



STUDENT ASSESSMENT BEGINNER LEVEL

Student Assessment.

Welcome to the new MovNat Student Assessment tool. The purpose of this tool is to (a) establish your student's baseline of movement capability, (b) give them meaningful feedback on how they can improve, and (c) most importantly, show off your coaching skills and encouraging demeanor so you can more effectively sell your services.

This assessment is not a replacement for a movement screen, such as the FMS, but can easily be integrated with a screen. For skilled practitioners with an eye for movement, most of the compensations/inefficiencies found in the FMS can be discovered within these movements. If in doubt, it pays to have FMS screening (or equivalent) experience and you can choose which tests/screens work best for you as you gather the info you want.

Try to keep the entire assessment process under 30 minutes, so you have time to talk to your prospective student, understand their goals, and help them build trust in your ability to meet them and encourage them in their movement/fitness journey. Then, make a plan to start working together!

IN SUMMARY, YOUR SELLING AND ASSESSMENT PROCESS COULD LOOK LIKE THIS:

- Intake form completion and review: 15 min
- Assessment: 30 min
- Results, Goal Setting, and Closing the Deal: 15 min

Finally, this assessment is a great way to show improvement on a monthly or bi-monthly basis. As they unlock these primary skills they will feel increasingly confident to begin working toward the beginner level [Performance Benchmarks](#). For the more capable, the "Anthropometric Tests" will help them discover the importance of building baseline positional awareness as they progress, plus be a measuring stick in any areas they struggled with.

The MovNat team looks forward to your feedback!

A shirtless, muscular man with dark, wavy hair and a beard is captured in a dynamic, mid-air pose, possibly jumping or running. He is wearing dark shorts and is barefoot. His body is angled towards the left, with his right leg bent and his left leg extended. His arms are outstretched, with his right arm forward and his left arm back. The background is a dark, gradient grey, and the lighting highlights the man's physique.

YOU DON'T NEED TO BE FIT TO MOVE,
YOU NEED TO MOVE TO BE FIT

BEGINNER CLIENT ASSESSMENT :

Client Name: _____ Date: _____ Coach: _____

PART 1

GENERAL ANTHROPOMETRIC TESTS

HEIGHT (IN INCHES): _____

| | 1 | 2 | 3 | NOTES |
|--|---|---|---|-------|
| STANDING, BACK AGAINST WALL | | | | |
| OVERHEAD REACHING BACK AGAINST WALL | | | | |
| CROSS SIT | | | | |
| SIDE BENT SIT -RIGHT SIDE -LEFT SIDE | | | | |
| DEEP SQUAT | | | | |

PART 2

PRACTICAL TESTS

| | 1 | 2 | 3 | NOTES |
|---|---|---|---|-------|
| CROSS SIT GET UP: 2 REPS, ROCKING PERMITTED | | | | |
| FOOT HAND CRAWL: UNDER AN OBJECT THAT PERMITS FULL ELBOW EXTENSION (4X) | | | | |
| BALANCING WALK: ON 8FT 2X4 (FORWARD/REVERSE 2X) | | | | |
| DEADLIFT: 5 REPS, 50 LBS MEN, 25 LBS WOMEN | | | | |
| DOWNWARD JUMP: IF APPROPRIATE | | | | |
| DEAD HANG: 30 SECONDS | | | | |
| FRONT HANG TO FOOT PINCH: 1 REP | | | | |

GUIDELINES FOR SCORING:

General Anthropometric Tests

- Step 1: Show them the movement you want to see and let them know they will have 5 seconds to set the position and then will hold it for 10 seconds.
- Step 2: Watch them do the movement. Give them 5 seconds to set the position then allow them to hold it for 10 seconds.
- Step 3: (optional): Take a photo – side, front, back, or any applicable angles.
- Step 4: Coach them as needed to see where they are limited. Or just give them positive reinforcement.
- Step 5: Score the movement and take notes.

SCORING:

3 = Can hold the ideal position for 10 seconds with minimal signs of effort.

2 = Can hold the ideal position with self-support. (ground posting, holding knees, etc, but no bolsters)

1 = Can hold the ideal position with bolsters and support or can't hold it at all.

