



# USAWFL TEAM REVIEWER Support Guide







# **WELCOME!**

## **THANK YOU FOR AGREEING TO BE A TEAM REVIEWER FOR A USA WHEELCHAIR FOOTBALL LEAGUE TEAM!**

This manual is designed to provide the team reviewers for the USA Wheelchair Football League (USAWFL) with the information they need to complete the classification process for their team. While it is not designed to take the place of the Team Reviewer Classification Course in the Education Hub, which is required of all Team Reviewers, it provides detailed information about the process and can be taken in the field as a supporting materials when you're going through the classification procedures.

If you have questions or are having difficulties with the classification process please contact [football@moveunitedsport.org](mailto:football@moveunitedsport.org).

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# ROLE OF THE REVIEWER

Each team is required to have **at least one team reviewer** but could have more than one if additional personnel is available.

- The team reviewer can be a coach, player or team representative and does not need to have a medical background.
  - The team reviewer does not need to be a USAWFL-approved Medical or Technical classifier, however a USAWFL-approved classifier can also be a team reviewer.
- There is no cost to become a team reviewer
- To be a team reviewer, you need to complete your online training no later than **6 weeks before the start of the season.**
  - It is best to complete your training as early as possible so your coaches can establish positions and appropriate lineups.
- Your team reviewer status is **valid for 2 years** from the date of successfully completing the training.

## ***Requirements for the Team Reviewer***

The minimum requirements for the team reviewer(s) are:

- *Team Reviewer Online Class Certification*- done by successfully completing the online training course found in Move United's Education Hub ([hub.moveunitedsport.org](http://hub.moveunitedsport.org))
- Register as a Team Reviewer at [moveunitedsport.org/classification](http://moveunitedsport.org/classification)
  - Your Name and Team Affiliation will be listed on the public website
- Upload your SafeSport Certification in the above registration
  - To receive a code to take a complimentary SafeSport course, email [football@moveunitedsport.org](mailto:football@moveunitedsport.org).

# ROLE OF THE REVIEWER

## ***Responsibilities of the Team Reviewer***

- Knowing the different classifications and how they relate to playing wheelchair football.
- Assessing and recording bench test video of each player on your team who does not have a Confirmed Classification.
- Assigning a Sport Class Team Proposed classification to each player on your team who does not have a confirmed classification.
- Submitting video, bench test rubric, and the Sport Class Team Proposed classification to Move United.
- Evaluating and signing off on another USAWFL team's rosters.
- Maintaining a current USAWFL Team Reviewer certification by completing the online class every two years.



# WHAT IS THE CLASSIFICATION SYSTEM FOR THE USAWFL?

Classification is a process for grouping players into sport classes to ensure that the impact of impairment is minimized and sport skill ability, not disability, determines which player and team succeeds on the field.

- Team sport classification allows for parity amongst teams. Each athlete is assigned a class based on their functional abilities to complete specific tasks, for example how far are they physically able to lift their arms over their head. Based on the athlete's overall performance they are assigned a classification of 1-5.
- Each class is assigned a numerical value (e.g. class 4 is worth 4 points).
- Each team is allowed a maximum of 21 classification points on the wheelchair football field at one time. So, coaches use these assigned classification values to create their lineups.
  - This is an example of a coaches line-up:
    - QB= class 4 (4 points)
    - WR 1= class 3 (3 points)
    - WR 2= class 3 (3 points)
    - WR 3= class 4 (4 points)
    - Lineman 1= class 2 (2 points)
    - Lineman 2= class 3 (3 points)
    - Lineman 3= class 3 (3 points)

*Total of 21 points on the field.*
- There are many other examples of classification systems in sports and society. Some examples include age groups, gendered groupings, weight classes in wrestling, or freshman vs. junior varsity vs varsity teams.



# WHAT IS THE CLASSIFICATION SYSTEM FOR THE USAWFL?

## **What is the USAWFL Classification System**

- USAWFL uses a functional classification system consisting of 5 classes: 1,2,3,4,5
- **Class 1** designates players whose disability most greatly affects the extent to which they can execute the core functions of wheelchair football: passing, receiving, blocking, tackling and agility.
- **Class 4** designates players with an eligible impairment who have the least amount of impact on their abilities to execute the core functions of wheelchair football.
- **Class 5** is reserved for athletes who are participating, but do not have an eligible impairment or have not gone through the classification process.
- Each athlete is analyzed based on their general functional abilities (e.g. abilities to sit upright independently, ability to bend forward and to the side, ability to move arms, etc), their functional abilities in football-related activities, and their chair set-up.
- Athletes are NOT analyzed based on:
  - Medical condition or diagnosis
  - A classification assigned in another sport
  - Overall skill level or athletic ability

## **What if the Athlete is Classified in Another Sport?**

An athlete's classification from another sport is not relevant to their USAWFL classification. Because classification is done based on the athlete's ability to functionally complete wheelchair football sport specific skills, they need to be classified through the USAWFL. Each sport has their own classification process and rating scales based on the core skills needed to participate in their sport and therefore cannot be compared.

# WHAT IS THE CLASSIFICATION SYSTEM FOR THE USAWFL?

## Who Participates in the Classification Process?

### **Athletes:**

- All athletes who wish to compete under a class 1-4 in the USAWFL must go through the classification process.
- Anyone looking to go through the classification process must start by completing a screening form.



### **Classification Team:**

There are two different classification roles: Team Reviewer and USAWFL-approved Medical or Technical Classifier.

- Team Reviewer: A team representative that has successfully completed the Team Reviewer Online Class Certification and the SafeSport Certification.
- USAWFL-approved Classifier: A group of medical or technical classifiers appointed by Move United to complete the classification process. This team provides athletes with their Confirmed Classification at a sanctioned USAWFL event.

# WHAT IS THE CLASSIFICATION SYSTEM FOR THE USAWFL?

## What are the Classification Procedures/Steps?:

A detailed description of the classification process is given in Overview of the Process Section of this booklet. Below is a very basic overview of the process.



The athlete completes a screening form online to determine eligibility for classification assessment.



Once it is determined that an athlete qualifies for a classification assessment, they are assessed by their team reviewer and assigned a Sport Class Team Proposed.



This proposed classification is reviewed by a team reviewer from another team and used until the athlete is assessed by a USAWFL-approved classification panel.



The athletes are assessed by a USAWFL- approved classifier panel at a USAWFL tournament with the first available appointment that works for the athlete's schedule. This is where they will receive a Confirmed Sport Class.



The athlete competes using their Confirmed Sport Class.

# WHAT IS THE CLASSIFICATION SYSTEM FOR THE USAWFL?

## What Are the Different Sport Class Statuses?

*Sport class status is different from classification assignment.*

- **Classification** is the number assigned to the athlete based on their functional ability. It will range between 1 and 5.
- **Sport Class Status** is where the athlete is in the classification process. It is not the athlete's actual classification but clarifies if the athlete has a confirmed classification from a USAWFL-approved classifying panel and identifies if the athlete will need to be reassessed at a later date.

## An athlete can receive one of the following Sport Class Statuses

Classification Not Complete (CNC): If for any reason a player is not able to comply with the classification procedures or the panel is unable to allocate a sport class to a player, that player will be automatically placed into a class 5 category and marked as Classification Not Complete.

- Players marked at CNC are not subject to provisions concerning protest outlined in the USAWFL Player Classification Manual found on Move United's website.

Sport Class Team Proposed (TP): A player is assigned as "Team Proposed" when they have been assessed by their team reviewer but have NOT been evaluated by a USAWFL-approved classification panel.

- Athletes can compete at the proposed classification but must make every effort to attend a USAWFL classification panel evaluation session as soon as they're able.

Sport Class Confirmed (C): An athlete is assigned as "Confirmed" after completing all parts of the classification panel evaluation process and the panel is satisfied that the athlete's impairment and ability to execute the tasks and activities fundamental to wheelchair football will remain stable.

- Athlete competes with the classification given and no further action is needed.
- Athlete may follow the provisions for protest in the the USAWFL Player Classification Manual found on Move United's website.

# WHAT IS THE CLASSIFICATION SYSTEM FOR THE USAWFL?

*Sport Class Status Review (R)*: An athlete is assigned as “Review” if after completing all parts of the classification panel evaluation process, the panel believes that further evaluation sessions are required. This could be based on a number of factors, including but not limited to, situations where the athlete has only recently begun competition and/or has a fluctuating or progressive impairment(s) that is/are permanent but not stable.

- Athlete will work with Move United and the classification panel to decide when the player should undergo further evaluation.
- Athlete will compete with the classification given by the panel until another evaluation is conducted.
- Athlete may follow the provisions for protest in the the USAWFL Player Classification Manual found on Move United’s website.

*Sport Class Fixed Review Date (FR)*: An athlete will be assigned as “Fixed Review” if after completing all parts of the classification panel evaluation process, the panel believes that further evaluation sessions are required but will not be necessary before a set date. This is typically done when the panel believes the athlete will lose functional skills over time such as what typically occurs with a progressive neuromuscular impairment.

- Athletes should attend an evaluation session at the first opportunity after the given date and prior to participating in a sanctioned competition.
  - Athletes may not attend an evaluation session prior to that date given except as outlined in the Medical Review Request and/or Protest section of the USAWFL Player Classification Manual.
- Athlete will compete with the classification given by the panel until another evaluation is conducted.
- Athlete may follow the provisions for protest in the the USAWFL Player Classification Manual found on Move United’s website.

# ATHLETE ELIGIBILITY

## **Player Eligibility Requirements**

A player who wishes to compete in a USAWFL sanctioned competition may do so regardless of whether they meet a minimum disability requirement for classification, as long as they meet the Essential Eligibility Criteria outlined for safety.

This is determined by the athlete themselves, and not the Team Reviewer.

## **Essential eligibility criteria to participate as an athlete are:**

1. Athlete must be able to breathe without mechanical assistance
2. Athlete must not require head, neck or back bracing
3. Athlete must be able to independently manage their own personal care
4. Athlete must be able to wear a standard football helmet
5. Athlete must be able to follow instructions from officials and effectively communicate independently or with the help of a coach or companion
6. Athlete must be able to stay alert and engaged for the length of a play on the field

## **Classification Requirements**

All athletes must have a classification number (ranging 1-5) in order to compete in USAWFL sanctioned competitions.

There are minimum requirements for athletes to be classified as a class 1-4 which are outlined on the next page. Those that do not meet the criterion for classification are automatically classified as a 5.

# ATHLETE ELIGIBILITY

## **Minimum Requirements to be Classified:**

Athlete must have an disability that meets at least one of the following criteria:

1. Impaired muscle power
2. Impaired passive range of motion
3. Limb deficiency
4. Limb length difference of 6 cm or more
5. Hypertonia
6. Ataxia and/or
7. Athetosis
8. Any other disability that affects their flexibility, range of motion and/or strength, thus affecting the extent to which they can execute the core functions of wheelchair football: passing, receiving, blocking, tackling and agility

For further elaboration and description on each of these impairments, please refer to the Minimum Requirements for Classification found in the USAWFL Player Classification Manual at [www.moveunitedsport.org/classification](http://www.moveunitedsport.org/classification).

SCAN TO  
READ  
CLASSIFICATION  
DESCRIPTIONS

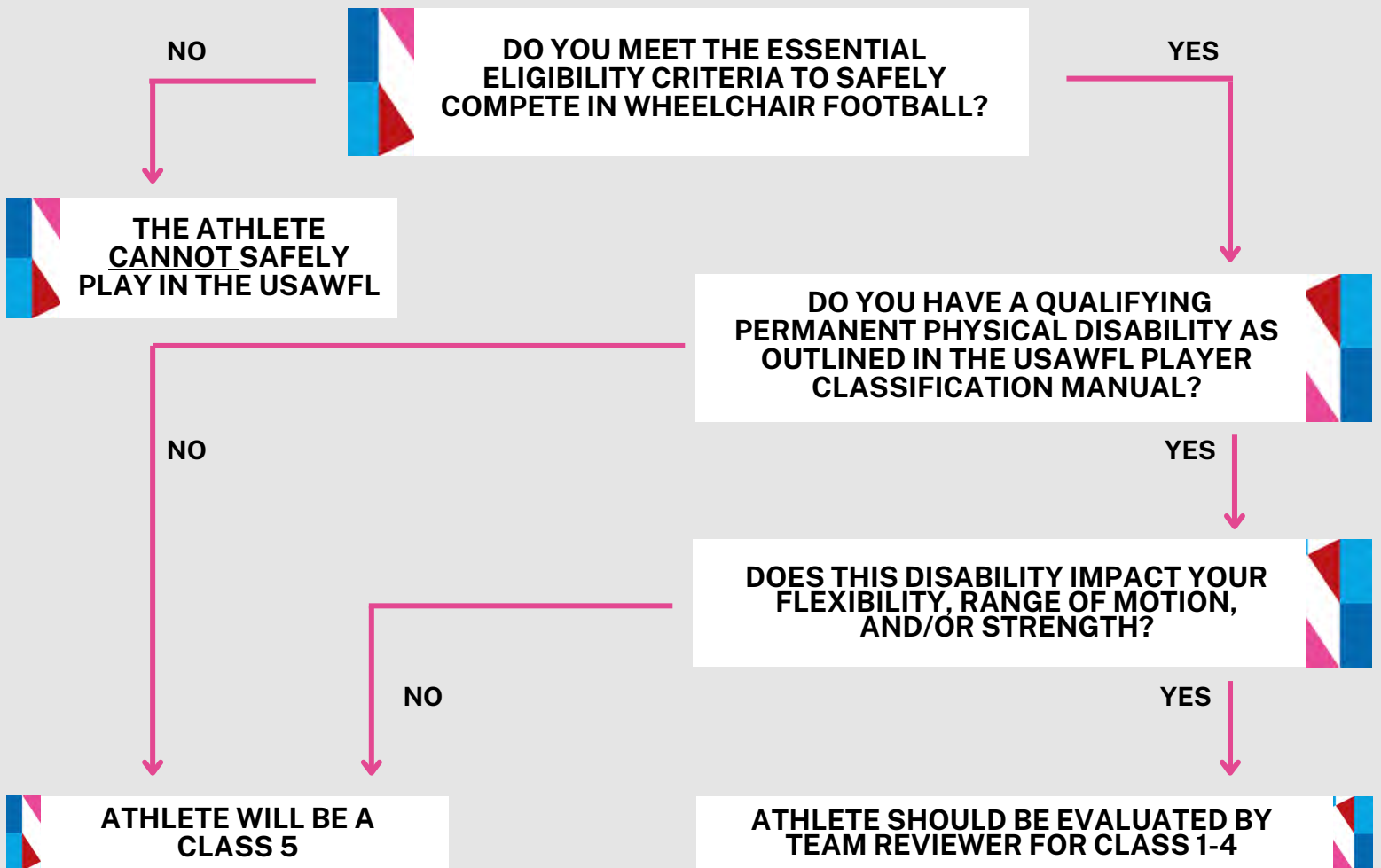


# ATHLETE ELIGIBILITY

## Who Needs to be Classified?

Everyone! All athletes who wish to participate in USAWFL tournaments are required to go through classification. Even if an athlete does not have a disability, they still need to complete the Classification Screening Form, and the registered team reviewer will receive a copy of the responses to determine if they qualify to play and if they need to be classified.

## STAGE 1: DETERMINING ATHLETE ELIGIBILITY



*The remaining questions on the screening form will support the medical team's evaluations, but should have little to no impact on your assessment of the athlete given the Team Reviewer's role.*

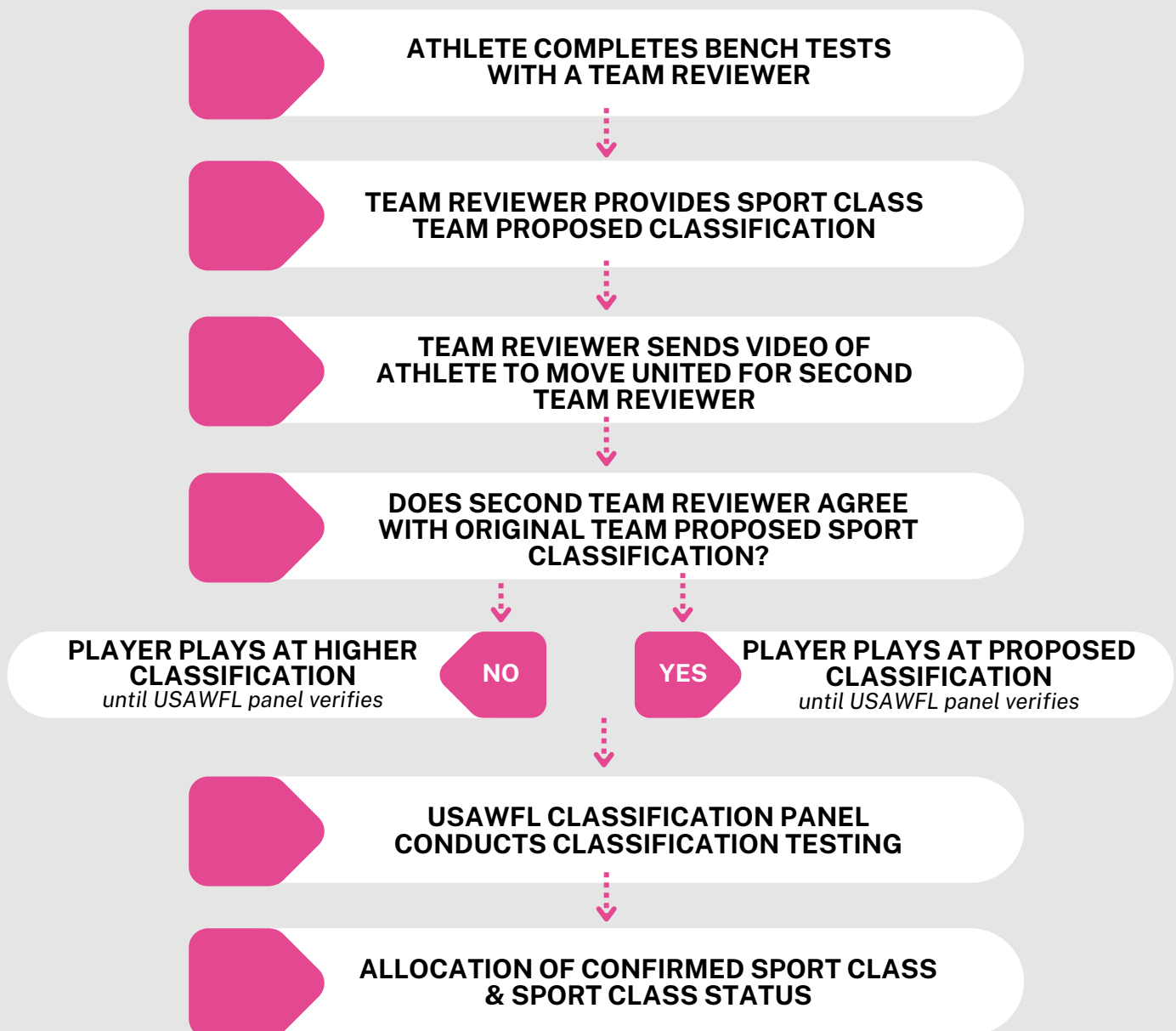


# OVERVIEW OF PROCESS

## Assigning the Sport Class:

All athletes that qualify for further screening should go through the rest of the classification process as outlined below.

