J Sports Med Doping Stud 2015, 5:2
http://dx.doi.org/10.4172/2161-0673.S1.003

OMICS International
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International Conference on
Sports Medicine and Fitness
March 23-25, 2015 Chicago, USA

Motivational effects of normative feedback on learning of throwing task with autism spectrum children

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The purpose of present research wasthe study of motivated effects of normative feedback on learning of throwing task with Autism Spectrum children. Therefore 20 Autism Spectrum children with age range 6-10 years (M=8/28, SD=1/22) were selected in available and were put randomly in two groups: Experimental (normative feedback, n=10) and control (no-feedback, n=10). Participants were asked to throw 100 grams beanbag into targets that were drawn on floor by over-hand throw with non- dominant hand. First, 10 trials pre-tested and next acquisition stage was performed that included 10 block with 10 trials in each. After performing 10 trials, point related to it was added to 20% and declared to each participant as result of that block. 24 hours after practice stage, retention test was performed that included 10 trials non-feedback. Mixed ANOVA 2 x 6 revealed both groups progressed in acquisition stage and enhanced performance (P=0/000) but this was not significant between two groups (P=0/210) that reflected that the motivated effects of feedback was equal for both groups. The result of t-test for retention did not show any significant effect between two groups (P=0/314) and this revealed that normative feedback in this research was not a learning variable. Therefore using feedback with motivated effects among autism spectrum disorder needs further research and larger samples in order to advertise the results of this kind of research to other populations.

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The effect of stress and aerobic training on brain- derived neurotrophic factor in Wistar rats

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The purpose of the present study was to evaluate the influence of aerobic training and stress on BDNF and uric acid in Wistar rats. Subjects of study included 90 Wistar rats (weight 200±40gr). Healthy rats were randomly divided into 6 groups of aerobic training (T), Emotional Stress (ES), Physical Stress (PS), Physical stress and aerobic training (TPS), Emotional stress and aerobic training (TES), and Control (C).¬¬¬¬ Research programs included one session and two weeks aerobic training on treadmill with or without emotional and physical stress. Findings indicated significant differences between groups in BDNF. Following the first session, BDNF in groups of T, was significantly different with PS, ES, C groups, and BDNF significantly increased in T group compared to other groups. Moreover, BDNF was significantly decreased in ES groups compared to T, PS, TPS and TES groups. Furthermore, following first session the uric acid level was significantly different in all groups compared with control group. After 2 weeks, there were no significant differences between all groups in Uric acid. In summary, one session of aerobic training has increased BDNF and Uric acid however, two weeks aerobic training increased BDNF with no change in Uric acid.

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