

The Virginia Journal



SPRING 2019

Vol. 40, No. 1



Photo Credit: April S. Moore, MS, ATC

VAHPERD Members,

It is my pleasure to serve as the editor of The Virginia Journal (TVJ) and Communicator. Enclosed you will find the Spring 2019 issue. I hope to continue the successful publications of TVJ and Communicator.

However, the success of TVJ and the Communicator only go as far as the members and our submissions. I ask that you continue to submit the quality work you have in the past. Let the state, region and nation know the outstanding work we are doing in VAHPERD. So this is my continued call for manuscripts for the Fall 2019 issue of TVJ and news information for the Communicator. The TVJ and Communicator depend on the submissions from our exceptional professionals working in the field.

So please continue to e-mail me your manuscripts and news by July 15, 2019 as a Word attachment for the two publications. Please follow the manuscript guidelines posted in each issue of TVJ. My contact information is below.

Sincerely,

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About VAHPERD

Mission Statement

VAHPERD is a professional association of educators that advocate quality programs in health, physical education, recreation, dance and sport. The association seeks to facilitate the professional growth and educational practices and legislation that will impact the profession.

VAHPERD Values

- Excellence in teaching, research and educational practices in HPERD and related professions
- Positive efforts to promote our disciplines
- Professional integrity and high ethical standards
- Effective communication within and between members and related professionals
- An active and healthy lifestyle
- Embracing the role of special and diverse populations

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President's Message

Dr. Kari Hampton



Dear Friends,

Serving this year as President these past few months has been a wonderful experience. I have had the opportunity to meet many new people with creative leadership ideas. I was able to represent Virginia at the SHAPE America Conference in Tampa, FL. The conference featured many wonderful presentations among them some by Virginia's very passionate and talented Health and Physical Educators in the past year, we have made great strides in our advocacy efforts. The message to promote quality health and physical programs is being communicated. Our advocacy committee has been working tirelessly in their advocacy efforts for Virginia health and physical educators. VAHPERD was instrumental in the passing of the tobacco ban bill which was signed into law on May 14th. In January, the VAHPERD Board of Directors and Representative Assembly attended the Leadership Development Conference in Richmond. This conference focused on the direction of our organization and on how to best serve you our members.

There are many ways in which you can take advantage of professional development opportunities. All opportunities can be found on the VAHPERD website www.vahperd.org

Two events that you might considering participating are listed below:

- The 2019 Virginia Summer Health and Physical Activity Institute at James Madison University – <http://www.jmu.edu/kinesiology/hpainstitute/> is scheduled for July 15-17, 2019. This conference offers teachers a wide range of sessions that cross the health and physical education spectrum. Attendees get the rare opportunity to “eat, sleep, and live” health and physical education with colleagues from across the state of Virginia. This amazing conference is a great way to get motivated for a new school year.
- 2019 VAHPERD Convention in Virginia Beach, VA. This is the 82nd year for our annual conference. This year's theme, “The Heart Beat of Education!” is designed to focus on moving our educators forward by engaging Virginia Health and Physical Educators in motivating and engaging heart thumping activities. Please add November 8-10, 2019 to your calendar and prepare to join us for this amazing professional development opportunity.

If you have any questions or need assistance, please feel free to contact me (hamptonvahperd@gmail.com). I look forward to working with you and for you!

Dr. Kari Hampton

President Elect's Message

Leslie Meadows



Greetings VAHPERD members and colleagues:

I hope that everyone is doing well as we round out this academic year. Continue to spread positivity wherever you are and in everything you do. Thank YOU for the hard work and dedication you provide to your school and communities! Since the 2018 VAHPERD Convention, the board of directors have been hustling! There has been fabulous, encouraging, real-talk that will only produce positive opportunities and useful resources to professionals. In January, we held our annual leadership conference in Henrico County. With the leadership of Kari Hampton, President, we focused on connecting and learning about ourselves as well as within our respected divisions. To see like-minded professionals come together is a beautiful sight! VAHPERD's representative assembly participated in the leadership conference. Also, in January, several professionals attended the Virginia Speak Out Day in Richmond, VA. From Petersburg to Radford University, we had a variety of professionals and future professionals advocate for quality health and physical education curriculum and resources! This was the first time attending and nerve wrecking, at first! During the event, I was able to meet with my legislative representatives and I left feeling productive. A huge thank you to our lobbyist, Becky Bowers-Lanier! She truly helped prepare us for what to expect and encouraged us throughout the whole process! I highly encourage you to meet with your legislative representative to open the door of communication. We ALL are working to provide only the best for our professionals.

In March, the board of directors approved the budget for this coming fiscal operating year. *Feel free to reference archive and current “Board Meeting Minutes” on the VAHPERD website!* The VAHPERD leadership, (board of directors, section chairs, committee members, administrative support, etc.) are preparing for the 2019 convention at the Founders Inn in Virginia Beach. The registration link will be sent out soon! Be sure to register early for the most savings! We will continue to work and represent YOU throughout the year! If you're interested in getting involved within a leadership role, please email me at [leslie_meadows@ccpsnet.net!](mailto:leslie_meadows@ccpsnet.net)

In April, we had a LARGE representation at the SHAPE America annual convention in Tampa, Florida. It was great to meet and learn with you throughout the week! I look forward to seeing you in Virginia Beach in November for the states convention!

As President-elect, I will continue to develop the 2019-2020 strategic plan and the 2020 convention theme in Reston, Virginia! I have enjoyed partnering with dedicated professionals and businesses to promote everything we stand for.

Below are upcoming events and opportunities for you!

- **Health and Physical Activity Institute**
 - Date: July 15-17, 2019
 - Where: James Madison University

continued on page 13

Past President Message

Patricia Larsen



Greetings! As past president, this is my final year in VAHPERD Leadership. I wanted to thank all of you for giving me the opportunity to lead this association and interact with so many great people in our profession! Having been a part of the Board of Directors for 4 years and the Executive Board for the past 3 years, I am very proud of the accomplishments of our Executive Committee, Board of Directors, Division Chair-elects, Chairs, Past-Chairs, and the membership that make the as-

sociation what it is. **In these three short years, we have 755 professionals dedicated to advocating for health and physical education, providing nurturing to individuals entering our profession, delivering great speakers to inform us of current and important information, and conducting excellent networking opportunities.**

Please welcome the new board members and officers! Kari Hampton is serving as the new president; I am confident the association will continue to prosper under her leadership. Also, please welcome our new president-elect Leslie Meadows, who will serve a 3-year rotation on the Executive Committee. Working with these incredible individuals is quite an honor. Leadership is stronger than ever! We are always looking for volunteers to ensure the continued success of each division's sections and the promotion of our profession. None of the achievements of VAHPERD would be possible without the great group of volunteers that make up our board and standing committees.

One of the cornerstones to our association's success is our desire to promote and give back to our profession. We accomplish this through advocating for our profession. The association provides staff development opportunities to improve your K-12 programs. Outstanding Health and Physical Education Programs (OHPEP) offers professional development workshops to promote the instructional best practices including all students active, teacher interaction, continuous assessment, and lifetime health and wellness. Presentations have been provided since 1999 to over half the divisions in the state. Consider scheduling a half day or full day presentation for your health and/or physical education teachers. Year around presenters are available. VAHPERD will pay all travel expenses.

Healthy Schools, Healthy Virginia is a fundraising initiative to help you raise money for your physical education program. The program includes access to an online donation application with 60% of proceeds raised going back to your program/school. You will be able to access content and resources to implement this program through the VAHPERD website. Here are some of the coordinator incentives you can receive for implementing the **Healthy Schools, Healthy Virginia** program: 60% of the money raised goes directly to your program/school (65% if you are a title I school), Free VAHPERD membership, Free VAHPERD convention registration fee, Free VAHPERD hotel rooms, Sub pay to help you attend the convention.

Executive Director's Message

Henry Castelvechi



VAHPERD Members,

I trust you are having a restful and enjoyable summer. We value what you do for the students of Virginia and applaud your hard work. Take this time to reenergize and prepare for the new school year.

The VAHPERD board is preparing now for the start of the school year and for programs that we will be offering. In July we will be meeting to plan for the upcoming Convention. Thank you to all those who submitted a program proposal, we have a top-notch program ever year because of you!

We are also working on programs and events, which will help support your Health and Education programs at your school. This past year we launched Healthy Schools, Healthy Virginia, a VAHPERD created fundraiser designed for Health and Physical Education teachers. We are partnering with SHAPE America on Health Moves Minds, a program, which focuses on core areas, related to health and wellness and will include new standards-based classroom and event resources for teachers. We are also continuing to search for resources to help you in your teaching and ways of funding your program. Keep an eye out for information coming about starting one of these programs in your school.

