

Appendix D

ADAPTED PHYSICAL EDUCATION REPORT OF ASSESSMENT

An Adapted Physical Education report of teacher assessment is a critical element in the process of identifying the needs and services for children with disabilities. While the format of the report is not critical, the elements are. A model report should include the following:

1. Student information

- Full legal name
- Birthdate, age
- Gender
- School and grade, educational program
- Disability description
- Teachers' names

2. Evaluator Information

- Name, Title
- Employer, position

3. Relevant background information

- History of schools
- History of contact with student
- Other services

4. Assessment and Results

- Dates of assessment
- Reason for referral/assessment
- Results of vision and hearing report
- Description of assessment tools and procedures(formal and informal)
 - Clear description of the test, age, developmental level.
 - Note if the test is not normed with individuals with the particular disability
 - Note if you are using a portion of the test
- Description of the student's behavior during the assessment
- Indication of the validity and reliability of the assessment
- Description of the formal and informal test results that support one another
- Present levels of performance
- Areas of strengths and needs
- Report of actual test scores
 - Means and standard deviations
 - Percentile scores
 - Standard scores
 - Age equivalents/age ranges
 - Other scores may be appropriate

5. Recommendations

1. Summary of needs
2. Recommendation of physical education placement(s) and most appropriate learning environment (LRE).
 - a. Possible placements for physical education are: general physical. education, modified physical education, specially designed physical education and adapted physical education.
 - b. Attach some modifications/accommodations
3. Service recommendation
 - a. Frequency and duration of APE services, if appropriate
 - b. Assessment results are used to determine if adapted physical education service is **appropriate**.
 - i. Watch the use of language of “qualification” or “eligibility”.
4. Recommendations of goal information, possible standard.

6. Signed and dated by assessor

EXAMPLES

**XXXXXX County Office of Education
Student Support Services
123 Normal Street
City, State. Zip
Area code and Phone number**

ADAPTED PHYSICAL EDUCATION REPORT

Name: _____ **Date of Birth:** _____
School: _____ **Date of Report:** _____
Teacher: Chronological Age: _____
Date of Evaluation: _____
Evaluator: Heidi Erickson, Adapted Physical Education Specialist

Student Information

Summary of Evaluation

Assessments used:

A. *Brigance Diagnostic Inventory of Early Development*

B. *CARE-R*

(Curriculum, Assessment, Resources and Evaluation – Revised)

Motor Performance Record

C. *Observational Record*

D. *Playground Observation Form*

E. *Referral questionnaire for Adapted P.E. for grades K-1*

- F. Physical Education Intervention Implementation Form
- G. Adapted Physical Education Health Review
- H. Parent /Concerns Attachment form 5-16-03 IEP

A. Brigance Diagnostic Inventory of Early Development

The Brigance was designed to be used in programs for infants and children below the developmental level of seven years. The Brigance is used as a tool for developing and communicating an individualized education program that best meets the needs of the child. The goal of this assessment is to obtain valid information about the movement skills and behaviors of the child.

Gross motor skills are required to move the body effectively and efficiently within the environment. The components of motor fitness include coordination, speed, agility, powers or strength and balance.

Philip's scores are as follows:

Gross Motor Skills and Behaviors Yrs/mo

The assessment results tell us that XXXXX is performing Gross Motor Skills and Behaviors below his chronological age. XXXXX is performing at XX% of his Chronological age of XX.

B. CARE-R

(Curriculum, Assessment, Resources, and Evaluation – Revised)

Motor Performance Record

The components of physical education assessed in CARE-R are gross motor, object control, health and physical fitness, perceptual motor and fine motor.

XX's scores are as follows:

Gross Motor-

Object Control-

Fine Motor-

The assessment results state that XXXX is performing within the rudimentary and emerging levels. The range indicates the time within which the skill normally emerges.

C. OBSERVATION RECORD (Completed by specialist on)

Locomotor:

Perceptual Motor:

Fine Motor:

Object Control:

D. PLAYGROUND OBSERVATION (Completed by specialist on)

Gross Motor Performance

1. Use of playground apparatus:
2. Choice of equipment:
3. Description of play:
4. Duration of play:

Social Skills

1. Turn taking:
2. Problem solving:

Sensory Needs

Types of behavior observed that are sensory seeking or avoiding

Tactile –

Vestibular –

Proprioceptive-

Auditory-

Visual –

Gustatory Olfactory-.

