

**BERKELEY HEIGHTS PUBLIC SCHOOLS**  
Berkeley Heights, New Jersey

**ADAPTED PHYSICAL EDUCATION**  
**CURRICULUM AND**  
**PROGRAM DESCRIPTION**

**Grades K-12**

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**This curriculum may be modified through varying techniques, strategies, and materials, as per an individual student's Individualized Education Plan (IEP)**

**Approved by the Berkeley Heights Board of Education**  
**at its regular meeting held on October 20, 2005.**

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**PHILOSOPHY/RATIONALE**  
**OF THE ADAPTED PHYSICAL**  
**EDUCATION PROGRAM**

The adapted physical education program is designed to allow students with a wide range of disabilities and needs to meet the goals and standards of the regular physical education program. In meeting the needs of students in all grades, the adapted physical education program may be conducted as a full time program, a supplemental program or by adapting to individual needs within a regular class. The adaptations are the result of teacher recommendations, screening tests, I.E.Ps of classified students and child study team members. Consultation with the school nurse is also important when dealing with certain medical conditions. Special attention to individual needs, both physical and cognitive, and levels of psychomotor development are important components of the program. The determination of activities for the student to participate in will be based on the ability to safely and successfully participate as well as the skills or fitness level which needs improvement or reinforcement. When the student is in a general physical education class, an activity will be offered which meets the student's needs and abilities.

## **IDENTIFICATION**

Students are recommended for this program by various sources, including the physical education teachers, classroom teachers, nurses, child study team, guidance counselors, administrators or parents. Identification and screening can occur at any point during the school year.

## **SCREENING**

Students are screened or selected by the physical education teacher, the student's I.E.P. or through the district-screening test (Figure 1). Based on the results of screening, it may be determined that the student needs a form of Adapted Physical Education (A.P.E.). For students requiring A.P.E., supplemental to a regular class, parental notification outlining the reasons for this placement will be required.(Figure 2) In the case of a special class, written parental consent must precede scheduling. For students in classes outside of the general class, an exit criteria is established with re-evaluation and parent notification to non-classified students. (Figure 3) Parents are informed of the progress of the student. Parents may contact the A.P.E. teacher regarding questions or concerns relative to the program or their child's performance.

## **PROGRAM GUIDELINES**

After receipt of parental approval, the A.P.E. teacher establishes an individualized program based on student needs. Students are placed in the program for a minimum of one marking period. Re-evaluation is conducted if there are questions regarding significant changes in performance. Students may be assigned for the entire year to A.P.E. based on I.E.Ps and child study team recommendations.

At the elementary level, A.P.E. is provided at least one period per week in addition to the regular physical education program. Students at the middle school level receive adapted physical education (A.P.E.) at least once per week.

At the secondary level students may be assigned to the A.P.E. teacher due to child study team recommendations. The teacher develops a program that addresses group and individual needs and includes the students in the regular physical education class, where the student is capable of participation safely and successfully.

For handicapped students, the socialization needs of the students as well as the need for modeling through other students is recognized. Therefore, inclusion with the regular physical education class is done when possible. Students are assigned to A.P.E. five times per week for three marking periods.

## SCOPE AND SEQUENCE

While the Scope and Sequence identifies skills, which usually develop in the order listed, students who experience difficulty may demonstrate gaps within specific categories. Adapted physical education teachers will use developmental milestones as indicators of areas requiring remediation, as noted in the physical education curriculum guide.

### **The student will be able to:**

<b>Standard/Indicator</b>	<b>Course Outline/Student Objectives</b>
Gr.2 2.5 A 1-10 B 2	I. Gross Motor
Gr.4 2.5 A 1-10	A. Locomotion
Gr.6 2.5 A 1,2,8 B1-2	1. walk
Gr.8 2.5 A 1-2 B1-2	2. run
Gr.12 2.5 A 1-2 B 2	3. jump
	4. climb
	5. hop
	6. skip
	7. leap
	B. Propulsion
Gr.2 2.5 A 1,2,6,8-9 B1,5	1. Throwing
Gr.4 2.5 A 3,6 7-9 B1,2,7	a. Two hands
Gr.6 2.5 A 2,5,6 B1-2	b. Underhand
Gr.8 2.5 A 1-4 B1-2	c. Sidearm
Gr.12 2.5 A 1-3 B2	2. Striking
	a. Two hands
	b. With a paddle
	c. With a bat
	d. With a stick
	3. Kicking
	a. Dominant foot
	b. Non-dominant foot
	C. Absorption
Gr.2 2.5 A 1,2,6,8-9 B1,5	1. Catching
Gr.4 2.5 A 3,6 7-9 B1,2,7	a. Low
Gr.6 2.5 A 2,5,6 B1-2	b. Medium
Gr.8 2.5 A 1-4 B1-2	c. High
Gr.12 2.5 A 1-3 B2	d. With a glove

