

Inclusion in Physical Education: Vermont's Comprehensive Fitness Model for All Students



Vermont Physical Education
Assessment Team

[This Photo](#) by Unknown Author is licensed under [CC BY-NC](#)

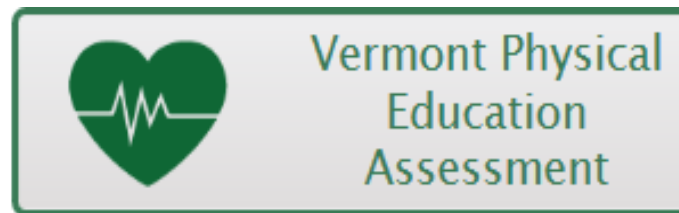
Acknowledgement

The Vermont Physical Education Assessment (VTPEA) was collaboratively designed with the lens of equity and inclusion to celebrate all students. The Agency of Education would like to thank and acknowledge the support and commitment of partners:

- *Scott Wikgren, Human Kinetics*
- *Dr. Cathy Houston-Wilson, SUNY, Brockport, NY*
- *The Cooper Institute*
- *The Presidents Youth Fitness Program*
- *Vermont Physical Educators*
- *Vermont Alt-VTPEA Advisory Team*

VTPEA Mission Statement

Vermont's physical fitness education program serves to provide feedback to local education agencies on program development and to ensure that all students are given the opportunity to develop life-long and life-enhancing healthy fitness habits. In Vermont's fitness assessment suite, there is an expectation that all children can participate at some level and to some degree of success. With a focus on the whole being, Vermont embraces the unique contributions every child brings into a fitness program that truly celebrates all children.



ESSA and the VTPEA

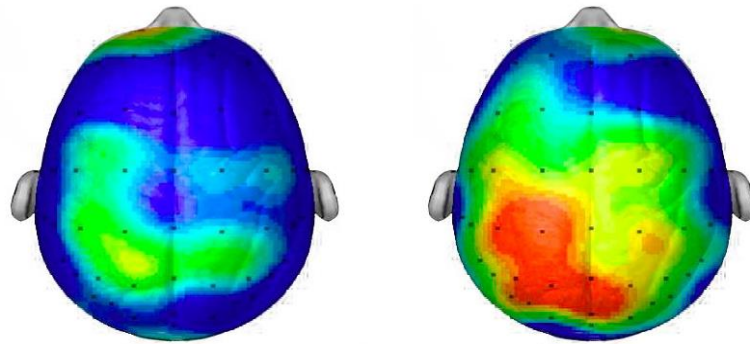
School health and physical education are now identified as part of a student's "well-rounded education".



Why report on the Health-Related Fitness?

- **Equity** – To assure all students can obtain and maintain lifelong health-related physical fitness
- **Improve and enhance the health of our students!**
 - Healthy students are better learners
 - Healthy students have fewer discipline problems.