E. Referral for Assessment Questionnaire (completed by teacher)

Playground Skills:

Social- Emotional:

Strengths

Challenges

Social- Emotional:

Strengths

Challenges:

Locomotor Pattern:

Strengths

Challenges

Object Manipulation

Strengths

Challenges:

F. Physical Education Intervention Implementation Form (completed by teacher on)

Teacher concerns:

G. Adapted Physical Education Health Review (completed by parents on 10/30/03)

H. Parent Concerns:

Fine & Gross Motor Skills

Unable to:

Communication

Senses/Perception

Recommendations

Based on observations and assessments it is recommended that XXXXXX receive adapted physical education services on a direct basis for 20 minutes one time a week. Consultation will be provided to classroom teacher for curricular support as needed outside of the direct service.

XXXXXX should have the opportunity for supervision on age appropriate playground equipment such as a tricycle, slide, swings and a climbing apparatus.

Final placement, services and recommendations will need to be the joint decision of the Individual Educational Plan (IEP) team meeting.

XXXXXXXXX
Adapted Physical Education Specialist
XXXX County Office of Education
Email address
phone

LOS ANGELES UNIFIED SCHOOL DISTRICT
Division of Special Education – Related Services
ADAPTED PHYSICAL EDUCATION

ASSESSMENT REPORT

Student Name:	_____	Date of Report:	_____
Date of Birth:	_____	School of Attendance:	_____
Chronological Age:	_____	School of Residence:	_____
Eligibility:	_____	Grade:	_____
Medical Diagnosis:	_____	Class Placement:	_____
Primary Language:	_____	Teacher:	_____
Gender:	_____	Assessor:	_____
		Assessment Date(s):	_____

Reason for Referral

* was referred by the student study team for a motor development and motor abilities assessment as a part of the three-year review process required of all students participating in special education. The purpose of the assessment is to obtain a current estimate of motor abilities and to assist the IEP team in determining continued eligibility for adapted physical education.

* was referred by the student study team for a motor development and motor abilities assessment. The purpose of the assessment is to obtain a current estimate of motor abilities and to assist the IEP team in determining eligibility for adapted physical education.

The purpose of this assessment is to obtain a current estimate of motor development and abilities and to assist the IEP team in determining eligibility for adapted physical education.

* was referred by her teacher with gross and/or fine motor concerns. Behaviors noted were as follows: __ (Difficulty understanding directions, questions, and commands. Difficulty expressing thoughts and feelings. Difficulty formulating sentences. Difficulty remembering material presented visually/verbally. Difficulty in eye hand movements. Difficulty with large muscle activities

Inadequate self concept. Difficulty with peer relationships. Short attention span. Easily distracted. Impulsive. Shy. Non-participating. Defiant. Destructive. Aggressive. Does not complete work. Does not work independently. Poor school attendance).

* was referred by his/her parents when he/she recently transferred to __ from __. The purpose of this review is to provide the IEP team with information that will assist them in determining eligibility for special education.

Educationally Relevant Health, Developmental and/or Medical Findings

* disability inhibits balance which makes it difficult for him/her to sit, stand, or walk unsupported.

Parent reports that

* has a seizure disorder that manifests itself during physical activity. Student seizures are currently being controlled by medication.

*has an asthma condition that needs to be monitored during physical activity.

* has a heart condition that needs to be monitored during physical activity.

Nurse reports that * has an allergic reaction to _____ and needs to be monitored during physical activity.

* has no medical restrictions at this time.

Language Background

* primary language is English.

* primary language is __ and she/he is an English learner.

* primary language is __, and according to her/his classroom teacher, is able to speak and understand English.

* uses her/his primary language of __ at school, but during the assessment process was able to understand and respond using gestures, simple words and phrases.

* is a beginning English learner and required the assistance of a translator to understand and perform tasks during the assessment process.

Educational History/Interventions

* attends __ School in the Los Angeles Unified School District. She participates in a special day program for __ (students with disabilities, students with autism, students with visual impairments ...). Her teacher is __. Her services include occupational and physical therapy through California Children's Services (CCS) __.

* continues to participate in a general physical education program with her classmates

Classroom Participation / Observation

* has difficulty participating in a large group setting. Seems timid and insecure with his classroom peers while interacting in simple games. She does not engage with his classroom peers in physical activity during recess and/or lunch. Frequent prompts by classroom assistant or teacher are needed in order to engage in physical activity with his peers

* has difficulty staying on task and is unable to follow simple directions from the classroom

teacher. She is very distractible which inhibits his/her ability to attend to task. She has difficulty with loud noises. The outside playground environment seems to increase distractibility.

* is able to participate in simple games with her peers during recess, lunch and her physical education. She engages with other children during active play and follows directions and routines without assistance. She seems to stay on task and enjoys physical activity.

Behavior Implications

* was seen on a number of occasions during which a variety of motor development and motor ability tests were administered using an observational format. She was cooperative and task oriented throughout the assessment. Her performance is considered an accurate measure of her current functioning.

* is able to perform testing items with (no support, minimal supports, requires regular prompting, requires direct assistance).

