

CHAMPPS Observer Impression Scale (CHOIS)



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Introduction

The CHAMPPS Observer Impression Scale (CHOIS) is an observational tool that can be used to describe the motor behaviours of preschool children during the CHAMPPS program. CHOIS was adapted from the Academic Learning Time-Physical Education (ALT-PE) (Siedentop, Tousignant & Parker, 1982) which was used to describe the motor behaviours of children in grades kindergarten-12th grade.

During a 30-minute CHAMPPS lesson, children can be observed moving through many motor activities, exploring equipment, cheering on their peers and/or waiting for the activity to begin. At the same time, the leader of CHAMPPS can structure the context of CHAMPPS by providing instructions, organizing children and equipment, transitioning children from one activity to the next and so on. In the next section the following aspects of CHAMPPS is provided: CHOIS recording procedures, using interval recording procedures, a description of CHOIS codes, the definition of codes, coding scenarios that enable the observer to understand which codes to use, coding instructions, and a sample coding form.

Recording Procedures

The method of observation used with the CHOIS is interval recording. The interval recording involves observing and recording in 30-second intervals. For example, the observer selects 1-2 children to watch during the first 20 seconds of the interval. In the last 10 seconds of the 30-second interval, the observer codes, using *context codes* and *child codes*.

- The context codes describe what is happening in the class and includes transition (movement to new activity), instruction/organization being provided, or the motor activity is underway.
- The observer also codes what the child was doing for the *majority of time* during the 30-second interval. Examples of child codes include engaged in motor appropriate behavior, engaged in motor support (passing out equipment, cheering for a peer) or not engaged in motor.

Using The Interval Recording Procedure

To use this method of recording method, each data collection form is divided into 30-second intervals that correspond to each of the activities within the CHAMPPS Lesson. For example, Lesson 2 has a warm-up activity, 3 core activities and a cool down activity. These 5 activities have a distinct place on the coding form or chart. In each interval box there are two levels: a top level and a lower level.

- *The upper row of the interval box* is used to describe the context of the interval (C). See the coding definitions for full description of the 4 codes that describe the context. This decision for the code used in this category is made on the basis of what the class as a whole is doing. For example, is the class involved in transitioning to an activity, listening to instruction, participating in a motor activity?
- *The lower row of the interval box* is used to describe what the child is doing during that interval. See the coding definitions for full description of the 8 codes that describe the child. For example, a child could be coded as motor appropriate, motor inappropriate, not engaged.
- The observer watches 1-2 children, codes the context and child codes and then alternates observations (focuses on 1-2 different children) when the new interval begins. In following this procedure, CHOIS provides a picture of what the class does throughout the lesson and a picture of what several specific children are doing during the lesson.

Figure 1. Sample of CHOIS Coding form

Opening Song												Start Time:																				
	1				2				3				4				5				6				7				8			
C	T	O	I	M	T	O	I	M	T	O	I	M	T	O	I	M	T	O	I	M	T	O	I	M	T	O	I	M				
Child 1	MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T					
	MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP					
	MS	W			MS	W			MS	W			MS	W			MS	W			MS	W			MS	W						
Child 2	MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T					
	MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP					
	MS	W			MS	W			MS	W			MS	W			MS	W			MS	W			MS	W						
Child 3	MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T					
	MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP					
	MS	W			MS	W			MS	W			MS	W			MS	W			MS	W			MS	W						
Child 4	MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T					
	MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP					
	MS	W			MS	W			MS	W			MS	W			MS	W			MS	W			MS	W						

Codes

C= Context (What is the class doing?)	CHILD (What is the child doing?)		
Transition (T)	Motor Appropriate (MA)	Motor Appropriate- Equipment (E)	Motor Appropriate- Talk (T)
Organizing (O)*	Motor Inappropriate (MI)		
Instruction (I)*	Motor Supporting (MS)		
Motor Play (M)	Waiting (W)		
Not Engaged (NE)			
Not Present (NP)			

*Note. Sometimes CHAMPPS leaders organize (children, equipment) while giving instructions. Therefore, *O and I* can be coded together (at the same time/interval) to reflect CHAMPPS leaders who do these 2 tasks at the same time.

