



THINK FORM!

THINK CONTROL!

THINK PROGRESSIONS!

THINK... SAFETY!

PUBLISHED FOR THE U.S.T.A. TECHNICAL COMMITTEE by courtesy of "TRAMPOLINE TOWN USA"
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UNITED STATES

Trampoline and Tumbling Association



NATIONAL

ABILITY & PERFORMANCE EXAMINATIONS

PUBLISHED BY
U.S.T.A. TECHNICAL COMMITTEE

(IN CONJUNCTION WITH THE NATIONAL U.S.T.A. CLINIC)

CEDAR RAPIDS, IOWA

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United States
Trampoline and Tumbling Association

N.A.P.E.

THE NATIONAL ABILITY & PERFORMANCE EXAMINATIONS



By

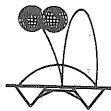
ROBERT F. BOLLINGER

chairman

U.S.T.A. TECHNICAL COMMITTEE

From the

U.S.T.A.



TECHNICAL COMMITTEE

DEAR FELLOW U.S.T.A. MEMBER:

IT IS WITH A DEEP SENSE OF PRIDE AND PLEASURE THAT WE, THE MEMBERS OF THE U.S.T.A. TECHNICAL COMMITTEE PRESENT THIS BOOKLET ENTITLED: "THE NATIONAL ABILITY & PERFORMANCE EXAMINATIONS" FOR YOUR APPRAISAL AND EVALUATION.

AS CHAIRMAN OF THIS COMMITTEE FOR THE PAST FOUR YEARS, I HAVE HAD THE GREAT PLEASURE OF WORKING WITH SOME OUTSTANDING PEOPLE IN THE FIELD OF TRAMPOLINE AND TUMBLING WHOSE DEDICATED ENERGIES AND HARD WORK HAVE FOSTERED THE DEVELOPMENT AND INNITIATION OF MANY NEW CONCEPTS INTO OUR SPORT.

ALTHOUGH, SUCH INNOVATIONS AS (1) DOUBLE MINI-TRAMP, (2) WORLD AGE-GROUP COMPETITION, (3) SAFETY IMPROVEMENTS IN THE TRAMPOLINE, and (4) THE ADOPTION OF A NATIONAL AGE-GROUP PLAN HAVE BEEN NOTABLE ACHIEVEMENTS, NOTHING PROMISES TO BE A MORE NEEDED AND PRACTICAL IMPROVEMENT IN OUR SPORT THAN DOES THE INTRODUCTION OF N.A.P.E. INTO OUR TOTAL SPORT STRUCTURE.

THE NATIONAL ABILITY & PERFORMANCE EXAMINATIONS ARE FULLY EXPLAINED IN THIS BRIEF BOOKLET AND THE FACT THAT THIS PLAN HAS BEEN THE OUTGROWTH OF RELIABLE AND DOCUMENTED RESEARCH SHOULD, IN ITSELF, BE REASON FOR IMPLIMENTATION INTO OUR SPORT AT THIS TIME.

I AM PERSONALLY INDEBTED TO MANY PEOPLE FOR THEIR EFFORTS AND SUPPORT IN THE COMPILATION AND PUBLICATION OF THIS RESEARCH. I FEEL PARTICULARLY INDEBTED TO MR. JACK CASTLE FOR HIS FINE WORK IN HELPING TO ESTABLISH TUMBLING RULE PROPOSALS TO THE F.I.T., TO THE MATHEMATICAL GENIUS AND SCHOLARLY WORK BY MR. NIEL GODBEY OF TOLEDO, OHIO IN FORMULATING THE TUMBLING PROGRESSIONS FOR N.A.P.E. AND TO MR. VERN DIETRICH OF GENEVA, OHIO FOR HIS SUPPORT AND EXCELLENT SUGGESTIONS CONCERNING BOTH TRAMPOLINE AND TUMBLING.

I AM MOST APPRECIATIVE OF THE EXCELLENT COUNSEL AND ADVICE FROM DR. NEWT LOKEN OF THE UNIVERSITY OF MICHIGAN AND HIS FINE PERFORMERS, MASON AND JOHN KAUFFMANN FOR THEIR HELPFUL SUGGESTIONS CONCERNING TRAMPOLINE PROGRESSIONS. I AM ALSO INDEBTED TO DR. HUBERT DUNN (MY GRADUATE ADVISER) AT NORTHERN ILLINOIS UNIVERSITY FOR HIS SUGGESTIONS AND HELPFUL CRITICISMS.

I AM GREATLY INDEBTED TO MR. DAVID SALOIS, OUR U.S.T.A. SECRETARY FOR HIS EXCELLENT SUGGESTIONS AND SUPPORT CONCERNING N.A.P.E. AS AN "EDUCATIONAL" VENTURE AND TO GEORGE P. NISSEN FOR HIS CONTINUING SUPPORT AND ENCOURAGEMENT.

LASTLY, BUT NOT LEASTLY, I AM GREATLY INDEBTED TO MY FRIEND AND COLLEAGUE MR. TED BLAKE OF LONDON, ENGLAND...WHO ONCE TOLD ME..."IF YOU HAVE A GOOD IDEA THAT YOU CAN PROVE VALID...DON'T PROCRASTINATE! DO IT! NECESSITY IS THE MOTHER OF INVENTION AND INVENTION IS THE CORNERSTONE OF PROGRESS! SO TO JACK, NIEL, VERN, NEWT, MASON, JOHN, GEORGE, DAVE, TED, AND ALL YOU OTHERS MAY I SIMPLY SAY..."THANK YOU! FOR YOUR ENCOURAGEMENT...YOUR INTEREST...AND YOUR BLESSED SUPPORT.

Most Cordially Yours,
Bob Bollinger
BOB BOLLINGER
Chairman: U.S.T.A. TECHNICAL
COMMITTEE

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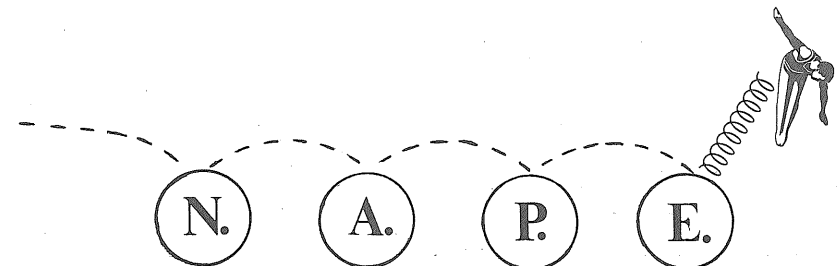
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IS'NT IT STRANGE?

***Is'nt it strange that paupers..
...and Kings
And clowns that caper
...in sawdust rings -
And "inspired" people,
...like you and me
Are builders for eternity!***

***Each is given a bag of tools -
...a blueprint
And a book of rules
And each must shape...
'ere life is flown -
A stumbling block...
.....or a stepping stone!***



(N.A.P.E.) GOALS and OBJECTIVES

The primary purpose of introducing the NATIONAL ABILITY & PERFORMANCE EXAMINATIONS (N.A.P.E.) is to provide the U.S.T.A. and its constituents with a valid and comprehensive framework for nation-wide ability grouping, grade-level teaching, and evaluation in the field of trampoline, strip tumbling, and double-mini-tramp.

The introduction of such a broad scale program into our sport is long overdue and its immediate need is evidenced by the growing concern and almost pandemic demand for increased efficiency and organization in the operation of our various instructional clinics.

Instructional 'Clinics' (particularly, those on the National level), have for too long, placed an overemphasis on competition and on 'competitive' situations, thus, introducing from the very beginning, an unnecessary major stress factor that is totally incompatible with the establishment of a sound and comfortable learning environment. In fact...the competition factor or 'Big Meet' syndrome (whether it be age-group or open competition), so focalizes attention in this area that it detracts from the basic purpose for which any instructional clinic is initially designed.

Few should dispute the fact that any sound instructional program, whether it be in the area of academic performance or physical achievement, pre-supposes the establishment and institutionalization of a standard critique by which measurable levels of ability and performance can be qualitatively and quantitatively defined, taught, learned, and evaluated.

In the field of Trampoline and Tumbling we have consistently functioned for many years with an oversimplistic view of this problem. We have been influenced by such nebulous and metaphoric terms as "Beginner", "Intermediate", and "Advanced" without specifically stating what we actually mean by these terms or groupings and without any scientifically documented research that could guide us in the area of proper curriculum content.

In the Sport of Gymnastics, for example, the F.I.G. and the U.S.G.F. have oversimplified its basic formula for measuring the "difficulty" of individual gymnastic skills by adopting an A-B-C criterion for its competitive events. The gymnastic community may feel that this A-B-C method is an efficient and pragmatic means of assessing one aspect of performance in competitive situations but the question still remains...."Was this A-B-C formula originally based on documented research and is it truly valid? It would be the opinion of this author that such a formula provides too narrow a spectrum for a reliable measurement of either ability or performance and should such a criterion ever be used in instructional situations which should be totally based on natural and formulative progressions, it would leave much to be desired.

A Master's Degree Thesis entitled: "The Validity of the Axial Rotation System as an Objective Method of Establishing Isolated Difficulty Values for Selected Trampoline Skills" was published at Northern Illinois University in August of 1965. Numerical difficulty values were established for all trampoline skills based on an initial progression formula and "Pearson Product-Moment" correlations were utilized to assess the validity of the established values and the reliability of the basic formula. The "AXIAL-ROTATION SYSTEM" proved to be .987 valid in terms of its coefficient of correlation with the opinions of most of the world's known experts in the field at that time.

Goals & ObjectivesCONTINUED

It should be stressed, however, that since 1965, the practical application of the AXIAL-ROTATION SYSTEM has been almost totally restricted to the competitive dimensions of our sport and until recently, little if anything, has been done to incorporate the validity of this system into a practical curriculum for teaching and coaching situations.

It should not be assumed that the AXIAL-ROTATION SYSTEM alone (which is most applicable to Trampoline and Double Mini-Tramp), is, or ever will be, the complete answer to all questions and problems that could arise in the fabrication of specific Grade levels for evaluating ability and performance. Important though it is, other considerations are obviously necessary.

N.A.P.E. in the form here presented is that completed part of a Doctoral Dissertation in Education at Northern Illinois University which is presently being pursued by the author. The various studies that have been undertaken in order to produce N.A.P.E. in its present form are stated as follows.

1. A thorough search of all known Trampoline and Double Mini-Tramp skills has been undertaken with 91 skills in Trampoline identified as follows:
 - (A) Skills which are rarely if ever seen in competition but are absolutely necessary in terms of formulative progression. These are labelled (P) meaning PRACTICAL.
 - (B) Skills which are occasionally seen in competition but are absolutely necessary in terms of formulative progression. These are labelled (OP).
 - (C) Skills which are frequently or always seen in competition at all levels and are also necessary in terms of formulative progression. Labelled (FP).
2. A thorough search of all known Tumbling skills has been undertaken with 44 different skills identified and innumerable combinations. Skills in Tumbling were also labelled (P), (OP), and (FP).
3. The TUMBLING FORMULA for difficulty (although different in some respects) evolved arithmetically from the AXIAL-ROTATION SYSTEM.
4. GROUPINGS were established on a PRACTICAL BASIS with both qualitative and quantitative measures of skills and skill combinations considered. SIX GROUPINGS or ABILITY & PERFORMANCE LEVELS have been identified. These are listed as (1) PRIMARY, (2) INTERMEDIATE, (3) ADVANCED, (4) ELITE, (5) MASTER, and (6) GRAND-MASTER.
5. An ITEM ANALYSIS was then undertaken which placed certain skills in certain GRADE LEVELS. The ITEM ANALYSIS was based purely on formulative progression and prior-group, in-group, and after-group association.
6. Finally, PEARSON-PRODUCT MOMENT CORRELATIONS were run between the groups to establish the validity of the progression system. The PMCC was .987 for Trampoline & Double Mini-Tramp and .981 for Tumbling.
7. Conclusions drawn from these studies indicate: (1) NO SKILLS HAVE BEEN INCLUDED IN ANY GROUP THAT SHOULD NOT BE INCLUDED and (2) NO SKILLS HAVE BEEN EXCLUDED FROM ANY GROUP THAT SHOULD HAVE BEEN INCLUDED.
8. The SYSTEM is entirely and completely valid!

Goals..... CONTINUED:

THE PRACTICAL APPLICATIONS OF N.A.P.E.

AS A PRACTICAL METHOD OF ABILITY-LEVEL TEACHING

The greatest practical application of N.A.P.E. is that identifies where any student IS and tells him where he should BE GOING. It simplifies the teacher or instructor's job because that instructor has a curriculum guideline with which to function and as certain skills are taught, the natural and formulative progressions become readily evident to both teacher and student alike.

AS A MEANS TO IMPROVE THE QUALITY OF "SAFETY" IN OUR SPORT

N.A.P.E. insists on the learning of all skills in a natural progressive order. It follows the sound educational philosophy that before one does multiplication successfully, he first learns to add accurately. We begin with a crawl...then we learn to walk...then run...then sprint...then leap...then jump...and if we're good enough...someday we can pole vault! N.A.P.E. prevents SHORTCUTTING which can be dangerous in any activity involving both height and motion.

AS AN INCENTIVE TO LEARN, IMPROVE, ESTABLISH STATUS, AND BE IDENTIFIED

Recognition and the attainment of 'status' are basic drives in all mankind. This is particularly true in athletics and sports where any participant wishes to succeed and be identified with the success he or she accomplishes. The SWIMMING WORLD has its MINNOWS, FISHES, and SHARKS, the Sport of JUDO has its WHITE BELTS, GREEN BELTS, BROWN, BELTS (DANS), BLACK BELTS, and RED BELTS. They indicate ability, performance, and a degree of 'status.' A white BELT or Beginner is as proud of his belt as a GO-DAN (5th Degree Black Belt) is of his.

Boy and Girl scouts have utilized MERIT BADGES for years with outstanding success. Fraternal organizations such as Masons, Elks, Moose and etc. have their various degrees and incentive awards. The business community has always employed them. A young Tumbler, Mini-Tramper, or Trampolinist will be proud of the INTERMEDIATE 3-Star, the ADVANCED 1-star, or the ELITE 2-star certificate and badge that he or she can earn in our sport.

AS A MEANS TO BRING GREATER EFFICIENCY & ORGANIZATION INTO INSTRUCTIONAL CLINICS AT ALL LEVELS

It has already been stated that our instructional clinics (at all levels) need to be organized and operated on a more pragmatic and functional basis. What better way to operate a Trampoline, Tumbling, and Double-Mini Tramp Clinic than to utilize NAPE as a means of achieving this goal. Not only will STUDENTS be better organized and LEARNING more meaningful...but INSTRUCTORS will also be better organized and TEACHING will be more rewarding!

AS, PERHAPS, THE BEST MEANS TO ESTABLISH A BASIS WHEREBY INSTRUCTORS AND TEACHERS CAN BE EVALUATED, TESTED, AND RECEIVE MEANINGFUL CERTIFICATION

The UNITED STATES TRAMPOLINE & TUMBLING ASSOCIATION has been concerned with TEACHER CERTIFICATION from the very beginning but the real priority has gone to the CERTIFICATION of JUDGES. (Here we go on COMPETITION again!). N.A.P.E. can provide the very basis whereby TEACHERS can be tested and evaluated for meaningful certification in the future.

THE IMPLIMENTATION OF N.A.P.E. AS THE BASIS FOR ORGANIZING & OPERATING INSTRUCTIONAL CLINICS

If most of us were to take Webster's dictionary definition of 'CLINIC' in its most literal sense, we might be somewhat shocked to learn that a 'CLINIC' is usually connected with some hospital and is a place where OUTPATIENTS go to receive remedial treatment for some disease or ailment.

I'm not too certain that some of us don't have diseases or ailments and that we don't all need some type of treatment one way or another, however, the U.S.T.A.'s definition of a CLINIC might read as such..."IT IS A PLACE, (hopefully not connected with hospitals in any way), where HEALTHY students, coaches, and parents can go to improve their assets and weaken their liabilities through an organized process of SOUND INSTRUCTION, ACCURATE EVALUATION, and INDUCED INCENTIVE!" FINE! HOW DO WE START?HOW DO WE ORGANIZE A CLINIC!

The U.S.T.A. TECHNICAL COMMITTEE recommends the following:

1. Solicit and receive commitments from outstanding teachers in the field who can provide a talented and versatile faculty.
2. Provide these teachers and instructors with excellent equipment, a good gymnasium that is conducive to learning, and a valid and practical CURRICULUM GUIDE. Make teaching assignments and establish teaching stations on the basis of the personnel available.
3. Introduce the concept of N.A.P.E. at the first meeting of students and teachers. It is helpful if students and teachers both have a general idea of what the curriculum will be at least two weeks prior to the clinic. This can be done by mailing and other communication mediums.
4. Provide ABILITY-CLASSIFICATION CARDS (in different colors) to students in all THREE AREAS: (1) TUMBLING, (2) TRAMPOLINE, (3) DOUBLE MINI-TRAMP. Students will know by reading the requirements on the CARDS what level they should be in in each of the THREE events and also what skills they need work on. They should also, BY THE END OF THE FIRST DAY OF THE CLINIC, know precisely which level test they wish to try and pass on the afternoon of the SECOND DAY. In cases where Clinics are more than two days in duration, the TESTING & EVALUATION should be undertaken towards the end of the Clinic.
5. The FIRST DAY (or days in long Clinics) should be devoted entirely to Teaching the skills in the different ability levels. TESTING should be reserved for the afternoon of the LAST day.
6. Teacher's will process the cards at the end of the TEACHING SESSIONS. These cards with the instructor's signature will then be handed over to the CERTIFICATION COMMITTEE whose responsibility it will be to make out and present the CERTIFICATES at a banquet or awards ceremony.
7. ACHIEVEMENT (TEST) CARDS at the termination of the Clinic will become the property of the U.S.T.A. SECRETARY or EDUCATIONAL CERTIFICATION COMMITTEE CHAIRMAN to be kept on file for future reference, statistical recording, and data processing.
8. PRIMARY, INTERMEDIATE, ADVANCED, and ELITE testing and certification can be done at any REGIONAL CLINIC. MASTER and GRAND-MASTER examinations should be reserved for NATIONAL CLINICS only!

Clinics CONTINUED:

DURING THE TEACHING SESSIONS:

- Each instructor in each event at different ABILITY LEVEL STATIONS will keep the ACHIEVEMENT CARDS given him by his students. In this way he can in some sense, PRE-TEST the first day, discover weaknesses, if any, in the student's performance, and thusly make suggestions and give helpful comments. With the ACHIEVEMENT CARD, the Instructor gets to know his students better, calls them by name, and can establish a closer teacher-student relationship.
- EACH ACHIEVEMENT CARD lists the requirements necessary for Certification at that level and can be easily scored.
- During the INSTRUCTION SESSIONS, instructors can easily detect those skill requirements that the student needs to work upon and also those in which he or she may already demonstrate a marked proficiency.

DURING THE TESTING & EVALUATION SESSIONS:

- Students should collect their CARDS (alphabetically-grouped) according to COLOR and report immediately to the various TESTING STATIONS. These cards are then re-submitted to the Instructor or Evaluator.
- Instructors will then (for the testing) group their students in alphabetical order. TESTING & EVALUATION should then proceed in an efficient and organized manner. NOTE* Experiments have shown that 75 students can accurately be tested in one event by ONE instructor in exactly ONE HOUR.
- In all events and on all ABILITY LEVELS a short WRITTEN EXAMINATION is required. With the exception of MASTER and GRAND-MASTER EXAMS which take approximately ONE HOUR, most of these Examinations can be completed in approximately 30 minutes. WRITTEN EXAMS should be given directly following the PRACTICAL EXAMINATIONS.

FOR INSTRUCTORS WHO WILL BE TESTING & EVALUATING:

- Each student who wishes to take an examination in YOUR SECTION will present you with an ACHIEVEMENT CARD listing the skills required. Line students up according to alphabetical order and go right down the list.
- Mark EACH skill as either 0=Failed, 1=Satisfactory, (2) Good but not Perfect, or (3) Very Good. The NUMBER OF POINTS earned for FORM & AESTHETICS determines whether or not the student passes with SATISFACTORY RATING, COMMENDATION, or HONORS. This appears on his CERTIFICATE as ONE STAR = SATISFACTORY, TWO STAR= COMMENDATION, THREE STARS = HONORS.
- When ALL TESTING has been completed in YOUR section, present cards in alphabetical order to the CERTIFICATION COMMITTEE at the Clinic.

THE WRITTEN EXAMINATIONS:

- The WRITTEN EXAMINATIONS can be administered by ONE PERSON and monitored by TWO helpers with students up to 200 in number. ONE monitor is necessary for each additional 50 testees beyond 200. It takes approximately 1/2 Hour to give and take WRITTEN EXAMINATIONS on PRIMARY, INTERMEDIATE, ADVANCED, and ELITE LEVELS. MASTER & GRAND-MASTER EXAMS require approximately ONE HOUR. THREE EXAMINATIONS (One in in TUMBLING, ONE in MINI-TRAMP, and ONE in Trampoline can be taken in 1 & 3/4 hours by any PRIMARY, INTERMEDIATE, ADVANCED, or ELITE applicant.

WHAT IS MEANT BY.....

PROGRESSIONS?

This is a book about PROGRESSIONS. More specifically, it is a book about the NATURAL and FORMULATIVE SKILL PROGRESSIONS in Trampoline, Tumbling, and Double Mini-Tramp that can be practically utilized to (1) IMPROVE TEACHING and bring better and more organized quality to INSTRUCTION, (2) PROVIDE ABILITY IDENTIFICATION in terms of skills learned, those in the process of being learned, and those which can be learned if proper progressive learning takes place, (3) INDUCE INCENTIVE to students to learn skills and skill patterns in an organized manner, thus insuring quicker success and greater safety, (4) ESTABLISH A CRITERION OF EVALUATION that assists the whole process of organized learning because it is standardized.

