



## FAQs

### **Q1. How are unique needs in physical education determined?**

**Ans:** In physical education unique needs are determined by identifying the present level of educational performance.

### **Q2. How are the present levels of performance determined through administration of domain-referenced standardized tests?**

**Ans:** To determine the present levels of performance through administration of domain-referenced standardized tests is to designed and differentiate between abilities and skills measured by those instruments. It is designed to measure physical fitness, perceptual-motor performance, coordination, or perhaps locomotors skills.

### **Q3. How does one determine the present level of educational performance through task analysis of a skill that is to be taught to a student?**

**Ans:** Present levels of educational performance can be determined through testing, by completing a task analysis and observing what components the student can do, or by determining where in a hierarchy a student is performing. Until the present levels of performance are determined, decisions about what activities a student should participate in cannot be made. Present levels of performance provide the foundation for unique instructional plan and indicate to all concerned that this program is truly individually designed.

### **Q4. What is a short term instructional objective?**

**Ans:** Short – term instructional objective are measurable intermediate steps between present levels of educational performance and the annual goals. The sum of all of the short-term instructional objectives should be equal to one goal. Because the present levels of performance are observable and measurable and all components of the IEP instructional process are related, the goals and objectives should be observe and measured.

### **Q5. Write the procedure to determine and meet unique needs?**

**Ans:** Procedures to determine and meet unique needs are

- i). Select a criterion or domain – referenced test that measures the skills and abilities you are interested in evaluating.
- ii). Administer the test.

- iii). Study the result to determine which skills and abilities are deficient.
- iv). Analyse each area found to be deficient to determine the components that contribute to the ability or skill.
- v). Once the underdeveloped components are identified, establish goals and objective that are specific to these components.
- vi). Select activities that contribute to progress toward these goals and objectives.
- vii). Develop a teaching sequence that permits objective monitoring of progress.

**Q6. Write the concepts of the annual goals and short term objectives?**

Ans: The concepts of the annual goals and short term objectives are -

- i). Possess an action (what).
- ii). Establish condition under which the action should occur (how).
- iii). Establish a criterion for mastery of specific task (at what level).
- iv). Lie outside the child's present level of education performance.

**Q7. How does one develop the long range goals?**

Ans: After determining the present level of educational performance long range goals can be developed. Goals are specific target behaviours that one should be able to demonstrate after instruction has been given.

**Q8. How does one determine the present levels of educational performance?**

Ans: Present levels of educational performance can be determined through testing, by completing a task analysis and observing what components the student can do.

**Q9. What are the essential features of instructional objectives.**

Ans: There are three essential features to sound instructional objectives they are

1. It must be justified that the objectives are relevant to the learner.
2. Objectives must possess the capability of being reproduced when implemented by independent instructors.
3. There must be agreement on what is to be taught and when it has been mastered by the learner.

**Q10. Write the components of IEP?**

Ans: The component of IEP are -

- i) annual goals
- ii) Short-term instructional objectives.
- iii) Present levels of educational performance
- iv) Specific educational services to be provided
- v) Extent to which each child will be able to participate in regular physical education programs.
- vi) Project for initiation and anticipated duration of services
- vii) Criteria and evaluation procedures for determining whether instructional objectives are being achieved.