### STAGE 2-4: ASSIGNING A SPORT CLASS



# OVERVIEW OF PROCESS

## **Stage 2: Assigning Sport Class Team Proposed**

1. Administer a bench test with the athlete to observe their functional abilities. This series of tests are outlined in detail in the “Bench Test For Evaluators” section of this booklet.
2. If needed, observe the athlete’s chair set-up and observe them while participating in drills or a scrimmage. Information about these observations can be found in “Chair Set-up and Activities” and “On-field Functionality and Football Activities”.
3. Assign a “Sport Class Team Proposed” based on the results from the bench test and observations.
  - a. *Please note this is not their final classification!* A second team reviewer from an opposing team must review your assessment and agree with you. The player’s classification will then be verified and finalized by a classification panel consisting of USAWFL-approved Medical or Technical classifiers at a USAWFL tournament.
  - b. Move United recommends providing the class to the coach and allowing the coach to discuss it with the athlete.
4. Each team reviewer will submit their Team Proposed Sport Classification List along with a series of bench test videos to be reviewed by a second team reviewer from an opposing team. **Rosters, videos, and completed rubrics must be submitted no less than 6 weeks prior to the start of the USAWFL season.** Reviewers will submit their videos directly to Move United through the classification website. *Reviewers should expect to receive results from another team reviewer within 3-4 weeks of submitting to Move United.*
  - a. If the team reviewer from another team agrees with the proposed classification, then the player will play with the proposed classification until it is verified by a USAWFL Classification Panel.
  - b. If the team reviewer from another team does NOT agree with the proposed classification, then the player uses the higher of the two proposed classifications given until they are assessed by a USAWFL Classification Panel.

# OVERVIEW OF PROCESS

## **Stage 3 & 4: Assigning Final Sport Class and Sport Class Status**

1. Following the team reviewers evaluation, the athlete will be assessed by a USAWFL-approved classification panel at a USAWFL event and be assigned a “Sport Class Status.” This is the final classification and will be used for competition purposes!
  - a. More information about the classification process completed by the USAWFL Medical/Technical Panel can be found on Move United’s Classification Website under “Learn about the Classes and Process”
  - b. If the athlete AND a team representative disagree with the classification given, an appeal can be filed. More information about the appeal process can be found under “Protest Process”

SCAN TO  
READ MORE  
ABOUT THE  
PROTESTS



# SETTING UP THE BENCH TEST

## **Steps for Team Reviewers to Conduct the Classification Process**

*The actual process you as the team reviewer will use will vary based on a variety of factors. What we've listed in this section is not a specific rigid protocol, but instead outlines the assessments you need to complete. You have flexibility in how they are administered. Consider your timeline and remember that rosters with Sport Class Team Proposed Classifications and videos must be submitted to Move United no less than six weeks prior to the start of the USAWFL season.*

## **Suggested Classification Process**

1. Have all unclassified athletes complete the online Classification Screening Form. You will receive an email with the athlete's responses.
2. Using the determination outlined in 'Athlete Eligibility' (page \_\_\_) Determine which athletes meet the eligibility requirements for classification assessment.
3. Arrange with the coach(es) to complete the bench tests.
  - a. Determine where you are conducting the tests, what specific dates you will do it, and the order of the athletes that are being assessed.
4. Conduct the Bench Test for each athlete being classified using the materials provided in "Bench Test for Team Evaluator" section of this booklet.
  - a. If you are doing more than a few athletes, you may not be able to assess all athletes in one day, so you need to plan accordingly.
  - b. While conducting the bench test, take needed video recordings to send to another team's reviewer following the provisions outlined in the Providing and Analyzing Classification Videos section of this booklet.
5. If needed, observe athletes during warm-up, drills and/or a scrimmage to assess their (a) Typical On-Field Functionality, (b) Chair Set-Up & Activities, and (c) Football Activities. You can also ask the coach about information related to these categories.

# SETTING UP THE BENCH TEST

## *Suggested Classification Process (continued)*

6. Finalize your rating for each athlete based on the scores collected on the Bench Test and potentially your observations.
  - a. ***The Bench Test should be the most heavily weighted.***
7. Provide your Sport Class Team Proposed Classification for each athlete to the coach.
  - a. Clarify this is not the verified classification as an opposing team still needs to review the proposal. The athlete will also need to be assessed by the USAWFL-approved Classification Panel at a sanctioned event.
  - b. Depending on your relationship with the athlete, discuss the proposed classification with the athlete, or ask the coach to provide the information to the athlete. This information is best coming from someone who knows the athlete well.
8. Upload your team's rosters with Sport Class Team Proposed Classifications plus each athletes' video clips and bench test rubric to the Move United Classification website.
  - a. Move United will share your documents with an opposing Team Reviewer of their choice to ensure that each team only reviews one other team's proposed classes.
    - i. If the opposing team reviewer agrees with the proposed classification, then the player will play with the agreed upon classification until it is verified by a USAWFL-approved medical classification panel.
    - ii. If the opposing team reviewer does NOT agree with the proposed classification, then the player will use the higher of the two classifications given until they can be assessed by a USAWFL-approved classification panel.
9. Review another team's videos and roster that will be provided to you by Move United.
  - a. Submit feedback by the requested deadline.

# SETTING UP THE BENCH TEST

## Setting Up for the Bench Test

### Location

- **Find a private space.** Ideally, the bench test occurs in a private room. If a private space is not available, try utilizing the corner of the gymnasium away from other people and consider putting up a visual barrier to provide some privacy as well as decreased distractions for the athlete.

### Timing

- **Plan for 20 minutes per athlete at a time that the athlete is not fatigued.** While the process will speed up as you become more comfortable in your role, you should anticipate it will take around 15-20 minutes to complete the bench test for each athlete. It may take more than one practice to complete all athlete assessments.
- When doing the tests, ensure the athlete are not fatigued, leading to a false assessment. Consider working with the coach to see if they can come to practice early or that you're pulling them from a strategy session or drills that are not taxing.



# SETTING UP THE BENCH TEST

## Seating

- **Have athletes sit on a stable, flat backed chair (e.g. a folding chair).** You want to avoid chairs that have arm rests or chairs with wheels. If the athlete is remaining in their wheelchair (try to avoid as much as possible) have them move their body away from the back of the chair so they are sitting more on the edge of their wheelchair. They should also remove all straps.
  - If their wheelchair has significant dump or a high backrest, they cannot remain in their chair as it will interfere with the tests.
- You may also want to have a second chair available. You can use this chair to sit in yourself and demonstrate the movements to the athlete.

## Spotter

- **You should have a spotter present for all athletes' bench tests.** Even if an athlete is “high functioning” and will most likely have no difficulties completing the test, a spotter should be present.
- Ensure the spotter understands their purpose is to prevent the athlete from falling. They should not touch the athlete or move the athlete's body unless they need to do it to keep the athlete safe.
  - Spotter's should not assist the athlete in completing a movement.
- Make sure the athlete is comfortable with the person that is spotting them. If assessing a female athlete you may want to offer a female spotter and vice versa.

# SETTING UP THE BENCH TEST

## Videotaping

- The bench test is the same assessment that you are going to be submitting to Move United for another team to review.
- In order to save time and energy, **you should videotape the bench tests for each athlete** while you are conducting the test for your scoring rubric. Each athlete will have their own video recording(s).
- Video recordings can be done with a phone or other videotaping device.
- It may be beneficial to ask a team support person to do the videotaping so that you can conduct the tests and focus on the athlete. If that person is not available you should plan to have a tripod or table to rest the phone/camera on so that you can assess the athlete while it films. You will get more information about the video recording in “Providing and Analyzing Classification Video”

## Other

- **You should encourage athletes to wear clothing they are comfortable in and that allows them to move their body freely.** You should also remind them that you need to be able to see how their body is moving, so clothing should not be too baggy or cumbersome. Clothing they typically wear for practice is appropriate.

## SUPPLIES

- Stable, flat backed chair or bleachers (1 chair for athlete and 1 chair for you to demonstrate)
- Football
- Clipboard
- Description of bench tests  
*Summary in Appendix B*
- Bench test rubric printout (one for each athlete)  
*Appendix C*
- Phone or video camera and tripod or person to hold the camera



# IMPLEMENTING THE BENCH TEST

The bench test is designed to assess the athlete's functional abilities in a controlled setting where they are not engaged in football activities. It is specifically testing the skills listed in the first column of the class summary (the column labeled Functional Testing Ability). All Class Summaries can be found in Appendices D-G.



CLASS 1			
FUNCTIONAL TESTING ABILITY	ON-FIELD FUNCTIONALITY	CHAIR SET UP & ACTIVITIES	FOOTBALL ACTIVITIES
<p>No active rotational or sideways movement of the lower trunk</p> <p>May have little or no ability to actively bend forward</p> <p>May have little or no ability to actively rotate upper trunk</p> <p>Typically has impaired strength and function of the upper extremities, including the hand</p>	<p>Primarily focused on the line</p> <p>May be used as a center if able to grip the football with control</p> <p>Relatively slow transition or recovery from one motion/task to the next</p> <p>Unable to rotate, so cannot reach behind to catch a pass or look for another player</p>	<p>Sits low within chair (significant dump)</p> <p>Knees higher than hips</p> <p>Abdominal chest strapping typically used to support player within set up</p> <p>Legs and feet strapped to chair and footrest</p> <p>Forward head bob present when pushing</p> <p>Often uses forearms to turn and stop</p> <p>May have tricep push and/or unopposed biceps push with longer wheel contact</p>	<p><b>Blocking:</b> Ability to block and move in space - may lose balance easily with minimal contact</p> <p><b>Passing:</b> May have scoop or shovel pass ability - will likely need to keep one hand on wheelchair to gain leverage and balance</p> <p><b>Receiving:</b> Receiving target will be limited to lap area and only when wheelchair is facing incoming ball</p> <p><b>Tackling:</b> May be able to tag a player who is in very close proximity, but likely to cause loss of balance if reaching beyond chair</p>

**NOTE: THE PURPOSE OF THIS SECTION IS TO DISCUSS HOW TO CONDUCT THE DIFFERENT TESTS WITHIN THE BENCH TEST.**

**A CONDENSED, PRINTABLE EXPLANATION IS INCLUDED IN APPENDIX B**

**HOW TO INTERPRET THE RESULTS OF THE TEST WILL BE PRESENTED LATER IN THE SUMMARY OF EACH CLASSIFICATION SECTION (E.G CLASS 1).**

# IMPLEMENTING THE BENCH TEST

There are 12 bench tests. They have been sorted into three main categories:

- trunk
- upper extremities
- lower extremities

## ***Preparing the Athlete***

If an athlete wears a prosthetic but does not wear it while they are playing, they should remove it before starting the bench test. If they do wear it while playing, they can leave it on.

If the activity is asking the athlete to do a movement that they cannot do, due to not having the body part (e.g. the person does not have hands and you are doing the hand grip test), you skip that test and put them as a “class 1” for that specific test. *This does not mean they automatically become a class 1 athlete, it is simply where they fall for that specific test.*

**As a reminder, many athletes will not fit into one classification perfectly. Using the rubric in Appendix C, you will assign the classification that they fall into most often or that best describes their overall functional abilities.**

**TIP: WHEN RUNNING THESE TESTS, YOUR FIRST PRIORITY IS THE ATHLETE'S SAFETY. IF AN ATHLETE IS UNABLE TO COMPLETE A TASK, HAVE THEM DO IT TO THE BEST OF THEIR ABILITY AND MARK IT ACCORDINGLY. IF AN ATHLETE IS REALLY STRUGGLING TO COMPLETE A SKILL AND/OR DOES NOT FEEL SAFE, YOU SHOULD END THE TEST AND RATE THEM BASED ON WHAT THEY WERE ABLE TO COMPLETE.**

# IMPLEMENTING THE BENCH TEST

## TRUNK ASSESSMENTS

### TRUNK SUPPORT

*The purpose is to see how well the athlete can sit upright unassisted.*

#### **How to Run This Test:**

1. Ask the athlete to cross their arms over their chest with their hands on their shoulders to prevent them from using their arms for support. Make sure they are on the edge of the chair and are not using the back for support.
  - If the athlete is not able to lift their arms up to their shoulders, have them place their arms up as far as they can or have them place their hands in their lap. During the test ensure they are not leaning on their arms for support.
2. Have the spotter slowly let go of the athlete (if giving any support) and ask the athlete to “sit up tall” for 10-15 seconds.
  - If the spotter is not able to safely let go of the athlete or the athlete loses control immediately, they should be ranked as a class 1 for this assessment.

#### **Watch For:**

- Are they able to sit-up tall independently?
- Are they able to hold themselves upright independently for the whole time or do they struggle after only 3-4 seconds?
- Do they move their hips and/or their shoulders to try to help remain upright?



**SCAN TO  
VIEW A VIDEO  
OF THIS TEST**

# IMPLEMENTING THE BENCH TEST

## TRUNK ASSESSMENTS

### TRUNK ROTATION

*The purpose is to see how well they can rotate their torso.*

#### **How to Run This Test:**

1. Ask the athlete to hold a football in front of their body. Their arms should be bent at a 90 degrees angle (in a L) and their hands are out in front of them. The ball should be in front of their belly button area.

**NOTE:** *If they are not able to hold a football ask them to put their hands/arms in front of their body as best they can like they are holding a football.*

2. Sitting in an upright position with no support from the back of the chair have the athlete rotate their torso as if they are trying to look at someone sitting directly next to them on their right hand side. They should twist their shoulder and torso by rotating their left shoulder as far forward and to the right as possible. Their goal is to make it so they are facing to the right hand side of their body and the ball is next to their side.

*Athlete should NOT use their arms at any time to help them rotate or support themselves.*

3. Ask the athlete to hold position for 5 seconds then return to the original position.
4. Repeat the same test, having the athlete rotate towards their left hand side.

# IMPLEMENTING THE BENCH TEST

## TRUNK ASSESSMENTS

### TRUNK ROTATION (CONTINUED)

*The purpose is to see how well they can rotate their torso.*

#### **Watch For:**

- Do they rotate only their shoulders and upper part of their body (upper torso - above the belly button) or are they able to rotate the lower half of the torso including their stomach (areas below the belly button)?
- Are they twisting more with their head (just turning their head at the neck) or are they able to turn the whole torso?
- Do they have one side of their body that they are able to control more than the other? For example, are they able to rotate and control the movements to their left, but they need to use their arms and they are only able to rotate a little when going to the right.



**SCAN TO  
VIEW A VIDEO  
OF THIS TEST**

# IMPLEMENTING THE BENCH TEST

## TRUNK ASSESSMENTS

### SIDE BEND

*The purpose is to determine how far an athlete can bend over sideways and sit back upright independently.*

#### **How to Run This Test:**

1. Place a football on the ground on the left hand side of the athlete. The ball should be lined up with the athlete's hip and about 6 inches away from the athlete (as if the ball was sitting on the ground right next to the wheel of their sport chair).
2. With the athlete sitting upright, have them hang both arms straight down and out to their sides.
3. Have the athlete lean over to their left hand side as if they were leaning over to pick up the ball next to them. They should go down until they are touching the ball.
  - Athletes should only touch their chair or their legs/body if they absolutely need to support themselves.
  - If the athlete is not able to get all the way down to the ball, have them hold their position wherever they are able to or wherever you instructed them to stop if they touched their legs/ chair. Make note of how far that athlete is able to go over.
    - If needed, ask the spotter to help them sit up a little bit to a position that the athlete is able to hold independently.
4. Instruct the athlete to hold position for 2 seconds.
  - *They should NOT be leaning on the ball.*
5. Have the athlete return to the upright position.
  - Again athletes should not touch their chair or body in order to sit back up unless they are unable to do the movement. If the athlete does use their arms, it should be noted.
6. Repeat the same test leaning towards their right hand side.