Please make plans to attend and invite a colleague to the Convention at the Founder's Inn in Virginia Beach November 8-10 2019. Thank you again for all your work in Virginia.

Henry



Past President's Message *continued*

Our board asks that you continue to generously give back by sharing your expertise at workshops, and conventions through presenting and attendance. Through our membership we can continue to ensure the growth of the association. In working together, we strengthen the association. I look forward to seeing all of you at future annual conventions.

Best Regards,
Patricia F. Larsen
Pat Larsen
Past President

Implementing the Tactical Games Approach in Physical Education

Clayton Harris, B.S., Graduate student in the PHETE program in the Department of Kinesiology at James Madison University

Cathy McKay, Ed.D., CAPE, Assistant Professor; Department of Kinesiology; James Madison University

Introduction

As a physical education teacher, do you have a hard time keeping your students engaged and on task? Do your students constantly ask the questions, “why are we doing this” or “when can we play the game”? Are you frustrated that the skills your students work on during drills do not transfer over when the students are playing a real or modified game? If you answered yes to any of these questions, the Tactical Games Approach may be just what you need for engaged, motivated learning in your classes.

The Tactical Games Approach is a teaching style that emphasizes the learning of movement forms and skills within the game content (Gubacs-Collins & Olsen, 2010). Instead of having students participate in drills and skills in isolation, the Tactical Games Approach has the students’ participating in small sided games or other game-like situations. This teaching approach focuses on all three domains (psychomotor, cognitive and affective); where traditional isolation drills focus on just the psychomotor domain (Gubacs-Collins & Olsen, 2010).

Why teachers should use the Tactical Games Approach

There are many reasons for using the Tactical Games Approach. First, the Tactical Games Approach improves game play ability (Griffin, Mitchell, & Oslin, 2013). In a traditional physical education setting, teachers have their students practicing skills through drill after drill in isolation. When students practice skills in isolation, their ability to transfer the skills to a game environment is limited (Gubacs-Collins & Olsen, 2010). By practicing and learning skills in the context of game play, the result is more likely to be the long- term retention of skills in actual competition settings (Sheridan, 2011). Another reason to use the Tactical Games Approach is that it promotes greater interest and excitement (Griffin et al., 2013). In a traditional approach, the drills and activities might lead to students asking the question, “Why are we doing this?” or “When can we play a game?” A tactical approach provides exciting alternatives to traditional skill practice, which students find interesting and motivating (Chatzipanteli, Digelidis, Karatzoglidis, & Dean, 2014; Nye, 2010). By having the students participate in small sided games instead of drills, the meaning and strategy behind the activity is clear, which motivates students to participate in an engaged manner. Interest and excitement are also

supported by the Tactical Games Approach because students have ownership over their own learning, which helps students to be more independent (Chatzipanteli et al., 2014; Nye, 2010).

The Tactical Games Approach assists in student understanding of games (Gubacs-Collins, & Olsen, 2010; Nye, 2010). By having the students actually play the game, it allows the students to have a better understanding of how the game is played, the rules of the game, and different game play strategies (Chatzipanteli et al., 2014; Pagnano-Richardson & Henninger, 2008). Student understanding is brought to life through a decision-making competency framework (Pagnano-Richardson & Henninger, 2008), and showcased in Table 1. There are four levels of competency in the tactical decision-making competency model: self and skill execution; self and teammates; self, teammates, and opponents; self, teammates, opponents, and situation. Students move from a focus on individual skill execution to a focus on complex features of the game involving teammates, opponents, and situations (Pagnano-Richardson & Henninger, 2008). This understanding transfers from unit to unit, as many tactical game skills are universal. For example, tactical approaches in soccer, field hockey or basketball, all of which are invasion games, are similar (Mitchell, et al., 2013). Finally, when a teacher teaches games with a tactical focus, it can provide a framework for students to break down and understand problems in their own game play (Pagnano-Richardson & Henninger, 2008; Sheridan, 2011). This teaching approach also allows students who possess less skill to work on their own weaknesses and allows the teacher to devote more individual attention to the students to help him or her progress at his or her own rate (Sheridan, 2011). For example, in a basketball unit, you might have a student who is very skilled, and then another student who has never picked up a basketball. While the students are participating in the small sided basketball game, the students would focus on different things. The less skilled student might focus on passing to an open teammate, while the more skilled student might work on different ways to get themselves open when they do not have the basketball. The students are participating in the same activity, but there are individualized instructions for the different students. As you can see, there are many reasons why a teacher would choose the Tactical Games Approach to increase engagement and understanding in physical education.

Table 1

Level of Competency	Student’s Focus	Examples of Student’s Focus
Level 1	Self and skill execution	How do I fix it?
Level 2	Self and teammates	What do we always do in this situation (i.e., often applies arbitrary rules)?
Level 3	Self, teammates and opponents	What are my opponents’ reactions to my actions?
Level 4	Self, teammates, opponents and game situation	How should our team respond to the opponents at this point in the game?

Why teachers choose not to use the Tactical Games Approach

While there are many positives to using the Tactical Games Approach, research indicates three different reasons why physical educators choose not to use this teaching approach. First, teachers are concerned about the benefits (or lack of benefits) for students with and without special needs (Gubacs-Collins, & Olsen, 2010). With the wide variety of skill levels and ability, teachers indicate concern that all students will not have the same opportunity to learn and grow (Gubacs-Collins, & Olsen, 2010). Teachers also have expressed concern related to being able to meet the IEP goals of students when utilizing this approach, and may be lacking the knowledge and resources to accommodate (Gubacs-Collins, & Olsen, 2010). Second, there is a concern that many physical education teacher education programs are focusing on traditional approaches, creating a lack of knowledge and understanding of how to properly implement this approach (Gubacs-Collins, & Olsen, 2010). Teachers might not have received the training on how to implement this approach, and in turn, do not have the ability to execute advanced instructional skills with a deep understanding of activities and strategy (Gubacs-Collins, & Olsen, 2010). Finally, teachers might not choose this teaching approach because it requires sound practical knowledge of a wide range of games, including knowledge of how to set-up small learning laboratories where game play is explored with opportunity for questions, solutions, and exploration (Lauder, 2001). Teachers may not want to put in the time or effort to research best practice related to utilizing this approach, as the traditional way of teaching is often easier and more convenient (Gubacs-Collins, & Olsen, 2010).

How to design a lesson for the Tactical Games Approach

There are four different steps when designing a lesson for the Tactical Games Approach: 1) initial game, 2) question-answer session, 3) practice task, and 4) final game (Gubacs-Collins, & Olsen, 2010). The first step in the lesson is the initial game. This is a game or game-form that emphasizes a tactical problem or challenge before identifying and practicing skills. Similar to a pre-assessment, this initial game allows the teacher to see what the students know

or do not know. The second step is the question-answer session with the students. The teacher asks questions to focus the students on tactical problems, and how to solve the problems. For example, in a basketball unit the lesson focus may be off-ball defense, in which case the teacher could ask the question, “Where should you be positioned if the person you are guarding does not have the ball? Should you be guarding your person closely or should you get into a position where you can influence the person with the ball?” By having an open-ended discussion with the students, the focus is on applying the learning goals for the lesson. Step three is to set up practice activities for the students to practice the task that was just discussed in the question-answer session. For example, if the discussion was about off-ball defense in basketball, the learning activities would be based around off-ball defense. The last step in the lesson is the final game. The teacher will have the students participate in a game situation to reinforce the tactical problem or skill addressed earlier. Usually this activity is the same as the initial game, which creates a great opportunity for the teacher to assess the students and see improvement in knowledge, skill, and understanding from the initial activity. An example of how to format a tactical game lesson is included in Table 2. Examples of a volleyball block plan and volleyball lesson plan utilizing the Tactical Game Approach are located in Tables 3 and 4. All three tables are derived from content found in Mitchell et al. (2013).

