

PART II

ADMINISTRATION OF THE TEST OF SECONDARY BASIC SPORTS SKILLS

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ADMINISTRATION OF THE TEST OF SECONDARY BASIC SPORTS SKILLS

INTRODUCTION

The purpose of this project was to develop modeling videos for the Test of Secondary Basic Sports Skills (TSBSS). Five adult adapted physical education teachers or university students within the Adapted Physical Education program at California State Polytechnic University, Pomona who were trained by Dr. Perky Vetter in the 10 basic TSBSS sports skills (i.e., catching, throwing, striking-batting, lay-up, disc throw, kicking, trapping a soccer ball, tennis serve, volleyball overhand serve, and volleyball forearm pass) were used for filming. The adult participants consisted of one male and four female models. One adult model was left hand and left foot dominant and the other four adult models were right hand and right foot dominant. The adult models were filmed demonstrating the 10 basic sports skills at various angles (i.e., wide view, front view, and side view) over two different days.

For this project, the basic video modeling format was used to digitally record the five adult models at a wide view angle, a side view angle, and a front view angle using a 24-105L lens on a Canon t3i digital video camera. Once the video recording was completed, the video clips were then taken off the Canon t3i with 24-105L lens digital camera and placed onto a MacBook Pro computer. The video editing software program, Final Cut Pro X, was used to develop the final videos. After the videos were completed they were downloaded onto YouTube as unlisted or private videos.

In order for the assessor to use these modeling videos they will need an electronic device that has internet access with the TSBSS portable document format (PDF) that has the video modeling YouTube links. With the videos previously uploaded onto YouTube,

this should allow the assessor to use these modeling videos for the student to watch. The student will watch the modeling videos via YouTube on an electronic device (e.g., iPad/Tablet, smart phone) prior to them performing the 10 basic sports skills. To support the assessor in being able to use these modeling videos revisions were made to the TSBSS testing manual.

A second purpose of this project was to revise the Test of Secondary Basic Sports Skills (TSBSS) manual to include the use of these modeling videos. Current research and testing displays that video modeling has enhanced not only the students' attentiveness to learn, but has also shown to improve students performance of sports skills (Baert, 2015; Boyer, Miltenberger, Batsche, & Fogel, 2009; O'Loughlin, Chroinin, & O'Grady, 2013). The TSBSS revised manual is to provide the essential information that an assessor will need to administer this test to students who age's range from 11 years-6 months to 15 years-5 months, and specifically to students who exhibit sports skills performance concerns at the secondary level using the modeling videos. The current TSBSS manual created by Shepherd (2013) was based on the Sheflin (2011) pilot study that developed the performance criteria deviations, and the 10 sports skills that make up the TSBSS. Munsen (2013) continued the pilot study that investigated the quality and quantity of each sports skills deviation. The revisions to the administration of the TSBSS with the use of the modeling videos to the TSBSS testing manual is to assist in the future norming of the test based on Sheflin (2011), Munsen (2013), and Givenrod's (2017) studies.

SECTION 1: SET-UP

Equipment

The equipment used for this test is typically available and is used by adapted and general physical education teachers. The equipment needed are shown in Figure 1, and stated by sport in Table 1. The assessor can make the target (i.e., 3' wide x 4' high) that is used in the sport of softball and disc throw. It can be constructed by cutting cardboard, tarp, or cloth material into a rectangle that is three feet wide and four feet high that is placed three feet above the ground (see Figure 2). To mark where the student must stand the assessor may use a poly spot, chalk, or grass paint during the testing to give the student a visual on where they will stand and wait for instructions. The assessor will also need a tape measure, to accurately determine the distance in the sports skills (i.e., catching, throwing, striking, kicking, trapping, and disc throw). In addition to the sporting equipment the assessor will also need an electronic device (e.g., iPad/tablet, smart phone) that is hooked up to the school's wireless internet with access to the PDF that has the links to the YouTube modeling videos for the student(s) to watch prior to performing the ten basic sports skills.



Figure 1. TSBSS equipment.



Figure 2. TSBSS target.

Table 1.

Test Materials Needed to Administer TSBSS

Softball	Softball (1) Glove (2) – Left Handed & Right Handed Softball bat – length 34 inch maximum (1) Target - size 3' x 4' (1)
Basketball	Basketball size 29 ½ (1) 10' Basketball hoop
Disc Throw	Plastic Flying Disc - size 175g (1) Target - size 3' x 4'
Soccer	Soccer ball - size 5 (1) 8' Wide Soccer Goal (1)
Tennis	Racquet (1) Tennis ball (1) Tennis net height - 3'
Volleyball	Standard size Volleyball (1) Volleyball net height – 7'4"

Facilities

The facilities needed for the TSBSS will consist of at least five areas. The areas that are used for this test are a softball field, basketball court, soccer field, tennis court and volleyball court. Some schools may not have all the facilities that are needed to perform each of the sports skill. If that is the case, adjustments can be made, for

example, requesting the student to throw the flying disc on the soccer field or striking the softball with a bat on a soccer field instead of a softball field. Students should perform the catching and throwing in an open area that is safe. One of the most important aspects of this test is how the student performs the 10 basic sports skills (process of the movement) in addition to the student's accuracy (product of the movement), when given verbal directions and video demonstrations.