# IMPLEMENTING THE BENCH TEST

## TRUNK ASSESSMENTS

### SIDE BEND (CONTINUED)

*The purpose is to see how well they can rotate their torso.*

#### **Watch For:**

- How far over can the athlete lean before needing to support themselves or naturally stopping? Support could be them using their opposite arm to hold onto a wheel and stabilize themselves or using their same arm to prop themselves up. Is the athlete able to touch the ball?
- When the athlete leans over, are they leaning with their whole torso (so they are putting most of their weight on to one butt cheek/ leg) or are they only tipping with the upper torso (they lean their shoulders sideways but there is no movement below their belly button).
- Is the athlete able to return to an upright position unassisted? Does the athlete need to use their opposite arm to pull themselves back to an upright position or use the arm they are leaning towards to brace themselves and move upright?
- When returning to an upright position do they roll forward so their torso is resting more on their knees before sitting up or do they pull themselves back to an upright position with ease?



**SCAN TO  
VIEW A VIDEO  
OF THIS TEST**

# IMPLEMENTING THE BENCH TEST

## TRUNK ASSESSMENTS

### FORWARD BEND

*The purpose is to determine how far an athlete can bend towards their knees and sit back upright independently.*

#### **How to Run This Test:**

1. Place the football on the floor in front of the athlete directly in front of their feet
2. Have athletes sit in an upright position with their back away from the back of the chair. Their arms are hanging down at their sides with their hands on their legs slightly behind their knees.
3. Instruct the athlete to lean forward as far as they can without losing control. They are trying to touch their chest down to their legs and touch the football on the floor with their hands.
  - a. They should not be using their arms to support themselves (either touching their chair or leaning onto their legs). If you see them using their arms to support themselves ask them to stop moving and make note of how far down they were able to go.
    - i. If needed, ask the spotter to help them sit up a little bit to a position that the athlete is able to hold independently.
4. When the athlete is touching the ball (or gets down as far as they can go) have them hold the position for 5 seconds.
  - a. If the athlete is able to control their torso all the way down to their legs, they should not be resting their torso on their legs. They should be holding the position with their torso right above their legs. If you notice them leaning on their legs, instruct them to lift their torso a little bit. It is ok if they are not touching the ball.
  - b. The athlete should not be leaning on the ball.
5. After holding the position, the athlete should sit back into an upright position
  - a. When they return to upright, they should be moving using only their core muscles. They should not use their arms or momentum to assist sitting up (they shouldn't bounce off or push off their legs to get themselves upright).



# IMPLEMENTING THE BENCH TEST

## TRUNK ASSESSMENTS

### FORWARD BEND (CONTINUED)

*The purpose is to determine how far an athlete can bend towards their knees and sit back upright independently*

#### **Watch For:**

- How far forward can they independently move their body towards their legs without losing control or naturally stopping?
- Do they use their arms to support themselves from falling forward or to push themselves back up?
- How quickly are they able to move their torso back up to an upright sitting position?



**SCAN TO  
VIEW A VIDEO  
OF THIS TEST**

# IMPLEMENTING THE BENCH TEST

## UPPER EXTREMITY ASSESSMENTS

### FRONT ARM LIFT

*The purpose is to see how well and how far the athlete can move their arms in front of their body.*

#### **How to Run This Test:**

1. While sitting upright with their back away from the chair, have the athlete hold their arms down at their side. Their palms should be facing in towards their body so that their thumbs are pointing toward the front of the body, their pinkies are toward the back of the body, and all their finger tips are pointing towards the ground.
  - If the athlete does not have hands, make sure their arm is rotated the way it would be if they had hands and their palms were facing in.
2. Have the athlete lift their arms directly up in front of them moving their hands towards the ceiling. Their thumbs should be leading like they are giving a “thumbs up”. Their palms should remain facing in towards their body.
3. Athletes should continue to move their arms up, so that their finger tips are eventually pointing directly to the sky and their arms are up against their ears (making an “I” position with their arms).
4. Ask the athlete to hold their arms in that position for 5 seconds.
5. Instruct the athlete to return their arms back down to the starting position making sure to control the movement (not just dropping them down). The athlete should move their arms down following the same path that they used to bring their arms up.

**NOTE FOR ALL UPPER EXTREMITY TESTS: IF THE ATHLETE DOES NOT HAVE PART OF THEIR ARM, HAVE THEM COMPLETE EACH TEST AND REPLICATE THE MOVEMENT AS BEST THEY CAN. MAKE NOTE OF THE LIMB DEFICIENCY AS WELL AS IF IT IS ON ONE OR TWO ARMS. TAKE THE DEFICIENCY INTO CONSIDERATION WHEN ASSIGNING THEM A CLASS.**

# IMPLEMENTING THE BENCH TEST

## UPPER EXTREMITY ASSESSMENTS

### FRONT ARM LIFT (CONTINUED)

*The purpose is to see how well and how far the athlete can move their arms in front of their body.*

#### **Watch For:**

- Can they move their arms all the way through the motion?
- Is the movement smooth or does it seem shaky? Do they look like they are struggling to control the movement?
- Are they able to move both arms at the same time with the same speed or does one move smoother and faster than the other?
- Are they pulling up with their shoulders (shrugging their shoulders) instead of moving their actual arms?
- When they are bringing their arms back down do they just fall down or can they bring them down slowly in a controlled manner?



**SCAN TO  
VIEW A VIDEO  
OF THIS TEST**

# IMPLEMENTING THE BENCH TEST

## UPPER EXTREMITY ASSESSMENTS

### **SIDE ARM LIFT (PALM UP/PALM DOWN)**

*The purpose is to see how well and how far the athlete can move their arms alongside their body.*

#### **How to Run This Test:**

- 1.** While sitting upright with their back away from the chair, have the athlete put their arms down by their side with their palms facing into their body. Thumbs are pointing toward the front of the body, pinkies are toward the back of the body, and all their finger tips are pointing toward the ground.
  - If the athlete does not have hands, make sure their arm is rotated as if they did have hands and their palms were facing in.
- 2.** Have the athlete lift their arms up to the side so they are making a “T” position with their body, and their palms facing down to the ground.
- 3.** Have them continue to move their arms in the same pattern so that their hands are above their head. Their arms will be against their ears and the back of their hands will be almost touching.
- 4.** Athletes should hold this position for 5 seconds.
- 5.** Instruct the athlete to return their arms back down to the starting position making sure to control the movement (not just dropping their arms down). The athlete should move their arms down following the same path that they used to bring their arms up.
- 6.** Repeat the same test, but this time have the athlete start with their palms facing away from their body; pinkies are pointing toward the front of the body, thumbs are toward the back of the body, and all their finger tips are pointing towards the ground. They will move their arms up to a T position with palms facing up to the sky and continue to move their arms up above their head so their palms are touching over their head (like they are clapping their hands directly above their head). Hold the positions for 5 seconds and then return to the starting position.

# IMPLEMENTING THE BENCH TEST

## UPPER EXTREMITY ASSESSMENTS

### SIDE ARM LIFT (CONTINUED)

*The purpose is to see how well and how far the athlete can move their arms alongside their body.*

#### **Watch For:**

- Can they move their arms all the way through the motion?
- Are they able to touch their hands together above their head or is there space between their hands?
- Is the movement smooth or does it seem shaky? Do they look like they are struggling to control the movement?
- Are they able to move both arms at the same time with the same speed or does one arm move faster and smoother than the other?
- Are they pulling up with their shoulders (shrugging their shoulders) instead of moving their actual arms?
- When they are bringing their arms back down do they just fall down or can they bring them down slowly in a controlled manner?



**SCAN TO  
VIEW A VIDEO  
OF THIS TEST**

# IMPLEMENTING THE BENCH TEST

## UPPER EXTREMITY ASSESSMENTS

### BACKWARD ARM LIFT

*The purpose is to see how well and how far the athlete can move their shoulder blades and pull their arms behind themselves.*

#### **How to Run This Test:**

1. While sitting in an upright position with their back off of the chair, have the athlete bend their arms at the elbow into a 90 degree angle (like a “L”) with their elbows next to their waist and their hands out in front of them. Their palms should be facing in towards each other with their thumbs up towards the sky.
2. Athletes should be instructed to pull their arms back as far as they can while trying to touch their elbows together behind their back. Remind the athlete to keep their shoulders down and only really move their arms. As a result of the movement, the athlete’s hands should move closer to their waist.
  - If the athlete starts to lean forward with their torso, remind them to stay upright and if needed, have them stop moving their arms.
3. Have the athlete hold their final position for 5 seconds.
4. Have the athlete return their arms to the starting position following the same path they used to bring their arms back.

# IMPLEMENTING THE BENCH TEST

## UPPER EXTREMITY ASSESSMENTS

### BACKWARD ARM LIFT

*The purpose is to see how well and how far the athlete can move their shoulder blades and pull their arms behind themselves.*

#### **Watch For:**

- Do their elbows go straight back with control or do they go more out to the side like chicken wings?
- Is the movement smooth or does it seem shaky? Do they look like they are struggling to control the movement?
- Are they keeping their body still or leaning forward with their torso?
- How far back can the athlete bring their elbows and hands?
- Is the athlete able to keep their shoulders down and pull their shoulder blades together or are they pulling their shoulders up like they are shrugging their shoulders?
- Are they able to bring both arms back an equal amount?



**SCAN TO  
VIEW A VIDEO  
OF THIS TEST**

# IMPLEMENTING THE BENCH TEST

## UPPER EXTREMITY ASSESSMENTS

### BICEP CURL

*The purpose is to see how well and how far the athlete can move their arms from being extended into a curled position with their hands close to their shoulders.*

#### **How to Run This Test:**

- 1.** Have the athlete lower their arms so that their hands are hanging down towards the floor. Their arms should be rotated so that their palms are facing away from their body and towards the wall that is directly in front of them. Their knuckles should be facing towards the wall that is behind them and their fingertips will be pointed down to the ground.
- 2.** Ask the athlete to bend their elbows and bring their hands up to their shoulders.
- 3.** The athlete should touch their shoulders with their hands and hold the position for 5 seconds.
  - If the athlete is unable to bring their hand all the way up to their shoulder, ask them to go up as far as they can and hold their arm in that position
  - The athlete should not rest their hand on their shoulder when holding the final position. Their hands should be just barely touching their shoulders. If need be, ask them to pull their hands away from the shoulders a little bit.
- 4.** Instruct the athlete to return their arms back down to the starting position making sure to control the movement, not just dropping their arm down. The athlete should move their arms down following the same path that they used to bring their arms up.



# IMPLEMENTING THE BENCH TEST

## UPPER EXTREMITY ASSESSMENTS

### BICEP CURL

*The purpose is to see how well and how far the athlete can move their arms from being extended into a curled position with their hands close to their shoulders.*

#### **Watch For:**

- Are they able to move their hands all the way up to their shoulders?
- Are they able to do the movement with both arms or just one?
- Is the movement fluid or can you see their arms shaking or jerking?
- During the movement, is the athlete able to keep the elbows still next to their side or does the elbow move either into their side for support or away from the body like a wing?



**SCAN TO  
VIEW A VIDEO  
OF THIS TEST**

# IMPLEMENTING THE BENCH TEST

## UPPER EXTREMITY ASSESSMENTS

### WRIST MOVEMENT

*The purpose is to see how much the athlete can rotate their wrist and move their hand.*

#### **How to Run This Test:**

1. Have the athlete sit with their elbow in a 90 degree angle (like an “L”). Their lower arms and hands should be resting in their lap in front of them with their palms touching their legs. Their fingers should be out flat.
  - If the athlete does not have a leg to rest their hands on, they can put their hands on a table that is at a height they can comfortably rest their lower arm or this test can be done in a chair that has an armrest.
2. Ask the athlete to pull their fingers up towards the sky while keeping their wrist on their legs. They are trying to make the tips of their fingers point straight up to the sky. The movements should be coming from their wrist.
3. Have the athlete hold the position for 5 seconds.
4. Have the athlete lower their hand back down to the original position in a controlled manner.
5. Keeping their arms in the same position (an L), have the athlete flip their hands over so that their palms are facing up to the sky. Their fingers should be out flat with the back of their hands resting on their legs.
6. Keeping their wrists on their legs, have the athlete pull their fingers (NOT their arm) up towards their body so that their palm is facing towards their chest. They are not curling their fingers in but are bending at the wrist. There will most likely be some movement in the fingers, but the main focus is in moving the wrist.
7. Have the athlete hold the position for 5 seconds.
8. Have the athlete lower their hand back down to the original position in a controlled manner.

**NOTE: IF THE ATHLETE DOES NOT HAVE A WRIST ON EITHER ARM, THIS ASSESSMENT CAN BE SKIPPED AND RECORDED AS A CLASS 1.**

# IMPLEMENTING THE BENCH TEST

## UPPER EXTREMITY ASSESSMENTS

### WRIST MOVEMENT (CONTINUED)

*The purpose is to see how much the athlete can rotate their wrist and move their hand.*

#### **Watch For:**

- Is the athlete able to pull their hand up in both tests? Can they bring their hand up so that it is almost creating a 90 degree angle with their wrist and hand?
- Please note that it will most likely not be a true 90 degree angle especially when bringing your palm towards your body. Some of this has to do with general flexibility and not functional ability. You are looking to see if they have a “typical” amount of movement in their wrist.
- Is the athlete able to pull both hands up equally as far or does one hand come up farther than the other?



**SCAN TO  
VIEW A VIDEO  
OF THIS TEST**

# IMPLEMENTING THE BENCH TEST

## UPPER EXTREMITY ASSESSMENTS

### HAND GRIP

*The purpose is to determine if the athlete can grip and hold the ball using their fingers*

#### **How to Run This Test:**

1. The team reviewer should stand directly in front of the athlete holding a ball out in front of the athlete where they can easily reach it.
2. Instruct the athlete to grasp the ball and take the ball out of the reviewer's hand.
  - We are looking to measure their ability to grasp the ball and NOT their ability to lift their arms. The ball should be held in a location that the athlete can easily reach. This may mean holding it on their lap or closer to their torso.
  - The team reviewer is only holding the ball and should let go of it once the athlete grasps on to it. The reviewer should not provide any resistance.
3. Instruct the athlete to put the ball into their lap and let go of it.
  - If the athlete is unable to grasp the ball using their hand but is able to cradle it with their arm, allow them to do so, but make note they are not using their hand.
4. The athlete should pick the ball back up and hand the ball back to the reviewer.
  - If the athlete is not able to extend their arm to return the ball to the reviewer, the reviewer should move their hand closer. Again you are NOT looking at the ability to control the arm but the ability to grip the ball.

**NOTE: THIS TEST IS ONE AN ATHLETE EITHER CAN OR CANNOT COMPLETE. THERE IS NOT A RANGE OF ABILITY, BUT IT IS AN IMPORTANT DISTINCTION BETWEEN A CLASS 1 AND CLASS 2 ATHLETE.**

# IMPLEMENTING THE BENCH TEST

## UPPER EXTREMITY ASSESSMENTS

### HAND GRIP (CONTINUED)

*The purpose is to determine if the athlete can grip and hold the ball using their fingers.*

#### **Watch For:**

- Is the athlete able to make a firm grip around the ball?
- Is the athlete able to hold the ball and keep control of it until they release it? Do they keep a firm grip on the ball while it is in the air or is the ball more balanced on the palm of their hand and is then dropped into their lap? Does the athlete push the ball against their leg or chair to keep control?



# IMPLEMENTING THE BENCH TEST

## LOWER EXTREMITY ASSESSMENTS

### LEG LIFT

*The purpose is to see how well and how far the athlete can lift up their legs.*

#### **How to Run This Test:**

1. Have the athlete sit upright with their feet resting on the ground, if applicable. Their upper and lower legs should be at a 90 degree angle. It should look like they are sitting at a desk. Their arms should be down at their side next to their hips with their hands facing in towards their bodies.
2. Instruct the athlete to keep their left foot on the ground. Tell them to pull their right foot off the ground while keeping their leg in the same bent position. They should be pulling their right knee up to their chest while their thigh lifts as high off the chair as possible. The movement is similar to marching in place.
  - The athlete's arms should not be used to provide stability or support of their body. If they are only able to lift their leg a little bit before falling over, instruct them to stop and hold at that position.
  - The athlete should not physically move their leg with their hands or arms.
  - The athlete should remain sitting upright the entire time. If the athlete is leaning forward, remind them to sit-upright. If they are unable to remain upright, instruct them to stop and hold their leg at that position.
  - Some athletes may have very little movement so you will have to look closely to determine if they are able to lift their leg off of the chair at all. Their leg may lift in such a small amount that you will barely see the foot rise.
  - *NOTE: If the athlete is wearing really baggy pants it may be hard to tell if there is movement.*

**NOTE FOR ALL LOWER EXTREMITY TESTS: IF THE ATHLETE DOES NOT HAVE PART OF THEIR LEG, HAVE THEM COMPLETE EACH TEST AND REPLICATE THE MOVEMENTS AS BEST THEY CAN, BUT MAKE NOTE OF THE LIMB DEFICIENCY AS WELL AS IF IT IS ONE OR BOTH LEGS**

# IMPLEMENTING THE BENCH TEST

## LOWER EXTREMITY ASSESSMENTS

### LEG LIFT (CONTINUED)

*The purpose is to see how well and how far the athlete can lift up their legs.*

#### **How to Run This Test (Continued):**

3. Tell the athlete to bring their leg up as high as they can and hold the leg up for 5 seconds.
4. Have them return their leg back down in a controlled fashion (not just dropping the leg down) following the same path they used to come up.
5. Repeat the test having the athlete keep the right leg down and pull the left leg up.
  - Even if an athlete has a limb discrepancy on one leg, they should still complete the test for both legs. You should note that one leg has a discrepancy.

#### **Watch For:**

- Is the athlete able to move their leg independently (they should not be picking it up with their arms)?
- How far is the athlete able to pick up their leg? Does it come up only a tiny bit (you see movement but the foot barely leaves the ground), can they bring their foot completely off the ground about an inch, or can they bring it up a few inches (3 or more) ?