## SCOPE AND SEQUENCE

**The student will be able to:**

Standard/Indicator	Course Outline/Student Objectives
Gr.2 2.6 A 1-2 B 1-2 C 1-3 Gr.4 2.6 C 1-6 Gr.6 2.6 A 1-2 B 3 C 1-5 Gr.8 2.6 C 1-5 Gr.12 2.6 B 1-2 C1-4,6	<b>II. Physical Fitness</b> A. Strength 1. Leg 2. Abdomen 3. Upper body B. Flexibility C. Endurance D. Speed E. Agility
Gr.2 2.5 A 2,4,5,10 B1-5 Gr.4 2.5 A 2-6 B 1-4 Gr.6 2.5 A 1-3 B 1-4,6 Gr.8 2.5 A 1-7 B 1-3 Gr.12 2.5 A 1-5 B 1-2	<b>III. Perceptual-Motor</b> A. Spatial Orientation 1. Body in space 2. Spatial concepts B. Balance 1. Static 2. Dynamic C. Kinesthetic D. Coordination 1. Eye-hand 2. Eye-foot E. Rhythm 1. Even 2. Uneven 3. Interpretive
Gr.2 2.5 C 1 D1-2 E 1 Gr.4 2.5 C 1 D 1-2 E 1 Gr.6 2.5 C 1 D 1-3 E 1 Gr.8 2.5 C 1 D 1-2 E 1 2.6 C 1 Gr.12 2.5 C 1 D 1-2 E 1 2.6 A 1 C 1-2	<b>IV. Sport Skills</b> A. Individual B. Team sports
Gr.2 2.5 A 7-9 B 4-6 C 1 Gr.4 2.5 A 3,7-10 B 5-7 Gr.6 2.5 A 3 B 5-8 C 1 Gr.8 2.5 A 4,6-7 B 4 C 1 Gr.12 2.5 A 2-5 B 2-3 C 1	<b>V. Problem solving and challenge activities</b> A. Teamwork and cooperative tasks B. Primary Project Adventure

## COURSE PROFICIENCIES

### COURSE OBJECTIVES

- I. To provide students with special needs the opportunity to meet the goals and standards of the Physical Education programs. ( 2.5 Gr. 2 A 1-10 B 1-6 D 1-3 Gr.4 A 1-11 B 1-8 C 1 D 1-3: Gr.6 A 1-8 B 1-8 C 1 D 1-3: Gr.8 A 1-7 B 1-5 C 1 D 1-2: Gr.12 A 1-5 B1-3 C 1 D 1-2)
- II To provide students who have weaknesses in certain skill areas assistance in improving these skills. ( 2.5 Gr. 2 A 1-10 B 1-6 D 1-3: Gr. 4 A 1-11 B 1-8 C 1 D 1-3: Gr.6 A 1-8 B 1-8 C1 D 1-3: Gr. 8 A 1-7 B 1-5 C 1 D 1-2: Gr.12 A 1-5 B 1-3 C 1 D 1-2 )
- III To provide students with the opportunity to develop a sense of pride, confidence, and self-identity through physical development and achievement. ( 2.5 Gr.2 B 2: Gr. 4 A 1: Gr. 6 A 1: Gr.8 A 1 Gr.12 A 1) ( 2.6 Gr.2 B 2: Gr.6 A 6: Gr.12 B 1
- IV To utilize evaluation techniques which will serve as a basis for personal growth and development. (2.5 Gr.2 A 9 B5: Gr.4 A 6-9 B 7: Gr.6 A 5 B7: Gr.8 A 6 B 4 Gr. 12 A 2 B1) ( 2.6 Gr.2 C 1-3: Gr. 4 C 1-4: Gr.6 C 1,3-4: Gr.8 C 3-5 Gr. 12 C 3-4)
- V To encourage an appreciation of activities that will have carry over value to leisure time activities. ( 2.5 Gr.2 A 10: Gr.4 A 11: Gr.6 A 8: Gr.8 A 7: Gr. 12 A 5) ( 2.6 Gr.4 A 1: Gr.6 A 1-2: Gr.8 A 1: Gr. 12 A 1)
- VI To provide opportunities for students to develop critical thinking and problem solving skills. ( 2.2 Gr. 2 A 4: Gr.4 A 4: Gr.6 A 4: Gr.8 A 4: Gr.12 A 4 )

## STUDENT OBJECTIVES

Objectives for a student's program are individualized to meet student needs and are determined based upon the identified areas of weakness.

