

CHAPTER 10 – CURRICULUM AND INSTRUCTION, FITNESS TESTING, AND EXEMPTIONS

The Americans with Disabilities Act and IDEA require that individuals with disabilities be afforded equal opportunity in education. This includes participation in the general physical education program to the maximum extent appropriate as well as access to the general physical education curriculum. As a result of educational reform, curriculum standards have been written for the various curricular content areas.

10.1 Key Provision: All individuals with and without disabilities should receive standards-based physical education instruction.

Legal Reference: The *Physical Education Model Content Standards for California Public Schools* were adopted by the California State Board of Education on January 23, 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, page vi)

The California State Board of Education adopted the *Physical Education Framework for California Public Schools: Kindergarten Through Grade Twelve* on September 11, 2008. *The framework supports the alignment of curriculum, instruction, assessment, and instructional resources to the state-adopted model content standards. Specific examples for implementing and assessing the standards is provided along with guidance for understanding the standards. (Physical Education Framework for California Public Schools: Kindergarten Through Grade Twelve, 2009, page x.)* This document includes, in Chapter 7, Universal Access, the need and requirement for access to instruction in the model content standards by all individuals, regardless of their unique features, one of which may be a disability.

CCR 33352 (b)*The department shall ensure that the data collected through the categorical program monitoring indicates the extent to which each school within the jurisdiction of a school district or county office of education does all of the following that are applicable to the school: ...*

...(7)Provides a course of study in physical education to pupils in any of grades 9 to 12, inclusive, that includes a developmentally appropriate sequence of instruction, including the effects of physical activity upon dynamic health, the mechanics of body movement, aquatics,

gymnastics and tumbling, individual and dual sports, rhythms and dance, team sports, and combatives.

As specified in federal law, individuals with a disability shall be educated to the maximum extent appropriate with non-disabled peers and shall have equal access to education, facilities and services (IDEA, Section 612 (a) (5) (A) and ADA, PL 110-325 and its regulations of 2012). Needed accommodations and/or modifications should be specified in the individual's Individual Education Program (IEP) or Section 504 Plan. Instruction, materials, support and/or assessment/evaluation may be adapted while the standard is not.

Discussion: Many individuals with a disability will require adaptations that include accommodations or modifications to enhance their learning. An accommodation will address the needs of the student by removing the effects of the disability but will not alter the performance outcome (e.g., more time, smaller groups and instructional prompts). A modification is also based upon the needs of the student but it fundamentally alters or lowers the generally expected performance outcome (i.e., plays "one-on-one" hockey instead of team game; steps over stationary rope instead of jumping self-turned rope; or student drops ball into a container instead of throwing with accuracy). Educators should use caution when selecting to modify physical education performance outcomes for standards as the course content may be changed. All educators are strongly encouraged to refer to the individual's IEP or Section 504 Plan when adapting a standards-based physical education curriculum for a student with a disability.

The *Physical Education Model Content Standards* identify five overarching standards for grades K-8 and three overarching standards for high school. The *Adapted Physical Education Guidelines for California Schools*, were approved by the California Department of Education in 2003, and identified eight standards for individuals with a disability along with supporting standards/benchmarks for every grade level, including pre-school. These eight Adapted Physical Education (APE) Standards were based upon the *National Association for Sport and Physical Education Standards* and the *California Challenge Standards*, as California did not have physical education standards at the time. The eight APE standards, although worded somewhat differently, can be aligned with both the five elementary and three high school overarching *Physical Education Model Content Standards*. The alignment of the standards is depicted in the following chart.

PE Standards for Grades K-6	Standards from APE Guidelines 2003	PE Standards for High School
<p>1. Demonstrate motor skills and movement patterns needed to perform a variety of physical activities.</p> <hr/> <p>2. Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.</p>	<p>1. The student will be exposed to a variety of movement activities and will be competent within their maximum potential.</p> <hr/> <p>2. The student will be introduced to movement concepts and principles in accordance with cognitive ability and will apply some of these while moving.</p> <hr/> <p>4. The student will regularly experience recreation/leisure (and fitness) activities.</p> <hr/> <p>6. The student will apply recreation/leisure (and fitness) skill to other life activities</p> <hr/> <p>8. The student will be introduced to a variety of multicultural movement activities.</p>	<p>1. Demonstrate knowledge and competency in motor skills, movement patterns and strategies to perform a variety of physical activities.</p>
<p>3. Assess and maintain a level of physical fitness to improve health and performance</p> <hr/> <p>4. Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.</p>	<p>3. The student will achieve and maintain a health-enhancing level of fitness.</p> <hr/> <p>4. The student will regularly experience (recreation/leisure and) fitness activities.</p> <hr/> <p>6. The student will apply (recreation/leisure and) fitness skills to other life activities</p>	<p>2. Achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles and strategies.</p>

5. Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity.	5. The student will demonstrate appropriate personal behavior while participating in movement activities.	3. Demonstrate knowledge of psychological and sociological concepts and principles, and strategies as they apply to learning and performance of physical activity.
	7. The student will demonstrate appropriate interaction with others while participating in movement activities.	

Table 10. 1 Aligned Physical Education Standards (Appendix E)

Best Practice: The Adapted Physical Education Standards can assist in identifying accommodations and modifications that will enable a student with a disability reach an identified level of achievement. For some individuals who have a severe disability, partial participation may be the best method by which access to grade level standards is obtained.

Grade level standards should not be equated with developmental level. For individuals whose developmental level is below their grade level, only teaching the standards from a grade level that is commensurate with the individual’s developmental level will result in a “reduced” curriculum. Once a standard is identified, the educator must: 1) determine how proficiency will be assessed; 2) select appropriate curricular materials; and 3) identify appropriate instructional strategies based upon student needs. Although standards-based instructional design includes assessment, this does not change the assessment methods or criterion for determining the need for adapted physical education.

Example:

- A student in the 5th grade has difficulty maintaining control of a ball while hand dribbling. An appropriate standard would be found in grade two: **1.14 Hand-dribble, with control, a ball for a sustained period**, (*Physical Education Model Content Standards-Grade 2, Standard 1.14*), however, in grade 5, standard 1.14: **Dribble a ball (by hand or foot) while preventing another person from stealing the ball**, (*Physical Education Model Content Standards-Grade 5, Standard 1.14*) would be used.

“Scaffolding” is often needed to teach a standard to a student with a disability. This differentiated instruction will enable the student to progress in the physical education curriculum through the use of unique instructional strategies, supports/prompts and sequences. Sometimes, individuals will need to be taught skills that are prerequisite to those identified in a particular standard. In some instances, these skills will be found in a lower grade-level standard or may be a fundamental movement pattern. Additionally, adapted equipment (which can be considered assistive technology) can often be used to make accommodations in physical education that will enable the student to meet the performance outcome identified for the physical education standard, as well as IEP goals and objectives.

Physical education programs need to include the standard content areas for individuals with disabilities, just as it does for their general education peers. By following the physical education grade-level standards, educators can ensure that the appropriate grade level standards and content are addressed. Some content area and standards may be contraindicated due to the nature of the individual’s disability. In these instances the IEP team may select the appropriate standards for a given content area. The nature of the disability may require a temporary exemption from certain physical education activities (see Key Provision 10.4). In other instances, in which physical participation is contraindicated, it would be appropriate for the student to do an alternate assignment, which reflects the content knowledge of the physical activity.

Examples:

- A student with a seizure disorder, who is prohibited from participating in any water activity (e.g., swimming, boating, diving) could perform an alternate assignment during an aquatics unit. For example, the student could research and report on basic pool and water safety.
- A student who has a medical condition and is restricted from exercising to the point of perspiration would not participate in strenuous activities but could participate in mild to moderate activities with rest breaks. Therefore, this student would not be expected to show proficiency in all of the fitness standards.

Educators should remain abreast of the most current adoptions of content standards. California is moving toward adopting common core standards by subject. At some point in the future this may include physical education.

10.2 Key Provision: Physical education high school graduation requirements apply to individuals with disabilities.

Legal Reference: Sec. 51225.3 (a) *Commencing with the 1988-89 school year, no pupil shall receive a diploma for graduation from high school who, while in grades 9 to 12, inclusive, has not completed all of the following:*

21. *At least the following number of courses in the subject specified, each course having a duration of one year, unless otherwise specified.*

(F) Two courses in physical education unless the pupil has been exempted pursuant to the provisions of this code.

