SECTION III

RESOURCES
These items and activities can be used in assessing motor performance, including fine motor and perceptual motor.

**Balance Dynamic/Static**
- Balance board activities
- Beam/Rail/Bench walks
- Bounce board activities
- Locomotor activities
- Stepping stones
- Stunts/Self-testing activities

**Balance Object**
- Carry object
- Finger/Band activities
- Stick activities

**Fine Motor Coordination**
- Grasping
- Gripping
- Manipulating

**Gross Motor Coordination**

**Eye-Foot**
- Climbing
- Kicking activities
- Motor planning/sequencing
- Rope jumping

**Eye-Hand**
- Ball/Bean bag activities
- Catching/throwing activities
- Manipulative/Manual activities
- Motor planning/sequencing
- Target activities

**Miscellaneous**
- Agility
- Conceptual activities
- Endurance (Cardiovascular and muscular)
- Rhythm
- Speed
- Strength

**Gross Motor Coordination**

**General**
- Calisthenic activities
- Tumbling/Apparatus activities
### Assessment Tools

The following instruments are examples of assessment tools commonly used.

<table>
<thead>
<tr>
<th>Test Name</th>
<th>Population</th>
<th>Measurement</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brigance Diagnostic Inventory</td>
<td>0 - 7 years</td>
<td>Psychomotor, gross, fine, gen., knowledge, speech and language, early</td>
<td>Curriculum Association, Inc. 5 Esquire Road No.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>academic skills, perambulatory motor skills</td>
<td>Billerica, MA 01862</td>
</tr>
<tr>
<td>Ohio State University Scale of Intra Gross Motor Assessment (OSU-Sigma)</td>
<td>Pre-14 years</td>
<td>Gross motor</td>
<td>Mohican Publishing Co. PO Box 295 Loudonville, OH 44842</td>
</tr>
<tr>
<td>Bruininks-Oseretsky Test of Motor Proficiency</td>
<td>4 1/2 - 14 1/2 years</td>
<td>Gross &amp; fine motor</td>
<td>Publishers Building Circle Pines, MN 55014</td>
</tr>
<tr>
<td>I Can Program</td>
<td>Elementary</td>
<td>Gross, locomotor, rhythm, object control, and projection</td>
<td>Hubbard Scientific Co. PO Box 104 Northbrook, IL 66065</td>
</tr>
<tr>
<td>I Can Fundamental Skills Test</td>
<td></td>
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</tr>
<tr>
<td>Test of Gross Motor Development (TGMD)</td>
<td>3 - 10 years normal and delayed</td>
<td>Gross, locomotor, and manipulative</td>
<td>Pro-Ed Publishing Co. 5341 Industrial Oaks Blvd.</td>
</tr>
<tr>
<td></td>
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<td>Austin, TX 78757</td>
</tr>
<tr>
<td>Movement Patterns Achievement Profile (MPAP)</td>
<td>21/2 - 5 years with physical handicap</td>
<td>Gross, developmental, balance, locomotor, manipulative, body image</td>
<td>AAHPERD Publications 1900 Association Drive</td>
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<td></td>
<td></td>
<td></td>
<td>Reston, VA 22091</td>
</tr>
<tr>
<td>Peabody Motor Development Scales</td>
<td>0 - 7 years</td>
<td>Gross/fine motor, object control</td>
<td>Institute on School Learning and Individual</td>
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<td></td>
<td></td>
<td></td>
<td>Differences George Peabody College Nashville, TN</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>37203</td>
</tr>
<tr>
<td>Body Skills</td>
<td></td>
<td>Gross and locomotor</td>
<td>American Guidance Service Circle Pines, MN 55014</td>
</tr>
<tr>
<td>Prudential Fitness Gram</td>
<td>5 - 17+ all years</td>
<td>Health-related fitness</td>
<td>Cooper Institute for Aerobic Research 12330</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Preston Road Dallas, TX 75230</td>
</tr>
<tr>
<td>New York State Health-Related Physical Fitness Test</td>
<td>5 - 18 years</td>
<td>Health-related fitness</td>
<td>NYS Education Department Office of State Assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Room 771 EBA Washington Avenue Albany, NY 12234</td>
</tr>
<tr>
<td>Project Unique: Physical Fitness Test</td>
<td>10 - 17 years sensory, orthopedically impaired</td>
<td>Physical fitness</td>
<td>Human Kinetics Publishers, Inc. Box 5076 Champaign, IL 61820</td>
</tr>
</tbody>
</table>
All students registered in the schools of New York State are required by New York State Education Law and Commissioner's Regulations to attend courses of instruction in physical education. These courses must be adapted to meet individual student needs if the student has medical limitations. This means that a student who is unable to participate fully in their physical education program must have activities modified to meet his/her individual needs.