**SCAN TO  
VIEW A VIDEO  
OF THIS TEST**

# IMPLEMENTING THE BENCH TEST

## LOWER EXTREMITY ASSESSMENTS

### FRONT AND SIDE REACH

*The purpose is to see how well the athlete is able to rock up onto one butt cheek and reach up into the air at the same time.*

#### **How to Run This Test:**

*Picture a giant clock is being overlaid onto the athlete and their head is in the very middle of the clock (SEE IMAGE ON NEXT PAGE). The team reviewer will be standing at different positions on the clock.*

1. Stand on the left hand side of the athlete holding a football at the “9” on a clock. The football should be held up above the athlete’s left hand shoulder.
  - The ball should be high enough that the athlete can just reach it with their arm fully extended while remaining in an upright position.
2. Ask the athlete to reach up into the air and touch the ball.
  - If the athlete is not able to sit up independently or lift their arms up to reach the ball, you do not need to complete this assessment. You would rank them as a class 1 on the rubric for this test.
3. Lift the ball about three inches higher than where the athlete could reach.
4. Make sure the athlete is sitting closer to the edge of their chair with both feet on the ground in front of them, when applicable. Their legs should be at a 90 degree angle and their feet flat on the floor, like they are sitting at a desk. Both arms should be hanging down by their sides.
5. Ask the athlete to reach up into the air and try to touch the ball. The ball should be held high enough in the air so that the athlete will need to lean their weight on to their left leg and rock up onto the left butt cheek.

**NOTE: THIS TEST IS DESIGNED MORE FOR HIGHER CLASS ATHLETES AND WILL LIKELY BE VERY CHALLENGING FOR CLASS 1 AND CLASS 2 ATHLETES.**

**WHILE A SPOTTER IS IMPORTANT IN ALL TESTS, MAKE SURE THEY ARE PAYING FULL ATTENTION IN THIS ASSESSMENT, EVEN FOR MORE FUNCTIONAL ATHLETES.**



# IMPLEMENTING THE BENCH TEST

## LOWER EXTREMITY ASSESSMENTS

### FRONT AND SIDE REACH (CONTINUED)

*The purpose is to see how well the athlete is able to rock up onto one butt cheek and reach up into the air at the same time.*

#### **How to Run This Test (Continued):**

6. Once the athlete has touched the ball they should hold the position for 2 seconds.
  - If the athlete is not able to touch the ball without losing control, ask them to go as far as they can with control and then return to the starting position. Make note of how close they were able to get to the ball.
  - The athlete should not be using their arms to support themselves during the movement. If they need to lean on their body or their chair, ask them to stop the movement and get back to where they can do the movement without support.
7. The athlete should return to their initial sitting position in a controlled manner.
8. Repeat this test standing at the “11” position on the clock so you are standing more in front of their body.
  - NOTE: If the athlete struggles to maintain their balance and control when you are standing at the 9 o’clock position, Do NOT stand at 11 o’clock position. Rate them based only off the 9 o’clock position.
9. Repeat this test standing on the right hand side of the athlete at the 3 o’clock position.
10. Repeat this test standing at the 1 o’clock position if the athlete was able to safely complete the test when you stood at the 3 o’clock position.



# IMPLEMENTING THE BENCH TEST

## LOWER EXTREMITY ASSESSMENTS

### FRONT AND SIDE REACH (CONTINUED)

*The purpose is to see how well the athlete is able to rock up onto one butt cheek and reach up into the air at the same time.*

#### **Watch For:**

- Is the athlete able to shift their weight so that they can touch the ball?
- Does the athlete push down onto their legs and feet (if applicable) to help give them leverage and stability? Are they able to do it going to their left and their right side or only one side?
- Does the athlete lift one butt cheek off of their chair and put all of their weight onto the opposite leg? Are they able to do it going to their left and their right side or only one side?
- Is the athlete able to return to their initial position with control?

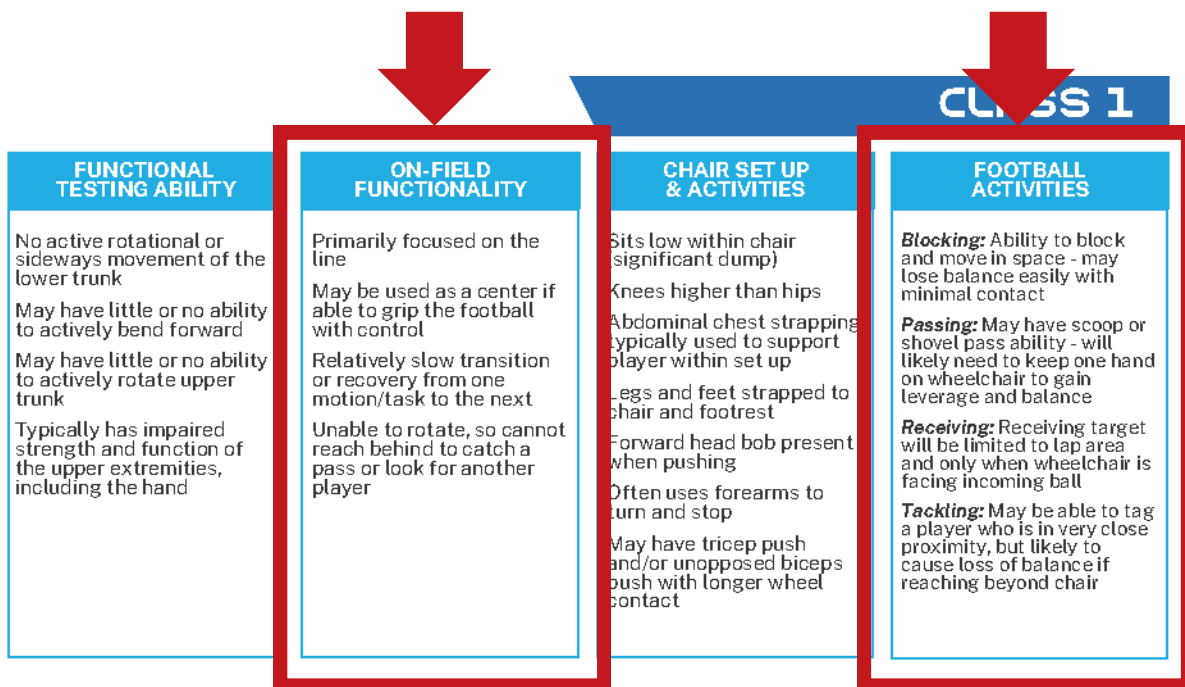


**SCAN TO  
VIEW A VIDEO  
OF THIS TEST**

# ON-FIELD FUNCTIONALITY & FOOTBALL ACTIVITIES

When classifying an athlete, you should use the Bench Test to determine their level of functional abilities. However, if you are struggling to identify an athlete's class using those assessments, the athlete's on-field functionality and football activities may be helpful to consider. The information needed to determine their on-field functionality and how they perform their football activities can be gathered by observing the athlete during a practice or scrimmage. You can also ask the coach about the athlete's abilities.

Descriptors for the on-field functionality and football activities for each class are found in the 2nd and 4th columns of the class summaries



**NOTE: THE ON-FIELD FUNCTIONALITY AND FOOTBALL ACTIVITIES DO NOT REPLACE OR OVERRULE THE BENCH TEST AS ATHLETIC SKILL CAN AFFECT THESE AREAS. INSTEAD THESE HELP TO CLARIFY THE CLASSIFICATION YOU ARE PROPOSING.**

# ON-FIELD FUNCTIONALITY & FOOTBALL ACTIVITIES

## **On-Field Functionality**

**Position Played:** You are looking at what position they typically play on the field. While athletes can play any position, class 1 and 2 athletes are more likely to play on the line of scrimmage, where class 3 and 4 athletes are more likely to play a skill position because of their increased level of functional abilities.

**General Activity on the Field:** Besides the position the athlete plays, the on-field functionality looks at how well the athlete is able to hold the ball, their ability to move around the field, and their general ability to engage in the game.

## **Football Activities**

For football activities you are looking at the athletes functional ability to complete the task and not how skilled they are as an athlete.

**Blocking:** You are looking to see how well an athlete can perform a block and how they respond to the impact of a block from another player.

- When contact is made does that athlete lose their balance easily or only when it is a hard impact?
- Do they lose their balance when impacted from the side and the front or only from the side?

**Passing:** You are looking to see how the athlete uses their entire body when throwing the ball.

- Does the athlete rotate their torso when they throw the ball or remain facing forward?
- Does their throwing arm move through the full throwing movement with follow through?
- Does the athlete need to use their non-throwing arm to stabilize their body while they throw the ball?
- When trying to get around a defender can the athlete lean over to one side and still throw the ball?
- **NOTE:** You are NOT looking at accuracy of the throw.

# ON-FIELD FUNCTIONALITY & FOOTBALL ACTIVITIES

**Receiving:** You are looking at how well the athlete can receive the ball from a variety of angles.

- Is the athlete able to catch the ball in all situations or only when it is thrown directly to them?
- Are they able to stretch their arms above their heads and still successfully catch the ball?
- Can they lean to the side with outstretched arms and still catch the ball?

**Tackling:** You are looking to see how far an athlete is able to lean and reach to tackle another athlete before losing control.

- When attempting to make a tackle, how far is the athlete able to lean before they lose their balance?
- Does the athlete lean with ease or do they need to use one of their arms to help support their body?
- Is the athlete able to pivot and move quickly in order to make a successful tackle?



# CHAIR SET UP AND ACTIVITIES

When classifying an athlete, you should use the Bench Test to determine their level of functional abilities. However, **if you are struggling to identify an athlete's class, their chair set-up and activities may be helpful to consider.** You can look at the height of their backrest, how much strapping they use, and the angle of their seat. You are also also looking to see how the athlete is able to move their chair during activities.

**NOTE: THE CHAIR SET UP DOES NOT REPLACE OR OVERRULE THE BENCH TEST. INSTEAD THESE HELP TO CLARIFY THE CLASSIFICATION YOU ARE PROPOSING.**

CLASS 1			
FUNCTIONAL TESTING ABILITY	ON-FIELD FUNCTIONALITY	CHAIR SET UP & ACTIVITIES	FOOTBALL ACTIVITIES
<p>No active rotational or sideways movement of the lower trunk</p> <p>May have little or no ability to actively bend forward</p> <p>May have little or no ability to actively rotate upper trunk</p> <p>Typically has impaired strength and function of the upper extremities, including the hand</p>	<p>Primarily focused on the line</p> <p>May be used as a center if able to grip the football with control</p> <p>Relatively slow transition or recovery from one motion/task to the next</p> <p>Unable to rotate, so cannot reach behind to catch a pass or look for another player</p>	<p>Sits low within chair (significant dump)</p> <p>Knees higher than hips</p> <p>Abdominal chest strapping typically used to support player within set up</p> <p>Legs and feet strapped to chair and footrest</p> <p>Forward head bob present when pushing</p> <p>Often uses forearms to turn and stop</p> <p>May have tricep push and/or unopposed biceps push with longer wheel contact</p>	<p><b>Blocking:</b> Ability to block and move in space - may lose balance easily with minimal contact</p> <p><b>Passing:</b> May have scoop or shovel pass ability - will likely need to keep one hand on wheelchair to gain leverage and balance</p> <p><b>Receiving:</b> Receiving target will be limited to tap area and only when wheelchair is facing incoming ball</p> <p><b>Tackling:</b> May be able to tag a player who is in very close proximity, but likely to cause loss of balance if reaching beyond chair</p>

**NOTE: IF AN ATHLETE IS USING A PROGRAM CHAIR OR BORROWING A CHAIR FROM SOMEONE ELSE, CHAIR SET UP IS LIKELY NOT VERY APPLICABLE AS THE CHAIR WILL LIKELY NOT FIT THEIR INDIVIDUAL NEEDS EXACTLY AND NOT ACCURATELY REPRESENT THE ATHLETE IN YOUR ASSESSMENT.**

# CHAIR SET UP AND ACTIVITIES

## **Chair Set-Up**

**How do They Sit in Their Chair?:** You are looking at the angle of the athlete's seat, commonly referred to as dump, and how the athlete is positioned in the chair.

- Is the chair seat flat so that their legs are parallel to the ground, like sitting on a folding chair, or is the seat at an angle so that the athlete's hips are much closer to the ground than their knees?



**Strapping:** You are looking at how the athlete's body is strapped to the wheelchair to help with control and support. You will be looking at the torso, legs and feet.

**Torso:** What strapping is the athlete using with their chair in order to help with stability? Do they have a chest strap? How high up their torso is the strap located (across their stomach by their belly button or more around their rib cage)?

**Legs:** Are the athlete's legs strapped together? If so, where are the legs strapped together (up on their thigh or below the knees)? Do they have numerous straps?

**Feet:** Are their feet strapped to their chair? Are their feet strapped in with a little bit of an angle (toes going down towards the ground) or are their feet at a 90 degree angle?



# CHAIR SET UP AND ACTIVITIES

**Backrest:** You are looking to see how high the backrest goes up the athlete's body to provide stability. Not only are you looking at the height of the backrest but also if the athlete leans against it for stability.

- Does that athlete lean on the backrest often?
- Is the athlete strapped to the backrest to maintain sitting upright?



## Use of Chair for Activities

Here you are looking at how the athlete physically pushes their chair and what their body is doing while they are pushing. For example:

- Are they able to fully grip the wheels or do they use more of the palm of their hands to push the wheel?
- Do they do more of a “tricep push” where they are only using the muscle in the back of their arm to create power or are they using both their bicep (front of upper arm) and their tricep?
- Are they able to lift their trunk in between each push or do they remain in one position?
- When they push their chair, does their head tend to bob or remain under control?
- When pushing their chair, is their movement in their legs that help aid in the stability or power they are getting from the push?
- Are they able to twist their torso while they are pushing their chair?



# CLASS ASSESSMENTS

## CLASS 1 - OVERVIEW

### CLASS 1 OVERVIEW

- Legs, torso, arms and hands are significantly impacted by their disability
- While they may have some movement in their upper torso they will have no rotational or sideways movement in their lower torso

### CLASS 1

FUNCTIONAL TESTING ABILITY	ON-FIELD FUNCTIONALITY	CHAIR SET UP & ACTIVITIES	FOOTBALL ACTIVITIES
<p>No active rotational or sideways movement of the lower trunk</p> <p>May have little or no ability to actively bend forward</p> <p>May have little or no ability to actively rotate upper trunk</p> <p>Typically has impaired strength and function of the upper extremities, including the hand</p>	<p>Primarily focused on the line</p> <p>May be used as a center if able to grip the football with control</p> <p>Relatively slow transition or recovery from one motion/task to the next</p> <p>Unable to rotate, so cannot reach behind to catch a pass or look for another player</p>	<p>Sits low within chair (significant dump)</p> <p>Knees higher than hips</p> <p>Abdominal chest strapping typically used to support player within set up</p> <p>Legs and feet strapped to chair and footrest</p> <p>Forward head bob present when pushing</p> <p>Often uses forearms to turn and stop</p> <p>May have tricep push and/or unopposed biceps push with longer wheel contact</p>	<p><b>Blocking:</b> Ability to block and move in space - may lose balance easily with minimal contact</p> <p><b>Passing:</b> May have scoop or shovel pass ability - will likely need to keep one hand on wheelchair to gain leverage and balance</p> <p><b>Receiving:</b> Receiving target will be limited to lap area and only when wheelchair is facing incoming ball</p> <p><b>Tackling:</b> May be able to tag a player who is in very close proximity, but likely to cause loss of balance if reaching beyond chair</p>

# CLASS ASSESSMENTS

## CLASS 1 - BENCH TEST ABILITIES

### CLASS 1 FUNCTIONAL BENCH TESTING ABILITIES

*The abilities below will be measured with the bench test. Remember this is the lowest class, so when athletes are completing the bench test assessments they will most likely struggle to complete the skills.*

#### TRUNK ASSESSMENTS

*A Class 1 Athlete typically has limited ability to support and move their trunk. Their entire trunk (including their ribcage) is impacted.*

#### **Trunk Support**

- The athlete will not be able to remain upright unassisted for the entire duration of time. They will most likely only be able to hold the position for a few seconds, if at all.

#### **Trunk Rotation**

- The athlete will have decreased ability to rotate their trunk. If they do rotate their trunk, the movement will be primarily in their shoulders and there will be no rotation of their trunk by their belly button and hips

#### **Side Bend**

- The athlete may not have the ability to bend over to their side. If they are able to bend to the side, it will be very limited and it will be more of them tipping their shoulders and not really moving their torso.

#### **Forward Bend**

- The athlete will have little to no ability to lean forward. If they are able to lean forward, they are only moving their chest about 6 inches towards their legs and it is only their upper torso (by their shoulders) that is moving. They will most likely not be able to sit back upright without assistance.

# CLASS ASSESSMENTS

## CLASS 1 - BENCH TEST ABILITIES

### UPPER EXTREMITY ASSESSMENTS

*A class 1 athlete typically has impaired strength and function of the upper extremities, including the hand.*

#### **Hand Grip**

- They will struggle to complete this task and will NOT have a firm grip on the ball, if they have a grip at all.
- They will struggle to grasp the ball and bring it down into their lap with control.
- They are more likely to drop the ball into their lap or cradle the ball in their palm (with their palm facing up) to hold it instead of leaving their hand face down.
- An athlete who does not have a hand due to limb loss or a limb deficiency would automatically be ranked as a class 1 for this particular test.  
*However, a person may be a class 1 for this but then a class 2 or 3 for everything else and therefore should be classified as a 2 or 3 and NOT a 1.*

#### **Front Arm Lift**

- The athlete will struggle to independently lift both arms up in front of their body and then all the way above their head. They may be able to lift their arms, but they will struggle to move them all the way up over their heads or they may only be able to move one arm smoothly.
- You may see the athlete shrug their shoulders upward in an attempt to lift their arms.
- When returning down to their original position they will struggle to control the movement.