Composite of 20 student brains taking the same test

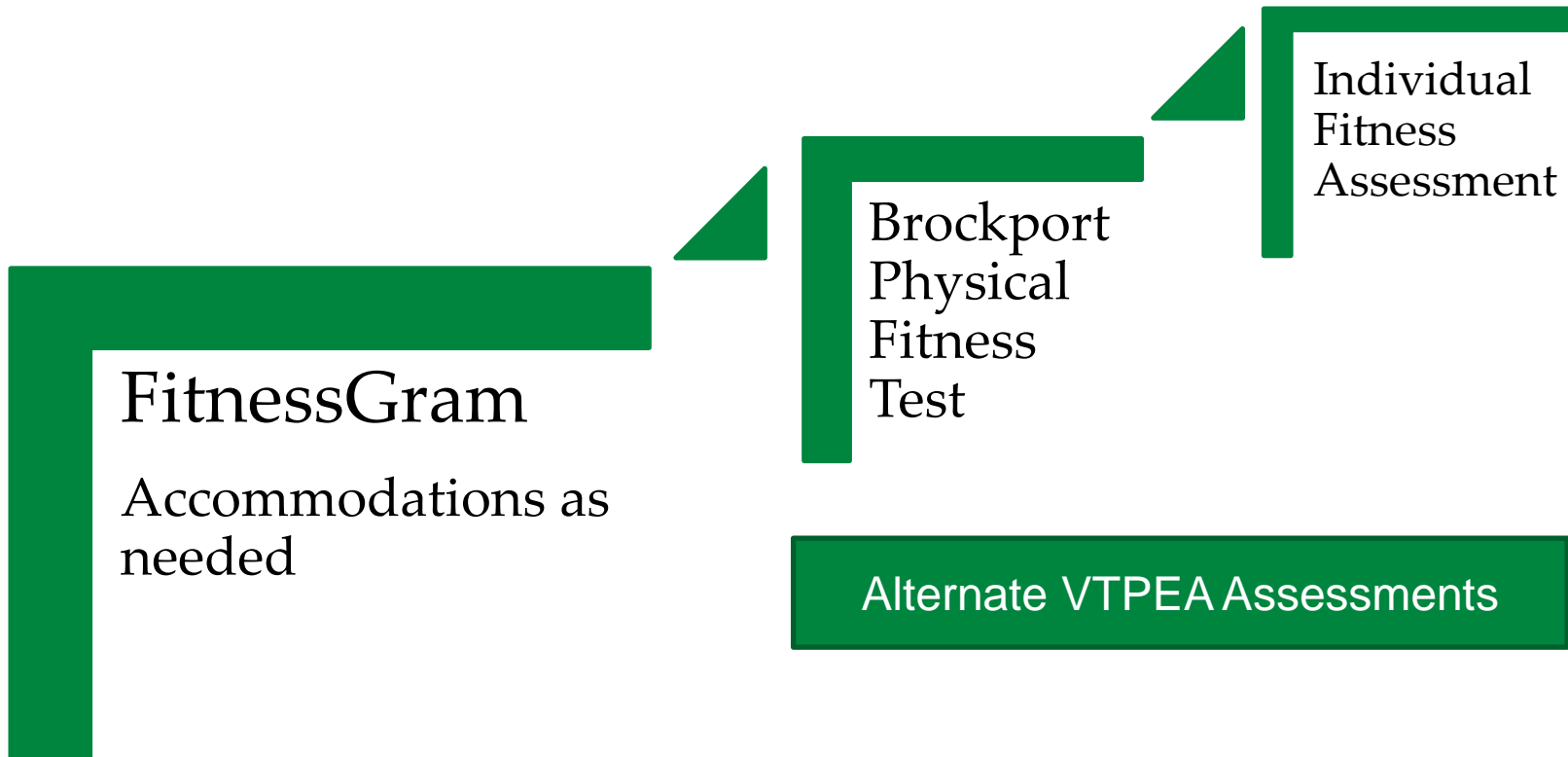


After sitting quietly

After 20 minute walk

Research/Scan compliments of Dr. Chuck Hillman University of Illinois

VTPEA Suite



Test Information

- All students in grades 4, 7, and 9
- Test Window: April – May each year.
- Administered by trained and certified physical educators with support from special educators or health care specialists
- VTPEA performance data is reported to the Agency of Education in early June each year

- FitnessGram is a research-based health-related youth fitness assessment
- FitnessGram protocols can be used to collect student data for the required domains
- Items are scored using criterion-referenced standards
- Students who perform regular physical activity should be able to achieve a score that places them in the Healthy Fitness Zone



FITNESSGRAM[®]
The Cooper Institute[®]

[This Photo](#) by Unknown Author is licensed under [CC BY-SA](#)

FitnessGram Assessments

FG Assessment	Aerobic Capacity	Abdominal Muscular Strength/Endurance	Upper Body Muscular Strength/Endurance	Flexibility
PACER Run	X			
Mile Run	X			
Mile Walk	X			
Push-up			X	
Curl-up		X		
Sit-n-Reach				X
Shoulder Stretch				X
Flexed Arm Hang			X	
Modified Pull-ups			X	
Trunk Lift				

