

**CELEBRATING THE RUTH S. AMMON
COLLEGE OF EDUCATION AND HEALTH SCIENCES**

Faculty Scholarship

2021 - 2022

**ADELPHI
UNIVERSITY**

Ruth S. Ammon College of
Education and Health Sciences



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MESSAGE FROM THE DEAN

Building a strong culture of scholarship in the Ruth S. Ammon College of Education and Health Sciences is one of our strategic initiatives. Our faculty have been engaging actively in their scholarly activities. In this first issue of “Celebrating the Ruth S. Ammon College of Education and Health Sciences Faculty Scholarship,” we selected up to two representative publications and presentations of the 2021-22 academic year from each faculty member. Rather than presenting titles alone, we have included abstracts of our faculty's research and invite you to dive deeper into their work. If you are interested in reading more, please contact individual faculty members so they can share their complete work with you. On the last page of the publication, you will find a list of our contributors and their contact information.

I hope you will enjoy reading about the diversity of scholarship of our college.

Xiao-lei Wang, PhD

*Dean of the Ruth S. Ammon College of
Education and Health Sciences*

Creating Culturally Competent Teachers in Higher Education through Cultural Immersion

Antony, P. & Vaughn-Shavuo, F.

Professor Pavan John Antony, EdD, and senior adjunct professor Fayth Vaughn-Shavuo, PhD, have been conducting research on the effects of placing future teachers in culturally responsive classrooms. They have collaborated on a book that is coming out during Summer 2022. This book will highlight a new model (Tri-Fold Multicultural Model, or TFM) to prepare culturally responsive teachers in the teacher preparatory program in higher education. The TFM model has demonstrated proven efficacy both before and during the pandemic, making the book unique and appealing to a broad audience of educators. A mixed methodology was adopted for this study; surveys along with several personal anecdotes of selected participants will be highlighted in the book. The readers will have the opportunity to reflect on the experiences of several college graduates and consider adopting the model the authors have proposed in their classes or teacher preparatory programs. The book will be published through Springer.

Trans-disciplinary research in Education, Anthropology and Art

Various collaborative projects with anthropologists and artists are underway, as part of Professor Elizabeth de Freitas' effort to rethink research methodologies in the social sciences. Responding to increasing concerns that conventional methodologies fail to grapple with digital life and posthuman ecologies, these projects experiment with innovative research methods, while focusing on learning environments. Recent outputs include four chapters, one in a book edited by anthropologist Sarah Pink, known for her groundbreaking developments in sensory and digital ethnography, and another in a book edited by anthropologist Tim Ingold, renowned for his work on bio-social human-animal relations. De Freitas' chapter in *An Anthropology of Futures and Technologies*, published by Taylor and Francis (2022), is co-authored with Maggie Maclure and David Roussel, and discusses examples of surrealist ethnographic techniques, both historical and contemporary. Her chapter in *Knowing from the inside: Cross disciplinary experiments with matters of pedagogy*, published by Bloomsbury (2022), is co-authored with Nathalie Sinclair and discusses new ways of studying human measurement practices. The other two chapters are in a Routledge book called *Visual participatory arts-based research in the city: Ontology, aesthetics and ethics* (2022) and a chapter about digital arts-based methods for studying affective cognition, in an *Imbricate* book (2022).

Gaps in framing and naming: Commentary to “A viewpoint on accent services”

Yu, B., Nair, V.K.K., Brea, M.R., Soto-Boykin, X., Privette, C., Sun, L., Khamis, R., Chiou, H., S., Fabiano-Smith, L., Epstein, L., & Hyter, Y.D. (2022).

In this commentary, we offer a critique of "A Viewpoint on Accent Services: Framing and Terminology Matter" (Grover et al., 2022). We argue that the authors' proposal to rename and reframe accent modification lacks criticality, which actually hinders-rather than advances-the movement toward equitable, culturally sustaining, and emancipatory practices. We break down major gaps in criticality, reflexivity, practice, and vision and discuss their potential for undercutting meaningful progress as it relates to linguistic justice. We advocate for a serious and critical interrogation of accent practices and commitment to an emancipatory practice that addresses linguistic discrimination above all else. We emphasize the need to decenter standardized languages and to co-envision linguistic liberation using critical methods in scholarship, pedagogy, clinical practice, and policy.

Assessing diglossic knowledge and awareness in language and literacy: Pilot results from the Whole of Syria Project

Khamis-Dakwar, R., Froud, K., Tubbs Dolan, C., & Westrope, C. (2022).

