

## Examples of Physical Education Program Expectations for the IEP

The following examples are meant to support educators in creating IEP expectations for the Physical Education program page with accommodations, modified expectations, and alternative expectations. These elementary and secondary subject/strand-specific examples provide educators with general ideas for how to adjust curriculum expectations to meet a student’s learning profile and are not meant to be exhaustive. While all examples provide educators with diverse accommodation and modification ideas, please consult the examples that pertain to your specific educational setting (e.g., grade/division). Please refer to the IEP Implementation Framework (Figure 1) to appropriately program for your student’s unique strengths and needs.

*Please note that the Accommodations, Modified Expectations, and Alternative Expectations crafted for each of the identified student profiles are meant as examples only to guide teachers in designing accommodations, modified expectations, and alternative expectations. Accommodations, modified expectations, and alternative expectations should always be designed with individual student-specific needs, including activity restrictions, strengths, and abilities in mind. For more detailed accommodations specific to a student’s identification, refer to the ‘Where Do I Start?’ section of this resource.*

Sample H&PE Curriculum Expectation	Accommodations	Student Profile & Modified Expectation	Student Profile & Alternative Expectation
<p><b>Grade 1</b> C1.4 - Send objects of different shapes and sizes at different levels and in different ways using different body parts.</p>	<p><b>Instructional Accommodations:</b></p> <ul style="list-style-type: none"> <li>• Allow for extra time to complete tasks</li> <li>• Stop activities periodically to check in and reinforce understanding of concepts/skills, positive social interaction, safe practices</li> <li>• Use positive reinforcement (e.g., token system)</li> <li>• Incorporate written and oral language strategies (an instruction list of what is to be done, or pictures for those who cannot read or have trouble with oral directions)</li> <li>• Use explicit and repeated instructions</li> <li>• Provide clear, defined examples of behaviour that is expected</li> </ul>	<p><b>Student Profile #1:</b> Student has low muscle tone and is able to hold objects that are easy to grasp (e.g., a small ball with holes), and has challenges releasing the objects as it is difficult to raise their arm.</p> <p><b>Modified Expectation:</b> The student will send an object to a large target from a 3-foot distance.</p>	<p><b>Student Profile #2:</b> The student is cognitively at a pre-Kindergarten level and has challenges with fine motor skills.</p> <p><b>Alternative Expectation:</b> The student will alternate holding three different objects of varying shape and weight for a determined amount of time.</p>
<p><b>Grade 5</b> C1.1 - Perform controlled transfers of weight in a variety of situations involving static and dynamic balance, using changes in speed and levels with and without equipment.</p>		<p><b>Student Profile #1:</b> The student is cognitively at a grade 1 level and requires additional supports to follow verbal directions.</p> <p><b>Modified Expectation:</b> The student will perform 1 static balance while holding an object in their hands using a visual cue.</p>	<p><b>Student Profile #2:</b> The student can walk independently and requires support when ground surfaces change (e.g., changes in elevation such as snow, grass, stairs, ramps, etc.).</p> <p><b>Alternative Expectation:</b> The student will walk around, through, and over a series of obstacles guided by verbal prompts (e.g., create a pathway using pylons, mini</p>

	<ul style="list-style-type: none"> <li>• Break up tasks into smaller steps (“chunking”)</li> <li>• Pair verbal instructions with a physical demonstration</li> <li>• Avoid routines that may be triggering for students (e.g., waiting in line for long periods)</li> <li>• Use a structured routine in daily tasks and/or activities (e.g., schedule board)</li> <li>• Use repetition as a tool for learning</li> <li>• Provide ongoing prompts or visual cues (e.g., first/then board)</li> <li>• Incorporate a variety of ways and opportunities to meet the skills and concepts being learned (e.g., applying parasport-specific equipment and rules to the game, adjusting the rules and boundaries of the game)</li> <li>• Emphasize social interaction and offer opportunities for students to support each other during the activity</li> </ul>		<p>hurdles and step boxes for the student to navigate through).</p>
<p><b>Grade 8</b> C2.3 - Apply a variety of tactical solutions to increase chances of success as they participate in physical activities.</p>		<p><b>Student Profile #1:</b> The student is cognitively at a grade 6 level and requires support to initiate and maintain social interactions with peers.</p> <p><b>Modified Expectation:</b> During gameplay, the student will use a phrase to indicate that they want the ball (e.g., “I’m open,” “over here”).</p>	<p><b>Student Profile #2:</b> The student is cognitively at a grade 1 level and requires ongoing support to stay on task.</p> <p><b>Alternative Expectation:</b> The student will use their hand to make contact with the object when it is placed in front of them.</p>
<p><b>Grade 10</b> B1.3 - Demonstrate an understanding of the phases of movement (preparation, execution, follow-through), and apply this understanding to refine skills as they participate in a variety of physical activities.</p>		<p><b>Student Profile #1:</b> The student is cognitively at a grade 3 level and uses a walker. They have upper body control; however, they have difficulty with complex motor skills that involve 2 or more steps.</p> <p><b>Modified Expectation:</b> The student will send an object using different body parts while following a 3-step visual sequence (e.g., when teaching the skill of kicking an object, the student will follow the 3-step visual sequence: stand behind the object, swing leg freely through the hip, follow through towards the target).</p>	<p><b>Student Profile #2:</b> The student is cognitively at a grade 6 level and is working on developing coping strategies for running away from the classroom.</p> <p><b>Alternative Expectation:</b> The student will demonstrate the ability to “stop” and “go” when given a verbal and visual cue.</p>
<p><b>Grade 12</b> A1.3 - Demonstrate positive social behaviours and adherence to ethical and fair play standards that contribute to creating a rewarding and enjoyable activity environment, and display leadership while participating in physical activities.</p>	<p><b>Environmental Accommodations:</b></p> <ul style="list-style-type: none"> <li>• Place the student in a location where they can listen/hear and maximize understanding</li> <li>• Provide a quiet setting that is accessible for students to access when they need a sensory break</li> <li>• Reduce visual stimuli and/or background noise for students who are easily distracted</li> </ul>	<p><b>Student Profile #1:</b> Student is cognitively at a grade 9 level and has challenges working in a group. They become frustrated easily when faced with problem-solving situations. The student is non-verbal.</p> <p><b>Modified Expectation:</b> The student will work in a small group to complete an activity and will request help using a device (e.g., visual card, computer) when required.</p>	<p><b>Student Profile #2:</b> The student is cognitively at a grade 2 level and has challenges with social skills during partner and group activities (e.g., turn-taking, losing a game, waiting for a turn).</p> <p><b>Alternative Expectation:</b> The student will participate in a partner activity (e.g., skipping, bouncing a basketball, sharing an object) using a turn-taking cue (e.g., visual or audio).</p>