Definition of the Codes for *Context*

Transition (T):	The leader has verbally indicated that there will be a change in activity and the class is either moving (<i>walking, hopping, galloping, running, crawling</i>) to the new activity or cleaning-up/putting away equipment from previous activity.
Organizing (O):	The new activity is being set-up or organized (<i>children being placed in groups, distributing equipment</i>).
Instruction (I):	The leader is giving instructions, directions, demonstrating or modelling the new activity or introducing the new activity.
Motor Play (M):	A primary motor activity is occurring.

Definition of the Codes for *Child*

- Motor Appropriate (MA):** The child is engaged in motor activity that is related to the primary activity or during wait-time.
Note. If leader gives direction to “wait”, any type of physical or motor activity the child engages in is coded as “MA”, even if this is not a motor activity specified by the leader (*Example. Leader gives child direction to wait as other children move through obstacle course and child engages in tag with another child who is waiting.*).
- Equipment (E):** The child is engaged in motor appropriate behaviour related to equipment manipulation such as gathering equipment for him/herself, exploring equipment, trying out different materials.
- Talk (T):** The child is engaged in motor appropriate behaviour by talking (*engaging in conversation, commentary, questions*) about the activity, the equipment, peers.
- Motor Inappropriate (MI):** The child is engaged in motor activity or behaviour that is maladaptive (*self-stimulation such as rocking, hand flapping, tantrum, hitting, spitting, biting, running away from group, wandering around the room*).
- Motor Supporting (MS):** The child is engaged in motor activity by helping the class and/or peers in the primary, on-going motor activity (*cheering, clapping hands, and shaking instruments*). The child’s attention is on the primary, on-going motor activity while helping.
- Waiting (W):** Child is waiting for a turn after being told to wait (explicit directive) by the leader (“*wait your turn*”, “*sit down and wait*”, “*we’re waiting*”) or is expected (implied) to wait (*the activity is structured such as children standing in line to go through obstacle course*)

- Not Engaged (NE):** Child is either told to or expected to participate in primary, on-going motor activity but instead, the child is stationary (not moving) and disengaged (*looking out the window, staring blankly at music video, sitting on ground in midst of on-going motor activity*).
- Not Present (NP):** Child left the room (*went to restroom, was removed from class*).

Coding Scenarios

Motor Appropriate (MA)

Definition: the child is engaged in motor behaviour that is related to primary, ongoing motor activity *or* during wait-time.

Scenario	Rationale
1. A child is <i>walking</i> instead of <i>jumping</i> in the <i>Frogs and Lily Pads</i> activity (Unit 3).	Although the activity is for jumping, some children are learning to jump and/or learning the routine of the activity. So, our attention is focused on the behaviour and participation. He/she is moving through the activity. Our observation is not focused on the <i>quality of the movement</i> .
1. A child is walking through the <i>Hungry Horsey</i> activity and briefly pauses (1-10 seconds) when he/she reaches hurdle.	The child is still in the process of completing the activity; he/she is holding the equipment (i.e., pool noodle). Because some children may need “think time” to process stepping over the hurdle, this behaviour is coded as motor appropriate.
2. The leader tells children to “waddle in pond” while waiting (<i>walk around carpet area</i>). Children begin movement around the carpet, such as walking while balancing objects.	Although the children are not walking through the <i>Duckling</i> activity, the leader has created an activity that encourages physical activity in children. Therefore, the leader has structured the activity in such a way that children are not simply waiting but rather, they are actively engaged in motor movement.
3. The leader tells a child to wait before /after going on through the core activity. While waiting, the child plays a game of	Although the leader did not tell the child to play tag, the child chooses to engage in appropriate motor movement (walk, run,

tag with a peer (walking, running, hopping after one another).	hop) while waiting. Remember, we are coding motor appropriate behaviour. We are not coding compliance or noncompliance.
4. The leader tells a child to wait before /after going on through the core activity. While waiting, the child begins to do stereotypic behaviour (hand flapping, rocking).	The child chooses to engage in inappropriate motor movement (self stimulatory behaviour) while waiting. Remember, we are describing motor appropriate behaviour; we are not coding compliance or noncompliance.

Motor Appropriate- Equipment (MA-E)

Definition: The child is engaged in motor appropriate behaviour by manipulating equipment. This includes gathering equipment for him/herself, exploring equipment (flipping equipment around, looking at equipment from different viewpoints, making noise, feeling equipment) and trying out different materials.

