

Developmental and Adapted Physical Activity Assessment, 2nd Edition

Edited by Michael Horvat, Luke Kelly, Martin Block, and Ron Croce. Published 2019 by Human Kinetics, Champaign, IL. \$67.00, 280 pp., ISBN 978-1-4925-4380-0

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Developmental and Adapted Physical Activity Assessment, by Michael Horvat, Luke Kelly, Martin Block, and Ron Croce, now in its second edition, addresses the issue of assessing individuals with disabilities. Without this text, professionals in the field of adapted physical activity seeking information on assessment are faced with the dilemma of searching the Internet, journal articles, and sections from introductory adapted physical education (APE) textbooks. *Developmental and Adapted Physical Activity Assessment* consists of 10 chapters and four appendixes organized in the logical sequence of the assessment process. The updated edition includes two new chapters, extending upon the breadth of content in the 2006 edition of this textbook. The authors have included numerous tables, charts, and images, which nicely complement the textbook's content. Throughout each of the chapters, there are case studies related to the material covered which use real-life scenarios regarding when and how one would use certain types of assessment tools. For example, case study topics include: "what does appropriate placement in physical education mean?" "matching the assessment tool to the assessment decision," and "assessment for students with visual impairments." Each chapter concludes with a "what you need to know" section that consolidates chapter information into three categories: (a) key terms, (b) key concepts, and (c) review questions. These summaries serve as a review for readers, highlighting important concepts. The strength of this text is that it is well organized and accessible for both the university student enrolled in an APE assessment class and the practitioner involved in the assessment process.

The textbook begins with Chapters 1, 2, and 3 by exploring the essential role of assessment for informing important decisions in adapted physical activity, such as evaluating need, determining educational placement options, and making instructional decisions. These chapters also address the role of the assessment process in helping the practitioner identify the unique strengths and needs of each individual to provide for successful program instruction. Finally, the reader is presented with the evaluation procedures mandated by the Individuals with Disabilities Education Act (2004). The reader-friendly presentation of the material in these chapters is characteristic of the remainder of the textbook.

Following from the purposes of assessment, Chapters 4 and 5 lead the reader through the necessary steps needed to select an appropriate instrument and administer tests. These chapters provide the reader with the information needed

to judge the technical adequacy of an assessment tool by examining test validity, reliability, and administrative feasibility specific to evaluation in the physical activity/exercise domain. A systematic step-by-step progression serves as a guideline that can be used to select the most appropriate assessment instrument to match the decision being made (e.g., screening, placement, eligibility, instructional planning, reviewing student progress). Also discussed in these two chapters is the selection and administration of standardized and informal assessment methods. Informal testing methods presented include observation, task analysis, checklists, rating scales, and questionnaires. Reflecting the array of assessment types discussed in these chapters, the authors conclude by describing the assessment process as a multifaceted process dealing with a diverse range of disabilities, and therefore, explain that no single test can adequately meet the overall needs of this population. The authors explain that assessment is not merely the administration of a test, but rather a complex, systematic process of gathering information to help better understand a student's motor behavior.

Chapter 6 focuses on motor development and motor skill performance. Primitive, postural, righting, and balance reflexes, and their role in motor development are examined. Several assessment instruments most commonly used in the field of APE are recommended, with a summary of the tool given to assist the reader regarding decision making. Several updated instrument editions were discussed in the second version of the text, including the Test of Gross Motor Development-3, Everyone Can! and Movement Assessment Battery for Children-2. This chapter is especially helpful for practitioners teaching preschool and elementary populations. Although this is a strong chapter, unique populations may present challenges to practitioners during the assessment process. The reader may have to go elsewhere for assessments suitable for students with multiple/severe disabilities and students with limited mobility (e.g., Motor Activity Training Program, [Special Olympics International, 1989], CTAPE and LaMAP Assessment Supplement [Louisiana Department of Education, 2015]).

In Chapter 7, the authors progress to discussing the topic of physical function (e.g., muscular strength and endurance, power, flexibility, cardiorespiratory function, and body composition) and present specific physical fitness assessments for identifying needs, program planning, and assessment for individuals with disabilities. Suggested tools include FitnessGram/ActivityGram and Brockport Physical Fitness Test. Chapter 8 addresses the components of posture, gait, and balance as they relate to motor development. In these chapters, the authors thoroughly detail what is considered typical, but perhaps the reader could have benefitted from the inclusion of more formal assessment options such as the New York Posture Rating Test (1966) or the Adam's Forward Bend Test (n.d.). Furthermore, perhaps it would have been helpful if the authors provided information regarding how to record data and statistically interpret results, which is a necessary component of the assessment process.

Chapters 9 and 10 are the two new chapters of the textbook; both are welcome additions covering topics often overlooked in the field of assessment in APE. Chapter 9 details assessing perception and cognition, which are inextricably intertwined with motor performance, and thus need to be assessed by APE practitioners and therapists alike (Horvat, Block, Kelly, & Croce, 2019). Chapter 10 reviews common assessment tools and practices used to measure students' behaviors, social skills, self-concept, play, and attitudes. Too often, many referrals