



Physical Activity Profile of Independence

Name

School Year

Physical Activity Skills Assessed	Page #
Personal Profile	1
Sensory System Responses	2 – 4
Range of Motion	5 – 7
Rudimentary Skills	8 – 9
Fundamental Skills	10 – 11
Personal-Social Skills	12 – 13
Basic Anatomy and Physiology Concepts	14
Bocce (Boccia) Skills	15
Bean Bag Toss (Cornhole) Skills	16
Croquet Skills	17
Rhythms and Dance Skills	18
Wellness and Fitness	19
Bowling Skills	20
Miniature Golf Skills	21
Skee-ball Skills	22
Button Baseball Skills	23
Yoga Skills	24

Student's Name:

Year:

Personal Profile

This page is for the student's individual identifying information such as, but not limited to: mobility equipment, health information, personal interests and dislikes, community involvement, etc.

Student's Name:

Year:

Sensory System Responses

The Student demonstrates an expressive response (facial expression, physical movement, vocalization, or eye movement) to the following sensory stimulations...

Sensory System	Yes	No	Not Sure	Facial Expression	Physical Movement	Vocalization	Eye Movement
Tactile (touch)							
Auditory (sound)							
Visual (sight)							
Vestibular (movement/ balance)							

The student's response to the sensory stimulation was (i.e: eye movement, right arm, etc):

Other Observations (i.e.: the object used, the student's emotional state, something that may have helped

Student's Name:

Year:

Sensory System Responses

The Student demonstrates an expressive response (facial expression, physical movement, vocalization, or eye movement) to the following sensory stimulations...

Sensory System	Yes	No	Not Sure	Facial Expression	Physical Movement	Vocalization	Eye Movement
Proprioceptive (body in space)							
Olfactory (smell)							
Oral Processing							
Interoception (internal sensations)							

The student's response to the sensory stimulation was (i.e: eye movement, right arm, etc):

Other Observations (i.e.: the object used, the student's emotional state, something that may have helped

Student's Name:

Year:

Sensory System Response List

List of the objects or causes are under the correlating heading and the responses displayed as a result of the cause.

SENSE	SEEKS OUT	AVOIDS	ACCEPTS	NO RESPONSE	DETAILS (DISPLAYED RESPONSES)
Touch					
Hear					
See					
Oral Stimulation					
Body in Space					
Body in Movement					
Smell					
Internal Sensation					

Visual Impairment	Yes	No
-------------------	-----	----

Hearing Impairment	Yes	No
--------------------	-----	----

Student's Name:

Year:

Range of Motion

The amount of movement a person has in his/her joints at various areas of the body.

Part of Body	Demonstrated Ability of Movement					
Head rotation	Turns head to one side	Turns head to either side	Shows head movement when looking upwards	Shows head movement when looking downwards	Maintains head control with change in position	
Part of Body	Demonstrated Ability of Movement			Independent	Physical Assistance	Visual Motivator
Shoulder extension	Left arm rotates back at the shoulder	Right arm rotates back at the shoulder				
Right shoulder Flexion	The right arm rotates upward -180 degrees	The right arm rotates upward - 90 degrees	There is some right arm rotation upward			
Left shoulder Flexion	The left arm rotates upward -180 degrees	The left arm rotates upward - 90 degrees	There is some left arm rotation upward			
Right shoulder external rotation	The right arm rotates outward - 180 degrees	The right arm rotates outward - 90 degrees	There is some right arm rotation outward			
Left shoulder external rotation	The left arm rotates outward - 180 degrees	The left arm rotates outward - 90 degrees	There is some left arm rotation outward			

Student's Name:

Year:

Range of Motion Continued

The amount of movement a person has in his/her joints at various areas of the body.

Part of Body	Demonstrated Ability of Movement			Independent	Physical Assistance	Visual Motivator
Right Wrist Range	Brings palm up for extension	Brings palm down for flexion	Rotate wrist in circular motion			
Left Wrist Range	Brings palm up for extension	Brings palm down for flexion	Rotate wrist in circular motion			
Right Elbow Extension	Extends right arm outward – 180 degree	Extends right arm outward – 90 degrees	Extends right arm outward a little, < 90			
Left Elbow Extension	Extends left arm outward – 180 degrees	Extends left arm outward – 90 degrees	Extends left arm outward a little, < 90			
Right Elbow Flexion	Bends right arm inward – 10 degrees	Bends right arm inward – 90 degrees	Bends right arm inward a little, > 90			
Left Elbow Flexion	Bends left arm inward – 10 degrees	Bends left arm inward – 90 degrees	Bends left arm inward a little, > 90			
Right Knee Extension	Extends right leg outward – 180 degrees	Extends right leg outward – 90 degrees	Extends right leg outward a little, < 90			
Left Knee Extension	Extends left leg outward – 180 degrees	Extends left leg outward – 90 degrees	Extends left leg outward a little, < 90			
Right Knee Flexion	Bends right leg inward – 10 degrees	Bends right leg inward – 90 degrees	Bends right leg inward a little, > 90			

Student's Name:

Year:

Range of Motion Continued

The amount of movement a person has in his/her joints at various areas of the body.