Conclusion

The goal of physical education is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthy physical activity (SHAPE America, 2014). By using the Tactical Games Approach, teachers will be able to make gains in achieving the goal of lifetime physical activity, as students who achieve competence in game play are more likely to engage in activity outside of the classroom (Pagnano-Richardson & Henninger, 2008). The Tactical Games Approach improves game playing ability, as students are more likely to have long-term retention of skills, greater interest and excitement to participate, and ownership of their own learning. Teachers who choose to

Table 2

<p>Tactical problem: <i>What is the tactical problem addressed during the lesson?</i></p> <p>Lesson focus: <i>What is the focus in terms of how the tactical problem will be solved?</i></p> <p>Objectives: <i>What are the major cognitive, affective and psychomotor learning objectives?</i></p> <ol style="list-style-type: none">1. Game: <i>What is the modified game being played?</i> Goal: <i>What performance goal will you give the students?</i> Conditions: <i>What conditions will you put on the game to ensure that students address the tactical problem?</i> Questions: <i>After initial game play, what questions might you ask (and what answers do you anticipate) to help students focus on the tactical problem and solutions?</i>2. Practice task: <i>What skill practice will help students solve the tactical problem when they return to game play?</i> Goal: <i>What performance goal will you use to assist skill acquisition?</i> Extension: <i>How might you extend the skill practice to make it harder or easier to match the content with the varying abilities of students?</i>3. Game: <i>What modified game may help students apply their newly learned skills to solve the tactical problem of play?</i> Goal: <i>What performance goal will you give to the students for the game?</i> Conditions: <i>What conditions will you put on the game to ensure that students use the skills they learned to address the tactical problems?</i>4. Closure: <i>What would be an appropriate closure or ending discussion for the lesson?</i>
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learn and implement the Tactical Games Approach will improve the student experience in class, and will be a positive role model to in-service and preservice teachers who are looking for ways to improve as educators.

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Table 3

Day 1	Day 2	Day 3	Day 4	Day 5
<ul style="list-style-type: none"> • Introduction to unit • 3v3 game: <ul style="list-style-type: none"> - Base position - Free ball (toss) • Closure 	<ul style="list-style-type: none"> • 3v3 game • Setting up to attack: <ul style="list-style-type: none"> - Forearm pass (FAP) • Practice = FAP • 3v3 game • Closure 	<ul style="list-style-type: none"> • 3v3 game • Setting up to attack: <ul style="list-style-type: none"> - Setter open up • Practice = FAP and open up • 3v3 game • Closure 	<ul style="list-style-type: none"> • 3v3 game • Setting up to attack: <ul style="list-style-type: none"> - Setter pass to hitter • Practice = open up and pass to hitter • 3v3 game • Closure 	<ul style="list-style-type: none"> • 3v3 game • Setting up to attack and winning the point: <ul style="list-style-type: none"> - Transition by hitter • Practice = pass, open up, and transition • 3v3 game • Closure
Day 6	Day 7	Day 8	Day 9	Day 10
<ul style="list-style-type: none"> • 3v3 game • Winning the point by attacking the ball • Practice = hitting and spiking • 3v3 game • Closure 	<ul style="list-style-type: none"> • 3v3 game • Attacking the ball: <ul style="list-style-type: none"> - Transition to hit or spike • Extended practice • 3v3 game • Closure 	<ul style="list-style-type: none"> • 3v3 game • Review = setting up to attack and winning the point by attack • 3v3 game • Closure 	<ul style="list-style-type: none"> • 3v3 game • Review= setting up to attack and winning the point by attack • 3v3 game • Closure 	<ul style="list-style-type: none"> • 3v3 tournament • Closure

Table 4

<p>Tactical Problem: Setting up to attack</p> <p>Lesson Focus:</p> <ul style="list-style-type: none"> • Base positions and containing the ball on one's own court • Reading and anticipating through movement (watching the flight of the ball and getting the feet to the ball) <p>Objective: Make the initial pass high and in the middle of the court (playable ball).</p> <p>Game 1:</p> <p>Set up: 3v3</p> <p>Goal: Set up to attack the ball</p> <p>Conditions:</p> <ul style="list-style-type: none"> • Make the court narrow and short. • Each team alternately initiates points with an easy playable toss (free ball). • Have a serving team
--

P P	S	S	P P
P P	S	S	P P

S = Setters P = Passer

Notes:

- An easy toss is a two-handed soccer throw- in (rainbow toss)
- The base position is a player's home, or recovery, position during a game

Questions:

- Q: What did you do to contain the ball on your side of the court?
- A: Control the ball and hit it high.
- Q: What did you have to do to play the ball?
- A: Read the flight of the ball, anticipate where it was going and move to it.
- Q: How did you accomplish this?
- A: With an overhead or forearm pass. (Note that the novice might not know the terms but will possibly say, "Like this", while showing you the actions.)
- Q: Which way is best for receiving the serve?
- A: Using the forearms.
- Q: Where is a safe place to pass?
- A: Into the middle of the court.

Practice Task:

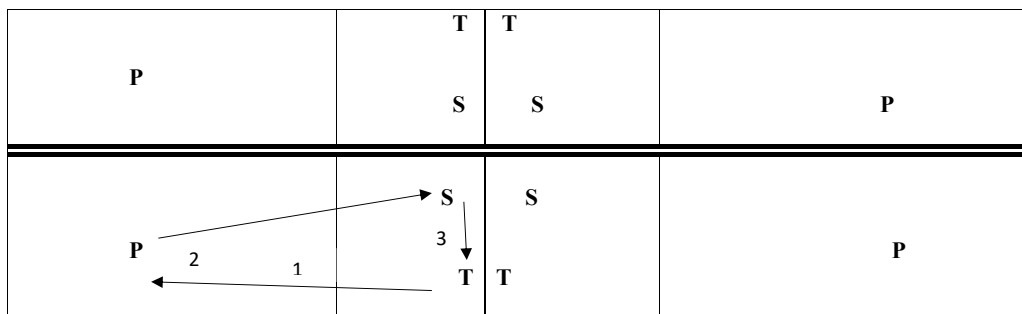
Set up: Players are in a triad and use a forearm pass.

Goal:

- Pass a playable ball, one that is high and in the middle of the court, so that another player can hit it.
- Focus on a medium body posture (knees bent, arms loose, and hands ready) and a flat platform.

Conditions:

- Players perform three trails before rotating,
- The tosser prompts by hitting the side of the ball and then gives a playable toss to the passer, who passes the ball to the target (setter).
- The setter catches the ball and then bounces it back to the tosser.
- The setter catches the ball and then bounces it back to the tosser.



T = Tossers P = Passer S = Setter

Cues:

- Use a medium Posture
- Move your feet to the ball (read and anticipate)
- Point your belly button to the target
- Keep your thumbs together, and make a flat platform (i.e., forearms level).

Integrating the American Revolution in Physical Education

Mark Pankau, Guilford Elementary School, Loudoun County Public Schools

B.J. Pankau, Adapted Physical Educator, Albemarle County Public Schools

Meaghan Pankau, Shelton Park Elementary School, Virginia Beach Public Schools

The American Revolution Game integrates Physical Education and Virginia History as part of the 4th grade Standards of Learning. 4th Grade classroom teachers should prep their class on specific features, or information around the time of the American Revolution. This game is designed to integrate classroom lessons that have already occurred.

By playing The American Revolution Game after classroom lessons, the students can better visualize how the Colonists had to evade the British Red Coats. If caught by the British there would be penalties for disobeying the English King's Rule. The object of the American Revolution Game is for each of the four group colonies to collectively answer all 13 American Revolution questions correctly.

Students are placed in four groups, known as Colonies. Each colony has a safe colony base (corner cone) where they cannot be tagged by a Red Coat. The four corners of the gym work well for staging the four colony groups. Once a colonist leaves their safe colony base they can be captured (tagged) by a Red Coat. More details on what occurs if tagged are listed below.

On General George Washington's signal (the Physical Educator), "The British are coming!", the first player in each group runs to any of the 13 cone markers, picks up the question card at that station, and runs back to their colony base to decide on their answer as a group. The questions are listed below, and are numbered for each one of the 13 cone markers. Each cone marker is also labeled 1 through 13.

Roaming the play area will be a select number of British Red Coats who are the taggers wearing red vests. A Red Coat can capture (tag) a Colonist running to a cone marker, or returning to their colony base from a cone marker. If that Colonist is tagged they must return the card to that cone marker, return to their colony, high five the next Colonist who then runs to any of the 13 cone markers of their choice.

Red Coats may not tag a Colonist while they are at one of the 13 cone markers, and may not hover around (sometimes referred to as puppy guarding) the cone markers. Red Coats must continuously roam the play area without targeting a Colonist, or a cone marker, and may only make a tag when the Colonist is coming to, or going away from, one of the 13 cone markers.

Colonists do not have to go to the cone markers in chronological order (1,2,3...). This helps the Colonists if the Red Coats have discovered a travel pattern and try for the Colonists.

Once a Colonist successfully returns to their colony the group reads the card. When they think they have the correct answer they go to General Washington to confirm their answer. If their answer is correct they may continue the game. If the answer is incorrect they must rethink their answer and try again. If the answer is correct, the runner may go to the 13 Colonies Map and color in one of the colonies, signaling a victory over the British. There is one large 13 Colonies Map and it is located by General Washington. (1)

General Washington will declare the colonies victorious when

all 13 questions are answered correctly. Class closure is a review of all 13 questions and the correct answers. The colony groups will not have the opportunity to answer all 13 questions during the game, therefore the closure lessons insures all students have the opportunity to review all the questions that will be on the Virginia Standards of Learning Social Studies Test.