There are TWO TYPES of SKILL PROGRESSIONS which are identified as follows:

- MAJOR SKILL PROGRESSIONS such as CARTWHEEL, ROUND OFF, FLIP FLOP, FRONT HAND-SPRING etc. in TUMBLING and FRONT SOMERSAULT, FRONT 1-1/4 SOMERSAULT, FRONT 1-3/4 SOMERSAULT, and FRONT 2 SOMERSAULT in Trampoline.

MAJOR SKILL PROGRESSIONS are established plateaus of ability and performance and, in a sense, can be regarded as learned concepts or totally completed maneuvers.

The N.A.P.E. formula for MAJOR SKILL PROGRESSIONS has been well thought out, thoroughly studied, and scientifically documented. They appear in TWO SETS OF TABLES in this book for each event: TUMBLING, TRAMPOLINE, and DOUBLE MINI-TRAMP.

The FIRST set of TABLES in which MAJOR SKILL PROGRESSIONS occur regards the specific requirements necessary for certification at different ability levels. This TABLE lists the skill requirement, the position in which it is to be performed, and the degree of difficulty attached to each skill.

The SECOND set of TABLES is an ANALYSIS of and CROSS REFERENCE to other skill progressions that occur in PRIOR GROUPS, the SAME GROUP, or FOLLOWING GROUPS. These TABLES can be of immeasurable value and use to the student and teacher alike as a means to determine what specific MAJOR skill progressions directly lead to the skill presently being learned and also what specific MAJOR skill follows.

Information included in the second set of TABLES also indicates the type of skill (P) Rarely seen in competition but of practical value, (2) Occasionally seen in competition and also of practical value, and (3) Frequently seen in competition and also of practical value.

The SECOND SET OF TABLES also provides a STATISTICAL ANALYSIS of the MAJOR SKILL PROGRESSIONS in terms of difficulty ratios between Ability Groups and between UNIT ITEMS in the table.

WHAT ABOUT SUB-PROGRESSIONS?

SUB-PROGRESSIONS are those skills (frequently, many in number) which are used as devices to learn MAJOR SKILL PROGRESSIONS. For instance, in the ADVANCED LEVEL TRAMPOLINE SKILL CHART a Front Ball-Out Somersault & 1 Twist is required as a MAJOR PROGRESSION. There is no mention, however, of (1) BACK DROP & 1 TWIST over to STOMACH DROP or to FEET as an INTERMEDIATE LEVEL REQUIREMENT. WHY? The reason being that these skills are SUB-PROGRESSIONS and should be learned but from the standpoint of practicality and testing, cannot be included as ability level requirements for certification.

AXIAL - ROTATION?

The AXIAL-ROTATION SYSTEM evolved from a Master's Degree research thesis written by Bob Bollinger at Northern Illinois University in 1965. AXIAL ROTATION (meaning lateral, longitudinal, and dorso-ventral rotation) establishes a simple basic formula for body rotation that provides DIFFICULTY ratings for individual Trampoline and Double Mini-Tramp skills. The formula is quite simple; here is how it works:

1. FOR EACH 90 degrees of LATERAL (SOMERSAULT) ROTATION, 1 POINT IS AWARDED.

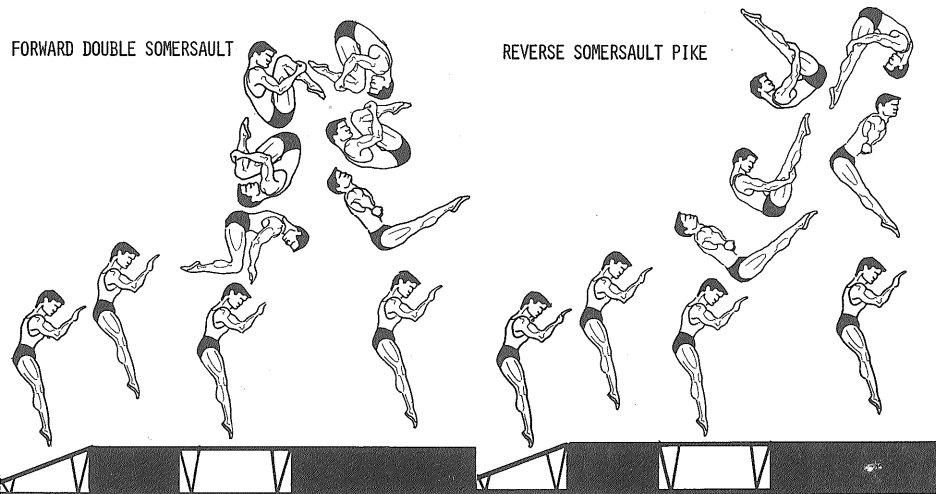
Therefore: A FRONT DROP ON THE TRAMPOLINE = 1 POINT.
 A FRONT SOMERSAULT (360 DEGREES) = 4 POINTS.
 A BACKWARD DOUBLE SOMERSAULT (720 DEGREES) = 8 POINTS.
 A BACKWARD TRIPLE SOMERSAULT (1,080 DEGREES) = 12 POINTS

*NOTE: Exceptions to this rule are SOMERSAULTS executed in PIKE or LAYOUT position which receive 1 additional point.

2. FOR EACH 180 degrees of LONGITUDINAL (TWIST) ROTATION, 1 POINT IS AWARDED.

Therefore: A BARANI (FRONT SOM & 1/2 TWIST) = 5 POINTS.
 A RUDOLPH (FRONT SOM & 1-1/2 TWISTS) = 7 POINTS
 A FULL IN BARANI OUT FLIFFIS (FRONT 2 SOM & 1-1/2 TWISTS) = 11 POINTS.

In the nine years that the AXIAL-ROTATION SYSTEM has been officially used in both national and International competitions, the great majority of Trampolinists and Double Mini-Trampers KNOW what the skills are worth, however, knowledge of the BASIC AXIAL-ROTATION FORMULA will enable anyone to quickly determine the DIFFICULTY of any TRAMPOLINE or DOUBLE MINI-TRAMP skill.



The FORWARD DOUBLE SOMERSAULT on either the TRAMPOLINE or DOUBLE MINI receives 8 POINTS as a DIFFICULTY award. 720 DEGREES ROTATION.

REVERSE and INWARD SOMERSAULTS on the DOUBLE MINI-TRAMP receive 1 BONUS POINT for the Difficulty in TAKE OFF. Therefore a REVERSE SOMERSAULT (Pike) = 6 POINTS.

DIFFICULTY?

Any discussion of the term "DIFFICULTY" immediately suggests that there exists some obstacle which must be overcome. One of the first concepts of the term "DIFFICULTY" is that however we may choose to define the word...what may be difficult, in terms of overcoming an obstacle for one person, may not be difficult or equally difficult for someone else.

In almost all aspects of sports we must be concerned with some concept of difficulty because in every sport or athletic contest there exists either an obstacle or a series of obstacles to overcome in order to achieve success.

In Football, for example, the obstacle is the defensive 'other' team whose job it is to see that our objective of scoring a touchdown is not achieved. The obstacle is not the touchdown...it is the defensive abilities of the other team that prevents us from attaining our objective. Herein lies the concept of 'difficulty.'

Inevitably, whether or not we are dealing with football or any sport, the degree of obstacle or difficulty is measurable in terms of some criterion of numerical quantity. In football, the measurable obstacle (in terms of the defensive other team) is: (1) How fast are they? (2) How strong and powerful are they? (3) How quick to size up a situation are they? and etc. etc. These are all, in a sense, measurable entities.

We must begin any discussion of DIFFICULTY in terms of trampoline, tumbling, and double-mini-tramp with the premise that skill objectives which result in a subsequent performance are numerically measurable by some quantitative theorem.

Obviously, we have such a theory in the Axial-Rotation System for Trampoline and Double Mini-Tramp and a derivation of this system for Tumbling. Skills in all three areas now have established numerical difficulty values. From past and current research, these values appear to be valid. The very fact that the Axial Rotation System was formally adopted by the F.I.T. in 1965 and has been used exclusively in every World Championship and International competition in Trampoline for the past nine years, attests both to its practicality and viability.

In establishing an educational and evaluative program like N.A.P.E., DIFFICULTY appears to be one very valid criterion for measurement and is thus used in the skill level requirements as a measure of achievement.

It should also be realized that since DIFFICULTY VALUES are standard for everyone, they are truly OBJECTIVE. No judge can ever consciously or sub-consciously CHANGE the DIFFICULTY of a skill or a routine once that skill or routine has been successfully performed.

Another positive feature about DIFFICULTY is that it is POSITIVE in nature. A student or performer EARNs points by executing a particular skill which has a set and defined DIFFICULTY VALUE. Examples are: 4 points for a Single Back Somersault, 8 points for a Double Back, and 12 points for a Triple Back or Double Back somersault with 1 full Twist rotation. This is positive! One earns precisely what one deserves based on a standard measurement critique.

It is quite unfortunate that DIFFICULTY per se is considered only 1/2 as important in the competitive exercise as is aesthetics. It used to be that both difficulty and aesthetics were EQUAL in value. It is unfortunate that the MOST OBJECTIVE MEASUREMENT of performance is considered only half as valuable as the SUBJECTIVE MEASUREMENT which will be dealt with more thoroughly on the next page.

AESTHETICS?

The term "AESTHETICS" immediately suggests anything that is pleasing to the senses, is beautiful, symmetrical, and in harmony with certain desired critiques. AESTHETICS might be defined as an expression of "ART" or of a particular "ART FORM." Before going any further, however, it is necessary to point out that almost all ART and all art forms are purely subjective measurements UNLESS a standard criterion has been pre-established to make an aesthetic expression of any kind measurable.

In the sport of Trampoline, Tumbling, Double Mini-Tramp, Diving, Gymnastics, Figure Skating and etc. we have established what we feel are measurable criteria for judgement and assessment. How valid are our measurements and how reliable are we in making our assessments?

Obviously, it takes no expert to be able to distinguish the difference between any acrobatic or gymnastic skill which is gracefully performed and one which appears to be awkwardly executed. In making rapid assessments the novice is frequently as versatile as the expert in making some type of quantitative appraisal.

Our subjectivity and problem in making mathematical assessments of aesthetics in Trampoline, tumbling, and Double-Mini-Tramp that are accurate lies in the fact that whatever assessment is made must be made rapidly and once that decision is made....it becomes irrevocable and final.

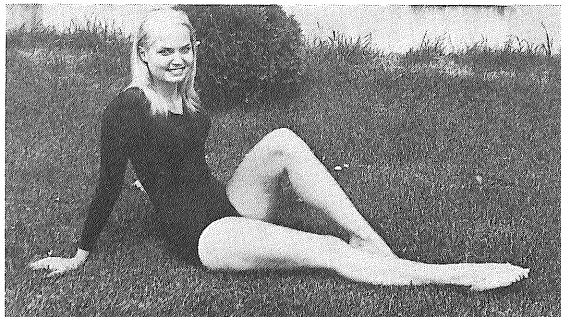
We have established an elaborate structure of DEDUCTIONS that we employ in assessing the aesthetic content of any skill performance in the above-listed sports. There is nothing wrong with this numerical deduction structure except that unlike DIFFICULTY, AESTHETIC EVALUATION is negatively based. Instead of AWARDING POINTS for skills well executed...we DEDUCT POINTS for those that, in our opinion, are not!

The N.A.P.E. structure is as concerned with AESTHETICS as it is with DIFFICULTY but it utilizes a totally different approach in making its assessments of ability and performance in this regard. POINTS, either 1-2, or 3 are AWARDED for the aesthetic qualities observed in the performance of skill requirements. It is from this system that our ONE STAR, TWO STAR, and THREE STAR CERTIFICATES and BADGES are earned. The N.A.P.E. structure stresses the POSITIVE in AESTHETICS and unlike our Competitive structure avoids negative reinforcement.

One final note....and one thing for sure before signing off in this area.....

WOULD ANYONE DISAGREE THAT THE SUBJECT IN THE PICTURE IS REALLY

“AESTHETIC?”



MECHANICS?

MECHANICS insofar as our sport is concerned deals with the various forces governing height and motion. In the last issue of "U.S.T.A. NEWS" some excellent information was included which define these forces. This article is re-printed here:

Human motion is of two types—linear and angular.

Linear motion is motion along a generally straight line.

Angular motion is turning or rotating motion around an axis. It can be the turning of the athlete's entire body around one of the primary axes passing through his center of gravity, or it can be the turning of a part of the athlete's body around a secondary axis (one which does not pass through his center of gravity).

Center of Gravity

The center of gravity (or center of mass) of an object is the point where all of the object's mass may be considered to be concentrated. In the human body, the center of gravity is not a fixed point in a specific part of the body, but it is usually located in the trunk area. As body positions change, the center of gravity changes its position within the body.

Parabolic Flight

The moment an athlete leaves the ground (or leaves any piece of apparatus which is on the ground), and the athlete is free, his trajectory has been determined by the combination of his horizontal and vertical velocities. While in the air, the horizontal component is unaffected by outside forces (except for some wind resistance), but gravity gradually slows the vertical component to zero and then reverses the process, causing the body to fall exactly the same angle and velocity as it left the ground. The result is a perfect parabolic flight curve.

Anything that turns freely in the air turns around at least one axis, and thus has angular momentum. All parts of the body outside that axis move in a direction at right angles to the radius.

Primary axes are those which pass through the athlete's center of gravity when he leaves the ground and is free in the air. Any rotation of the entire body must be around one or more of the three primary axes, which lie at right angles to each other; The longitudinal axis (head to toe), the transverse axis (side to side), and the frontal axis (front to back).

Secondary axes are those which pass through a part of the athlete's body, but do not pass through his center of gravity. The rotation around a secondary axis is not the rotation of the entire body; in general, it is rotation involving only limbs.

Angular Velocity

Angular velocity is the turning velocity of a body as it rotates around an axis. It is measured by the angle through which the rotating body turns in one second (degrees or revolutions per second).

Moment of Inertia

Moment of inertia is resistance to change in angular motion. Before an object begins rotating about an axis, it is the object's moment of inertia which acts as a resistance to the turning; after the object begins turning, the object's moment of inertia acts as a resistance to its stopping.

Two factors contribute to the moment of inertia of turning object—the amount of mass (m) which lies outside the axis of rotation, and the radius (r) of rotation. Written as mr^2 , moment of inertia can be decreased or increased, without increasing or decreasing the amount of mass itself, by altering the distribution of the mass around the axis of rotation. The closer the mass is to the axis (which means a shortening of the radius), the less the resistance to the speeding up or slowing down or rotation; the farther the mass from the axis, the greater the resistance.

Angular momentum

Angular Momentum is angular velocity (the speed of turning) times the turning object's moment of inertia (resistance to turning). Any turning object (or person), free in the air, has unchanging angular momentum. It begins on the ground and cannot be added to or subtracted from during the time in the air, remaining constant until the object returns to the ground.

Conservation of Angular Momentum

Since the product of angular velocity and moment of inertia is constant, once a body is free in the air, reducing one of the two factors must increase the other. In other words, increasing moment of inertia (mr^2) by increasing the radius (the distance the body's mass is from the axis of rotation), decreases angular velocity. Conversely, decreasing the radius increases angular velocity. This is called conservation of angular momentum.

SAFETY?

On September 1,2,3 of 1971 the first INTERNATIONAL SAFETY CONFERENCE for the sport of Trampoline was held at the Blomesbury Centre Hotel in London, England. This excellent meeting of minds was under the able direction of Mr. Ted Blake of Brentwood, Essex and drew people for all over the world to discuss methods by which the maximum degree of SAFETY could be implimented into the rebound sports.

In the United States, positive action by the U.S.T.A. TECHNICAL COMMITTEE resulted in a vastly improved DOUBLE MINI-TRAMP apparatus that was engineered in cooperation with the NISSEN CORPORATION of Cedar Rapids, Iowa to insure maximum safety. End bars were eliminated and the entire frame area was provided with a thick and durable pressure padding . In addition to this, the U.S.T.A. TECHNICAL COMMITTEE (again in cooperation with the NISSEN CORPORATION) helped to design SPOTTER TABLES to be used at the end of trampolines. These TABLES have been proven to be highly practical both for instruction and competition and appear to be one of the greatest SAFETY INNOVATIONS for this sport in the past three decades.

Improved equipment, however, was not the only positive innovation that resulted from Mr. Blake's safety conference. Discussions and seminars held at this meeting resulted in a renewed awareness of the duties of both coaches and students in minimizing the occurance of accidents in our sport. Several conclusions, of course, were drawn from this meeting. Some of the most important are re-produced here in addition to some of Ted Blake's RANDOM SAFETY SAYINGS which can't help but cause us to THINK!

MAJOR CONCLUSIONS FROM THE SAFETY CONFERENCE:

1. SAFETY IS THAT QUALITY OF HUMAN INPUT, CONSCIOUSLY INTRODUCED INTO ANY POTENTIALLY DANGEROUS SITUATION THAT EITHER GREATLY MINIMIZES OR ACTUALLY INSURES THE PREVENTION OF AN ACCIDENT!
2. SAFETY IS EVERYBODY'S JOB, RESPONSIBILITY, AND MORAL AND LEGAL RESPONSIBILITY!

It should be noted here that the N.A.P.E. FORMULA FOR CERTIFICATION at different levels requires that a WRITTEN EXAMINATION be taken and passed by all applicants. Included in EVERY written examination is a TEST on SAFETY RULES. The test on SAFETY is exactly the same for GRAND-MASTER CERTIFICATION as it is for PRIMARY LEVEL CERTIFICATION. No difference! WHY? Because knowledge of SAFETY RULES and their practical use in the learning situation apply equally to the top performer as it does to the novice or beginner. What better way to increase awareness, to constantly remind, and hopefully TEACH safety than through a process of RE-INFORMATION?



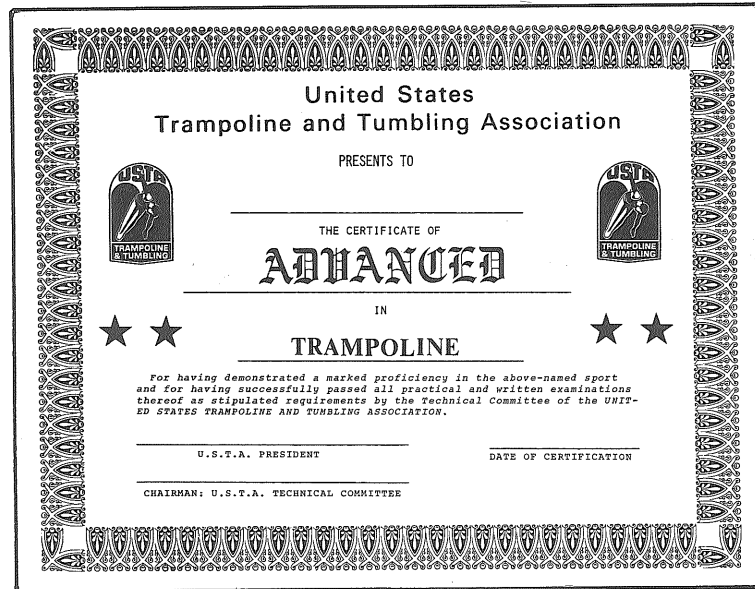
**SAFETY....
...IS NO ACCIDENT!**

"RANDOM SAFETY SAYINGS"

...BY MASTER BLAKE

1. IN PROSPERITY OUR FRIENDS KNOW US. IN ADVERSITY WE KNOW THEM. REMEMBER WHEN MAKING JUDGEMENTS ABOUT OTHER PEOPLE AFTER AN ACCIDENT, THEY WOULD JUDGE YOU WITH EXACTLY THE SAME GOD-LIKE IMPARTIALITY AND INFALLIBILITY!
2. SAFETY WILL NOT DEPEND ON THE SIZE OF YOUR AUTHORITY BUT HOW YOU EXERCISE IT!
3. FROM A SAFETY POINT OF VIEW, SOME INSTRUCTORS ARE NOT BEING PAID WHAT THEY DESERVE. THEY SHOULD BE GLAD ABOUT IT.
4. DO YOU BELIEVE IN LUCK? OF COURSE, HOW ELSE CAN YOU EXPLAIN THE ACCIDENT-FREE RECORD OF THOSE YOU DETEST?
5. SAFETY SUCCESS IS JUST A MATTER OF LUCK.....ASK ANY FAILURE!
6. AFTER YOU HAVE LISTENED TO TWO EYE WITNESS ACCOUNTS OF A CAR ACCIDENT YOU BEGIN TO WORRY ABOUT HISTORY. THE STRONGEST MEMORY IS WEAKER THAN THE PALEST INK! GET IT IN WRITING.....QUICKLY!
7. THEIR DEMONSTRATION WAS SO FRIGHTENING I HAD TO ASK THE LADY IN FRONT TO PUT HER HAT ON AGAIN!
8. PRACTICAL EXPERIENCE IS THE BEST SAFETY SCHOOL.....BUT THE FEES ARE HIGH!
9. THE ONLY THING WE LEARN FROM EXPERIENCE IS THAT WE DON'T LEARN FROM EXPERIENCE!
10. WHAT IS "SAFETY COMMUNICATION?"...IT IS INFORMATION, UNDERSTANDING, BELIEF, AND ACTION TO PREVENT ACCIDENTS. IN THAT ORDER! IN THAT UNBROKEN COMPLETED ORDER!
11. GENIUS HAS ITS LIMITATIONS!.....STUPIDITY IS NOT THUS HANDICAPED!
12. "TELL US AS AN ASTRONAUT, WHAT DO YOU FIND AS THE MOST REASSURING THING ABOUT YOUR SPACECRAFT?"
"THE FACT THAT NONE OF ITS CONTRACTS FOR ITS CONSTRUCTION WERE GIVEN TO THE LOWEST BIDDER!"
13. IF YOU CAN KEEP YOUR HEAD WHEN ALL ABOUT YOU...ARE LOSING THEIRS' AND BLAMING IT ON YOU...MAYBE YOU NEVER DID JUST UNDERSTAND THE PROBLEM THAT CAUSED THE ACCIDENT!
(With apologies to Rudyard Kipling)
14. HE WHO HESITATES IS LOST!.....SHE WHO HESITATES IS WON!

