

Adapted Physical Education

## Mounds View DAPE Inventory {MDI}

**Child's Name:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_

**School:** \_\_\_\_\_

**Date:** \_\_\_\_\_

<b>Physical Fitness</b>	<b>Always/ Adequate</b>	<b>Sometimes/ Needs Improvement</b>	<b>Never/ Significantly Inadequate</b>	<b>Not Observed</b>
Performs activities that require upper body strength (e.g., pushups, throwing, chest pass)				
Performs activities that require lower body strength (e.g., running, hopping, kicking)				
Performs activities that require flexibility (e.g., stretching, bending, tumbling)				
Performs activities that require endurance (e.g., mile run, games that involve endurance)				
Body composition (e.g., child's weight and general appearance)				

<b>Gross Motor Skills</b>	<b>Always/ Adequate</b>	<b>Sometimes/ Needs Improvement</b>	<b>Never/ Significantly Inadequate</b>	<b>Not Observed</b>
Performs non-locomotor skills (e.g., twisting, turning, balance, bending)				
Moving safely around environment (e.g., dodging, space awareness; directions)				
Uses physical education equipment (e.g., balls, bats, scooters)				
Performs locomotor skills (e.g., running, jumping, galloping, hopping, skipping)				
Performs manipulative skills (e.g., throwing, catching, kicking, striking)				
Dance skills (e.g. rhythm, patterns, creative)				
Plays low organized games (e.g., relays, tag, teacher-made games)				
Sports skills (e.g., throwing in softball, kicking in soccer, volleyball serve, hitting a tennis ball)				
Plays organized sports (e.g., basketball, soccer)				

## Behavior, Cognitive Abilities, and Social/Emotional Skills in Physical Education

<b>Transition to and from Physical Education</b>	<b>Always/ Adequate</b>	<b>Sometimes/ Needs Improvement</b>	<b>Never/ Significantly Inadequate</b>	<b>Not Observed</b>
Enters without interruption				
Sits in assigned area				
Stops playing with equipment when asked				
Lines up to leave when asked				

<b>Responding to Teacher</b>	<b>Always/ Adequate</b>	<b>Sometimes/ Needs Improvement</b>	<b>Never/ Significantly Inadequate</b>	<b>Not Observed</b>
Remains quiet when teacher is talking				
Follows directions in a timely manner – warm - up				
Follows directions in a timely manner – skill focus				
Follows directions in a timely manner – game				
Accept feedback from teacher				
Uses positive or appropriate language				

<b>Relating to Peers and Equipment</b>	<b>Always/ Adequate</b>	<b>Sometimes/ Needs Improvement</b>	<b>Never/ Significantly Inadequate</b>	<b>Not Observed</b>
Works cooperatively with a partner when asked (e.g., shares, take turns)				
Works cooperatively as a member of a group when asked				
Uses positive or appropriate comments to peers				
Seeks social interactions with peers				
Displays sportsmanship by avoiding conflict with others				
Uses equipment appropriately				

<b>Effort and Self - Acceptance</b>	<b>Always/ Adequate</b>	<b>Sometimes/ Needs Improvement</b>	<b>Never/ Significantly Inadequate</b>	<b>Not Observed</b>
Quickly begins the activity once instructed				
Continues to participate independently throughout activity				
Adapts to new tasks and changes				
Strives to succeed and is motivated to learn				

Accepts his/her own skill whether successful or improving				
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<b>Cognitive Abilities</b>	<b>Always/ Adequate</b>	<b>Sometimes/ Needs Improvement</b>	<b>Never/ Significantly Inadequate</b>	<b>Not Observed</b>
Understands non-verbal directions				
Understands verbal directions				
Processes multi-step cues				
Attends to instructions				

<b>Emotional</b>	<b>Always/ Adequate</b>	<b>Sometimes/ Needs Improvement</b>	<b>Never/ Significantly Inadequate</b>	<b>Not Observed</b>
Accepts changes in routine easily				
Becomes easily frustrated				
Difficulty getting along with other children				
Apt to be impulsive, heedless, accident-prone				
Easier to handle in small group or individually				
Marked mood variations, tendency to outbursts or tantrums				
Tends to withdraw from groups; plays on the outskirts				
Has trouble making needs known in appropriate manner				
Avoids eye contact				

**Additional Comments:**

