Special Olympics Young Athletes

Motor Assessment

Special Olympics Young Athletes

Special Olympics Young Athletes is a sport and play program for children with and without intellectual disabilities (ID), ages 2 to 7 years old. Young Athletes introduces basic sport skills, like running, kicking and throwing. Young Athletes offers families, teachers, caregivers and people from the community the chance to share the joy of sports with all children.

Children of all abilities take part, and they all benefit.

Children learn how to play with others and develop important skills for learning. Children also learn to share, take turns and follow directions. These skills help children in family, community and school activities.

Young Athletes is a fun way for children to get fit. It is important to teach children healthy habits while they are young. This can set the stage for a life of physical activity, friendships and learning.

Young Athletes is easy to do and fun for all. It can be done at home, in schools or in the community using the Young Athletes Activity Guide and basic equipment. Through Young Athletes, all children, their families and members of the community can be part of an inclusive team.

INTRODUCTION

Motor Assessment

The Young Athletes Motor Assessment is designed for educators, parents, caregivers and coaches who are interested in having an objective measure of motor performance. Special Olympics Programs can use information from the assessment to modify programming as they deem appropriate. Special Olympics Programs wanting to use information from the assessment to promote Young Athletes or seek funding should contact the Young Athletes team at Special Olympics International.

Because the items from the Young Athletes Motor Assessment directly assess the skills taught in the Young Athletes Curriculum, this tool is considered a curriculum-based assessment. The term curriculum-based measurement or assessment refers to measurement that uses "direct observation and recording of a student's performance in the local curriculum" (Deno, 1993; Witt, Elliot, Daly, Gresham & Kramer, 1998).

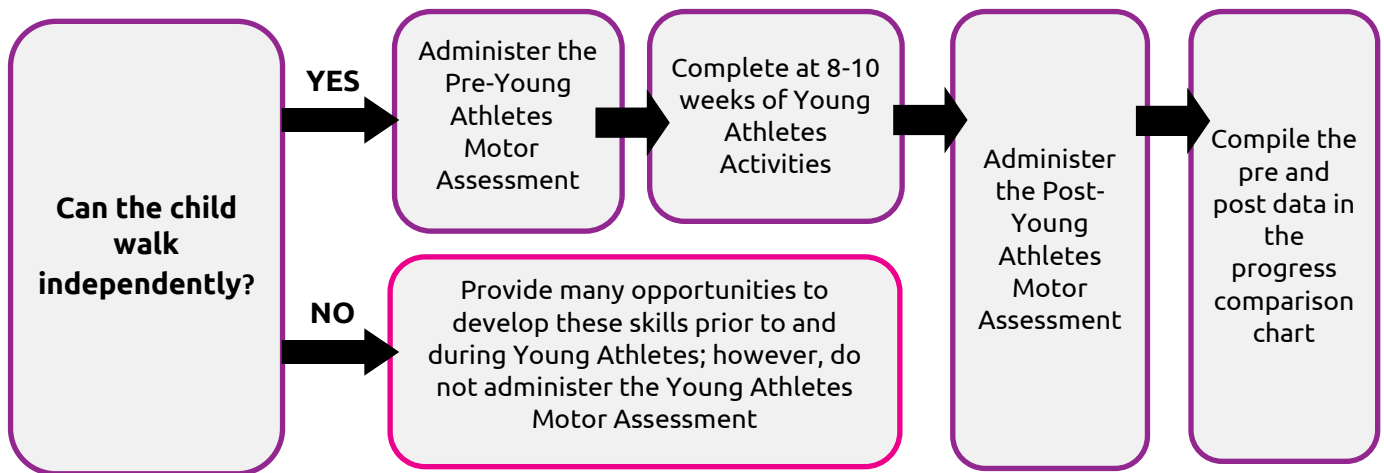The Young Athletes Motor Assessment has three key components:

1. **Pre-Young Athletes Assessment:** The Pre-Young Athletes assessment should be conducted prior to the start of Young Athletes activities. The assessment provides information about a child's ability to complete specific motor skills in the areas of balance, walking, running, jumping and object manipulation before implementing Young Athletes.