CERTIFICATE AWARDS

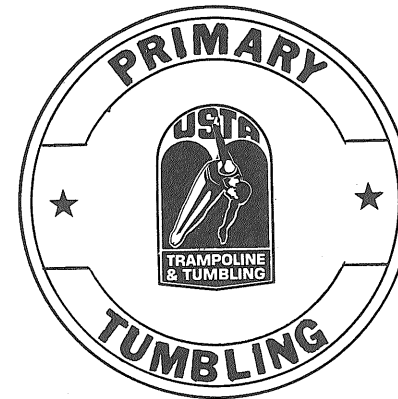


THE ABOVE CERTIFICATE ILLUSTRATES THE "ADVANCED" AWARD IN TRAMPOLINE WITH TWO STARS (PRINTED IN BLUE). THE TWO STARS INDICATES CERTIFICATION WITH COMMENDATION.



THE ABOVE CERTIFICATE ILLUSTRATES THE "MASTER'S" AWARD IN TUMBLING WITH THREE STARS (PRINTED IN GOLD). THE THREE STARS INDICATES CERTIFICATION WITH HONORS.

BADGE AWARDS



PICTURED ABOVE IS ONE-STAR PRIMARY BADGE IN TUMBLING. COLORED WHITE AND GREEN.



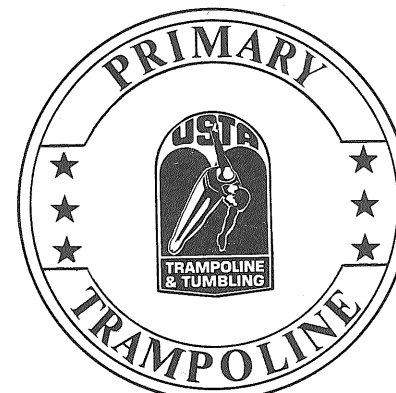
PICTURED ABOVE IS THREE-STAR INTERMEDIATE BADGE IN TUMBLING. COLORED WHITE AND TAN.



PICTURED ABOVE IS TWO-STAR ADVANCED BADGE IN MINI-TRAMP. COLORED IN WHITE AND RED.



PICTURED ABOVE IS ONE-STAR ELITE BADGE IN MINI-TRAMP. COLORED IN WHITE AND BLUE.



PICTURED ABOVE IS THREE-STAR PRIMARY BADGE IN TRAMPOLINE. COLORED WHITE AND GREEN.



PICTURED ABOVE IS TWO-STAR ADVANCED BADGE IN TRAMPOLINE. COLORED WHITE AND RED.

Badge AwardsCONTINUED:



The MASTER'S award is the 2nd highest award given in Trampoline, Tumbling, and Double Mini-Tramp. It signifies excellence of achievement. Pictured above is the THREE-STAR swiss embroidered 4" Badge which is colored in RED-WHITE-BLUE. The 3 stars indicates that the bearer of the award passed his examinations with HIGH HONORS.



The GRAND-MASTER'S award is the highest possible award given in Trampoline, Tumbling, and Double-Mini-Tramp. It signifies absolute excellence of the highest calibre. Pictured above is the TWO-STAR MASTER'S swiss-embroidered badge colored in RED-WHITE-BLUE with GOLD stars. The TWO-STARS indicate that the bearer passed his examinations with COMMENDATION.

Trampoline:

PRIMARY

1. An applicant for the PRIMARY CERTIFICATE in TRAMPOLINE must be a registered U.S.T.A. member in good standing at the time of testing and certification.
2. An applicant for the PRIMARY CERTIFICATE in TRAMPOLINE must pass a written examination on SAFETY RULES with a minimum passing score of 80 points.
3. An applicant for the PRIMARY CERTIFICATE in TRAMPOLINE must successfully execute the following INDIVIDUAL TRAMPOLINE SKILLS before a qualified U.S.T.A. Judge or Official.

NO.	DESCRIPTION OF SKILL	DIFFICULTY
1.	TUCK JUMP from FREE BOUNCE	0
2.	STRADDLE JUMP from FREE BOUNCE	0
3.	KNEE DROP from FREE BOUNCE	0
4.	SEAT DROP from FREE BOUNCE	0
5.	STOMACH DROP from FREE BOUNCE	1
6.	BACK DROP from FREE BOUNCE	1
7.	STRAIGHT JUMP & 1/2 TWIST from FREE BOUNCE	1
8.	SEAT DROP to STOMACH from FREE BOUNCE	1
9.	SWIVEL HIPS from FREE BOUNCE	1
10.	STRAIGHT JUMP & 1 TWIST from FREE BOUNCE	2
11.	BACK DROP forward to STOMACH DROP from FREE BOUNCE	2
12.	SEAT DROP & 1 TWIST to SEAT DROP from FREE BOUNCE	2
13.	STRAIGHT JUMP & 1-1/2 TWISTS from FREE BOUNCE	3
14.	FRONT 3/4 SOMERSAULT to BACKDROP from FREE BOUNCE	3
15.	BACKDROP to BACK PULLOVER to FEET from FREE BOUNCE	3

4. An applicant for the PRIMARY CERTIFICATE in TRAMPOLINE must execute in a satisfactory manner the following compulsory exercise.
 1. TUCK JUMP
 2. STRADDLE JUMP
 3. STRAIGHT JUMP & 1 TWIST
 4. SEAT DROP to FEET
 5. SWIVEL HIPS to FEET
 6. STRAIGHT JUMP & 1/2 TWIST
 7. TUCK JUMP
 8. EXTRA BOUNCE (FREE BOUNCE)
 9. STOMACH DROP
 10. REBOUND to FEET
5. *ONE OPTION is allowed in this Level for passage to Certification.
** DEFICIENCY must be erased before testing on INTERMEDIATE LEVEL.

A GROUP DEFINITION & STATISTICAL ITEM ANALYSIS

OF PRIMARY SKILL LEVEL PROGRESSIONS

GROUP DEFINITION:

The PRIMARY LEVEL of skill progressions in TRAMPOLINE introduces the basic concepts of bouncing with control. The initial LANDING POSITIONS are introduced along with the simplest form of FORWARD & BACKWARD somersault rotation. TWIST rotation is also introduced in its most basic form.

SOMERSAULT INVERSION is introduced in its most basic form with skills 14 and 15, the FORWARD 3/4 SOMERSAULT to BACKDROP and the BACKWARD PULLOVER to feet. It will be noted that NO DORSO-VENTRAL ROTATION is introduced in this level or on any level for that matter. The 1/2 and FULL TURNABLES and SIDEWARD SOMERSAULTS are not basic skill progressions for 98% of trampoline skills and few, if any, DORSO-VENTRAL ROTATING skills are ever observed in competition.

Teaching skills on this level should stress fundamental bouncing, control, and orientation with stress on form and aesthetics.

SKILL-PROGRESSION ANALYSIS FOR PRIOR-GROUP, IN-GROUP, and NEXT-GROUP RELATIONSHIPS:

PRIOR-GROUP & IN-GROUP	DESCRIPTION OF SKILL:	T	D	NEXT GROUP RELATION
BALANCE & ORIENTATION	1. TUCK JUMP	F	0	BALANCE & ORIENTATION
BALANCE & ORIENTATION	2. STRADDLE JUMP	F	0	BALANCE & ORIENTATION
BALANCE & ORIENTATION	3. KNEE DROP	P	0	BALANCE & ORIENTATION
BALANCE & ORIENTATION	4. SEAT DROP	0	0	BALANCE & ORIENTATION
P-1	5. STOMACH DROP	0	1	I-1,2,5,6,9,11
P-4	6. BACK DROP	F	1	I-1,3,4,6,7,10,12,13
P-1	7. STRAIGHT JUMP & 1/2 TW	F	1	I-1,2,4,14,15
P-4,5	8. SEAT DROP - STOMACH	F	1	I-4
P-4,7	9. SWIVEL HIPS	F	1	I-4
P-1,7	10. STRAIGHT JUMP & 1 TW	0	2	I-4,8
P-5,6	11. BACK DROP - STOMACH	0	2	I-4,7
P-4,10	12. SEAT DR & 1 TW - SEAT D	F	2	I-3
P-1,12	13. STRAIGHT JUMP & 1-1/2 T	0	3	I-8
P-5,6	14. FRONT 3/4 SOMERSAULT	F	3	I-6,7,9,11
P-6	15. BACK PULL-OVER	0	3	I-5,10,12

GROUP STATISTICAL DATA:

1. NUMBER OF SKILLS IN GROUP
2. SKILL RANGE IN DIFFICULTY
3. NUMERICAL DIFFICULTY INCREASE OVER PRIOR GROUP
4. PERCENTAGE % DIFFICULTY INCREASE OVER PRIOR GROUP
5. AVERAGE DIFFICULTY PER SKILL OF GROUP
6. NUMBER OF (P) SKILLS
7. NUMBER OF (OP) SKILLS
8. NUMBER OF (FP) SKILLS

15
0 - 3
0
0
1.25
1
6
8

TrampolineCONTINUED:

INTERMEDIATE

REQUIREMENTS:

1. An applicant for the INTERMEDIATE CERTIFICATE in TRAMPOLINE must be a registered U.S.T. A. member in good standing at the time of testing and certification.
2. An applicant for the INTERMEDIATE CERTIFICATE in TRAMPOLINE must pass a written examination consisting of TWO PARTS: (1) NATURAL PROGRESSIONS from PRIMARY LEVEL to INTERMEDIATE LEVEL and (2) SAFETY RULES with a minimum passing score of 80 points.
3. An applicant for the INTERMEDIATE CERTIFICATE in TRAMPOLINE must execute the following INDIVIDUAL TRAMPOLINE SKILLS in a satisfactory manner before a qualified U.S.T.A. judge or official.

NO.	DESCRIPTION OF SKILL	DIFFICULTY
1.	STRAIGHT JUMP & 1/2 TWIST to BACK DROP	2
2.	STRAIGHT JUMP & 1/2 TWIST to STOMACH DROP	2
3.	BACK DROP & 1 TWIST to BACK DROP (CAT TWIST)	3
4.	BACK DROP & 1/2 TWIST to BACK DROP (CRADLE)	3
5.	3/4 BACK SOMERSAULT (Feet to Stomach)	3
6.	LAYOUT FRONT CRASHDIVE to BACKDROP	3
7.	FRONT BALL-OUT SOMERSAULT (Shoulders to Shoulders)	4
8.	STRAIGHT JUMP & 2 TWISTS	4
9.	FRONT 1 SOMERSAULT (Tuck)	4
10.	BACK 1 SOMERSAULT (Tuck)	4
11.	FRONT 1 SOMERSAULT (Pike)	5
12.	BACK 1 SOMERSAULT (Pike)	5
13.	BACK 1 SOMERSAULT (Layout)	5
14.	FRONT 1 SOMERSAULT & 1/2 TWIST (BARANI)	5
15.	BACK 1 SOMERSAULT & 1/2 TWIST	5

4. An applicant for the INTERMEDIATE CERTIFICATE in TRAMPOLINE must execute the following COMPULSORY EXERCISE in a satisfactory manner.
 1. BACK SOMERSAULT (Tuck)
 2. BACK SOMERSAULT (Pike)
 3. BARANI
 4. BACK SOMERSAULT (Layout)
 5. SWIVEL HIPS to FEET
 6. FREE BOUNCE
 7. TUCK JUMP
 8. LAYOUT FRONT CRASH DIVE
 9. FRONT BALL-OUT SOMERSAULT (Shoulder to Shoulders)
 10. REBOUND up to FEET
5. NOTE* ONE OPTION or DEFICIENCY is allowed in this group for certification, however, DEFICIENCY must be erased before testing on the ADVANCED LEVEL.

A GROUP DEFINITION & STATISTICAL ITEM ANALYSIS
OF
INTERMEDIATE SKILL LEVEL PROGRESSIONS

GROUP DEFINITION:

The INTERMEDIATE LEVEL of skill progressions in TRAMPOLINE introduces the complete concept of SOMERSAULT INVERSION and COMPLETE SOMERSAULT INVERSION with simple 1/2 Twists. There is also a continued introduction of STOMACH and BACK landings which pave the way for BALL-OUT SOMERSAULTS and CODY SOMERSAULTS which follow in the ADVANCED LEVEL.

Obviously, the largest DIFFICULTY INCREASE per skill occurs in the transition from PRIMARY to INTERMEDIATE levels based on the fact that complete 360 degree rotation about the lateral (somersault) body axis is introduced in this group.

Teaching skills on this level will involve considerable HAND-SPOTTING and the use of an OVERHEAD MECHANIC in the teaching of complete somersault rotations. The skills in this are most basic to the more complicated skills seen in competition.

SKILL-PROGRESSION ANALYSIS FOR PRIOR-GROUP, IN-GROUP, and NEXT GROUP RELATIONSHIPS:

PRIOR-GROUP & IN-GROUP	N	DESCRIPTION OF THE SKILL	T	D	NEXT GROUP RELATION
P-5,6,7, I-14	1.	FRONT JUMP & 1/2 T to BD	P	2	A-2,6,9
P-5,7	2.	FRONT JUMP & 1/2 T to SD	P	2	A-1,8
P-6,10,12	3.	CAT TWIST	P	2	A-13
P-6,7,8,9,11	4.	CRADLE	P	3	A-2,6,9
P-5,15	5.	3/4 BACK SOMERSAULT	F	3	A-3
P-5,6,14	6.	LAYOUT CRASH DIVE	F	3	A-4,5,6,11
P-6,11,14	7.	FRONT BALL-OUT (SH-SH)	O	4	A-4,5,11
P-9,13	8.	FRONT JUMP & 2 TWISTS	P	4	A-12,13,14
P-5,14	9.	FRONT 1 SOM (Tuck)	F	4	A-1
P-6,15	10.	BACK 1 SOM (Tuck)	F	4	A-2,3
P-5,14	11.	FRONT 1 SOM (Pike)	F	5	A-8,12
P-6,15	12.	BACK 1 SOM (Pike)	F	5	A-9,10
I-6,10,11	13.	BACK 1 SOM (Layout)	F	5	A-13
P-7, I-1,5,10	14.	BARANI	F	5	A-5,6,11,12,14
P-7, I-2,7,12	15.	BACK 1 SOM & 1/2 TWIST	O	5	A-3,7,13,15

GROUP STATISTICAL DATA:

1. NUMBER OF SKILLS IN GROUP
2. SKILL RANGE IN DIFFICULTY
3. NUMERICAL DIFFICULTY INCREASE OVER PRIOR GROUP
4. PERCENTAGE % DIFFICULTY INCREASE OVER PRIOR GROUP
5. AVERAGE DIFFICULTY PER SKILL IN GROUP
6. NUMBER OF (P) SKILLS
7. NUMBER OF (OP) SKILLS
8. NUMBER OF (FP) SKILLS

15
2 - 5
+3.48
4.73
5
2
8

Trampoline

.....CONTINUED:

ADVANCED

REQUIREMENTS:

1. An applicant for the ADVANCED CERTIFICATE in TRAMPOLINE must be a registered U.S.T.A. member in good standing at the time of testing and certification.
2. An applicant for the ADVANCED CERTIFICATE in TRAMPOLINE must pass a written examination consisting of TWO PARTS: (1) NATURAL SKILL PROGRESSIONS from INTERMEDIATE LEVEL to ADVANCED LEVEL and (2) SAFETY RULES. A minimum score of 80 points is required.
3. An applicant for the ADVANCED CERTIFICATE in TRAMPOLINE must execute the following INDIVIDUAL TRAMPOLINE SKILLS in a satisfactory manner before a qualified U.S.T.A. judge or official.

NO.	DESCRIPTION OF SKILL	DIFFICULTY
1.	FRONT 1-1/4 SOMERSAULT (Tuck)	5
2.	BACK 1-1/4 SOMERSAULT (Tuck)	5
3.	BACK 1 CODY SOMERSAULT to FEET (Tuck)	5
4.	FRONT 1-1/4 BALL-OUT SOMERSAULT (Shoulders to Feet) (Tuck)	5
5.	FRONT 1 BALL-OUT SOMERSAULT & 1 TWIST (Shoulder to Shoulders)	6
6.	FRONT 1-1/4 SOMERSAULT & 1/2 TWIST (BARANI OVER to BACK DROP)	6
7.	BACK 1-1/4 SOMERSAULT & 1/2 TWIST to STOMACH	6
8.	FRONT 1-1/4 SOMERSAULT (Pike)	6
9.	BACK 1-1/4 SOMERSAULT (Pike)	6
10.	BACK 1 CODY SOMERSAULT to Feet (Pike)	6
11.	BARANI BALL - OUT SOMERSAULT to Feet	6
12.	FRONT SOMERSAULT & 1 TWIST	6
13.	BACK SOMERSAULT & 1 TWIST	6
14.	FRONT SOMERSAULT & 1-1/2 TWIST (RUDOLPH)	7
15.	BACK SOMERSAULT & 1-1/2 TWIST	7

4. An applicant for the ADVANCED CERTIFICATE in TRAMPOLINE must execute the following COMPULSORY EXERCISE in a satisfactory manner.
 1. 3/4 BACK SOMERSAULT (Layout) to Stomach
 2. BACK 1 CODY SOMERSAULT to Feet
 3. BARANI
 4. BACK SOMERSAULT (Tuck)
 5. BACK SOMERSAULT & 1 TWIST
 6. RUDOLPH
 7. BACK SOMERSAULT (Pike)
 8. BACK SOMERSAULT (Layout)
 9. FRONT 1-1/4 SOMERSAULT & 1/2 TWIST to BACKDROP
 10. BACK PULLOVER (Pike) to Feet
5. NOTE* ONE OPTION or DEFICIENCY is allowed at this level, however, the DEFICIENCY must be erased before examination can be given on the ELITE LEVEL.

A GROUP DEFINITION & STATISTICAL ITEM ANALYSIS

OF

ADVANCED SKILL LEVEL PROGRESSIONS

GROUP DEFINITION:

As might be expected, the ADVANCED LEVEL of skill progressions is a direct out-growth from the skills listed in the INTERMEDIATE LEVEL. In the ADVANCED LEVEL, a greater emphasis is placed on complete CODY SOMERSAULT & BALL-OUT ROTATION beyond 270 degrees and BACK & FORWARD SOMERSAULTS beyond 360 degrees.

Full and 1-1/2 TWISTING SINGLE SOMERSAULTS are also included in this LEVEL as is the TWISTING BALL-OUT skills. Skills in the ADVANCED LEVEL are a direct lead in to some of the more difficult skills seen in the ELITE, MASTER'S, and GRAND-MASTER'S levels which follow.

Teaching skills on this level will involve a thorough knowledge by the instructor on the mechanics involved in combining at least 360 degrees of TWIST ROTATION with at least 360 degrees of SOMERSAULT ROTATION. Skills involving combined axial-rotations require frequent hand-spotting, use of the overhead mechanic, and the frequent employment of a TWISTING BELT.

SKILL-PROGRESSION ANALYSIS FOR PRIOR-GROUP, IN-GROUP, and NEXT GROUP RELATIONSHIPS:

PRIOR-GROUP & IN-GROUP	N	DESCRIPTION OF SKILL	T	D	NEXT GROUP RELATION
I-9	1.	FRONT 1-1/4 SOM (T)	P	5	E-5
I-10	2.	BACK 1-1/4 SOM (T)	P	5	E-6
I-5,10 A-2	3.	BACK 1 CODY (T)	F	5	E-13
I-6,7 A-1	4.	FRONT 1-1/4 BALL-OUT	F	5	E-5
E-6,7,14	5.	FRONT 1 BALL-OUT&1 TW	O	6	E-3,10
I-14 A-2	6.	FRONT 1-1/4 & 1/2 TW	O	6	E-4,17
I-15 A-7	7.	BACK 1-1/4 & 1/2 TW	O	6	E-9
I-11 A-1	8.	FRONT 1-1/4 SOM (P)	P	6	E-3,7
I-12 A-2	9.	BACK 1-1/4 SOM (P)	P	6	E-4
I-12 A-3	10.	BACK 1 CODY (P)	F	6	E-1
I-5,6,7,14 A-4	11.	BARANI BALL-OUT	F	6	E-10,15,16
I-8,11,14 A-5	12.	FRONT 1 SOM & 1 TW	P	6	E-3,14
I-3,8,13,15	13.	BACK 1 SOM & 1 TW	F	6	E-2,4
I-8,14 A-12	14.	RUDOLPH	F	7	E-10,12,14
I-15 A-13	15.	BACK SOM & 1/2 TW	O	7	E-9,11

GROUP STATISTICAL DATA:

1. NUMBER OF SKILLS IN GROUP
2. SKILL RANGE IN DIFFICULTY
3. NUMERICAL DIFFICULTY INCREASE OVER PRIOR GROUP
4. PERCENTAGE % DIFFICULTY INCREASE OVER PRIOR GROUP
5. AVERAGE DIFFICULTY PER SKILL IN GROUP
6. NUMBER OF (P) SKILLS
7. NUMBER OF (OP) SKILLS
8. NUMBER OF (FP) SKILLS

15
5 - 7
+1.14
5.87
5
4
6

TrampolineCONTINUED:

ELITE

REQUIREMENTS:

1. An applicant for the ELITE CERTIFICATE in TRAMPOLINE must be a registered U.S.T.A. member in good standing at the time of the testing and certification.
2. An applicant for the ELITE CERTIFICATE in TRAMPOLINE must pass a written examination consisting of THREE PARTS: (1) NATURAL SKILL PROGRESSIONS from ADVANCED LEVEL to ELITE LEVEL, (2) SAFETY RULES, and (3) BASIC RULES OF COMPETITION. A minimum passing score of 80 points will be required.
3. An applicant for the ELITE CERTIFICATE in TRAMPOLINE must execute the following INDIVIDUAL TRAMPOLINE SKILLS before TWO qualified U.S.T.A. judges or officials.