VTPEA Accommodations

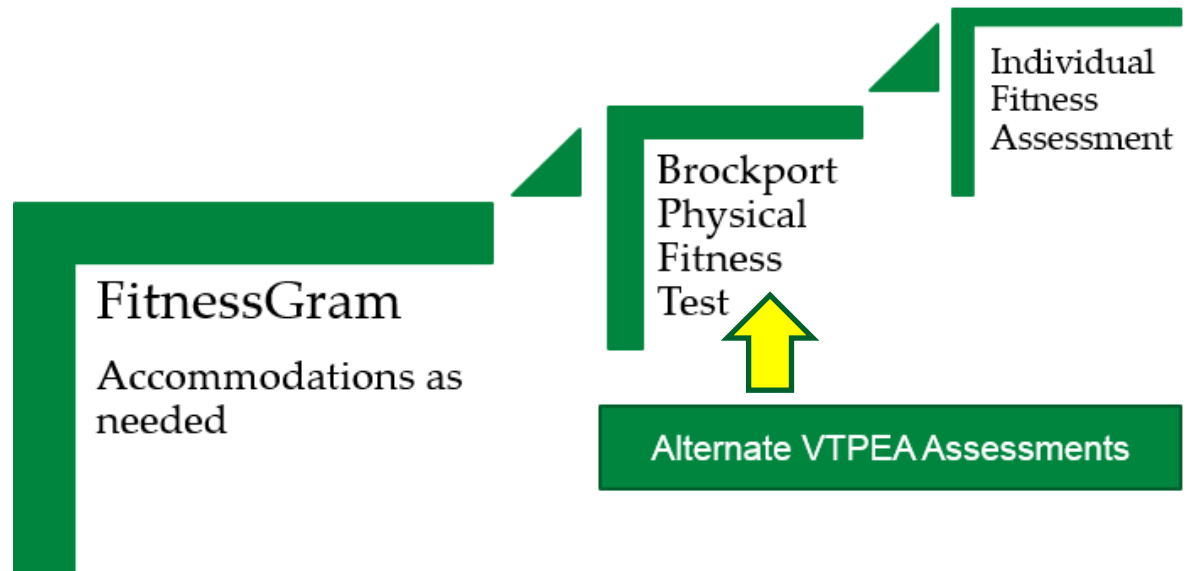
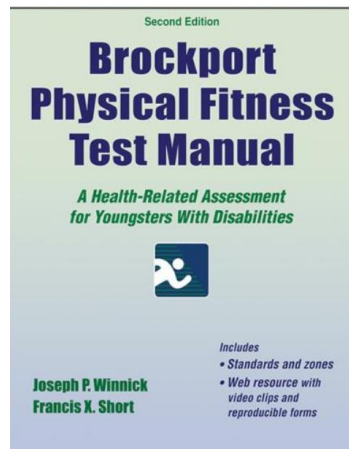
FitnessGram

Accommodations as
needed

- Accommodations don't change *the assessment!*
- Accommodations are changes that remove barriers and provide equal access to the assessment.

Brockport Physical Fitness Test

The Brockport Fitness Test (BPFT) is compatible with FitnessGram and is a health-related, criterion-referenced fitness test used to assess students in five disability categories.

