

## Overall Best Practice

As you plan your year please provide general unit and lesson plans to specialist and special education staff. They can:

- Give feedback on safety concerns for students specific needs and physical restrictions
- Frontload general adaptations, modifications, accommodations

When looking at the Curriculum Guide think of adaptations that can be made through Grade Levels in these areas:

- Academic
- Motor
- Fitness
- Social/Emotional

During any Academic assessments you need to provide any student with an Individualized Education Program (IEP) or 504 the same accommodations or modifications that they get in their classrooms. Please consult with the case manager or special education teacher.

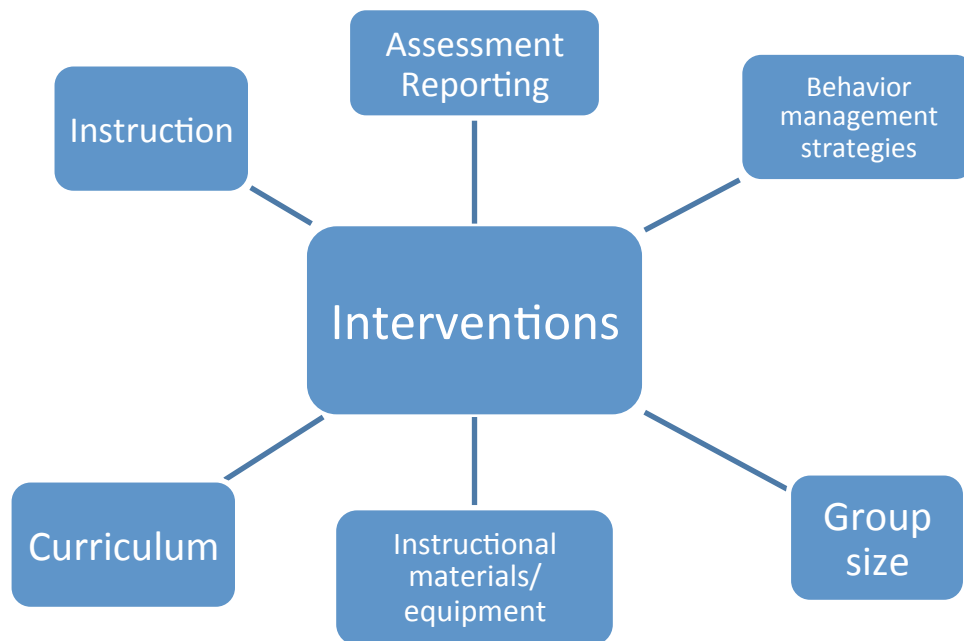
- What are the documented accommodations, modifications, interventions?
- What are the goals to be included to get up to grade level standards?
- How are you going to progress monitor?
- What are the timelines?
- Who is part of the team?
- What are some of the student's strengths and triggers?

Break down the yearly calendar and make priorities due to student's goals and objectives. From that individual student's Individualized Education Program (IEP), you can be part of the team to help develop an Individual Fitness or Motor Plan that can help you plan your curriculum and lesson plans for the year.

# Adapted Physical Education Accommodations and Modifications

Barriers → Tried modifications/adaptations →  
Communication with staff involved → SST, SIT, MTSS,  
IEP → Document → Develop plan

As you encounter barriers, record WHAT interventions you tried, please also record the TIMELINE and any results



Break down possible interventions into

- Content- What you teach
- Process- How you teach
- Environment- Where and with what you teach
- Product- How student learning is measured

Who have you contacted to help?

- Special Education Classroom teacher
- Case manager
- Instructional assistant
- Parent/Guardian
- Other \_\_\_\_\_

\*SST-Student Support Team

\*SIT-Student Intervention Team

\*MTSS-Multi-Tier System of Supports

\*IEP- Individualized Education Program

Have you tried? (Example check off sheet)

- Identifying any medical/safety concerns
- Connect with the special education staff
- Getting a baseline score
- Testing in a smaller group
- Modify game into smaller components
- Hand over hand
- Allow extra time to complete
- Adapt # of items to learn
- Provide alternative equipment
- Identify an alternative role
- Break down steps into tasks
- Frontload activities
- Provide written introduction steps
- Identify positive peer groups
- Vocab wall for appropriate word choice
- \_\_\_\_\_

## Developing the Fitness Plan for Your Students With Disabilities

Seattle Public Schools is now using the new [Presidential Youth Fitness Program](#) (PYFP). The PYFP provides a model for fitness education within a comprehensive, quality physical education program. It emphasizes appropriate instructional practices and communication before, during and after the fitness assessment takes place. The program uses Fitnessgram®, which provides an efficient way for physical educators to perform evidence-based health-related fitness assessments.