2. **Post-Young Athletes Assessment:** The Post-Young Athletes assessment should be conducted after a child has participated in 8-10 weeks of Young Athletes activities. The assessment provides information about a child's ability to complete specific motor skills in the areas of balance, walking, running, jumping and object manipulation after implementing Young Athletes.

3. **Young Athletes Motor Assessment Summary:** The assessment summary is a tool for the facilitator to compare the pre and post data to evaluate growth and progress.

The Young Athletes Motor Skills Assessment is *not a standardized instrument*, and should not be used for purposes other than what is described here. For example, it is not recommended that the assessment be used for reporting motor skills on a child's Individualized Education Plan (IEP), diagnosis of disability or to equate the scores from the assessment to developmental milestones. The tool does not currently possess reliability and validity data and should not be used beyond the purposes for which it was designed: to provide information about the child's abilities at the time of testing.
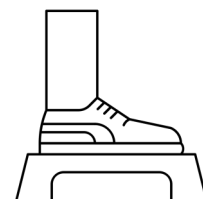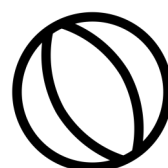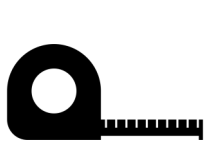
INTRODUCTION

Steps to Using the Young Athletes Motor Assessment

Can the child walk independently?

→ **YES** → Administer the Pre-Young Athletes Motor Assessment → Complete at 8-10 weeks of Young Athletes Activities → Administer the Post-Young Athletes Motor Assessment → Compile the pre and post data in the progress comparison chart

→ **NO** → Provide many opportunities to develop these skills prior to and during Young Athletes; however, do not administer the Young Athletes Motor Assessment

Materials Needed

The following items will be needed to conduct the Motor Assessment. If you have a Young Athletes equipment kit, it is best to use the materials from the kit:

1. Measuring tape
2. Stop watch
3. Wide tape—for creating a line or balance beam on the floor
4. Medium ball—medium inflatable ball or size 4 soccer ball for catching and kicking
5. Small ball—size of a tennis ball
6. Large block or small step—for jumping

Pre-Young Athletes Assessment

Pre-Assessment

The following assessment should be conducted prior to a child participating in Young Athletes activities.

Each child should be assessed individually, if possible, to minimize distractions and ensure accuracy of recording responses. The assessment will take about 15-20 minutes per child. To begin, the assessment process should be explained to the child. Suggested language is provided below:

"Today we are going to play some games. First, I will explain what I want you to do and then show you what to do. Then it will be your turn to do what I did. If you do not understand what I want you to do, I will show you again. The important thing is to do your best and to have fun. Some of the things I will ask you to do are easy and other things may be hard. Just try and do your best."

Start with Item 1. Explain each activity to the child out loud and then demonstrate the skill. If the child does not understand, explain the activity and demonstrate it a second time. For each item, the tester should give the child two chances to complete the skill and then record the best score. If a child is unable to complete a skill, select "N/A" and continue to the next skill. If "N/A" is selected, no data should be entered.

Before beginning the assessment, please complete the following information:

Date:_____

Child's Name:_____   **Child's Age**:_____

How is the child's attitude/mood today? Please use this area to explain any factors that might impact the child's ability to perform to the best of their abilities:

	Skill	Procedure/Materials	Scoring		
Balance	1. **Stand on One Foot**	– Demonstrate standing on one foot with arms crossed at chest and opposite knee bent – Child stands with arms crossed at chest and bends non-standing knee – Use a stopwatch and record how long the child can stand on one foot. Stop timing at 30 seconds – Repeat standing on the other foot	How many seconds was the child able to stand on the **right foot**?	_____ seconds	☐ N/A
			How many seconds was the child able to stand on the **left foot**?	_____ seconds	☐ N/A
	2. **Stand on Tiptoes**	– Demonstrate standing on tiptoes with hands reaching over head – Child stands on tiptoes with hands reaching over head – Use a stopwatch and record how long the child can stand on tip toes. Stop timing at 30 seconds	How many seconds was the child able to stand on their **tiptoes**?	_____ seconds	☐ N/A
Walking	1. **Walk a Line**	– Demonstrate walking on a line one foot in front of the other – Child walks on the line attempting to keep both feet on the line – Record if the child was able to keep 0, 1 or 2 feet on the line – Record the distance the child was able to walk with 1 or 2 feet on the line	How many feet was the child able to keep on the line? *(circle answer)*	0 1 2	☐ N/A
			How far was the child able to walk with 1 or 2 feet on the line?	_____ meters	☐ N/A
	2. **Walk and Carry**	– Child walks carrying a medium-size object – Record how far the child can walk and carry an object up to 25 meters	How far was the child able to walk?	_____ meters	☐ N/A
	3. **Sidestep**	– Demonstrate walking sideways on a line – Child walks sideways on a line – Record how far the child can walk sideways up to 5 meters	How far was the child able to walk?	_____ meters	☐ N/A
	4. **Walk Backwards**	– Demonstrate walking backwards – Child walks backwards – Record how far the child can walk backwards up to 5 meters	How far was the child able to walk?	_____ meters	☐ N/A