Assessor's Competence

It is important that the assessor who plans to utilize the TSBSS become acquainted with all aspects of this test before attempting to assess a student. The assessor will need to know the administration procedures, scoring, and interpretation of data. It is important that the assessor is trained and has practiced administering the test before administering it to a student.

Before the assessor can begin administering the test, there are some recommendations to consider that can assist the assessor to be more efficient in the testing process:

- 1) Before the student is introduced to the activities, the assessor should set up the testing area, have the worksheet filled in with prior background data, and acquire the required equipment including an electronic device (e.g., iPad/tablet, smart phone) that is connected to the internet and access to the PDF with the links to the modeling videos on YouTube.
- 2) The assessor should be familiar with all the sports skills on the TSBSS and know how to use the modeling videos. In addition, the assessor should be able to administer the skills correctly. For instance, being able to accurately

underhand toss a softball for the skill of catching, underhand pitch a softball for the skill of striking, pass a soccer ball for the skill of trapping, and underhand toss a volleyball over the volleyball net for the volleyball forearm pass.

- 3) The assessor should know how to complete and interpret the score sheet prior to administering the test.
- 4) The assessor should know and understand the performance deviations prior to testing.

Environment and Safety

The TSBSS should be administered in a large area that is free of distractions, and allows for safe participation. It is best to have the testing area marked already, which will comply with the time constraints. For instance, for each skill, have the testing area measured out and marked where the student and assessor should stand before testing begins.

To ensure a safe environment check the area for any foreign objects that may cause injury during the test. There are no skills in this test that are considered unsafe. It is important to use the specific verbal instructions and modeling videos by the use of an electronic device (e.g., iPad/tablet, smart phone) that is connected to the internet for the student to watch. Student(s) should also know how to hold and use the equipment so they do not cause bodily injury.

Time

The TSBSS will take approximately 45 to 60 minutes to administer. The time factor is partly due to the accessibility of the different courts/fields (i.e., basketball court,

soccer field, softball field, tennis court, and volleyball court) that can be at different locations around the school campus. In addition, testing time will vary depending on the assessor's familiarity with the test (e.g., score sheet, testing procedures). Less time should be needed for demonstrations as modeling videos of the 10 basic sports skills will be used and no practice trials will be given for this test.

Modeling Videos

The TSBSS will be one of the first sports skills tests that will solely use video modeling to administer a gross motor test by demonstrating the correct sport skill pattern. Video modeling is an interactive teaching method that uses technology such as tablets, smartphones, digital cameras, computers, or videotapes for the student to watch instead of live scenarios or teacher demonstration (McCoy & Hermansen, 2007). For the purpose of this test the modeling videos can be accessed through a PDF titled *Test of Secondary Basic Sports Skills (TSBSS) Modeling Videos*. On the PDF, the assessor selects the specific video to show the student, by clicking on the corresponding arrow. Each arrow is a separate link to the video for that skill. However, the assessor's electronic device must be connected to the school's internet in order to access the videos. Each sports skill has a left hand or foot and right hand or foot modeling video except for the volleyball forearm pass, which just has one video model.

SECTION 2: ADMINISTRATION INSTRUCTIONS AND VIDEOS

Introducing the Test

A careful explanation and introduction to the TSBSS should be provided to the student. To ensure that the student does not have any anxiety when performing the sports skills, the environment should be relaxed, and the assessor should reassure the student during the test.

To comfort the student during the test, the test should be explained to the student as “easy and fun game play.” It is about the student being relaxed and performing to the best of their ability. It is important that the assessor ensures that the student understands each sport skill to encourage the best performance possible.

When administering the test to the student and attempting to elicit the best performance, it is ideal that the area is free of distraction. When other students are present, it is imperative to not embarrass or allow peer pressure to occur.

Comments that may be provided during the test should be neutral as: “thank you,” “You seem to be working hard,” or “way to go,” and communicate support to the student who has difficulty performing the different sports skills. However, when administering the test the assessor must be careful not to give performance feedback that could potentially influence the trials.

To maintain the validity of the protocol, the assessor needs to follow specific directions when administering the TSBSS by:

- 1) Verbally, stating the skill to the student. The assessor will introduce each sport skill to the student. For instance, the assessor will say, “Watch the person overhand serve the volleyball over the net landing into the court.” After the

student has watched the modeling video then the assessor will say, “Now it is your turn to overhand serve the volleyball over the net, you will perform this skill five times.”