# CLASS ASSESSMENTS

## CLASS 1 - BENCH TEST ABILITIES

### **Side Arm Lift**

- The athlete will struggle to independently lift both arms up to the side of their body and then all the way above their heads. They may be able to lift their arms, but they will struggle to move them all the way up over their heads or they may only be able to move one arm.
- They will most likely struggle to hold their arms out completely straight (in the T position) and support them independently.
- They will also struggle to touch their hands together when their arms are above their head.
- They may shrug their shoulders in an attempt to move their arms.
- They may also squeeze the top of their arms (by their shoulders) into their torso in an attempt to move the arms upward especially when first starting the movement.
- When returning down to their original position they will struggle to control the movement.

### **Backward Arm Lift**

- The athlete will struggle to independently pull their elbow back. If they are able to pull their elbow back, most of their arm will still be in front of their torso.
- They will struggle to bring their shoulder blades together and may pull their shoulders up towards their ears in an attempt to move their arms (instead of keeping their shoulders down).

### **Bicep Curl**

- The athlete will struggle to bring their hand all the way up to their shoulder and back down. If they are able to pull their arm up towards their shoulder it will only be able to come up about  $\frac{1}{2}$  of the way and will most likely not be a smooth movement.
- They may tuck their elbow into their torso trying to create stability or pull up with their shoulder when trying to lift their arm.
- If the athlete has a limb loss or limb deficiency resulting in the arm not being present from below the elbow (e.g. at or above elbow amputee) they are automatically put as a “1” for this assessment though this may not be their actual classification.

# CLASS ASSESSMENTS

## CLASS 1 - BENCH TEST ABILITIES

### **Wrist Movements**

- The athlete will struggle to pull their hand up more than a little bit, if at all. They will be bringing their fingers up around 2 inches or less. Their movement could be a problem both when their hand is facing down and when their hand is facing up OR for only one.
- If the athlete does not have a wrist they are automatically put as a “1” for this assessment though this may not be their actual classification.

### **LOWER EXTREMITY ASSESSMENTS**

*A class 1 athlete typically has impaired strength and function of the lower extremities.*

### **Leg lift**

- The athlete will not be able to move their leg(s) voluntarily. If they are able to move the leg, it will most likely be such a small amount of movement that the foot doesn't look like it lifts off of the ground.

### **Front and Side Reach**

- The athlete will not be able to lift up to reach the ball. They will not be able to rock forward or to the side. The athlete will most likely struggle to even get their arm up to the ball when it is held at a reachable distance.

# CLASS ASSESSMENTS

## CLASS 1 - ON-FIELD FUNCTIONALITY

### CLASS 1 ON-FIELD FUNCTIONALITY

*As a reminder, the Functional Testing Abilities of the athlete should be what is primarily considered when determining an athlete's class. The following is used to help clarify a class if the reviewer is unsure.*

#### Typical On-Field Functionality

- Primarily focused on the defensive or offensive line versus a skill position
- May be used as a center if able to grip the football with some control
- Will need to counterbalance their body with their opposite arm or hold onto their wheelchair when reaching to grab the ball.
- Relatively slow transition/recovery from one motion/task to the next
- Will struggle to quickly start moving, remain moving, or change direction in response to a play.
- Will be primarily facing the play or what they are doing, and passes have to be thrown directly in front of them as they will not be able to catch a pass that is thrown from behind them or off to the side.

#### Football Activities

##### Blocking

- Will lose balance with minimum contact.
- Will struggle to remain upright when contact is made and will be slow to recover.
- Will likely need to use their arms to stabilize themselves and recover.

##### Passing

- Will struggle to have a solid grip on the ball and move their arm through the full motion of a throw.
- May have a scoop or shovel pass, or an underhanded throw where their hand stays under the ball.
- Will likely need to keep one hand on their wheelchair when throwing the ball to gain leverage and balance.
- Will not rotate their lower torso when they are throwing the ball but will remain with their torso facing forward.
- May lean against the back of their chair while throwing for stability.

# CLASS ASSESSMENTS

## CLASS 1 - ON-FIELD FUNCTIONALITY

### CLASS 1 ON-FIELD FUNCTIONALITY (CONTINUED)

#### *Receiving*

- Will only be able to receive the ball if it is coming directly at them and is in their lap area. Balls that are thrown off to the side of their body or above their head will not be received.
- Will struggle to lift their arms up (especially out to the side or above their head) to come in contact with the ball.
- May swat the ball into their lap instead of grasping it and bringing it down into their lap in a controlled manner.

#### *Tackling*

- May be able to tag a player who is in very close proximity.
- Will struggle to start moving in order to tackle the other player.
- Will likely lose balance if they have to stretch beyond their chair.
- Will not be able to pivot or respond quickly to a play in order to make a successful tackle.

# CLASS ASSESSMENTS

## CLASS 1 - CHAIR SET UP & ACTIVITIES

### CLASS 1 CHAIR SET UP & ACTIVITIES

*As a reminder, if the athlete's chair is a program chair or not designed for the athlete, the chair set-up is most likely not accurate and shouldn't be considered.*

#### Chair Set Up

- Sits low within chair (significant dump).
  - The tilt of their chair's seat makes it so that their hips are closer to the ground and their knees are higher than their hips helping to give some core stability.
- Knees are higher than hips.
- Abdominal chest strapping typically used to support the athlete.
  - The strap is usually higher up on their body (around their rib cage ) and is relatively tight to create stability.
  - They will typically have a higher backrest to support the torso.
- Legs and feet strapped to chair and footrest.
  - Feet tend to be flat on a foot rest and strapped in.
  - Straps are used to hold legs in place and will most likely be on a few parts of their legs (e.g. by calves, knees, and on thighs).
  - They will have a wide belt to strap their hips and thighs to the chair. The strap will sit snug and is needed to help stabilize the hips and lower torso.

#### Pushing Their Chair

- Will remain mostly upright in their seat.
- Forward head bob present when pushing.
  - They do not have as much core stability to prevent their head from bobbing when they are pushing themselves. It will look like they are nodding "yes".
- Often uses forearms to turn and stop.
  - The athlete does not use their shoulders or hips to help control the chair but instead uses primarily their forearms.



# CLASS ASSESSMENTS

## CLASS 1 - CHAIR SET UP & ACTIVITIES

### CLASS 1 CHAIR SET UP & ACTIVITIES (CONTINUED)

- May have tricep push and/or unopposed biceps push.
  - Their elbows may be stuck out a little in order to utilize their biceps (front of their arms) without using their triceps (back of the arm) as much OR they tend to tuck their elbows into their waist to support their arms and primarily use their triceps to push their chair. In both instances, their arms will be at an angle and they are not using the entire upper arm to propel the chair.
- Push will be less efficient than an athlete of a higher class and are likely to have a loose grasp on the wheels.
  - If they are holding onto the wheel, their fingers will be loosely around the wheel instead of a firm grasp. They will often use more of a flat palm (or their stump) to push the wheels instead of gripping on to them.
  - They will not push their wheel with long strides, but will do quick pushes where they make contact with the wheel for only a short period of time and then pull off the wheel to start over.

# CLASS ASSESSMENTS

## CLASS 2 - OVERVIEW

### **CLASS 2 OVERVIEW**

- Their legs and lower torso are significantly impacted by their disability.
- Their upper torso and arms will be impacted by the disability but not significantly. Their hands should not be impacted.
- They will be able to move their torso forward and to the side but the movement will be limited.
- While they are not the lowest class, they will still struggle to complete a lot of the assessments at the more advanced levels.

### **MAJOR CHANGES FROM A CLASS 1**

- Able to control their upper torso more, allowing them to partially lean forward and move back to an upright position without a large amount of assistance.
- Increased shoulder strength and stability, allowing for more efficient pushing
- Able to use their hand(s) to effectively grip the ball and wheels
- Able to throw a forceful pass though needs opposite arm to stabilize themselves during the movement.
- Additional range of motion in their arms allows them to reach overhead and further away from their body to catch passes.

# CLASS ASSESSMENTS

## CLASS 2 - OVERVIEW

### CLASS 2

#### FUNCTIONAL TESTING ABILITY

Has active rotational and sideways movement of the upper trunk in both directions while sitting upright, with minimal/weak lower trunk

Able to actively bend forward approximately 45 degrees and return to upright position without proper

Typically has impaired strength and function of the upper extremities, but not including the hand

#### ON-FIELD FUNCTIONALITY

Focused on the line – may be a preliminary or secondary defender as a 2.0 player will be able to generate more speed than a 1.0 player

Has ease handling the ball when unchallenged

Some difficulty stabilizing in hard braking situations

Some difficulty pivoting in any direction without stability loss

#### CHAIR SET UP & ACTIVITIES

Knees higher than hips

May use chest strapping

Backrest at height above top of pelvis and often lower border of ribs

Increased shoulder strength and stability allows for more efficient pushing compared to a 1.0 player

#### FOOTBALL ACTIVITIES

**Blocking:** Some ability to brace trunk in hard braking situations and lean into pivoting for increased chair maneuverability allows for greater blocking ability than a 1.0. Cannot maintain balance when forceful chair contact is made. Only uses one arm to return to upright

**Passing:** Able to throw a forceful overhand pass with opposite hand on wheelchair to maintain balance and gain power

**Receiving:** Able to rotate at waist level to catch a pass from behind if back is stabilized against backrest. Additional range of motion allows for ability to catch overhead passes and passes caught further away from the body if ball is able to be brought down quickly

**Tackling:** May be able to tag a player who is in very close proximity, but likely to cause loss of balance if reaching beyond chair

# CLASS ASSESSMENTS

## CLASS 2 - BENCH TEST ABILITIES

### CLASS 2 FUNCTIONAL BENCH TESTING ABILITIES

*The abilities below will be measured with the bench test.*

#### TRUNK ASSESSMENTS

*A class 2 athlete typically has movement and control of their shoulder and upper torso to around the bottom of their ribcage, but will struggle controlling the lower part of their torso.*

#### **Trunk Support**

- Athletes will struggle to hold themselves up independently though they will be able to support their upper torso (shoulder area).
- They will struggle to control the lower part of their torso below their ribcage resulting in them potentially moving their upper torso to try to help themselves.

#### **Trunk Rotation**

- Athletes will be able to rotate their torso with both their shoulders and ribcage. However the lower part of the torso, including their belly button area will not rotate or will only rotate a small amount.
- The athlete will rotate enough that the ball will be diagonal to their body (not fully next to their side but closer to their side than in front of them).

#### **Side Bend**

- Athletes will be able to lean over with their shoulders and the top of their torso but will struggle to control the movement once they need to start using their lower torso by their belly button (about  $\frac{1}{3}$  of the way down).
- They will not be able to get all the way down to the ball without using their chair and/or leg for support. If they get down to touching the ball, they will likely be leaning on the ball and they will not be able to bring themselves back to an upright position independently.

#### **Forward Bend**

- Athletes will be able to bend about half way down to their knees (about 45 degrees) without losing control or needing to use their arm(s) for stability.
- They will be able to sit back into an upright position independently from the 45 degree point but will not be able to sit back upright unassisted if they are farther forward.

# CLASS ASSESSMENTS

## CLASS 2 - BENCH TEST ABILITIES

### UPPER EXTREMITY ASSESSMENTS

*A class 2 athlete typically has some impaired strength and function of their arms but has full use of their hands and have more use of their arms than a class 1.*

#### **Hand Grip**

- Athletes will be able to grip the ball. They should be able to keep hold of the ball while bringing it back up into their laps though they may struggle to move their arm to get it into their lap.

#### **Front Arm Lift**

- Athletes will struggle to independently lift both arms all the way above their heads. They will have some movement in their arms but may not be able to lift their arms all the way over their head, or they will struggle to move the arms in a smooth, controlled movement.
- They may be able to move one arm easier than the other.
- It may appear that it takes a lot of energy or effort to move their arms through the movement.

#### **Side Arm Lift**

- Athletes will struggle to independently lift both arms all the way above their heads. They will have some movement in their arms but may not be able to lift their arms all the way over their head, or they will struggle to move the arms in a smooth, controlled movement.
- They may be able to move one arm easier than the other.
- It may appear that it takes a lot of energy or effort to move their arms through the movement.

# CLASS ASSESSMENTS

## CLASS 2 - BENCH TEST ABILITIES

### **Backward Arm Lift**

- Athletes will struggle to independently pull their elbows back. They should be able to pull their elbows back a little but their hands will still be in front of their torso. Their shoulder blades will start to come together but their elbows will not pull all the way back.

### **Bicep Curl**

- Athletes will struggle to bring their hand all the way up to their shoulder and back down. They should be able to get it  $\frac{2}{3}$  of the way up to their shoulder.
- The movement will most likely not be smooth but instead will appear jerky or will appear to take extra effort.

### **Wrist Movements**

- Athletes are able to pull their hand and fingers up to about half way (45 degrees or less).
- They may struggle to do it smoothly or it looks like it is taking extra focus or effort. Their movement could be a challenge when their hand is facing down and when their hand is facing up OR for only one.

## **LOWER EXTREMITY ASSESSMENTS**

*A class 2 athlete typically has significant impact in the lower extremities resulting in little to no movement in their legs.*

### **Leg lift**

- The athlete will not be able to move their leg(s) voluntarily.
- If they are able to move the leg, it will most likely be such a small amount of movement that the foot doesn't look like it left the ground or the foot only slides forward.

### **Front and Side Reach**

- The athlete may be able to reach up for the ball but will not be able to shift their weight onto one butt cheek or lift the other butt cheek.
- They will not be able to reach the ball.
- They will not be able to use their legs or feet for stability.

# CLASS ASSESSMENTS

## CLASS 2 - ON-FIELD FUNCTIONALITY

### CLASS 2 ON-FIELD FUNCTIONALITY

*As a reminder, the Functional Testing Abilities of the athlete should be what is primarily considered when determining an athlete's class. The following is used to help clarify a class if the reviewer is unsure.*

#### **Typical On-Field Functionality**

- Focused on the line – may be a preliminary or secondary defender as they will be able to generate more speed than a class 1 athlete.
  - While able to generate more speed than a class 1 athlete, they still struggle to pivot and brake quickly while maintaining control, so skill positions may still be a challenge.
- Has ease handling the ball when unchallenged.
  - They are able to catch and throw the ball as long as there is little chair contact being made or the opposing team isn't trying to intercept the ball.
- Some difficulty stabilizing in hard braking situations.
  - They will likely need to use their arms to stabilize their core when hard braking.
  - They may not be able to prevent their torso from moving when hard braking their chair and they will be a little bit slower to recover from hard braking.
    - If the player has a lap belt you may not see this, but look to see if the lap belt is tight and if when they hard brake they lean against the belt.
- Some difficulty pivoting in any direction without stability loss.
  - Athletes will have a hard time pivoting their chair without their torso leaning to one side or forward.
  - They are controlling their chair with their arms and not their hips

# CLASS ASSESSMENTS

## CLASS 2 - ON-FIELD FUNCTIONALITY

### CLASS 2 ON-FIELD FUNCTIONALITY (CONTINUED)

#### **Football Activities**

##### *Blocking*

- Will have some ability to brace their trunk in hard braking situations and lean into pivoting for increased wheelchair maneuverability, but the lean will occur primarily in the shoulders and upper torso.
- Will be able to maintain balance when drill level impact occurs but will not be able to maintain balance when forceful, gameplay impact is made
- Will need to only use one arm (compared to both) to return to an upright position when balance is lost.

##### *Passing*

- Will be able to throw a forceful overhand pass, but will need to have non-throwing hand on the wheelchair to maintain balance and help with power of throw.
- Will be able to grip ball firmly and use proper throwing movements. though they may struggle to move their arm through the full movement (especially pulling it all the way back).
- Will rotate shoulder and upper torso when throwing but lower torso will remain facing forward.



# CLASS ASSESSMENTS

## CLASS 2 - ON-FIELD FUNCTIONALITY

### CLASS 2 ON-FIELD FUNCTIONALITY (CONTINUED)

#### *Receiving*

- Will be able to catch balls thrown directly to them with ease.
- Will be able to catch throws that are overhead as long as ball can be brought down quickly.
- Will be able to catch throws that are out to the side of their body as long as the athlete doesn't have to lean far over and the ball can be brought into the body quickly.
- Will be able to rotate at their waist to catch a ball from behind if they are able to lean onto the backrest for stability.

#### *Tackling*

- May be able to tag a player who is in very close proximity.
- Will struggle to start moving in order to tackle the other player.
- Will likely lose balance if they have to stretch beyond their chair.
- Will not be able to pivot or respond quickly to a play in order to make a successful tackle.

# CLASS ASSESSMENTS

## CLASS 2 - CHAIR SET UP & ACTIVITIES

### CLASS 2 CHAIR SET UP & ACTIVITIES

*As a reminder, if the athlete's chair is a program chair or not designed for the athlete, the chair set-up is most likely not accurate and shouldn't be considered.*

#### Chair Set Up

- Knees will be higher than hips.
  - The tilt of their chair's seat makes it so that their knees are up a little higher than their hips helping to give some core stability. While the chair seat is tipped, it is not as tipped as what you would see in a class 1 athlete.
- May use chest strapping.
  - The athlete may or may not have a strap around their chest (usually at the bottom or under their rib cage).
- Pelvis and thighs will be secured to chair.
  - They will most likely have a wide belt to strap their hips and thighs to the chair. The strap will sit snug.
- Backrest at height between the top of pelvis and under the ribcage.
  - The height of the chair is likely lower than a Class 1 but will still be providing stability to the torso. The height can range but will typically fall somewhere between the bottom of their ribcage down to their belly button.