Modifications of testing items include ____.

* was able to comprehend testing items with (no supports, minimal, hand over hand assistance)

* was observed during __ (recess, physical education) and is able to participate in activity such as ____ (name sport or activity) with the following modifications/accommodations: __ (i.e. shorter distances, more practice time, teacher direct assistance, gestural prompts, etc).

Tests and Validity of Assessments Utilized During the Assessment

- | | |
|--|---|
| <input type="checkbox"/> Teacher Interview | <input type="checkbox"/> Classroom Observations |
| <input type="checkbox"/> Parent Interview | <input type="checkbox"/> Playground Observations |
| | <input type="checkbox"/> Physical Education Observation |

- Assessment Tool(s):
- | | | | |
|--------------------------------------|------------------------------------|--|----------------------------------|
| <input type="checkbox"/> APEAS II | <input type="checkbox"/> CARE-R | <input type="checkbox"/> SIGMA | <input type="checkbox"/> Peabody |
| <input type="checkbox"/> Brigance | <input type="checkbox"/> Bruininks | <input type="checkbox"/> PreK
APEAS | <input type="checkbox"/> TGMD II |
| <input type="checkbox"/> Fitnessgram | <input type="checkbox"/> Other: | | |

Testing and assessment materials and procedures used for the purposes of assessment and placement of individuals with exceptional needs are selected and administered so as to not be racially, culturally or sexually discriminatory. Tests have been validated for the specific purpose for which they are used and administered by trained personnel in accordance with the instructions of the producer.[34 C.F.R. 300.532(e)]

Assessments and Assessment Results

The *Los Angeles Unified School District Adapted Physical Education Assessment Scale II (APEAS II)* is a test of motor performance for children ages 4.6 to 17. Its' primary purpose is to determine appropriate placement of students in physical education. Proposed service recommendation criteria for adapted physical education instruction include the following:

- Significantly reduced performance level of two or more years or 1.5 standard deviations below the mean (less than 7.5 percentile).
- There is a significantly reduced performance level because of a severe medical disability or impairment, which requires significant modification of activities and precludes safe or successful participation in the general physical education or special physical education program.
- Physical disabilities shall not include temporary physical disabilities.

The *Brigance Diagnostic Inventory of Early Development* is a comprehensive inventory including 98 skill sequences, from birth through the developmental age of seven years for the following areas: psychomotor, self-help, speech and language, general knowledge and comprehension and early academic skills. The test is normative and criterion referenced. For the purpose of the adapted physical education evaluation, the areas of pre-ambulatory motor skills, gross motor skills and/or fine motor skills may be used.

The *Peabody Developmental Motor Scales (PDMS)* is a standardized test that measures gross and fine motor skills of children from birth through 83 months. The Gross Motor Scale consists of tasks that require precise movement of the large muscles of the body. The items are classified into five skill categories which are reflexes, balance, non locomotor, locomotor and receipt and propulsion of objects. The Fine Motor Scale consists of tasks that require precise movement of the small muscles of the body. The items are classified into four skills categories which are grasping, hand use, hand eye coordination and manual dexterity. Norms are provided for each skill category at each age level as well as for total scores.

The *Test of Gross Motor Development – Second Edition*, assesses two areas of basic motor skills: object control and locomotor. Object control or eye/hand coordination and eye/foot coordination are skills for basic ball handling. The object control skills subtest includes striking, kicking, throwing a small ball, catching, rolling and bouncing a playground ball. Locomotor skills include running, galloping, jumping, hopping, sliding and leaping. This assessment tool is both criterion and norm referenced.

The *Developmental Test of Visual Perception (DTVP-2)* is a battery of eight subtests that measure different but interrelated visual perceptual and visual motor abilities. The battery is designed for use with children ages 4 through 10 years of age. It is based on Marianne Frostig's theories of visual perception. The eight subtests are eye hand coordination, position in space, copying, figure ground, spatial relations, visual closure, visual motor speed and form constancy.

The *Bruininks-Oseretsky Test of Motor Proficiency (BO)* is an assessment tool to test overall gross and fine motor skills. It includes subtests in running speed and agility, balance, visual motor control, bilateral coordination, strength, upper limb coordination, response speed and upper limb speed and dexterity. The short form includes items from all categories.

ADAPTED PHYSICAL EDUCATION ASSESSMENT SCALE (APEAS II)

The Adapted Physical Education Assessment Scale is a multi-item test of motor performance for children ages 4.6 to 17. Its' primary purpose is to determine appropriate placement of students in physical education. Each item is standardized individually.

