**Modification Checklist for Fitness Testing**

The following charts provide suggestions for modifying the most common fitness test items. All students should complete test items with as little support or assistance as possible to maintain the integrity of the test. Modifications go from **least** change to **greatest** change. When making *any* modification to test items, document what was done by checking all boxes that apply.

Student: Form Completed by: (PE/APE)

School: Grade: EC Teacher:

Description of Disability:

**PACER – 15m or 20m**

**Modifications Comments/Score**

|  |  |  |
| --- | --- | --- |
|  | Visual cues – signs, arrows, blinking light, interpreter, etc. |  |
|  | Demonstrate and/or audible cadence (adult walking or running with student) |  |
|  | Guide rope or wire for Visually Impaired (VI) |  |
|  | Peer or adult physical assist (hand holding, guided prompt on back, etc.) |  |
|  | Increase time to get from line to line (ie: use 20m cadence for 15m test) |  |
|  | Decrease distance (10m, 5m) |  |
|  | Run every other lap |  |
|  | Run/walk continuously without following cadence (time and count laps) |  |
|  | 90° turn instead of 180° (student moves in 15mx15m or 20mx20m square) |  |
|  | Use mobility devices (wheelchair, crutches, walker, gait trainer, etc.) |  |
|  | Use alternate means of locomotion – independently (crawl, creep, scoot, roll, etc.) |  |
|  | Use alternate means of locomotion – assisted for support, not forward movement (crawl, creep, scoot, roll, etc.) |  |
|  | Table top hand peddler (continuous motion – timed) |  |
|  | Move arms or any able body part (continuous motion – timed) |  |
|  | Use heart rate monitor (non-ambulatory, dependent on adult for mobility) |  |

**CURL UP**

**Modifications Comments/Score**

|  |  |  |
| --- | --- | --- |
|  | Hold feet |  |
|  | Hands slide on thighs (not to top of knee) |  |
|  | Hands slide on thighs to touch top of knee |  |
|  | Crunch |  |
|  | Push off mat with elbow (roll up) |  |
|  | Assisted push to initiate movement (at shoulders) |  |
|  | Assisted pull to initiate movement (at wrists) |  |
|  | Physical assistance throughout complete movement (pushing at shoulders) |  |
|  | Physical assistance throughout complete movement (pulling at wrists) |  |
|  | Double knee lift – seated on bleacher/wheelchair |  |
|  | Single knee lift – seated on bleacher/wheelchair |  |

Compiled by Lara Brickhouse (Adapted Physical Education: Pitt County Schools)

**PUSH UP**

FitnessGram Modifications cont. Student:

**Modifications Comments/Score**

|  |  |  |
| --- | --- | --- |
|  | Proper position with partial lowering – record number of repetitions |  |
|  | Isometric (plank) position – record time |  |
|  | Reverse push-up – begin by lying on floor, rise 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 – allow roll up and roll down |  |
|  | Incline push-up – progress from wall rail aerobic block step floor—vary height as needed to increase difficulty |  |
|  | Seated push-up in wheelchair (from armrests) |  |
|  | Seated ‘push-away’ for students in wheelchair – record number |  |
|  | Supine chest press – with/without resistance, theraband, etc. |  |

**TRUNK LIFT**

**Modifications Comments/Score**

|  |  |  |
| --- | --- | --- |
|  | Hold feet while student lifts upper body |  |
|  | Student, in prone position, stretches arms out in front, lifts trunk |  |
|  | Student, in prone position, places hands under shoulders, push up |  |
|  | Assisted touch at forehead to initiate movement |  |
|  | Assisted lift at shoulders to initiate movement |  |

**SIT-and-REACH**

**Modifications Comments/Score**

|  |  |  |
| --- | --- | --- |
|  | V-sit and reach |  |
|  | Allow external rotation of knee |  |
|  | Hold knee down, keep leg straight |  |
|  | One hand reach |  |
|  | Long sit (legs straight) independently – measure stretch forward or time |  |
|  | Long sit (legs straight) with back to wall – measure stretch forward or time |  |
|  | Hurdle stretch – count repetitions |  |
|  | Standing toe touch – record distance from fingertips to toes |  |
|  | Standing V stretch – record distance from fingertips to floor |  |
|  | Seated in wheelchair – position legs and feet at seat height, reach forward towards feet |  |
|  | Seated in wheelchair – reach forward and down |  |

**BODY MASS INDEX (BMI)**

**Modifications Comments/Score**

|  |  |  |
| --- | --- | --- |
|  | Height – lay student on mat if unable to stand erect without support |  |
|  | Weight (for non-ambulatory students) – weigh yourself, weigh yourself holding student, subtract your weight (use only for students you can safely and comfortably hold) |  |
|  | Weight (for non-ambulatory students) – School-based resources: APE Specialist, EC/School Nurse, Physical Therapist |  |
|  | Weight (for non-ambulatory students) – Outside of school resources: Parent/Guardian, Pediatrician (requires consent from parent) |  |

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