I. Gross Motor ( 2.5 Gr.2 A 1-10 B 2: Gr.4 A 1-10: Gr.6 A 1,2,8 B1-2: Gr.8 A1-2 B1-2: Gr.12 A 1-2 B 2 )

A. The student will improve locomotor patterns associated with:

1. Walking
2. Running
3. Jumping
4. Climbing
5. Hopping
6. Skipping
7. Leaping
8. Galloping

B. The student will improve propulsive patterns associated with: ( 2.5 Gr.2 A 1,2,6, 8-9 B 1,5: Gr.4 A 3,6-9 B 1,2,7: Gr.6 A 2,5-6 B 1-2: Gr.8 A 1-4 B1-2: Gr.12 A 1-3 B2 )

1. Throwing with two hands
2. Throwing underhand
3. Throwing overhand
4. Throwing sidearm
5. Striking with one hand
6. Striking with two hands
7. Striking using a paddle
8. Striking using a bat
9. Striking using a stick
10. Kicking with dominant foot
11. Kicking with non-dominant foot

The student will improve absorptive patterns associated with catching: : ( 2.5 Gr.2 A 1,2,6, 8-9 B 1,5: Gr.4 A 3,6-9 B 1,2,7: Gr.6 A 2,5-6 B 1-2: Gr.8 A 1-4 B1-2: Gr.12 A 1-3 B2 )

1. Low
2. Medium
3. High
4. With a glove

II. Physical Fitness ( 2.6 Gr.2 A 1-2 B1-2 C 1-3: Gr.4 C 1-6: Gr. 6 A 1-2 B 3 C 1-5: Gr.8 C 1-5: Gr.12 B 1-2 C 1-4,6 )

- A. The student will improve strength as it related to
  - 1. Leg
  - 2. Abdomen
  - 3. Upper body
- B. The student will improve flexibility as it relates to:
  - 1. Upper body
  - 2. Lower body
- C. The student will increase endurance to an age-appropriate level.
- D. The student will increase the speed by which he/she participates in skill/activity.
- E. The student will improve agility when participating in skills/activities.

III. Perceptual-Motor ( 2.5 Gr.2 A 2,4-5, 10 B 1-5: Gr.4 A 2-6 B 1-4: Gr. 6 1-3 B 1-4,6: Gr.8 A 1-7 B 1-3: Gr. 12 A 1-5 B 1-2 )

- A. The student will improve spatial orientation skills related to:
  - 1. Awareness of their body in space.
  - 2. Use of spatial concepts in physical activities.
- B. The student will improve balance related to:
  - 1. Static
  - 2. Dynamic
- C. The student will improve kinesthetic ability in physical activities.
- D. The student will improve coordination as it relates to:
  - 1. Eye-hand
  - 2. Eye-foot
- E. The student will improve rhythm.

IV. Sport Skills ( 2.5 Gr.2 C 1 D1-2 E 1: Gr.4 C 1 D 1-2 E1: Gr.6 C 1 D 1-3 E 1: Gr. 8 C 1 D1-2 E 1: Gr.12 C 1 D1-2 E 1 ) ( 2.6 Gr.8 C 1 Gr.12 A 1 C 1-2 )

The student will improve his/her ability to participate successfully in an age-appropriate manner in:

- A. Individual sports
- B. Team sports

V. Problem Solving and Challenge Activities ( 2.5 Gr.2 A 7-9 B 4-6 C 1: Gr.4 A 3, 7-10 B 5-7: Gr.6 A 3 B 5-8 C 1: Gr.8 A 4,6-7 B 4 C 1: Gr.12 A 2-5 B 2-3 C 1 )

The student will develop his or her ability in:

- A. Primary Project Adventure activities
- B. Teamwork, cooperation and critical thinking

## STUDENT PROFICIENCIES

### SKILLS

The student will: ( 2.5 Gr.2 A 1-10 B 2: Gr.4 A 1-10: Gr.6 A 1,2,8 B1-2: Gr.8 A1-2 B1-2: Gr.12 A 1-2 B 2 ) ( 2.5 Gr.2 A 1,2,6, 8-9 B 1,5: Gr.4 A 3,6-9 B 1,2,7: Gr.6 A 2,5-6 B 1-2: Gr.8 A 1-4 B1-2: Gr.12 A 1-3 B2 )