The author allows the 3rd grade students to play this game as a preview to their upcoming 4th grade Social Studies lessons, even though they may not know many of the answers. In this case the Physical Educator can give the colony group more than one attempt to answer the question correctly and then give them the correct answer so they can continue the game. This approach with 3rd grade is allowed since American Revolution information is not included in their social studies lessons.

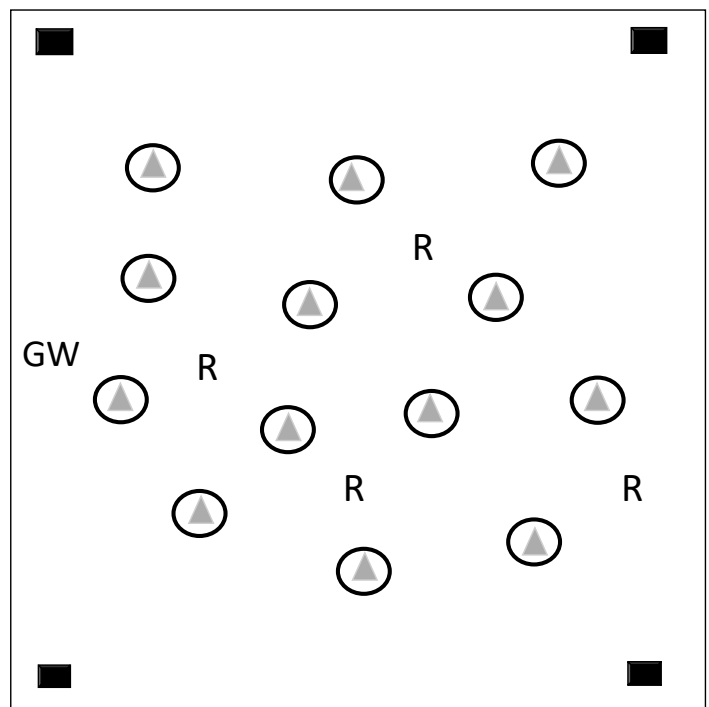
The 5th grade students are also allowed to play the game again as a general refresher from their 4th grade Social Studies lessons. For the regular classroom lesson plan, this game includes problem solving, collaboration, cooperation and team work.

American Revolution Game Gym Floor Layout

GW = George Washington

13 Hula Hoop circles 13 Triangle cones R = Red Coat "Its"

4 black colony group bases 13 Test questions under the cones



The American Revolution Summative Test Questions:

- ___ 1. What army did George Washington lead?
- a. Loyalists
 - b. American Army
 - c. Neutralists
 - d. Continental Army
- ___ 2. What were the colonists fighting for in the Revolutionary War?
- a. Freedom from Slavery
 - b. The American Indians
 - c. Freedom from Great Britain
 - d. Land in Mexico
- ___ 3. Where did the first Continental Congress meet?
- a. Philadelphia, Pennsylvania
 - b. Richmond, Virginia
 - c. Concord, Massachusetts
 - d. Jamestown, Virginia
- ___ 4. Who was the King of England during the Revolutionary War?
- a. King James
 - b. King Nathan
 - c. James Armistead Lafayette
 - d. King George III
5. The colonists thought that they should NOT be taxed by the British government because...
- a. They did not consider themselves British citizens
 - b. They had no representation in the British Parliament
 - c. They were poor and could not afford to pay the taxes
 - d. They did not believe in paying taxes at all
6. The Declaration of Independence stated that all people are created equal and have rights to _____.
- a. Life, liberty, and pursuit of happiness
 - b. Life, freedom of speech, and freedom of religion
 - c. Life, culture, and customs
 - d. Life, liberty, and pursuit of freedom
7. Which of the following statements is NOT true of the roles of Virginians during the Revolutionary War?
- a. All Virginians were patriots and joined the Continental Army
 - b. Some Virginians did not take sides in the war
 - c. Some Virginians remained loyal to England
 - d. Many Virginians were patriots and fought against the English.
- ___ 8. The Declaration of Independence was signed in the year _____.
- a. 1976
 - b. 1876
 - c. 1776
 - d. 1676

-
-
9. True or False: The Patriots served in the Continental Army.
 10. True or False: Women helped in many ways during the Revolutionary War.
 11. True or False : The Declaration of Independence says the authority to govern belongs to the King and not the people.
 12. This man spoke out against “No taxation without representation”.
 13. This man was a slave from Virginia who served in the Continental Army.

Teacher Answer Key:

1. D, Continental Army.
2. C, Freedom from Great Britain.
3. A, Philadelphia.
4. D, George III.
5. B, They had no representation in the British Parliament.
6. A, Life, Liberty and the Pursuit of Happiness.
7. A, All Virginians were Patriots and joined the Continental Army.
8. C, 1776.
9. True. Patriots did serve in the continental army.
10. True. Women helped in many ways.
11. False. The Declaration of Independence gives authority to govern to the people.
12. Patrick Henry spoke out against no taxation without representation.
13. James Armistead Lafayette.

Cone Marker Cards

CONE MARKER #1

What army did George Washington lead?

- | | |
|------------------|---------------------|
| a. Loyalists | c. Neutralists |
| b. American Army | d. Continental Army |
-

CONE MARKER # 2

What were the colonists fighting for in the Revolutionary War?

- | | |
|-------------------------|-------------------------------|
| a. Freedom from Slavery | c. Freedom from Great Britain |
| b. The American Indians | d. Land in Mexico |
-

CONE MARKER # 3

Where did the first Continental Congress meet?

- | | |
|-------------------------------|---------------------------|
| a. Philadelphia, Pennsylvania | c. Concord, Massachusetts |
| b. Richmond, Virginia | d. Jamestown, Virginia |
-

CONE MARKER # 4

Who was the King of England during the Revolutionary War?

- | | |
|----------------|------------------------------|
| a. King James | c. James Armistead Lafayette |
| b. King Nathan | d. King George III |
-

CONE MARKER # 5

The colonists thought that they should NOT be taxed by the British government because...

- a. They did not consider themselves British citizens
 - b. They had no representation in the British Parliament
 - c. They were poor and could not afford to pay the taxes
 - d. They did not believe in paying taxes at all
-

CONE MARKER # 6

The Declaration of Independence stated that all people are created equal and have rights to _____.

- e. Life, liberty, and pursuit of happiness
 - f. Life, freedom of speech, and freedom of religion
 - g. Life, culture, and customs
 - h. Life, liberty, and pursuit of freedom
-

CONE MARKER # 7

Which of the following statements is NOT true of the roles of Virginians during the Revolutionary War?

- a. All Virginians were patriots and joined the Continental Army
 - b. Some Virginians did not take sides in the war
 - c. Some Virginians remained loyal to England
 - d. Many Virginians were patriots and fought against the English
-

CONE MARKER # 8

The Declaration of Independence was signed in the year _____.

- a. 1976 b. 1876 c. 1776 d. 1676
-

CONE MARKER # 9

True or False: The Patriots served in the Continental Army.

CONE MARKER # 10

True or False: Women helped in many ways during the Revolutionary War.

CONE MARKER # 11

True or False : The Declaration of Independence says the authority to govern belongs to the King and not the people.

CONE MARKER # 12

This man spoke out against “No taxation without representation”.

CONE MARKER # 13

This man was a slave from Virginia who served in the Continental Army

The game questions were taken from <http://mrnussbaum.com/13-colonies/>

President-Elect's Message *continued from page 2*

- [Registration Information](#)
- [Event Information](#)
- **Southwest Virginia Workshop**
 - TBD
- **VAHPERD 2019**
 - Date: November 8-10th
 - Location: Founders Inn and Spa
- **Health & Physical Literacy Summit 2020**
 - Date: Feb. 11-14th
 - Location: Birmingham, Alabama
 - Hyatt Regency
 - Professionals: \$130 (pre), onsite \$175
 - Future Professionals: \$45 (pre), onsite \$65
- *FEATURED SPEAKER: John J. Ratey, MD*
- [Event Information](#)
- **SHAPE America National Convention 2020**
 - Location: Salt Lake City, Utah
 - Dates: April 21-25
- **VAHPERD 2020**
 - Location: Reston, VA
 - Date: November 6-8th

As always, please contact me with any questions, concerns, praises and suggestions at leslie_meadows@ccpsnet.net. I look forward to working with you!!

