

**Individualized Education Program
(Physical Education Content)**

Student Profile:

Name: Jane Doe

Age: 9 yrs, 5 months, 15 days

Gender: Female

Disability: Cerebral Palsy

Jane has cerebral palsy, which affects her motor abilities as well as her performance in physical activities and fitness. Although there are some physical limitations, Jane was very cooperative and enthusiastic during all aspects of the testing.

Present Levels of Performance:**I. Test of Gross Motor Development (TGMD)–**

	Raw Score	Standard Score	Percentile	Age Equivalent
Locomotor*	18	1	<1	<3
Object Control**	9	1	<1	<3
	Sum of Standard Scores	2		
	Gross Motor Quotient	46	<1	

*Locomotor subtests included the run, gallop, hop, leap, horizontal jump, and slide.

**Object control subtests included striking a stationary ball, stationary dribble, catching, kicking, overhand throwing, and underhand rolling.

Jane's raw scores reflect the totals for the six tests that she performed, based on the type of test (locomotor or object control). Specific performance criteria were established for each of the six tests. Jane's standard scores indicate that she has weaknesses in both areas of gross motor development (locomotor and object control skills). Jane's gross motor quotient of 46 is a composite of the results of the two subtests. In both cases, Jane's percentile rank is <1, which indicates that less than 1% of the standardized sample scored at or below her scores.

Developmentally, Jane's raw scores on the subtests yield an age equivalent of less than 3 years old.

The results generated from the TGMD allow a more individualized program to be devised to increase Jane's motor development in all categories. It is clear that Jane has the motivation to succeed and wants to actively participate in activities requiring increased motor functioning. The deficiencies demonstrated in the tests can be the focal point of Jane's program, whether it is within the adapted physical education program, or as part of the general physical education curriculum.

II. Brockport Physical Fitness Test (BPFT) –

- a. Aerobic Functioning (Aerobic Behavior)
- b.

Test	Score	Specific Standards
TAMT (Target Aerobic Movement Test)	7 minutes	15 minutes

The TAMT is a modification for the test of aerobic functioning. It measures the ability of students to exercise at or above a recommended target heart rate (THR) for a time period of 15 minutes. Any physical activity can be used as long as the activity allows them to reach a minimal target heart rate (THR) and to sustain this heart rate. This is a pass/fail test item. It is clear by Jane's recorded score of 7 minutes that she was unable to stay within or above her THR for the 15 minutes. The implications for this test include increasing Jane's ability to sustain moderate physical activity for more than 7 minutes. Aerobic capacity is something that can be improved. Fitness and aerobic exercise is included in the daily Physical Education curriculum, the adapted physical education program, as well as in afterschool activities. Jane's has the ability to use some of her stronger locomotor skills to increase her fitness and activity levels.

b. Musculoskeletal Functioning (Flexibility or Range of Motion)

Test	Score	Specific Standards
Modified Apley	2	3
Modified Thomas	1	2

The Modified Apley test was chosen to test Jane's range of motion and upper body flexibility. Jane scored a 2 on this test, which indicates that she was able to touch the top of her head. The desired score with the Apley test is a 3 (able to touch the superior medial angle of the opposite scapula). Flexibility is vital in physical activity and it is clear that the symptoms of cerebral palsy (muscle tightness and joint contracture) limit Jane in this particular area. With decreased flexibility, it is apparent that Jane is unable to extend her right arm or perform a natural gait in walking and/or running. Although flexibility is not specifically needed in many of the sports or games, it is a key component for success in many locomotor and manipulative skills (object control).

The Modified Thomas test is designed to assess the length of the hip flexor muscle, which is on the anterior part of the upper leg. Jane scored a 1 (on a scale of 0-3). This shows that there is distinct tightness in the hip flexor muscle, and again is a measure of flexibility. This score directly correlates with the difficulties observed in the leaping and running subtests of locomotion. With tight hip flexors, Jane is unable to fully extend in her gait. Certain rehabilitative techniques, stretches, and exercises can increase the flexibility in the pelvic area.

III. Special Olympics Sports Skills Assessment –

a. Basketball (Individual Assessment For Team Play)

Skill	Score	How Score Reflects Skill Level of Athlete
Ball Handling	2	Has difficulty dribbling and catching
Passing	2	Has difficulty completing a pass/short pass to a teammate.

Movement	2	Maintains a stationary position; does not move to a loose ball.
Game Awareness	0	
Shooting	0	
Rebounding	2	No understanding of rebounding positions or principles, often beaten to a missed shot.
Total Score	8	
Overall Rating	1	Total score divided by 6 (skills)

b. Softball (Individual Assessment)

Test Item/Skill	Pre Score/Skills Performed Successfully
1. Throwing/Pitching	Attempts to throw the softball
	Throws the softball in any direction
	Throws the softball in desired direction.
	Throws the softball underhand into a target.
	Throws the softball overhand into a target.
2. Catching	Attempts to catch a softball
3. Batting	Attempts to hit a ball off batting tee.
	Hits ball of batting tee in any direction.
4. Base Running	Walks to first base.
	Attempts to run to first base.
	Runs to first base.
5. Knowledge of Softball	No skill observed.
6. Softball Participation	Attempts to participate in softball
	Participates enthusiastically.
Pre Score	13 (Skills Performed Successfully)

- 1-13 Beginner**
- 14-26 Rookie
- 27-39 Winner
- 40-50 Champ
- 51-62 Superchamp
- 63-75 Superstar

Summary:

Jane is a very motivated individual who appears to love being active and participating in sports.

The effect of the cerebral palsy on her ability to participate, especially in the general education

curriculum (general physical education class) is very apparent after conducting the numerous tests on her. Although the tests are based on performance criteria and norms that are pre-established, Jane has also been observed in more authentic settings. Her physical limitations (especially on the right side) inhibit her from being able to partake in many of the team sports, individual sports, and fitness activities in the general physical education setting. The lower performances in the tests for aerobic and musculoskeletal functioning parallel Jane's inability to complete basic locomotor skills. Most of the tests performed relay information regarding the psychomotor domain, but a few of the Special Olympics tests assessed Jane's awareness and understanding of concepts in the game setting. She showed distinct weaknesses in this area as well. The affective domain was not assessed as much because the tests were not done in authentic settings. However, Jane's eagerness to please and positive attitude will carry her a long way.