1. Improve gross-motor skills.
  - A. Locomotor patterns
  - B. Propulsive patterns
  - C. Absorptive patterns
2. Improve physical fitness ( 2.6 Gr.2 A 1-2 B 1-2 C 1-3: Gr.4 C 1-6: Gr.6 A 1-2 B 3 C 1-5: Gr.8 C 1-5: Gr.12 B1-2 C 1-4.6 )
  - A. Strength
  - B. Flexibility
  - C. Endurance
  - D. Speed
  - E. Agility
3. Improve perceptual motor skills ( 2.5 Gr.2 A 2,4,5,10 B 1-5: Gr.4 A 2-6 B 1-4: Gr.6 A 1-3 B 1-4, 6 Gr.8 A 1-7 B1-3: Gr.12 A 1-5 B 1-2 )
  - A. Spatial orientation
  - B. Balance
  - C. Kinesthetic
  - D. Coordination
  - E. Rhythm
4. Improve sport skills ( 2.5 Gr.2 C 1 D 1-2 E 1: Gr.4 C 1 D1-2 E 1: Gr.6 C 1 D 1-3 E 1: Gr.8 C 1 D 1-2 E 1: Gr.12 C 1 D 1-2 E 1) ( 2.6 Gr. 8 C 1: Gr. 12 A 1 C 1-2 )
  - A. Individual sports
  - B. Team sports
5. Develop problem solving and team building skills. ( 2.5 Gr.2 A 7-9 B 4-6 C 1: Gr. 4 A 3, 7-10 B 5-7: Gr.6 A 3 B 5-8 C 1: Gr.8 A 4, 6-7 B 4 C 1: Gr.12 A 2-5 B 2-3 C 1

## **KNOWLEDGE**

The student will develop an understanding of ( 2.5 Gr.2 A 10 B 1-6 C 1 D1-3: Gr.4 A 1-10 B 1-8 C 1 D 1-3: Gr.6 A 1-8 B 1-8 C 1 D 1-3 Gr.8 A 1-7 B 1-5 C 1 D 1-2: Gr.12 A 1-5 B 1-4 C1 D 1-2 )

1. Body awareness and its relationship to specific skills.
2. Movements necessary to achieve success with specific skills.
3. Basic concepts (i.e. over, under, around).
4. Sports strategies.
5. Rules and regulations.
6. Safety precautions within the program.
7. When to respond to starting and stopping signals.

## **BEHAVIOR**

The student will: ( 2.2 Gr.2 A 4 E 1-2: Gr.4 A 4 E 3: Gr.6 A 4 E 4 Gr.8 A 4 E 3: Gr.12 A 4 E 1-2 )

1. Participate in activities which will reduce the identified handicap.
2. Develop positive peer relationships.
3. Participate cooperatively in group activities.
4. Demonstrate age appropriate behavior.
5. Listen during teacher lecture and demonstrations.
6. Participate in all activities to the best of his/her ability.

## **ATTITUDE**

The student will: ( 2.2 Gr.2 D 1: Gr.4 D 1-2: Gr.6 D 1-2: Gr.8 D1: Gr.12 D 1

1. Experience physical education in a creative, successful manner.
2. Enjoy participation in physical activities.
3. Improve his/her self-image.
4. Display an interest in and an understanding of the differences among individuals and their ability to perform tasks.

## ACTIVITIES

Students participate in a variety of activities which are individualized and focus on the identified deficit skill area. Modifications of activities are made to meet the needs of each participant. Skills and concepts are taught through various adapted activities and games to promote motor development and fitness. The following sports and activities may be included as components of a specific student's program.

Aerobics  
Agility  
Apparatus  
Badminton  
Balance  
Basketball  
Bowling  
Flag Football  
Frisbee  
Golf  
Handball  
Hockey  
Horseshoes  
Juggling  
Kickball

Modified Games  
Obstacle Courses  
Paddle Activities  
Physical Fitness  
Project Adventure  
Relays  
Rhythm and Dance  
Rope Skipping  
Scooters  
Shuffleboard  
Soccer  
Softball  
Speedball  
Table Tennis  
Target Throwing