(INSERT APEAS II SCORESHEET)

THE CALIFORNIA PHYSICAL FITNESS AND HEALTH RELATED TEST
(Fitnessgram)

The *Fitnessgram* is a comprehensive fitness assessment battery for youth. It includes a variety of health-related physical fitness tests designed to assess cardiovascular fitness, muscle strength, muscular endurance, flexibility and body composition. Criterion-referenced standards associated with good health have been established for children and youth for each of the health-related fitness components.

	Raw Scores	Within Healthy Fitness Zone	
Aerobic Capacity			
Mile Run		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Pacer		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Walk Test (secondary only)		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Body Composition			
Body Mass Index		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Abdominal Strength and Endurance			
Curl Up		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Trunk Extensor Strength and Flexibility			
Trunk Lift		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Upper Body Strength and Endurance			
Push-Up		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Modified Pull-Up		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Pull-Up		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Flexed Arm Hang		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Flexibility			
Sit and Reach		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Shoulder Stretch		<input type="checkbox"/> Yes	<input type="checkbox"/> No

Perceptual Motor Function (*Sensorimotor or perceptual-motor test items sample the functioning of the sensory systems as they support or contribute to efficient movement. The five systems of greatest interest to the physical educator are the vestibular, tactile, proprioceptive, visual and auditory*).

* was able to follow a moving object smoothly with her eyes demonstrating good ocular control.

* was unable to smoothly follow a moving object with her eyes across midline and remain on target. Her eyes lagged behind and darted ahead.

* moved her head while tracking a moving object during the ocular control task.

* was able to properly imitate all body postures.

* correctly assumed 10 out of 15 postures. The five postures that were incorrectly performed are an indication of difficulty crossing the midline of the body.

In the area of imitation of body postures, * appeared she did not understand test item and did not attempt to mirror any of the 15 postures imitated by the examiner.

* demonstrates good static balance by standing on each foot for 20-25 seconds.

* was able to stand on her right foot with eyes open for 12 seconds and stand on left foot for 8 seconds.

* was unable to balance on either foot with eyes closed.

Lifts foot momentarily while standing with support.

* completed 3 alternate hopping patterns demonstrating appropriate form.

* is unable to hop; therefore did not complete the alternate hopping portion of the assessment.

Object Control (*Activities for motor pattern development include: rolling, throwing, bouncing, catching, striking, and kicking objects of various sizes and shapes*).

* has age appropriate object control skills. She can __ (throw, kick) an object to a target from ____ feet away with accuracy (__ out of __ trials).

* can catch a ball __ (thrown, tossed) from __ feet away __ out of __ times with appropriate eye contact.

* successfully kicked an 8" playground in an intended direction and was able to kick a rolled ball from __ feet away displaying good balance in the attempt.

* She is able to bounce a ball consecutively __ out of __ times and can strike an object with force of execution.

* is unable to catch a tossed object from __ feet away.

* is unable to catch a ball tossed from __ (10, 15, 30) feet as required by the assessment, however, she is able to catch a ball __ (tossed, bounced, thrown) from __ feet.

* she has difficulty with eye contact when catching an object and loses focus when throwing an object at a target.

While kicking, * can make contact with a stationary ball but is unable to kick a rolling ball in any direction due to poor balance.

* is unable to strike an object with force of execution and needs to be motored through the attempt. Poor balance inhibits his ability to age-appropriately perform object control skills..

Locomotor Skills (*Activities for motor pattern development (locomotor) include: walking, running, jumping, hopping, sliding, galloping, skipping and leaping*).

Walking

Using a mature pattern, __ is able to walk (forward, backwards, sideways)

Is able to walk on a 2" line (or balance beam) a distance of __ feet.

Due to his disability, __ walks with an unsteady gait.

Walks with support (hand held, walker)

Running

Runs with a (early stage, mid-stage, mature pattern)

Runs with good speed, is able to change directions quickly and avoid obstacles in her path.

Runs with an (awkward, uneven, unsteady) gait.

Mature running form is emerging.

Jumping

Can jump in place __ consecutive times.

Is able to jump forward __ consecutive times.

Can jump over a __ -inch high obstacle.

Can jump down a 6" step.

Can jump a long rope turned by others

Can jump a selfturned rope.

Due to poor (dynamic balance, leg strength, motor planning) has difficulty jumping forward.

Hopping

Can hop with support on the preferred (or left, right, either) foot __ times.

Can hop in place independently __ times.

Can hop on the __ foot forward __ consecutive times

Due to poor (dynamic balance, leg strength, motor planning) has difficulty hopping on one foot.

Sliding

Is able to slide to the (right, left) a distance of __ feet.

Galloping

Using a (left, right) leg lead is able to gallop a distance of __ feet.

Uses a side-facing gallop pattern with a (right, left) leg lead.

Skipping

Is able to skip using a rhythmic pattern

Is unable to establish a consistent skip pattern, but this skill is emerging.

Leaping

Is able to perform a leap with a (left, right) foot take-off.