NO.	DESCRIPTION OF SKILL	DIFFICULTY
1.	BACK 1 CODY SOMERSAULT (Layout)	6
2.	BACK 1 CODY SOMERSAULT & 1 TWIST	7
3.	FRONT 1-1/4 SOMERSAULT & 1 TWIST	7
4.	BACK 1-1/4 SOMERSAULT & 1 TWIST	7
5.	FRONT 1-3/4 SOMERSAULT (Tuck)	7
6.	BACK 1-3/4 SOMERSAULT (Tuck)	7
7.	FRONT 1-3/4 SOMERSAULT (Pike)	8
8.	BACK 1-3/4 SOMERSAULT & 1/2 TWIST (to Shoulders)	8
9.	BACK 1-1/4 & 1-1/2 TWISTS (to Stomach)	8
10.	FRONT 1-1/4 BALL-OUT SOMERSAULT & 1-1/2 TWISTS (RUDOLPH B.O.)	8
11.	BACK SOMERSAULT & 2 TWISTS	8
12.	FRONT SOMERSAULT & 2 TWISTS	8
13.	BACK 2 SOMERSAULT (Tuck)	8
14.	FRONT 1 SOMERSAULT & 2-1/2 TWISTS (RANDOLPH)	9
15.	BARANI OUT FORWARD FLIFFIS (Tuck)	9
16.	BARANI OUT FORWARD FLIFFIS (Pike)	9
17.	BARANI IN FORWARD FLIFFIS (Tuck)	9

4. An applicant for the ADVANCED CERTIFICATE in TRAMPOLINE must execute the following COMPULSORY EXERCISE in a satisfactory manner.
 1. BARANI OUT FORWARD FLIFFIS (Tuck)
 2. BARANI
 3. BACK SOMERSAULT (Tuck)
 4. BACK 2 SOMERSAULT (Tuck)
 5. BARANI
 6. BACK SOMERSAULT (Layout)
 7. BACK SOMERSAULT & 2 TWISTS
 8. BACK SOMERSAULT (Tuck)
 9. FRONT 1-3/4 SOMERSAULT (Tuck)
 10. BARANI BALL OUT
5. NOTE* ONE OPTION or DEFFICIENCY is allowed at this level, however, the DEFFICIENCY must be erased before examination can be given on the MASTER'S LEVEL.

A GROUP DEFINITION & STATISTICAL ITEM ANALYSIS

OF

ELITE SKILL LEVEL PROGRESSIONS

GROUP DEFINITION:

The ELITE LEVEL of skill progressions in TRAMPOLINE introduces some of the most frequently seen competitive maneuvers. Twelve of the 17 skills in this group are FREQUENTLY observed in the higher levels of competition. The DOUBLE & 2-1/2 TWISTING SINGLE SOMERSAULTS are included in this group as are the TWISTING CODY & BALL-OUT SOMERSAULTS.

The DOUBLE SOMERSAULT (feet to feet) and the BASIC FLIFFIS skills are also included. Normally, it should take a longer period of time to accomplish these skills in this group than any other with the possible exception of the GRAND-MASTER'S LEVEL.

Particular care should be taken by the teacher in introducing the DOUBLE SOMERSAULT and FLIFFIS movements. The overhead spotting mechanic should be put to real use in teaching the skills contained in this category. Emphasis, as at all levels, should be placed on FORM, CONTROL, KINESTHETIC SENSE, and BALANCE.

SKILL PROGRESSION ANALYSIS FOR PRIOR-GROUP, IN-GROUP & NEXT GROUP:

PRIOR-GROUP & IN-GROUP	N	DESCRIPTION OF SKILL	T	D	NEXT-GROUP RELATION
A-10	1.	BACK 1 CODY (Layout)	F	6	M-2,3,4
A-13 E-1	2.	BACK 1 CODY & 1 TWIST	F	7	M-5,11
A-5,8,12	3.	FRONT 1-1/4 & 1 TWIST	P	7	M-6
A-6,9,13	4.	BACK 1-1/4 & 1 TWIST	P	7	M-12
A-1,4	5.	FRONT 1-3/4 (Tuck)	F	7	M-1,14
A-2	6.	BACK 1-3/4 (Tuck)	F	7	M-4
A-8 E-5	7.	FRONT 1-3/4 (Pike)	F	8	M-6
A-7 E-7	8.	BACK 1-3/4 & 1/2 TW	O	8	M-7,10
A-7,15	9.	BACK 1-1/4 & 1-1/2 TW	P	8	M-7
A-5,11,14	10.	RUDOLPH BALL-OUT	F	8	M-8
A-15	11.	BACK SOM & 2 TWISTS	F	8	M-5,9
A-14 E-10	12.	FRONT SOM & 2 TWISTS	P	8	For use in G.M*
A-2,3 E-6	13.	BACK 2 SOM (Tuck)	F	9	M-2,4,11
A-12,14 E-10,11,12	14.	RANDOLPH	F	8	M-8,9,13
A-11 E-5	15.	BARANI OUT FLIFFIS (T)	F	9	M-10,11
A-11 E-7	16.	BARANI OUT FLIFFIS (P)	F	9	M-10
A-6 E-13	17.	BARANI IN FLIFFIS (T)	F	9	M-12

GROUP STATISTICAL DATA:

1. NUMBER OF SKILLS IN GROUP
2. SKILL RANGE IN DIFFICULTY
3. NUMERICAL DIFFICULTY INCREASE OVER PRIOR GROUP
4. PERCENTAGE % DIFFICULTY INCREASE OVER PRIOR GROUP
5. AVERAGE DIFFICULTY PER SKILL IN GROUP
6. NUMBER OF (P) SKILLS
7. NUMBER OF (OP) SKILLS
8. NUMBER OF (FP) SKILLS

17
6 - 9
+1.95
7.82
4
1
12

TrampolineCONTINUED:

MASTER

REQUIREMENTS:

1. An applicant for the MASTER'S CERTIFICATE in TRAMPOLINE must be a registered U.S.T.A. member in good standing at the time of testing and certification.
2. An applicant for the MASTER'S CERTIFICATE in TRAMPOLINE must pass a written examination consisting of FOUR PARTS: (1) NATURAL SKILL PROGRESSIONS from the ELITE LEVEL to the MASTER'S LEVEL, (2) SAFETY RULES, (3) BASIC MECHANICS APPLICABLE to TRAMPOLINE WORK, and (4) BASIC KNOWLEDGE OF U.S.T.A. COMPETITIVE RULES FOR TRAMPOLINE. A minimum passing score of 80 points is required.
3. An applicant for the MASTER'S CERTIFICATE in TRAMPOLINE must successfully execute the following INDIVIDUAL TRAMPOLINE SKILLS before a panel of THREE INTERNATIONALLY CERTIFIED F.I.T. JUDGES.

NO.	DESCRIPTION OF SKILL	DIFFICULTY
1.	FRONT 2 BALL OUT SOMERSAULT (Tuck) (BACK to BACK)	8
2.	BACK 2 SOMERSAULT (Pike)	9
3.	BACK 2 SOMERSAULT (Layout)	9
4.	BACK 2 CODY SOMERSAULT (Tuck)	9
5.	BACK 1 CODY SOMERSAULT & 2 TWISTS	9
6.	FRONT 1-3/4 SOMERSAULT & 1 TWIST (Free)	9
7.	FRONT 1-1/4 BALL-OUT SOMERSAULT & 2-1/2 TWIST (RANDOLPH BO)	10
8.	BACK 1-3/4 SOMERSAULT & 1-1/2 TWIST	10
9.	BACK 1 SOMERSAULT & 3 TWISTS	10
10.	1/2 IN 1/2 OUT BACK FLIFFIS (BACK 2 SOM & 1 TWIST)	10
11.	BACK IN FULL OUT FLIFFIS (BACK 2 SOM & 1 TWIST)	10
12.	FULL IN BACK OUT FLIFFIS (BACK 2 SOM & 1 TWIST)	10
13.	FRONT 1 SOMERSAULT & 3-1/2 TWISTS (ADOLPH)	11
14.	FRONT 2-3/4 SOMERSAULT (Tuck)	11

4. An applicant for the MASTER'S CERTIFICATE in TRAMPOLINE must perform the current F.I.T. COMPULSORY OPEN EXERCISE before the panel and score an AVERAGE AESTHETIC SCORE of 8.4 according to contemporary F.I.T. standards.
5. An applicant for the MASTER'S CERTIFICATE in TRAMPOLINE must successfully execute a 10 skill OPTIONAL EXERCISE (with 1 repeat skill allowed) of his own choosing that equals 9.0 Difficulty or higher.
6. NOTE* NO OPTIONS ARE ALLOWED IN THIS LEVEL. ALL SKILLS MUST BE COMPLETED.

A GROUP DEFINITION & STATISTICAL ITEM ANALYSIS

OF MASTER LEVEL SKILL PROGRESSIONS

GROUP DEFINITION:

The MASTER'S LEVEL of skill progressions in Trampoline introduces some of the most commonly seen maneuvers in the upper levels of competition. All skills in this group combine multiple somersaults with multiple twisting beyond 360 degrees. The multiple twisting BALL-OUT skills are included as well as multiple twisting and double CODY SOMERSAULTS. The FULL-BACKWARD FLIFFES is introduced with the commonly seen FULL IN BACK OUT and BACK IN FULL OUT.

Only those students who have demonstrated a real proficiency in handling all of the ELITE LEVEL skills should attempt skills in this group. Again, in teaching these skills, the overhead mechanic should be employed as necessary. Students involved in MASTER LEVEL SKILL progressions should be patient and realize that these skills take time to perfect properly.

SKILL PROGRESSION ANALYSIS FOR PRIOR-GROUP, IN GROUP, & NEXT GROUP:

PRIOR GROUP & IN GROUP	N	DESCRIPTION OF SKILL	T	D	NEXT GROUP RELATION
E-5	1.	FRONT 2 BALL-OUT SOM	F	8	GM-1,2,5
E-1,13	2.	BACK 2 SOM (Pike)	F	9	GM-2
E-1 & M-2	3.	BACK 2 SOM (Layout)	O	9	GM-3,4,10,13
E-1,6,13 & M-3	4.	BACK 2 CODY SOM (T)	F	9	GM-3,13
E-2,11 & M-3	5.	BACK 1 CODY & 2 TWISTS	F	9	GM-4
E-3,7	6.	FRONT 1-3/4 SOM & 1 TWI	O	9	GM-5
E-8,9	7.	BACK 1-3/4 SOM & 1-1/2 T	O	10	GM-11,12
E-10,14	8.	RANDOLPH BALL-OUT	F	10	GM-7,8,12
E-11,14	9.	BACK 1 SOM & 3 TWISTS	F	10	GM-4,9
E-8,15,16	10.	1/2 IN 1/2 OUT FLIFFIS	F	10	GM-1,5,7,8,11,12
E-2,13,15 & M-3	11.	BACK IN FULL OUT FLIF.	F	10	GM-6,10
E-4,17 & M-3	12.	FULL IN BACK OUT FLIF.	F	10	GM-2,10
E-14 & M-9	13.	ADOLPH	F	11	GM-9
E-5 & M-1	14.	FRONT 2-3/4 SOM (T)	F	11	GM-1,14

GROUP STATISTICAL DATA:

1. NUMBER OF SKILLS IN GROUP
2. SKILL RANGE IN DIFFICULTY
3. NUMERICAL DIFFICULTY INCREASE OVER PRIOR GROUP
4. PERCENTAGE % DIFFICULTY INCREASE OVER PRIOR GROUP
5. AVERAGE DIFFICULTY PER SKILL IN GROUP
6. NUMBER OF P SKILLS
7. NUMBER OF O SKILLS
8. NUMBER OF F SKILLS

14
8 - 11
+1.97
9.79
0
3
11

TrampolineCONTINUED:

GRAND - MASTER

REQUIREMENTS:

1. An applicant for the GRAND-MASTER'S CERTIFICATE in TRAMPOLINE must be a registered U.S.T.A. member in good standing at the time of testing and certification.
2. An applicant for the GRAND-MASTER'S CERTIFICATE in TRAMPOLINE must pass a written examination consisting of FOUR PARTS: (1) NATURAL SKILL PROGRESSIONS FROM THE MASTER'S LEVEL TO GRAND-MASTER'S LEVEL, (2) SAFETY RULES, (3) BASIC PRINCIPLES OF MECHANICS APPLICABLE TO TRAMPOLINE WORK, and (4) BASIC KNOWLEDGE OF F.I.T. RULES OF COMPETITION IN THE TRAMPOLINE EVENT. A Minimum passing score of 85 points is required.
3. An applicant for the GRAND-MASTER'S CERTIFICATE in TRAMPOLINE must successfully execute the following INDIVIDUAL TRAMPOLINE SKILLS before a panel of THREE INTERNATIONAL CERTIFIED F.I.T. JUDGES.

NO.	DESCRIPTION OF SKILL	DIFFICULTY
1.	BARANI OUT FLIFFIS BALL-OUT to Feet*	10
2.	BARANI IN FLIFFIS BALL-OUT to Feet*	10
	*CHOICE OF EITHER 1 or 2#	
3.	BACK 2 CODY SOMERSAULT (Pike)	10
4.	BACK 1 CODY SOMERSAULT & 3 TWISTS	11
5.	FULL IN BARANI OUT FORWARD FLIFFIS (FRONT 2 SOM & 1-1/2 TWISTS*)	11
6.	BARANI IN FULL OUT FORWARD FLIFFIS (FRONT 2 SOM & 1-1/2 TWISTS*)	11
	*CHOICE OF EITHER 5 or 6#	
7.	FORWARD RUDOLPH OUT FLIFFIS (Tuck) (FRONT 2 SOM & 1-1/2 TWISTS)	11
8.	FORWARD RUDOLPH OUT FLIFFIS (Pike) (FRONT 2 SOM & 1-1/2 TWISTS)	11
9.	FRONT 1-1/4 BALL-OUT SOMERSAULT & 3-1/2 TWISTS (ADOLPH BALL-OUT)	12
10.	FULL IN FULL OUT BACK FLIFFIS (BACK 2 SOM & 2 TWISTS)*	12
11.	1-1/2 IN BARANI OUT BACK FLIFFIS (BACK 2 SOM & 2 TWISTS)*	12
	*CHOICE OF EITHER 10 or 11#	
12.	HALF IN RUDOLPH OUT BACK FLIFFIS (BACK 2 SOM & 2 TWISTS)	12
13.	BACK 3 SOMERSAULT (Tuck) to Feet*	12
14.	FRONT 3 SOMERSAULT & 1/2 TWIST (Tuck) (TRIFFIS)*	13
	*CHOICE OF EITHER 13 or 14	
15.	FRONT 2 SOMERSAULT & 2-1/2 TWISTS (Any method acceptable)	13
16.	BACK 2 SOMERSAULT & 3 TWISTS (MILLER) (Any method acceptable)	14

4. An applicant for the GRAND-MASTER'S CERTIFICATE in TRAMPOLINE must perform the current F.I.T. OPEN COMPULSORY EXERCISE with an average score of 8.8 AESTHETIC AWARD according to current F.I.T. standards.
5. An applicant for the GRAND-MASTER'S CERTIFICATE in TRAMPOLINE must successfully execute a 10 skill optional exercise (without repeats) of his own choosing that equals 10.0 Difficulty or higher.
6. NO OPTIONS or DEFICIENCIES will be allowed for Certification on the GRAND-MASTER'S Level.

A GROUP DEFINITION & STATISTICAL ITEM ANALYSIS

OF

GRAND-MASTER SKILL LEVEL PROGRESSIONS

GROUP DEFINITION:

With the possible exception of a WORLD F.I.T. SENIOR CHAMPIONSHIP or a NATIONAL U.S.T.A. or A.A.U. title, the GRAND-MASTER'S CERTIFICATE in Trampoline represents the highest and most prestigious award given by any organized body in this sport.

The requirements for certification are difficult and exacting and will lure only the very finest trampolinists to apply for this distinction. In this group some of the most difficult isolated trampoline skills are demanded. The multiple twisting compound Fliffises, the Triple Back Somersault, and the Forward Triffes are but a few of the rigid requirements for certification on this level.

How were these skills chosen? National U.S. and World F.I.T. competition has been reviewed and studied since 1964 with records kept of winning routines. Included in the GRAND-MASTER'S category of skills are those which the trampolinists have executed. All of the below-listed skills have been safely and well done many times....but only by those few top performers. To do all skills requires an expert....it requires the performance of a true "GRAND-MASTER!"

SKILL PROGRESSION ANALYSIS FOR PRIOR-GROUP, IN-GROUP RELATIONSHIPS:

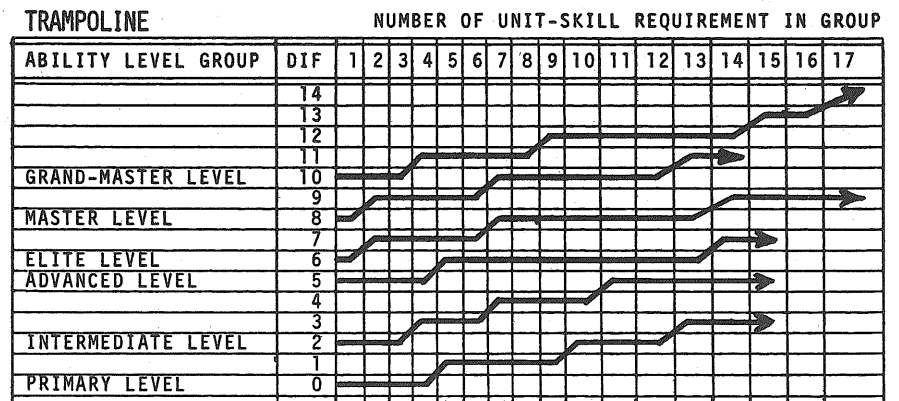
PRIOR-GROUP & IN-GROUP	N	DESCRIPTION OF SKILL	T	D	NEXT GROUP RELATION
M-1,10,14	1.	BARANI OUT FLIFFIS B.O.	F	10	
M-1,12	2.	BARANI IN FLIFFIS B.O.	O	10	
M-2,3,4	3.	BACK 2 CODY (Pike)	O	10	
M-3,5,9	4.	BACK 1 CODY & 3 TW	F	11	
M-6,10 & GM-1	5.	FULL IN BARANI OUT	F	11	
M-11	6.	BARANI IN FULL OUT	F	11	
M-8,10	7.	RUDOLPH OUT (T)	F	11	
M-8,10	8.	RUDOLPH OUT (P)	F	11	
M-8,13	9.	ADOLPH BALL OUT	O	12	
M-3,11,12	10.	FULL IN FULL OUT	F	12	
M-7,10	11.	1-1/2 IN BARANI OUT	F	12	
M-8,10 & GM-7	12.	1/2 IN RUDOLPH OUT	F	12	
M-3,4 & GM-3	13.	BACK 3 SOM (Tuck)	F	12	
M-14 & GM-1	14.	FORWARD TRIFFES	F	13	
GM-5,6,7,11	15.	FRONT 2 SOM & 2-1/2 T	O	13	
GM-10,11,12	16.	BACK 2 SOM & 3 TWISTS	O	14	

GROUP STATISTICAL DATA:

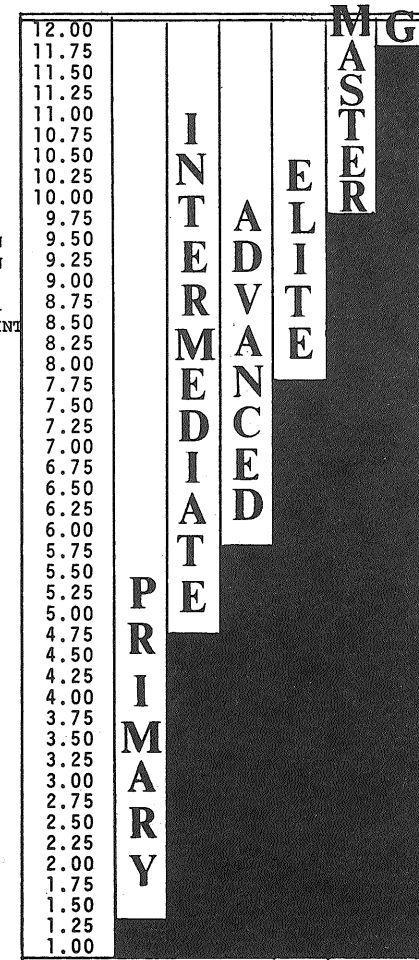
- NUMBER OF SKILLS IN GROUP
- SKILL RANGE IN DIFFICULTY
- NUMERICAL DIFFICULTY INCREASE OVER PRIOR GROUP
- PERCENTAGE % DIFFICULTY INCREASE OVER PRIOR GROUP
- AVERAGE DIFFICULTY PER SKILL IN GROUP
- NUMBER OF (P) SKILLS
- NUMBER OF (O) SKILLS
- NUMBER OF (F) SKILLS