Discussion: The graduation requirements of a school district specify the number of credits a student must earn in the different curricular areas, including physical education, for the attainment of a high school diploma. They incorporate the minimum requirements set by the state. There are instances when the nature of the disability is such that modifications, as specified in the individual’s IEP or Section 504 Plan, are needed. In these instances the “local flexibility” afforded school districts when implementing a standards-based physical education program can be used to designate that the high school physical education

requirements could be met through a modified program that is provided in general physical education, specially designed physical education and/or adapted physical education.

Best Practice: A student with a disability should participate in the general physical education program, with accommodations as necessary, to the maximum extent appropriate. Individuals with disabilities may earn physical education course credit for modified, specially designed and/or adapted physical education programs.

10.3 Key Provision: All individuals in grades 5, 7, and 9 shall be administered the physical performance test.

Legal Reference: Sec. 60800 (a) *during the month of February, March, April, or May the governing board of each school district maintaining any of grades 5, 7, and 9 shall administer to each pupil in those grades the physical performance test designated by the state board. Each pupil with a physical disability and each pupil who is physically unable to take all of the physical performance test shall be given as much of the test as his or her condition will permit.*

Discussion: The California State Board of Education has identified the FITNESSGRAM ® as the physical performance test. There are several options for many of the FITNESSGRAM ® subtests. The IEP team is responsible for identifying those subtests in which the student is able to participate. All scores are required to be reported to the California Department of Education.

Best Practice: Prepare all individuals for the physical performance test by having them participate in fitness activities. Prepare them for the physical performance test items and procedures. Some individuals, who are severely disabled, may only be able to participate in the body composition subtest. Others, including many who use a wheelchair, may also be able to do the shoulder stretch for flexibility. Others who have an intellectual disability and no physical disability will be tested on all fitness activities. If a student is unable to perform any of the fitness subtests due to their disability, they are not scored and the subtest must be left blank on the score sheet. In addition, the appropriate box indicating the reason for the unscored subtest must be marked.

The IEP should discuss physical fitness testing and select appropriate subtests for participation at the IEP meeting that precedes the individual's 5th, 7th, and 9th grade years. This should allow adequate time for student preparation.

10.4 Key Provision: Any student may be exempted from physical education under certain conditions.

Legal Reference: Under sec. 51241, there are three distinct and separate exemptions:

- Temporary:

Sec. 51241 (a) The governing board of a school district or the office of the county superintendent of schools of a county may grant a temporary exemption to a pupil from courses in physical education, if the pupil is one of the following:

(1) Ill or injured and a modified program to meet the needs of the pupil cannot be provided.

(2) Enrolled for one-half, or less, of the work normally required of full-time pupils.

- **Two-year:**

Sec. 51241 (b)(1) The governing board of a school district or the office of the county superintendent of schools of a county, with the consent of a pupil, may grant a pupil an exemption from courses in physical education for two years any time during grades 10 to 12, inclusive, if the pupil has met satisfactory at least five of the six standards of the physical performance test administered in grade 9 pursuant to Section 60800.

- **Permanent:**

Sec. 51241 (c) The governing board of a school district or the office of the county superintendent of a county may grant permanent exemption from courses in physical education if the pupil complies with any one of the following:

(1) Is 16 years of age or older and has been enrolled in the grade 10 for one academic year or longer.

(2) Is enrolled as a postgraduate pupil.

(3) Is enrolled in a juvenile home, ranch, camp, or forestry camp school where pupils are scheduled for recreation and exercise pursuant to the requirements of Section 4346 of Title 15 of the California Code of Regulations.

Sec. 51242 The governing board of a school district may exempt any four-year or senior high school pupil from attending courses of physical education, if the pupil is engaged in a regular school-sponsored interscholastic athletic program carried on wholly or partially after regular school hours.

Sec. 51222 (a) All pupils, except pupils excused or exempted pursuant to Section 51241, shall be required to attend upon the courses of physical education for a total period of time of not less than 400 minutes each 10 schooldays. Any pupil may be excused from physical education classes during one of grades 10, 11, or 12 for not to exceed 24 clock hours in order to participate in automobile driver training. Such pupil who is excused from physical education classes to enroll in driver training shall attend upon a minimum of 7,000 minutes of physical education instruction during such school year.