- 2) The assessor will show the student the modeling video via an electronic device (e.g., iPad/tablet, smart phone) of each of the different sports skills prior to the student’s performance of the skill, so the student can visually see how the skill is performed in a mature pattern.
- 3) No practice trials will be given or the ability to view a second demonstration.
- 5) The student will then perform the skill five times.
- 6) The assessor will record the student’s performance on the score sheet after each trial both on how the student performs the 10 basic sports skills (process of the movement) and the student’s accuracy (product of the movement), when given verbal instructions and a video demonstration.

Administration Considerations

Listed below are some suggestions for the assessor to consider for more efficiency in the testing process:

- 1) The assessor should set up the testing area, fill out the score sheet with prior background data (i.e., student’s name, school, birthdate, age at time of test, testing date, and referred by), and secure the equipment, before the student is introduced to the activities.
- 2) The assessor should not correct, or call attention to a student’s performance at any time, beyond giving the specific original verbal instructions and showing the modeling videos.

- 3) Avoid facing the student directly toward the sun. The glare can impede performance.
- 4) Make every effort to ensure the student understands how to perform each skill.

The assessor will show the student the modeling video of a skill one time via an electronic device, before the student performs each skill.

Elicitation of Movement

This section of the revisions of the administration portion of the manual will address the components of general instructions; skill description; and verbal instructions, modeling videos, and performance trials for each sports skill. It is important that the assessor not correct the student's performance deviations at any time. Each sports skill will be discussed based on the order they are presented on the TSBSS score sheet (2016).

Catching (Grade 7, Standard 1.1)

General instructions: The assessor will verbally introduce the catching skill and then show the modeling video to the student. Next the student will perform five performance trials. For each the assessor will stand 30 feet away from the student and will throw the softball in an underhand arc that is 7 to 10 feet above the head of the student at the highest point, which is aimed to fall at the student's chest. The ball should be caught at chest level. If the assessor performs the toss incorrectly redo the trial. The assessor will record the performance trials on the score sheet. The assessor will score each trial separately. For example, the student performs trial one and the assessor immediately scores using the score sheet, by checking off noted deviations. If there are deviations or other parts of the student's performance that need to be noted, use the comment section

under the skill performance score for notes. Repeat this for the second trial, third trial, fourth trial, and fifth trial.

Skill description: The student is given a softball glove and places it on his or her non-preferred hand. The throwing hand should be without a glove. Note the hand used on the score sheet (glove hand).

Verbal instructions, modeling videos, and trials:

Assessor: “Watch the person catch the softball with their glove.” Show the modeling video of the adult model performing the sports skill of catching with the same glove hand as the student (i.e., right or left). Click on the correct glove hand YouTube arrow on the TSBSS modeling videos PDF that should be opened on the assessor’s electronic device that is connected to the internet. The link that is attached to the arrow will take the assessor to the YouTube modeling video of the adult model performing the catch. After the catching video it is the student’s turn to perform the skill.

Assessor: “Now it is your turn. You will get five turns to catch the ball. I am going to move back some distance and underhand toss the ball to you.”

The assessor will stand 30 feet away from the student and underhand toss the ball in an arc formation at 7 to 10 feet above the student’s head. The student will get five trials and the assessor will record the student’s performance on the score sheet after each trial.

Assessor: “Thank you!”

Throwing Quality (Grade 6, Standard 1.6; Grade 7, Standard 1.1)

General instructions: The assessor will verbally introduce the throwing skill and then show the modeling video to the student. Next the student will perform five performance trials as the assessor stands at least a three feet distance from the student’s throwing side,

so the assessor can observe the full performance of the student's throwing quality. The assessor will record the performance trials on the score sheet. The assessor will score each trial separately. For example, the student performs trial one and the assessor immediately scores using the score sheet, by checking off noted deviations. If there are deviations or other parts of the student's performance that need to be noted, use the comment section under the skill performance score for notes. Repeat this for the second trial, third trial, fourth trial, and fifth trial.

Skill description: The student is given the softball and will perform an overhand throw as hard as they can. Note the hand used on the score sheet. The target will not be used for the performance of throwing quality.

Verbal instructions, modeling videos, and trials:

Assessor: "Watch the person throw the softball as hard as they can." Show the modeling video of the adult model performing the sports skill of throwing quality with the same preferred hand as the student (i.e., right or left). Click on the correct throwing quality hand YouTube arrow on the TSBSS modeling videos PDF that should be opened on the assessor's electronic device that is connected to the internet. The link that is attached to the arrow will take the assessor to the YouTube modeling video of the adult model performing the overhand throw for distance. After the throwing video it is the student's turn to perform the skill.

Assessor: "Now it is your turn. You will get five turns to throw the ball." The assessor will stand at least a three feet distance from the student's throwing side, so the assessor can observe the full performance of the student's throwing quality. The student will get five trials and the assessor will record the student's performance on the score sheet after each trial.

Assessor: “You seem to be working hard.”