16
10 - 14
1.77
11.56
0
5
11

A GRAPHIC ANALYSIS OF UNIT-ITEM DIFFICULTY INCREASES PER ABILITY LEVEL



ABILITY LEVEL COMPARISONS



TRAMPOLINE SAFETY RULES

1. NO STUDENT, INSTRUCTOR, OR PERFORMER SHOULD EVER USE A PIECE OF TRAMPOLINE EQUIPMENT THAT IS NOT COMPLETELY SAFE IN EVERY RESPECT. STANDARD SAFETY FRAME PADS, PROPERLY INSTALLED TRAMPOLINE BED, AND END-SPOTTER TABLES SHOULD ALWAYS BE USED.
2. NO ONE, REGARDLESS OF ABILITY LEVEL, SHOULD EVER USE A PIECE OF TRAMPOLINE EQUIPMENT UNLESS THEY ARE UNDER THE DIRECT SUPERVISION OF A QUALIFIED INSTRUCTOR. IN HOME SITUATIONS, WHERE BACKYARD TRAMPOLINES ARE IN USE, A PARENT OR RESPONSIBLE ADULT (Knowledgeable about trampoline) SHOULD DIRECTLY SUPERVISE THE ACTIVITY.
3. NO STUDENT OR PERFORMER SHOULD EVER ATTEMPT TO EXECUTE ANY TRAMPOLINE SKILL UNLESS THAT SKILL HAS FIRST BEEN PROPERLY TAUGHT TO THE STUDENT BY A QUALIFIED INSTRUCTOR. THIS IS TRUE FOR ALL SKILLS...BUT PARTICULARLY TRUE FOR ANY SKILLS INVOLVING SOMERSAULT ROTATION.
4. NO ONE SHOULD EVER USE A TRAMPOLINE UNLESS THERE ARE A MINIMUM OF FOUR QUALIFIED SPOTTERS PLACED PROPERLY ABOUT THE TRAMPOLINE.
5. NO ONE SHOULD EVER USE A TRAMPOLINE UNDER THE INFLUENCE OF ALCOHOL, DRUGS, OR ANY MEDICATION THAT WILL DULL AND INHIBIT THE NORMAL SENSE AND COORDINATION FACULTIES.
6. NO ONE SHOULD EVER USE A TRAMPOLINE WHEN THAT PERSON IS TIRED, FATIGUED, OR IS IN A STATE OF VERTIGO.
7. UNDER ANY AND ALL CONDITIONS, HORSEPLAY ON A TRAMPOLINE IS EXTREMELY DANGEROUS. THERE IS NO EXCUSE FOR HORSEPLAY.....EVER!
8. NO ONE SHOULD EVER USE A TRAMPOLINE IN STREET CLOTHES. PROPER GYM OUTFITS AND TRAINING CLOTHES AND GYM SLIPPERS SHOULD ALWAYS BE USED.
9. TWO PEOPLE SHOULD NEVER JUMP ON THE SAME TRAMPOLINE AT THE SAME TIME. (Exceptions to this rule are professional acts involving well-trained and qualified acrobats).
10. NO STUDENT OR PERFORMER SHOULD EVER DISMOUNT FROM THE TRAMPOLINE BY EITHER JUMPING OR EXECUTING A SKILL TO THE FLOOR.
11. NO TRAMPOLINE SHOULD EVER BE SET UP CLOSER THAN 8 FEET FROM A WALL OR UNDER A CEILING THAT IS LESS THAN 18 FEET IN HEIGHT.
12. NO ONE SHOULD EVER JUMP ON A TRAMPOLINE WHERE THE LIGHTING IS JUDGED TO BE INSUFFICIENT OR POOR.
13. NO STUDENT OR PERFORMER SHOULD EVER BEGIN A TRAMPOLINE PRACTICE SESSION UNLESS THAT PERSON HAS THOROUGHLY "WARMED UP" WITH PROPER WARM-UP EXERCISES BEFORE PRACTICE ACTUALLY BEGINS.
14. NO SOMERSAULT SKILLS SHOULD EVER BE ATTEMPTED UNLESS AN OVERHEAD SPOTTING MECHANIC IS USED TO TEACH THE SKILL OR A QUALIFIED INSTRUCTOR IS THERE TO UTILIZE A "HAND-SPOTTING" TECHNIQUE.
15. ALL TRAMPOLINE EQUIPMENT SHOULD BE SAFELY STORED AND LOCKED WHEN NOT IN USE!

Tumbling:

PRIMARY

REQUIREMENTS:

1. Any applicant for a PRIMARY CERTIFICATE in TUMBLING must be a registered U.S.T.A. member in good standing at the time of the testing and certification.
2. Any applicant for a PRIMARY CERTIFICATE in TUMBLING must pass a written examination consisting of (1) SAFETY RULES. A minimum passing score of 80 points is required.
3. Any applicant for a PRIMARY CERTIFICATE in TUMBLING must successfully execute the following TUMBLING SKILLS before a qualified U.S.T.A. judge or official.

NO.	DESCRIPTION OF SKILL	DIFFICULTY
1.	3 CONSECUTIVE FORWARD ROLLS	0
2.	3 CONSECUTIVE BACKWARD ROLLS	0
3.	BACK BEND from STAND & RETURN to STAND	0
4.	FRONT OVER or LIMBER OVER	0
5.	CARTWHEEL (C)	0
6.	ROUND OFF (R)	0
7.	BACK EXTENSION ROLL to STAND	0
8.	BACK WALKOVER	0
9.	FRONT WALKOVER	0
10.	HEADSTAND (Hold 10 seconds)	0
11.	HANDSTAND - ROLL OUT	0
12.	CARTWHEEL - ROUND OFF	0

4. Any applicant for the PRIMARY CERTIFICATE in TUMBLING must successfully execute the following COMPULSORY EXERCISE.
 1. FRONT WALKOVER
 2. CARTWHEEL
 3. ROUND OFF
 4. BACK EXTENSION ROLL
 5. FORWARD ROLL
 6. FORWARD ROLL
 7. HEADSTAND & Lower to kneeling position
5. ONE OPTION* or DEFICIENCY WILL BE ALLOWED IN THIS GROUP, HOWEVER, ANY DEFICIENCY MUST BE ERASED BEFORE TESTING IN THE ADVANCED LEVEL WILL BE ALLOWED.

A GROUP DEFINITION & STATISTICAL ITEM ANALYSIS OF PRIMARY SKILL LEVEL PROGRESSIONS

GROUP DEFINITION:

The PRIMARY LEVEL of skill progressions in TUMBLING introduces three basic concepts: (1) CONTINUITY IN FORWARD & BACKWARD LINEAR MOTION, (2) INVERSION, and (3) LIMBERING SKILLS FOR CONDITIONING.

Although, the skills in this group are quite simple, they do, nevertheless, provide the framework whereby skills of a more difficult nature can be learned with facility.

Only FIVE tumbling skills that are frequently seen in organized TUMBLING COMPETITION are included in this group, with ONE occasionally seen competitive skill and SIX skills are of such a practical nature that they must be included on any Primary level.

SKILL-PROGRESSION ANALYSIS FOR PRIOR-GROUP, IN-GROUP, AND NEXT GROUP RELATIONSHIPS:

PRIOR-GROUP & IN-GROUP	N	DESCRIPTION OF SKILL	T	D	NEXT GROUP RELATION
P-11	1.	3 FORWARD ROLLS	F	0	I-4
P-7	2.	3 BACKWARD ROLLS	F	0	I-11
P-2	3.	BACK BEND	P	0	I-7
P-1,3	4.	FRONT or LIMBER OVER	P	0	I-2,3,5,6
P-4	5.	CARTWHEEL	F	0	I-1,6,8
P-5	6.	ROUND OFF	F	0	I-8,9,10,11
P-2,4	7.	BACK EXT. ROLL	O	0	I-2,3,7
P-3,7	8.	BACK WALKOVER	P	0	
P-4,5,8	9.	FRONT WALKOVER	P	0	I-6
P-1	10.	HEADSTAND	P	0	I-3
P-1,10	11.	HANDSTAND ROLL OUT	P	0	I-4
P-5,6	12.	CARTWHEEL - ROUND OFF	F	0	I-10

GROUP STATISTICAL DATA:

1. NUMBER OF SKILLS OR PASSES IN GROUP
2. SKILL RANGE IN DIFFICULTY
3. NUMERICAL DIFFICULTY INCREASE OVER PREVIOUS GROUP
4. PERCENTAGE % DIFFICULTY INCREASE OVER PREVIOUS GROUP
5. AVERAGE DIFFICULTY OF GROUP
6. NUMBER OF (P) SKILLS
7. NUMBER OF (O) SKILLS
8. NUMBER OF (F) SKILLS

12
0
0
0
0
6
1
5

INTERMEDIATE

REQUIREMENTS:

1. An applicant for the INTERMEDIATE CERTIFICATE in TUMBLING must be a registered U.S.T.A. member in good standing at the time of testing and certification.
2. An applicant for the INTERMEDIATE CERTIFICATE in TUMBLING must pass a written examination consisting of TWO PARTS: (1) NATURAL SKILL PROGRESSIONS from the PRIMARY LEVEL to INTERMEDIATE LEVEL and (2) SAFETY RULES. A minimum score of 80 points is required.
3. An applicant for the INTERMEDIATE CERTIFICATE in TUMBLING must successfully execute the following TUMBLING SKILLS before a qualified U.S.T.A. judge or official.

NO.	DESCRIPTION OF SKILL	DIFFICULTY
1.	3 CONSECUTIVE CARTWHEELS	0
2.	FORWARD KIP (NIP-UP)	0
3.	FORWARD HEADSPRING	0
4.	MULTIPLE DIVE ROLLS	0
5.	FORWARD HANDSPRING	0
6.	FORWARD TINSERCA	0
7.	STANDING FLIP FLOP (FF)	0
8.	HANDSPRING - CARTWHEEL - ROUND OFF	0
9.	ROUND OFF - FLIP FLOP (R - FF)	0
10.	TINSERCA - ROUND OFF - FLIP FLOP	0
11.	ROUND OFF - FLIP FLOP - FLIP FLOP	0
12.	ROUND OFF - FLIP FLOP & 1/2 TWIST - DIVE ROLL	0

4. An applicant for the INTERMEDIATE CERTIFICATE in TUMBLING must successfully execute the following COMPULSORY EXERCISE in a satisfactory manner.
 1. TINSERCA
 2. ROUND OFF
 3. FLIP FLOP
 4. BACK EXTENSION ROLL
 5. HALF TURN
 6. DIVE ROLL
 7. DIVE ROLL
 8. FRONT HEADSPRING to Stand
5. ONE OPTION* or DEFICIENCY WILL BE ALLOWED IN THIS GROUP, HOWEVER, ANY DEFICIENCY MUST BE ERASED BEFORE TESTING IN THE ADVANCED LEVEL WILL BE ALLOWED.

A GROUP DEFINITION & STATISTICAL ITEM ANALYSIS OF INTERMEDIATE SKILL LEVEL PROGRESSIONS

ADVANCED

GROUP DEFINITION:

The 12 skills and skill combinations in the INTERMEDIATE TUMBLING LEVEL are direct progressions from the PRIMARY and form the actual basis of completed skill units that make up the majority of competitive Tumbling exercises. All of the basic HANDSPRING and FLIP-FLOP skills are included and basic combinations of moving laterally from one skill to another are also included.

The Instructor who is teaching skills in this category will need to employ the huse of HAND and BELT spotting on many occasions, particularly until the BACKWARD HANDSPRING or (FLIP FLOP) is mastered with facility.

The most basic TWISTING movements such as the ROUND OFF and FLIP FLOP with 1/2 Twist are also included in this ABILITY LEVEL and form the basis for many of the more intricate and complicated Tumbling skills that occur in later progressions.

SKILL PROGRESSION ANALYSIS FOR PRIOR-GROUP, IN-GROUP, and NEXT GROUP RELATIONSHIPS:

PRIOR-GROUP & IN-GROUP	N	DESCRIPTION OF SKILL	T	D	NEXT GROUP REL.
P-5	1.	3 CONSEC. CARTWHEELS	F	0	ALL SKILLS
P-4,7 & I-3,5	2.	FORWARD KIP	P	0	ALL SKILLS
P-4,7,10, & I-2	3.	FORWARD HEADSPRING	F	0	ALL SKILLS
P-1,11	4.	3 DIVE ROLLS	F	0	ALL SKILLS
P-4 & I-2,3 & I-2	5.	FORWARD HANDSPRING	F	0	A-2,4,9
P-4,5,9 & I-5	6.	FORWARD TINSERCA	F	0	A-1
P-3,7 & I-5	7.	STANDING FLIP FLOP	P	0	A-5
P-5,6 & I-5	8.	H-C-ROUND OFF	F	0	A-3,4
P-6 & I-7	9.	R-FF	F	0	A-3,6
P-6,12 & I-6,7	10.	TINSERCA - R - FF	F	0	ALL FR SKILLS
P-2,6 & I-9	11.	R - FF - FF	F	0	A-4,7
I-4,9	12.	R - FF & 1/2 T - DR	F	0	A-8

GROUP STATISTICAL DATA:

- NUMBER OF SKILLS OR PASSES IN GROUP
- SKILL RANGE IN DIFFICULTY
- NUMERICAL DIFFICULTY INCREASE OVER PREVIOUS GROUP
- PERCENTAGE % DIFFICULTY INCREASE OVER PREVIOUS GROUP
- AVERAGE DIFFICULTY OF GROUP
- NUMBER OF (P) SKILLS
- NUMBER OF (O) SKILLS
- NUMBER OF (F) SKILLS

12
0
0
0
0
2
0
10

REQUIREMENTS:

- An applicant for the ADVANCED CERTIFICATE in TUMBLING must be a registered U.S.T.A. member in good standing at the time of testing and certification.
- An applicant for the ADVANCED CERTIFICATE in TUMBLING must pass a written examination consisting of TWO PARTS: (1) NATURAL PROGRESSIONS from INTERMEDIATE LEVEL to ADVANCED LEVEL, and (2) SAFETY RULES. A minimum score of 80 points is required.
- An applicant for the ADVANCED CERTIFICATE in TUMBLING must successfully execute the FOLLOWING TUMBLING SKILLS before a qualified U.S.T.A. judge or Official.

NO.	DESCRIPTION	DIFFICULTY
1.	TINSERCA - DIVE ROLL	0
2.	FRONT HANDSPRING - DIVE ROLL	0
3.	R - FF - CARTWHEEL - R - FF	0
4.	FRONT HANDSPRING - FRONT HANDSPRING - R - FF - FF	0
5.	STANDING BACK SOMERSAULT (Tuck)	4
6.	ROUND OFF - BACK SOMERSAULT (Tuck)	4
7.	R - FF - BACK SOMERSAULT (Tuck)	4
8.	R - FF - CARTWHEEL - R - BACK (Tuck)	4
9.	RUNNING FRONT SOMERSAULT (Tuck)	5
10.	RUNNING FRONT step out	5
11.	R - FF - BACK SOMERSAULT (Layout)	5
12.	R - FF - BACK SOMERSAULT & 1/2 TWIST (B & 1/2T)	6
13.	BARANI	7

- An applicant for the ADVANCED CERTIFICATE in TUMBLING must successfully execute the following COMPULSORY EXERCISE before a qualified U.S.T.A. judge or official.

- TINSERCA
- ROUND OFF
- FLIP FLOP
- FLIP FLOP
- BACK SOMERSAULT & 1/2 TWIST
- FORWARD ROLL
- HEADSPRING
- DIVEROLL

- ONE OPTION* or DEFICIENCY will be allowed in this group, however, any DEFICIENCY must be erased before testing in the ELITE LEVEL will be allowed.
- Abbreviations for HS = HANDSPRING, RO = ROUND OFF, and FF = FLIP FLOP have been used whenever necessary to conserve space.

ADVANCED SKILL LEVEL PROGRESSIONS

GROUP DEFINITION:

The ADVANCED LEVEL of SKILL PROGRESSIONS in TUMBLING furthers the concept of Tumbling combinations by a more elaborate inclusion of forward and backward mixed tumbling combinations using the STEP OUT and HANDSPRING techniques.

The AERIAL FORWARD and BACKWARD somersaults are also introduced in this group, as is the BARANI or "No Handed" Roundoff. An analysis of the unit items in this group shows that at least NINE of the THIRTEEN skills and skill combinations in the group are frequently seen in competition.

Instructors who are teaching skills in this category should place great emphasis on teaching TIMING in the step out and combination work and also continue their HAND and BELT SPOTTING techniques when teaching the AERIAL somersaults for the first time. HARD LANDINGS should be avoided as a necessary safety precaution. The use of the TRAMPOLINE, MINI-TRAMP, or REUTER BOARD to assist in the teaching of the AERIAL SOMERSAULTS is encouraged but should not be overdone as eventual success will be determined by the student's ability to rebound from a mat or flat surface in the execution of these skills.

SKILL PROGRESSION ANALYSIS FOR PRIOR-GROUP, IN-GROUP, AND NEXT GROUP RELATIONSHIPS:

PRIOR-GROUP & IN-GROUP	N	DESCRIPTION OF SKILL	T	D	NEXT GROUP RELATION
I-6,4	1.	TINSERCA - DR	P	0	E-3,4
I-4,5	2.	HANDSPRING - DR	P	0	E-2
I-8,9	3.	R - FF - C - R - FF	F	0	E-5
I-5,8,11	4.	H - H - R - FF - FF	F	0	ALL SKILLS
I-7	5.	STANDING BACK SOM.	P	4	ALL SKILLS
I-9 & A-5	6.	ROUND OFF - BACK	F	4	E-9
I-11 & A-6	7.	R - FF - BACK	F	4	E-8,11
I-12 & A-3,6	8.	R - FF - C - R - BACK	F	4	ALL SKILLS
I-4,5	9.	RUNNING FRONT (T)	F	5	E-2,4
A-2,9	10.	RUNNING FRONT (Step 0)	F	5	E-1,3,4,6,10
A-7	11.	R - FF - BACK (Layout)	F	5	E-5,8,9,10
A-11	12.	R - FF - B&1/2T	F	6	E-5,6,7,12
P-6 & A-9	13.	BARANI	F	7	E-4,11

GROUP STATISTICAL DATA:

1. NUMBER OF SKILLS IN GROUP
2. SKILL RANGE IN DIFFICULTY
3. NUMERICAL DIFFICULTY INCREASE OVER PRIOR GROUP
4. PERCENTAGE DIFFICULTY INCREASE OVER PRIOR GROUP
5. AVERAGE DIFFICULTY PER RATED SKILL OF GROUP
6. NUMBER OF (P) SKILLS
7. NUMBER OF (O) SKILLS
8. NUMBER OF (F) SKILLS

13
0 - 7
+4.90
4.90
3
0
10

Tumbling CONTINUED:

ELITE

REQUIREMENTS:

1. An applicant for the ELITE CERTIFICATE in TUMBLING must be a registered U.S.T.A. member in good standing at the time of testing and certification.
2. An applicant for the ELITE CERTIFICATE in TUMBLING must pass a written examination consisting of THREE PARTS: (1) NATURAL SKILL PROGRESSIONS from the ADVANCED LEVEL to the ELITE LEVEL, (2) SAFETY RULES, and (3) BASIC MECHANICAL PRINCIPLES APPLIED TO TUMBLING. A minimum passing score of 80 points is required.
3. An applicant for the ELITE CERTIFICATE in TUMBLING must successfully execute the following TUMBLING SKILLS before TWO qualified U.S.T.A. judges or officials.

NO.	DESCRIPTION OF SKILL	DIFFICULTY
1.	RUSSIAN FRONT STEP-OUT	5
2.	FRONT HANDSPRING - FRONT SOMERSAULT	5
3.	TINSERCA - TIGNA	5
4.	CARTWHEEL - SIDE SOMERSAULT	5
5.	R - FF - ARABIAN FRONT SOMERSAULT	6
6.	CARTWHEEL - ARABIAN FRONT SOMERSAULT	6
7.	ROUND OFF - FLIP FLOP - BACK & 1/2 TWIST (BIT)	8
8.	R - FF - BACK - FF - BACK (ALTERNATES)	8
9.	R - FF - BACK - BACK (BOUNDERS)	8
10.	FRONT - R - FF - BACK SOM (Layout)	10
11.	FRONT HANDSPRING - BARANI - FF - FF - BACK	11
12.	R - FF - B & 1/2 TWIST - R - FF - BIT	14
13.	FR - R - FF - B - FF - FF - BIT	17

4. An applicant for the ELITE CERTIFICATE in TUMBLING will be scored aesthetically on PASSES 8 and 9 and must receive an average 8.0 score for these two passes.
5. ONE OPTION* or DEFICIENCY will be allowed in this group, however, and deficiency must be erased before testing on the MASTER'S LEVEL will be allowed.
6. Abbreviations such as RO = ROUND OFF and FF = FF have been used wherever necessary to conserve space.

A GROUP DEFINITION & STATISTICAL ITEM ANALYSIS OF ELITE SKILL LEVEL PROGRESSIONS

GROUP DEFINITION:

The ELITE LEVEL of SKILL PROGRESSIONS in TUMBLING introduces both the ALTERNATE and BOUNDING concepts in tumbling whereby AERIAL SOMERSAULTS are alternated in one tumbling pass with two or more aerial somersaults. BOUNDING or 'SWING-TIME' tumbling is also introduced with SKILL REQUIREMENT No. 9# which introduces two bounding Back Somersaults. (Rebound-Mat Tumbling in its basic form).

It will be noted that both the BACK & 1/2 TWIST STEP OUT and FULL-TWISTING BACKWARD SOMERSAULTS are introduced in this group with skills 7# and 12#.

The instructor who is teaching skills in this group may wish to utilize the many advantages of an OVERHEAD TUMBLING TRACK if one is available. Certainly, the TWISTING BELT will be put to good use here in the spotting of the step out and twisting aerial somersaults.

Again, emphasis in teaching should be directed both towards the proper learning of INDIVIDUAL SKILLS and the placing of these skills into combination with other skills to produce a fluent tumbling routine.