Scenario	Rationale
1. A child is standing in line for <i>Duckling Walk</i> and <i>continuously</i> adjusting beanbags under arms.	The child is engaged with equipment for the majority of the interval as he continually adjusts the beanbags. Coded as MA-E.
2. A child is sitting while waiting for <i>Hungry Horsey</i> with a tambourine, holding it up in air, shaking at times and flipping at different angles, inspecting its parts.	The child is manipulating and exploring a musical instrument. Coded as MA-E.
3. A child is picking up beanbags and egg shakers from the table next to <i>Duckling Walk</i> and sorting through the different eggs or beanbags.	The child is exploring the different equipment. Coded as MA-E.

***Not coded as Motor Appropriate-Equipment:** If child remains stationary while holding equipment and waiting. There is no indication that child is manipulating equipment in any way. For example, a child standing in line for *Duckling Walk* with bean bags under arms.

Motor Appropriate- Talk (MA-T)

Definition: The child is engaged in motor appropriate behaviour by talking (engaging in conversation, commentary, questions) about the activity, equipment or peers.

Scenario	Rationale
1. Child stops in front of hurdle at <i>Hungry Horsey</i> and asks leader how to move over the hurdle. This conversation between the child and the leader occurs for the majority of the 30-second interval.	1. The child is engaged in the motor activity, but he/she may not be physically moving. Rather he is thinking and talking about how to continue over the hurdle. This is coded as MA-T.
2. In the middle of the <i>Opening Song</i> , a child stops jumping/running for the majority of the interval to ask leader why a peer is wearing belt (accelerometer).	2. The child is not physically moving, but is in the middle of the motor activity and has engaged in conversation about peer. Coded as MA-T.
3. At the end of the <i>Opening Song</i> , the child spends the majority of the interval talking about a TV show that he/she watched.	3. CHAMPPS provides a natural opportunity for social and communication with peers, which it is considered appropriate motor behaviour focused on <i>talking</i> . The content of talking is not coded in terms of relevance, as it is common for 3-5 year olds will be in one activity and talk about different topics. Therefore, the child does not have to be “on topic” with what is occurring in the classroom. Coded as MA-T.

4. As leader is telling children what type of activities will occur in CHAMPPS today, a child continuously makes comments such as “yay” or “ooh” or makes animal noises when leader mentions <i>Frogs and Lily Pads</i> .	4. The child may be stationary, but he/she is engaged in the conversation by commenting for the majority of the interval. Coded as MA-T.
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Motor Inappropriate (MI)

Definition: The child is engaged in inappropriate motor behaviour that is maladaptive (self-stimulation such as rocking, hand flapping, tantrum, spitting, hitting, biting, running away from group, wandering around room)

Scenario	Rationale
1. A child is wandering around room far away from the group as the leader is explaining the next activity.	While the child is physically active, he/she is not participating in an on-going motor activity nor is he waiting, listening to instructions. It is coded as Motor Inappropriate <i>instead of</i> Not Engaged because child was being physically active by walking around.
2. The leader tells a child to wait before or after going on through the core activity. While waiting, the child begins to do stereotypic behaviour (hand flapping, rocking).	The child engages in inappropriate motor movement (self stimulatory behaviour, aggressive behaviour such as hitting, biting) while waiting. Remember, the behaviour must occur for the majority of the 30-second interval. Remember, we are describing motor appropriate behaviour; we are not coding compliance or noncompliance.

Motor Supporting (MS)

Definition: The child is engaged in motor activity by helping the class and/or peers.

Scenario	Rationale
1. As a child is jumping through <i>Frogs and Lily Pads</i> , he knocks down hurdle and spends majority of the 30-second interval putting the hurdle back together.	Because the child is re-setting a piece of equipment that is essential to the motor activity, it is coded as <i>Motor Supporting</i> .
2. A child uses a tambourine or sensory instrument to shake/cheer for his peers.	Because the child is shaking the instrument and/or verbally cheering him on, this is coded as <i>Motor Support</i> . Note. However, if for the majority of the interval, the child is turned away from peers and the on-going activity, manipulating the instruments, fully focused on the instrument, this as <i>Motor Appropriate-Equipment</i> .

Waiting

Definition: The leader has given either an explicit directive (“*wait your turn*”, “*sit down and wait*”) or an implied expectation (*only one child completes motor activity at a time*) for children to wait.