#### Pushing Their Chair

- Some chest bobbing will occur, though they should be able to keep their head stable.
- Will still not have a fully proficient push but it will be more effective than a class 1 athlete.
- Will move the upper portion of their torso when pushing their chair, giving them the ability to move up and down for a more effective push compared to a class 1 athlete, although they will not go forward more than 45 degrees.
- Should have a solid grip of their wheels
- Will still use their arms to primarily control their chair but will also use their shoulders to help with steering
- Will not be able to control their chair with their hips

# CLASS ASSESSMENTS

## CLASS 3 - OVERVIEW

### **CLASS 3 OVERVIEW**

- Their legs will be significantly impacted, but their torso will be minimally impacted.
- While they have control of their torso, they will struggle to remain stable when leaning sideways without using an arm for assistance.
- Their upper extremities will have minimal, if any, impact. Their hands should not be impacted.
- Because of their higher level of functioning, these athletes tend to play skill positions and are seen moving around the field much more efficiently than a class 2 athlete.

### **MAJOR CHANGES FROM A CLASS 2**

- Ability to catch the ball with both hands outstretched in front of their body without loss of stability, allows class 3 players to be a larger part of the receiver core.
- Additional balance and ability to pivot quickly in any direction.
- Able to reach out and tackle at speed with more stability.
- Able to stabilize themselves better during a hard brake and can take a more forceful block without losing stability.
- Able to push their chair more effectively than a class 2 athlete and quickly pivot in any direction without losing stability.

# CLASS ASSESSMENTS

## CLASS 3 - OVERVIEW

### CLASS 3

#### FUNCTIONAL TESTING ABILITY

Has active rotational and sideways movement of the upper and lower trunk

Able to actively bend forward approximately 90 degrees without knees significantly higher than hips

Unable to maintain stability leaning sideways

Typically has mildly impaired strength and function of the upper extremities

#### ON-FIELD FUNCTIONALITY

More likely to play a skill position

Ability to stabilize easily in hard braking situations

Ability to quickly pivot in any direction without stability loss

Unable to control/move chair using hip muscles

Has ease handling the ball when challenged

#### CHAIR SET UP & ACTIVITIES

Wheelchair may be slightly tilted, but seat can be flat

Legs will typically be strapped together and feet secured to footrests with pelvis often strapped to chair.

Backrest height at level of upper pelvis with upholstery tight and not loosened for stability

Typically does not raise trunk with each push on the wheels

No loss of forward or backward stability in pushing motion

#### FOOTBALL ACTIVITIES

**Blocking:** Able to tolerate more forceful contact than a 2.0 without loss of stability, but may still lose stability when contact is from the side

**Passing:** Able to use active trunk rotation and or forceful motion to gain leverage for an overhead 'proper' passing motion with follow through. May still need to use off-hand for stabilization

**Receiving:** Ability to catch the ball with both hands outstretched in front of body without loss of stability allows 3.0 players to be a larger part of the receiver core than 2.0 players. May still lose stability if reaching to one side for a pass

**Tackling:** Additional balance and ability to pivot quickly in any direction allows a 3.0 player to reach out and tackle with more stability at speed

# CLASS ASSESSMENTS

## CLASS 3 - BENCH TEST ABILITIES

### CLASS 3 FUNCTIONAL BENCH TESTING ABILITIES

*The abilities below will be measured with the bench test.*

#### TRUNK ASSESSMENTS

*A class 3 athlete typically has movement and control of their upper and lower torso though they may struggle with sideways bend.*

#### **Trunk Support**

- Athlete will be able to sit upright unassisted.
- They may show some lack of stability in their hips and lower torso (belly button area) but will generally be able to complete the task.

#### **Trunk Rotation**

- Athlete will be able to rotate their torso with both their shoulders and the lower part of their torso. You should see their shoulders, ribcage and the lower part of the torso, including their belly button rotating. However, when the athlete is almost at the final part of the rotation, their hips will not rotate and shift to complete the twist.
- Their hands and the ball should be by their side but it is closer to the front of their body than it is to the back of their body.

#### **Side Bend**

- Athlete will be able to lean over to touch the ball but will have difficulty controlling their body as their arm gets closer to the ball. They may look like they flop down the last few inches or you will see them slow down and look like they are using more effort.
- They will also have a difficult time holding themselves in place once they have touched the ball.
- When returning back to an upright position, they will struggle for the first part of the movements (and may even need to assist themselves by using their arms) but will be able to do the movement for the second half without difficulty.

#### **Forward Bend**

- Athlete will be able to bend forward down to their knees with minimum to no difficulty and return to an upright position independently.

# CLASS ASSESSMENTS

## CLASS 3 - BENCH TEST ABILITIES

### UPPER EXTREMITY ASSESSMENTS

*A class 3 athlete typically has minimal to no impact in the strength and function of their upper extremities*

#### **Hand Grip**

- Athlete will be able to firmly grip the ball and will be able to bring the ball back into their lap.

#### **Front Arm Lift**

- Athlete will be able to move their arms through the full motion. Their movement may not be completely smooth and/ or they may struggle to control the motion as they are returning their arms to their original position.
  - *If athlete has a limb loss or limb deficiency below their elbow and is able to move their arms fully through this motion, they would qualify as a class 4 for this test.*

#### **Side Arm Lift**

- Athlete will be able to move their arms through the full motion.
- Their movement may not be completely smooth and/ or they may struggle to control the motion as they are returning their arms to their original position.
- Athlete may also struggle to touch their hands together above their head.

#### **Backward Arm Lift**

- Athlete will be able to pull their elbows back so that their wrists are next to their waist.
- When they pull their arms back, their elbows will go straight back and their shoulders will remain down. Their shoulder blades should be coming together.

# CLASS ASSESSMENTS

## CLASS 3 - BENCH TEST ABILITIES

### **Bicep Curl**

- The athlete will be able to bring their arm up to their shoulder and return it back down to their lap.
- The movement may or may not show some difficulty with the movement being a little jerky or appearing to take extra effort to complete

### **Wrist Movements**

- The athlete is able to pull their hand and fingers up to almost a 90 degree angle (they are able to fully pull their hand upright to what is expected of a person without muscle paralysis or impairment). If the athlete is not able to pull their fingers all the way up, it is closer to 90 degrees than 45 degrees (it is more than half way).

### **LOWER EXTREMITY ASSESSMENTS**

*A class 3 athlete typically has significant impact in the lower extremities resulting in little to no movement in their legs.*

### **Leg lift**

- The athlete will not be able to move their leg(s) voluntarily. There will be little to no movement in their legs.
- If they are able to move the leg, it will most likely be such a small amount of movement that the foot doesn't look like it left the ground or the foot only slides forward. You may see the thigh lift slightly.

### **Front and Side Reach**

- Athlete will be able to get close to the ball if not touch the ball. However, the athlete will not be using their legs and feet to stabilize themselves.
- They will be leaning onto one leg, but the opposite buttock will only be lifted a small amount (less than an inch). They will struggle to maintain control of the lean.

# CLASS ASSESSMENTS

## CLASS 3 - ON-FIELD FUNCTIONALITY

### CLASS 3 ON-FIELD FUNCTIONALITY

*As a reminder, the Functional Testing Abilities of the athlete should be what is primarily considered when determining an athlete's class. The following is used to help clarify a class if the reviewer is unsure.*

#### **Typical On-Field Functionality**

- More likely to play a skill position.
  - Because of their ability to stabilize their torso, move their chair effectively, and catch the ball more confidently than a class 2 athlete, they are likely to play skill positions such as the quarterback or receiver.
- Ability to stabilize easily in hard braking situations.
- Ability to quickly pivot in any direction without loss of stability.
- Unable to control/move their chair using hip muscles alone.
  - They will still need to use their arms instead of just their hips to steer.
- Has ease handling the ball when challenged.
  - Will be able to catch the ball in traffic and then move their chair to get out of traffic or away from opponent.
  - Will be able to throw the ball with other players in close proximity.

#### **Football Activities**

##### *Blocking*

- Will be able to tolerate more forceful contact than a class 2 athlete without loss of stability.
- May still lose stability when contact is made from the side and will need to use an arm for stability.

##### *Passing*

- Will be able to use full trunk rotation and a forceful motion to gain leverage for an overhead 'proper' passing motion with follow through.
- May still need to use their non-throwing hand for stabilization.
- Will not be able to use their legs for extra stability or assist with leaning around an opponent to make a difficult throw.



# CLASS ASSESSMENTS

## CLASS 3 - ON-FIELD FUNCTIONALITY

### CLASS 3 ON-FIELD FUNCTIONALITY (CONTINUED)

#### *Receiving*

- Able to catch the ball with both hands outstretched in front of their body without loss of stability.
- Able to catch balls that are thrown overhead with minimal difficulty.
- Able to catch balls that are out to the side of their body, but may still lose stability if reaching too far from their body.

#### *Tackling*

- Able to pivot quickly in any direction to tackle an opponent with stability while moving with speed.
- Able to reach out to effectively tackle an opponent though they lose stability if reaching out to their side.

# CLASS ASSESSMENTS

## CLASS 3 - CHAIR SET UP & ACTIVITIES

### CLASS 3 CHAIR SET UP & ACTIVITIES

*As a reminder, if the athlete's chair is a program chair or not designed for the athlete, the chair set-up is most likely not accurate and shouldn't be considered.*

#### Chair Set Up

- Seat may be slightly tilted with minimal dump. Seat may also be flat
  - While the athlete's seat might be tipped a little bit, it may also be parallel to the ground making it so that the athlete's knees and hips are at an equal height and the athlete's thighs are parallel to the ground.
- Legs will typically be strapped together and feet secured to footrests with pelvis often strapped to the chair.
  - The legs will most likely be strapped together to hold them in place.
  - The athlete will most likely have a band across their lap/ hips to hold them in place but it will not be as high as a class 2.
- Backrest height at level of upper pelvis with lap strap tight for stability.
  - The backrest will come up to the top of their hips and under their belly button.
  - The chair will sit snugly on their hips and they will use a lap belt to hold them in and create stability of their lower torso.

#### Pushing Their Chair

- Typically will not raise their trunk with each push of the wheels.
  - In between each push they will likely keep their torso closer to their legs (close or at 90 degrees) and not move their torso up and down.
- No loss of forward or backward stability in pushing motion.
  - They are able to stabilize their torso and hold it still when they are pushing their chair. Unlike lower classes that either bob without control or stay in a more upright position, they are able to choose their angle and hold it.
  - They will still be using their arms to primarily control their chair and will not be steering with their hips.

# CLASS ASSESSMENTS

## CLASS 4 - OVERVIEW

### **CLASS 4 OVERVIEW**

- They will have some impact in their legs due to the disability, but will also have some active movement in their legs.
- This class is often people with below or above knee amputation or limb deficiency.
- Their torso has minimal to no impact from the disability, though they may have one side that is stronger than the other.
- Have full strength and use of their arms and hands.
- Given their level of disability, most likely playing skill positions and will be moving around the field very efficiently.

### **MAJOR CHANGES FROM A CLASS 3**

- Able to easily lean over to their strong side and lean with stability to weaker side.
- Stability allows for greater tackling ability than a class 3 athlete.
- Able to receive passes wide to the side of their body as well as passes that are below their seat level on their strong side.
- Increased torso stability and rotational abilities allows for more receiving skills than a class 3 athletes.
- Athletes are able to rotate and stabilize their torso to receive passes from behind.
- Athletes will be able to steer their chair using their hips. This allows them to use their arms to throw or catch while also directing their chair.

# CLASS ASSESSMENTS

## CLASS 4 - OVERVIEW

### CLASS 4

#### FUNCTIONAL TESTING ABILITY

Full trunk rotation, sidebending, and forward bending (and return to upright) - may have one strong side with one weaker side

Able to maintain stability leaning sideways

No need to counterbalance even in contact situation unless contact is forceful and directed into the weaker side

Able to actively move lower extremities but typically does not have full strength and function (e.g. below/above knee amputation)

Has full strength and function of the upper extremities

#### ON-FIELD FUNCTIONALITY

More likely to play a high-skill position, such as wide receiver or quarterback

Displays strong trunk movement with all chair handling skills and has no loss of stability with chair skills allowing for increased flexibility in on-field positioning

Displays ability to lean to either side during passing, blocking, receiving or interception - may have one side slightly weaker than the other

Able to receive the ball with outstretched hands in front, to either side, or overhead without loss of stability, even in contact situations

Able to control/move chair using hip muscles

#### CHAIR SET UP & ACTIVITIES

Sits mostly flat within chair (no dump) with knees at same level or slightly higher than hips

Short backrest - does not rely on backrest for stability

Very stable within chair - hips and thighs secured with waist strapping

Feet may be situated in a toe down position to better use leg function

May use leg muscles to increase trunk movement and speed when pushing.

Able to tilt chair to strong side without need for a counterbalance

#### FOOTBALL ACTIVITIES

**Blocking:** Ability to maintain balance even in strong contact situations at high speeds from all sides so can play deep coverage positions more easily than 3.0 players. Ability to return upright quickly so can continue to move downfield easily

**Passing:** Able to lean out of base and shift weight to one side during passing motion for optimal overhand passing ability and force for down field passing

**Receiving:** Able to receive passes wide to side of body as well as below seat level on strong side as well as increased rotational abilities allows for more receiving skill than 3.0 player

**Tackling:** Able to lean easily to strong side and lean with stability to weaker side will allow for greater tackling ability than 3.0 players

# CLASS ASSESSMENTS

## CLASS 4 - BENCH TEST ABILITIES

### CLASS 4 FUNCTIONAL BENCH TESTING ABILITIES

*The abilities below will be measured with the bench test.*

***The Class 4 Athlete is the highest class of an athlete that has a qualifying impairment or disability, so when they are completing the bench test assessments they will likely be able to complete most assessments with success.***

#### **TRUNK ASSESSMENTS**

*A class 4 athlete typically has full functional ability of their upper and lower torso though one side may be stronger than the other side.*

#### **Trunk Support**

- Athlete will be able to sit upright unassisted and will be able to hold the position for 15 seconds.
- They will remain still while sitting upright and it should appear that the task is easy to complete.

#### **Trunk Rotation**

- Athlete will be able to rotate their torso with both their shoulders and the lower part of their torso. You should see their shoulder, ribcage, and belly button all rotate in unison. Toward the end of the twist the athlete's hips will twist and rock to one side (with the hip farthest from their hands coming up a little) to get the full amount of rotation.
- The athlete will rotate enough so that the ball they are holding will be next to their side and their hands are closer to the back of their body.
- The athlete may have one side that is stronger than the other but on their weaker side, they should still be able to rotate their entire torso, including their belly button.

#### **Side Bend**

- Athlete will be able to lean over, touch the ball and return to an upright position without difficulty.
- They will not need to use their arms to help control their movement. They should be able to bend to the side and come back up in a smooth motion.
- Athlete may have one side that is stronger than the other but on their weaker side, they should still be able to go down almost all the way to the ball and return back to an upright seated position with minimal difficulty.

# CLASS ASSESSMENTS

## CLASS 4 - BENCH TEST ABILITIES

### **Forward Bend**

- Athletes will be able to lean over, touch the ball and return to an upright position without difficulty.
- They will not need to use their arms to help control their movement and their movement as they bend forward and come back up should be smooth.
- The movement should appear easy.

### **UPPER EXTREMITY ASSESSMENTS**

*A class 4 athlete will have full strength and function of their upper extremities.*

### **Hand Grip**

- The athlete will be able to grip the ball and bring it back up into their lap. They will be able to place the ball into their lap with control.

### **Front Arm Lift**

- The athlete will be able to move their arms through the entire motion with no difficulties. They will be able to bring their arms up and back down in a smooth, controlled fashion. The movement will look like they can do it easily.

### **Side Arm Lift**

- The athlete will be able to move their arms through the entire motion with no difficulties.
- They will be able to touch their hands together above their heads and bring their arms back down in a controlled fashion.
- The movement will look like they can do it easily.

# CLASS ASSESSMENTS

## CLASS 4 - BENCH TEST ABILITIES

### **Backward Arm Lift**

- The athlete will be able to pull their elbows all the way back so that their hands are next to their sides.
- Their shoulders will remain down and their shoulder blades will come together.
- Their elbows will go all the way back and remain close to their body.

### **Bicep Curl**

- The athlete will be able to bring their arm up to their shoulder and return it back down to their lap with little to no difficulty.
- They will be able to hold the bicep curl and the movements will be smooth.

### **Wrist Movements**

- Athlete is able to pull their hand and fingers up to almost a 90 degree angle. They are able to fully pull their hand upright to what is expected of a person without muscle paralysis or impairment. They will be able to pull their hand and fingers up for both of the tests and the movement should be smooth.

## **LOWER EXTREMITY ASSESSMENTS**

*A class 4 athlete will have some impact to their legs, but should have some movement as well.*

### **Leg lift**

- The athlete should be able to lift their leg up, pulling their foot at least a few inches off the ground. One leg may be able to move more effectively or higher than the other.
  - If the athlete has an amputation or limb deficiency, they should be able to move their stump effectively though there may be some muscle weakness.

# CLASS ASSESSMENTS

## CLASS 4 - BENCH TEST ABILITIES

### **Front and Side Reach**

- Athlete should be able to touch the ball in most, if not all of the positions.
- They will use their legs and feet to stabilize themselves.
  - If the athlete has an amputation or limb deficiency, they may or may not use their stump(s) to help stabilize their body.
- They will rock up onto one butt cheek (the one closest to the ball) and clearly lift the opposite butt cheek off the chair.
- One side may be weaker than the other resulting in them only rocking up partially onto the butt cheek of the weaker side. However, they should be able to rock fully onto one butt cheek and partially on the other.