SKILL PROGRESSION ANALYSIS FOR PRIOR GROUP, IN-GROUP, AND NEXT GROUP RELATIONSHIPS:

PRIOR-GROUP & IN GROUP	N	DESCRIPTION OF SKILL	T	D	NEXT GROUP RELATION
A-10	1.	RUSSIAN FRONT STEP OUT	F	5	M-8
A-2,9	2.	HANDSPRING - FRONT	F	5	M-1
A-1,10	3.	TINSERCA - TIGMA	F	5	M-2
A-1,9,10,13	4.	CARTWHEEL - SIDE	F	5	M-5
A-3,11,12	5.	R - FF - ARABIAN FRONT	F	6	ROUTINE BUILDING
A-10,12 & E-4	6.	CARTWHEEL - ARABIAN FRONT	F	6	ROUTINE BUILDING
A-12	7.	R - FF - BIT	F	8	M-3,7,9,12
A-7,11	8.	R - FF - B - FF - B	F	8	M-12
A-6,11 & E-8	9.	R - FF - B - B	F	8	M-8,9
A-10,11	10.	FR - R - FF - B (Layout)	F	10	M-10
A-7,13 & E-2	11.	H - BR - FF - FF - B	F	11	M-2,7
A-12 & E-7	12.	R - FF - B&1/2T-R-FF-BIT	F	14	M-5,11,12
E-7,8,10	13.	FR-R-FF-B-FF-FF-BIT	F	17	M-5,6

GROUP STATISTICAL DATA:

- NUMBER OF SKILLS IN GROUP
- SKILL RANGE IN DIFFICULTY
- NUMERICAL DIFFICULTY INCREASE OVER PRIOR GROUP
- PERCENTAGE % DIFFICULTY INCREASE OVER PRIOR GROUP
- AVERAGE DIFFICULTY FOR RATED SKILL OF GROUP
- NUMBER OF (P) SKILLS
- NUMBER OF (O) SKILLS
- NUMBER OF (F) SKILLS

13
5 - 17
+ .50
5.40
0
0
13

MASTER

REQUIREMENTS:

- An applicant for the MASTER'S CERTIFICATE in TUMBLING must be a registered U.S.T.A. member in good standing at the time of testing and certification.
- An applicant for the MASTER'S CERTIFICATE in TUMBLING must pass a written examination consisting of FOUR PARTS: (1) NATURAL PROGRESSIONS from the ELITE LEVEL to the MASTER'S LEVEL, (2) SAFETY RULES, (3) BASIC MECHANICS APPLIED TO TUMBLING, and (4) BASIC COMPETITION RULES IN TUMBLING as stated by the F.I.T. A minimum passing score of 80 points will be required.
- An applicant for the MASTER'S CERTIFICATE in TUMBLING must successfully execute the FOLLOWING TUMBLING SKILLS before a panel of THREE qualified U.S.T.A. Tumbling judges.

NO.	DESCRIPTION OF SKILL	DIFFICULTY
1.	R - FF - BACK - PUNCH FRONT	9
2.	TINSERCA - FRONT 1 SOM & 1 TWIST	9
3.	R - FF - BACK 1 SOMERSAULT & 2 TWISTS	12
4.	R - FF - BACK 2 SOMERSAULT (Tuck)	16
5.	FR-R - FF - B&1/2 T - C - SIDE SOMERSAULT	16
6.	FR-R - FF - BACK 1 SOMERSAULT & 2 TWISTS	17
7.	TINSERCA - FRONT 1 SOM & 1 TWIST - R - FF - FF - BIT	17
8.	FR - FR - R - FF - BACK - BACK	18
9.	R - FF - BACK - BACK - BACK - FF - FF - BIT	20
10.	FR - R - FF - B2S	21
11.	R - FF - B & 1-1/2 T - R - FF - B2T	22
12.	R - FF - BIT - FF - BIT - FF - BIT	24

- An applicant for the MASTER'S CERTIFICATE in TUMBLING will be scored AESTHETICALLY on PASSES 6 and 9 and must receive an average 8.4 score for these two passes.
- NO OPTIONS OR DEFICIENCIES WILL BE ALLOWED ON THIS LEVEL.

NOTE* Abbreviations such as RO=ROUND OFF, FF=FLIP FLOP, B=BACK, and TW=TWIST have been used when necessary to conserve space.

A GROUP DEFINITION & STATISTICAL ITEM ANALYSIS
OF
MASTER SKILL LEVEL PROGRESSIONS

GROUP DEFINITION:

The MASTER LEVEL of SKILL PROGRESSIONS in TUMBLING includes most of the skills which could be considered 'TOP' level in the United States today. This category of skills and skill combinations includes those skills which have been successfully executed by many of the nation's top tumblers since 1940.

FORWARD TWISTING AERIAL SOMERSAULTS with Skill No. 2#, the DOUBLE-TWISTING BACK SOMERSAULT in routine and the BACKWARD DOUBLE SOMERSAULT are included in this group. It will also be seen that mixed tumbling routines of a more complicated nature are also included.

A review of the skill requirements in this level and of the competitive tumbling routines presently being observed today indicates that in the United States, the MASTER LEVEL (at least until our coaching techniques improve) will be the highest level attainable for any of our tumblers for awhile.

Teachers who are dealing with skills in this area will need to be experts in hand spotting techniques. Both the Trampoline and Mini-Tramp can be used to good advantage to teach some of the isolated skills in this group, however, no instructor should rely solely on these means.

SKILL PROGRESSION ANALYSIS FOR PRIOR-GROUP, IN-GROUP, AND NEXT GROUP RELATIONSHIPS:

PRIOR-GROUP & IN GROUP	N	DESCRIPTION OF SKILL	T	D	NEXT GROUP RELATION
E-2	1.	R - FF - B - PUNCH FR.	F	9	ALL PUNCH SKILLS
E-3,11	2.	T - FIT	F	9	GM-1
E-7	3.	R - FF - B2T	F	12	GM-3
ALL BACKWARD SKILLS	4.	R - FF - B2S	F	16	GM-4,5,8,9
E-4,12,13	5.	FR- R - FF -B1/2T -C-S	F	16	ALL COMBINATIONS
E-13 & M-3	6.	FR- R - FF -B2T	F	17	ALL COMBINATIONS
E-7,11 & M-2	7.	T - FIT - R-FF-FF-B1T	F	17	GM-2
E-1,9	8.	FR-FR- R - FF - B -B	F	18	ALL BOUNDER COMBIN.
E-7,9	9.	R-FF-B-B-B-FF-FF-BIT	F	20	GM-5,6,9
E-10 & M-4	10.	FR-R-FF-B2S	F	21	ALL 2 SOM COMBIN.
E-12 & M-3,5	11.	R-FF-B1-1/2T-R-FF-B2T	F	22	GM-7,8
E-7,8,12 & M-9	12.	R-FF-BIT-FF-BIT-FF-BIT	F	24	GM-2,6

GROUP STATISTICAL DATA:

1. NUMBER OF SKILLS IN GROUP
2. SKILL RANGE IN DIFFICULTY
3. NUMERICAL DIFFICULTY INCREASE OVER PRIOR GROUP
4. PERCENTAGE % DIFFICULTY INCREASE OVER PRIOR GROUP
5. AVERAGE DIFFICULTY PER RATED SKILL OF GROUP
6. NUMBER OF (P) SKILLS
7. NUMBER OF (O) SKILLS
8. NUMBER OF (F) SKILLS

12
9 - 24
+2.04
7.44
0
0
12

Tumbling

.....CONTINUED:

GRAND - MASTER

REQUIREMENTS:

1. An applicant for the GRAND-MASTER'S CERTIFICATE in TUMBLING must be a registered U.S.T.A. member in good standing at the time of testing and certification.
2. An applicant for the GRAND-MASTER'S CERTIFICATE in TUMBLING must pass a written examination consisting of FOUR PARTS: (1) SAFETY RULES, (2) NATURAL PROGRESSIONS from MASTER'S LEVEL to GRAND-MASTER'S LEVEL, (3) BASIC MECHANICS CONCERNING TUMBLING, and (4) CONTEMPORARY F.I.T. RULES CONCERNING TUMBLING COMPETITION.
3. An applicant for the GRAND-MASTER'S CERTIFICATE in TUMBLING must successfully execute the following TUMBLING SKILLS & PASSES before a panel of THREE qualified U.S.T.A. judges or officials.

NO.	DESCRIPTION OF SKILL	DIFFICULTY
1.	HANDSPRING - RUDOLPH	11
2.	HANDSPRING - RUDOLPH - FF - BACK	15
3.	R - FF - B & 3 T	20
4.	R - FF - B2S & 1 T (FULL BACK FLIFFIS)	20
5.	R - FF - B - B - FF - FF - B2S	24
6.	R - FF - B - BIT - FF - FF - B - BIT	24
7.	R - FF - B 1-1/2 T - R - FF - B 2-1/2 T	26
8.	R - FF - B 1 -1/2T - R - FF - B2S	26
9.	R - FF - B-1/2 T - R - FF - B - B2S	30

4. An applicant for the GRAND-MASTER'S CERTIFICATE in TUMBLING will be scored aesthetically on PASSES 6 and 8 and must receive an average score of 8.8 for these TWO PASSES.
5. NO OPTIONS OR DEFICIENCIES WILL BE ALLOWED ON THIS LEVEL.
6. NOTE * Abbreviations have been used to describe routines and conserve space.

A GROUP DEFINITION & STATISTICAL ITEM ANALYSIS

OF GRAND-MASTER SKILL LEVEL PROGRESSIONS

GROUP DEFINITION:

The GRAND-MASTER'S LEVEL of skill progressions in TUMBLING represents the very highest aspects of strip-tumbling seen in the world today. Two recent trips by members of the U.S.T.A. TECHNICAL COMMITTEE (Mr. Niel Godbey, Mr. Bil Copp, and Mr. George Nissen) indicate to us what IS possible in Tumbling. We have documented films that show Russian tumblers at the WORLD TUMBLING CHAMPIONSHIPS in Moscow executing DOUBLE-TWISTING DOUBLE BACKS (Both FULL IN FULL OUT and DOUBLE FULL IN BACK OUT) as well as intricate routines including more than ONE DOUBLE SOMERSAULT in one pass.

As a result of this study, we know what is possible both for strip-mat tumbling (as is seen in the United States) and ski-spring tumbling as demonstrated in the Soviet Union.

A COMPROMISE was reached by the Technical Committee in establishing those skills to be included in GRAND-MASTER'S LEVEL. This compromise includes skills slightly beyond what is presently being demonstrated in this country but still below that which is being done by Soviet and Central European top level tumblers.

It is felt that as Tumbling improves in scope and quality in this country, that the requirements for GRAND-MASTER'S level can be upgraded accordingly.

SKILL PROGRESSION ANALYSIS FOR PRIOR-GROUP and IN-GROUP RELATIONSHIPS:

PRIOR-GROUP & IN-GROUP	N	DESCRIPTION OF SKILL	T	D
M-2	1.	HANDSPRING - RUDOLPH	F	11
M-7,12 & GM-1	2.	HANDSPRING - RUDOLPH - FF - B	F	15
M-3	3.	R - FF - B3T	F	20
M-4	4.	R - FF - B2S & 1 T	F	20
M-4,9	5.	R - FF - B - B - FF - FF - B2S	F	24
M-9,12	6.	R - FF - B - B1T - FF - FF - B - B1T	F	24
M-11 & GM-3	7.	R - FF - B1-1/2T - R - FF - B2-1/2T	F	26
M-4,11 & E-5,7	8.	R - FF - B1-1/2T - R - FF - B2S	F	26
M-4,9 & E-5	9.	R - FF - B - B1/2T - R - FF - B - B2S	F	30

NOTE* (F) for all 9 passes in this level indicate Frequency in Soviet competition.

GROUP STATISTICAL DATA:

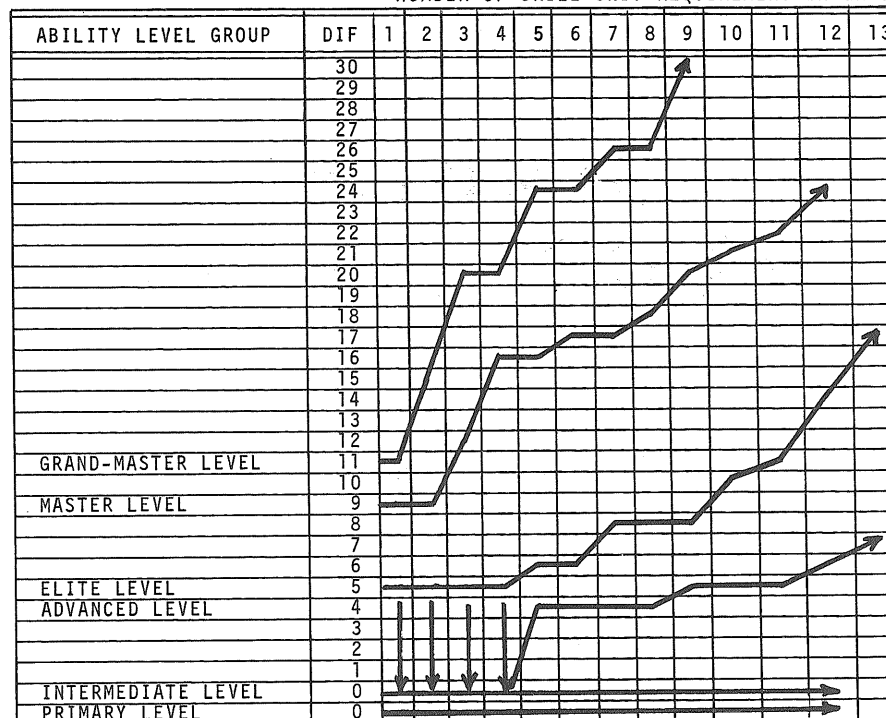
1. NUMBER OF SKILLS IN GROUP
2. SKILL RANGE IN DIFFICULTY
3. NUMERICAL DIFFICULTY INCREASE OVER PRIOR GROUP
4. PERCENTAGE % DIFFICULTY INCREASE OVER PRIOR GROUP
5. AVERAGE DIFFICULTY PER RATED SKILL IN GROUP
6. NUMBER OF (P) SKILLS
7. NUMBER OF (O) SKILLS
8. NUMBER OF (F) SKILLS

9
11 - 30
+2.46
9.80
0
0
9

A GRAPHIC ANALYSIS OF UNIT-ITEM DIFFICULTY INCREASES PER ABILITY LEVEL

TUMBLING

NUMBER OF SKILL-UNIT REQUIREMENT IN GRP.



INTERPRETATION OF THE ABOVE GRAPH:

Why doesn't the GRAPH for TUMBLING look the same as the one for TRAMPOLINE?

ANSWER: It does! The only exception is the fact that PRIMARY and INTERMEDIATE level skills in TUMBLING both include skills of 0 difficulty because no AERIAL SOMERSAULTS are included; therefore the lines run parallel to each other in spite of INCREASED PROGRESSION from PRIMARY to INTERMEDIATE LEVEL.

Also, the skill-unit increases seem more PRONOUNCED from ADVANCED LEVEL through GRAND-MASTER. This can be explained by the fact that in TUMBLING, we are dealing in progressive groups with an INCREASED WORK LOAD as far as ROUTINE COMBINATIONS are concerned, hence, a more pronounced upgrade in a graphic analysis.

TUMBLING

SAFETY RULES

1. TUMBLING SHOULD TAKE PLACE ONLY IN SITUATIONS WHERE A SAFE TUMBLING MAT IS PROVIDED. SAFE TUMBLING MATS SHOULD BE SUFFICIENTLY SHOCK ABSORBENT SO AS TO MINIMIZE ANY DANGER OF ANKLE INJURIES ON LANDING. SAFE TUMBLING MATS SHOULD BE AT LEAST 1" THICK (DEPENDING UPON THE TYPE OF MATERIAL), AT LEAST 5' IN WIDTH, AND OF SUFFICIENT LENGTH FOR THE TYPE OF TUMBLING INVOLVED.
2. NO STUDENT OR PERFORMER SHOULD EVER ATTEMPT TO EXECUTE ANY TUMBLING SKILL UNLESS THAT SKILL HAS BEEN THOROUGHLY TAUGHT TO THE STUDENT BY A QUALIFIED INSTRUCTOR.
3. TUMBLING MATS SHOULD BE SET UP IN A LEVEL AREA (CLEAR OF OBSTRUCTIONS) THAT ARE PLACED SUFFICIENTLY FAR ENOUGH AWAY FROM A WALL OR OTHER OBSTRUCTIVE OBJECT TO PROVIDE AMPLE RUNNING ROOM FOR THE TUMBLING TO TAKE PLACE.
4. TUMBLING SHOULD NEVER BE DONE WHILE DRESSED IN STREET CLOTHES OR SHOES. A PROPER TUMBLING UNIFORM SHOULD BE PROVIDED THAT ALLOWS THE STUDENT OR PERFORMER FREEDOM OF ACTION.
5. NEVER RUN ACROSS A TUMBLING MAT WHILE STUDENTS ARE TUMBLING!
6. IN TUMBLING CLASSES, NEVER STAND AT THE END OF A MAT WHILE SOMEONE ELSE IS TUMBLING. STUDENTS SHOULD STAND OFF TO ONE SIDE.
7. SMALL SEGMENTED TUMBLING MATS SHOULD BE JOINED TOGETHER AT THE ENDS TO FORM ONE CONTINUOUS AND SECURE LENGTH OF MAT.
8. TUMBLING ON THE GRASS IS SAFE ONLY IF THE ENTIRE AREA HAS BEEN CHECKED AND FOUND TO BE FREE FROM STONES, TWIGS, BROKEN GLASS, PIPES STICKING OUT OF THE GROUND AND ANY OTHER DEBRIS THAT COULD CAUSE INJURY.
9. NO TUMBLING SHOULD EVER TAKE PLACE IN A GYMNASIUM OR TRAINING HALL UNLESS A QUALIFIED INSTRUCTOR IS THERE TO SUPERVISE THE ACTIVITY.
10. NO TUMBLING SHOULD EVER BE UNDERTAKEN BY ANYONE WHO IS UNDER THE INFLUENCE OF ALCOHOL, DRUGS, OR MEDICATION THAT COULD HINDER THE PERSON'S COORDINATION OR PERCEPTIVE FACULTIES.
11. NO TUMBLING SHOULD EVER BE UNDERTAKEN BY ANYONE WHO IS IN A STATE OF FATIGUE, IS OVER-TIRED, OR IN A STATE OF VERTIGO.
12. ALTHOUGH, NOT STRICTLY NECESSARY, AERIAL SKILLS IN TUMBLING ARE BETTER LEARNED FIRST ON EITHER THE TRAMPOLINE, DOUBLE MINI-TRAMP, OR DIVING BOARD BEFORE THEY SHOULD BE ATTEMPTED ON THE TUMBLING MATS.
13. NO HORSEPLAY SHOULD EVER BE ALLOWED IN TUMBLING CLASSES!
14. NO RINGS, HAIR ADORNMENTS OR OTHER ENCUMBERING ITEMS SHOULD BE WORN BY TUMBLERS DURING WORK OUTS OR PRACTICE SESSIONS.
15. TUMBLERS SHOULD KNOW THEIR LIMITATIONS! SKILLS WHICH ARE POSSIBLE AND SAFE ON TRAMPOLINES AND DOUBLE MINI-TRAMPS MAY NOT BE SAFE OR PRACTICAL FOR TUMBLING!

Double Mini-Tramp:

PRIMARY

REQUIREMENTS:

1. Any applicant for a PRIMARY CERTIFICATE in DOUBLE MINI-TRAMP must be a registered U.S.T.A. member in good standing at the time of testing and certification.
2. Any applicant for a PRIMARY CERTIFICATE in DOUBLE MINI-TRAMP must pass a written examination consisting of SAFETY RULES. A minimum passing score of 80 points is required.
3. Any applicant for a PRIMARY CERTIFICATE in DOUBLE MINI-TRAMP must successfully execute the following MOUNTS and DISMOUNTS before a qualified U.S.T.A. judge or official.

MOUNTS:

NO.	DESCRIPTION OF SKILL	DIFFICULTY
1.	STRAIGHT JUMP	0
2.	TUCK JUMP	0
3.	STRADDLE JUMP	0
4.	STRAIGHT JUMP & 1/2 TWIST	0

DISMOUNTS

1.	STRAIGHT JUMP	0
2.	TUCK JUMP	0
3.	STRADDLE JUMP	0
4.	STRAIGHT JUMP & 1/2 TWIST	1
5.	STRAIGHT JUMP & 1 TWIST	2
6.	BACK STRAIGHT JUMP	0
7.	BACK TUCK JUMP	0
8.	BACK STRADDLE JUMP	0
9.	BACK JUMP & 1/2 TWIST	1
10.	FRONT 1 SOMERSAULT (Tuck)	4

4. Any applicant for the PRIMARY CERTIFICATE in DOUBLE MINI-TRAMP must successfully execute the following COMPULSORY PASSES.
 1. FRONT TUCK JUMP to FRONT STRADDLE JUMP
 2. FRONT JUMP & 1/2 TWIST - BACK TUCK JUMP
 3. FRONT STRADDLE JUMP to FRONT JUMP & 1 TWIST
5. ONE OPTION* or deficiency will be allowed in this group, however, any DEFICIENCY must be erased before testing in the INTERMEDIATE level will be allowed.

A GROUP DEFINITION & STATISTICAL ITEM ANALYSIS
OF
PRIMARY SKILL LEVEL PROGRESSIONS

GROUP DEFINITION:

MINI-TRAMP, more specifically, DOUBLE-MINI-TRAMP is the newest innovation in our field of 'Rebound' sports. It has now (at the time of this publication) been four years since the first Double Mini-Tramp competition was introduced by the U.S.T.A. Technical Committee at the National Gymnastics Clinic in Sarasota, Florida.

Although, we have less experience to draw from (in comparing Tumbling and Trampoline), we do have some pretty accurate statistics concerning the NATURAL SKILL LEVEL PROGRESSIONS in this new activity.

The PRIMARY LEVEL skills in DOUBLE MINI-TRAMP embrace those basic MOUNT and DISMOUNT maneuvers that teach the discipline of control and balance in moving from the mount bed to the dismount bed. Only the FORWARD SOMERSAULT (Tuck) is introduced in this level as a basic inversion skill. All other skills are basic jumps designed to teach coordination and familiarity with the apparatus.