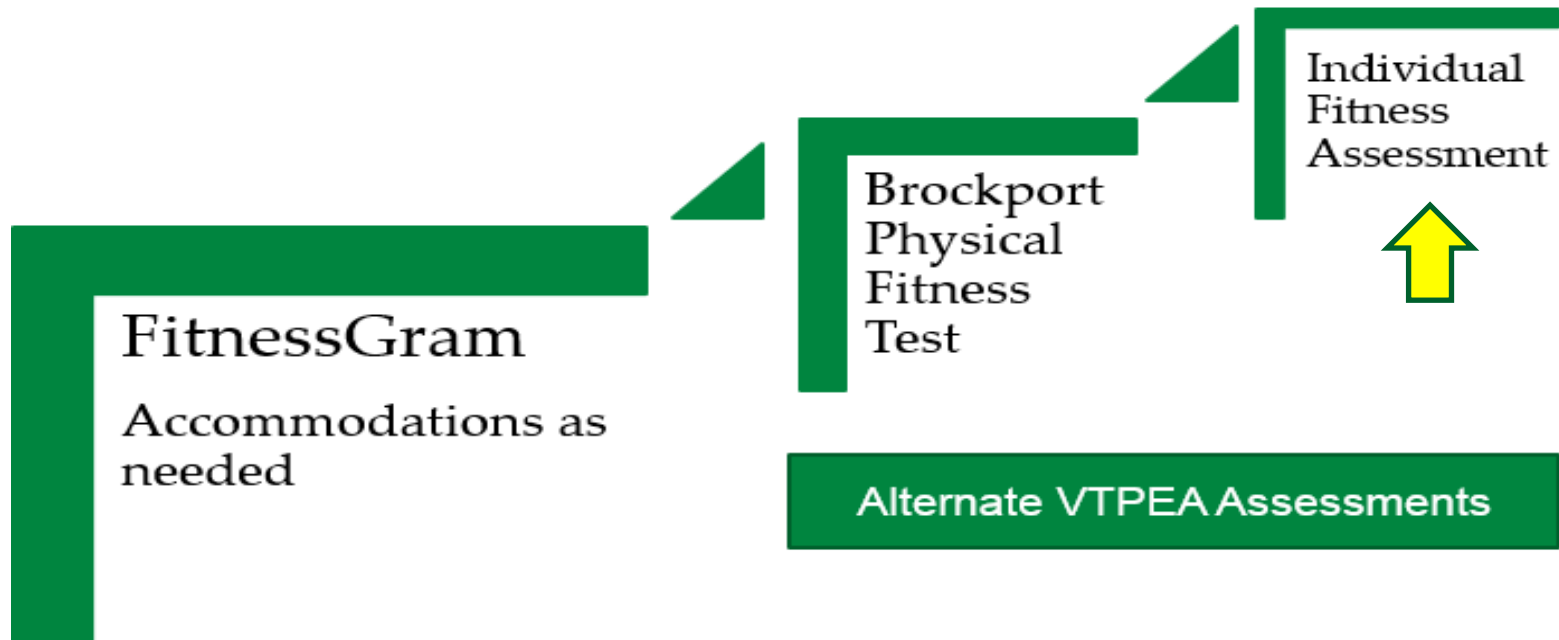


BPFT Features

- Focuses on both health-related fitness and functional fitness
- Standards are developed for students ages 10-17 with the following disabilities:
 - Cerebral Palsy
 - Congenital Anomalies and Amputations
 - Intellectual Disability
 - Spinal Cord Injuries
 - Visual Impairments

Individual Fitness Assessment (IFA)

For students, whose disabilities prevent access to either the FitnessGram or the BPFT protocols even with appropriate accommodations



IFA

Personalized fitness assessment designed
by professional decision-making team!





Ability-Based Collaborative Decision

- ✓ Safety
- ✓ Can Do
- ✓ Team Collaboration
- ✓ Informed Decisions



Steps for Designing an IFA Protocol

Step 1: Design the IFA one protocol at a time. The first step is to select a domain to start with.

Step 2: Why is the student unable to demonstrate this with FitnessGram or BPFT with accommodations? (What is their physical, cognitive, linguistic, or limitation?)

Step 3: What can the student do to demonstrate the domain? Start by considering BPFT tasks with Alt-Scoring. If that won't work, research and brainstorm tasks that may meet the student's unique characteristics.

Yes/No Does the task idea measure the identified domain?

Yes/No Does the task idea measure skill/ability that leads to life-long health-related fitness?

Yes/No Can you assure the student's safety while doing the task?

Yes/No Is the task sensitive to the student's feelings and self-esteem?

Yes/No Do we have the necessary resources to support use of the task?

Step 4: If you answered **YES** to all Step 3 questions, implement the task using alternate scoring. Prior to the student practice and before the test window, record the student's goal for each domain.

Step 5: If you answered **NO** to any of the above, consider another task.

Step 6: If you have run out of ideas, apply for a medical exemption for that domain.

Step 7: Repeat for each remaining fitness domain.

Designing BPFT or IFA

BPFT Grade: 4

DISABILITY: Spinal Cord Injury

LCI description:


- Lack abdominal
- Normal range from chest up
- can use hand cycle at low resistance
- overweight
- nerve loss

Assessment Activities + Goals

<p>Aerobic Capacity</p> <p>Hand cycle</p> <ul style="list-style-type: none"> • Sustain for 3 minutes but try to get to 15. 	<p>Upper Body MSE</p> <p>Grip strength</p>
<p>ABDOMINAL MSE</p> <p>Medical Ex.</p>	<p>FLEXIBILITY</p> <p>Target stretch TEST (minus knee extension)</p>

LCI description: Multiple seizures throughout the day, low spatial awareness, low gross motor skills, low functioning, impulsive

Assessment Activities + Goals

<p>Aerobic Capacity</p> <p>The student will complete 5 laps, jogging or walking, around the perimeter of the gym within 5 minutes.</p>	<p>Upper Body MSE</p> <p>The student will pull their body weight on a scooter, by using hand over hand motion for a distance of 20ft.</p>
<p>Abdominal MSE</p> <p>Modified curl-up* (Brockport)</p> <p>* If student needs their feet held it will be an IFA.</p>	<p>Flexibility</p> <p>Sit & Reach  with both legs straight.</p>