This paper examines interrelationships between children’s explicit knowledge and awareness of diglossia (EKAD) and educational attainment data in 1,456 Syrian Arabic-speaking 2nd and 3rd graders using the Syria Holistic Assessment for Learning (SHAL), an assessment of literacy, social-emotional, and math abilities developed by regional literacy and numeracy experts, practitioners with knowledge of the Syrian curriculum, and developmental psychologists with psychometrics expertise. A multi-level mixture model was applied whereby individual scores were nested in schools and predictor factors impacting literacy and numeracy attainment were identified. Factors modelled were: age, gender, caregiver reading engagement, availability of reading materials at home, letter and number identification, number discrimination, vocabulary, listening comprehension for Standard Arabic, and EKAD. EKAD showed developmental changes in its interactions with attainment scores across age groups, with primary effects on literacy development and evidence that it also affects numeracy skills in older children. We discuss the complex relationships between EKAD and Arabic literacy acquisition, with an emphasis on learning in war zones. We highlight the importance of diglossic awareness as a skill to build into educational assessment and pedagogical practices in diglossic communities, and show how methodological innovations like those reported here can assist in assessment and interpretation of educational data.

Queering urban space through informal recreation: The experiences of a queer, predominantly Asian volleyball community in New York City

This study explores the process of queering public leisure spaces through the intentional use of 'pop-up' informal volleyball play. Specifically, this study employed qualitative semi-structured interviews and participant observations to interrogate the ways in which a community of queer, predominantly Asian 'volleyballers' engage in the animation of public spaces through volleyball and associated activities. The meanings behind such actions are also explored. Specific attention is paid to the role of informal volleyball gatherings during social distancing measures resulting from the COVID-19 pandemic and the ways in which volleyball is used to challenge homophobia, transphobia, racism, xenophobia, and the sharp rise in anti-Asian violence. Findings contribute to understanding the role of informal leisure and pop-up spaces in queer lives and placemaking, highlighting the particular importance of this placemaking for queer Asian individuals and communities.

Gentrification of the (Leisure) Mind: Organizational Justifications and Community Concerns of a Proposed LGBTQ2S Sport and Recreation Center

In 2015, Toronto's largest LGBTQ2S organization, the city, and a private donor collaborated and proposed what they believed constituted the world's first LGBTQ2S sport and recreation facility in Toronto's Moss Park neighborhood. While conceived as a site that would expand community services in an underserved community, this project was met with criticism from segments of the Moss Park community. Using qualitative interviews with both representatives from the LGBTQ2S organization and local residents, the purpose of this was to analyze justifications behind the project and concerns from the community. In so doing, the authors reflect upon the relationship between sport, recreation, and leisure-based place-making and questions of queer/de-queering politics by exploring the transformative or assimilationist aspects of queer recreation practices, the homonormativity of leisure spaces, and spiritual displacement associated with queer gentrification.

Auditory verb generation performance patterns dissociate variants of primary progressive aphasia

Lukic, S., Licata, A. E., Weis, E., Bogley, R., Ratnasiri, B., Welch, A., ... Borghesani, V.

This study focuses on the performance of 73 patients with primary progressive aphasia (PPA) in an auditory noun-to-verb generation task, emphasizing how a qualitative assessment of errors may be informative in the differential diagnosis of PPA variants. We recruited 21 logopenic, 28 semantic, and 24 nonfluent/agrammatic PPA patients, together with 31 healthy adults. Task accuracy differed across the three variants and healthy adults, with logopenic and nonfluent/agrammatic variants PPA having the lowest and highest accuracy, respectively. Critically, machine learning analysis of the different error types yielded above-chance classification of patients into their corresponding group. An analysis of the error types revealed clear variant-specific effects: logopenic PPA patients produced the highest percentage of 'not-a-verb' responses and the highest number of semantically related nouns (production of baseball instead of throw to noun ball); in contrast, semantic PPA patients produced the highest percentage of 'unrelated verb' responses and the highest number of light verbs (production of take instead of throw to noun ball). These findings illustrate how the analysis of pattern of responses can help PPA phenotyping and heighten diagnostic sensitivity, while providing insights on the neural correlates of different components of language.

Voxel-Based Brain-Behavior Mapping in Neurodegenerative Diseases

Lukic, S., Borghesani, V., Gorno-Tempini, M.L., & Battistella, G.