It should be stressed that DOUBLE MINI-TRAMP is a direct derivation from TRAMPOLINE and ALL Double Mini-Tramp skills are basically TRAMPOLINE skills with a 2 foot take off and landing which have adapted to this new piece of equipment. Therefore, it goes without saying that ALL Double Mini-Tramp skills should first be thoroughly learned on the Trampoline before used on the Mini-Tramp.

SKILL PROGRESSION ANALYSIS FOR PRIOR-GROUP, IN-GROUP, AND NEXT GROUP RELATIONSHIPS:

MOUNTS

PRIOR GROUP & IN-GROUP	N	DESCRIPTION OF SKILL	T	D	NEXT GROUP RELAT.
ALL SKILLS	1.	STRAIGHT JUMP OVER	P	0	I-1,2,3,4,5
P-1	2.	TUCK JUMP OVER	P	0	I-1,2,3,4,5
P-1,2	3.	STRADDLE JUMP OVER	P	0	I-3
P-1,2	4.	ST. JUMP & 1/2 TWIST	F	1	I-5

DISMOUNTS

ALL SKILLS	1.	STRAIGHT JUMP	P	0	I-5,6
P-1	2.	TUCK JUMP	P	0	I-5,6
P-1,2	3.	STRADDLE JUMP	P	0	I-2,3
P-1	4.	JUMP & 1/2 TWIST	P	1	I-9
P-1,4	5.	JUMP & 1 TWIST	P	2	ALL TWIST SKILLS
P-1	6.	BACK STRAIGHT JUMP	P	0	I-7,10
P-2	7.	BACK TUCK JUMP	P	0	I-1,4,7
P-3	8.	BACK STRADDLE JUMP	P	0	I-3
P-4	9.	BACK JUMP & 1/2 TWIST	P	1	I-8
ALL FORWARD JUMPING	10.	FRONT 1 SOMERSAULT (T)	F	4	I-2,5

GROUP STATISTICAL DATA:

1. NUMBER OF MOUNTS	4	7. SKILL RANGE OF DISMOUNTS	0 - 4.0
2. NUMBER OF DISMOUNTS	10	8. NUMERICAL INCREASE PG(M)	0
3. TOTAL NO. OF SKILLS	14	9. NUMERICAL INCREASE PG(D)	0
4. AVERAGE DIFFICULTY OF MOUNTS	.25	0. NUMBER OF (P) SKILLS	12
5. SKILL RANGE OF MOUNTS	0-1.0	1. NUMBER OF (O) SKILLS	0
6. AVERAGE DIFFICULTY OF DISMOUNTS	.80	2. NUMBER OF (F) SKILLS	2

Double Mini-Tramp CONTINUED:

INTERMEDIATE

REQUIREMENTS:

- Any applicant for the INTERMEDIATE CERTIFICATE in DOUBLE MINI-TRAMP must be a registered U.S.T.A. member in good standing at the time of testing and certification.
- Any applicant for the INTERMEDIATE CERTIFICATE in DOUBLE MINI-TRAMP must pass a WRITTEN EXAMINATION consisting of TWO PARTS: (1) SAFETY RULES, (3) NATURAL SKILL PROGRESSIONS from PRIMARY LEVEL to INTERMEDIATE LEVEL. A minimum passing score of 80 points is required.
- Any applicant for the INTERMEDIATE CERTIFICATE in DOUBLE MINI-TRAMP must successfully execute the following mounts and dismounts before a qualified U.S. T.A. judge or official.

MOUNTS

NO.	DESCRIPTION OF SKILL	DIFFICULTY
1.	FRONT 1 SOMERSAULT (Tuck)	4
2.	SPOTTER BACK 1 SOMERSAULT (Tuck)	4
3.	FRONT 1 SOMERSAULT (Pike)	5
4.	SPOTTER BACK 1 SOMERSAULT (Pike)	5
5.	BARANI	5

DISMOUNTS

1.	BACK 1 SOMERSAULT (Tuck)	4
2.	FRONT 1 SOMERSAULT (Pike)	5
3.	BACK 1 SOMERSAULT (Pike)	5
4.	BACK 1 SOMERSAULT (Layout)	5
5.	FLYING FRONT 1 SOMERSAULT (Tuck)	5
6.	REVERSE 1 SOMERSAULT (Tuck)	5
7.	INWARD 1 SOMERSAULT (Tuck)	5
8.	BACK 1 SOMERSAULT & 1/2 TWIST	5
9.	BARANI	5
10.	FLYING 1 BACK SOMERSAULT (Tuck)	5

- Any applicant for the INTERMEDIATE CERTIFICATE in DOUBLE MINI-TRAMP must successfully execute the following COMPULSORY PASSES.
 - FRONT SOMERSAULT (Tuck) to STRADDLE JUMP
 - BARANI to BACK TUCK JUMP
 - SPOTTER BACK 1 SOMERSAULT (Tuck) to BARANI
- ONE OPTION* or DEFFICIENCY will be allowed in this group, however, any DEFICIENCY must be erased before testing on the ADVANCED LEVEL will be allowed.

A GROUP DEFINITION & STATISTICAL ITEM ANALYSIS

OF

INTERMEDIATE SKILL LEVEL PROGRESSIONS

GROUP DEFINITION:

The importance of learning thoroughly all of the skill progressions in the INTERMEDIATE LEVEL cannot be overstressed as these skills form the basic maneuvers by which all subsequent skills find their origin.

FRONT SOMERSAULTS OVER as MOUNT SKILLS and SPOTTER SKILLS in their most basic form are introduced at this level as are the FORWARD, BACKWARD, REVERSE, and INWARD skills as DISMOUNTS. It is felt strongly that by introducing these FOUR BASIC types of dismounts at this level that we are simulating the basic work in springboard diving of which DOUBLE MINI-TRAMP strongly resembles.

Extensive pre-use of the Trampoline in learning these skills and use of either a firm hand spot or overhead mechanic should be regarded by the instructor at this level as absolute essentials to proper learning through natural progression.

SKILL PROGRESSION ANALYSIS FOR PRIOR-GROUP, IN-GROUP, AND NEXT GROUP RELATIONSHIPS:

MOUNTS

PRIOR-GROUP & IN-GROUP	N	DESCRIPTION OF SKILL	T	D	NEXT GROUP RELAT.
P-1,2	1.	FRONT 1 SOM (Tuck)	F	4	A-1
P-1,2	2.	SPOTTER BACK 1 SOM (T)	F	4	A-4
P-1,2,3	3.	FRONT 1 SOM (Pike)	F	5	A-2
P-1,2	4.	SPOTTER BACK 1 SOM (P)	F	5	A-4
P-1,2,4	5.	BARANI	F	5	A-3

DISMOUNTS

P-7	1.	BACK 1 SOM (Tuck)	F	4	ALL BACK ROTATION
P-3,10	2.	FRONT 1 SOM (Pike)	F	5	A-5,7
P-8 & I-1	3.	BACK 1 SOM (Pike)	F	5	A-1
P-7 & I-3	4.	BACK 1 SOM (Layout)	F	5	A-2,8
P-1,2,10	5.	FLYING FRONT SOMERSAULT	O	5	A-4
P-1,2 & I-1	6.	REVERSE 1 SOM (Tuck)	F	5	A-1,2
P-6,7 & I-2	7.	INWARD 1 SOM (Tuck)	O	5	A-4,5
P-9 & I-4	8.	BACK 1 SOM & 1/2 TWIST	F	5	A-3,7,8,9
P-4 & I-2	9.	BARANI	F	5	A-6,7,10
P-6 & I-1,4	10.	FLYING BACK SOMERSAULT	O	5	A-2

GROUP STATISTICAL DATA:

1. NUMBER OF MOUNTS
2. NUMBER OF DISMOUNTS
3. TOTAL NUMBER OF SKILLS
4. AVERAGE DIFFICULTY OF MOUNTS
5. SKILL RANGE OF MOUNTS
6. AVERAGE DIFFICULTY OF DISMOUNTS
7. SKILL RANGE OF DISMOUNTS
8. NUMERICAL INCREASE OF MOUNTS OVER PREVIOUS GROUP (DIFFICULTY)
9. NUMERICAL INCREASE OF MOUNTS OVER PREVIOUS GROUP (DIFFICULTY)
10. NUMBER OF (P) SKILLS
11. NUMBER OF (O) SKILLS
12. NUMBER OF (F) SKILLS

5
10
15
4.50
4-5.0
4.90
4-5.0
+4.25
+4.10
0
3
12

Double Mini - Tramp CONTINUED:

ADVANCED

REQUIREMENTS:

1. Any applicant for the ADVANCED CERTIFICATE in DOUBLE MINI-TRAMP must be a registered U.S.T.A. member in good standing at the time of testing and certification.
2. Any applicant for the ADVANCED CERTIFICATE in DOUBLE MINI-TRAMP must pass a written examination consisting of TWO PARTS: (1) SAFETY RULES, and (2) NATURAL PROGRESSIONS from INTERMEDIATE LEVEL to ADVANCED LEVEL. A minimum passing score of 80 points is required.
3. Any applicant for the ADVANCED CERTIFICATE in DOUBLE MINI-TRAMP must successfully execute the following MOUNTS and DISMOUNTS before a qualified U.S.T.A. judge or official.

MOUNTS

NO.	DESCRIPTION OF SKILL	DIFFICULTY
1.	SPOTTER FRONT 1 SOMERSAULT (Tuck)	4
2.	SPOTTER FRONT 1 SOMERSAULT (Pike)	5
3.	BARANI SPOTTER	5
4.	SPOTTER BACK 1 SOMERSAULT (Layout)	5
5.	SPOTTER BACK 1 SOMERSAULT & 1/2 TWIST	5

DISMOUNTS

1.	REVERSE 1 SOMERSAULT (Pike)	6
2.	REVERSE 1 SOMERSAULT (Layout)	6
3.	REVERSE 1 SOMERSAULT & 1/2 TWIST	6
4.	INWARD FLYING SOMERSAULT (Tuck)	6
5.	INWARD 1 SOMERSAULT (Pike)	6
6.	INWARD BARANI	6
7.	FRONT 1 SOMERSAULT & 1 TWIST	6
8.	BACK 1 SOMERSAULT & 1 TWIST	6
9.	BACK 1 SOMERSAULT & 1-1/2 TWISTS	7
10.	RUDOLPH (FRONT 1 SOMERSAULT & 1-1/2 TWISTS)	4

4. An applicant for the ADVANCED CERTIFICATE in DOUBLE MINI-TRAMP must successfully execute the following COMPULSORY PASSES.

1. BARANI to BACK 1 SOMERSAULT (Layout)
2. FRONT 1 SOMERSAULT SPOTTER (Tuck) to BARANI
3. STRADDLE JUMP to REVERSE SOMERSAULT (Tuck)

5. ONE OPTION * or DEFICIENCY is allowed in this group, however, any DEFICIENCY must be erased before testing on the ELITE LEVEL will be allowed.

A GROUP DEFINITION & STATISTICAL ITEM ANALYSIS

OF

ADVANCED SKILL LEVEL PROGRESSIONS

GROUP DEFINITION:

The MOUNT and DISMOUNT skill requirements in the ADVANCED LEVEL are a direct progression evolution from the INTERMEDIATE LEVEL requirements with the introduction here of FORWARD SPOTTER DISMOUNTS, TWISTING SPOTTER SOMERSAULTS, and TWISTING BACK and FORWARD SOMERSAULTS.

REVERSE and INWARD SOMERSAULT skills are also introduced here in LAYOUT and PIKE positions with less emphasis on the easier TUCK position skills.

Instructors at this level should stress not only the learning of individual MOUNTS and DISMOUNTS but also the PASS COMBINATIONS of using MOUNTS to immediate DISMOUNTS which constitute the DOUBLE MINI-TRAMP pass. Again, learning the skills in two-set combinations on the Trampoline is a helpful and necessary teaching technique.

SKILL PROGRESSION ANALYSIS FOR PRIOR-GROUP, IN-GROUP, AND NEXT GROUP RELATIONSHIPS:

MOUNTS

PRIOR-GROUP & IN-GROUP	N	DESCRIPTION OF SKILL	T	D	NEXT GROUP REL.
I-1	1.	SPOTTER FRONT SOM. (T)	F	4	E-4
I-3 & A-1	2.	SPOTTER FRONT SOM. (P)	F	5	E-4
I-5 & A-2	3.	BARANI SPOTTER	F	5	E-3
I-2,4	4.	SPOTTER BACK (Layout)	F	5	E-1
I-2 & A-4	5.	SPOTTER BACK & 1/2 TW	O	5	E-2

DISMOUNTS

I-3,6	1.	REVERSE SOM. (Pike)	F	6	ALL REVERSE SK.
I-4,6,10	2.	REVERSE SOM. (Layout)	F	6	E-1,3
I-8 & A-3	3.	REVERSE SOM. & 1/2 TW	O	6	E-1
I-5,7	4.	FLYING INWARD SOM.	O	5	E-2
I-2,7	5.	INWARD SOM. (Pike)	O	6	E-5
I-9 & A-5	6.	INWARD BARANI	O	6	E-5
I-2,9,8	7.	FRONT SOM. & 1 TW	F	6	E-7
I-4,8	8.	BACK SOM. & 1 TW	F	6	E-1,6
I-8 & A-7,8	9.	BACK SOM. & 1-1/2 TW	F	7	E-4,6,9
I-9 & A-7,8	10.	RUDOLPH	F	7	E-5,7,8

GROUP STATISTICAL DATA:

1. NUMBER OF MOUNTS
2. NUMBER OF DISMOUNTS
3. TOTAL NUMBER OF SKILLS
4. AVERAGE DIFFICULTY OF MOUNTS
5. SKILL RANGE OF MOUNTS
6. AVERAGE DIFFICULTY OF DISMOUNTS
7. SKILL RANGE OF DISMOUNTS
8. NUMERICAL DIFFICULTY INCREASE OF MOUNTS OVER PRIOR GROUP
9. NUMERICAL DIFFICULTY INCREASE OF DISMOUNTS OVER PRIOR GROUP
10. NUMBER OF (P) SKILLS
11. NUMBER OF (O) SKILLS
12. NUMBER OF (F) SKILLS

5
10
15
4.8
4 - 5
6.1
5 - 7
+30
+1,20
0
5
10

Double Mini-Tramp CONTINUED:

ELITE

REQUIREMENTS:

1. Any applicant for the ELITE CERTIFICATE in DOUBLE MINI-TRAMP must be a registered U.S.T.A. member in good standing at the time of testing and certification.
2. Any applicant for the ELITE CERTIFICATE in DOUBLE MINI-TRAMP must pass a written examination consisting of THREE PARTS: (1) SAFETY RULES, (2) NATURAL PROGRESSIONS from ADVANCED LEVEL to ELITE LEVEL, and (3) BASIC MECHANICAL PRINCIPLES APPLIED TO DOUBLE MINI-TRAMP. A minimum passing score of 80 points is required.
3. Any applicant for an ELITE CERTIFICATE in DOUBLE MINI-TRAMP must successfully execute the following MOUNTS and DISMOUNTS before a qualified U.S.T.A. judge or official

MOUNTS

NO.	DESCRIPTION OF SKILL	DIFFICULTY
1.	REVERSE 1 SOMERSAULT (Tuck)	5
2.	SPOTTER 1 BACK SOMERSAULT & 1 TWIST	6
3.	RUDOLPH OVER	7
4.	RUDOLPH SPOTTER	7

DISMOUNTS

1.	REVERSE 1 SOMERSAULT & 1 TWIST	7
2.	FRONT 2 SOMERSAULT (Tuck)	8
3.	BACK 2 SOMERSAULT (Tuck)	8
4.	REVERSE 1 SOMERSAULT & 1-1/2 TWISTS	8
5.	INWARD 1 SOMERSAULT & 1-1/2 TWISTS (INWARD RUDOLPH)	8
6.	BACK 1 SOMERSAULT & 2 TWISTS	8
7.	FRONT 1 SOMERSAULT & 2 TWISTS	8
8.	FRONT 1 SOMERSAULT & 2-1/2 TWISTS (RANDOLPH)	9
9.	BACK 1 SOMERSAULT & 2-1/2 TWISTS	9

4. Any applicant for the ELITE CERTIFICATE in DOUBLE MINI-TRAMP must successfully execute the following COMPULSORY PASSES.
 1. SPOTTER BACK 1 SOMERSAULT (Pike) to RUDOLPH
 2. BARANI to BACK 1 SOMERSAULT & 1 TWIST
 3. BARANI to INWARD 1 SOMERSAULT (Tuck)
 4. SPOTTER 1 BACK SOMERSAULT & 1 TWIST to FLYING FRONT SOMERSAULT (Tuck)
5. ONE OPTION * is allowed in this level, however, any DEFFICIENCY must be erased before testing on the MASTER'S LEVEL will be allowed.

A GROUP DEFINITION & STATISTICAL ITEM ANALYSIS

OF
ELITE SKILL LEVEL PROGRESSIONS

GROUP DEFINITION:

The skills which are included in the ELITE LEVEL for DOUBLE MINI-TRAMP CERTIFICATION REQUIREMENTS include many of the most frequently seen skills and skill combinations seen in the higher competitive levels.

Both TWISTING SPOTTER and FORWARD TWISTING MOUNTS are introduced as well as the MULTIPLE TWISTING SINGLE SOMERSAULT DISMOUNTS in FORWARD, BACKWARD, REVERSE, and INWARD categories. The FORWARD and BACKWARD DOUBLE SOMERSAULTS as DISMOUNT skills are also included at this level.

Teachers in this category of skills should rely on an OVERHEAD SPOTTING MECHANIC rigged up over the Double Mini-Tramp to teach many of these skills. Of course, perfecting these skills as isolated trampoline maneuvers will also enhance rapid progress at this level.

SKILL PROGRESSION ANALYSIS FOR PRIOR-GROUP, IN-GROUP, AND NEXT GROUP RELATIONSHIPS:

MOUNTS

PRIOR-GROUP & IN-GROUP	N	DESCRIPTION OF SKILL	T	D	NEXT GROUP RELATION
A-4	1.	REVERSE SOM. (Tuck)	0	5	M-1
A-5	2.	SPOTTER BACK & 1 TWIST	F	6	M-1,2
A-3	3.	RUDOLPH OVER	F	7	M-2
A-1,2 & E-3	4.	RUDOLPH SPOTTER	0	7	M-1

DISMOUNTS

A-2,3,8	1.	REVERSE SOM. & 1 TWIST	F	7	M-6
A-4	2.	FRONT 2 SOM. (T)	F	8	M-1,4
A-2	3.	BACK 2 SOM. (T)	F	8	M-2,5,7,10
A-9 & E-1	4.	REVERSE SOM. & 1-1/2 TW	0	8	M-6
A-5,6,10	5.	INWARD RUDOLPH	0	8	ENTITY
A-8,9	6.	BACK SOM. & 2 TWISTS	F	8	M-8
A-7,10	7.	FRONT SOM. & 2 TWISTS	0	8	M-9
A-10 & E-6,7	8.	RANDOLPH	F	9	M-9
A-9 & E-6	9.	BACK SOM. & 2-1/2 TW	0	9	M-8

GROUP STATISTICAL DATA:

1. NUMBER OF MOUNTS
2. NUMBER OF DISMOUNTS
3. TOTAL NUMBER OF SKILLS
4. AVERAGE DIFFICULTY OF MOUNTS
5. SKILL RANGE OF MOUNTS
6. AVERAGE DIFFICULTY OF DISMOUNTS
7. SKILL RANGE OF DISMOUNTS
8. NUMERICAL DIFFICULTY INCREASE OVER PRIOR GROUP (MOUNTS)
9. NUMERICAL DIFFICULTY INCREASE OVER PRIOR GROUP (DISMOUNTS)
10. NUMBER OF (P) SKILLS
11. NUMBER OF (O) SKILLS
12. NUMBER OF (F) SKILLS

4
9
13
6.25
5 - 7
8.10
7 - 9
+1.45
+2.00
0
5
8

Double Mini-Tramp CONTINUED:

MASTER

REQUIREMENTS:

1. Any applicant for the MASTER'S CERTIFICATE in DOUBLE MINI-TRAMP must be a registered U.S.T.A. member in good standing at the time of testing and certification.
2. Any applicant for the MASTER'S CERTIFICATE in DOUBLE MINI-TRAMP must pass a written examination consisting of FOUR PARTS: (1) SAFETY RULES, (2) NATURAL SKILL PROGRESSIONS from ELITE LEVEL to MASTER LEVEL, (3) BASIC MECHANICS APPLIED TO DOUBLE MINI-TRAMP, (4) BASIC U.S.T.A. RULES for MINI-TRAMP COMPETITION. A minimum passing score of 80 points is required.
3. Any applicant for the MASTER'S CERTIFICATE in DOUBLE MINI-TRAMP must successfully execute the following MOUNTS & DISMOUNTS before a panel of THREE qualified U.S.T.A. judges or officials.

MOUNTS

NO.	DESCRIPTION OF SKILL	DIFFICULTY
1.	REVERSE 1 SOMERSAULT & 1 TWIST	7
2.	SPOTTER BACK 1 SOMERSAULT & 2 TWISTS	8
3.	FRONT 2 SOMERSAULT (OVER) (Tuck)	8
4.	SPOTTER BACK 2 SOMERSAULT (Tuck)	8

DISMOUNTS

1.	FRONT 2 SOMERSAULT (Pike)	9
2.	BACK 2 SOMERSAULT (Pike)	9
3.	BARANI OUT FLIFFIS (Tuck)	9
4.	BARANI OUT FLIFFIS (Pike)	9
5.	BARANI IN FLIFFIS (Tuck)	9
6.	REVERSE 1 SOMERSAULT & 2 TWISTS	9
7.	REVERSE 2 SOMERSAULT (Tuck)	9
8.	BACK 1 SOMERSAULT & 3 TWISTS	10
9.	FRONT 1 SOMERSAULT & 3 TWISTS	10
10.	1/2 IN 1/2 OUT BACK FLIFFIS (BACK 2 SOM & 1 TWIST)	10

4. Any applicant for the MASTER'S CERTIFICATE in DOUBLE MINI-TRAMP must execute the following COMPULSORY PASSES with a minimum aesthetic score average of 8.4 points before a panel of THREE U.S.T.A. qualified judges or officials.
5. THERE WILL BE NO OPTIONS OR DEFICIENCIES ALLOWED ON THE MASTER'S LEVEL.