Your patient, ______________________________, is registered in this school district and has indicated an inability to participate fully in the physical education program. To assist us in designing a program adapted to meet his/her individual needs, would you kindly complete this form and return it to his/her school. Thank you for your cooperation!

Indicate with an M where a modification is recommended. Indicate with an N where no participation is recommended:

- Throwing
- Catching
- Kicking
- Running
- Lifting
- Tumbling
- Bending
- Twisting
- Hitting
- Walking
- Jumping
- Stretching
- Pushing
- Pulling
- Body contact
- Water activities
- Out of doors activities
- Other (Specify)

Modifications recommended: _______________________________________________________

This is to certify that I have examined the above patient and recommend that his/her physical education program be modified according to the above until ________________ (Date)

Are there any exercises or activities you feel would be beneficial to the student in the recovery process?

Yes ____  No _____ If so, what? _______________________________

Additional Physician’s Remarks (on back)

(Physician’s Signature) (Date)

NOTE: This report will be attached to the student’s health record with duplicates sent to the parent/guardian, physical education teachers, and director of physical education and Committee on Special Education when appropriate.
Introduction
The purpose of the rating scale is to assist school personnel to improve the adapted physical education program.

When properly guided and developed, physical education becomes a purposeful and vital part of a student’s school education, it aids in the realization of objectives concerned with the development of favorable self-image, creative expression, motor skills, physical fitness, knowledge, and understanding of human movement. A student must have an opportunity to participate in a well-conceived, well-taught learning experience in physical education to become a fully functioning individual. To achieve these objectives, the essentials of a quality program of physical education need to be identified.

The rating scale is designed for self-appraisal use. It may be modified to meet the needs of local school districts.

Use and Interpretation of the Scores:
The rating scale is comprised of a series of ratings of the major areas that should concern school personnel involved in the adapted physical education program. There are six sections to the rating scale: Curriculum, Required Instruction, Attendance, Personnel, Facilities, and Administrative Procedures.

The person(s) completing the assessment should consider the criteria statement in terms of the degree of achievement that exists for the program. The rating score is on a scale from 0 to 4; 0 meaning inadequate achievement and 4 meaning fully achieved with excellent results. Each section can be rated by the total section score and a program overall rating can be obtained by totaling all sections of the rating scale.

A careful analysis should be made of each statement, section and overall rating to determine the areas in need of improvement. The interpretation of the score for each statement is:

0 - INADEQUATE/extremely limited
1/2 - POOR/exists but needs a great deal of improvement
2/2 - FAIR/adequate but needs some improvement
3 - GOOD/well done and only needs periodic review
4 - EXCELLENT/has achieved outstanding results

Developed by Dr. Joseph P. Winnick, SUNY College at Brockport, Brockport, NY 14420, January 1995.
### RATING SCALE FOR ADAPTED PHYSICAL EDUCATION

<table>
<thead>
<tr>
<th>Section I - Curriculum</th>
<th>Inadequate (1)</th>
<th>Poor (2)</th>
<th>Fair (3)</th>
<th>Good (4)</th>
<th>Excellent (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The goals and objectives of the school district plan for physical education include adapted physical education.</td>
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<tr>
<td>2. Provision is explicitly made for adapted physical education in the school district physical education plan.</td>
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<tr>
<td>3. There exists a definition of adapted physical education which is in accordance with State and federal requirements.</td>
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<td>4. Adapted physical education may include students with disabilities as well as students without disabilities.</td>
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<tr>
<td>5. There exists a variety of activities to meet unique student needs.</td>
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<tr>
<td>6. Instruction in adapted physical education is based upon a curriculum guide which encompasses adapted physical education content.</td>
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<tr>
<td>7. Instruction for all students is distributed among the following areas in accordance with students' needs and abilities.</td>
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<td>a. Basic Movement</td>
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<td>b. Creative Movement</td>
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<tr>
<td>c. Rhythms and Dance</td>
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<td>d. Games and Sports</td>
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<tr>
<td>e. Gymnastics</td>
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<td>f. Outdoor Living Skills</td>
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<td>g. Motor Skills</td>
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<td>h. Perceptual-Motor Skills</td>
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<tr>
<td>i. Physical Fitness</td>
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<tr>
<td>j. Aquatics</td>
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<tr>
<td>8. Appropriate literature and other resource materials regarding adapted physical education are made available to professional staff.</td>
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</tbody>
</table>
### RATING SCALE FOR ADAPTED PHYSICAL EDUCATION

