

IsPOD

Modifying FITNESSGRAM 9



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Adapting FITNESSGRAM 9

- ALL students should be tested
- Students should complete regular FG items whenever possible
- If an item is adapted or not completed be sure to enter the correct code
- Every student should be tested with *as little support or assistance as possible* to maintain the integrity of the test
- When making *any* modification or adaptation to test items, **DOCUMENT** what you did so it can be replicated



Trainer Notes:

- All students, even students who are medically fragile, should complete all test items they can. If this means simply getting their BMI, that is fine. For students who use wheel chairs, height and weight may be acquired from the special education teacher, medical records (with consent), parents, or the enlisted help of the school nurse or other therapists.
- Just because a student receives adapted physical education services or has special needs does not mean that you have to adapt the FG test. If a student is able of performing in a test item as written in the FG test book, then that student should complete the test item without adaptation. This does not mean that the student should only take test items that he or she will be in the HFZ. We test many students who are able to complete a test item, but who will not be in the HFZ. Not being the HFZ is not a reason for adapting a test. Test items should never be adapted for students without disability.
- There are only three reasons a test item should be left blank. We will discuss those reasons on the next slide. However, if a test item is left blank it is critical that you enter the correct code for the student.

Adapting FITNESSGRAM 9

General adaptations, consider using:

- Visual prompts,
- Additional practice,
- Peer buddy to demonstrate,
- Picture symbols to depict skill & expectations
- Adult assistance (documented)
 - Break skill down into steps
 - Verbal
 - Physical



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Blank Test Items, acceptable...

Acceptable reasons for a blank test item:

- Test was adapted due to long-term, chronic medical condition or special need
- Test was not completed due to short-term medical condition
- Test was not completed due to excessive student absence



Trainer Notes: These are the only reasons you should ever leave a test item blank. No score (a blank field) is shown as an incomplete. DO NOT enter a zero because this will be read as a score of zero and result in a “needs improvement” for that test item.

- If a student has a long-term, chronic medical condition or special need (i.e. blindness, paralysis, etc.) then it may be necessary for you to adapt some test items. For example, a student who uses a wheel chair may or may not be able to complete the FG push-up test, but he or she may be able to do wheel chair push-ups or some other variation of the test. Administer the adapted test to the student, but DO NOT enter these scores into FG. The software will not be able to compute that a different test was given so give no score at all. When the student and/or parent reports are printed hand write the test given and the student score or make a note of “see attached” and attach a sheet explaining the adapted test(s) given and their score(s).
- It may be necessary for a student not to participate in a test item due to a short-term medical condition such as a broken arm. With parental consent this student may be able to complete most of the test items, but it will be necessary for him/her to sit out for some of the items. Again, leave the appropriate fields blank (DO NOT enter any zeros) and enter the correct code.
- If a student is absent for testing every effort should be made for that student to make-up any test items missed. However, in the instance of excessive student absence (i.e. one month) it may not be possible for you to make up all missed test items. In this instance, leave the appropriate fields blank (DO NOT enter any zeros) and enter the correct code.

Trainers – Be sure to encourage teachers to communicate with parents in the instance of a short-term medical condition. It is important that they gain permission to have the student complete any test items especially if the student has a doctor’s note excusing him/her from physical education classes. In the case of a broken arm the student should be able to complete all test items except push-ups with parental consent. Even if a student has a medical note due to a prolonged illness or hospitalization he or she should be able to complete the flexibility tests, BMI, and maybe even the strength tests if the teacher takes the time to discuss this with parents. There will also inevitably be questions about the “one month” rule. Emphasize that this is simply a rule of thumb and that it is expected that every effort (within reason) is made to ensure every student has a chance to complete the full FG test.

Blank Test Items, unacceptable...

Unacceptable reasons for a blank test item:

- Student refusal to participate
- Parent refusal to participate
- Absence on test date



Trainer Notes: Other instances may occur that prompt a blank test item. In these instances there is no code and therefore a score should be entered – a score of zero.

- If a student refuses to participate, then he or she should be given a zero on all appropriate test items. Students do not get to opt out of math or science tests; neither do they have that option in physical education class. Therefore, refusal to participate will result in a score of zero. However, if a student has a behavioral problem or his/her refusal to participate is due to a special need (either of which is documented in the student IEP) then the field for which the student refused to participate may be left blank and the appropriate code entered (same as a long-term medical condition).
- As with the above example if a parent requests that his/her child not participate in the testing process (not due to medical reasons) then scores of zero should be entered. Explain to the parent(s) that the student will be scored zero on any and all test items not participated in, explain the importance and reasons for fitness testing, and the confidentiality of scores. If the parent still refuses, enter zeros.
- One or two absences is not an excuse for a test item being left blank. The absence must be excessive as explained in the previous slide.