Throwing Accuracy (Grade 6, Standard 1.6; Grade 7, Standard 1.1)

General instructions: The assessor will verbally introduce the throwing skill and then show the modeling video to the student. Next the student will perform five performance trials as the assessor stands at least a three feet distance from the student’s throwing side, so the assessor can observe the full performance of the student’s throwing quality and accuracy. The assessor will record the performance trials on the score sheet under performance scores numbers 1 through 5. The assessor will score each trial separately. For example, the student performs trial one and the assessor immediately scores using the score sheet. Repeat this for the second trial, third trial, fourth trial, and fifth trial.

Skill description: The student is given the softball and will perform an overhand throw to the target (i.e., 3’ wide x 4’ high) that is placed three feet above the ground. Note the hand used on the score sheet.

Verbal instructions, modeling videos, and trials:

Assessor: “Watch the person throw the softball.” Show the modeling video of the adult model performing the sports skill of throwing accuracy with the same preferred hand as the student (i.e., right or left). Click on the correct throwing accuracy hand YouTube arrow on the TSBSS modeling videos PDF that should be opened on the assessor’s electronic device that is connected to the internet. The link that is attached to the arrow will take the assessor to the YouTube modeling video of the adult model performing the overhand throw towards the target. After the throwing video it is the student’s turn to perform the skill.

Assessor: “Now it is your turn. You will get five turns to throw the ball towards the target trying to make the ball hit inside the line.”

The assessor will stand at least a three feet distance from the student’s throwing side, facing the target, so the assessor can observe the student’s throwing accuracy. The student will get five trials and the assessor will record the student’s performance on the score sheet after each trial.

Assessor: “Way to go!”

Striking - Batting (Grade 6, Standard 1.4; Grade 7, Standard 1.1)

General instructions: The assessor will verbally introduce the striking skill of batting and then show the modeling video to the student. Next the student will perform five performance trials. The assessor will underhand toss the softball with a slight arc 6 to 12 feet high into the batter’s strike zone (i.e., between the student’s shoulders and knees) from 30 feet away. If the assessor performs the toss incorrectly redo the trial. The assessor will record the performance trials on the score sheet. The assessor will score each trial separately. For example, the student performs trial one and the assessor immediately scores using the score sheet. Repeat this for the second trial, third trial, fourth trial, and fifth trial.

Skill description: The student will strike the ball with a bat. The dominant hand should be placed on top. Note the hand preference (grip used) on the score sheet.

Verbal instructions, modeling videos, and trials:

Assessor: “Watch the person hit the ball with the bat.” Show the modeling video of the adult model performing the sports skill of striking - batting with the same preferred proper grip hand as the student (i.e., right or left). Click on the correct striking - batting

dominant handgrip YouTube arrow on the TSBSS modeling videos PDF that should be opened on the assessor's electronic device that is connected to the internet. The link that is attached to the arrow will take the assessor to the YouTube modeling video of the adult model performing the striking skill. After the striking video it is the student's turn to perform the skill.

Assessor: "Now it is your turn. You will get five turns to hit the ball with the bat."

The assessor will stand 30 feet away from the student underhand tossing the ball in a short arc formation (i.e., 6 to 12 feet high) that is in between shoulder and knee level of the student. The student will get five trials and the assessor will record the student's performance on the score sheet after each trial.

Assessor: "You seem to be working hard!"

Lay-up (Grade 6, Standard 1.6; Grade 7, Standard 1.1)

General instructions: The assessor will verbally introduce the lay-up skill and then show the modeling video to the student. Next the student will perform five performance trials. The assessor will record the performance trials on the score sheet. The assessor will score each trial separately. For example, the student performs trial one and the assessor immediately scores using the score sheet. Repeat this for the second trial, third trial, fourth trial, and fifth trial.

Skill description: The student will dribble the ball with their preferred hand and perform a lay-up. Note the hand preference for the dribble and lay-up on score sheet.

Verbal instructions, modeling videos, and trials:

Assessor: "Watch the person perform a basketball lay-up." Show the modeling video of the adult model performing the basketball lay-up with the same preferred hand

as the student (i.e., right or left). Click on the correct lay-up link YouTube arrow on the TSBSS modeling videos PDF that should be opened on the assessor's electronic device that is connected to the internet. The link that is attached to the arrow will take the assessor to the YouTube modeling video of the adult model performing the lay-up skill. After the lay-up video it is the student's turn to perform the skill.

Assessor: "Now it is your turn. You will get five turns to perform the basketball lay-up."

The student will stand where the free throw line extends and intersects the 3-point line on the basketball court (see Figure 3). The distance is 19 feet 9 inches, which is the distance from the 3-point line and the basket. The student should stand on the side of the basket of their dribbling hand dominance. The student will get five trials and the assessor will record the student's performance on the score sheet after each trial. Record hand used.

Assessor: "Thank you!"