Physical Fitness (*The factors that contribute to health-related physical fitness are: muscular strength, aerobic capacity, flexibility and body composition*).

Muscular Strength

Has adequate upper body strength as demonstrated by the ability to perform ___ push-ups.

Can perform ___ curl-ups in 30 seconds.

Requires assistance to perform curl-ups.

Aerobic Capacity

Is within the Healthy Fitness Zone as measured by the (Pacer, Mile run) portion of the *Fitnessgram*.

Is below the Healthy Fitness Zone as measured by the (Pacer, Mile run) portion of the *Fitnessgram*.

Is able to complete a mile run/walk in ___.

Has adequate cardiovascular endurance to participate in all class activities.

Requires frequent rest periods during class activities.

Flexibility

Is within the Healthy Fitness Zone as measured by the ___ portion of the *Fitnessgram*.

Body Composition

Is within the Healthy Fitness Zone as measured by the *Fitnessgram*.

Adaptive Behaviors (*Adaptive behaviors, those behaviors that, in spite of adequate motor performance, limit a student’s ability to safely and successfully participate in general physical education*).

* is able to successfully participate with her peers in the general physical education program with no supports.

* has difficulty understanding complex game strategies. For example: ___.

Modifications and accommodations are needed to in order for * to successfully participate with peers in team sports and group activities. These include: ___.

Although, * can perform some gross motor skills successfully such as: ___ (catching, kicking, throwing etc.) She has difficulty participating in team sports or activities that involve group cooperation.

	Behavior	Domain
<input type="checkbox"/>	Peer Interaction	Behavioral
<input type="checkbox"/>	1. Requires occasional reminders in order to interact with peers	
<input type="checkbox"/>	2. Requires regular prompting to interact with peers	
<input type="checkbox"/>	3. Requires direct instructional assistance to interact with peers	

<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Fitness Level 1. Occasionally needs a rest break 2. Can complete 50% of the class activities without a rest break 3. Requires frequent rest breaks	Motor
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Medical Condition: 1. Is able to self-manage medical condition 2. Requires regular prompting to self-manage medical condition 3. Requires direct assistance to manage medical condition	Medical
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Time, Equipment and/or Activity Modifications 1. Requires <u>one</u> of the above modifications: 2. Requires <u>two</u> of the above modifications: 3. Requires <u>three</u> of the above modifications:	Motor
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Understanding of Rules And/Or Strategies 1. Is able to comprehend with minimal supports 2. Requires regular prompting to appropriately participate. 3. Requires direct assistance to appropriately participate.	Cognitive
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Behavior Prevents Participation in Group Activities <ul style="list-style-type: none"> • Is able to manage behavior with minimal supports • Requires regular prompting to self-manage behavior • Requires direct assistance to manage behavior 	Behavioral

Validity of Assessment Findings

Including environmental, cultural, or economic factors on performance

- The student was cooperative and the assessment results are a valid indicator of student performance.
- Assessment was administered in the student’s native language or other mode of communication to ensure that the measurement reflects the student’s ability rather than English language skills.
- A translator was used during the assessment.
Translator Name: _____ Language: _____
- Assessment results may have been affected by:

Summary and Present Level of Performance

* understood and followed all verbal directions, instructions and commands.
* often needed to be redirected to the current task
Unable to stay focused during the assessment or class activity or group activity or....
Highly distracted by ____
Strengths and age appropriate or emerging skills include...
Relative strengths include ____
Areas of strength include ____
* is able to (describe skill) with (or without) prompts.
A review of previous IEP’s and school records indicates
Previous IEP and medical records revealed that....

* was able to perform the following motor skills: walk, run, jump, hop, skip, gallop, slide, with an emerging pattern or immature pattern/ mature pattern or confused pattern or pattern not seen.
* was able to jump a self-turned rope using a mature/immature jumping pattern, for # of consecutive jumps

* has difficulty with __

* is below age expectancy in __

* is unable to (describe skill) __ (or without) prompts.

Significant delays in perceptual motor, gross motor, and cognition were evident while * ...

Areas in need of improvement include _ and _

* is unable to stay on task to complete class activity.

* is in need of remediation in the areas of ...

Impact of Disability

*'s motor impairment in the areas of object makes it difficult for her to ...

* inability to (describe skill) impacts his ability to participate with peers in physical education activities.

Accommodations and Modifications

It is recommended that activities be modified during lunch and recess to insure *'s participation.

It is recommended that the following equipment be modified during participation in general physical education.

It is recommended that * have a peer tutor during physical education

Recommended Goals

(GR: 1 ST: 1.15) * will catch an 8 inch playground ball bounced to self __ out of __ trials 80% of the time.