A GROUP DEFINITION & STATISTICAL ITEM ANALYSIS
OF
MASTER LEVEL SKILL PROGRESSIONS

GROUP DEFINITION:

The MASTER LEVEL introduces some very intricate and difficult skills in both the MOUNT and DISMOUNT categories. The TWISTING SPOTTER SOMERSAULTS and the DOUBLE SOMERSAULT MOUNTS are included in this group.

DOUBLE FORWARD and BACKWARD SOMERSAULTS in PIKE position are introduced as are the easier FLIFFIS MOVEMENTS as dismount skills. The REVERSE DOUBLE SOMERSAULT and TRIPLE TWISTING FORWARD and BACKWARD SOMERSAULTS are also included.

Skills in this group should be taught with an OVERHEAD SAFETY MECHANIC irrespective of the student's ability to execute them well on the Trampoline. All skills in this group should be HAND-SPOTTED as a final measure of safety assurance before the student is prepared to do them on his own.

SKILL PROGRESSION ANALYSIS FOR PRIOR-GROUP, IN-GROUP, AND NEXT GROUP RELATIONSHIPS:

MOUNTS

PRIOR-GROUP & IN-GROUP	N	DESCRIPTION OF SKILL	T	D	NEXT GROUP REL.
E-1,2	1.	REVERSE SOM. & 1 TWIST	0	7	NONE AS YET
E-2 & M-2	2.	SPOTTER BACK & 2 TWISTS	F	8	GM-5
E-1	3.	FRONT 2 SOM OVER (T)	0	8	GM-1
A-4	4.	SPOTTER BACK 2 SOM (T)	F	8	GM-3

DISMOUNTS

E-2	1.	FRONT 2 SOM. (Pike)	F	9	GM-4
E-3	2.	BACK 2 SOM. (Pike)	F	9	GM-2
E-2	3.	BARANI OUT FLIFFIS (T)	F	9	M-5
E-2 & M-1	4.	BARANI OUT FLIFFIS (P)	F	9	M-6
E-3	5.	BARANI IN FLIFFIS (T)	F	9	GM-2
E-1,4	6.	REVERSE SOM & 2 TWISTS	F	9	GM-9
E-3	7.	REVERSE 2 SOM (T)	F	9	GM-3
E-6,9	8.	BACK SOM. & 3 TWISTS	F	10	GM-9
E-7,8	9.	FRONT SOM. & 3 TWISTS	F	10	GM-10
E-3 & M-4	10.	1/2 IN 1/2 OUT FLIFFIS	0	10	GM-4,8

GROUP STATISTICAL DATA:

1. NUMBER OF MOUNTS
2. NUMBER OF DISMOUNTS
3. TOTAL NUMBER OF SKILLS
4. AVERAGE DIFFICULTY OF MOUNTS
5. SKILL RANGE OF MOUNTS
6. AVERAGE DIFFICULTY OF DISMOUNTS
7. SKILL RANGE OF DISMOUNTS
8. NUMERICAL DIFFICULTY INCREASE OVER PRIOR GROUP (MOUNTS)
9. NUMERICAL DIFFICULTY INCREASE OVER PRIOR GROUP (DISMOUNTS)
10. NUMBER OF (P) SKILLS
11. NUMBER OF (O) SKILLS
12. NUMBER OF (F) SKILLS

4
10
14
7.75
7-8
9.30
9-10
+1.50
+1.20
0
3
11

Double Mini-Tramp CONTINUED:

GRAND - MASTER

REQUIREMENTS:

1. Any applicant for the GRAND-MASTER'S CERTIFICATE in DOUBLE MINI-TRAMP must be a registered U.S.T.A. member in good standing at the time of testing and certification.
2. Any applicant for the GRAND MASTER'S CERTIFICATE in DOUBLE MINI-TRAMP must pass a written examination consisting of FOUR PARTS: (1) SAFETY RULES, (2) NATURAL SKILL PROGRESSIONS from MASTER'S LEVEL to GRAND-MASTER'S LEVEL, (3) BASIC MECHANICS APPLIED TO DOUBLE MINI-TRAMP, (4) CONTEMPORARY F.I.T. RULES CONCERNING DOUBLE MINI-TRAMP COMPETITION.
3. Any applicant for the GRAND-MASTER'S CERTIFICATE in DOUBLE MINI-TRAMP must successfully execute the following MOUNTS & DISMOUNTS before a panel of THREE qualified U.S.T.A. judges or officials.

MOUNTS

NO.	DESCRIPTION OF SKILL	DIFFICULTY
1.	BARANI OUT FLIFFIS (OVER)	9
2.	RANDOLPH (OVER)	9
3.	SPOTTER BACK 2 SOMERSAULT (Pike)	9
4.	1/2 IN 1/2 OUT BACK SPOTTER	10
5.	SPOTTER BACK 1 SOMERSAULT & 3 TWISTS	10

DISMOUNTS

1.	BACK IN FULL OUT FLIFFIS	10
2.	FULL IN BACK OUT FLIFFIS	10
3.	REVERSE 2 SOMERSAULT (Pike)	10
4.	FULL IN BARANI OUT or BARANI IN FULL OUT FLIFFIS	11
5.	RUDOLPH OUT FLIFFIS (Tuck)	11
6.	RUDOLPH OUT FLIFFIS (Pike)	11
7.	FULL IN FULL OUT BACK FLIFFIS or 1-1/2 IN BARANI OUT	12
8.	1/2 IN RUDOLPH OUT BACK FLIFFIS	12
9.	REVERSE 1 SOMERSAULT & 3 TWISTS	11
10.	FRONT 1 SOMERSAULT & 3-1/2 TWISTS (ADOLPH)	11

4. Any applicant for the GRAND-MASTER'S CERTIFICATE in DOUBLE MINI-TRAMP must execute the following COMPULSORY PASSES before a panel of THREE qualified U.S.T.A. judges or officials and score an aesthetic average of 8.8 points.
 1. BARANI to BACK 2 SOMERSAULT (Pike)
 2. RUDOLPH to BACK 1 SOMERSAULT & 2 TWISTS
 3. SPOTTER BACK & 1 TWIST to BARANI OUT FLIFFIS (Tuck)
 4. SPOTTER BACK 1 SOMERSAULT (Layout) to REVERSE 1 SOMERSAULT & 1 TWIST
5. NO OPTIONS OR DEFFICIENCIES ARE ALLOWED AT THIS LEVEL.

A GROUP DEFINITION & STATISTICAL ITEM ANALYSIS

OF

GRAND-MASTER SKILL LEVEL PROGRESSIONS

GROUP DEFINITION:

DOUBLE MINI-TRAMP skills on the GRAND-MASTER level include the most difficult maneuvers seen today in competition. The author realizes that as time progresses, even more intricate skills might be seen (particularly in the MOUNT category), however, for the time being, it is felt that the skills represented in this group are both realistic and properly identified.

FLIFFIS MOUNTS and COMPOUND FLIFFIS DISMOUNTS are included in this group. At the present time, perhaps, the most difficult MOUNT seen is the FULL-TWISTING DOUBLE BACK SPOTTER (1/2 In 1/2 OUT) and the most difficult DISMOUNT seen is the DOUBLE-TWISTING DOUBLE BACK (FULL IN FULL OUT). Fourteen-year old Robbie Bollinger (present Senior Men's World Invitational Double Mini-Tramp Champion) executes the 1/2 In 1/2 OUT BACK SPOTTER and the REVERSE DOUBLE SOMERSAULT in PIKE position as MOUNT and DISMOUNT respectively. Both CHRIS EILERTSON and young STEWART RANSOM of Memphis, Tennessee execute the FULL IN FULL OUT BACK FLIFFIS with good form and facility of execution.

Needless to say, all of the skills included in the MASTER LEVEL should be thoroughly learned on the TRAMPOLINE before any attempt is ever made to perform these skills on the Double Mini-Tramp. The instructor at this level should rely on (1) The Trampoline, (2) The Overhead Mechanic over a Double Mini-Tramp, and (3) Careful and accurate hand-spotting to teach these skills.

SKILL PROGRESSION ANALYSIS FOR PRIOR-GROUP AND IN-GROUP RELATIONSHIPS:

MOUNTS

PRIOR-GROUP & IN-GROUP	N	DESCRIPTION OF SKILL	T	D
M-3	1.	BARANI OUT FLIFFIS OVER	F	9
E-3	2.	RANDOLPH OVER	0	9
M-4	3.	SPOTTER BACK 2 SOMERSAULT (Pike)	0	9
M-4 & GM-3	4.	1/2 IN 1/2 OUT BACK SPOTTER	F	10
M-2	5.	SPOTTER BACK SOMERSAULT & 3 TWISTS	0	10

DISMOUNTS

PRIOR-GROUP & IN-GROUP	N	DESCRIPTION OF SKILL	T	D
M-2,3,10	1.	BACK IN FULL OUT FLIFFIS	F	10
M-2,5	2.	FULL IN BACK OUT FLIFFIS	F	10
M-7	3.	REVERSE 2 SOMERSAULT (PIKE)	F	10
M-1,10	4.	FULL IN BARANI OUT or BARANI IN FULL OF	F	11
M-3 & GM-1	5.	RUDOLPH OUT FLIFFIS (Tuck)	F	11
M-4	6.	RUDOLPH OUT FLIFFIS (Pike)	F	11
M-10 & GM-1,2	7.	FULL IN FULL OUT or BACK 1-1/2 IN 1/2 OF	F	12
M-10 & GM-5	8.	1/2 IN RUDOLPH OUT BACK FLIFFIS	F	12
M-6,8	9.	REVERSE SOMERSAULT & 3 TWISTS	0	11
M-9	10.	ADOLPH	0	11

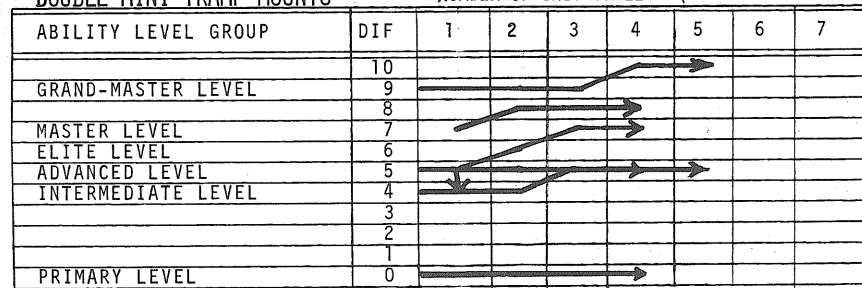
GROUP STATISTICAL DATA:

1. NUMBER OF MOUNTS	5	7. DISMOUNT SKILL RANGE	10-12
2. NUMBER OF DISMOUNTS	10	8. NUMERICAL INCREASE (M)	+1.65
3. TOTAL NO. OF SKILLS	14	9. NUMERICAL INCREASE (D)	+1.60
4. AVERAGE MOUNT DIFFICULTY	9.4	10. NUMBER OF (P) SKILLS	0
5. SKILL RANGE OF MOUNTS	9-10	11. NUMBER OF (O) SKILLS	4
6. AVERAGE DISMOUNT DIFFICULTY	10.90	12. NUMBER OF (F) SKILLS	9

A GRAPHIC ANALYSIS OF UNIT-ITEM DIFFICULTY INCREASES PER ABILITY LEVEL

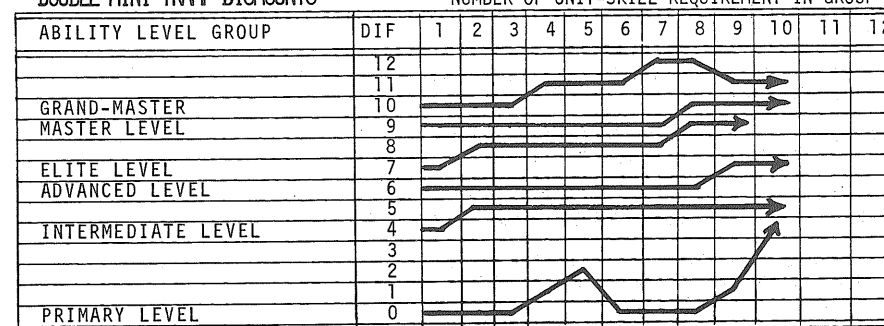
DOUBLE MINI-TRAMP MOUNTS

NUMBER OF UNIT-SKILL REQUIREMENT IN GROUP



DOUBLE MINI-TRAMP DISMOUNTS

NUMBER OF UNIT-SKILL REQUIREMENT IN GROUP



INTERPRETATION OF THE ABOVE GRAPH:

A study of the above two graphs in DOUBLE MINI-TRAMP (MOUNTS & DISMOUNTS) will reveal one strong similarity to the TUMBLING GRAPH. This similarity is the fact that the GREATEST INCREASE IN UNIT DIFFICULTY PER / SKILL LEVEL is witnessed between the PRIMARY and INTERMEDIATE GROUPS. This is true to an extent in TRAMPOLINE but is less evident in a graphic analysis.

The reason for this marked increase is due to the fact that in both DOUBLE MINI-TRAMP and TUMBLING, the PRIMARY LEVEL SKILLS involve skills with no DIFFICULTY RATING or LOW DIFFICULTY RATING. DIFFICULTY in terms of standards used rises sharply with introduction of SOMERSAULTS and full rotation skills.

There appears to be a MARKED CONSISTENCY in DIFFICULTY INCREASE throughout all of the other groups.

MINI - TRAMP

SAFETY RULES

1. ONLY THE STANDARD ACCEPTED U.S.T.A. & F.I.T. REGULATION DOUBLE MINI-TRAMP SHOULD BE USED IN THIS ACTIVITY.
2. NO STUDENT OR PERFORMER SHOULD EVER ATTEMPT TO EXECUTE A DOUBLE-MINI TRAMP SKILL WITHOUT FIRST HAVING BEEN TAUGHT THAT SKILL BY A QUALIFIED INSTRUCTOR.
3. NO DOUBLE MINI-TRAMPING SHOULD EVER TAKE PLACE UNLESS A QUALIFIED INSTRUCTOR IN THIS EVENT IS SUPERVISING THE ACTIVITY.
4. THE DOUBLE MINI-TRAMP SHOULD NEVER BE USED UNLESS IT IS USED IN CONJUNCTION WITH A REGULATION CRASH PAD 1" THICK BY 6' x 12'.
5. THE DOUBLE MINI-TRAMP SHOULD ONLY BE SET UP IN LEVEL AREAS WHERE ADEQUATE SPACE IS AVAILABLE FOR RUN, CEILING HEIGHT, AND PLACEMENT OF THE CRASH PAD FOR LANDING.
6. NO ONE SHOULD EVER RUN ACROSS THE AREA IN WHICH DOUBLE MINI-TRAMP STUDENTS OR PERFORMERS ARE TAKING THEIR APPROACH RUNS.
7. NO ONE IN STREET CLOTHES OR SHOES SHOULD BE ALLOWED TO PRACTICE DOUBLE MINI-TRAMP. PROPER GYM WEAR AND GYM SLIPPERS ARE REQUIRED.
8. THE DOUBLE MINI-TRAMP SHOULD NEVER BE EMPLOYED AS A TRAMPOLINE! ONLY ONE MOUNT OR SPOTTER SKILL SHOULD EVER BE ALLOWED AT ONE TIME!
9. ONLY TWO FOOT TAKE OFFS FOR MOUNTS AND DISMOUNTS AND TWO-FOOT LANDINGS ON MOUNTS AND DISMOUNTS ARE ALLOWED. NO SHOULDER, STOMACH, OR BACK LANDINGS ARE ALLOWED ON DOUBLE MINI-TRAMP.
10. ONCE A DOUBLE MINI-TRAMP PASS HAS BEEN COMPLETED, STUDENTS AND PERFORMERS SHOULD CLEAR THE CRASH PAD AREA IMMEDIATELY TO MAKE ROOM FOR THE NEXT PERFORMER.
11. DOUBLE MINI-TRAMPS SHOULD BE FOLDED, LOCKED, AND STORED WHEN NOT IN USE!
12. ALL DOUBLE MINI-TRAMP SKILLS SHOULD BE FIRST LEARNED SUCCESSFULLY ON A TRAMPOLINE BEFORE BEING ATTEMPTED ON THE DOUBLE MINI-TRAMP!
13. NO HORSEPLAY EVER IS ALLOWED IN DOUBLE MINI-TRAMPING!
14. NO STUDENT OR PERFORMER SHOULD EVER EXECUTE A DISMOUNT TO ANY OTHER LANDING AREA THAN THE REGULATION CRASH LANDING PAD.
15. FOR USE IN DIVING AND AS AN AID TO TEACHING SPRINGBOARD DIVING, NO DOUBLE MINI-TRAMP SHOULD EVER BE SET UP AT POOLSIDE UNLESS THE END AREA EXTENDS AT LEAST 16" FROM THE EDGE OF THE POOL.

17 Ways to KILL an IDEA !!!

At the INTERNATIONAL SAFETY CONFERENCE in London, England back in 1971, TED BLAKE also reminded us that in any sport there exists a body of people who quite legitimately belong to the FLAT-EARTH SOCIETY! These are the people who have become experts at KILLING new ideas!

In introducing the concept of N.A.P.E., we are quite aware that there will be some people in our sport who are card-holding members in this society. N.A.P.E. to them, will be a total waste of time! They will not feel it necessary to subject their students or children to the examinations because THEIR child or student has won TOO MANY COMPETITIVE TITLES to have to go back and learn some basic skill techniques. They don't really care that much about SAFETY either! Their student or child will never have an accident...because he or she is TOO GOOD!

Fine! Let the FLAT-EARTHERS have their day! Hopefully their student or child will continue to WIN MEDALS instead of achievement CERTIFICATES! Hopefully, their child or student will never have to look at their MEDALS and TROPHIES on the wall from the vantagepoint of a wheelchair!

Now...for the SEVENTEEN WAYS TO KILL AN IDEA!

1. IGNORE IT! DEAD SILENCE INTIMIDATES ALL BUT THE MOST ENTHUSIASTIC!
2. PROCRASTINATE! TELL THE ORIGINATOR OF THE IDEA THAT IT IS SOUND BUT IT IS TOO EARLY TO IMPLEMENT IT! THIS WAY, BY NEXT YEAR OR THE YEAR AFTER, THE ORIGINATOR OF THE IDEA WILL HAVE FORGOTTEN HE EVER HAD ONE!
3. SCORN IT! "YOU'RE JOKING, OF COURSE!" GET YOUR THRUST IN BEFORE THE IDEA IS FULLY EXPLAINED OR IT MAY PROVE PRACTICAL AFTER ALL!
4. LAUGH IT OFF! "HO HO HO...THAT'S A GOOD ONE JOE!" YOU MUST HAVE SAT UP ALL NIGHT THINKING THAT ONE UP!" IF HE HAS, THIS MAKES IT EVEN FUNNIER!
5. PRAISE IT TO DEATH! BY THE TIME YOU HAVE EXPUNDED ITS MERITS FOR FIVE MINUTES EVERYONE ELSE WILL HATE IT. THE PROPOSER WILL BE WONDERING WHAT IS WRONG WITH IT HIMSELF.
6. MENTION THAT IT HAS NEVER BEEN TRIED! IF IT IS NEW...THIS WILL BE TRUE!
7. "OH, WE'VE TRIED THAT BEFORE!" PARTICULARLY EFFECTIVE IF THE ORIGINATOR IS A NEWCOMER. IT MAKES HIM REALIZE WHAT AN OUTSIDER HE IS!
8. FIND A COMPETITIVE IDEA. THIS IS A DANGEROUS ONE UNLESS YOU ARE EXPERIENCED. YOU MIGHT STILL GET LEFT WITH AN IDEA!
9. PRODUCE 20 GOOD REASONS WHY IT WON'T WORK. THE ONE GOOD REASON WHY IT WILLIS THEN LOST!
10. MODIFY IT OUT OF EXISTENCE. THIS IS ELEGANT. YOU SEEM TO BE HELPING THE IDEA ALONG, JUST CHANGING IT A LITTLE HERE AND THERE. BY THE TIME THE ORIGINATOR WAKES UP.....IT'S DEAD!
11. TRY TO CHIP BITS OFF IT! IF YOU FIDDLE WITH AN IDEA LONG ENOUGH...IT MAY COME TO PIECES!
12. MAKE A PERSONAL ATTACK UPON THE ORIGINATOR. BY THE TIME HE'S RECOVERED, HE'LL HAVE FORGOTTEN HE HAD AN IDEA!
13. SCORE A "TECHNICAL" KNOCKOUT! FOR INSTANCE...REFER TO SOME OBSCURE RULE!

SEVENTEEN WAYS TO "KILL" AN IDEA.....CONTINUED:

14. LET A "COMMITTEE" SIT ON THE IDEA! THEY MIGHT JUST LAY AN EGG!
15. ENCOURAGE THE AUTHOR TO LOOK FOR A BETTER IDEA! USUALLY A DISCOURAGING QUEST. IF HE FINDS ONE.....START HIM LOOKING FOR A BETTER JOB!
16. ACCEPT IT....BUT DO NOTHING ABOUT IT!IT PREVENTS THE ORIGINATOR FROM TAKING IT TO SOMEBODY ELSE!
17. SEE IT COMING.....AND QUICKLY CHANGE THE SUBJECT!

ANY MORE SUGGESTIONS.....

.....

.....FROM THE DELEGATES OF THE
FLAT-EARTH SOCIETY?

"THOSE MEDIEVAL GEOGRAPHERS TOLD ME
THERE WOULD BE MOMENTS LIKE THIS!"