	Skill	Procedure/Materials	Scoring		
Running	1. **Running Form**	– Child runs at least 15 meters – Record if the child is able to run (both feet are momentarily off the ground at the same time) – Record if the child runs flat-footed or on the ball of the foot – Record if the child runs with arms at side, arms crossing in front of the body or with arms reciprocally swinging forward and back	Is the child able to run? *(check answer)*	☐ Yes ☐ No	☐ N/A
			Does the child run flat-footed or on the ball of the foot? *(check answer)*	☐ Flat Footed ☐ On Ball of Foot	☐ N/A
			Where are the child's arms when they run? *(check answer)*	☐ At their side ☐ In front of body ☐ Swinging back and forth	☐ N/A
	2. **Running Speed Short Distance**	– Child runs **5 meters** – Use a stopwatch and record how long it takes the child to run 5 meters	How many seconds did it take the child to run 5 meters?	_____ seconds	☐ N/A
	3. **Running Speed Long Distance**	– Child runs **10 meters** – Use a stopwatch and record how long it takes the child to run 10 meters	How many seconds did it take the child to run 5 meters?	_____ seconds	☐ N/A
Jumping	1. **Jump Down**	– Demonstrate jumping down from a step with 2 feet landing at the same time – Child jumps down from a step – Record if the child lands with both feet at the same time	Was the child able to land with both feet at the same time?	☐ Yes ☐ No	☐ N/A
	2. **Jump Forward**	– Demonstrate jumping forward by pushing off evenly with both feet and landing with both feet – Child jumps forward as far as possible – Record the distance of the jump and if the child pushed off evenly and landed with both feet	How far was the child able to jump?	_____centimeters	☐ N/A
			Was the child able to push off evenly and land on both feet?	☐ Yes ☐ No	☐ N/A
	3. **Jump High**	– Demonstrate jumping up by pushing off evenly with both feet and landing with both feet – Child jumps up as high as possible – Record if the height the child was able to jump and if there was an even push off and landing with both feet	How high was the child able to jump?	_____centimeters	☐ N/A
			Was the child able to push off evenly and land on both feet?	☐ Yes ☐ No	☐ N/A
	4. **Hop on One Foot**	– Demonstrating hopping on 1 foot without putting the other foot down – Child hops on one foot – Record how many times the child can hop	How many times is the child able to hop?	_____ times	☐ N/A

	Skill	Procedure/Materials	Scoring		
Object Manipulation	**1. Roll a Ball**	– While sitting on the floor with the legs apart roll a ball 1 meter to the child who is sitting in the same position, facing you. – Record if the child is able to roll the ball back	Was the child able to roll the ball back to you?	☐ Yes ☐ No	☐ N/A
	2. Catch a Medium Size Ball	– While standing, toss a ball so it arrives at the child, chest height – Record if the child extends the arms to catch the ball – Record is the child is successful in catching the ball	Was the child able to extend arms to catch the ball?	☐ Yes ☐ No	☐ N/A
			Was the child successful in catching the ball?	☐ Yes ☐ No	☐ N/A
	3. Underhand Throw	– Demonstrate tossing a ball underhand (with one hand) at least 3 meters – Child tosses a ball underhand as far as possible – Record how far the child tosses the ball	How far was the child able to toss the ball?	_____meters	☐ N/A
	4. Overhand Throw	– Demonstrate throwing a small ball overhand (with one hand) at least 3 meters – Child throws a ball overhand as far as possible – Record how far the child tosses the ball	How far was the child able to toss the ball?	_____meters	☐ N/A
	5. Kick a Medium Size Ball	– Demonstrate kicking a stationary ball at least 4 meters – Child kicks a stationary ball at far as possible – Record how far the child kicks the ball	How far was the child able to kick the ball?	_____meters	☐ N/A
	6. Kick a Rolled Ball	– Demonstrate kicking a moving ball that has been rolled toward the kicker – Roll a ball to the child, child kicks the ball as far as possible – Record how far the child kicks the ball	How far was the child able to kick the ball?	_____meters	☐ N/A