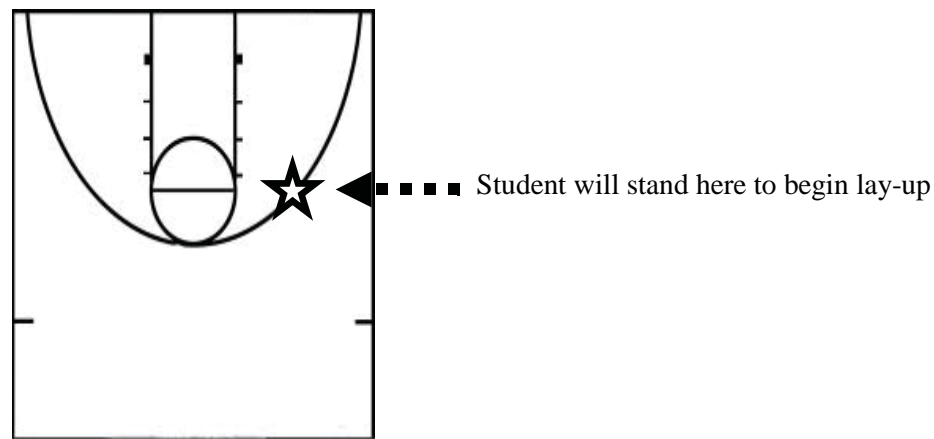


Figure 3. Position of student on the basketball court.

Disc Throw (Grade 6, Standard 1.6; Grade 7, Standard 1.1)

General instructions: The assessor will verbally introduce the skill of throwing a disc and then show the modeling video to the student. Next the student will perform five

performance trials of throwing the disc towards the 3' wide by 4' high target that is placed three feet above the ground that is 30 feet away from the student. The assessor will record the performance trials on the score sheet. The assessor will score each trial separately. For example, the student performs trial one and the assessor immediately scores using the score sheet. Repeat this for the second trial, third trial, fourth trial, and fifth trial.

Skill description: The student will throw the flying disc to a target with their preferred hand. Note the hand used on the score sheet.

Verbal instructions, modeling videos, and trials:

Assessor: "Watch the person throw the flying disc." Show the modeling video of the adult model performing the disc throw with the same preferred hand as the student (i.e., right or left). Click on the correct disc throw link YouTube arrow on the TSBSS modeling videos PDF that should be opened on the assessor's electronic device that is connected to the internet. The link that is attached to the arrow will take the assessor to the YouTube modeling video of the adult model performing the disc throw. After the video it is the student's turn to perform the skill.

Assessor: "Now it is your turn. You will get five turns to throw the flying disc towards the target."

The student will stand 30 feet away from the target. The student will get five trials and the assessor will record the student's performance on the score sheet after each trial.

Assessor: "You seem to be working hard!"

Kicking (Grade 6, Standard 1.3; Grade 7, Standard 1.1)

General instructions: The assessor will verbally introduce the skill of kicking and then show the modeling video to the student. Next the student will perform five performance trials of kicking the soccer ball with their preferred foot into the goal. The student will stand 30 feet away from the goal that is 8 feet wide and kick the soccer ball into the goal. The assessor will record the performance trials on the score sheet. The assessor will score each trial separately. For example, the student performs trial one and the assessor immediately scores using the score sheet. Repeat this for the second trial, third trial, fourth trial, and fifth trial.

Skill description: The student will kick the soccer ball into the goal that is 30 feet away. Note the foot preference on the score sheet.

Verbal instructions, modeling videos, and trials:

Assessor: “Watch the person kick the soccer ball into the goal.” Show the modeling video of the adult model performing the skill of kicking with the same foot preference as the student (i.e., right or left). Click on the correct kicking link YouTube arrow on the TSBSS modeling videos PDF that should be opened on the assessor’s electronic device that is connected to the internet. The link that is attached to the arrow will take the assessor to the YouTube modeling video of the adult model performing the skill of kicking. After the video it is the student’s turn to perform the skill.

Assessor: “Now it is your turn. You will get five turns to kick the soccer ball into the goal.”

The student will stand 30 feet away from the goal and kick the ball to the goal. The student will get five trials and the assessor will record the student's performance on the score sheet after each trial.

Assessor: "Way to go!"

Trapping (Grade 7, Standard 1.1)

General instructions: The assessor will verbally introduce the skill of trapping and then show the modeling video to the student. Next the student will perform five performance trials of trapping the soccer ball with their preferred foot that is kicked to them by the assessor. The assessor will kick the ball directly to the student from a distance of 30 feet. If the assessor performs the kick incorrectly redo the trial. The assessor will record the performance trials on the score sheet. The assessor will score each trial separately. For example, the student performs trial one and the assessor immediately scores using the score sheet. Repeat this for the second trial, third trial, fourth trial, and fifth trial.

Skill description: The student will trap the soccer ball with their preferred foot. Note the foot preference on the score sheet.