Conclusions and Recommendations

It is recommended that * receive physical education services through a collaboration model consisting of co-teaching in the general physical education class. The adapted physical education teacher will co-teach with the general physical education teacher two to five times per week for a total of __ minutes. Intensive instruction may occur in a small group setting on an as-needed basis.

It is recommended that * receive services through a consultative model delivered by the general physical education instructor within the general physical education setting. The adapted physical education teacher will assist the general teacher with regular review of student progress, accommodations and modifications of equipment and game rules. The adapted physical education teacher will consult with the general physical education teacher __ to __ times per __ for a total of __ minutes. Instruction may occur in a small group setting on occasion.

It is recommended that * receive services indirectly through a consultation model. The general physical education teacher and the adapted physical education teacher will design a program that consists of regular review of student progress, accommodations and modifications of core material

and modeling of instructional practices. The adapted physical education teacher will consult with the general physical education teacher ___ to ___ times per ___ for a total of ___ minutes.

It is recommended that * receive direct physical education services provided by an adapted physical education specialist. Services are recommended ___ to ___ times per ___ for a total of ___ minutes.

It is recommended that * inclusion with general physical education be implemented by adding students from the general physical education program to the adapted physical education program on certain activities (fitness and modified sports) and lesson. The use of peer mentors will be used to help the students learn proper social interactions. Also, on certain occasions students who can demonstrate appropriate social interactions will be added to general physical education classes for certain lessons and activities.

The current assessment indicates that * functions below age expectancy for many motor skills.

* demonstrates she can physically access all areas in the school and classroom environment. * demonstrates the strength and mobility necessary to perform general activities in the school and classroom environment.

This report will be shared with the IEP team to discuss and recommend the most appropriate physical education placement for *.

Based on the current motor assessment, it will be recommended to the IEP team that * continue to participate in the adapted physical education program and the collaborative physical education class with her classmates at this time.

Extended School Year

* is able to retain majority of acquired skills during the summer (or intersession) break. Adapted physical education services are not needed for the ESY session.

* is unable to retain acquired skills during the summer break. adapted physical Education services for ESY are needed and appropriate. If the student attends ESY she will receive adapted physical education during the short break to assist in the maintenance of the current level of performance.

For students with a special education eligibility (or suspected eligibility):

- Based on the adapted physical education assessment, which included evaluation of relevant functional, developmental and academic information, student **does not meet eligibility criteria for adapted physical education** for his/her chronological age or developmental level.
- Based on an adapted physical education assessment, which included evaluation of relevant functional, developmental and academic information, **the student is able to benefit from their special education program without adapted physical education -related services support.**

Services will be provided ___ times during the four-week session.

- Based on the adapted physical education assessment, which included evaluation of perceptual motor function, object control, locomotor skills, physical fitness and adaptive behaviors, student **does meet eligibility criteria for adapted physical education** for his/her chronological age or developmental level according to the California Code of Regulations § 3030 and § 3031 and may need special education and related services. Results indicated weakness in areas of:
- | | |
|--|---|
| <input type="checkbox"/> Perceptual Motor Function | <input type="checkbox"/> Physical Fitness |
| <input type="checkbox"/> Object Control | <input type="checkbox"/> Adaptive Behaviors |
| <input type="checkbox"/> Locomotor Skills | |

It is the responsibility of the IEP team to establish special education eligibility, placement and instructional setting to meet federal and state special education laws and regulations.

Report Prepared By:

Title of Assessor: Adapted Physical Education Specialist

Signature: _____

Name: Christi

DOB: 12/1/2000

CA: 4.2

School: ABC Elementary

Grade: Preschool

Date(s) of Assessment: 2/16 & 2/22

Assessed by: _____, APE Teacher

Assessment Methods: The *Brigance*, the *LAUSD Adapted Physical Education Pre-School Motor Assessment* and teacher observations

Introduction

Christi is a 4.2 year old girl, who is currently enrolled in a pre-school mixed class at ABC Elementary. This is a transition IEP for Christi's placement and services when she transfers to kindergarten. She was cooperative during testing for the majority of the time; she followed teacher directions, and seemed to enjoy being outside and playing. At times, she tended to show her stubborn side and would continue to play but would not give the equipment back or wanted to do her own activity.

Background of Student

Christi is 4.2 year old girl in a preschool class at ABC Elementary. She was born full-term without any complications and was diagnosed at birth with Down syndrome. She is petite for her age, in the 5th percentile for her height and the 10th percentile for her weight. She is a cute girl with a wonderful smile. She can be very compliant at times but has periodically isplayedstubbornness as well. .

Assessment Information

Christi's gross-motor development was assessed using the *LAUSD Adapted Physical Education Pre-School Motor Assessment* and the *Brigance*. The tests were administered on the ABC kindergarten playground and the elementary playground; observations were done outside as well as inside the classroom. No other children were present and the assessments were performed in an atmosphere of guidance and support.