Tennis  
Track and Field  
Tumbling  
Volleyball  
Weight Training  
Yoga

## METHODS OF ADAPTION

Equipment  
Procedures  
Skill Sequence  
Facilities

1. Suggested Equipment Adaptations
  - Large/lighter bat
  - Use of Velcro
  - Larger goals/targets
  - Lower goals/targets
  - Lower nets
  - Scoops for catching
  - Balls in various sizes, weights, colors, and textures.
2. Procedures
  - Modeling of activity
  - Patterns assistance
  - Changes in time limits
  - Oral prompting
  - Changes in space requirements
  - Changes in rules
  - Changing position from standing to sitting when necessary
  - Slowing pace of the activity
  - Provision for increased rest period
  - Use of different body parts
  - Use of students to assist
3. Skill Sequence
  - Mirroring of skill
  - Skills broken down into very small parts
  - Teacher assistance with movement
  - Simplified patterns
4. Facilities
  - Decreased fields or court distance
  - Decrease of playing area
  - Well-defined boundaries

## **SUGGESTED ADAPTION OF ACTIVITIES**

The following suggestions are based upon activities and sports which can be used in adapted program for individualized instructions. Some of the activities and sports have been combined when adaptations are similar.

### 1. Aerobics/Agility/Balance/Yoga

- Slow pace
- Reduced number of actions
- Changed locomotor patterns

### 2. Apparatus/Tumbling

- Low beam, instead of high beam
- Vaulting onto or over mats, instead of horse
- Lower parallel bars
- Rope climbing-gripping and holding oneself up, instead of climbing
- Limited tumbling on mats based on physical handicap

### 3. Basketball

- Use of various size balls
- Use of large, lower, or various goals
- Allow steps with ball
- Allow 2 hand dribbling
- Slow the pace of the game
- Allow student in wheelchair to hold ball in legs
- Disregard second violation

### 4. Bowling

- Simplify or reduce number of approach steps
- Use of 2 hands
- Remain at a stationary position
- Use of ramps
- Use of partners
- Allow seated position when applicable
- Give continuous verbal cues, i.e. talk them through it

## 5. Flag Football

- Use a larger, softer football
- Modifications to football, i.e. handle on ball
- Modification of rules and distance

## 6. Frisbee

- Use of a foam frisbee
- Change size of the field
- Closer larger target

## 7. Golf

- Use of club with larger head
- Use of shorter, lighter clubs
- Use of larger ball
- Use of tee on all shots

## 8. Handball

- Use of larger ball
- Decrease court/field size
- Use of larger goal

## 9. Hockey

- Use of softer, larger equipment (Pillow Polo)
- Smaller playing area
- Larger goal

## 10. Horseshoes

- Shorter distance
- Larger horseshoe

## 11. Juggling

- Use of balloons
- Use of lighter, larger, softer balls

## 12. Kickball

- Stationary back of ball
- Allow kicker to sit in chair when needed
- Decrease of base distance
- Use of larger bases
- Increase of ball size
- Adapt rules for outs or strike outs
- Use of wheelchair to propel ball
- Positioning of players based on disabilities

13. Modified Games
  - See general adaptations of facilities
14. Obstacle Course
  - Greater time limit
  - Partner assistance
  - Lower obstacles
15. Paddle Activities/Table Tennis
  - Larger paddles
  - Larger ball
  - Lower net
16. Physical Fitness
  - Modify goals or time requirements based on health problems, disabilities, or limitations.
  - Modification in technique
  - Increased rest periods
17. Project Adventure
  - Greater time limit
  - Partner assistance
  - Lower obstacles
18. Relays
  - Shorter distances
  - Integration of teams
  - Modification of skills
  - Teacher assistance
19. Rhythm and Dance
  - Simplification of patterns
  - Slower tempos
  - Individual teacher assistance
  - Use of chair or wall for stability
20. Rope Skipping
  - Begin with a stationary rope
  - Progress to a swinging rope

21. Racquet sports (Tennis, Badminton)

- Use of larger, lighter balls
- Shorter, lighter racquets
- Larger head racquets
- Lower net, or no net
- Brightly colored balls
- Hit ball off a tee
- Allow drop serve
- Modify rules, i.e. allowing bounces
- Replace badminton shuttle court with balloons.
- Reduce court size

22. Scooters

- Reduce speed
- Increased space between students for safety
- Modified ways to ride scooter

23. Shuffleboard

- Decrease distance
- Larger court

24. Soccer/Speedball

- Reduce playing area
- Use of deflated ball, “nerf” ball or playground ball
- Use of walking instead of running'
- Limit areas of movement
- Wheelchair student can carry ball or propel with chair

25. Softball/Kitten ball

- Use of larger, or smaller bats
- Use of velcro balls and mitts
- Use of softer ball or whiffle ball or whiffle bats
- Use of batting tees
- Shortened pitching and base distance
- Allow student in wheelchair to push ball off tee
- Positioning of players based on disabilities
- Larger, more distinguishable bases
- Modify outs and strike-out rules