<table>
<thead>
<tr>
<th></th>
<th>Inadequate (1)</th>
<th>Poor (2)</th>
<th>Fair (3)</th>
<th>Good (4)</th>
<th>Excellent (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td>Students with disabilities are provided equal opportunities in intramural, extramural, or extraclass activities.</td>
<td></td>
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<tr>
<td>10.</td>
<td>There is an annual evaluation of the instructional program in adapted physical education.</td>
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<tr>
<td>11.</td>
<td>Guidelines pertaining to adapted physical education are evaluated at least every five years.</td>
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<tr>
<td>12.</td>
<td>There is a procedure for reporting student status and progress.</td>
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<tr>
<td>13.</td>
<td>The progress of students is continuously measured.</td>
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<tr>
<td>14.</td>
<td>Cumulative records pertaining to the physical education of each student are maintained.</td>
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</tbody>
</table>

### Section II - Required Instruction

1. All students not receiving regular physical education have an adapted physical education program.  
2. No student with a disability is excused from physical education or adapted physical education because of participation in extraclass programs unless approved by the school's Committee on Special Education, physical education staff, and school administration.  
3. The frequency and duration of adapted physical education must be in accordance with Section 135.4 of the Commissioner's Regulations.  
4. Physical education instruction is made available to every student with a disability.

### Section III - Attendance

1. Adapted physical education is provided for students who exhibit unique physical education needs.  
2. Credit is provided for adapted physical education in accordance with regular physical education credit.
### RATING SCALE FOR ADAPTED PHYSICAL EDUCATION

<table>
<thead>
<tr>
<th>Section IV - Personnel</th>
<th>Inadequate (1)</th>
<th>Poor (2)</th>
<th>Fair (3)</th>
<th>Good (4)</th>
<th>Excellent (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Instruction in adapted physical education for students ages 5-21 is provided by a certified physical education teacher.</td>
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<tr>
<td>2. Physical educators teaching adapted physical education who have not completed at least 12 semester hours of formal higher education in adapted physical education have access to appropriate resource personnel.</td>
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<tr>
<td>3. Physical educators teaching adapted physical education for more than 50% of their teaching load have completed at least 12 semester hours of formal study in adapted physical education, or have a concentration in adapted physical education from an accredited college or university.</td>
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<tr>
<td>4. Supervision and coordination of all phases of adapted physical education (instruction, intramurals, extra-class programs, interscholastic athletics) is provided by a director, certified in physical education and administrative and supervisory services.</td>
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<tr>
<td>5. Extraclass activities are provided under the supervision of personnel meeting State requirements and approved by the Board of Education.</td>
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<tr>
<td>6. Aides, where appropriate, are provided for instructional classes in physical education.</td>
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<tr>
<td>7. The qualifications of teacher assistants are in accordance with appropriate State regulations.</td>
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<td>8. The school physician or family physician may submit suggestions for appropriate activities in which a student may participate when medical reasons are given to limit participation.</td>
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</tbody>
</table>
**RATING SCALE FOR ADAPTED PHYSICAL EDUCATION**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Inadequate</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
</table>

9. Teachers of physical education are involved in making recommendations for students with disabilities regarding adapted physical education.

**Section V - Facilities**

1. Students receiving adapted physical education have equal access to facilities required to provide equal opportunity for programmatic benefits.

2. Indoor facilities for adapted physical education:
   a. Have adequate clear activity space.
   b. Provide a safe environment for activity.
   c. Have appropriate flooring and satisfactory finish.
   d. Have adequate lighting.
   e. Have adequate acoustical conditions.
   f. Have protective padding on walls.
   g. Have sufficient ceiling clearance.
   h. Have adequate ventilation.

3. Equipment and supplies required for reasonable accommodations are provided.

4. For students receiving adapted physical education, the dressing, showering, and drying areas include:
   a. Adequate space for peak load periods.
   b. Floors constructed to allow for accessibility and maintenance of safe and clean conditions.
   c. Lockers of proper type and sufficient quantity.
   d. Sufficient number of shower heads.
   e. Adequate ventilation.
## Rating Scale for Adapted Physical Education

<table>
<thead>
<tr>
<th>Inadequate (1)</th>
<th>Poor (2)</th>
<th>Fair (3)</th>
<th>Good (4)</th>
<th>Excellent (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>f. Adequate lighting.</td>
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<tr>
<td>g. Adequate heating.</td>
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<tr>
<td>h. Adequate benches, mirrors, and toilets.</td>
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<tr>
<td>i. All facilities are clean, sanitary, and in operable condition.</td>
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</tbody>
</table>

5. The outdoor adapted physical education facilities are designed for effective instruction and safety. They are:
   a. Readily accessible.
   b. Free from safety hazards (glass, holes, stones).
   c. Properly fenced or enclosed for safety and efficient usage.
   d. Properly surfaced, graded, and drained.
   e. Laid out and marked for a variety of activities.
   f. Properly equipped (playground structures, backstops, physical fitness equipment, etc.).

