The evaluation included an appropriate testing instrument (e.g., TGMD-3, CTAPE) with multi-confirming data (e.g., interviews, authentic testing, rubrics).		
If your child is eligible for adapted physical education services, the IEP indicates the service provider for adapted physical education on the IEP and the provider must attend the meeting.		
*If the provider is not in attendance, he has contacted you with information regarding all the sections below AND you gave written consent for his absence.		

Present Levels of Academic Achievement and Functional Performance (PLAAFP)

The IEP team adequately discussed your child’s ‘present levels of academic achievement and functional performance’ **including**:

Progress toward the physical education curriculum grade-level benchmarks.		
Most recent physical education evaluations and evaluation results.		
Abilities, needs, and any other attributes that relate to your child’s performance in physical education.		
Social engagement and relationships with peers with regard to physical education.		
Your child’s cognitive understanding of the physical education curriculum content.		

Goals and Objectives <i>*If a child receives adapted physical education services, he should also have goals and objectives to measure his mastery of the curriculum.</i>		
The goals/objectives relate to the identified area of difficulty indicated in the PLAAFP.		
The goals/objectives align to your child's grade level physical education curricular standards.		
The goals/objectives are specific to your child's abilities and interests, and are clearly written.		
The goals/objectives are meaningful, measureable, observable, and realistic for your child.		
The IEP explains how often the physical education or adapted physical education teacher will communicate with you on your child's progress toward the goals/objectives.		
Services		
You are aware of the physical education setting where your child will receive physical education services (e.g., with their nondisabled peers, in a self-contained class).		
You are aware of the physical education placement options available in the school district and are certain that your child is receiving physical education services in their least restrictive environment (LRE).		
The IEP documents the frequency/duration of adapted physical education services your child will receive.		
A qualified physical educator or adapted physical educator will be delivering physical education services to your child.		
Supplemental Aids <i>*Aids/supports provided in an educational and extracurricular setting, to enable students with disabilities to be educated with peers without disabilities to the maximum extent possible.</i>		
The school will provide reasonable instructional supports (e.g., picture schedule, paraeducator) for your child to successfully access the physical education curriculum.		
The school will provide reasonable program modifications (e.g., modified content, modified grading) for your child to successfully access the physical education curriculum.		
The school will provide reasonable social/behavioral supports (e.g., behavior contracts, positive reinforcers) for your child to successfully access the physical education curriculum.		
The school will provide reasonable physical/environmental supports (e.g., sensory supports, adaptive equipment) for your child to successfully access the physical education curriculum.		
Secondary Level Transition Programming <i>*Only required when your child is at the age when he is eligible to receive transition services (as early as 14 and no later than 16 years old).</i> The IEP team adequately:		
Discussed how your child will access physical education that could include recreation activities within his community.		
Considered your child's likes and dislikes with regard to physical activities in his community.		
Developed specific and measureable goals/objectives for your child to successfully access meaningful physical education and physical activities in his community.		
Discussed with your child any foreseeable barriers to his preferred physical education and recreation activities, as well as the solutions for overcoming barriers.		

Additional Questions to Consider at the End of the Meeting

The general and adapted physical education teacher has a copy of your child's IEP.		
The IEP team adequately discussed whether your child needs extended school year adapted physical education services to make sure that your child does not lose knowledge or skills already learned throughout the school year.		
The IEP team adequately discussed whether your child needs a functional behavior assessment and behavior intervention plan in physical education to make meaningful progress towards attaining the physical education curriculum standards.		
The IEP team adequately discussed how your child will access extracurricular physical activities (e.g., basketball team, swimming team).		

Wrightslaw note: This checklist was developed to assist parents/guardians in ensuring the appropriate supports and services for Adapted Physical Education are documented on the IEP.

Developers:

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