Over the last decades, sophisticated neuroimaging techniques have become a key methodology in defining brain areas affected by progressive illnesses, helping the identification of syndrome specific anatomic patterns and/or the resulting changes in cognitive function and behavior. This book chapter provides a review of the contemporary research on neurodegenerative diseases, spanning a variety of different clinical and brain atrophy patterns, along with the methodologies that helped to uncover them. We start by outlining the brain-behavior mapping method commonly used, followed by a direct comparison of automated techniques of brain morphometry, voxel- versus surface-based. We then present the results of seminal studies applying these techniques to investigate clinical group differences or brain-language relationships. These studies have improved our ability to identify clinical symptoms and perform differential diagnoses and greatly deepened our understanding of the neurobiology of language. We conclude by highlighting how, thanks to these methodological advances, the field can now tackle unresolved anatomical-functional questions embracing clinical neurodegenerative data.

Examining Social and Emotional Learning (SEL) Practices Among New York State Health Educators

This mixed methods research study seeks to examine the experiences of New York State Health Education teachers and their teaching practices around social and emotional learning (SEL). These experiences will include their implementation of strategies to teach self-management, self-awareness, responsible decision making, social awareness and relationship skills in K-12 health classrooms. Participants will complete an SEL survey based on the CASEL framework. After questionnaires are completed, the participants will be requested to participate in a focus group discussion to understand in-depth meanings of their responses. The study suggests that K-12 health educators use the CASEL framework as a guide to inform SEL integrations and teachings into health curriculums.

Physical education teachers' successes and barriers while teaching physical education during the COVID-19 pandemic

The purpose of this study was to investigate physical education teachers' perceptions of implementing online physical education during the COVID-19 pandemic as well as to explore their needs with regard to support for future teaching experiences. A total of 4,302 teachers completed four open-ended questions as part of a larger survey. Deductive and inductive qualitative analysis led to three themes: (a) Teachers' Proud Moments, (b) Help! So Many Obstacles, and (c) Future Challenges. Teachers stated many successes and challenges that they experienced through the COVID-19 pandemic. Many items specifically focused on use and access to technology, student participation, and meeting students' needs in various ways. Results can provide guidance for how to address the essential components of physical education in the online environment. In addition, results may provide insight to those who educate, train, and prepare teachers to teach in a virtual and/or physically distanced environment.

Middle school students' attitudes toward physical activity and physical education, intentions, and physical activity behavior

Mercier, K., Simonton, K., Centeio, E., Barcelona, J., & Garn, A.

Schools are focusing more on promoting physical activity (PA) before, during, and after the school day, to combat the risk factors associated with sedentary behaviors. Since attitudes impact decisions to be physically active, identifying how PA attitudes relate to established attitudes toward physical education (PE), as well as PA intentions and behaviors are important—and thus the focus of this study. Middle school students (N=948; 45% female) completed PA behavior, PA intention, and PA and PE attitude surveys. Findings provided a better understanding of attitude theory with the identification of relationships between PA attitudes and PE attitudes, behavioral intention, and behavior. Multiple regression model results showed significant relationships between positive PA attitudes, negative PA attitudes, and PE attitudes with behavioral intention, and self-reported PA behavior. Differences between positive and negative PA attitudes were identified with positive PA attitudes most predicting intention. The results provide guidance for developing learning experiences aimed at promoting attitudes toward PA.

The reduction of children to bare life: The case of child migration

O'Loughlin, M. & de Assis, R.

In our inequitable world many children live lives of great precarity. Endemic poverty, exploitation of child labor, lack of preventive health care, and access to substandard, if any, schooling are risk factors for many of the world's children. The greatest suffering, however, is reserved for those children who suffer displacements from family and community that layer an additional level of trauma on top of those other deprivations. Children who are trafficked, children who are coerced into soldiering, and children who are displaced internally or externally by wars, genocides, or natural disasters, and children in families forced to relocate due to loss of livelihood caused by climate change or other factors suffer additional trauma. Children in refugee or asylum-seeking families, and children who flee alone, are obviously at extreme risk due to the constellation of comorbid vulnerabilities that constitute their life circumstances. We present a trauma-based framework to explain the suffering of refugee and asylum-seeking children, and we point the way to local work that can be done to assist migrant and refugee children in school and clinical settings.