26. Target throwing

- Longer targets
- Larger objects to throw
- Distance shortened

27. Track and Field

- Modify distances
- Simplify techniques
- Partner assistance

28. Volleyball

- Use of balloons, beach balls, or other larger, lighter balls
- Allow players to catch ball
- Allow players to throw ball
- Reduce height of net
- Reduce size of playing court
- Allow ball to bounce

29. Weight Training

- Teacher supervised activity
- Individualized program
- Modified grips and techniques

## **METHODS OF EVALUATION**

1. Teacher observation
2. Ongoing informal assessment of student performance
3. Teacher-made tests
4. District screening test

**COMPONENT PARTS OF SKILL TEST AND DESCRIPTION**

**1. PHYSICAL FITNESS COMPONENT**  
**A. ARM STRENGTH (Choose 1)**

Flexed Arm Hang: Hold body on chinning bar, keeping chin above the bar and gripping the bar with palms facing away from the body.

KEY: Percentages based on the Presidential Fitness Test.

Push-ups:

KEY: 5 pts.- straight body  
 4 pts.- small movement  
 3 pts.- drops to stomach  
 2 pts.- hip lift  
 1 pt.- cannot push up

**B. LEG STRENGTH**

KEY: 5 pts.- Jump height  
 4 pts.- 80% of height  
 3 pts.- 60% of height  
 2 pts.- 40% of height  
 1 pt.- 20% of height

**C. ABDOMINAL STRENGTH**

Curl-ups: Lie on back with knees flexed at 90 degrees, arms crossed with hands placed on opposite shoulders, arms close to chest, feet held down. (Timed for 60 seconds)

KEY: Percentages based upon the Presidential Fitness Test

**D. FLEXIBILITY**

V-Sit and Reach: Sit on floor, shoes removed, with the measuring line between legs and soles on the feet placed behind the baseline. The heels should be 8-12 inches apart and the feet are flexed. Partner holds legs flat on the floor, and student slowly reaches forward as far as possible, and touches measuring line, hold for three seconds.

KEY: Based on the Presidential Fitness Test

	Scoring				
	5 80%	4 60%	3 40%	2 20%	1 < 20%
	5	4	3	2	1
	5	4	3	2	1
	5 80%	4 60%	3 40%	2 20%	1 < 20%
	5 80%	4 60%	3 40%	2 20%	1 < 20%

E. ENDURANCE

Mile Run: Record fastest time in minutes and seconds to cover the distance of one mile.

KEY: Based on the Presidential Fitness Test

F. AGILITY (Choose 1)

Agility Jump: Jump with two feet together across one line on the floor, then the next line, and then back over the lines (3 lines marked on the floors, one foot between each). Record number of lines in fifteen seconds.

KEY: 5 pts.- jumping smoothly; does not land on lines  
 4 pts.- jumping smoothly; occasionally lands on lines  
 3 pts.- lands on lines 4 or more times  
 2 pts.- loses balance and pauses  
 1 pt.- problem jumping over lines

Shuttle Run: Two parallel lines 30 feet apart, two erasers on one of the lines. Student runs to erasers, picks one up, runs back to the starting line, places eraser behind line, runs back and picks up second eraser, and runs back across starting line.

KEY: Based on the Presidential Fitness Test

II. PERCEPTUAL MOTOR COMPONENT

A. BALANCE (choose 1)

Stork Stand: Stand on a line on the floor with dominant foot, other leg placed around back of knee on leg. Time for 15 seconds.

KEY: 5 pts.- holds for 15 seconds  
 4 pts.- holds for 10 to 14 seconds  
 3 pts.- holds for 7 to 9 seconds  
 2 pts.- holds for 4 to 6 seconds  
 1 pt.- holds for under 3 seconds

Balance Beam Walk: Walk heel to toe on beam or one line on floor.

KEY: 5 pts.- smooth, fluid walk- straight  
 4 pts.- less fluid & hunched over a bit  
 3 pts.- slower walk & pauses  
 2 pts.- falls off line or beam a few times  
 1 pt.- falls off line or beam more than twice

5 80%	4 60%	3 40%	2 20%	1 < 20%
5	4	3	2	1
5 80%	4 60%	3 40%	2 20%	1 < 20%
<b>Scoring</b>				
5	4	3	2	1
5	4	3	2	1

B. LATERALITY AND BODY PARTS

Identification of body parts: Sitting with eyes closed, touch body parts instructed to touch (left elbow, right knee, right hip, right wrist, left shoulder, etc.)

