



PERfect Behavioral Physical Education  
Assessment Tool for Children with Autism in  
Primary School (ages 5-11)



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**Using the tool:** Being an effective physical educator means creating programming that best meets the current needs of your students. For many students, including those with autism, PE assessment, planning, and teaching, need to take behavioral and sensory skills into consideration. Therefore, use this tool by directly working with your student with autism to test, observe, and assess their needs across these domains. The main focus here are the behavioral and sensory pieces, relevant adaptations should be made to the motor skills' section to meet the developmental, cultural, and national needs of the child/region. However, a similar logic of creating clear tasks, directly testing and observing, and scoring observable responses should be followed.

**How to assess:** All assessment should be done through direct observation/interactions with the child. Ideally, you should do this multiple times before scoring any area. Criteria are outlined below, but keep the following in mind:

*A **score of 0** means that the skill was not observed at all. A **score of 1** means that the skill was partially observed and/or required some assistance. A **score of 2** means that it was observed a majority of the time and done independently.*

### **Additional considerations:**

**Challenging behavior** is referenced throughout the tool, while all children are unique, children with autism may engage in challenging behaviors such as: tantrums, aggression, self-injurious behavior, repetitive behaviors (actions and/or vocalizations), and perseverative speech/actions.

**Communication** is mentioned numerous times, keep in mind that children with autism can communicate in a variety of ways, vocally, using sign, using a picture exchange communication system (PECS), or using an augmentative or assistive communication (AAC) device such as a tablet.



## Behavioral Skills in the PE Context

Task	Score	Task Name	Task Objective	How to Assess	Criteria	Notes
B1	0 1 2	Following directions (individual)	Follows multi-step directions when they are given directly to the child.	Present a multi-step direction (e.g., take off your shoes and go sit on the floor) individually to the child (you can state the child's name).	1= Follows part of the direction. 2= Follows all parts of the direction without assistance.	
B2	0 1 2	Following directions (group)	Follows 1-step directions in a group of 5 or more children.	Present a 1-step direction to a group of 5 children (e.g., everybody standup) without stating the child's name.	1= Follows the direction in a group of 2-4 children. 2= Follows the direction in the group of 5 without assistance.	
B3	0 1 2	Following rules	Follows basic PE classroom rules that are posted in the classroom/have been reviewed throughout the full duration of a PE session.	Present all the rules (e.g., keeping hands to self, using respectful language, etc..) and have them	1= Follows about 75% of rules during the session. 2= Follows rules throughout the session.	



				posted in the class.		
B4	0 1 2	Peer initiations	Approaches a peer at least once during the PE session to ask a question or request an item.	Observe during the PE session if the child independently approaches a peer in an appropriate manner to make a request.	1= Approaches the peer but does so with some inappropriate language and/or physical contact. 2= Approaches the peer and asks an appropriate question/request while respecting personal space.	
B5	0 1 2	Group participation	Responds to a question/request presented in a group of 5 or more children to either give an answer or complete an action at least once during a PE session.	In a group of at least 5 children ask for a volunteer to answer a question or model an action (e.g., who can show the class how to do a jumping jack?). Provide multiple opportunities throughout the PE	1= Responds to the request but does not wait to be selected/called on. 2= Responds to the request after being selected by the teacher (response does not need to be accurate).	



				session.		
B6	0 1 2	Class preparedness	Arrives to PE class with appropriate items (e.g., clothing/footwear).	Check at the start of the PE session if the child has independently brought all needed items.	1= Arrives with some needed items. 2= Independently arrives with needed items.	
B7	0 1 2	Transitions	Moves from one activity to another (transitions) throughout the PE session without emitting challenging behavior or needing assistance.	During the PE session present multiple opportunities for transitions and observe how the child transitions.	1= Transitions without challenging behavior but needs some additional prompts/assistance. 2= Independently transitions without challenging behaviors.	
B8	0 1 2	Beginning self management	Demonstrates abilities to label own behavior and set own goals.	During the session, at multiple opportunities, ask the child what they are doing, if it is correct, and what can be changed.	1= Child can answer questions with some prompts/assistance. 2= Child can answer questions independently.	



B9	0 1 2	Communication	Appropriately communicates wants and needs to the PE teacher during the session.	Observe during the PE session if the child independently communicates wants/needs. If applicable, ensure that any necessary communication tools are readily available (e.g., PECS, AAC device).	1= Communicates needs to the PE teacher with some prompts/assistance. 2= Independently communicates needs to the PE teacher without challenging behaviors.	
B10	0 1 2	Learning in a group setting	Demonstrates a new skill in a group-teaching format of 5 or more children.	During the PE session teach the class, in groups of 5 or more, a new skill (e.g., kicking a ball) observe if the child has learned the skill through the group teaching.	1=Partially demonstrates the skill or needs some assistance during the teaching session. 2= Fully demonstrates the skill without added assistance.	
B11	0 1 2	Impact on the learning environment of	Throughout the duration of the PE session engages in behaviors that support the learning of all children.	Observe during the PE session if the child did not emit	1= Needed minimal assistance/prompts to refrain from	



		others		behaviors that impacted the abilities of other children to learn (e.g., making very loud noises, destroying materials, etc..).	behaviors that might impact other children negatively. 2= Throughout the duration of the session behaved in a way that supported the learning of others without needing assistance or reminders.	
B12	0 1 2	Staying within the group setting	Stays within the group setting of 5 or more children throughout the PE session.	Observe during the PE session if the child stayed within the designated areas.	1= Needed minimal assistance/prompts to remain in the designated areas. 2= Independently remained in the designated areas throughout the session.	
B13	0 1 2	Peer responses	Responds to all questions/requests presented by peers during a PE session.	Observe during the PE session if the child independently responds to peer	1= Occasionally responds to peer questions/requests. 2= Consistently responds to peer	



				requests in an appropriate manner.	questions/requests using appropriate language and physical contact.	
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### Sensory Skills in the PE Context