# CLASS ASSESSMENTS

## CLASS 4 - ON-FIELD FUNCTIONALITY

### CLASS 4 ON-FIELD FUNCTIONALITY

*As a reminder, the Functional Testing Abilities of the athlete should be what is primarily considered when determining an athlete's class. The following is used to help clarify a class if the reviewer is unsure.*

#### **Typical On-Field Functionality**

- Most likely to play a high-skill position, such as wide receiver or quarterback.
  - Due to them having a stronger torso and some use of their legs, they tend to play positions that require faster reaction times, higher agility levels, a lot of controlled movements, and quick starts and stops.
- Display strong trunk movement with all chair handling skills and have no loss of stability with chair skills allowing for increased flexibility in on-field positioning.
  - Athlete is able to pivot quickly and with control.
  - They are able to do hard starts and stops with their torso remaining stable, are able to quickly and effectively move their chair with their torso remaining in control.
- Ability to lean to either side during passing, blocking, receiving or interception – may have one side slightly weaker than the other.
  - When leaning to their side, forward or backwards, they are in control of the movement using their core to support themselves.
  - They can lean over quickly and the movement is relatively smooth.
  - They will return to an upright position with little to no difficulty and minimal use of their arms to help them move.
- Able to receive the ball with outstretched hands in front, to either side, or overhead without loss of stability, even in contact situations.
  - Arms are able to stretch out in a full range of motion with little to no loss of control.
  - If impacted by another chair, they are able to maintain their position.
- Able to control/move chair using hip muscles.
  - Able to direct the chair and change directions using their hips instead of just arms.

# CLASS ASSESSMENTS

## CLASS 4 - ON-FIELD FUNCTIONALITY

### CLASS 4 ON-FIELD FUNCTIONALITY (CONTINUED)

#### **Football Activities**

##### *Blocking*

- Able to maintain balance even in strong contact situations at high speeds from all sides so can play deep coverage positions.
- Able to return upright quickly when contact occurs, so can continue to move downfield easily.
- Do not need to use their arms to support themselves during impact or to return to an upright position.

##### *Passing*

- Able to lean to one side and shift weight to that side when throwing, for optimal overhand passing ability and force for down field passing.
- Able to move body to pass with pressure from opponent.
- Able to rotate entire upper body to create a forceful throw.
- Will show proper throwing patterns having the arm go through the entire motion (all the way back and forward) while having a firm grasp on the ball.

##### *Receiving*

- Able to receive passes wide to side of body as well as below seat level on strong side without needing to use opposite arm for stability.
- Able to receive passes above head, to the side and in front without losing stability even in a contact situation.
- Able to receive at different angles including ability to rotate to receive a ball coming from behind and below the chair.

##### *Tackling*

- Able to lean easily to strong side and lean with stability to weaker side to make tackles.
- Able to pivot quickly and effectively to tackle an opponent with stability while moving with speed.

# CLASS ASSESSMENTS

## CLASS 4 - CHAIR SET UP & ACTIVITIES

### CLASS 4 CHAIR SET UP & ACTIVITIES

*As a reminder, if the athlete's chair is a program chair or not designed for the athlete, the chair set-up is most likely not accurate and shouldn't be considered.*

#### Chair Set Up

- Sits mostly flat within chair (little to no dump) with knees at same level or slightly higher than hips
  - Athlete's seat will most likely be parallel to the ground making it so that the athlete's knees and hips are at an equal height and the athlete's thighs are parallel to the ground.
  - They will most likely not have supports on the side of their chair that go up along their hips.
- Does not rely on backrest for stability
  - The backrest will be very low, ending around their hips.
  - Unlike lower classes, they will not be strapped to the backrest and chair for stability. They will still have a lap belt but it is not supporting their torso.
  - They will not lean on the backrest for support.
- Very stable within chair – hips and thighs secured with low strapping at their hips.
  - Because of their level of ability to control their lower limbs, they will have less strapping of their legs. They may have strapping with their lower legs and/or lower thighs however they shouldn't need a lot of strapping of their upper thighs and should not need any strapping of their torso.
- Feet may be situated in a tow down position to better use leg function.
  - Instead of the athlete's feet being parallel to the floor, as seen in lower classes, their feet may have their toes tipped down a little and their heels elevated. This positioning will allow the athlete to utilize their legs and hips to help control their chair and stabilize their torso. This is not seen in all class 4 athletes.

# CLASS ASSESSMENTS

## CLASS 4 - CHAIR SET UP & ACTIVITIES

### CLASS 4 CHAIR SET UP & ACTIVITIES (CONTINUED)

#### *Pushing Their Chair*

- May use leg muscles to increase trunk movement and speed when pushing.
  - You may notice the athlete looks like they are pushing down with their feet as they push the wheels down. You may also notice that they use their hip joint (the muscle is their hip flexors) to help add momentum and pull their torso forward. You would notice this by seeing the thighs may move up and down a little bit when the athlete is pushing.
  - When leaning to the side, forward, or backwards to catch a ball they may use their leg(s) to help stabilize themselves in the chair. The use of their leg(s) may provide stability or make it so they can extend their arm out further. It will look like they are pushing down into their leg or foot or pushing their stump down into the chair/ floor, depending on the length of the stump.
- Able to tilt chair to strong side without need for a counterbalance.
  - They are able to tilt their chair to their stronger side without using the opposite arm or side of their body to provide stability and prevent them from tipping. Usually able to return the chair back down onto two wheels.
  - *Note: You should never ask an athlete to attempt this skill but may see them do it during a scrimmage.*

# CLASS ASSESSMENTS

## CLASS 5 - OVERVIEW

### **CLASS 5 OVERVIEW**

- The only athletes who should be considered a class 5 are:
  - Those that meet the eligibility criteria for USAWFL but they do not have a classifiable disability.
  - Those who have not gone through the classification process.
    - For example, if an athlete joins the team in late August and is unable to complete the classification process before the first tournament, they would be classified as a 5 until they are able to go through the classification process.

***As a reminder, a person is determined to have a classifiable disability by their answers on the Classification Screening Form (See Pg \_\_\_).***

### **EXAMPLES OF ATHLETES WHO FALL INTO A CLASS 5:**

- Athlete who is able-bodied or does not have any permanent physical disabilities.
- Athlete has pinky toe amputated.
- Athlete has a 2 cm leg length discrepancy.
- Athlete has a broken ankle and no other physical limitations.
- Athlete has numbness in a leg but has full range of motion and use of muscle of legs.
- Athlete has back pain due to a previous back injury but has full functional ability of arms, legs and torso.

*This is not a complete list. A complete list can be found in the Team Reviewer Handbook found on Move United's Website.*

*If you are unclear if an athlete has a classifiable disability, you can contact Move United at [football@moveunitedsport.org](mailto:football@moveunitedsport.org).*

# CLASS ASSESSMENTS

## CLASS 5 - OVERVIEW

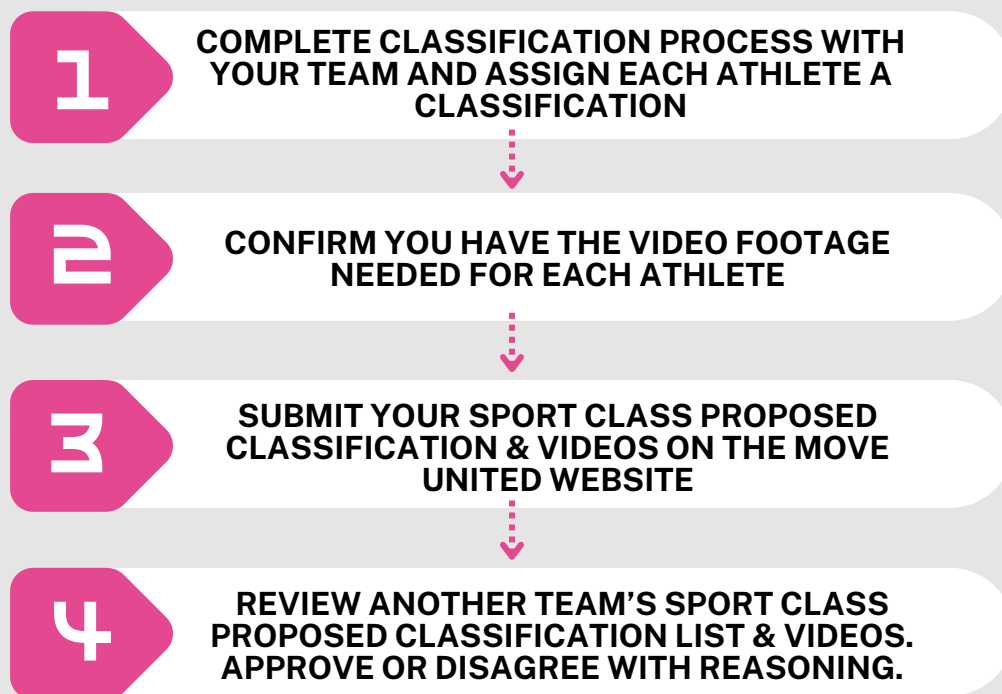
### **IF A PERSON DOES NOT MEET THE REQUIREMENTS FOR A CLASSIFIABLE DISABILITY:**

- You do not need to perform the bench test.
- You do not need to submit video footage of the athlete.
- You DO need to submit their information and list them as a Class 5 when submitting your Sport Class Proposed Classification List for review to Move United
  - Discussed in the Providing and Analyzing Proposed Classification section

# PROVIDING AND ANALYZING PROPOSED CLASSIFICATIONS AND VIDEOS

Part of the team reviewer's responsibilities include submitting to Move United the Proposed Classifications and bench test video footage for each of your team's newly classified athletes. Here is a brief overview of the steps you'll take to submit those videos.

## SUBMITTING YOUR TEAM PROPOSED CLASSIFICATIONS



**NOTE:** IN STEP 2 AND 3, MAKE SURE THESE ARE COMPLETED AT LEAST SIX WEEKS PRIOR TO THE START OF THE SEASON AND ALL VIDEOS ARE CLEARLY LABELED WITH THE ATHLETE'S NAME FOR EASY REVIEW BY THE SECONDARY TEAM REVIEWER.

# PROVIDING AND ANALYZING PROPOSED CLASSIFICATIONS AND VIDEOS

## **Submitting the Videos and Team Proposed Classification List**

- All videos will be uploaded into the Dropbox folder found on Move United's website under Classification- For Classifiers ***at least 6 weeks prior to the start of the USA Wheelchair Football League season.***
  - Please note - Dropbox security levels meet all needs for HIPPA requirements and all athlete information will be deleted one year after a medical classification has been completed to ensure data security.
- For each athlete you will submit one video of the required tests.
- Videos should be saved as an easily readable video file (i.e. MP4, MOV).
- Each video should be clearly labeled by listing the athletes **last name, first initial, team affiliation** (e.g Alexander, M, Patriots).
  - *Make sure the last name and first initial of the file name match the last name and first initial of the athlete on the submitted form!*



SCAN TO VIEW  
THE  
SUBMISSION  
FORM



# PROVIDING AND ANALYZING PROPOSED CLASSIFICATIONS AND VIDEOS

## **Reviewing an Opposing Teams' Proposed Classification List**

The purpose of reviewing another team's proposed classifications is to serve as an extra set of eyes to ensure no competitive advantage is gained by a single team submitting classification.

## **Reviewing the Videos**

Upon receiving the email, you will have **3 weeks** to complete this process!

- Watch the video for the athlete completing the bench tests.
- While watching the video complete the Bench Test Rubric ([Appendix\\_\\_\\_](#)) as you did with athletes on your own team.
  - You can choose to rate all of the tests, or you can do only the ones required for the second review. The ones required are \* on the rubric.
- Review your bench test results and assign the athlete a classification.
- Determine if you agree with or disagree with the classification given by the athlete's team reviewer.
- Go onto Move United's website and complete the reviewer's form where you will upload your completed rubric for the athlete and whether or not you agree with the team proposed classification.

### **ATHLETIC SKILL OR ATHLETIC ABILITY**

*Looking at the athlete's ability to complete the actual skills needed in the sport. For example, how far and how accurately they can throw the ball. It is considering how well they can catch the ball and how successful they are at making the catch with opposition. These factors are related to the athlete's actual abilities as an athlete and are not related to their disability or impairment. The USAWFL does NOT consider athletic skills or abilities in the classification process.*

### **CHAIR DUMP OR SEAT DUMP**

*The angle of the athlete's seat in relation to their backrest and floor. A chair with little to no dump will have a seat that is flat and is parallel to the floor. A chair with a larger amount of dump will be tipped so that the front of the seat is up much higher than the part of the seat that connects with the backrest. As a result, the athlete's body is bent at the waist and they are given support and stability to their torso. An athlete who struggles with torso strength or control is likely to have a chair with a higher amount of dump.*

### **CLASSIFICATION**

*A process for grouping players into sport classes to ensure that the impact of impairment is minimized and sport skill ability (not disability) determines which player and team succeeds on the field. USAWFL uses a functional classification system and athletes can be assigned classes 1 through 5.*

### **ESSENTIAL ELIGIBILITY REQUIREMENTS**

*The minimum requirements an athlete must meet in order to participate as an athlete in a USAWFL sanctioned event. These requirements are in place to ensure safety. A detailed list can be found in the USAWFL Player Classification Manual.*

## FUNCTIONAL ABILITIES

*An athlete's general abilities to move their body in space and their ability to activate and control their muscles. For example, can the athlete lift their arms, can they sit upright independently, and can they rotate their shoulders? It also looks at if they are able to complete a task based on limb loss or limb deficiencies. For example, if an athlete does not have a hand, they cannot grasp a ball.*

## LOWER EXTREMITIES

*Legs and feet*

## LOWER TRUNK

*Any part of the torso below the belly button, including the hips*

## UPPER EXTREMITIES

*Arms and hands*

## UPPER TRUNK

*Any part of the torso above the belly button, including the shoulders*

## SPORT CLASS STATUS

*The designation of where the athlete is in the classification process. It is not the athlete's actual classification but clarifies if the athlete has a confirmed classification from a USAWFL approved classifying panel and identifies if the athlete will need to be reassessed at a later date.*

- **CLASSIFICATION NOT COMPLETE (CNC):** *if for any reason a player is not able to comply with the classification procedures or the panel is unable to allocate a sport class to a player, that player will be automatically placed into a class 5 category and marked as Classification Not Complete.*

- **SPORT CLASS TEAM PROPOSED (TP):** when an athlete has been assessed by their team reviewer but has NOT been evaluated by a USAWFL classification panel. Thus, a team reviewer will be providing a “Sport Class Team Proposed” Athletes can compete at the proposed classification but must make every effort to attend a USAWFL classification panel evaluation session as soon as they’re able.
- **SPORT CLASS CONFIRMED (C):** given after the athlete completes all parts of the classification panel evaluation process and the panel is satisfied that the athlete’s impairment and ability to execute the tasks and activities fundamental to wheelchair football will remain stable. Athlete competes with the classification given and no further action is needed.
- **SPORT CLASS STATUS REVIEW (R):** given if after completing all parts of the classification panel evaluation process, the panel believes that further evaluation sessions are required. This could be based on a number of factors, including but not limited to situations where the athlete has only recently begun competition and/or has a fluctuating or progressive impairment(s) that is/are permanent but not stable. The athlete will work with Move United and the classification panel to decide when the player should undergo further evaluation. The athlete will compete with the classification given by the panel until another evaluation is conducted.
- **SPORT CLASS FIXED REVIEW DATE (FR):** given if after completing all parts of the classification panel evaluation process, the panel believes that further evaluation sessions are required, but will not be necessary before a set date. This is typically done when the panel believes the athlete will lose functional skills over time such as what typically occurs with a progressive neuromuscular impairment. Athletes should attend an evaluation session at the first opportunity after the given date (but not before) and prior to participating in a sanctioned competition. Athlete will compete with the classification given by the panel until another evaluation is conducted.