Part of Body	Demonstrated Ability of Movement			Independent	Physical Assistance	Visual Motivator
Left knee flexion	Bends left leg inward – 10 degrees	Bends left leg inward – 90 degrees	Bends left leg inward a little, > 90			
Torso rotation	Rotates upper body to the right	Rotates upper body to the left	Leans upper body forward			
Right ankle range	Brings toes towards shin (Flexion)	Brings toes away from shin (extension)	Rotates ankle in a circular motion			
Left ankle range	Brings toes towards shin (Flexion)	Brings toes away from shin (extension)	Rotates ankle in a circular motion			
Right hand extension	Fully opens palm to 180 degrees	Opens palm to half extension	Shows slight palm extension (opening)			
Left hand extension	Fully opens palm to 180 degrees	Opens palm to half extension	Shows slight palm extension (opening)			
Right hand Flexion	Fully closes palm into a fist	Closes palm to half flexion	Shows slight palm flexion (Closing)			
Left Hand flexion	Fully closes palm into a fist	Closes palm to half flexion	Shows slight palm flexion (Closing)			

Student's Name:

Year:

Rudimentary Skills

The early developmental skills that are pre-requisites to complex movements.

Visual perception	Eye gaze at a specific item of interest	Eye gaze to slow moving object horizontally	Eye gaze to slow moving object vertically	Eye gaze to one of two items presented (make a choice)		
Sitting (body posture)	Maintains upright torso with support	Maintains upright torso without support	Sits upright using hands to balance	Sits upright on floor	Sits upright in a wheelchair	Shows righting response if leaning one way
Grasp	Maintains grasp of object placed in right hand	Maintains grasp of object placed in left hand	Grasps items nearby right hand	Grasps items nearby left hand	Maintains grasp of item while arm is moving	
Release	Controlled release of item with right hand	Controlled release of item with left hand	Release of item with right hand at designated target	Release of item with left hand at designated target		
Weight shifting	Rocks side to side while laying on a mat	Rocks side to side in sitting position	Rocks side to side in standing position	Steps from the floor to a 3" high mat	Steps from 3" high mat to floor	
Reaching	Controlled reach with one arm/hand	Controlled reach with two arms/hands	Reaches upward with one or two hands	Reaches across midline with right arm	Reaches across midline with left arm	Reaches to slow moving item across midline
Body rolling	Rocks side to side	Rolls onto side	Rolls from back to front	Rolls from front to back	Completes a full non-stop roll (i.e. back to back)	

Student's Name:

Year:

Rudimentary Skills

The early developmental skills that are pre-requisites to complex movements.


Mobility	Moves body without control, to different location on floor	Uses arms to scoot around on the floor	Uses a gait trainer to take steps	Uses gait trainer to walk non-stop over 100 feet	Walks with limited balance across floor	Walks with balance throughout various settings
Body awareness	Shows a facial expression, body movement or eye gaze when a body part is touched	Isolates right arm/hand movement with control	Isolates left arm/hand movement with control	Isolates right leg/foot movement with control	Isolates left leg/foot movement with control	Uses hands to touch another body part (head, feet, knees, etc.)
Skill				Independent	Physical Assistance	Visual Motivator
Pushing an object <input type="checkbox"/> Not Yet	Extends arm/hand to touch object	Extends one arm/hand to propel object forward	Extends two hands at the same time to propel object forward			
Pulling an object <input type="checkbox"/> Not Yet	Maintains grasp of handle or item against some opposite force pull	Maintains grasp of handle/item and bends arm to bring item closer	Maintains grasp of handle/item with two hands and bends arm to bring item closer			

Student's Name:

Year:

Fundamental Skills

Locomotor, non-locomotor, and manipulative skills that are precursor patterns to more specialized skills used in play, games, and specific sports.