Data Collection

- FitnessGram Data collection
- Alt-VTPEA Data Collection
 - Accommodations
 - Brockport Physical Fitness Test Scores
 - IFA Information and Data

Reports

- Student Reports
 - FitnessGram Student Report
 - Alt-VTPEA Student Report
- FitnessGram Reports
 - Class
 - School
 - District

FITNESSGRAM™

FROM THE PIONEERS OF
CARDIORESPIRATORY FITNESS RESEARCH

Cooper Institute®



PERSONALIZED FITNESS REPORT FOR:
DATE:

AGE: GRADE: D.O.B.:
Teacher:

HOW CAN YOU BE HEALTHIER?

LEARN MORE ONLINE:

Get information on these fitness measurements
and tips for staying in the healthy Fitness Zone at

WWW.FITNESSGRAM.NET

IN PARTNERSHIP WITH



THE NFL MOVEMENT FOR AN ACTIVE GENERATION

1 HEART HEALTH



AEROBIC CAPACITY (VO2 MAX)



2 BODY HEALTH



HEIGHT

WEIGHT

3 MUSCLE FITNESS



PUSH-UPS

GOAL:



CURL-UPS

GOAL:



SIT AND REACH

GOAL:



**VERMONT PHYSICAL
EDUCATION
ASSESSMENT
STUDENT REPORT**



PERSONALIZED FITNESS REPORT FOR:

DATE:

Age :

Grade :

DOB :

Teacher :

HOW CAN YOU BE HEALTHIER?

TALK TO YOUR PE TEACHER
ABOUT WAYS TO INCREASE
YOUR FITNESS

1 HEART HEALTH



AEROBIC CAPACITY (VO2 MAX)



Description:

Goal:

*** TEACHER NOTES**



2 MUSCLE FITNESS



**Upper Body
Strength and
Endurance**



Description:

Goal:

**Abdominal
Strength and
Endurance**



Description:

Goal:

Flexibility



Description:

Goal:

VTPEA Data Use

- Inform Curriculum/Instruction in Health and Physical Education
- Inform School's Wellness Policy
- Personalized Learning Plans
 - Longitudinal Personal Fitness Plans of all students



Required! VTPEA Certification

All educators administering the VTPEA need to be certified. Certification is achieved when the educator

- Attends annual local trainings led by a trained VTPEA trainer.
- Completes the VTPEA Review Modules and passes the VTPEA certification test





Introduction

Welcome to the *Vermont Physical Education Assessment Administration Certification*! This course will help you understand the purpose and process of conducting the Vermont Physical Education Assessment and the Vermont Alternate Physical Education Assessment.

You must complete all modules and the course test to receive your personalized course certificate.

Use the following links to navigate through *Vermont Physical Education Assessment Administration Certification*.



- [Module 1: The Vermont Physical Education Assessment \(VTPEA\)](#)
- [Module 2: Strategies for Inclusion](#)
- [Module 3: FitnessGram](#)
- [Module 4: Brockport Physical Fitness Test](#)
- [Module 5: Vermont Individual Fitness Assessment \(IFA\)](#)

A Look into the Future

- Goal: Have a stable assessment that the field has confidence using to support wellness for all students
- Agency of Education
 - Spring 2022
 - Collect, analyze and audit VTPEA data
 - Motivate school and community programming that support all students
- Local Education Agencies - Goal of 100% student participation

Handouts and Resources

– Handouts included

- Alt-VTPEA Decision Tree
- Learner Characteristic Inventory
- Brockport Physical Fitness Test Planner
- Individual Fitness Assessment Design Form

– Resources

- FitnessGram Manual (5th ed.)
- Brockport Physical Fitness Test Manual (2nd ed.)
- Strategies for Inclusion (3rd ed.) by C. Houston-Wilson

Vermont Contacts

- Gabriel McGann, State Assessment Coordinator: gabriel.mcgann@vermont.gov
- Susan Yesalonia, Health and Physical Education Specialist: susan.yesalonia@vermont.gov
- Linda Moreno, Assessment Coordinator for Special Populations: linda.moreno@vermont.gov
- Ana Kolbach, Inclusion and Accessibility Coordinator: ana.kolbach@vermont.gov



[This Photo](#) by Unknown Author is licensed under [CC BY-SA-NC](#)