Leslie Meadows

Functional Movement Screening Scores Among Brazilian JiuJitsu Athletes in Correlation with Rank and Time in Sport

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Melissa Grim, PhD, Professor, Radford University

Dave Sallee, PhD, Professor, Radford University

Angela Mickle, PhD, Professor, Radford University

Abstract

Brazilian Jiu-Jitsu (BJJ) demands unique fitness and mobility requirements, but can also lead to injuries due to the nature of the sport. The purpose of this study was to explore a possible relationship among the Functional Movement Screening (FMS) scores of BJJ athletes and their rank and time in sport. It was expected that the FMS score would improve in tandem with the advancement through the rankings. The study involved 24 BJJ Athletes ages 18-50 years old. The participants were grouped into five divisions based on the five belt rank colors in BJJ: White, Blue, Purple, Brown and Black. After recruitment the participants were put through the seven movements of the FMS, and their individual movement scores and total composite score were recorded. **Results:** Using IBM SPSS statistical software to run Chi-Square analysis, including Spearman Correlation between Rank & FMS ($r = -.276$) and Pearson Correlation between Time in Sport & FMS ($r = -.413$) it was concluded that there was a weak negative correlation between both rank and time in sport with respect to FMS score. As BJJ increases in popularity, an FMS-based system might be applied to detect, remedy, and prevent deficiencies, asymmetries and injury in the sport.

Introduction

While Brazilian JiuJitsu (BJJ) continues to be overshadowed by more mainstream combat sports and Olympic disciplines, such as Judo and Wrestling, it is similar in practice to both. BJJ is a grappling based sport/martial art where practitioners wear belts, colored either white, blue, purple, brown or black, to represent rank and progress. In recent years, BJJ has gained popularity and traction among a larger public and has attracted both recreational and professional athletes. BJJ features one-on-one combat between fighters who compete for position, such that each fighter attempts to gain an advantage by controlling the other fighter's appendages and joints. Generally, the traditional uniform known as the Gi provides additional surface area for grips and submissions. Fighters win challenges by applying Joint locks (applying torque to a joint to exceeding its range of motion, causing pain) or Strangulations (where applying pressure to the carotid arteries using one's limbs or Gi material), thereby forcing the opponent to submit or become unconscious. Due to the nature of this sport there are unique movement patterns one must learn to properly perform these techniques. However, there are many additional physical demands placed on the body when training BJJ.

The Functional movement screening (FMS) is a seven movement test developed by Physical Therapist Grey Cook to assess dynamic stability and mobility movement patterns required for

functional body mechanics. The FMS is used to assess a person's movement patterns and abilities required for functional movement. The movements include three dynamic movements; Deep Squat, Hurdle Step and Inline Lunge. Two mobility movements; Shoulder Mobility and Active Straight Leg Raise and two stability movements; Trunk Stability Push Up and Rotary Stability. Each movement of the FMS is scored 0-3, a score of 3 is given to a perfectly executed movement, a score of 2 is given to a sufficient movements that have been modified from the criteria for a score of 3, and a score of 1 is given to any deficient movement. A score of zero is only given if pain is felt during the movement, and once indicated, the test stops and referral to a medical professional to examine the area of pain is suggested. The FMS enables an assessment of the quality of a person's movement and offers a quantifiable variable with respect to the performed movements. The FMS screens for bilateral asymmetries in different limb segments and body movements. Asymmetrical movement patterns have been shown to lead to an increased risk for injury from compensations between opposing body segments (Garrison, Westrick, & Johnson, 2015). The ability to quantify scores for a movement screening to assess quality of movement is desirable, as it allows a numerical identification of asymmetries and deficiencies in different biomechanical patterns. In BJJ, athletes tend to have a dominant side on which they perform techniques, which often results in having the techniques applied to them on their non-dominant side. Advancement in BJJ can be slow even with frequent training and often involves significant injury along the way. The FMS has been shown to help predict injury in athletes by recording asymmetries in movement patterns and, moreover, it has been used in the context of Judo athletes' success in competition (Boguszewski, Buda, Adamczyk, & Boguszewski, 2017).

Previous investigation of FMS scores among martial artists has been conducted in different aspects. When using the FMS to monitor the movements of athletes a common target is the potential for injury. Using the FMS to assess the potential for injury in BJJ athletes relative to their fighting style, Del Vecchio, Gondim, and Arruda (2016) found that the difference between FMS scores and fighting style found no statistical differences, and that those with a low FMS performance were associated with a higher risk of injury. This study suggest that a personal preference or difference in training and application of technique is not a contributing factor in FMS scores. Similarly Garrison, Westrick, and Johnson (2015) found that athletes with a preseason composite FMS score of 14 or below, in addition to a history of injury, were at 15 times greater risk for injury than those who scored above a 14 in composite FMS. A trend of documenting athletes' past injuries is

seen in the studies carried out to assess martial artists' FMS scores. Boguszewski, Suchcicka, Adamczyk, and Boguszewski (2013), in addition to using the FMS to screen Aikido athletes and their reported incidence of pain and trauma complaints, also included a questionnaire to document past injuries.

The reviewed literature is not in agreement regarding the extent to which an athlete's performance or success in competition relates to their FMS score. Moreover, the reviewed literature lacks commonalities. A unique method in the literature, Boguszewski et al. (2017) examined the scores of Judo athletes and success in competition in relation to their scores noting any asymmetries presented. Besides relating FMS scores to sport performance, Bodden, Needham and Chockalingam (2015) examined Mixed Martial Arts (MMA) athletes and the use of an intervention program to improve FMS scores while athletes continued their normal training regime. Assessing an 8 week program, Bodden et al., (2015) found that at a mid-study (4 week) test FMS scores had improved but did not improve significantly thereafter. Among the reviewed literature, this study was unique, in that it aimed at improving scores as opposed to assessing risk of injury. The study noted that there was room for improvement among the scores of the MMA athletes, showing that their involvement in MMA could lead to deficiencies and asymmetries as a result of the traumatic nature of the sport. Bodden et al., (2015) elaborate on the potential for MMA athletes to over develop anterior chain muscles in their strength and conditioning programs, which would further exacerbate certain movement pattern deficiencies and asymmetries. This is similar to issues discussed by Del Vecchio et al., (2016) who note that high level BJJ athletes often show a side dominance when applying technique and sport specific movements, which in turn could lead to FMS deficiencies and asymmetries.

In the context of the literature review, studies conducted with populations of involved in Wrestling, Judo, Aikido and BJJ were prioritized for relevance, with the exception of the study by Garrison et al., (2015), whose participants were college athletes. Using FMS to assess martial artist was more valuable than the population of college athletes due to the specific nature of movement martial arts requires. The range for the number of participants among the studies varied from 23 -160. However the upper end of this range involved the college athletes. A better representation of the range of Martial arts athletes would be 23-32. It is difficult to say whether or not a population of this size is more or less desirable with a niche sport that grappling martial arts lies in. A mix of male and female participants was common among the studies reviewed except the cases of Bodden et al., (2015) and Boguszewski et al., (2013), which only featured male participants.

The trend in the literature to use FMS scores as a predictor for injury, while useful in nature, offers little help in this study to examine the correlation among FMS scores and BJJ rank and time in sport. Looking to Boguszewski et al., (2017), the FMS scores of Judo athletes and their success in competition comes closest to the relation investigated in this study. It remains difficult to make predictions in research outcomes due to the differences in Judo and BJJ. Due to the unique nature of martial arts and the even more individualistic aspects of specific disciplines of martial arts, grouping Aikido, Judo, MMA and BJJ into one category and assuming all groups would present a similar movement result, is a flawed approach. Since this study specifically and exclusively involves

BJJ athletes, the FMS scores and trends from the reviewed literature offer little insight to how one's rank in BJJ might influence movement patterns screened in the FMS. Similar to the literature that included a past injury history, there is a reasonable possibility that many in the BJJ population would report previous injuries that may manifest in FMS scores, which in turn may affect correlation with rank and time in sport. This would be an interesting consideration for further study and additional data collection. However, the design of this study will forgo the past injury questionnaire and screen BJJ athletes in all 7 of the FMS movement test.

Boguszewski et al., (2017) demonstrated that Judo competitors with higher FMS scores had better success competition. The sample population examined in this research was not inquired as to their competitive success in BJJ, only their advancement in rank and time spent in the sport. While the literature points to the traumatic nature of combat sports leading to lower FMS scores, the indication by Boguszewski et al., (2017) that better success is linked to better FMS scores, might also suggest that as a practitioner becomes more successful in BJJ, they advance in rank. It is anticipated that this specific population will offer a representative insight into the effects of BJJ on FMS scores. The objective of this study is to investigate the FMS scores of Jujitsu athletes among the different rankings and accumulated time in sport to see whether the FMS scores bear any relation to a practitioner's progression. It is expected that the scores of the FMS will improve in tandem with the advancement through the rankings and continued time in sport.