Sec. 51246 The governing board of a school district may exempt any pupil enrolled in his last semester or quarter, as the case may be, of the grade twelve who, pursuant to EC Section 46145 or 46146 or 46147, is permitted to attend school less than 240 or 180 minutes per day, from attending courses of physical education; provided, however, that such pupil may not be exempted pursuant to this section from attending courses of physical education if such pupil would, after such exemption, attend school for 240 minutes or more per day.

Discussion and Best Practice:

Table 10.2 Physical Education Exemptions

TYPE OF EXEMPTION	DISCUSSION	BEST PRACTICE or EXAMPLE
Temporary	Students with a temporary illness or injury may be excused if a modified program cannot be provided. This does not necessarily alter the number of physical education credits required for a diploma, as the student has four years to earn the minimum number of credits. This is very rare. In most instances a modified program can be provided by addressing the knowledge content standards.	<ul style="list-style-type: none"> • A 9th grade student who is recovering from a car accident and wears a neck brace may be excused from physical education. Upon medical release the student will need to earn the required physical education credits.
Two-year	School districts must require a minimum of two years of physical education for the high school diploma. Students, who have met five of six standards on the physical performance test in grade nine (i.e. meets the Healthy Fitness Zone for five of the six subtests on the FITNESSGRAM®), may invoke the two-year exemption which means they can choose to take the second year of physical education in any grade, 10, 11, or 12.	<ul style="list-style-type: none"> • A student with a disability takes physical education in grade nine and meets five of six standards on the physical performance test. He elects to take his second required year of physical education in grade 11. • A student with a disability elects not to invoke the two-year exemption and takes physical education for four years.
Permanent	A permanent exemption can override the minimum physical education requirement for the high school diploma.	<ul style="list-style-type: none"> • A student has a medical condition that has resulted in two years of temporary exemptions from physical education. The condition continues and the IEP team recommends that the student be exempted from physical education course requirement, as he is older than 16 years of age. • Due to the nature of a individual’s disability, she is unable to meet five of

		six - standards on the physical performance test. The 504/IEP team recommends the student receive a permanent exemption, as she is older than 16 years of age.
Athletic	Students with a disability can participate in athletics and may be exempted from physical education diploma requirements. (Note: students with or without a disability may receive physical education credit for participation in interscholastic sports. (EC 44258.7)	<ul style="list-style-type: none"> • A student with a hearing impairment participates in interscholastic sports in the fall, winter and spring, for two years and does not take a physical education class.
Driver Training	While this is still an education exemption, most if not all districts no longer offer driver training.	
Limited min. per day	Some students with a disability are on a limited schedule (e.g., independent study)	<ul style="list-style-type: none"> • A high school senior with a disability who needs one more semester/quarter of physical education for high school credit toward a diploma, but only needs two more semesters/quarters in other subjects to meet diploma requirements, could be exempted from physical education.

METHODS OF INSTRUCTION

10.5 KEY PROVISION: *Effective teaching in physical education involves adaptation, accommodation and modification.*

Legal Reference: 34 CFR sec. 300.342(b)(2) *The child's IEP is accessible to each regular education teacher, special education teacher, related service provider, and other service provider who is responsible for its implementation; and (3) Each teacher and provider described in paragraph (b)(2) of this section is informed of (i) his or her specific responsibilities related to implementing the child's IEP; and (ii) The specific accommodations, modifications and supports that must be provided for the child in accordance with the IEP.*

Discussion: Effective teaching involves awareness of individual differences and utilization of various strategies to address individual differences within the instructional group. Physical education teachers should attempt to adapt the physical education program to meet the needs of all individuals, including those who have or are suspected of having a disability. Both federal law and California law confirm this by requiring modification of the regular program before identifying a student as needing special education.

The term accommodation is used in section 504 of the Rehabilitation Act of 1973, which is a law applied to general education, and requires the provision of equal and effective provision of services for individuals with disabilities. The definition of the terms “accommodation” and “modification” as used in various laws, regulations and guidelines can be confusing.