KEY: 5 pts.- all correct responses without hesitation  
 4 pts.- slight hesitation before response  
 3 pts.- hesitation and one or two missed responses  
 2 pts.- hesitation and three or four missed responses  
 1 pt.- missed most responses

5	4	3	2	1

III. COORDINATION COMPONENT

A. EYE-HAND

Target Throw- Throw a whiffle ball at a target 2' by 2' (20 throws)

KEY: Grades K-2 – from a distance of 5 feet  
 Grades 3-6 – from a distance of 10 feet  
 Grades 7&8- from a distance of 15 feet  
 Grades 9-12 – from a distance of 20 feet

5 pts. – 8 to 10 throws hit target  
 4 pts.- 5 to 7 throws hit target  
 3 pts.- 3 to 4 throws hit target  
 2 pts.- 2 throws hit target  
 1 pt.- 1 throw hits target

5	4	3	2	1

B. EYE-FOOT

Target throw: Kick an 8 1/2" ball at a floor-mounted 4' by 4' target (ten kicks).

KEY: Grades K-2 – from a distance of 5 feet  
 Grades 3-6 – from a distance of 10 feet  
 Grades 7&8 – from a distance of 15 feet  
 Grades 9-12 – from a distance of 20 feet

5	4	3	2	1

C. COMPLEX

Jumping Rope: Jump rope consecutively.

KEY: Grades K-6 – 30 seconds  
 Grades 7&8 – 60 seconds

- 5 pts.- smooth motion, rhythmical and continuous
- 4 pts.- less smooth, break in rhythm
- 3 pts.- substantial breaks in rhythm
- 2 pts.- arrhythmical
- 1 pt.- unable to jump consecutively

5	4	3	2	1

IV. GROSS MOTOR COMPONENT

A. THROWING

Throw a whiffle ball with an overarm pattern for 10 throws.

- KEY: 5 pts.- throws with weight shift at the time ball released, steps with opposite foot, good direction and speed
- 4 pts.- weight shift, less speed and accuracy at throwing, steps unilaterally
  - 3 pts.- throws with one arm but no body shift, less accuracy, no speed
  - 2 pts.- stands still, cannot reach target, loops ball
  - 1 pt.- underarm pattern and pushes ball

5	4	3	2	1

B. CATCHING

Catch a ball thrown underhand from varying levels (10 catches)

- KEY: Grades K-3 – Thrower stands 5 feet away  
 Grades 4-8 – Thrower stands 10 feet away  
 Grades 9-12 – Thrower stands 15 feet away
- 5 pts.- 10 catches
  - 4 pts.- 7 to 9 catches
  - 3 pts.- 5 to 6 catches
  - 2 pts.- 3 to 4 catches
  - 1 pt.- 0 to 2 catches

5	4	3	2	1

C. KICKING

Place kick: Kick a pitched playground ball. Evaluate kicking pattern. (5 kicks)

- KEY: 5 pts.- kicks smoothly, with follow through and arm opposition
- 4 pts.- knee slightly bent on contact, follow through not complete
  - 3 pts.- leg stiff, no follow through
  - 2 pts.- not smooth, losing balance
  - 1 pt.- walk through

5	4	3	2	1

D. STRIKING

Hit a pitched ball with a bat. (5 tries)

KEY: 5 pts.- good pattern, weight transfer, hitting all through center, follow through, good direction

4 pts.- no weight shift, less contact and distance of hit, elbow drops

3 pts.- swings whole body, ball does not travel far

2 pts.- swings up on down with the bat, cannot contact ball often, chops at ball

1 pt.- cannot hit ball, awkward, chops at ball

E. RUNNING

Observe student running 50 yards.

KEY: 5 pts.- smooth movement, arms and legs in opposition

4 pts.- lack of coordination and opposition

3 pts.- slow, without coordination and opposition

2 pts.- shuffle

1 pt.- walk

CRITERION: 80 points total; any student scoring 50 points or below is recommended as a possible candidate for Adapted Physical Education.

5	4	3	2	1
5	4	3	2	1

Figure 2

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION  
 BERKELEY HEIGHTS PUBLIC SCHOOLS  
 BERKELEY HEIGHTS, N.J.