Post-Young Athletes Assessment

Post - Assessment

The following assessment should be conducted after the child has participated in Young Athletes activities for 8-10 weeks.

Each child should be assessed individually, if possible, to minimize distractions and ensure accuracy of recording responses. The assessment will take about 15-20 minutes per child. To begin, the assessment process should be explained to the child. Suggested language is provided below:

"Today we are going to play some games. First, I will explain what I want you to do and then show you what to do. Then it will be your turn to do what I did. If you do not understand what I want you to do, I will show you again. The important thing is to do your best and to have fun. Some of the things I will ask you to do are easy and other things may be hard. Just try and do your best."

Start with Item 1. Explain each activity to the child out loud and then demonstrate the skill. If the child does not understand, explain the activity and demonstrate it a second time. For each item, the tester should give the child two chances to complete the skill and record the best score. If a child is unable to complete a skill, select "N/A" and continue to the next skill. If "N/A" is selected, no data should be entered.

Before beginning the assessment, please complete the following information:

Date:_____

Child's Name:_____ **Child's Age**:_____

How many weeks has the child participated in Young Athletes?_____

How is the child's attitude/mood today? Please use this area to explain any factors that might impact the child's ability to perform to the best of their abilities:

	Skill	Procedure/Materials	Scoring		
Balance	1. **Stand on One Foot**	– Demonstrate standing on one foot with arms crossed at chest and opposite knee bent – Child stands with arms crossed at chest and bends non-standing knee – Use a stopwatch and record how long the child can stand on one foot. Stop timing at 30 seconds – Repeat standing on the other foot	How many seconds was the child able to stand on the **right foot**?	_____ seconds	☐ N/A
			How many seconds was the child able to stand on the **left foot**?	_____ seconds	☐ N/A
	2. **Stand on Tiptoes**	– Demonstrate standing on tiptoes with hands reaching over head – Child stands on tiptoes with hands reaching over head – Use a stopwatch and record how long the child can stand on tip toes. Stop timing at 30 seconds	How many seconds was the child able to stand on their **tiptoes**?	_____ seconds	☐ N/A
Walking	1. **Walk a Line**	– Demonstrate walking on a line one foot in front of the other – Child walks on the line attempting to keep both feet on the line – Record if the child was able to keep 0, 1 or 2 feet on the line – Record the distance the child was able to walk with 1 or 2 feet on the line	How many feet was the child able to keep on the line? *(circle answer)*	0 1 2	☐ N/A
			How far was the child able to walk with 1 or 2 feet on the line?	_____ meters	☐ N/A
	2. **Walk and Carry**	– Child walks carrying a medium-size object – Record how far the child can walk and carry an object up to 25 meters	How far was the child able to walk?	_____ meters	☐ N/A
	3. **Sidestep**	– Demonstrate walking sideways on a line – Child walks sideways on a line – Record how far the child can walk sideways up to 5 meters	How far was the child able to walk?	_____ meters	☐ N/A
	4. **Walk Backwards**	– Demonstrate walking backwards – Child walks backwards – Record how far the child can walk backwards up to 5 meters	How far was the child able to walk?	_____ meters	☐ N/A