Scenario	Rationale
1. Children go through <i>Frogs and Lily Pads</i> one at a time and the child being observed starts rolling around on rug.	The child is sitting and rolling while waiting for his turn. This is coded as <i>Waiting</i> instead of <i>Not Engaged</i> .

Not Engaged (NE)

Definition: The child is told to, or expected to, participate in a motor activity but instead remains stationary (not moving) and distracted by outside influences (*looking out window, staring blankly at music video without moving, sitting or laying on ground in the middle of a motor activity*).

Scenario	Rationale
1. A child begins walking through Hungry Horsey and then stops and sits down in the middle of the course for a while (20 seconds or more). The leader tells child to get up and when he does not, the leader tells children to walk around sitting child.	Child has chosen not to participate in the motor activity by sitting down in the middle of the course. It is coded as NE.
2. During music video, a child stands and watches the video but does not move.	Though child's focus is on the video, he/she is not moving or being physically active. It is coded as NE.
3. During music video, the leader provides hand-over-hand assistance so the child can complete a motor activity. Even with this support, the child does not respond (does not move).	Even if the child is capable of moving independently or is encouraged by leader to move and he/she does not move to the video, it is coded as NE.

Coding Instructions

Before Going to the School

- Pre-label all forms with the teacher and child's identifying information, date, and the observer's initials.
- Place all labelled CHOIS forms in the CHOIS folder.
- Bring to the school: the pre-labelled forms, pencil, and a watch with a second hand for use during coding.
- Arrive early to allow time to review the CHOIS codes before the class arrives.

Before CHAMPPS Begins

- Sit in a place in the room that is out of the way of the motor activities but provides a clear view of the motor activities.
- Keep a description of codes nearby for quick referral.
- Identify each child who is being observed when they enter the room. *For example, Johnny is wearing red t-shirt.*
- If a child is absent, write the word *absent* next to the child's name and cross off his/her row.
- Select 1-2 children to be observed in interval one. (A maximum of 2 children are to be observed in each 30-second interval.)
- Identify the next 1-2 children who will be observed in alternate intervals. For example, during interval 1, Child A and B are observed. During interval 2, Child C and D are observed. This pattern continues even when switching from 1 activity to another.
 - a. If there are a total of 3 children in the classroom, observe the first 2 children together and the 3rd child alone.
 - b. If there are 2 total children in the classroom, both children can be observed together for all intervals.

During CHAMPPS

1. Using a stopwatch (i.e., on your cell phone), record the start time of each activity within the lesson. For example, Warm Up (8:00), Core Activity 1 (8:06), Core Activity 2 (8:11), Core Activity 3 (8:17), Music Video (8:23), Cool Down (8:25).
2. For each 30-second, observe for 20 seconds the *context (C) what is the class doing* and the *child (P) what is the child doing for majority of the time*. The last 10 seconds of each interval, record the code for the context category and the child category by circling the corresponding letter that describes the context and child.
3. At the end of the 30 seconds, reset the stopwatch for the next 30 seconds and begin observing again.
 - a. Each recorded code should represent what was observed for the *majority of the interval* so circling a continuous activity after 20 seconds of observation is an accurate representation of the 30-second interval. *For example*, if a child is engaged in an obstacle course from the start of the 30-second observation period up until 16 seconds, you can record “MA” (motor appropriate) right away, even before the end of the 30-second observation.
4. Repeat this procedure for all intervals of each CHAMPPS activity: Record start time, Start and Stop the clock every 30 seconds to demarcate new observation and recording interval.
5. When one activity is completed, the observations for that activity stops, the observer moves to the next activity on the coding form.
 - a. Completion of an activity is evident when the CHAMPPS leader announces that it is over, it is time to go to the next activity, the children are moving to the new activity.
6. Continue as above (write down time of new activity, start stop watch, observe/record, restart stopwatch).

After CHAMPPS

1. Give all CHOIS record forms to project coordinator.
2. Locate the pre-labelled forms for the next CHAMPPS class.
3. Review CHOIS codes as needed.

