PASSPORT FOR LiFe

GRADES 4-6

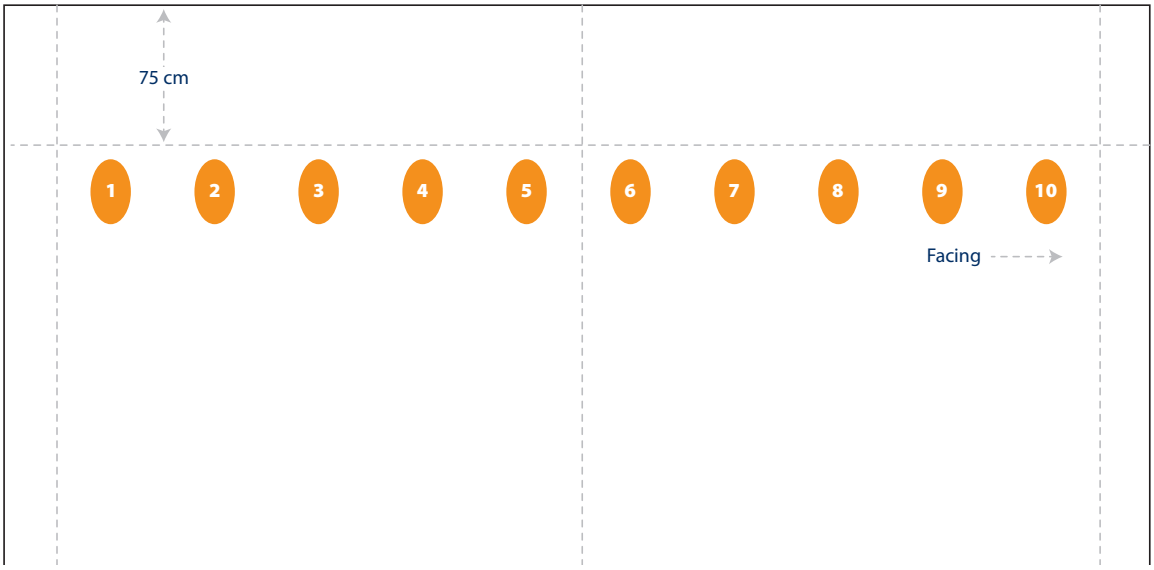
# Fitness Skills: Balance/Dynamic Stability

**Objective:** To assess the students' ability to consistently maintain a state of equilibrium in a static position after motion.

| **EQUIPMENT:** You will need the following equipment for **each group of ten students.** | |
|---|---|
| ☐ flat, non-slip surface | ☐ 1 clipboard |
| ☐ 1 assessment recording form | ☐ 1 pencil |
| ☐ 1 stopwatch | |

**Set-Up:** Use the lines at the end of the badminton court (75 cm apart). If these are not available, use gym-friendly tape to create two parallel lines on the floor to measure 75 cm apart. Make the lines long enough to hold the number of students you want to assess at one time.

Instruct students to line up along the end of the badminton court in a single file formation so that they all start in a ready position facing one sideline. Place the students in alphabetical order (as listed on your recording form). This order makes it easier to scan the group and record the students' results. With this set-up, all students will start and finish at the same time regardless of their fitness level. Initially, assess only four students at a time. As you gain experience, add more students in the line (up to 10 fit on a badminton court). The observer should stand back and on an angle in order to see all students landing at once.



**Note:** The purpose of the lateral bound is to cause the student to displace his or her body one direction, then return to the original position. The student must regain balance after it is disturbed. In order to obtain a proper disturbance, the student should crouch and "leap" laterally to the opposite foot, then immediately return to the same foot to balance in single support. As long as the lateral bound is adequate, then the challenge to attain single leg balance will be adequate. It is important that the student does **not** perform a straddling motion of the two lines. If you have a taller student (who is more likely to straddle), remind him or her to bound - **not** to straddle the lines. If the student straddles, the assessment is invalid. Have the student repeat the assessment.

## Instructions:

*Following these instructions there are various accommodations provided for the assessment. Providing students with a disability the opportunity to choose how they complete the assessment allows for a safe environment that increases participation levels for these students.*

Model each option for the students.

| | |
|---|---|
| 1. Start in a ready position. | 4. Hold your balance for at least five seconds. |
| 2. Balance on your right leg. | 5. Perform three trials total on the student's preferred leg. |
| 3. Bound across the required distance onto your left leg and, without pausing, bound back across to your right leg. | |

On your prompt, have the students balance on one leg, bound laterally (sideways) across the required distance (sideways) landing on their opposite leg and, without pausing, bound back to their original leg and hold the position for at least five seconds to allow you to completely scan the group. **Allow one practice trial on each leg before assessing to allow students to determine their preferred leg.**

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# Accommodation Options for Students with a Disability:

| SUGGESTED EQUIPMENT | |
|---|---|
| ☐ gym-friendly tape | ☐ weighted object (e.g, velcro weights, medicine ball) |
| ☐ skipping ropes (i.e. to create *tactile lines) | ☐ low object (about 15 cm tall) to step over (e.g., low hurdle) |
| ☐ gymnastic mat(s) | |

