

## GROSS MOTOR AND PERCEPTUAL-MOTOR ASSESSMENT REPORT

NAME: Melinda Bright  
SCHOOL: East Elementary  
PROGRAM: L. H. special day class  
ASSESSED BY: Carol Kofahl  
TITLE: Adapted Physical Educator

BIRTHDATE: 04/13/91  
I.E.P. DATE: 05/07/98  
IMPROVEMENT INDEX: 00.09

### BACKGROUND INFORMATION

At the time of testing, Melinda Bright was a female of 7 years, 0 months chronological age, enrolled in a L. H. special day class program at East Elementary. She has been served in Adapted Physical Education since 09/01/94, where the educational focus has been on improving basic game skills and perceptual-motor skills.

Melinda has moderate cerebral palsy which affects her left leg. Balancing on one foot to put on clothing is difficult, her mother reports. Melinda still has difficulty directing her non-CP right side to work when alternating left-to-right-to-left movements. A referral for an Occupational Therapy evaluation is recommended for the IEP Team to consider.

### ASSESSMENT INSTRUMENTS USED

Melinda was tested on 05/01/98 using the DEVPRO Motor Skills Assessment and the Brigance Diagnostic Inventory, Part B . Tests are criterion-referenced and scores are reported in years and months (YY.MM) of developmental age maturity.

### ASSESSMENT RESULTS

Pre-Ambulatory skills. In the supine position, Melinda is able to bang and shake a rattle or toy (00.08). In the prone position, she is able to perform most skills at the mature level, including head raising, rolling to back, crawling, and creeping (01.04). In sitting skills, Melinda is able to perform most skills at the mature level, including sitting in various kinds of chairs and apparatus, and on the floor with legs crossed without support, for longer than 5 minutes (04.00). And in standing skills, she is able to perform most standing skills without support for longer than 1 minute, and is able to rise to standing without help (01.06).

Balance Skills. In static balance, Melinda is able to stand on preferred foot with one hand held for 4-6 seconds (01.06) with right foot preferred for standing support. In stair skills, Melinda is able to descend 3 stairs of 20-cm-depth marking time with one hand on a rail (01.09). In walking balance skills on a level surface, the student is able to walk forward 4-6 steps on a straight 50-mm-wide line without support (03.03). On balance boards she is able to step without help onto a 10-cm-wide balance board and maintain balance on both feet for 2-3 seconds without help (03.00).

Locomotor Skills. Locomotor skills are used in games, relays, and in dancing. Fundamental skills were tested. Melinda is able to jump in place with feet

together without support 1 time (02.06). She is able to flex the support knee in preparation to elevate the body (with or without support) in an attempt to hop on the preferred foot (02.06). She is able to slide 2-5 steps to the preferred side in a developmental pattern with stiff, inconsistent movements acceptable and with both hands held (02.05), and is able to gallop 6-10 steps using an immature pattern with stiff, inconsistent movements (03.09). In running, Melinda is able to run in a late-stage developmental pattern with infrequent falling as the rotary motion of the knee of the recovery leg is under the student's control; arms swing in a nearly horizontal plane (02.00). Skipping is the most difficult fundamental locomotor pattern, requiring the combination of walking, or marching, and hopping with a specific rhythm; Melinda is able to march in place, lifting each knee to hip-height, flexing 90 degrees as a lead-up skill for skipping (03.00).

Object Control Skills. Eye-hand and eye-foot coordination skills and pattern maturity were assessed. Melinda is able to underhand throw using an acceptable late-stage pattern: the ball is brought backward and sideways from the thigh; the arm extends in front of the thigh with palm up and a ipsilateral step forward before the ball is released (05.00), with right hand preferred. She is able to stand behind and attempt to kick a stationary ball (01.09). In striking skills, Melinda is able to strike an object using a paddle, exhibiting an acceptable rudimentary striking pattern: an overarm motion may be random, and the forearm extends downward without any step forward or weight-shift (02.00). In dribbling, she is able to catch a 23-diameter ball 2 consecutive times when dropped by an adult from the student's chest level within easy reach (02.00). And in catching skills with a partner, she is able to catch a 23-cm-diameter ball bounced from 2 m using hands and chest (04.06).

Body Awareness. Directionality and identification of body parts which are being used to perform P. E. skills are useful to the student and teacher. These concepts carry over into other educational areas. In body part identification, Melinda is able to point to at least 28 body parts on self and on another person without prompting, including ankles, arms, back, chest, chin, ears, elbows, eyes, feet, fingers, hair, hands, head, hips, jaw, knees, legs, mouth, neck, nose, shoulders, stomach, teeth, thumbs, toes, tongue, waist, wrists, (06.00). In directionality, she is able to identify at least 14 positional concepts and their opposites, if applicable, including: up/down, in/out, bottom/top, under/over, far/near, stop/go, off/on, high/low, inside/outside, closed/open, above/below, backward/forward, apart/together, front/back, (05.06). In rhythm and dance where awareness of time and space is demonstrated, Melinda is able to approximate an even beat rhythm while using a hand instrument with a model (05.00).

#### TEST DATA SUMMARY / RECOMMENDATIONS

Melinda's relative strengths are in body parts, directionality, and rhythm and dance. Her relative weaknesses are in supine position, static balance and stairs & climbing. Melinda has made great progress in object control skills, especially throwing and catching. She has difficulty with skills that require one foot balance, including standing on one foot, hopping, stairs, and kicking. Her program should include developing her weak left side strength, and teaching kinesthetic awareness of where her arms and head are in space while she is trying to balance. She is eligible for Adapted P.E., recommended at 3 sessions per week, 20 minutes per session to improve one-foot skills.

#### RECOMMENDATIONS FOR NEXT IEP OBJECTIVES

By 05/31/99, with success on 80% of trials as measured by DEVPRO in the test or classroom setting, (1) Melinda will improve in supine position: she will be able to perform most skills at the mature level, including visual focus and basic visual tracking, transferring objects across the midline, intermediate grasp, rolling to stomach, and purposeful arm and leg movements (00.10). (2) She also will improve in static balance: she will be able to stand on tiptoes without help for 7-9 seconds (02.03). Additionally, (3) Melinda will improve in stairs & climbing: she will be able to climb the first step of a slide ladder marking time (02.06).