Exploring racial formation in children: Thoughts from an encounter with Black children in Brazil

In this work, using spontaneous expression of white skin color preference by Black Brazilian children as stimulus, we seek to examine the construction and performance of racial subjectivity in Black children. Drawing on a range of psychoanalytic theories, we strive to develop a psychoanalytic understanding of racial formation that is complex and non-essentializing. The paper concludes with an examination of the possibilities of pedagogical interventions that might provide space for Black children to occupy and perform more expansive racial identities, assisted by teachers who embody receptivity, a capacity for positive mirroring, and an ability to practice mentalizing pedagogies.

Adapting Audiology Procedures During the Pandemic: Validity and Efficacy of Testing Outside a Sound Booth

Traditional hearing services are close contact, mostly offered in enclosed clinical spaces and in sound-treated test booths, creating administrative challenges under the more stringent health and safety guidelines during the pandemic. This has required audiology practices to consider alternative forms of service delivery quickly and safely. This investigation compared hearing assessment procedures using standard audiometry performed in a sound-treated test booth and software-controlled audiometry with active noise monitoring that could be used in settings when a sound booth is not accessible. Testing was conducted in a clinical setting under modified protocols meeting safety precautions during the COVID-19 pandemic. Participants were 69 adults ages 20 to 69 years, with normal hearing or hearing loss. Findings supported the sound booth-free audiometer system as a valid and efficient procedure for hearing assessment. This method offers an effective alternative when circumstances require more transportable hearing assessment technology or do not allow for standard audiometry in a sound booth.

Identity Politics, Solidarity and the Aesthetics of Racialization

Contemporary racial identity politics is critiqued as being unable to serve as a force for just societal change due to its perceived inability to engender solidarity. Dr. Sinha argues that the movement of subordinated groups toward racial identity politics responds to real material conditions, overflowing the rhetoric of identity politics as epistemologically exclusive, protective of its histories, symbols and traditions, and as reinstating siloed identities incapable of political mobilization. Calls for solidarity are empty abstractions from real material conditions if the aesthetics of racialization have not been not addressed. The aesthetics of racialization refer to our experiencing the world and coming to our identities by being interpellated through and by certain movements, patternings, cadences and tempos in relation to spaces, bodies and things. Dr. Sinha foregrounds the sedimentation of the phenomenological and affective dynamic of whiteness and argues that due to the socio-historical workings of white supremacy, which subtends embodied orientations, capacities and habituated privileges, the work of solidarity asks different things from different people. Most significantly, solidarity is predicated on both pedagogical and policy enactments that may enable the redirecting or redrawing of the spatial and affective dimensions of our lives.

White Double Consciousness and the Logic of the Broken Plate

Dr. Sinha reflects on how white epistemic authority, which delineates the terms of “correct” knowledge and to whom it is to be attributed and accessible, is continuously re-animated through material conditions and processes. Further, Dr. Sinha highlights how the pedagogical task of nurturing white double consciousness must go beyond the terms of critical consciousness raising once we understand how white double consciousness functions differently from Black or non-dominant double consciousness. More specifically, utilizing insights gained through W.E. B. Dubois’s reflection on the 1917 East St. Louis riots, and critical phenomenology’s conception of the habituated historico-racial body schema, Dr. Sinha will suggest that the interrogation of the epistemological lens of whiteness is itself dependent upon material conditions.

Language Play in Simultaneous Multilingual Children

All children have an intuitive predilection to play with language and respond to language play. However, multilingual children may demonstrate additional talents and characteristics in using language playfully as a result of being able to access multiple cultural and linguistic resources. This paper presents a 19-year longitudinal study that examines how two trilingual siblings (Chinese, French, and English) displayed their linguistic dexterity in the use of ludic language. Situated in the everyday context, the study reveals that the multilingual siblings used language play to transcend the linguistic norms of their ambient languages to negotiate meaning, leverage their communicative intents, and develop their unique multilingual identity. In addition, the study suggests that the trilingual siblings' language play was syncretic in nature; that is, their language play included hybrid elements from their respective languages and cultures. The significance of the syncretic language play is that it enabled the multilingual siblings to develop nuanced and creative manners of Discourse. Thus, this paper argues that multilingual children, in particular those who grow up with more than two languages simultaneously, are able to use language play as an optimizing strategy to synthesize a wide variety of new meanings that any single linguistic system is incapable of offering by itself. The paper concludes with thoughts on future directions of research in multilingual children's language play and educational implications.