Verbal instructions, modeling videos, and trials:

Assessor: "Watch the person trap the soccer ball with their foot." Show the modeling video of the adult model performing the skill of trapping with the same preferred foot as the student (i.e., right or left). Click on the correct trapping link YouTube arrow on the TSBSS modeling videos PDF that should be opened on the assessor's electronic device that is connected to the internet. The link that is attached to the arrow will take the assessor to the YouTube modeling video of the adult model

performing the skill of trapping. After the video it is the student's turn to perform the skill.

Assessor: "Now it is your turn. You will get five turns to trap the soccer ball with your foot."

The assessor will kick the ball directly to the student from a distance of 30 feet. The student will get five trials and the assessor will record the student's performance on the score sheet after each trial.

Assessor: "You seem to be working hard!"

Tennis Serve (Grade 6, Standard 1.4; Grade 7, Standard 1.1)

General instructions: The assessor will verbally introduce the tennis serve and then show the modeling video to the student. Next the student will perform five performance trials of the tennis serve. The student will stand on the service line gripping the racquet with their preferred hand. The student will hold the ball in their non-preferred hand and toss it upward in the air as the arm swings forward so the racquet makes contact with the tennis ball. The tennis ball should propel forward over the tennis net landing into the service box on the opposite side of the court (see Figure 4). The assessor will record the performance trials on the score sheet. The assessor will score each trial separately. For example, the student performs trial one and the assessor immediately scores using the score sheet. Repeat this for the second trial, third trial, fourth trial, and fifth trial.

Skill description: The student will hold and toss up the tennis ball with their non-preferred hand, as they hit the ball with the racquet with their preferred hand towards the service box on the opposite side of the court. Note the hand used to hold the tennis racquet on the score sheet.

Verbal instructions, modeling videos, and trials:

Assessor: “Watch the person perform the tennis serve.” Show the modeling video of the adult model performing the tennis serve with the same preferred hand as the student (i.e., right or left). Click on the correct tennis serve link YouTube arrow on the TSBSS modeling videos PDF that should be opened on the assessor’s electronic device that is connected to the internet. The link that is attached to the arrow will take the assessor to the YouTube modeling video of the adult model performing the tennis serve. After the video it is the student’s turn to perform the skill.

Assessor: “Now it is your turn. You will get five turns to serve the tennis ball over the net into the box on the opposite side of the line.” (Point to the service box.) The student will perform the tennis serve attempting to hit the ball over the net. The student will get five trials and the assessor will record the student’s performance on the score sheet after each trial.

Assessor: “Way to go!”

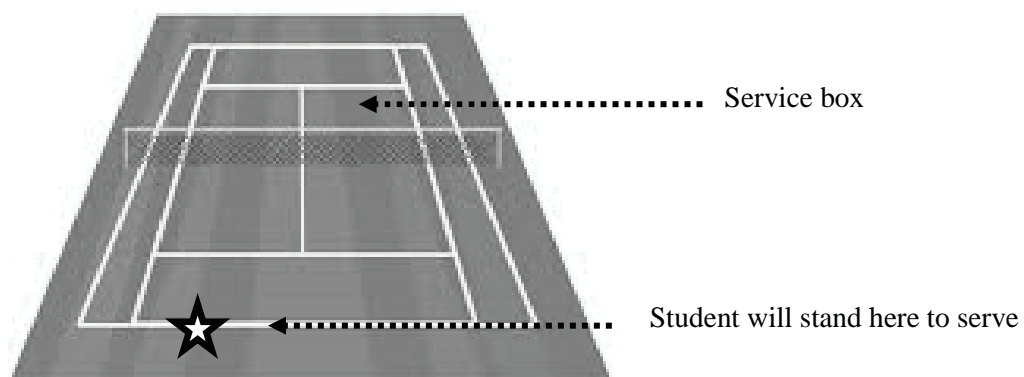


Figure 4. Position of student on the tennis court.

Volleyball Overhand Serve (Grade 6, Standard 1.3; Grade 7, Standard 1.1)

General instructions: The assessor will verbally introduce the skill of overhand serving the volleyball over the net and then show the modeling video to the student. The student will stand on the service line of the volleyball court and perform an overhand volleyball serve over the net so the volleyball lands on the opposite side of the court (see Figure 5). Next the student will perform five performance trials of overhand serving the volleyball over the net. The assessor will record the performance trials on the score sheet. The assessor will score each trial separately. For example, the student performs trial one and the assessor immediately scores using the score sheet. Repeat this for the second trial, third trial, fourth trial, and fifth trial.

Skill description: The student will overhand serve the volleyball with their preferred hand over the volleyball net so it lands on the opposite side of the volleyball court. Note the hand used on the score sheet.

