Hello Mentor,

Thank you for taking the time to work with our student. Our program is successful due to your contribution to our students.

This semester your mentee is enrolled in PHED 4515/5514 DAPE Program Planning. This course is first in a series of three courses. DAPE Program Planning provides knowledge necessary to develop, organize, and administer DAPE programs supported by DAPE historical and philosophical foundations, legal bases, the IEP process, resources, and an understanding of health-related physical and motor fitness and development, assistive technology, and adapted equipment. Students assess fitness, motor and behavioral skills of three K-12 students with identified disabilities at a local school. Using assessment information, students develop DAPE programs for elementary, middle, and secondary school levels. Programs reflect individual student goals and objectives.

| Course Name/Number | Developmental Adapted Physical Education Planning  
PHED4514/5514 |
|--------------------|---------------------------------------------------|
| **Expectations of student** | Interview DAPE Specialist  
Attend a TAT/CST meeting  
Observe and Interact with students  
Assess a mock student in DAPE  
Write an Mock Evaluation Report  
Present level of performance  
Functional Behavior Assessment  
Create Checklist for motor Behaviors  
Behavior Intervention Plan  
Use Evaluation Report to develop Goals and objectives for IEP  
Assistive technology  
Recommendations for assessment  
Consult with DAPE specialist final IEP |
| **Number of hours required** | 15 hours for undergraduates and graduate students. |
| **Expectations of teacher** | Available for student questions on assignments.  
Provide resources for students on assignments.  
Welcoming environment to allow student to interact with students. |
| **Professor of Course and contact information** | Sherry Holloway  
PHED Office 215  
shollway@bemidjistate.edu  
218-760-6317 |
The course includes at least 15 hours of required field experience.

The student will complete observations and activities and 4 areas while in your classroom. These include: Referral, Evaluation, Planning, and Programming.

During the semester students will;

**1) Interview DAPE Specialist on Due Process** 1 hour

**2) Attend a TAT/CST meeting** 1 hour

**3) Assess a student in DAPE (just assessment with DAPE Specialist)** 2 hours
   - Write an Evaluation Report including;
     - Present level of performance 1 hour
     - Functional Behavior Assessment/ Checklist for motor Behaviors 1 hour
     - Behavior Intervention Plan 1 hour

4) Use Evaluation Report to develop;
   - Goals and objectives for IEP 2 hours
   - Recommendations for Assistive technology 1 hour
   - Recommendations for assessment (district and state) 1 hour

**5) Consult with DAPE specialist as to final MOCK IEP** 1 hour

** Under supervision of DAPE specialist

All assignments will include signed documentation of dates and meetings.

The student should spend approximately 5 hours directly with you in meetings or in your classroom for their coursework in addition to the preparation for this course.

Please know if there are any questions or concerns about your mentee I am happy to discuss and will address your thoughts with the mentee.

With Gratitude,
Sherry K. Holloway
DAPE Program Coordinator
Bemidji State University
sholloway@bemidjistate.edu
1-218-760-6317(home/office)

Student: _____________________________

District: ___________________________ School: ___________________________

Administrator: _____________________ Classroom Teacher: ____________________

Grade level: ______________________ Number of students: __________________

Physical Educator: ______________________ (Signature) __________________________