	Skill	Procedure/Materials	Scoring		
Running	1. Running Form	– Child runs at least 15 meters – Record if the child is able to run (both feet are momentarily off the ground at the same time) – Record if the child runs flat-footed or on the ball of the foot – Record if the child runs with arms at side, arms crossing in front of the body or with arms reciprocally swinging forward and back	Is the child able to run? *(check answer)*	☐ Yes ☐ No	☐ N/A
			Does the child run flat-footed or on the ball of the foot? *(check answer)*	☐ Flat Footed ☐ On Ball of Foot	☐ N/A
			Where are the child's arms when they run? *(check answer)*	☐ At their side ☐ In front of body ☐ Swinging back and forth	☐ N/A
	2. Running Speed Short Distance	– Child runs **5 meters** – Use a stopwatch and record how long it takes the child to run 5 meters	How many seconds did it take the child to run 5 meters?	_____ seconds	☐ N/A
	3. Running Speed Long Distance	– Child runs **10 meters** – Use a stopwatch and record how long it takes the child to run 10 meters	How many seconds did it take the child to run 5 meters?	_____ seconds	☐ N/A
Jumping	1. Jump Down	– Demonstrate jumping down from a step with 2 feet landing at the same time – Child jumps down from a step – Record if the child lands with both feet at the same time	Was the child able to land with both feet at the same time?	☐ Yes ☐ No	☐ N/A
	2. Jump Forward	– Demonstrate jumping forward by pushing off evenly with both feet and landing with both feet – Child jumps forward as far as possible – Record the distance of the jump and if the child pushed off evenly and landed with both feet	How far was the child able to jump?	_____centimeters	☐ N/A
			Was the child able to push off evenly and land on both feet?	☐ Yes ☐ No	☐ N/A
	3. Jump High	– Demonstrate jumping up by pushing off evenly with both feet and landing with both feet – Child jumps up as high as possible – Record if the height the child was able to jump and if there was an even push off and landing with both feet	How high was the child able to jump?	_____centimeters	☐ N/A
			Was the child able to push off evenly and land on both feet?	☐ Yes ☐ No	☐ N/A
	4. Hop on One Foot	– Demonstrating hopping on 1 foot without putting the other foot down – Child hops on one foot – Record how many times the child can hop	How many times is the child able to hop?	_____ times	☐ N/A

Skill	Procedure/Materials	Scoring		
1. Roll a Ball	– While sitting on the floor with the legs apart roll a ball, 1 meter to the child who is sitting in the same position, facing you. – Record if the child is able to roll the ball back	Was the child able to roll the ball back to you?	☐ Yes ☐ No	☐ N/A
2. Catch a Medium Size Ball	– While standing, toss a ball so it arrives at the child, chest height – Record if the child extends the arms to catch the ball – Record is the child is successful in catching the ball	Was the child able to extend arms to catch the ball?	☐ Yes ☐ No	☐ N/A
		Was the child successful in catching the ball?	☐ Yes ☐ No	☐ N/A
3. Underhand Throw	– Demonstrate tossing a ball underhand (with one hand) at least 3 meters – Child tosses a ball underhand as far as possible – Record how far the child tosses the ball	How far was the child able to toss the ball?	_____meters	☐ N/A
4. Overhand Throw	– Demonstrate throwing a small ball overhand (with one hand) at least 3 meters – Child throws a ball overhand as far as possible – Record how far the child tosses the ball	How far was the child able to toss the ball?	_____meters	☐ N/A
5. Kick a Medium Size Ball	– Demonstrate kicking a stationary ball at least 4 meters – Child kicks a stationary ball at far as possible – Record how far the child kicks the ball	How far was the child able to kick the ball?	_____meters	☐ N/A
6. Kick a Rolled Ball	– Demonstrate kicking a moving ball that has been rolled toward the kicker – Roll a ball to the child, child kicks the ball as far as possible – Record how far the child kicks the ball	How far was the child able to kick the ball?	_____meters	☐ N/A

Object Manipulation (vertical label on left side)

Young Athletes Motor Assessment Summary

Motor Assessment Summary

The assessment summary is a tool to compare the pre and post data to evaluate growth and progress made in Young Athletes. The motor assessment summary should be done **after** the post-assessment has been completed.

Starting with item 1, record the data from the pre and post assessment. If a child was unable to complete a skill, select "N/A."

Date:_____

Child's Name:_____ **Child's Age**:_____

How many weeks has the child participated in Young Athletes?_____

How was the child's mood/attitude in the pre-assessment versus the post-assessment? Please use this area to explain any factors that might have impacted the child's ability to perform to the best of their abilities in either assessment:

Based on the pre and post assessment, what skills can the child continue to develop during future Young Athletes sessions and at home?