Inter-rater Reliability

1. Inter-rater reliability will be collected for one-third of observations, to ensure reliability of the CHOIS data.
2. To collect inter-rater reliability, two people will observe CHAMPPS at the same time with one person identified as the lead observer.
3. The lead observer
 - Starts/stops the clock for each new activity and for each interval.
 - Announces the start time of each activity.
 - Announces *Observe* when he/she starts each new 30-second interval.
4. The observers should be seated in such a way so as not to see the coding of the other person but in close proximity to one another so as to hear the lead observer when he/she announces start times for each activity and announces “Observe”.
5. Give all completed CHOIS record forms to project coordinator.
6. As needed, discuss any behaviour that was challenging to code before beginning the next CHAMPPS class to ensure that both observers are in agreement about coding of the context and the child.

Teacher Name

Observer:

Date:

Lesson #

WARM-UP																																
Start Time:																																
	1				2				3				4				5				6				7				8			
C	T	O	I	M	T	O	I	M	T	O	I	M	T	O	I	M	T	O	I	M	T	O	I	M	T	O	I	M				
Child 1	MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T					
	MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP					
	MS	W			MS	W			MS	W			MS	W			MS	W			MS	W			MS	W						
Child 2	MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T					
	MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP					
	MS	W			MS	W			MS	W			MS	W			MS	W			MS	W			MS	W						
Child 3	MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T					
	MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP					
	MS	W			MS	W			MS	W			MS	W			MS	W			MS	W			MS	W						
Child 4	MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T					
	MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP					
	MS	W			MS	W			MS	W			MS	W			MS	W			MS	W			MS	W						

WARM-UP CONTINUED												Start Time:																				
	1				2				3				4				5				6				7				8			
C	T	O	I	M	T	O	I	M	T	O	I	M	T	O	I	M	T	O	I	M	T	O	I	M	T	O	I	M				
Child 1	MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T					
	MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP					
	MS	W			MS	W			MS	W			MS	W			MS	W			MS	W			MS	W						
Child 2	MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T					
	MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP					
	MS	W			MS	W			MS	W			MS	W			MS	W			MS	W			MS	W						
Child 3	MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T					
	MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP					
	MS	W			MS	W			MS	W			MS	W			MS	W			MS	W			MS	W						
Child 4	MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T					
	MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP					
	MS	W			MS	W			MS	W			MS	W			MS	W			MS	W			MS	W						

CORE 1 CONTINUED													CONTINUED....																			
	9				10				11				12				13				14				15				16			
C	T	O	I	M	T	O	I	M	T	O	I	M	T	O	I	M	T	O	I	M	T	O	I	M	T	O	I	M				
Child 1	MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T					
	MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP					
	MS	W			MS	W			MS	W			MS	W			MS	W			MS	W			MS	W						
Child 2	MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T					
	MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP					
	MS	W			MS	W			MS	W			MS	W			MS	W			MS	W			MS	W						
Child 3	MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T					
	MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP					
	MS	W			MS	W			MS	W			MS	W			MS	W			MS	W			MS	W						
Child 4	MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T					
	MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP					
	MS	W			MS	W			MS	W			MS	W			MS	W			MS	W			MS	W						

CORE 2																								
Start Time:																								
	1				2				3				4				5				6			
C	T	O	I	M	T	O	I	M	T	O	I	M	T	O	I	M	T	O	I	M	T	O	I	M
Child 1	MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T	
	MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP	
	MS	W			MS	W			MS	W			MS	W			MS	W			MS	W		
Child 2	MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T	
	MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP	
	MS	W			MS	W			MS	W			MS	W			MS	W			MS	W		
Child 3	MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T	
	MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP	
	MS	W			MS	W			MS	W			MS	W			MS	W			MS	W		
Child 4	MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T	
	MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP	
	MS	W			MS	W			MS	W			MS	W			MS	W			MS	W		

CORE 2 CONTINUED																CONTINUED....																
	9				10				11				12				13				14				15				16			
C	T	O	I	M	T	O	I	M	T	O	I	M	T	O	I	M	T	O	I	M	T	O	I	M	T	O	I	M				
Child 1	MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T					
	MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP					
	MS	W			MS	W			MS	W			MS	W			MS	W			MS	W			MS	W						
Child 2	MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T					
	MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP					
	MS	W			MS	W			MS	W			MS	W			MS	W			MS	W			MS	W						
Child 3	MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T					
	MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP					
	MS	W			MS	W			MS	W			MS	W			MS	W			MS	W			MS	W						
Child 4	MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T					
	MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP					
	MS	W			MS	W			MS	W			MS	W			MS	W			MS	W			MS	W						