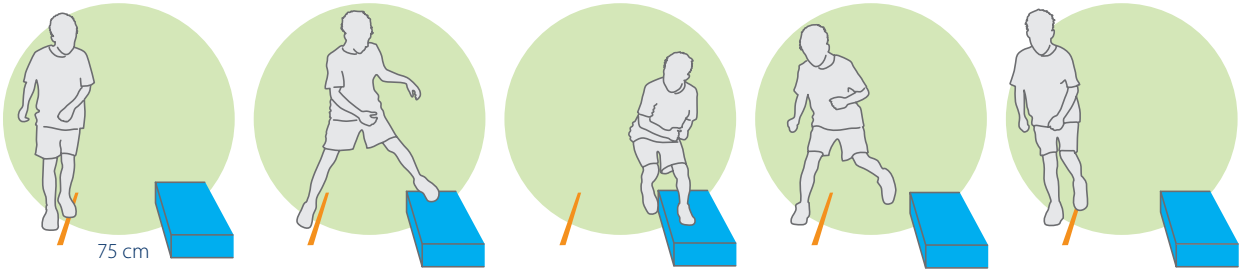
**Tactile lines are created by taping a rope along the line that students use as boundaries. This allows students with a visual impairment to be able to feel the raised line if they cannot see it. It is important to tape the rope securely for safety (i.e., tape should run along top of the rope the entire length.*

**Set-up:** Set up a raised surface for the student (e.g., a folded mat) that the student will step up onto. A typical height for the mat would be about the height of a typical step (about 18 cm). The mat will be set up on one line while the student is on the other. This way the student must move laterally across the required distance and up onto the mat. Try the 75 cm distance to start and adjust if necessary.

## Instructions:

On your prompt, have students stand on one leg (using a partner for support if necessary).

Step laterally (sideways) onto the raised mat with their opposite leg and without pausing step back onto the original leg and hold the position to allow you to scan the group. Allow a trial on each leg for students to determine their preferred leg and what accommodations they may need.



## Additional Accommodation Options:

### Motor

- The objective of the assessment can be achieved in a wheelchair by starting behind one line, applying force to the wheels, moving over the second line briefly, absorbing the wheel smoothly, and applying an opposite force to return back to the original line while maintaining body position and a smooth stop.
- Holding a weighted object, reach to the right and then return arm to center, transfer object to left hand and reach to the left.

### Sensory

- Use a partner for support
- Student demonstrates the movement to a partner first to make sure instructions are understood

### Behavioural and/or Intellectual

- Step over an object (e.g., a low hurdle or an object approximately 15 cm tall) rather than bound. If possible, mark the distance for the student to achieve on the floor or place a marker to indicate the desired distance for the individual to step to as they step over the object.

## Assessment:

Observers should scan their group to **look for indications that students are unable to "stick" their landings** - such as wobbling/wavering of the body, the other foot touching the ground or the landing foot moving to gain a balanced position. Use the teacher rubric to determine the level the student achieves in each trial.

Complete the assessment **three** times. On the assessment recording form, record the results of each trial. Then, **record the level the student achieves most consistently** in the rating column.

For example:

- If the student scores 1–Emerging, 2–Emerging, and 3–Acquired, choose Emerging.
- If the student scores 1–Emerging, 2–Acquired, and 3–Accomplished, choose Acquired (because it is the highest level the student achieved or exceeded twice).

Students attempt to achieve a balanced landing without the following major adjustments occurring:

- upper body wobbles, wavers or twists
- continuous movement to gain balance
- landing foot/wheelchair adjusts by swivelling or hopping/moving
- other foot touches the ground or arms touch wheelchair for support

## TEACHER RUBRIC

| Grades 4–6 | EMERGING | DEVELOPING | ACQUIRED | ACCOMPLISHED |
|---|---|---|---|---|
| **Balance/Dynamic Stability** | **Falls down anytime.**<br><br>Adjusts body position **more than once** (full hop, major lower & upper body movement, both feet touch ground, other foot touches ground) or **continuous movement** to achieve a balanced landing.<br><br>If student is transferring a weighted object from arm to arm, arms fall down anytime or body position adjusts more than once. | Adjusts body position **once**; landing foot may swivel once; minor lower (non-support leg) and upper body (arms) sway to stabilize.<br><br>If student is transferring a weighted object from arm to arm, adjusts position once or arms sway down to stabilize. | Achieves a soft, balanced landing with **minor adjustments** of upper body to stabilize. **Minor** ankle wobbling permitted.<br><br>If student is transferring a weighted object from arm to arm, makes minor adjustments of arms or upper body for stability. Minor arm wobbling permitted. | Achieves a soft, balanced landing with **correct triple flexion technique** (landing leg is flexed at ankle, knees, hips; elbows close to body; head is up). No foot swivel or foot shuffle permitted.<br><br>If student is transferring a weighted object from arm to arm, makes no adjustment to arms or upper body for stability. No arm wobbling permitted. |
| | Demonstrates loss of control over stability | Maintains some stability | Makes minor adjustments to maintain stability | Maintains full control over stability |