FITNESSGRAM Adaptations

Aerobic Test/Pacer 15M: Adaptations listed from least change to greatest change.

Modified Slightly (without changing test = score!)

- Visual cues (signs, arrows, blinking light, interpreter, etc.)
- Demonstrated and/or audible cadence (adult running or walking with student)
- Guide rope or wire for Visually Impaired (VI) students
- Peer or adult assist
- Tethered run for VI students
- Guided Run for VI students



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FITNESSGRAM Adaptations

Aerobic Test/Pacer 15M (con'd)

For non-traditional mobility (creep, crawl or arm/leg movements, etc.) document, obtain baseline and compare

Adaptations (test has been changed = document)

- 90° turn instead of a 180° turn (student moves in a 15M X15M square)
- Allow increased time to get from line to line
- Use decreased distance (less than 15M)
- Run every other lap
- Run and/or walk until tired without following a cadence (time and count laps)



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FITNESSGRAM Adaptations

Aerobic Test/Pacer 15M

Adaptations (con'd)

- Use mobility devices (wheelchair, walker, gait trainer, crutches, etc.)
- Use alternate means of locomotion (crawl, creep, roll, scoot-use best means of independent locomotion)
- Use alternate means of locomotion (crawl, creep, roll, scoot-assisted for support only not forward momentum)

FITNESSGRAM Adaptations

Curl Up (assumed position: both knees flexed/arms on floor, otherwise document)

- Hold feet
- Hands sliding on thighs
- Adult assistance
- Crunch
- Assisted pull to initiate movement
- Seated in wheelchair
 - double knee lift or
 - single knee lift

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Can use positioning mat or wedge for training/practice

FITNESSGRAM Adaptations

Push-ups

- Proper position = partial lowering (record number of repetitions)
- Isometric (Plank) position = (record time)
- Reverse push-up: begin by lying on floor ⇒ rising to proper push-up position
- Modified push-up on knees
- Reverse push-up on knees = begin by lying on floor ⇒ come to modified push-up position on knees
- Push up from floor up to hands & knees ⇒ back to floor

FITNESSGRAM Adaptations

Push-ups (con'd)---THINK/TRY

- Incline push up: progress from wall ⇒ rail
⇒ aerobic block(s) ⇒ step ⇒ floor--vary height as needed to increase the difficulty
- Seated push-up in wheelchair (from armrests)
- Seated 'push away' for students in wheelchairs (record number in set time period)
- Supine chest press (with/without resistance, theraband, etc.)

FITNESSGRAM Adaptations

Trunk Extension---THINK/TRY

- Hold feet down while student lifts upper body
- Student, in prone, stretches hands out in front
- Student, in prone, places hands under shoulder
- Assisted lift to initiate movement

FITNESSGRAM Adaptations

Sit-and-Reach (record distance displaced)

- V sit and reach
- Figure 4 sit and reach (do not allow external rotation of the knee)
- Long sit independently = measure stretch forward or time long sit
- Long sit with back to wall = measure stretch forward or time long sit

FITNESSGRAM Adaptations

Sit-and-Reach con'd (record distance displaced)

- Seated in wheelchair=position legs at seat height & reach forward toward feet
- Seated in wheelchair=reach forward & down
- Standing toe touch=straight legs

FITNESSGRAM Adaptations

Body Mass Index:

Height: Lay student on mat if they are unable to stand erect without support.

Weight: For non-ambulatory students use these *school-based* resources to obtain accurate weight:

- Adapted Physical Education (APE) Specialist, if available
- EC Nurse/School Nurse
- School Physical Therapist (PT)
- EC teacher and other EC support staff to assist with lifting/positioning

FITNESSGRAM Adaptations

Body Mass Index:

Weight (con'd)

For non-ambulatory students use these resources *outside of school* to obtain accurate weight:

- Parent (may be able to send copy of height and weight from latest physical)
- Student's Pediatrician (if parent has given consent to contact directly)



Most lifts have a digital scale attachment available, although pricey (\$940-1,700)

Additional Information

Please contact IsPOD at www.ispod.info for additional resources for modifying FITNESSGRAM® tests and requesting additional support.