CORE 3																								
Start Time:																								
	1				2				3				4				5				6			
C	T	O	I	M	T	O	I	M	T	O	I	M	T	O	I	M	T	O	I	M	T	O	I	M
Child 1	MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T	
	MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP	
	MS	W			MS	W			MS	W			MS	W			MS	W			MS	W		
Child 2	MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T	
	MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP	
	MS	W			MS	W			MS	W			MS	W			MS	W			MS	W		
Child 3	MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T	
	MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP	
	MS	W			MS	W			MS	W			MS	W			MS	W			MS	W		
Child 4	MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T	
	MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP	
	MS	W			MS	W			MS	W			MS	W			MS	W			MS	W		

CORE 3 CONTINUED													CONTINUED....																			
	9				10				11				12				13				14				15				16			
C	T	O	I	M	T	O	I	M	T	O	I	M	T	O	I	M	T	O	I	M	T	O	I	M	T	O	I	M				
Child 1	MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T					
	MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP					
	MS	W			MS	W			MS	W			MS	W			MS	W			MS	W			MS	W						
Child 2	MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T					
	MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP					
	MS	W			MS	W			MS	W			MS	W			MS	W			MS	W			MS	W						
Child 3	MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T					
	MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP					
	MS	W			MS	W			MS	W			MS	W			MS	W			MS	W			MS	W						
Child 4	MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T					
	MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP					
	MS	W			MS	W			MS	W			MS	W			MS	W			MS	W			MS	W						

VIDEO				Start Time:																												
	1				2				3				4				5				6				7				8			
C	T	O	I	M	T	O	I	M	T	O	I	M	T	O	I	M	T	O	I	M	T	O	I	M	T	O	I	M				
Child 1	MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T					
	MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP					
	MS	W			MS	W			MS	W			MS	W			MS	W			MS	W			MS	W						
Child 2	MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T					
	MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP					
	MS	W			MS	W			MS	W			MS	W			MS	W			MS	W			MS	W						
Child 3	MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T					
	MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP					
	MS	W			MS	W			MS	W			MS	W			MS	W			MS	W			MS	W						
Child 4	MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T					
	MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP					
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VIDEO																CONTINUED....																
	9				10				11				12				13				14				15				16			
C	T	O	I	M	T	O	I	M	T	O	I	M	T	O	I	M	T	O	I	M	T	O	I	M	T	O	I	M				
Child 1	MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T					
	MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP					
	MS	W			MS	W			MS	W			MS	W			MS	W			MS	W			MS	W						
Child 2	MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T					
	MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP					
	MS	W			MS	W			MS	W			MS	W			MS	W			MS	W			MS	W						
Child 3	MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T					
	MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP					
	MS	W			MS	W			MS	W			MS	W			MS	W			MS	W			MS	W						
Child 4	MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T					
	MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP					
	MS	W			MS	W			MS	W			MS	W			MS	W			MS	W			MS	W						

COOL DOWN												Start Time:																				
	1				2				3				4				5				6				7				8			
C	T	O	I	M	T	O	I	M	T	O	I	M	T	O	I	M	T	O	I	M	T	O	I	M	T	O	I	M				
Child 1	MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T					
	MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP					
	MS	W			MS	W			MS	W			MS	W			MS	W			MS	W			MS	W						
Child 2	MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T					
	MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP					
	MS	W			MS	W			MS	W			MS	W			MS	W			MS	W			MS	W						
Child 3	MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T					
	MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP					
	MS	W			MS	W			MS	W			MS	W			MS	W			MS	W			MS	W						
Child 4	MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T					
	MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP					
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COOL DOWN CONTINUED																CONTINUED....																
	9				10				11				12				13				14				15				16			
C	T	O	I	M	T	O	I	M	T	O	I	M	T	O	I	M	T	O	I	M	T	O	I	M	T	O	I	M				
Child 1	MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T					
	MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP					
	MS	W			MS	W			MS	W			MS	W			MS	W			MS	W			MS	W						
Child 2	MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T					
	MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP					
	MS	W			MS	W			MS	W			MS	W			MS	W			MS	W			MS	W						
Child 3	MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T					
	MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP					
	MS	W			MS	W			MS	W			MS	W			MS	W			MS	W			MS	W						
Child 4	MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T		MA-	E	T					
	MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP		MI	NE	NP					
	MS	W			MS	W			MS	W			MS	W			MS	W			MS	W			MS	W						