Standing <input type="checkbox"/> Not Yet	Stands with hip and torso support or gait trainer	Stands with a stable support to hold onto	Stands in place on floor for 30 seconds or more	Stands on an inclined surface or ramp	Stands on an unstable flat surface	Stands on an elevated surface 18" wide surface
Walking <input type="checkbox"/> Not Yet	Uses an assistive device to take steps	Uses a gait trainer to walk non-stop over 100 feet	Walks with limited balance across floor	Walks with balance throughout various settings	Walks across various surfaces with changing heights	Changes speed of walking (slow to fast)
Rolling a ball <input type="checkbox"/> Not Yet	Uses one or two hands to push a ball along a flat surface	Propels a ball down a ramp with body part	Grasps ball and releases it down a ramp	Grasps ball and releases it propelling it forward	Shows arm pendulum swing with adult prompts	Shows pendulum arm swing and propels ball forward on the ground
Throwing <input type="checkbox"/> Not Yet	Maintains grasp of an object while arm moves	Grasps and releases an object in a different location	Grasps and releases an object in the forward direction	Brings arm up while grasping an object	Brings arm up while grasping an object and releases it forward	Throws balls towards specific target
Tossing <input type="checkbox"/> Not Yet	 Same Criteria as Throwing Above			Grasps ball and releases it propelling it forward	Shows arm pendulum swing with adult prompts	Shows pendulum arm swing and propels ball forward in the air

Student's Name:

Year:

Fundamental Skills

Locomotor, non-locomotor, and manipulative skills that are precursor patterns to more specialized skills used in play, games, and specific sports.

Catching <input type="checkbox"/> Not Yet	Visually tracks slow moving object towards body	Reaches and grasps stationary object in front	Reaches and grasps slow moving object (rolling or adult manipulated)	Reaches and grasps a slow moving object falling from above	Shows hands and visually tracks a tossed ball, attempts to catch it	Catches a softly tossed beach ball or balloon
Striking <input type="checkbox"/> Not Yet	Visually attends to a stationary object	Moves hand/arm to manipulate light object touching arm/hand	Reaches to light object and manipulates object in any direction	Uses shoulder rotation and a horizontal arm motion to strike light object	Uses upper body twist with shoulder rotation to strike light object	Uses a short implement to strike a stationary object
Kicking <input type="checkbox"/> Not Yet	Self propels wheelchair into a ball or object	Demonstrates self extension of leg	Swings foot making contact with a stationary object	Walks into a stationary ball in pathway without lose of balance	Intentionally kicks stationary ball away	Kicks stationary ball with direction

Student's Name:

Year:

Personal-Social Skills

The expression of feelings and emotions towards other people and the engagement of physical activity and leisure.

Dealing with stress & uneasiness	Tolerates various body positions and postures	Tolerates various auditory stimuli	Tolerates various visual stimuli	Tolerates various tactile stimuli	Tolerates various vestibular stimuli	Tolerates adult interaction and physical assistance/prompts
Facial expression <input type="checkbox"/> Not Yet	Shows happiness with a smile (communicating feelings)	Shows sadness with a frown (communicating feelings)	Looks at facial expression in mirror	Changes facial expression when looking at a mirror	Demonstrates empathy for others showing a happy or unhappy facial reaction	Imitates facial expressions of others
Social interaction <input type="checkbox"/> Not Yet	Watches others interact or play (Unoccupied)	Purposeful and intentionally play without others (Solitary)	Plays in the same area as others without interacting (Parallel)	Plays in the same area as others with the same toys/objects but does not interact with others (Associative)	Plays and interacts nicely with others through communication and sharing (Cooperative)	
Value for physical activity <input type="checkbox"/> Not Yet	Demonstrates a smile and laughter during physical activity	Engages in personally motivating physical activity	Engages in physical activity when prompted by an adult without hesitation	Self-initiates engagement into physical activity	Chooses physical activity instead of an sedentary activity	

Student's Name:

Year:

Personal-Social Skills

The expression of feelings and emotions towards other people and the engagement of physical activity and leisure.

Displayed behaviors <input type="checkbox"/> Not Yet	Demonstrates appropriate use of saliva	Demonstrates appropriate use of hands and feet towards others	Demonstrates acceptance of instruction and participates in the task presented	Given prompts and appropriate communication, abides by a one-step direction	Demonstrates communicating joy for the success of others through vocalization, body movement, or facial expression)
Turn taking <input type="checkbox"/> Not Yet	Acceptance to waiting for a turn	Waits with appropriate behavior for a peer to complete a task	Waits for turn in a designated location	Engages in activity when it is the individual's turn.	Returns to waiting for next turn after completion of taking turn
Advocate for self <input type="checkbox"/> Not Yet	Communicates a preference to participate or not to participate (physical movement, vocalization, eye gaze)	Intrinsic motivation for participation (smiles, laughs, claps, eye gaze, etc.)	Self-initiates participation	Communicates wanting to engage in physical activity (physical movement, vocalization, eye gaze)	Selecting an activity with provided a choice of two.

