NATIONAL SPORTS CENTER FOR THE DISABLED

MOVEMENT ANALYSIS 101

OBSERVATION AND *DESCRIPTION*

1. Determine student profile: disability, ability, equipment, expectations of lesson etc.
2. Set up your observations by choosing a task within the ability of the student. Demonstrate and then have the student perform the task.
3. Observe student performing the task. Describe the student's behaviors and movement patterns in non-judgmental, non-negative terms.
4. Relate mechanics to skill blend and/or movement pools.
5. How was the turn started, shaped and finished? Did this effect skill blend or turn shape?
6. Make as complete a description as possible. The more complete the picture the easier it will be to determine cause and effect relationships.

CAUSE AND EFFECT RELATIONSHIPS

1. Most of the time one sees the effect. Look for the cause, why it is happening.
2. If there is a problem, specify where in the turn it occurs. Things that happen in one part of the turn affect other parts of the turn.
3. If there is not a problem, specify how the student's movement allows for effective riding.

PRESCRIPTION FOR CHANGE

1. Target the fundamental movement (i.e. cause) that is to be changed.
2. Prioritize what should be done 1st, 2nd, and 3rd, to achieve the specific outcome.
3. Determine whether the activities will encompass the "whole" picture or be broken down into smaller steps.
4. State the goal and explain why you have chosen a particular focus.

LESSON PLAN

1. Create a lesson plan based on the needs of the student.
2. Make sure the goal/skill focus is relevant and activities address that goal/skill.
3. Pace the information to allow for comprehension and plenty of practice time.
4. Loop back through the goal setting stage if the expected results are not forthcoming.
5. Keep students involved.