ADAPTED PHYSICAL EDUCATION TEST  
Elementary Schools

SCORE SHEET

Name of Student \_\_\_\_\_ Grade \_\_\_\_\_ School \_\_\_\_\_

<b>I. PHYSICAL FITNESS: (possible score-10)</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>
A. Arm Strength			
B. Leg Strength			
C. Abdominal Strength			
D. Flexibility			
E. Endurance			
F. Agility			
Score			

<b>II. PERCEPTUAL MOTOR COMPONENT: (possible score-10)</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>
A. Balance			
B. Laterality			
Score			

<b>III. COORDINATION COMPONENT: (possible score- 15)</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>
A. Eye-Hand			
B. Eye-Foot			
C. Complex			
Score			

<b>IV. GROSS MOTOR SKILLS</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>
A. Throwing			
B. Catching			
C. Kicking			
D. Striking			
E. Running			
Score			

<b>TOTAL SCORE</b>			
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- CRITERION:
1. 80 points total: Any student scoring 50 points or below is recommended as a possible candidate for Adaptive Physical Education.
  2. If the teacher notes an extreme deficit in one area, the student may be recommended as a possible candidate for Adapted Physical Education.

**FIGURE 2A**

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION  
BERKELEY HEIGHTS PUBLIC SCHOOLS  
BERKELEY HEIGHTS, NEW JERSEY

ADAPTED PHYSICAL EDUCATION PROGRAM

REQUEST FOR PROGRAM APPROVAL

RE: \_\_\_\_\_

DATE: \_\_\_\_\_

Dear \_\_\_\_\_

Your child \_\_\_\_\_ has been recommended for participation in the Adapted Physical Education program for the following reasons:

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This program will offer your child an opportunity to correct, improve, or compensate for difficulties he/she has in identified areas of weakness. Your child will be given assistance in accordance with his/her needs, and every effort will be made to make the program profitable and successful. Discontinuance of the program will be recommended once deficit areas have been remediated.

Your written approval is required prior to the initiation of the program. Please complete the enclosed permission form and return it to me in the envelope provided. If you have any questions about the program or your child's involvement, please contact me at the school.

Yours truly,

Adapted Physical Education Teacher

**FIGURE 2B**

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION  
BERKELEY HEIGHTS PUBLIC SCHOOLS  
BERKELEY HEIGHTS, N.J.

ADAPTED PHYSICAL EDUCATION PROGRAM  
PERMISSION TO INITIATE PROGRAM

RE: \_\_\_\_\_

I have been apprised of the reasons my child is being recommended for the Adapted Physical Education program, and I approve of my child's participation.

\_\_\_\_\_  
Signature of Parent

\_\_\_\_\_  
Date

**FIGURE 3**

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION  
BERKELEY HEIGHTS PUBLIC SCHOOLS  
BERKELEY HEIGHTS, N.J.

ADAPTED PHYSICAL EDUCATION PROGRAM  
NOTIFICATION OF PROGRAM RELEASE

RE: \_\_\_\_\_

DATE: \_\_\_\_\_

Dear \_\_\_\_\_

It is my pleasure to notify you that \_\_\_\_\_ has met the exit criteria for removal from the Adapted Physical Education program. Improvement in your child's performance has been noted in

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Please contact me should you wish to discuss this matter further.

Yours truly,

Adapted Physical Education Teacher

**FIGURE 4**

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION  
BERKELEY HEIGHTS PUBLIC SCHOOLS  
BERKELEY HEIGHTS, N.J.

ADAPTED PHYSICAL EDUCATION PROGRESS REPORT

NAME OF A.P.E. TEACHER \_\_\_\_\_

NAME OF STUDENT \_\_\_\_\_

BIRTHDATE: \_\_\_\_\_

CHRONOLOGICAL AGE: \_\_\_\_\_

A.P.E. PROGRAM: Individual/Group \_\_\_\_\_

Frequency \_\_\_\_\_

Minutes per Session \_\_\_\_\_

CURRENT GOALS/OBJECTIVES	PROGRESS NOTED

\_\_\_\_\_  
Signature of Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Principal

\_\_\_\_\_  
Date

**FIGURE 5**

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION  
BERKELEY HEIGHTS PUBLIC SCHOOLS  
BERKELEY HEIGHTS, N.J.

ADAPTED PHYSICAL EDUCATION HOME REINFORCEMENT PROGRAM

Dear \_\_\_\_\_,

Your child, \_\_\_\_\_, is participating in the Adapted Physical Education program in our school.

The skills your child has been practicing also need to be reinforced at home. This added repetition and practice can contribute to his/her overall growth and development in the program.

So that you may assist your child, I have attached a suggested list of activities to be practiced at home on a regular basis. A recommended time allotment is suggested as well.

If you have any questions or concerns, please contact me at school. Thank you for your cooperation and assistance.

Yours truly,

Adapted Physical Education Teacher