Student's Name:

Year:

Basic Anatomy and Physiology Concepts

The student's demonstrated knowledge for body part location and ability for controlled movement.

Skill	Criteria to Look For			Independent	Physical Assistance	Visual Motivator
External body part identification <input type="checkbox"/> Not Yet	Recognizes a familiar person	Looks at specific body part on person or image	Touches specific body part on self or image			
Body imitation <input type="checkbox"/> Not Yet	Imitates eye movement	Imitates head movement	Imitates hands and arm movement			
Produces external reactions with body <input type="checkbox"/> Not Yet	Moves head to engage in communication or to communicate	Use arms/upper torso for self-desired purposeful movement	Use arms/hands for purposeful engagement with objects			
Knowledge of growth <input type="checkbox"/> Not Yet	Knowledge of aging sequence infant to adult	Knowledge for where him/herself are in the aging sequence	Knowledge of the body differences between a child and adult			

Student's Name:

Year:

Bocce (Boccia) Skills

Propel a colored ball forward as close to a white target ball to earn points.

Modified with a Ramp/Tube	Skill	Yes	No	Independent	Physical Assistance	Visual Motivator
Grasps the ball	Grasps the ball					
Pushes the ball down the ramp/tube	Propels the ball forward					
Removes hand from the ball, ramp/tube	Propels the ball towards the target					
Identifies the colored ball vs the white ball	Identifies the colored ball vs the white ball					
Maintains attention during the game	Maintains attention during the game					
Waits turn	Waits turn					
Demonstrates an appropriate emotional reaction	Demonstrates an appropriate emotional reaction					

Student's Name:

Year:

Bean Bag Toss (Cornhole) Skills

A lawn game of tossing a square bag of beans/corn towards the hole in a slanted wooden target.

Traditional Skills	Modified Tossing Equipment	Independent	Visual Motivator	Physical Prompts	Full Physical Assistance	Not Performing
Grasps beanbag	Grasps handle of tossing machine					
Propels the beanbag forward	Reaches out to grasp the handle when presented					
Demonstrates a pendulum swing of the arm	Pulls handle to activate the tossing motion					
Propels the beanbag towards the target	Maintains holding the handle through the pulling motion					
Looks at the target as the beanbag approaches	Looks at the target as the beanbag approaches					
Demonstrates an appropriate emotional reaction	Demonstrates an appropriate emotional reaction					
Waits turn	Waits to pull the handle until instructed to pull					

Student's Name:

Year:

Croquet Skills

A lawn game of swinging a mallet to strike a color ball through 9 wickets spread out on the lawn.

Traditional Skill	Modified Swinging Equipment	Independent	Visual Motivator	Physical Prompts	Full Physical Assistance	Not Performing
Shows a functional grasp of the mallet handle	Reaches for the mallet handle					
Stands with balance	Shows a functional grasp of the mallet handle					
Shows a pendulum swing of the mallet	Pulls mallet handle to initiate swing					
Uses the mallet to strike the ball	Strikes ball forward 6 inches towards the wicket					
Strikes the ball towards the next wicket	Releases the mallet handle after performance					
Watches the ball roll to the wicket	Watches the ball roll to the wicket					
When asked, identifies equipment from choice of 2	When asked, identifies equipment from choice of 2					

Student's Name:

Year:

Rhythms/Dance Skills

Moving to music either with specific coordinated and sequenced movements or freely

Skill	Yes	No	Independent	Verbal/Visual Supports	Partial Physical Assistance	Full Physical Assistance
Shows an emotional reaction to music						
Moves body to music						
Moves object with music						
Claps along with music						
Makes a choice of a dance step to add to a sequence						
Communicates preference for a type of music						
Shows a positive emotional reaction when dancing with someone						

Student's Name:

Year:

Wellness and Fitness

Engages in exercise to improve the ability to move, how one feels, and to stimulate cognitive functioning.