Verbal instructions, modeling videos, and trials:

Assessor: “Watch the person overhand serve the volleyball over the net.” Show the modeling video of the adult model performing the volleyball overhand serve with the same preferred hand as the student (i.e., right or left). Click on the correct volleyball overhand serve link YouTube arrow on the TSBSS modeling videos PDF that should be opened on the assessor’s electronic device that is connected to the internet. The link that is attached to the arrow will take the assessor to the YouTube modeling video of the adult model performing the volleyball overhand serve. After the video it is the student’s turn to perform the skill.

Assessor: “Now it is your turn. You will get five turns to overhand serve the volleyball over the net into the court.”

The student will stand on the service line of the volleyball court and perform an overhand volleyball serve over the net so the volleyball lands on the opposite side of the court (see Figure 5). The student will get five trials and the assessor will record the student’s performance on the score sheet after each trial.

Assessor: “Thank you!”

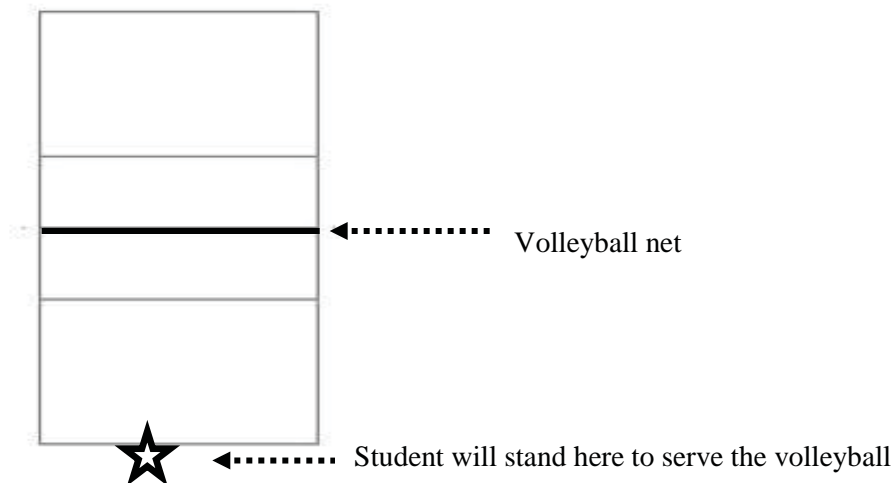


Figure 5. Position of student on the volleyball court to serve the volleyball.

Volleyball Forearm Pass (Grade 6, Standard 1.3; Grade 7, Standard 1.1)

General instructions: The assessor will verbally introduce the skill of the volleyball forearm pass and then show the modeling video to the student. Next the student will perform five performance trials. The student will stand around the spiking line (i.e., 10’ line) waiting to receive the volleyball that the assessor will hold with two hands and underhand toss over the net from the opposite side of the volleyball court on the 10-foot line across from the student. If the assessor performs the toss incorrectly redo the trial. The student will forearm pass the volleyball over the net or on the same side of the

volleyball court as the passer with the ball landing towards the front center right of the volleyball net where the setter would be (see Figure 6). The assessor will record the performance trials on the score sheet. The assessor will score each trial separately. For example, the student performs trial one and the assessor immediately scores using the score sheet. Repeat this for the second trial, third trial, fourth trial, and fifth trial.

Skill description: The student will forearm pass the volleyball over the net or on the same side of the volleyball court as the passer with the ball landing towards the front center right of the volleyball net where the setter would be (see Figure 6). Note the hand used on the score sheet.

Verbal instructions, modeling videos, and trials:

Assessor: “Watch the person perform a volleyball forearm pass.” Show the modeling video of the adult model performing the volleyball forearm pass. Click on the volleyball forearm pass link YouTube arrow on the TSBSS modeling videos PDF that should be opened on the assessor’s electronic device that is connected to the internet. The link that is attached to the arrow will take the assessor to the YouTube modeling video of the adult model performing the volleyball forearm pass. After the video it is the student’s turn to perform the skill.

Assessor: “Now it is your turn. You will get five turns to forearm pass the volleyball towards the net.”

The student will stand around the spiking line (i.e., 10’ line) waiting to receive the volleyball that the assessor will hold with two hands and underhand toss over the net from the opposite side of the volleyball court on the 10-foot line across from the student. The student will forearm pass the volleyball over the net or on the same side of the

volleyball court as the passer with the ball landing towards the front center right of the volleyball net where the setter would be (see Figure 6). The student will get five trials and the assessor will record the student's performance on the score sheet after each trial.

Assessor: "Good Job!"