When speaking of federal laws, there seems to be some consistency emerging in the connotation meant by the use of these terms. There is growing agreement among professionals that the term “adapt” is an umbrella term, and that “modification” and “accommodation” are two types of “adaptation.” Furthermore, “accommodation” refers to removing the effects of the disability in order to enable the student to achieve the same outcome as the general education student. Whereas “modification” means to modify the standard, therefore the student continues to participate in general education but the standard of achievement or student outcome is changed. For example, it might be called an “accommodation” to allow a student with paraplegia to use a wheelchair for endurance activities in order to achieve the same aerobic conditioning standard as the rest of the general physical education class. However, it would probably be considered a “modification” if a student with asthma is consistently allowed to shoot baskets instead of participate in endurance activities, and is not graded on the same aerobic conditioning goal standard as the rest of the general physical education class.

Using these definitions of the terms “accommodation” and “modification” has the following implications for best practice in implementing physical education programs.

- Modifications should be clearly documented because they allow the teacher to use a different standard for testing and grading the student. When it is clearly understood that the student is being held to a different standard than the rest of the general education individuals, it usually eliminates fairness issues and allows for more accurate accountability for instructional outcome.
- Accommodations may need to be documented but do not effect grading and evaluation of student outcome.
- Altering individual student standards or goals are decisions that should not be taken lightly, as it will alter student outcome. Therefore it should involve careful consideration by a team of educators, parents and student.
- Accommodations can be made by any teacher, and should always be considered in order to provide for individual differences. However, consultation and team input should be available to all teachers to assist them in matching specific accommodations to specific

learner needs.

There are a wide variety of activities that are taught in physical education programs, and a variety of individual needs. Therefore, there is also a wide variety of accommodations and modifications that can be made. It may be helpful to consider categories of accommodations and modifications within which a specific strategy may be found. The list of categories in the table below is offered to assist teams and individuals in selecting and developing accommodations and modifications to meet individual student needs.

Table 10.3 Possible Adaptations of the General Physical Education Program.

Category	Examples
Formation (including space, placement within group, and boundaries of the activity)	<ul style="list-style-type: none"> • Place hard of hearing student near instructor when verbal instructions are given. • Assign a student with asthma, obesity or reduced stamina to infield positions during softball unit. • Reduce the court or field size for student with asthma, obesity or reduced stamina.
Instructional	<ul style="list-style-type: none"> • Use gestures and demonstration to augment verbal communication. • Provide written list of tasks or steps to a student with attention or auditory memory difficulties. • Assign a peer helper to a student with attention, communication or reading difficulties
Equipment	<ul style="list-style-type: none"> • Use lighter or smaller sports equipment for a student with reduced strength and/or small stature. • Make multiple pieces of the same equipment available to increase practice time for students. • Use of equipment that emits sound for individuals with visual impairments. • Increase visual cues by using cones for bases. • Use equipment that moves at a slower speed when students are learning a new skill.
Task or objective (alter skill level to be taught or practiced during lesson)	<ul style="list-style-type: none"> • Reduce the number of repetitions of an exercise for student with reduced strength or mild physical disability. • Set goals for improving individual performance rather than comparing performance with other students. • Allow for additional trials for student with lower skills or mild physical disability.
Environment including social environment	<ul style="list-style-type: none"> • Change play surface to accommodate mobility in a wheelchair. • Assign a peer helper to a student with attention, communication, or reading difficulties. • Teacher selects teams. Do not allow student captains to "choose" teams in front of group.

	<ul style="list-style-type: none"> • Provide specific feedback and positive comments from peers or teacher.
Players (number, groupings of individuals or organize class into stations)	<ul style="list-style-type: none"> • Teacher structures groups to ensure equality and opportunity to contribute/participate. • Assign peers to model, assist or augment participation. • Play small-sided games.
Rules (including game rules and class rules.)	<ul style="list-style-type: none"> • Alter rules for inclusion rather than exclusion. • Take away defenders or create space between offense and defense. • Alter dress code rules during outdoor activities for student who is sensitive to the sun.

CURRICULAR ADAPTATIONS

Curricular adaptations are changes permissible in educational environments that allow the student equal opportunity to obtain access, results, benefits and levels of achievement. These adaptations consist of both accommodations and modifications.

Some curricular adaptations do not fundamentally alter or lower standards or expectations in either the instructional or assessment phases of a course of study and can be designated as “**accommodations.**” They are changes in teaching strategies, standards, test presentations, location, timing, scheduling, student responses, environmental structuring and/or other attributes. As such, accommodations provide access to participate in the LRE (least restrictive environment) and an opportunity to demonstrate mastery of performance standards.