Note if there's pain or any positional compensations you notice

Practical Tests

- Step 1: Show them the movement you want to see and explain to them the task (reps, time, etc)
- Step 2: Let them try the task
- Step 3: If they have trouble, stop them and coach them a bit
- Step 4: Record the score

SCORING:

3 = Can complete the task without any coaching; no major inefficiencies

2 = Can complete the task after minimal coaching or assistance; or no more than 1-2 minor inefficiencies

1 = Takes more than 3 attempts or cannot complete the task even with assistance; multiple inefficiencies

Note if there's pain and/or inefficiencies you notice

NEXT STEPS

Interpreting Results, Selling, and Programming:

For the trainer, a major purpose of the assessment – beyond “selling” the prospective student – is to understand the student’s natural movement proficiencies and deficiencies. Basically, you should be analyzing these key questions:

Analysis #1 - Where along the developmental chain (from ground supported movement such as get ups/crawling to more “free” movement such as jumping/climbing) can this person improve?

- If you look down the scoring sheet, the “1”s closest to the top are the priority, since these simple positions/movements are more fundamental.

Analysis #2 - Where are they already doing well?

- Don’t underemphasize where the student is doing well. Make them feel really good about their abilities and reassure them they will get even better. Both their strengths and weaknesses will improve over time with practice

Analysis #3 - What’s the top priority for keeping them safe?

- The answer is the same as the answer to question #1. The “lower” in the developmental chain, the more pertinent it is to spend time working on these deficiencies through private training and/or small group training with supervision.

Analysis #4 - What’s the top priority for keeping them engaged in the training process?

- This is really important. Focus on what really lit them up during the assessment. It’s going to be different for everyone. Some will be motivated by their deficiencies; some will enjoy finding their current abilities and feeling good about them; some will be super attentive as you talk about the philosophy behind MovNat and training outside; some won’t care very much and may be “turned off”

if you come on too strong with philosophy. PAY ATTENTION to what lights them up and engages them.

In terms of creating a meaningful program, talk to the prospective student in a goal-focused way. Talk to them about the most important points to address (any “1”s) and how addressing these will make achieving their goals sustainable. Then talk directly about how you will accomplish the goals they walked in the door for.

FOR EXAMPLE:

-You really enjoyed the crawling, and the great news is crawling is an EXCELLENT movement for getting leaner due to its high metabolic effect.

-Remember how challenging that Foot Pinch was? Your abdominal strength will skyrocket as you earn that movement and you’ll feel like a kid again defying gravity!



-You mentioned you are prone to low back pain and nothing else has helped you stay out of pain. I'm confident that improved technique in the drills we did – especially sitting, crawling, deadlifting, and hanging – can really help you. It may not be a quick fix, but in conjunction with your therapy, it's very likely you will see improvement as your overall stability improves.

-The key to keeping your knees in good working order is to make sure you stimulate them with movements such as the deep squat and deadlift – but not abuse them. That's why having an experienced trainer is so important to help keep your fitness sustainable, as you mentioned is top priority.

Programming:

To make an actual program, keep it as simple as possible. Over the course of a given practice session, students will be doing ground movement (the “warm up” section), working on developing efficient technique in a few movements (the “emphases” section), and combining a bigger selections of movements in a fun sequence (the “combo”). See the manual for an example of a practice session. So, all of your students will be getting a wide “breadth” of movement variety no matter what, because variety is a big part of MovNat. To ensure they are making progress in the areas they are most deficient, make sure each student has consistency in practicing those exact movements, complimentary movements, or regressions to the full movement.

For example, if Student X got a “1” on the Cross Squat Get Up assesement, make sure that at least 2-3 times a week, (s)he is doing these key movements:

- Cross Squat Get Up (the full movement itself)
- Deep Squat (a complimentary movement)
- Cross Sit BWS from hips to flexed feet (a regression using deconstruction)
- Breathing with pelvic floor engagement (a regression using principles of breathing, awareness, and proper tension)

Since the movement doesn't require maximal strength, the frequency is more important than the intensity. In other words, the more they practice the movement, complimentary movements, and regressions, the faster the student will progress. Of course, be mindful of feedback – if the student has mobility

inefficiencies, certain joints are at a higher risk of taking too much abuse (for example, the low back if the hips are tight).

If strength or conditioning is the limiting factor for a movement (such as a 30 second hang), make sure you still keep the frequency of practice consistent and high – at least 2 days a week is ideal. Resist the urge to have them “max out” every time. The body responds better to 70-80% of maximal effort than 100%. You want your students to be slowly progressing forward each week, not pushing too hard for instant success.

In short, understand programming (more in the manual) and set the bar HIGH. Confidently lead your students by having them earn the movements through intelligent training, and don't encourage reckless training practices that lead to injury, burnout, and overreaching.

IF IN DOUBT ABOUT ANYTHING, ASK. GOOD LUCK!

- The MovNat Team





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