Methods

The study involved 24 BJJ Athletes ages 18- 50. A minimum of at least 3 months of participation in BJJ was the lower cutoff point for recruitment, with no upper limit in time set. Participants were recruited via a flyer posted in a local BJJ academy and, once recruited, a time for the screening was set up with the researcher. At the time of screening informed consent was given to the subjects and any questions they had were answered. The FMS manual states that those being screened should do the movements in the footwear they wear for sport or training. BJJ athletes do not wear footwear when participating, so that all subjects performed the movements barefoot. The Gi and the rank colored belt were not worn during the screening due to the potential for the Gi to limit movement or interfere with the FMS kit. The participants' time in sport and achieved rank (White, Blue, Purple, Brown and Black) were recorded prior to screening.

The tool used was a standard FMS brand kit which consists of a 153 x 13 x 5 cm board, an approximately 1.2 meter long plastic dowel rod marked in centimeters, two smaller dowel rods marked in centimeters and a rubber chord used for setting the hurdle height. (See link for an image of the tools used in the study <https://www.medco-athletics.com/fms-test-kits>). The subjects were briefly coached in accordance with the instructions given in the FMS manual through the 7 movements of the FMS as they progressed from one movement to the next. Prior to performing some of the FMS movements, a shoulder impingement clearance tests, extension clearance test, and flexion or posterior rocking clearance test are required to rule out any potential pain and pathology that could arise from the subsequent FMS movements. All clearance tests were performed prior to the movements and no subjects reported a positive sign. The volunteers completed

the movements of the screening in the “traditional” method listed in the FMS manual. The order of movements was; Deep Squat, Hurdle Step, Inline Lunge, Shoulder Mobility and Impingement Clearing test, Active Straight Leg Raise, The Core Stability Push Up and Trunk Extension Clearing Test and the Rotary Stability Test and Trunk Flexion Clearing Test. After all FMS movements were completed, the lowest of any bilateral movement scores were used when compiling the final composite score. All volunteers were informed of any deficient movements or if they presented any asymmetry in the bilateral movement screening. Results of the FMS composite score, rank, and time in sport in years were recorded in IMB SPSS for statistical analysis.

Results

The results of the FMS reported a very weak negative correlation between Rank and FMS scores ($r = -0.276$) when analyzed using a Chi-Square and Spearman Correlation. [See figure-2] Rank was assigned to ordinal numeric categories to aid in statistical analysis. FMS scores had weak negative correlation with Time in Sport ($r = -0.413$) when statistically analyzed using Chi Square and Pearson’s correlation. [See figure-4] this was significant due to the alpha being set to .05.

Discussion

Advancement through the rankings of BJJ and mastery of the techniques that accompany progression can take a toll on athletes’ bodies. While practitioners achieve better physical fitness

Figure 3

Chi-Square	Time in Sport & FMS Score		
	Value	df	Asymptotic Significance
Pearson Chi-Square	116.400	112	.369
Likelihood Ratio	71.949	112	.999
Linear by Linear Association	3.916	1	.048
N of Valid Cases	24		

Figure 4

Time in Sport & FMS Score		Symmetric Measures		
	Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Interval by Interval Pearson's R	-.413	.191	-2.125	.045 ^c
Ordinal by Ordinal Spearman Correlation	-.361	.189	-1.815	-.083 ^c
N of Valid Cases	24			

Figure 1

Chi-Square	Rank & FMS Score		
	Value	Df	Asymptotic Significance
Pearson Chi-Square	36.490	32	.268
Likelihood Ratio	40.749	32	.138
Linear by Linear Association	1.540	1	.215
N of Valid Cases	24		

Figure 2

Rank & FMS Score		Symmetric Measures		
	Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Interval by Interval Pearson's R	-.259	.195	-1.257	.222 ^c
Ordinal by Ordinal Spearman Correlation	-.276	.211	-1.348	-.191 ^c
N of Valid Cases	24			

from BJJ, many also experience injury both acute and sometimes chronic. The underlying cause of these injuries can be attributed to a number of factors. The nature of the sport itself is to cause discomfort and or pain in an attempt to submit the opponent. This should be considered a major reason for injury to arise from the sport. This study did not record an injury history from participants. With future investigation it could prove useful to solicit this information and use it for further statistical analysis and control for it in other scopes of analysis.

Looking though the scope of the FMS, those with asymmetrical movement patterns are shown to be at risk for future injury. This could explain why BJJ athletes develop injuries unrelated to the submission aspect of the sport, and why some have lower FMS scores in relation to progression in the sport. Additionally, it could be the sport of BJJ and the movements required that are the cause of the asymmetries. Often those who are beginning BJJ have difficulty performing the techniques in both the right and left side and will focus to learn a movement to only one side before attempting to learn the technique to the other direction. This can often be influenced by an athlete’s preferred hand dominance. Learned side dominance and the continued repetition of techniques on a singular side could play a role in asymmetrical movement pattern development and manifest in the FMS. Future research into the relation of asymmetries and progression in BJJ could provide some insight to possible causes in the presented movement patterns. Another direction for future research could investigate any relations among the individual 7 movements of the FMS, and how any asymmetries from BJJ may manifest in the individual movements. The seven

different movements of the FMS will be discussed sequentially in more detail individually.

The first tested movement of the FMS is the Deep Squat. The Deep Squat pattern is involved in many functional movements. It demonstrates full body coordination, mobility and stability. The FMS squat differs from other squatting patterns in that the feet, legs and hips are in line with one's axillary line (armpit) and one's shoulders must be functioning in symmetrical positions holding the dowel rod overhead. While full deep squatting is not frequently utilized in modern day to day life, exercise and sport movements often require components of the deep squat. Limb mobility, postural control, pelvic and core stability are demonstrated in the deep squat movement pattern and challenges total body mechanics and neuromuscular control when correctly executed. Deficiencies in the FMS squat could be resulting from limitations in other more isolated body segments that only manifest themselves in their respective body region and the squat (Cook, 2010). BJJ requires total body control and dynamic movement requirements, however any squatting patterns seen in the sport can differ in the involvement of the arms and shoulders, the alignment of the feet, legs and hips and continued practice of this can cause one to drift from a more FMS styled squat to that of a wider based squat where no object is being held over head. With these learned patterns BJJ athletes could be expected to present an improper or deficient squat through the scope of the FMS even with no deficiencies in the other FMS movements.

The Hurdle Step movement is a key pattern in ambulation and acceleration. Although stepping to the designated tested height in most activities is not very common, the hurdle step exposes compensation or asymmetries in stepping functions. The hurdle step challenges one's biomechanical ability to step in stride while challenging stability and control in the single leg stance. The movement requires coordination and stability between the hips, moving asymmetrically bearing load while the other moves freely. The pelvis and core must maintain stability and alignment throughout the movement. The arms are static while holding the dowel behind the neck and shoulders, which aids the observer in assessing the upper body and trunk stability in the stepping movement. Excessive upper body movement in basic stepping is viewed as compensation; it is not seen when proper mobility, stability, posture and balance are available and functioning. The hurdle step challenges bilateral mobility and stability of the hips, knees and ankles. The test also challenges stability and control of the pelvis and core as it offers an opportunity to observe functional symmetry (Cook, 2010). In BJJ, there are often times where the practitioner will find themselves in a single leg stance, often the result of executing a movement or technique or resulting from having a technique applied to them. However, it often contrasts with the FMS hurdle step in that with involvement in BJJ rarely does one find themselves in such a stance with their arms supporting an object behind their head/neck trying to overcome an object set at a static height. While the goal of the hurdle step is to identify asymmetry and compensations often in jiu-jitsu an athlete will only be subjecting themselves to a single leg stance on a preferred or dominate side. This can manifest itself in the hurdle step by showing greater balance and coordination to one side of the body versus the other.

The Shoulder Mobility pattern demonstrates the natural complementary rhythm of the scapular-thoracic region, thoracic spine and rib cage during reciprocal upper extremity shoulder movements. However the full reciprocal reaching pattern is not seen in most day to day activities, the use of each segment to its range of active control leaves little room for compensation. Removing compensation provides a clear view of movement ability. Correctly executed, the cervical spine and surrounding musculature should remain relaxed and neutral. The thoracic region should have a natural extension. There should be internal rotation and adduction in one extremity and flexion, external rotation and abduction in the other (Cook, 2010). One of the most common sites for applied torque in BJJ is the shoulder joint. There are a multitude of different techniques with the goal of applying control to the arm and then exceeding range of motion in the shoulder through excessive internal or external rotation. This submission goal often results in victory for the one applying the technique. However being one of the most targeted body segments in the sport, over use injury or intentional injury can result frequently. This injury being so common among those in the sport leads to avoidance of using or exposing one shoulder can result in very deficient movement patterns. The goal of the FMS shoulder mobility is to measure the distance between the two hands of the person being evaluated within a measure of their dominant hand. A measure within one hand distance is given a 3 and hand and a half is a 2 and greater than 1.5 is scored a 1. This however is a very vague scope when looking at jiu-jitsu athletes who can resent with very chronic shoulder injury and even very acute but asymmetrical shoulder injury. It should be noted that due to the vagueness of the scope in which FMS identifies one's shoulder mobility that maybe a more comprehensive test should be used to better assess the extent of BJJ athletes shoulder mobility.