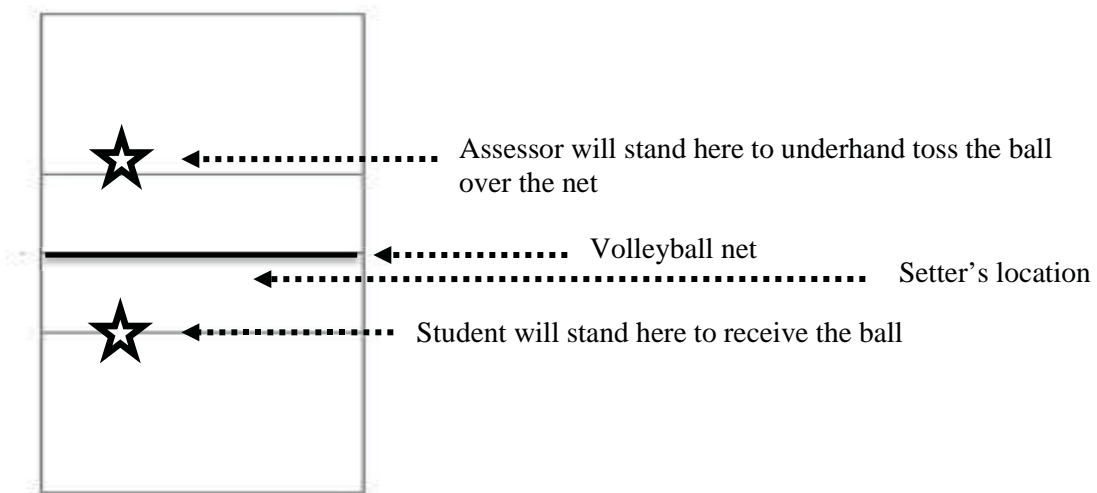


Figure 6. Position of student on the volleyball court to forearm pass the volleyball.

SECTION 3: VIDEOS AND CONTACT INFORMATION

Watching the Videos

Listed below are some suggestions for the assessor on how to arrange the environment so that the student can watch the modeling videos to best view the adult models performing the basic sports skills.

- 1) The assessor should identify the environment where the videos will be watched considering the lighting and sound, which may impact the student's ability to view the videos. For example if the lighting is too bright or if the environment is too loud this could potentially impact the ability of the student to watch and listen to the videos.
- 2) The assessor should ensure that the testing equipment (i.e., size and dimensions) matches those that are required to administer the test that matches those on the videos.

Showing the Videos

Listed below are some suggestions for the assessor to consider for more efficiency in showing the modeling videos to the student (adapted from the National Professional Development Center on Autism Spectrum Disorders Video Modeling: Steps for Implementation, 2010):

- 1) When showing the modeling videos to the student the assessor may provide prompts necessary to gain and/or keep the student's attention/focus (e.g., look at the iPad).

- 2) Be sure the student is watching the video because they will only be allowed to watch the video one time for each sports skill before it is the student's turn to perform the sports skill.
- 3) The video clips for each sports skill consisting of a wide view angle, front view angle, and side view angle should all be shown at once. The video should not be stopped at any point throughout the different video clips. However, only one video skill (e.g., volleyball forearm pass) should be shown at a time before it is the student's turn to perform their five trials, then the next video clip should be shown.

YouTube Channel and Contact Information

YouTube Channel: TSBSS10

Contact Information:

If you have any questions regarding the TSBSS and/or the modeling videos please contact Dr. Perky Vetter, California State Polytechnic University, Pomona at pvetter@cpp.edu.

SUMMARY

This project consisted of 21 modeling videos that made use of three different viewing angles (i.e., wide view, front view, and side view) with only one exception. For the basketball lay-up, only two viewing angles were used (i.e., two wide-angle views). This one basketball lay-up exception was due to the green screen being too small for the angle of the shot needed for the demonstration. These TSBSS modeling videos were developed and placed on YouTube unlisted. The YouTube modeling videos are linked to a PDF that when opened on an electronic device (e.g., iPad/tablet, smart phone) connected to the internet will enable the assessor to easily access these privately uploaded videos. Using the modeling videos should allow the assessor to show the student a front view, a side view, and a wide-angle view, as well as a left and/or right hand/foot dominant view of the 10 different basic sports skills.

With the use of these modeling videos to administer the test, it should decrease administration error, decrease the amount of verbal instructions, increase test accuracy, and increase motor performance by providing test material through a preferred modality. The modeling videos could also be used as a visual support to enhance the teacher's instruction to help students with the learning process of how to perform these skills after the assessment has already taken place. Additionally, through the revisions of the administration portion of the testing manual, the assessor will also gain understanding and knowledge in how to implement the modeling videos for administering the TSBSS.

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APPENDIX A

TEST OF SECONDARY BASIC SPORTS SKILLS MODELING VIDEOS



CATCHING



LEFT



RIGHT

GLOVE HAND



THROWING QUALITY



LEFT



RIGHT



THROWING ACCURACY



LEFT



RIGHT



STRIKING



LEFT



RIGHT



LAY-UP



LEFT



RIGHT



DISC THROW



LEFT



RIGHT



KICKING



LEFT



RIGHT



TRAPPING



LEFT



RIGHT



TENNIS SERVE



LEFT



RIGHT



VOLLEYBALL SERVE



LEFT



RIGHT



VOLLEYBALL PASS



VIDEO