Some adaptations do alter or lower standards of expectations and can be termed **modifications.**” These modifications, although providing access, will necessitate an alternative assessment to achieve accountability for performance. This alternate assessment is individually selected by the IEP team to measure performance on a specific test/course/activity for which the standard or typical expectation of the course/standard/group would be inappropriate.

Modifications are changes in course content, teaching strategies, standards, test presentation, location, timing, scheduling, expectations, student responses, environmental structuring and/or other attributes which provide access for a student with a disability to participate in a course/standard/test, which DO fundamentally alter or lower the standard or expectations for the course/standard/test. (Definitions of accommodations and modifications are from “Assessment and Evaluation of Students with Disabilities: The Legal Requirements that Regular and Special Education Need to Know in Working with Students with Disabilities in the ‘General Curriculum’.” A presentation by Miriam Kurtzig Freedman, M.A., J.D., at the LRP 20th National Institute on Educating Individuals with Disabilities, San Francisco, April 1999.)

Prompting: Movement responses should be initiated by the child. However, in some situations a verbal, visual or physical prompt may be needed to ensure imitation of a task. Prompts should be as natural as possible and not be used to complete a movement, but to assist in generating a movement. Further, promoting procedures are essential for children with motor delays to initiate many movements and essential for attaining their developmental milestones.

When presenting a task use only one presentation modality at a time. Separate the verbal directions from the demonstration and the verbal directions from any hands-on guidance (tactile assistance). Avoid describing while demonstrating, or demonstrating while describing. Also avoid giving verbal directions while you are assisting someone with hands-on guidance. Actions and verbal descriptions are kept separate. As adapted physical education teachers the concept of simplifying is basically breaking down tasks to their most basic form.

Teachers facilitate when they help children develop an awareness of movement by combining their actions with thought and language. By asking appropriate questions, teachers can encourage children to think rather than just to respond. The questions that provoke the most thought are divergent or open-ended ones that can have more than one correct answer and don't require a "yes" or "no" response.

Prompting Hierarchy: Prompting is defined as a range of instruction stimuli provided in order to direct an individual toward the performance of a desired response. Prompts range from the least to the most intrusive. The amount of assistance increases with each level in the hierarchy. The prompt types are as follows:

1. Natural Cue: Behavior independently occurs as a result of a natural cue to a stimulus in the environment. The individual performs the behavior without any assistance.
Example: John stands up to take the field when he sees his friends stand up.
2. Gestural Prompt: Physical gestures that may include pointing, beckoning or shaking one's head to indicate approval or disapproval.
Example: The referee points toward the goal of the team who will have the ball. Mr. Brown stands next to a student at the starting line and points in the direction that the student should run.
3. Indirect Verbal Prompt: The instructor uses words to imply that some behavior needs to occur.
Example: Mrs. Green says, "Class, what do we do after warm up exercises?" Students understand it is time to go to assigned stations.
4. Modeling: Performing the desired behavior in order to encourage the initiation of that behavior by the individual.

Example: A peer helper runs beside Sally. A peer helper is positioned in front of Joe to model the stretching exercise.

5. Symbolic (Pictorial or Written) Prompt: Symbols (pictures or words) are presented to guide behavior. Often a sequence of pictures or a list of words is used, combined with the gestural prompt of pointing to the symbol of the desired behavior for that moment in time.

Example: Michael has four pictures of how to do his weight lifting routine. When he appears confused, his teacher gesturally redirects him to the correct picture.

6. Direct Verbal Prompt: The instructor explicitly states the behavior that needs to occur.
Example: “Boys and girls, please stand up now.” “Jimmy, pick up your glove and go to right field.”

7. Minimal Physical Prompt: Slight physical contact that guides the individual toward the behavior.

Example: When Phil does not pick up the ball when verbally told to do so, Mrs. Jones lightly touches his elbow. *Note, depending on the situation, a minimal physical prompt may be less intrusive and facilitate more independence than a direct verbal prompt.

8. Partial Physical Prompt: The instructor physically starts the individual on the desired behavior, and then ceases the physical assistance so the individual may independently complete the behavior.

9. Full Physical Prompt: The instructor physically guides the individual through the entire behavior.

Example: John’s mother physically positions his hands on the tennis racket and swings his arm to hit a bounced tennis ball.