The active straight-leg raise (ASLR) identifies the active mobility of the flexed hip, but also includes the initial and continuous core stability within the pattern as well as the available hip extension in the opposite static hip. This test hip flexion on one side, as it also assesses the ability to separate the lower extremities in a non-weight bearing position. This movement is often lost when flexibility of multi-joint lower extremity muscles is compromised. The gluteus maximus/iliotibial band complex and the hamstrings are the structures most likely to result in flexion limitations. Extension limitations are often seen in the iliopsoas and other muscles of the anterior pelvis. This movement challenges the ability to dissociate the lower extremities while maintaining stability in the pelvis and core. The movement also challenges active hamstring and gastroc-soleus flexibility while maintaining a stable pelvis and active extension of the opposite leg (Cook, 2010). This movement is very integral in the sport of BJJ. One could argue that half of the time spent participating in BJJ is spent on ones back using active leg and hip mobility to aid in controlling and submitting one's opponent. However while this supine position is very common in the sport, rarely, if ever, does one need to have a single leg completely straight while maintaining a static position with the other leg. Often those with limited flexibility and mobility in the hips and hamstrings gain some flexibility through continued participation in the sport due to the unique requirements for techniques. This could result in observed enhanced performance of the ASLR over continued duration in BJJ.

The trunk stability push-up (TSPU) is a unique, single-repetition version of the common push-up exercise. This movement is used as a basic observation of core stabilization and is not a test or measure of upper-body strength. However limits in upper body strength could inhibit the ability to fully perform this test. The goal is to initiate movement with the upper extremities in a push-up position without allowing movement of the spine or hips. Extension and rotation are the two most common compensatory movements. These compensations indicate the prime movers within the push-up pattern incorrectly engage before the stabilizers (Cook, 2010). Often in BJJ one finds that upon starting the sport they may be lacking in some physical fitness or strength. Core stability, endurance and strength tend to dominate the focus of those seeking to better their BJJ due to the intense need for dynamic core ability. The prone starting position of the TSPU is often seen in Olympic wrestling as a very advantageous position to avoid having one's shoulders pinned. This is not the case in BJJ, as the belly down position is very exposed with the person unable to use any limb in a satisfactory way to defend themselves or offer any offensive actions. However, with the need for core development in the sport of BJJ the ability to keep one's core stable though that push up in this movement of the FMS is almost seen as trivial. The main contributing limiting factor seen in this study's population was shoulder asymmetry and weakness from over use.

The rotary stability pattern observes multi-plane pelvis, core and shoulder girdle stability during the combined upper and lower extremity movement. This pattern is complex, requiring neuromuscular coordination and energy transfer through the torso. It's rooted in the creeping pattern that follows crawling in our infantile developmental sequence. The test has two important implications. It demonstrates reflex stabilization and weight shifting in the transverse plane, and it represents the coordination efforts of mobility and stability observed in fundamental climbing patterns (Cook, 2010). It has been observed that the single unilateral execution of this movement among the population proved to be difficult to do on both sides. This could be the result of over specialization in BJJ to perform techniques that require such core stability to one side only. Many participants noted that the aspect of keeping ones had, knee and foot in a perfectly straight line in contact with the board proved to be the most challenging part. For the modified version of the test, where the subjects use opposite arm and leg to make a diagonal pattern across the body, there was again a sense of insignificant challenge. This modified movement competency may be a result of demand BJJ places on core fitness and the need for one to bring opposite knee and elbows together for technique mastery.

Because the a priori alpha was set to =.05 there was significance in the relation between time in sport and FMS scores. FMS scores and rank were not found to be statistically significant; it did not reach the threshold set by the researcher.

While the purpose of this study was investigative and not hypothesis testing the thesis put forth by the researcher was that scores would improve with rank and time in sport. With the results showing a negative correlation the researcher fails to reject the null hypothesis. Overall FMS scores did not improve with an increase in rank or time in sport in a significant manner.

Strengths and Limitations

One limitation in this study looking to investigate correlation and other relations between variables is population size and statistical power. With this studies sample population being small (n=24) and power being set low ($\alpha=.05$) to avoid a type one error it is hoped that with further investigation and more allotted time for data collection a larger population could be attained to increase power. With the window for this study being done in a single semester in an investigative nature many of the potentially significant confounding factors such as injury history, age, sex, and other recreational physical activities, were not recorded or taken into consideration for the design of this research. Further inquiry could prove helpful in explaining the results acquired.

This study has strength in its intra-rater reliability. The researcher was the only one to collect data from the sample population. The researcher has been tested and proven proficient in the FMS protocol and adhered to the FMS manual guidelines when assessing the volunteers. This strengthens the validity of the scores given to the athletes in the assessment of sufficient, deficient and asymmetrical movements presented.

Conclusion

Within the limitations and findings of this study the noted weak negative correlation between Time in Sport and FMS scores would suggest that continued participation in BJJ decreases one's functional movement as dictated by the FMS Protocol. This is shown to be statistically significant within the sample population. One's progression in ranking while assumedly being influenced by time in sport has a very weak negative correlation with FMS scores and suggest that it also relates to ones decrease in functional movement. It could prove useful to regularly reassess athletes FMS to help identify the potential development of deficiencies and asymmetries to help prevent or reduce the risk for injury.

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Social Benefits of Students with Intellectual Disabilities Participating in General Physical Education

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Introduction

The participation of a student with a Visual Impairment (VI) in general physical education can be both challenging and rewarding for the student with the VI, classmates, and the physical education teacher. In addition to physical benefits, participation in general physical education can also lead to social benefits for children with VI. This manuscript will focus on these social benefits of the general physical education placement for the student with a VI. More specifically this paper will define the disorder as well as note its prevalence, causes, and common educational characteristics. The manuscript will then provide an explanation of the legal guarantee of physical education in the education of the student with the disability. This will be followed by a discussion of the social benefits of children with VI in the general physical education classroom. Lastly, the authors will provide a variety of physical education teaching techniques for the teacher to implement to positively affect the students in terms of social benefits.

Definition & Prevalence

Visual Impairments (VI), which includes total blindness, is defined by the Individuals with Disabilities Education Improvement Act (IDEAIA, 2004) as an: “impairment in vision that, even with correction, adversely affects a child’s educational performance. The term includes both partial sight and blindness.” 34 CFR§300.8(c)(13); 8 VAC 20-81-10. The incidence of this impairment for school-age children is approximately four out of every thousand (United States Department of Education: National Center for Education Statistics: Digest of educational statistics: Table 204.30, 2017).

It should be noted that the average elementary school enrollment in the United States is approximately 500 students (U.S. Department of Education: National Center for Education Statistics: Public elementary schools, by grade span, average school size, and state or jurisdiction, 2017). Noting this data, there is likely two students with visual impairments for every elementary school.

Causes of Visual Impairments

In terms of children, the cause or causes of VI typically usually include one of the following five conditions: Cortical Visual Impairment, Retinopathy of Prematurity, Optic Nerve Hypoplasia, Albinism, or Optic Nerve Atrophy (Vermont Association for the Blind and Visually Impaired, 2018). Each condition is defined according to the American Association for Pediatric, Ophthalmology and Strabismus.

- **Cortical Visual Impairment**

Cortical visual impairment (CVI) is a “decreased visual re-

sponse due to a neurological problem affecting the visual part of the brain. Typically, a child with CVI has a normal eye exam or has an eye condition that cannot account for the abnormal visual behavior. It is one of the most frequent causes of visual impairment in children from developed countries” (American Association for Pediatric, Ophthalmology and Strabismus: Cortical Visual Impairment, 2017, p.1).

- **Retinopathy of Prematurity**

Retinopathy of prematurity (ROP) is an “eye disease in some premature babies born before 31 weeks. (A full-term pregnancy is about 38–42 weeks.) It is a problem that affects the retina. The retina senses light and sends signals to the brain so an individual can see. With ROP, unwanted blood vessels grow on the baby’s retina. These blood vessels can cause serious eye and vision problems as the individual ages. ROP can go away on its own as an infant grows. If it does not go away, however, it needs to be treated. Otherwise, the child can have severe vision loss, or even go blind.”

(American Association for Pediatric, Ophthalmology and Strabismus: Retinopathy of Prematurity, 2017, p.1).