The *Brigance Inventory of Early Development* is a comprehensive inventory including 98 skill sequences from birth through the developmental age of six years for the following areas: psychomotor, self-help, speech and language, general knowledge and comprehension, and early academic skills. The test is normative and criterion referenced. For the purpose of the adapted physical education evaluation, the areas of pre-ambulatory and gross motor skills were used. The *Brigance* identifies the child's developmental level as well as their strengths and weaknesses in gross motor activities, evaluating movement and object control skills such as standing, walking, climbing stairs, running, jumping, hopping, kicking, catching, rolling, throwing and balance.

Gross Motor Skills	Skill Achieved Description	Developmental Age
Standing	Momentarily Stands on either foot	3-0
Walking	Walks on tiptoes 3 or more steps and walks backwards	2-6

Stairs and Climbing	Walks up and down stairs alternating feet while holding rail	3-0
Running	Runs well and can stop and start with ease. Runs with most of her weight on the balls of her feet. Arms are straight when she runs but do swing at sides.	3-0
Jumping	Jumps forward 10 times (feet are apart) and can jump over a small object	2.6
Hopping	Attempts to hop but has to put foot down. Unable to hop with hand held.	3.0
Kicking	Walks up and kicks a stationary ball with her right foot. If ball is rolled to her, she stops the ball with her hands and then kicks the ball.	2.6
Balance Beam	Stands with both feet on balance beam without assistance	2.0
Catching	Catches a thrown 8 ½" ball by scooping under the ball and trapping it with her chest.	3.6
Rolling & Throwing	Throws an 8 ½" ball, bringing the ball about head level with no feet movement. Can throw a tennis ball but not in any intended direction	3.0

The *Brigance* Assessment

Christi's developmental age equivalency on the *BRIGANCE Inventory of Early Development* was that of a 2.8 to 3.0 years old.

LAUSD Preschool Developmental Scale

The *Los Angeles Unified School District Adapted Physical Education Preschool Motor Assessment* tests motor performance in four major areas (balance, locomotor, gross motor and fine motor). Its primary purpose is to determine appropriate placement of students in physical education. Guidelines for pre-school eligibility (LH) state that children must have a discrepancy of at least 25% between their cognitive development and their development in one or more of the following areas: gross or fine motor, receptive language, expressive language and school readiness.

Motor Performance	Skill Achieved	Developmental Age	Chronological Age
I. Balance	Stands on one foot for 1 to 2 seconds	3.0	Stands on one foot 6-8 seconds
II. Locomotor			
Walk	Walks on tip toes for 1-2 feet	3.0	Walks with mature pattern
Run	Gallops 6 to 10 patterns with right foot leading	4.0	Gallops 6-10 patterns
Jump	Jumps in place 3 times in a row	2.6	Jumps over 2" high obstacle
Hop	Attempts to hop; mainly with right foot	2.6	Hops in place, either foot, 5 times
Stairs	Walks up and down stairs, alternating feet with assistance inconsistently	3.0	Walks up, alternating feet, without assistance
III. Gross Motor			
Throw	Throws beanbag 6 feet in an intended direction	3.6	Throws 3" x 3" beanbag 12' in intended direction
Catch	Traps an 8" ball bounced from 3 feet, 3 out of 5 trials	3.0	Traps (arms & body) 8" ball thrown from

Note: All statutory citations apply to the California Education Code unless otherwise stated.

			5', 3/5 times
Kick	Kicks stationary ball several feet in an intended direction	3.0	Kicks rolled ball several feet in any direction

LAUSD Preschool Developmental Scale

Christi's developmental age equivalency on the above assessment is approximately 3.0 years old.

Summary of Skills

Christi's strengths in locomotor skills include jumping, galloping, and running. Christi is able to gallop, inefficiently, which is a 4.0-year-old skill; however, she displays difficulty attempting to skip on one foot. Her strengths in the object control skills are throwing and catching. She is able to bring an 8 1/2" ball about forehead level, using both hands, before she propels the ball. Christi would benefit from working on her jumping skills as well as the beginning stages of hopping for the locomotor area and balancing for the non-locomotor area. In the area of object control, she would benefit from working on kicking a slowly rolled ball, and catching using her hands as the main body part to receive the ball.

According to classroom teacher, Christi was very shy when she entered the program and would not play on the playground with her classmates. It was reported that she would isolate herself from the other students. Nowadays, she will play on the slide and has bonded with a male classmate. During APE time, she has demonstrated good listening and has followed modeled directions. She has been receptive to music and seemed to interact well with everyone. However, there have been times when she would not perform any gross motor skills; she would sit on the carpet and had to be motored through the skills.