Task	Score	Task Name	Task Objective	How to Assess	Criteria	Notes
S1	0 1 2	Feet leaving the ground	Communicates opinion about feet leaving the ground during PE activities such as jumping without engaging in challenging behavior.	Ask the child about their level of comfort with the task (e.g., feet leaving the ground) and observe their reaction during a relevant activity (e.g., jumping), if appropriate (do not force the child to engage in the activity if they express	1= Does not communicate opinion on the task (e.g., feet leaving the ground) but appears to be okay with it (does not engage in challenging behavior). 2= Communicates opinion about the task (e.g., feet leaving the	
S2	0 1 2	Falling/heights	Communicates opinion about falling/heights during PE activities such as climbing a rope or ladder to a tall slide without engaging in challenging behavior.			
S3	0 1 2	Head upside down	Communicates opinion about having head upside down during PE activities such as somersaults or using gymnastics equipment without engaging in challenging behavior.			



S4	0 1 2	Reactions to touch	Communicates opinion about being touched/touching others during PE activities such as holding hands when forming a circle or doing partner yoga poses without engaging in challenging behavior.	discomfort).	ground) without engaging in challenging behavior and their response appears to match their reaction (e.g., says it is fine and appears to enjoy jumping).	
S5	0 1 2	Standing in line/close to others	Communicates opinion about standing in line/close to others during PE activities such as waiting in line to get a drink of water or guarding someone during basketball without engaging in challenging behavior.			
S6	0 1 2	Movement activities	Communicates opinion about excessive movement during PE activities such as spinning or fast dancing without engaging in challenging behavior.			
S7	0 1 2	Stationary activities	Communicates opinion about having to remain still during PE activities such as freeze dance without engaging in challenging behavior/constant movement.			
S8	0 1 2	Being in a noisy environment	Communicates opinion about being in a noisy environment during PE activities such as children and staff talking at the			



			same time in an echoey gymnasium without engaging in challenging behavior.			
S9	0 1 2	Being in a brightly lit environment	Communicates opinion about being in brightly lit environments during PE activities without engaging in challenging behavior.			

### Motor Skills

*This is not a comprehensive list, but motor skills that should be targeted around the start of primary school. Additional motor skills can be added to the end of this section following the same format, to be in alignment with specific national curricula and/or age/grade/developmental level.*

Task	Score	Task Name	Task Objective	How to Assess	Criteria	Notes
M1	0 1 2	Gross motor imitation	Imitates a motor action sequence modeled by the PE teacher.	Provide a model of a motor sequence (e.g., two dance moves) then ask the child to imitate the sequence only after you have	1= Imitates part of the sequence. 2= Imitates the full sequence independently.	



				demonstrated.		
M2	0 1 2	Hopping	Hops on one foot across the room for a distance of at least 7 meters without falling.	Tape two lines on the ground about 7 meters apart. Tell the child to stand on one line and hop on one foot to the other line without falling.	1= Hops 4-6 meters without falling. 2= Hops the full distance without falling.	
M3	0 1 2	Throwing accuracy	Throws a ball overhand from 4 meters away to hit a target about 1 meter in size.	Tape a target on the wall that is about 1 meter in size and about 1 meter above the ground. Tell the child to stand about 4 meters away and throw the ball overhand to hit the target.	1= Throws the ball overhand, it does not hit the target, but travels between 2-3 meters. 2= Throws the ball overhand and hits the target.	
M4	0 1 2	Catching bounced ball	Bounces and catches a tennis ball with one hand.	Hand the child the ball and ask them to bounce	1= Caught the ball with one hand after multiple	



				and catch it with one hand.	bounces. 2= Caught the ball with one hand after one bounce.	
M5	0 1 2	Kicking	Kicks a stationary ball so that it travels in the air at least 4 meters.	Place the ball on the ground in front of the child about 15 cm away and ask them to kick it.	1= Kicks the ball and it travels between 1-3 meters. 2= Kicks the ball and it travels at least 4 meters.	
M6	0 1 2	Running speed and agility	Within 5 seconds runs 3 meters, picks up an item, then runs 3 meters back with the item (without dropping it).	Tape two lines on the ground about 3 meters apart. Place an item (e.g., ball) on the farther line. Tell the child to stand on the starting line, run as fast as they can, get the item on the other line, and then run back to the starting line with	1= Completes the task but takes between 6-10 seconds. 2= Completes the task within 5 seconds.	



				it, then start the timer.		
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## **PERfect**

### **An Autism and Behaviour Management Training for P.E. schoolteachers**

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