

Suggested Modifications for Children with Disabilities for the FITNESSGRAM

Aerobic Capacity

General Accommodations

* PACER

1. Does not have to follow cadence.
2. Go up, and wait for peers to go up and back, then join peers again going back.
3. Walk one and run one (same if in wheelchair).
4. Run (push wheelchair) with a partner who can help with cadence and encouragement.
5. Set individual goals for child with disabilities (challenging but realistic).

* One Mile Walk/Run Test

1. Run (or push wheelchair) width and walk length (or vice versa).
2. Have smaller targets such as cones every 100 yards that child can run to and touch, then rest, then run to next cone.
3. Hold a bean bag and run drop it into bucket 100 yards away. Then pick up another bean bag to run and drop into another bucket 100 yards away.
4. Run (push wheelchair) with partner who can help with pace and encouragement (child who is blind can hold hands with peer or can hold a small rope between peer and child who is blind).
5. Set individual goals for child with disabilities (challenging but realistic).

Upper Body Strength and Endurance

General Accommodations

* 90 Degree Push-Up

1. Put something under child such as a book to make the distance the child has to go shorter.
2. Do reverse pushup - start in up position and slowly go down trying to resist flopping to the ground; repeat.
3. Have something on the back like a book to help get a feel for a straight back.
4. Put marks on the floor to help child understand correct hand position.
5. Physically assist child a few times to help get into correct position.
6. Practice against a wall to get correct straight back position.
7. Do modified push-up (knees bent)
7. Have a partner encourage and reinforce child.
8. Set individual goals for child with disabilities (challenging but realistic).
9. Push self up from wheelchair by pushing up in arm rests (similar to dips)

* Modified Pull-Up

1. Physically assist child to go up and down so child can get a feel for what is expected.
2. Allow child to hang for 1-2 seconds, rest, and then repeat (several times)
3. Have child do pull-ups while standing on chair, but have child try and support as much as self as possible with arms pulling up and down.
4. Have a partner encourage and reinforce child.
5. Set individual goals for child with disabilities (challenging but realistic).

* Flexed Arm Hang

1. Physically assist child to hold position so child can get a feel for what is expected.
2. Allow child to hang for 1-2 seconds, rest, then repeat (several times)
3. Hang while standing on chair, but have child try and bend knees and support as much as self as possible with arms
4. Allow straight arm hang for as long as possible.
5. Have a partner encourage and reinforce child.
6. Set individual goals for child with disabilities (challenging but realistic).

Abdominal Strength
and Endurance

General Accommodations

* Curl-Up Cadence

1. Do without cadence
2. Physically assist a few times to show how to do it correctly.
3. Have visual and tactile cues for where hands should start and how far they should go.
4. Do reverse sit up – start in up position and resist as you fall back to mat. Repeat several times.
5. Allow child to hold onto knees and just lean back and forth to get some work on abdominals.
6. Hold child's hands or hold stick and gently assist child allowing child to do as much work as possible.
7. Have child do sit ups on inclined wedge (or mats) to make it easier to sit up.
8. Have a partner encourage and reinforce child.
9. Set individual goals for child with disabilities (challenging but realistic).

Trunk Extensor Strength

General Accommodations

* Trunk Lift

1. Physically assist a few times to show how to do it correctly.
2. Have visual and tactile cues to help child understand that he/she has lifted arms and legs correctly.
3. Hold for count of 2, rest, then repeat (do several times)
4. Have a partner encourage and reinforce child.
5. Set individual goals for child with disabilities (challenging but realistic).

Flexibility

General Accommodations

* Back-Saver Sit and Reach

1. Physically assist a few times to show how to do it correctly.
2. Start with easy task for success (e.g., touch knees). Then gradually ask child to move farther down leg.
3. Hold for shorter amount of time (e.g., 1-2 seconds), rest, and then repeat.
4. Put tape marks on leg as a visual/tactile goal.
5. Have a partner encourage and reinforce child.
6. Set individual goals for child with disabilities (challenging but realistic).

* Shoulder Stretch

1. Physically assist a few times to show how to do it correctly.
2. Start with easy task for success (e.g., just bring arm). Then gradually ask child to move farther down leg.
3. Hold for shorter amount of time (e.g., 1-2 seconds), rest, and then repeat
4. Put tape marks on back as a tactile cue for child.
5. Have a partner encourage and reinforce child.
6. Set individual goals for child with disabilities (challenging but realistic).

Body Composition (optional)

General Accommodations

* Skinfold Measurement

none needed

* Body Mass Index (BMI)

none needed

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