	Skill	Pre-Assessment		Post-Assessment	
Balance	**1. Stand on One Foot**				
	How many seconds was the child able to stand on the **right foot**?	_____ seconds	☐ N/A	_____ seconds	☐ N/A
	How many seconds was the child able to stand on the **left foot**?	_____ seconds	☐ N/A	_____ seconds	☐ N/A
	2. Stand on Tiptoes				
	How many seconds was the child able to stand on their **tiptoes**?	_____ seconds	☐ N/A	_____ seconds	☐ N/A
Walking	**1. Walk a Line**	How many feet was the child able to keep on the line? *(circle answer)*	0 1 2	☐ N/A	0 1 2	☐ N/A
		How far was the child able to walk with 1 or 2 feet on the line?	_____ meters	☐ N/A	_____ meters	☐ N/A
	2. Walk and Carry	How far was the child able to walk?	_____ meters	☐ N/A	_____ meters	☐ N/A
	3. Sidestep	How far was the child able to walk?	_____ meters	☐ N/A	_____ meters	☐ N/A
	4. Walk Backwards	How far was the child able to walk?	_____ meters	☐ N/A	_____ meters	☐ N/A

	Skill	Pre-Assessment		Post-Assessment	
Running	**1. Running Form**	Is the child able to run? *(check answer)*	☐ Yes ☐ No	☐ N/A	☐ Yes ☐ No	☐ N/A
		Does the child run flat-footed or on the ball of the foot? *(check answer)*	☐ Flat Footed ☐ On Ball of Foot	☐ N/A	☐ Flat Footed ☐ On Ball of Foot	☐ N/A
		Where are the child's arms when they run? *(check answer)*	☐ At their side ☐ In front of body ☐ Swinging back and forth	☐ N/A	☐ At their side ☐ In front of body ☐ Swinging back and forth	☐ N/A
	2. Running Speed Short Distance	How many seconds did it take the child to run 5 meters?	_____ seconds	☐ N/A	_____ seconds	☐ N/A
	3. Running Speed Long Distance	How many seconds did it take the child to run 5 meters?	_____ seconds	☐ N/A	_____ seconds	☐ N/A
Jumping	**1. Jump Down**	Was the child able to land with both feet at the same time?	☐ Yes ☐ No	☐ N/A	☐ Yes ☐ No	☐ N/A
	2. Jump Forward	How far was the child able to jump?	_____centimeters	☐ N/A	_____centimeters	☐ N/A
		Was the child able to push off evenly and land on both feet?	☐ Yes ☐ No	☐ N/A	☐ Yes ☐ No	☐ N/A
	3. Jump High	How high was the child able to jump?	_____centimeters	☐ N/A	_____centimeters	☐ N/A
		Was the child able to push off evenly and land on both feet?	☐ Yes ☐ No	☐ N/A	☐ Yes ☐ No	☐ N/A
	4. Hop on One Foot	How many times is the child able to hop?	_____ times	☐ N/A	_____ times	☐ N/A

Skill	Pre-Assessment		Post-Assessment	
1. Roll a Ball				
Was the child able to roll the ball back to you?	☐ Yes ☐ No	☐ N/A	☐ Yes ☐ No	☐ N/A
2. Catch a Medium Size Ball				
Was the child able to extend arms to catch the ball?	☐ Yes ☐ No	☐ N/A	☐ Yes ☐ No	☐ N/A
Was the child successful in catching the ball?	☐ Yes ☐ No	☐ N/A	☐ Yes ☐ No	☐ N/A
3. Underhand Throw				
How far was the child able to toss the ball?	_____meters	☐ N/A	_____meters	☐ N/A
4. Overhand Throw				
How far was the child able to toss the ball?	_____meters	☐ N/A	_____meters	☐ N/A
5. Kick a Medium Size Ball				
How far was the child able to kick the ball?	_____meters	☐ N/A	_____meters	☐ N/A
6. Kick a Rolled Ball				
How far was the child able to kick the ball?	_____meters	☐ N/A	_____meters	☐ N/A

Object Manipulation