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Effect of karate techniques training on communication of children with autism spectrum disorder

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This investigation examined the long term effects of Karate techniques, training on communication deficit of children with Autism Spectrum Disorders (ASD). We assigned 30 school aged children with ASD to an exercise (n=15) or a control group (n=15). All participants in the exercise group were engaged in 14 weeks of Karate techniques, training as well as routine educational skills, while the participants of the control group continued to receive merely educational skills. The communication deficits of the participants at baseline, post-intervention (week 14), and at one month follow up were evaluated. When compared to the pre-and post-assessment of the participants in the control group, participants in the exercise group showed significant improvement in communication deficit. Moreover, improvement in communication deficit in the exercise group at one month follow up remained unchanged compared to post-intervention time. However, the communication deficit of the participants in the control group did not show a significant change across the experimental period. We concluded that training Karate techniques to children with ASD leads to significant improvement in their communication deficit.

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Perceptions of the psychological rehabilitation of a student-athlete with an injury in sport at the NCAA division I level: A narrative approach of student-athletes and athletic trainers

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How an athlete responds and recovers from an injury varies with each unique situation. One's reaction to their sport injury can be an influential determinant of their return to sport. Those working directly with injured athletes are in a unique position to administer both physiological and psychological rehabilitation. Research has surfaced regarding the need of athletic trainers to also focus on the mental aspects of recovery. The objective of this narrative study was to focus and uncover the perceptions of coping with an injury among 4 NCAA Division I athletes and also the athletic trainers with whom they work. A thematic structure of the lived experience of an injury was revealed. The concept of 'perceptual continuity' was introduced and the relationship between the lived experiences of the injured student-athlete and the perceptions of these experiences of their athletic trainer provided a new and interesting insight into the psychological rehabilitation process. With this investigative research, health and sport professionals will be able to approach both the mental and physical sides of rehabilitation with a better understanding of the emotions and thoughts of their athletes.

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