### **TEAM REVIEWER**

*A team representative that has successfully completed the Team Reviewer Online Class Certification and the SafeSport Certification. This individual will be responsible for assigning their team's athletes with a proposed sport classification and reviewing another team's proposed sport classifications.*

### **USAWFL-APPROVED CLASSIFIER**

*A group of medical or technical classifiers appointed by Move United to complete the classification process. This team provides athletes with their final classification*

### SUPPLIES

Stable, flat backed chair

- Football
- Spotter
- Clipboard or something to write on
- Pen or pencil
- Bench Test Rubric Printout (one for each athlete)
- Phone or video camera
- Tripod or person to hold the camera

**Reminder:** For all the tests, athlete should sit upright with their back and hips off of the chair back

### TRUNK ASSESSMENTS

#### **TRUNK SUPPORT**

1. Athlete crosses arms over their chest with hands on shoulders (or as close as possible)
2. Ask to sit upright with back off of the chair for 10-15 seconds

#### **TRUNK ROTATION**

1. Athlete holds ball with both hands in front of their body with arms bent at 90° (“L” shape)
  - a. Ball is in front of their belly button
2. Sitting upright, athlete rotates sideways like trying to look at someone sitting next to them
3. Have rotate as far as they can and hold position for 5 seconds.
4. Repeat with athlete rotating in the other direction

**TRUNK ASSESSMENTS (CONTINUED)**

***SIDE BEND***

1. Put football on ground on the left hand side of athlete in line with the athletes hip and about 6 inches from the athlete, as if ball was sitting next to the athlete's wheel
2. Athlete hangs arms down by their side
3. Athlete leans over and touches the ball, or goes as far as they can without losing control
4. Hold the position for 5 seconds
  - a. Athlete should NOT lean on the ball
5. Sit back up unassisted (if possible)
6. Repeat test leaning over to the right side

***FORWARD BEND***

1. Put football on ground directly in front of athlete's feet
2. Athlete places hands on legs slightly behind their knees
3. Athlete bends forward to touch chest to knees and hands to the ball, or as far as they can without losing control
  - a. Athlete should NOT use hands or arms to support themselves
4. Hold for 5 seconds
  - a. Athlete should NOT be leaning on their knees
5. Return to upright position unassisted, if possible

## UPPER EXTREMITIES

### **FRONT ARM LIFT**

1. Athlete holds arms down at sides, palms facing in towards body with thumbs towards front of body, pinkies towards back
2. Athlete lifts arms up in front of their body moving hands towards ceiling and stopping when fingers are pointing to the sky and arms next to ears with thumbs leading like a thumbs up
3. Hold arms in final position for 5 seconds
4. Return back to starting position in controlled movement
  - a. Athlete should NOT just drop their arms back down

### **SIDE ARM LIFT**

1. Athlete hold arms down at sides, palms facing in towards body with thumbs towards front of body, pinkies towards back
2. Athlete lifts arms up to the side making a “T” position with their body with palms facing down to ground
3. Athlete continues to move hands all the way up over head so backs of hands are touching and arms are touching ears
4. Hold for 5 seconds
5. Return back to starting position in controlled movement
  - a. Athlete should NOT just drop their arms back down
6. Repeat test with palms facing away from body (when in “T” position palms are facing up to sky)

### **BACKWARD ARM LIFT**

1. Athlete bends elbows into a 90° angle, like a, “L”, with elbows next to waist and palms facing each other with thumbs to sky
2. Athlete pulls arms backs as far as they can trying to touch elbows together behind their back
  - a. Remind athlete to keep shoulder down and only move arms
3. Hold for 5 seconds
4. Return to starting position



## UPPER EXTREMITIES (CONTINUED)

### **BICEP CURL**

1. Athlete holds arms down at sides, palms facing toward front of body with knuckles facing back
2. Athlete bends both arms at the elbow and brings hands up to shoulder, or as far as they can
3. Hold position for 5 seconds
4. Return to starting position with control
  - a. Athlete should NOT just drop their arms back down

### **WRIST MOVEMENT**

1. Athlete bends elbows into a 90° angle, like an “L”, with arms and hands resting on their legs. Palms face down on their legs with fingers out flat
  - If athlete does not have legs have them rest their arms on a table or flat surface
2. Keeping their wrist on their legs, ask the athlete to pull their fingers up towards the sky
3. Hold position for 5 seconds
4. Lower fingers back down with control
5. Repeat test having athlete flip their hands over so palm is facing sky
  - Athlete is NOT curling fingers but should be pulling palms up towards their body

### **HAND GRIP**

1. Team reviewer hold ball out in front of athlete where they can easily reach it
  - a. Put ball wherever they can reach it. It may be very close to the body if needed.  
Looking at hand grasp not arm reaching ability.
2. Athlete reaches out, grasps ball and takes it out of reviewers hands
3. Athlete puts ball into their lap and lets go
4. Athlete picks ball back up and hands it to the reviewer
  - a. Reviewer can move their hand to where needed

## LOWER EXTREMITIES

### **LEG LIFT**

1. Sit with feet resting flat on the ground and legs at a 90° angle with arms down at their sides with palms facing in towards their body
2. Athlete keeps left leg on the ground and pulls right foot off of the ground keeping leg at a 90° angle
  - a. Knee is coming up to their chest like marching while sitting
  - b. Athlete should **NOT** use their arms to lift their legs or stabilize their body
3. Hold for 5 seconds
4. Return to original position with control
5. Repeat test lifting the left leg and keeping right leg on ground

### **FRONT AND SIDE REACH**

1. Team reviewer stand next to athlete's left shoulder and hold the ball up in the air above the athlete where the athlete can just reach it
2. Athlete reaches up and touches ball
3. If athlete is not able to reach up to touch the ball, conclude the test
4. Team reviewer lifts the ball about 3 inches higher than the athlete could reach
5. Athlete sits with feet flat on the ground and arms at their side.
6. Athlete should reach up into the air and try to touch the ball by rocking up onto their left butt cheek
  - a. Athlete should NOT use arms to stabilize or support
7. Hold position for 2 seconds
8. Return to initial position in controlled manner
9. Repeat test standing more in front of the athlete (at 11 o'clock to the athlete)
  - a. **If athlete struggled when standing next to them skip this step**
10. Repeat test standing next to their right shoulder
11. Repeat test standing in front of their right side (1 o'clock to athlete)
  - a. **If athlete struggled when standing next to them skip this step**

# BENCH TEST RUBRIC



ATHLETE NAME: \_\_\_\_\_

ATHLETE TEAM: \_\_\_\_\_

TEAM REVIEWER'S NAME: \_\_\_\_\_

BENCH TEST DATE: \_\_\_\_\_

**SPORT CLASS PROPOSED** \_\_\_\_\_

*This tool is to help guide you to determine an athlete's classification. To determine the score above, tally up how many times you chose each class using the tests on the next 4 pages.*

***The class you chose the most often will determine the athlete's classification.***

*If it is close between two classes:*

- *Look at which class was most often chosen for the Trunk Tests.*
- *Look at on-field functionality, football activities, and chair set-up/activities (as outlined in the Team Reviewer Course and Manual)*
- *Assign the higher of the two classes to be safe.*

	CLASS 1	CLASS 2	CLASS 3	CLASS 4	NOTES
For Each Section, Tally How Many Times You Chose Each Class On the Next Four Pages					
TRUNK TESTS					
UPPER EXTREMITY TESTS					
LOWER EXTREMITY TESTS					

## TRUNK TESTS

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	RATING
<b>TRUNK SUPPORT</b>	<i>Unable to sit upright without support</i>	<i>Struggles to sit upright independently, but will be able to support their upper torso (shoulder area)</i>	<i>Able to sit upright unassisted. Shows some instability in hips and below bellybutton.</i>	<i>Able to sit upright unassisted with no difficulty</i>	
<b>TRUNK ROTATION</b>	<i>Little to no ability to rotate torso or trunk</i>	<i>Able to rotate torso with both shoulders and ribcage. Lower part of torso, including belly button area will not rotate or will only rotate a small amount.</i>	<i>Able to rotate torso with shoulders, ribcage and lower part of torso, including their belly button. Hips do not rotate and shift to complete the twist.</i>	<i>Able to fully rotate their entire torso and hips. May have one side stronger than the other.</i>	
<b>SIDE BEND</b>	<i>Little to no ability to tip sideways. If tipping, only in their shoulders.</i>	<i>Able to lean over with their shoulders and the top of their torso, but will struggle when they start using their lower torso by the belly button.</i>	<i>Able to lean over and touch the ball, but will struggle or show more effort controlling body as their arms get closer to the ball. Struggle holding body in place when down.</i>	<i>Able to lean over and touch the ball with no difficulty. May have one side stronger than the other, but weak side is still completed with minimal difficulty.</i>	<b>LEFT</b>
					<b>RIGHT</b>
<b>FORWARD BEND</b>	<i>Little to no ability to lean forward. If moving forward, it is a small amount and only in shoulders.</i>	<i>Able to actively bend forward approximately 45 degrees, (halfway to knees) and return to upright position without using upper extremity assist.</i>	<i>Able to bend forward down to knees and return upright with minimum difficulty.</i>	<i>Able to bend forward down to knees and return upright with no difficulty.</i>	

## UPPER EXTREMITY TESTS (PART 1)

	1	2	3	4	RATING
<b>HAND GRIP</b>	<p><i>Unable or really struggles to grasp the ball OR does not have a hand/there is a significant limb loss or deficiency impacting the hands</i></p>	n/a*	n/a*	<p><i>Able to grasp the ball and bring it into their lap with control</i></p>	
<b>FRONT ARM LIFT</b>	<p><i>Able to move arms through a small amount of the skills. Has significant difficulty moving arms independently</i></p>	<p><i>Able to move arms through most of the skill. Has some difficulty moving arms through full movement, especially above shoulders (strains, shaky movement or cannot lift above head)</i></p>	<p><i>Able to move arms through whole skill. Has mild difficulty raising arms above head and returning to starting position (strains, shaky movement, one arm smoother than other)</i></p>	<p><i>Able to move arms through whole skill. Has no difficulty raising arms above head and returning to starting position.</i></p>	
<b>SIDE ARM LIFT</b>	<p><i>Able to move arms through small amount of the skill. Has significant difficulty moving arms independently.</i></p>	<p><i>Able to move arms through most of the skill. Has some difficulty moving arms through full movement, especially above shoulders (strains, shaky movement, or cannot lift above head)</i></p>	<p><i>Able to move arms through whole skill. Has mild difficulty raising arms above head and returning to starting position (strains, shaky movement, one arm smoother than other)</i></p>	<p><i>Able to move arms through whole skill. Has no difficulty raising arms above head, touching hands and returning to starting position.</i></p>	<p><b>PALM UP</b></p> <hr/> <p><b>PALM DOWN</b></p>

\*Athletes in class 2, 3, and 4 should be able to grasp the ball in the Hand Grip Test. For that test, mark as a 4 if able to grasp the ball

## UPPER EXTREMITY TESTS (PART 2)

	1	2	3	4	RATING
<b>BACKWARD ARM LIFT</b>	<i>Struggles to pull elbows back. Struggles to bring shoulder blades together.</i>	<i>Able to pull elbows back a little, but hands still in front of body. Shoulder blades pull up and elbows do not touch.</i>	<i>Able to pull elbows back so wrists next to waist. Pulls elbows straight back, with shoulder blades starting to come together.</i>	<i>Able to pull elbows all the way back so hands behind waist. Pulls elbows back and towards each other with shoulder blades coming together.</i>	
<b>BICEP CURL</b>	<i>Significant difficulty bringing hand up to shoulder and back down (strains, shaky movement). Gets hand about halfway up or less.</i>	<i>Difficulty bringing hand up to shoulder and back down (strains, shaky movement). Gets hand about 2/3 of the way up.</i>	<i>Mild difficulty bringing hand up to shoulder and back down (slight strain or a little shaky). Gets hand all the way to shoulder.</i>	<i>No difficulty bringing hand up to shoulder and back down (slight strain or a little shaky). Gets hand all the way to shoulder.</i>	
<b>WRIST MOVEMENT</b>	<i>Struggles to pull hand up more than a little OR athlete does not have a wrist.</i>	<i>Able to pull hand up around 1/2 way. Action may look strained.</i>	<i>Able to pull their hand all the way up.</i>	<i>n/a*</i>	<b>PALM DOWN</b>
					<b>PALM UP</b>

\*Athletes in class 3 and 4 should be able to lift their hand all the way up. For this test, mark as a 3 if able to lift their hand.

## LOWER EXTREMITY TESTS

	1	2	3	4	RATING
<b>LEG LIFT</b>	<p><i>Unable to lift leg OR does not have a leg to lift.</i></p>	<p><i>n/a*</i></p>	<p><i>n/a*</i></p>	<p><i>Able to lift leg up with foot coming off the ground.</i></p>	<b>LEFT</b>
					<b>RIGHT</b>
<b>FRONT AND SIDE REACH</b>	<p><i>Struggles to reach up to ball even when held at reachable distance.</i></p>	<p><i>Will not be able to touch the ball. Able to reach for ball, but will not shift weight only one butt cheek.</i></p>	<p><i>Will reach ball to side and struggle with front. Able to shift weight onto one butt cheek, but not lift opposite butt cheek. Not using legs for stability.</i></p>	<p><i>Will reach ball both side and front. Able to shift weight onto one butt cheek and lift opposite butt cheek. One side may be weaker than the other. Using legs for stability.</i></p>	<b>SIDE LEFT</b>
					<b>SIDE RIGHT</b>
					<b>FRONT LEFT</b>
					<b>FRONT RIGHT</b>

*\*Only athletes in class 4 should be able to lift their leg. For this test, mark as a 1 if unable to lift their leg.*



CLASS 1  
OVERVIEW

CLASS 1

FUNCTIONAL TESTING ABILITY

No active rotational or sideways movement of the lower trunk  
 May have little or no ability to actively bend forward  
 May have little or no ability to actively rotate upper trunk  
 Typically has impaired strength and function of the upper extremities, including the hand

ON-FIELD FUNCTIONALITY

Primarily focused on the line  
 May be used as a center if able to grip the football with control  
 Relatively slow transition or recovery from one motion/task to the next  
 Unable to rotate, so cannot reach behind to catch a pass or look for another player

CHAIR SET UP & ACTIVITIES

Sits low within chair (significant dump)  
 Knees higher than hips  
 Abdominal chest strapping typically used to support player within set up  
 Legs and feet strapped to chair and footrest  
 Forward head bob present when pushing  
 Often uses forearms to turn and stop  
 May have tricep push and/or unopposed biceps push with longer wheel contact

FOOTBALL ACTIVITIES

**Blocking:** Ability to block and move in space - may lose balance easily with minimal contact  
**Passing:** May have scoop or shovel pass ability - will likely need to keep one hand on wheelchair to gain leverage and balance  
**Receiving:** Receiving target will be limited to lap area and only when wheelchair is facing incoming ball  
**Tackling:** May be able to tag a player who is in very close proximity, but likely to cause loss of balance if reaching beyond chair



CLASS 2  
OVERVIEW

CLASS 2

FUNCTIONAL TESTING ABILITY

Has active rotational and sideways movement of the upper trunk in both directions while sitting upright, with minimal/weak lower trunk

Able to actively bend forward approximately 45 degrees and return to upright position without proper

Typically has impaired strength and function of the upper extremities, but not including the hand

ON-FIELD FUNCTIONALITY

Focused on the line - may be a preliminary or secondary defender as a 2.0 player will be able to generate more speed than a 1.0 player

Has ease handling the ball when unchallenged

Some difficulty stabilizing in hard braking situations

Some difficulty pivoting in any direction without stability loss

CHAIR SET UP & ACTIVITIES

Knees higher than hips

May use chest strapping

Backrest at height above top of pelvis and often lower border of ribs

Increased shoulder strength and stability allows for more efficient pushing compared to a 1.0 player

FOOTBALL ACTIVITIES

**Blocking:** Some ability to brace trunk in hard braking situations and lean into pivoting for increased chair maneuverability allows for greater blocking ability than a 1.0. Cannot maintain balance when forceful chair contact is made. Only uses one arm to return to upright

**Passing:** Able to throw a forceful overhand pass with opposite hand on wheelchair to maintain balance and gain power

**Receiving:** Able to rotate at waist level to catch a pass from behind if back is stabilized against backrest. Additional range of motion allows for ability to catch overhead passes and passes caught further away from the body if ball is able to be brought down quickly

**Tackling:** May be able to tag a player who is in very close proximity, but likely to cause loss of balance if reaching beyond chair



CLASS 3  
OVERVIEW

CLASS 3

FUNCTIONAL TESTING ABILITY

Has active rotational and sideways movement of the upper and lower trunk

Able to actively bend forward approximately 90 degrees without knees significantly higher than hips

Unable to maintain stability leaning sideways

Typically has mildly impaired strength and function of the upper extremities

ON-FIELD FUNCTIONALITY

More likely to play a skill position

Ability to stabilize easily in hard braking situations

Ability to quickly pivot in any direction without stability loss

Unable to control/move chair using hip muscles

Has ease handling the ball when challenged

CHAIR SET UP & ACTIVITIES

Wheelchair may be slightly tilted, but seat can be flat

Legs will typically be strapped together and feet secured to footrests with pelvis often strapped to chair.

Backrest height at level of upper pelvis with upholstery tight and not loosened for stability

Typically does not raise trunk with each push on the wheels

No loss of forward or backward stability in pushing motion

FOOTBALL ACTIVITIES

**Blocking:** Able to tolerate more forceful contact than a 2.0 without loss of stability, but may still lose stability when contact is from the side

**Passing:** Able to use active trunk rotation and or forceful motion to gain leverage for an overhead 'proper' passing motion with follow through. May still need to use off-hand for stabilization

**Receiving:** Ability to catch the ball with both hands outstretched in front of body without loss of stability allows 3.0 players to be a larger part of the receiver core than 2.0 players. May still lose stability if reaching to one side for a pass

**Tackling:** Additional balance and ability to pivot quickly in any direction allows a 3.0 player to reach out and tackle with more stability at speed



CLASS 4  
OVERVIEW

CLASS 4

FUNCTIONAL TESTING ABILITY

Full trunk rotation, sidebending, and forward bending (and return to upright) - may have one strong side with one weaker side

Able to maintain stability leaning sideways

No need to counterbalance even in contact situation unless contact is forceful and directed into the weaker side

Able to actively move lower extremities but typically does not have full strength and function (e.g. below/above knee amputation)

Has full strength and function of the upper extremities

ON-FIELD FUNCTIONALITY

More likely to play a high-skill position, such as wide receiver or quarterback

Displays strong trunk movement with all chair handling skills and has no loss of stability with chair skills allowing for increased flexibility in on-field positioning

Displays ability to lean to either side during passing, blocking, receiving or interception - may have one side slightly weaker than the other

Able to receive the ball with outstretched hands in front, to either side, or overhead without loss of stability, even in contact situations

Able to control/move chair using hip muscles

CHAIR SET UP & ACTIVITIES

Sits mostly flat within chair (no dump) with knees at same level or slightly higher than hips

Short backrest - does not rely on backrest for stability

Very stable within chair - hips and thighs secured with waist strapping

Feet may be situated in a toe down position to better use leg function

May use leg muscles to increase trunk movement and speed when pushing.

Able to tilt chair to strong side without need for a counterbalance

FOOTBALL ACTIVITIES

**Blocking:** Ability to maintain balance even in strong contact situations at high speeds from all sides so can play deep coverage positions more easily than 3.0 players. Ability to return upright quickly so can continue to move downfield easily

**Passing:** Able to lean out of base and shift weight to one side during passing motion for optimal overhand passing ability and force for down field passing

**Receiving:** Able to receive passes wide to side of body as well as below seat level on strong side as well as increased rotational abilities allows for more receiving skill than 3.0 player

**Tackling:** Able to lean easily to strong side and lean with stability to weaker side will allow for greater tackling ability than 3.0 players



**MOVE  
UNITED**  
USA WHEELCHAIR  
FOOTBALL LEAGUE