Recommendation for Student:

Due to Christi's gross motor abilities being below average, it is recommended that Christi continue to receive APE in a collaborative model 20 minutes per week. When she transitions to kindergarten, it is recommended that she receives APE services 30 minutes per week in a direct setting to help improve her balance, locomotor skills and object manipulation skills.

The IEP team will review the results of the assessments and will determine if Christi is eligible for adapted physical education services during extended school year.

Submitted by:

Adapted Physical Education Teacher

However, kicking and jumping were identified as strengths. The following are the test items and the percentile scores.

- KICK A ROLLED BALL (50%)
- KICK A STATIONARY BALL (25%)
- JUMPING FORM (25%)
- RUNNING FORM (15%)
- VERTICAL JUMP (15%)
- IMITATION OF POSTURES (7%)
- THROWING (below 5%)
- CATCHING (below 5%)
- ENDURANCE RUN (below 5%)
- BENT KNEE CURL-UP (below 5%)
- AGILITY RUN (below 5%)
- ALTERNATE HOPPING (below 5%)
- BALANCE ON LEFT FOOT, EYES CLOSED (below 5%)
- RHYTHMICAL HOPPING (below 5%)
- BALANCE ON LEFT FOOT, EYES OPEN (below 5%)
- BALANCE ON RIGHT FOOT, EYES CLOSED (below 5%)
- BALANCE ON RIGHT FOOT, EYES OPEN (below 5%)

On the *APEAS*, S achieved significantly low scores. However, he did well on the kicking items. It was the one skill that he seemed to have experience doing previously and was eager to kick the ball. Concerning throwing, it has been observed in a play setting, that S can throw as far as 15 feet. However, on this task he was to throw to a target that was 15 feet away. Every attempt was short (7-10 feet) and he needed to be reminded to consistently use his right hand rather than either when throwing. Catching is also a skill that he has demonstrated ability to trap a ball tossed to him from 10 feet, but beyond that distance he suddenly fears the ball and will not make an effort to catch it. On the endurance run, even though his score indicates below 5%, compared to his classroom peers he does better than most of the other students. He did struggle with the curl-ups and required physical motoring to do the curl-up. S- can hop 1x and balance for about a second on each foot but he is always reaching for support. Concerning the imitation of postures, S was not able to do the poses that required him to cross the midline. However, I was pleased with his effort overall on this task S can kick, jump, throw and catch with some success and has demonstrated better skills in an informal play setting rather than a formal assessment environment. However, based on his performance on this assessment, he has significant motor delays.

The *TGMD* is an assessment tool that measures how a skill is performed; the focus is the “form” not the end result. On the *TGMD*, S’s overall score suggests that his gross motor development is significantly low. -S strength was indicated in his locomotor skills, he can run, gallop, jump and slide. He was not able to skip, leap or hop more than 1x. When he runs

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ADAPTED PHYSICAL EDUCATION GUIDELINES

he is flat-footed and his toes often point inward. When he gallops or slides he was only able to do each skill with his right foot leading.

Concerning his object control skills, he also did not do well. Even though I have indicated that S can trap/catch a ball, throw, and kick a ball; based on the set criteria of the *TGMD* he did not score any points of significance. On this, S did not know how to hold a bat for striking as in baseball, slaps at a ball without any control in dribbling, will not attempt to catch a ball beyond 10 feet (he appears afraid), makes contact with a ball to kick but does not demonstrate proper form, and does not step with opposition or follow through when throwing a ball.

SUMMARY: S is a happy 9 year-old. Based on the testing protocol used on this assessment and observation, -S demonstrates a significant delay in motor skills. He likes moving but is very inconsistent when performing any motor skill tasks.

RECOMMENDATIONS:

- Provide Adapted physical education as a direct service.
- Consultation/collaboration as needed with classroom teacher.

Evaluation and report by: _____
Credentialed Adapted Physical Education Specialist

Appendix E

ALIGNMENT OF PHYSICAL EDUCATION STANDARDS

Refer to the last section of this appendix for the **Position Paper on Physical Education Content Standards for Students with a Disability.**

The chart on the following page will help align the Adapted Physical Education Curriculum Standards used in the 2002 Guidelines with those approved by California Department of Education, 2005. “The model content standards provide guidance for developing physical education programs by identifying what California students should know and be able to do at each grade level. Students in every school should be able to achieve these standards with adequate instruction and sustained effort. Some students with special needs may require appropriate accommodations, adaptations, and modifications to meet these standards. Local flexibility is maintained with these standards. Decisions about how best to teach the standards are left to teachers, schools, and local education agencies.” (Physical Education Model Content Standards for California Public Schools, 2005.)

The following was written in the 2002 Adapted Physical Education Guidelines regarding standards and it seems to be something that teachers in the field continue to use. Therefore,