Skill	Criteria to Look For				
Muscular Endurance	Grasps an object soft squeezable object for 30 seconds	Grasps a hard smooth object for 30 seconds	Maintains grasp on an object with a reverse tension pull	Maintain an upright sitting position without side support for 30 seconds	Stands on an incline or elevated surface for 2 minutes
Muscular Strength	Maintains holding (hand/arm) a 1 pound	Maintains holding (hand/arm) a 2 - 4 pounds	Maintains holding (hand/arm) a 5 – 8 pounds	Pulls a weighted object inward to self	Pushes a medicine ball off a tee forward
Cardio-Respiratory Endurance	Tolerates 10 minutes on the Quadricisor	Tolerates 20 minutes on the Quadricisor	Tolerates 30 minutes on the Quadricisor	Walks 10 minutes on the treadmill	Walks 20 minutes on the treadmill
Flexibility	Accepts passive stretching	Reaches arms forward to an object in front	Reaches arms upwards	Reaches each arm across the body (midline)	Straightens legs
Lat Pull Down	Accepts full physical support to perform the task	Accepts partial physical support to perform the task	Maintains a grasp of the horizontal bar	Pulls the horizontal bar down and maintains grasp	Pulls the horizontal bar down and hold the bar as it pulls up
Seated Row Horizontal Pull	Accepts full physical support to perform the task	Accepts partial physical support to perform the task	Maintains a grasp of the ring or two rings	Pulls the ring or two rings to chest	Pulls the ring or two rings to chest and maintains grasp to straighten arm

Student's Name:

Year:

Bowling Skills

A leisure activity of rolling a ball towards a target of traditionally 10 pins.

Traditional Bowling	Ramp Bowling Skill	Yes	No	Fully Independent	Visual & Verbal Support	Partial Physical Assistance	Full Physical Assistance
Holds the ball with two hands	Reaches out to the ball						
Places fingers in the holes of the ball	Propels the ball forward						
With the ball in hand, swings arm(s) in a pendulum swing	Produces force to propel the ball down ramp						
Releases the ball forward toward the target	Visually attends to the ball and target						
Visually attends to the ball and target	Shows reaction to propelling ball to target						
Identifies from a choice of 2, the pin and ball	Identifies from a choice of 2, the pin and ball						

Student's Name:

Year:

Miniature Golf Skills

A lifetime leisure activity, using a club to strike a small ball towards a hole (target).

Adaptive Button Golf	Ramp Golf	Traditional Golf	Independent	Visual/ Verbal Support	Partial Physical Assistance	Full Physical Assistance	Yes or No
Moves body part to button	Grasp the ball	Maintains grasp of the club					
Maintains hand over or on button	Maintains grasp to ramp	Stands with balance & ball in front					
Produces enough force to press button	Releases the ball onto ramp	Swings club with pendulum motion					
Attends to the ball and target	Attends to the ball and target	Strikes ball towards target					
Shows emotional response to feedback	Shows emotional response to feedback	Attends to the ball and target					
Identifies a golf ball from a choice of 2 items	Identifies a golf ball from a choice of 2 items	Identifies a golf ball from a choice of 2 items					

Student's Name:

Year:

Skeeball Skills

A recreational leisure activity of rolling a ball up an incline lap towards multiple holes with different point values assigned to them. The object is to score as many points as possible.

Traditional Skeeball	Modified Skeeball	Independent	Visual/Verbal Support	Partial Physical Assistance	Full Physical Assistance	Yes or No
Grasps the ball	Reaches to the handle					
Propels the ball forward	Grasps the handle					
Use underhand pendulum arm motion	Maintains grasp of the handle					
Propels the ball towards the target	Produces the force to pull the handle					
Maintains attention during the game	Attends to the ball and target					
Waits Turn	Shows emotional response to feedback					

Student's Name:

Year:

Button Baseball Skills

A recreational video game; of pressing an assistive technology button to activate the player on the screen to perform an offensive or defensive play.

Skill	Independent	Verbal/Visual Support	Partial Physical Support	Full Physical Support	Yes/No
Reaches to the button					
Uses body to produce enough force to press the button					
Demonstrates controlled pressing of the button					
Presses the button in coordination with his/her turn.					
Uses visual or auditory sense to attend to the screen					
Demonstrates an appropriate emotional reaction					

Student's Name:

Year:

Yoga Skills

A Lifetime physical activity focused on the physical, mental, and emotional well-being through slow body movements and stretches.

Skill	Yes	No		
Shows enjoyment for calm sounds				
Demonstrates controlled calm deep breathing				
Skill	Independent	Verbal/Visual Support	Partial Physical Support	Full Physical Support
Moves body slowly to calm sounds				
Stretches body in various positions				
Maintains sitting balance without side or back support				
Maintains standing balance on multiple surfaces				