### Section VI - Administrative Procedures

1. Class sizes for students with disabilities receiving adapted physical education must be consistent with the IEP.

2. Teachers' aides for adapted physical education are provided in accordance with the student's IEP.

3. The Committee on Special Education uses certified physical educators to assess physical education status for IEP development when unique physical education needs are suspected.

4. Students with disabilities are integrated into regular physical education classes to the maximum extent appropriate.

5. Students with disabilities are provided reasonable accommodations in physical education classes.
<table>
<thead>
<tr>
<th></th>
<th>Inadequate (1)</th>
<th>Poor (2)</th>
<th>Fair (3)</th>
<th>Good (4)</th>
<th>Excellent (5)</th>
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</thead>
<tbody>
<tr>
<td>6.</td>
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<tr>
<td>All students with disabilities suspected of having unique needs in physical education are referred to the CSE.</td>
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<td>7.</td>
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<tr>
<td>Physical education is included in the IEP of every student with a disability.</td>
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<td>8.</td>
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<tr>
<td>Students are referred to the CSE and receive APE on the basis of objective criteria.</td>
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<tr>
<td>9.</td>
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<tr>
<td>The physical education abilities of all students not participating in regular physical education are assessed by a physical educator.</td>
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<td>10.</td>
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<tr>
<td>Staff implementing adapted physical education are provided in-service education regarding adapted physical education.</td>
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<td>11.</td>
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<tr>
<td>The annual budget request for adapted physical education is prepared on the basis of an inventory of needs specified in individualized education programs.</td>
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<td>12.</td>
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<tr>
<td>The adapted physical education budget includes State and federal monies earmarked for instruction of students with disabilities.</td>
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<td>13.</td>
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<tr>
<td>A variety of up-to-date reference materials are provided for teachers providing adapted physical education.</td>
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<td>14.</td>
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<tr>
<td>The school district plan includes provisions for extracurricular programs for qualified students.</td>
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<td>15.</td>
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<tr>
<td>Students with disabilities are provided assistive technology devices and services as appropriate.</td>
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</tbody>
</table>

Selected Sports Organizations and Foundations that Serve Individuals with Disabilities

Achilles Track Club
42 West 38 Street, 4th Floor
New York, NY 10018
(212) 354-0300
Fax: (212) 354-3978

American Alliance for Health, Physical Education, Recreation, and Dance
1900 Association Drive
Reston, VA 22091

American Diabetes Association
National Service Center
1660 Duke Street
Alexandria, VA 22314

American Foundation for the Blind
15 West 16th Street
New York, NY 10011

American Juvenile Arthritis Organization
National Office
1330 West Peach Tree
Atlanta, GA 30309
(404) 872-7100

Amputee Sports Association
PO Box 60129
Savannah, GA 31420-0129

Braille Sports Foundation
Room 301
730 Hennepin Avenue
Minneapolis, MN 55402

Children with Attention Deficit Disorder
499 NW 70th Avenue, Suite 308
Plantation, FL 33317
(954) 587-3700

Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

Disabled Sports USA
451 Hungerford Dr., Suite 100
Rockville, MD 20850
(301) 217-0960

Epilepsy Foundation of America
4351 Garden City Drive
Landover, MD 20785
(301) 459-3700

Learning Disabilities Association of New York State
90 South Swan Street
Albany, NY 12210
(518) 436-4633

Muscular Dystrophy Association
810 Seventh Avenue
New York, NY 10019

National Association of the Deaf
814 Thayer Avenue
Silver Spring, MD 20910

National Association of the Physically Handicapped
1601 N College 71
Fort Collins, CO 80524

Autism Services Center
Prichard Building
605 9th Street
PO Box 507
Huntington, WV 25710-0507
(304) 525-8014

National Hemophilia Foundation
The Soho Bldg.
Room 406
110 Greene Street
New York, NY 10002
National Spinal Cord Injury Association
8300 Colesville Road
Suite 551
Silver Spring, MD 20910
(800) 962-9629

New York Special Olympics, Inc.
504 Balltown Road
Building 12C
Schenectady, NY 12304
(800) 836- NYSO

NYS Games for the Physically Challenged
SUNY Brockport
350 New Campus Drive
Brockport, NY 14420-2993
(716) 395-5620

or
PO Box 247
Babylon, NY 11702
(516) 669-1000 ext 295

Special Olympics, Inc.
1325 G Street, NW Suite 500
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AAHPERD Publications, Products, and Services, AAHPERD, 1900 Association Drive, Reston, VA 22091-1599, 1 (800) 321-0789.

Offers materials, resources, and manuals that are updated annually.
Cooper Institute for Aerobics Research. (1993). PERSONAL FITNESSGRAM [Computer program]. 12330 Preston Road, Dallas, TX 75230.
This software provides a program that will generate fitness report cards on each student in the class using the Prudential Fitness Gram health-related, criterion-referenced physical fitness test.

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