### **Administer Health-Related Fitness Assessments for Students with Disabilities**

Fitness is important for all students. Some of the FITNESSGRAM® test items may not be appropriate for all students. For students who need modifications on one or more of the FITNESSGRAM® test items, the recommended assessment protocols can be found in the Brockport Physical Fitness Test Manual. The Brockport Physical Fitness Test is specifically designed to assess the fitness of youth with disabilities from ages 10 through 17. **Use this link for resources!!!**

<http://www.pyfp.org/assessment/free-materials.shtml#brockport>

As an individual's fitness is being assessed understand the purpose, function, safety/medication concerns, and abilities to best develop fitness test items and plan. Be consistent with administration throughout the year. The mode in how you do this is individualized and may take practice and problem solving. It is best to collaborate with that student's IEP team, record the data, accommodations, and modifications.

Here are some suggestions, but remember look at the individual and functional fitness that goes with his/her goals and objectives.

### **Aerobic Capacity**

Be aware of medication concerns, safety considerations, and health target heart rate zones

- PACER – 20 meter, 15 meter, 10 meter  
Record # completed. Use cones as visual markers
- DISTANCE FOR TIME – Running/walking/pushing wheelchair  
Mile, ½ Mile, Lap – record the distance and how much time it took
- Arm Ergometer

### **Muscular Function: Muscular Strength and Endurance**

Record weight and repetitions-Keep testing administration consistent- practice is different

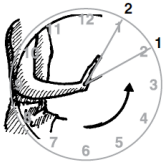
- Curlups/Modified Curlups
- Bunch press
- Dumbbell press
- Dominant grip strength
- Pushups/Seated Push ups
- 40 Meter walk/push
- Wheelchair ramp test

**Flexibility**

- Modified Apley Test
  - 3—Touch the superior medial angle of opposite scapula
  - 2—Touch the top of the head
  - 1—Touch the mouth
  - 0—Unable to touch the mouth
  
- Back Saver Sit and Reach
- Target Stretch Test
  - You can use a yard stick, ruler, or angles
    - Elbow extension
    - Shoulder abduction
    - Knee extension
    - Wrist Extension – Example →



a) Wrist extension - right

	Time	Score
	1	_____
	0	_____
		_____
		_____

Position \_\_\_\_\_

Comments \_\_\_\_\_

Please adapt this form to fit your students' and report out their fitness.

It is recommended that an individualized specific test form for each student consisting only of the items taken on the test is subsequently developed for each student and be used for reporting results to students, parents, and guardians. The results may serve as a basis for developing Individualized Education Program (IEPs) for students.

Student Name \_\_\_\_\_ Age/Grade \_\_\_\_\_ Male/Female

School \_\_\_\_\_ DATE \_\_\_\_\_

Classroom Teacher \_\_\_\_\_ PE Teacher \_\_\_\_\_

Test Item	Units of Measure	Test Score	Goal	End of Year Score	Adaptations (if any)	Equipment
<b><i>Aerobic Capacity</i></b>						
Mile – (or other distance) run/walk/push	Min Sec				(distance)	
Pacer	#					
<b><i>Muscular Function: Muscular Strength and Muscular Endurance</i></b>						
Push-ups	#					
Seated push-ups	#					
Grip strength	kg.					
Bench press	#					
Dumbbell press	#					
Ramp Test	Feet					
<b><i>Flexibility</i></b>						
Back Saver Sit and Reach	Inches					
Modified Apley Test	0-3					
Target Stretch Test Elbow Extension Knee Extension Shoulder Flexion						

(adapted from) J. Winnick and F. Short, 2014, Brockport physical fitness test manual: A health-related assessment for students with disabilities (Champaign, IL: Human Kinetics). In press.

Student Name \_\_\_\_\_ Age/Grade \_\_\_\_\_ Female/Male

School \_\_\_\_\_ DATE \_\_\_\_\_

Classroom Teacher \_\_\_\_\_ PE Teacher \_\_\_\_\_

Practice trials – Progress Monitor

Test Item	Units of Measure	Pre Test Score	Trials- Please put date, score, and who is facilitating the practice with the student.				Adaptations (if any)	Equipment
<b><i>Aerobic Capacity</i></b>								
Distance	Min Sec							
<b><i>Muscular Function: Muscular Strength and Muscular Endurance</i></b>								
	#							
	repetitions							
<b><i>Flexibility</i></b>								
Target Stretch	Inches							