- **Optic Nerve Hypoplasia**

The optic nerve is “a collection of more than a million nerve fibers that transmit visual signals from the eye to the brain. The optic nerve develops the first trimester of intrauterine life. Optic nerve hypoplasia is a congenital condition in which the optic nerve is underdeveloped (small)” (American Association for Pediatric, Ophthalmology and Strabismus: Optic Nerve Hypoplasia, 2016, p.1).

- **Albinism**

Albinism is “an inherited condition present at birth, characterized by a reduced or lack of pigment that normally gives color to the skin, hair, and eyes. The disorder may cause Strabismus: misalignment of the eyes, Photophobia: sensitivity to bright light and glare,. Refractive Errors: Far-sightedness (hyperopia), and near-sightedness (myopia)” (American Association for Pediatric, Ophthalmology and Strabismus: Albinism, 2015, p.1).

- **Optic Nerve Atrophy (Vermont Association for the Blind and Visually Impaired, 2018)**

The optic nerve “is in the center of the retina and is a circular to oval pinkish area measuring 1.5 to 2 mm in diameter. From the center of the nerve radiate the major blood vessels of the retina. The optic nerve itself carries over one million nerves that connect the retina ((the layer of the eye that carries the vision cells) with the occipital lobe (the part of the brain that interprets vision) like a cable wire” (American Association for

Pediatric, Ophthalmology and Strabismus: Optic Nerve Atrophy, 2015, p.1). Optic nerve atrophy is damage to this nerve. Complications can include an adverse effect in central vision, peripheral vision and color vision. (American Association for Pediatric, Ophthalmology and Strabismus: Optic Nerve Atrophy, 2015).

Common Educational Characteristics of Children with Visual Impairments

As a result of the previously noted causes, and characteristics, as well as other factors, students with VI vary in many ways from student to student. Although no two individuals are the same, important items to keep in mind in terms of the education of students with VI include the following:

- Learners visual functioning can change from day to day, hour to hour or minute to minute (Attleboro Public Schools, 2018).
- Individual learners with visual disabilities may present a wide range of cognitive and other disabilities (severe cognitive needs, deaf-blindness, gifted and talented, physically challenged, etc.) (Attleboro Public Schools, 2018)
- Incidental learning (learning without specific instruction) is affected by lack of or limited day-to-day visual observation (Attleboro Public Schools, 2018)
- Learners will probably have difficulty in physical environments that are not consistent and predictable (Attleboro Public Schools, 2018)
- Learners will require instruction that is not sight-based. Instruction of a verbal nature will be needed to a large degree
- Learners will require specific attention to ensure the safety of the student and his/her peers

Legal Guarantee of Physical Education for Students with Disabilities

IDEA is the cornerstone of special education. The law guarantees a free and appropriate public education to children with disabilities. Included in this law is a legal guarantee of the subject of physical education. Sec. 300.108 Physical education of the Individuals with Disability Education Act (IDEIA, 2004) states: The State must ensure that public agencies in the State comply with the following:

- (a) General. Physical education services, specially designed if necessary, must be made available to every child with a disability receiving free appropriate public education, unless the public agency enrolls children without disabilities and does not provide physical education to children without disabilities in the same grades.
- (b) Regular physical education. Each child with a disability must be afforded the opportunity to participate in the regular physical education program available to nondisabled children unless--
 - (1) The child is enrolled full time in a separate facility; or
 - (2) The child needs specially designed physical education, as prescribed in the child's IEP.

- (c) Special physical education. If specially designed physical education is prescribed in a child's IEP, the public agency responsible for the education of that child must provide the services directly or make arrangements for those services to be provided through other public or private programs.
- (d) Education in separate facilities. The public agency responsible for the education of a child with a disability who is enrolled in a separate facility must ensure that the child receives appropriate physical education services in compliance with this section.

(Authority: 20 U.S.C. 1412(a) (5)(A)) (IDEIA, 2004)

Physical education is legally guaranteed for all children, including students with VI.

Potential Social Benefits of Students with Disabilities in the General Physical Education Setting

The previous paragraph notes the fact that students are guaranteed physical education. If it is determined by the Individualized Education Program team that general physical education class is the correct placement for the student with the VI, the following should be remembered. The social benefits of a student with VI participating in general physical education are extensive. The general physical education setting allows for extensive interaction and socialization with typically developing same-age peers and teachers in an often less-structured format than the traditional classroom. The following are potential social benefits for students with disabilities being included with individuals without disabilities (this would be the setting in a general physical education class):

- Speaking
- Listening
- Maintaining appropriate personal space
- Paying attention
- Caring
- Accepting
- Taking turns
- Reacting to criticism
- Reacting to praise
- Reacting to ridicule
- Engaging properly with other students
- Conflict resolution
- Dealing with the socially inappropriate behaviors of other students – behaviors that unfortunately many children display at some time

Instructional Techniques to Implement to Positively Affect the Students With Visual Impairments in Terms of Social Benefits.

With an understanding of the common educational characteristics and potential social benefits of a student with a visual impairment being included in general physical education, it is important to discuss possible instructional techniques to implement to positively affect the students with visual impairments in

terms of social benefits. Instructional modifications should focus on ensuring that the student is safely engaged in the class activities while being included with the other students. A couple of suggestions that correspond with the educational characteristics of the students include the following:

- Class activities should allow for non-competitive activities that are skill centered
- Class activities should be well-organized to ensure safety. Group activities in stations allow for modifications to be made while the student with the VI still participates with other students
- A variety of fitness “stations” can be utilized
- Students can use a rope guide (jump ropes connected to large cones) in order to allow for assistance to run
- Students can use a beeper ball in order to catch or trap a ball – this could be a station that the student with the visual impairment may participate at for a longer time than others
- Allow the student to maneuver around the gym while touching the wall. Make sure the floor around the walls are clear and a marking, such as a Velcro line is attached to the wall indicating that the student is near the corner of the gym. Stations can be set up along this track.
- The student with the VI can have a buddy and thus utilize **physical guidance**. During an activity when children are involved in skipping, the partner can perform the “skips” while holding the student’s hand and giving a verbal cue of how and when to jump ([Foundations of Special Education, 2007](#)).
- Utilize **tactile modeling**. In this method the partner does not touch the student but instead allows the student to initiate the touch as the movement is demonstrated and verbal cues are provided. In using the example of the skipping, the partner, while providing verbal cues, performs the skips as the student with the visual impairment places a hand on the student. The student thus acquires a sense of the motion to be performed and subsequently performs the motion individually. It is to be remembered that both methods require one-on-one attention ([Foundations of Special Education, 2007](#)). It is important to remember to change buddies as time active learning time is reduced in this capacity, although learning still will be taking place – probably a higher level of learning.

Conclusion

The participation of a student with disabilities in general physical education can often be both challenging and rewarding for the student, teacher, and peers. This is especially evident in terms of children with VI. Social gains for the child with the intellectual development can be extensive. This article has hopefully addressed some basic concerns and provided a variety of physical education teaching techniques for the teacher to implement to positively affect the students

Disclaimer: This manuscript is for informational purposes only dealing with educational issues. The information provided in this manuscript is not intended to be a substitute for professional medical advice, diagnosis, or treatment.

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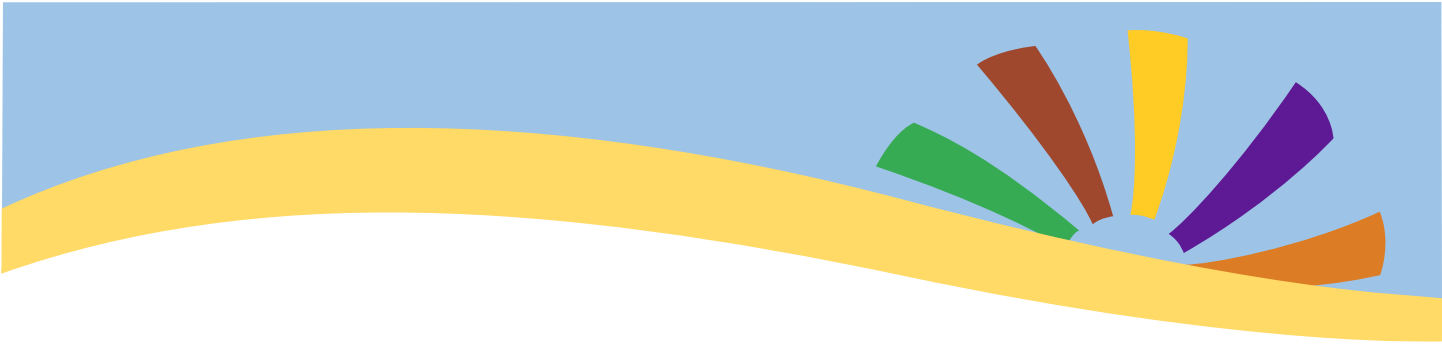
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