To Kill More Birds with One Stone: Reexamining the Functions of Crosslinguistic Mixings Used by Multilingual Children

This study examines the cross-linguistic mixings (CLMs) of two siblings who simultaneously acquired three languages from birth. A longitudinal study (from age one to age nineteen) was conducted. The study yielded several interesting results. First, CLMs produced by the siblings was functional from the very beginning and became increasingly dynamic over the years. Second, the CLMs produced by the siblings had distinct developmental characteristics: instrumental function was more noticeable in early childhood; representational and heuristic functions were more visible in middle childhood and interactional, personal, regulatory and divertive functions were more prominent in adolescence. Third, although the communicative functions of the siblings' CLMs largely reflected the commonly recognized functional categories reported in the language research literature, the siblings progressively interweaved more than one function in one single CLM through phonological manipulation and nonverbal cues to achieve different communicative purposes and negotiate their multilingual and multicultural identities. The study suggests that multilingual children can capitalize their multilingual resources to leverage their intents to maximize their communicative potential.

Apprenticing Ourselves to M. C. Richards: Three Teachings for Art Educators

This short essay attempts to honor Mary Caroline "M.C." Richards through three lessons of her writings and teachings. Richards (1916-1999) wrote, sculpted, and taught in a variety of educational settings, including K-12 education, universities, and community workshops for learners across the lifespan. Richards has been enduringly admired by art students, artists, poets, and educators alike. Her participation at Black Mountain College (a short-lived artistic laboratory for the arts from 1933–1957) represented her departure from the traditional university system and includes experiences as a teacher, student, poet, and potter. Black Mountain catalyzed her work toward a philosophy of creativity and living. Her legacy in clay and words powerfully connect pottery and poetry with practices of the studio, the classroom, the home, and the natural world.

From Aesthetics Education to Zines: A Primer for Arts Educators

Dr. Weida offers this chapter as a gathering of ideas, a sort of primer for aesthetic education, from A to Z. Dr. Weida has been alternately dismayed and inspired by recent online workshops for and about artists and educators (particularly BIPOC or Black, Indigenous or People of Color) who have persisted despite being misunderstood, underfunded, or even furloughed before and during the pandemic. Sitting at home, Dr. Weida wanted to dig deeper and help advocate for what folks (or the more inclusive folx) might need as arts educators. She hoped to be a better ally and activist – to do more than sign petitions, support GoFundMes, and attend rallies (and then worry about contracting or spreading COVID while also caring for her five year-old daughter). Through her writing and teaching, Dr. Weida aims to help learn about, support, and document ideas and theorists who were comforting yet radical.

Reimagining the Youth Sport System Across the United States: A commentary from the President's Council on Sports, Fitness & Nutrition Science Board

The youth sport system in the United States is not achieving its full potential. There is a need to reimagine this system in ways that are evidence-based, innovative, and coordinated to best safeguard and promote the well-being of young people. The purpose of this expert commentary, composed by the President's Council on Sports, Fitness & Nutrition Science Board, is to propose a set of changes across multiple levels of influence (e.g., individual, family, school, organization) that could cultivate a more developmentally sound youth sport system. By advancing the vision of the National Youth Sports Strategy to provide quality youth sport to all young people in the country, these changes have substantial potential to benefit young people.

Narratives of trauma and resilience from street soccer players

Trauma exposure is a global public health concern, with lifelong psychological, social, behavioural, and physical health detriments. There is a growing need for trauma-informed interventions, with Sport for Development (SfD) programmes identified as one set of promising interventions. This narrative inquiry explores the lives of soccer players taking part in two SfD programmes (e.g., Street Soccer Scotland, Street Soccer USA) that serve populations with high rates of trauma exposure (e.g., homeless, immigrant, refugee). Through interviews with players and significant others, it became clear that the Street Soccer programmes were using the popularity and appeal of the sport to achieve broader goals. Beyond this, they have embraced the core tenets of trauma-informed programming, cultivating growth and resilience amidst an ecological framework with interrelated systems.

“What if I was not adopted”: Transnational Chinese adoptee English teachers negotiating identities in Taiwan

While race in TESOL has gained traction in recent years, less research has focused on Asian American teachers working in Asian contexts, not to mention Chinese adoptees from the U.S. working as English teachers in Asia. Drawing from our larger study on the work narratives of Asian Americans teaching English in Taiwan, this paper examines how Chinese adoptees negotiate their linguistic and cultural competencies and identities in Taiwan. We uncover the various forms of emotional labor that they experienced. Similar to other Asian American teachers, they also grappled with notions of authenticity and legitimacy in the ELT field in Taiwan. However, teaching in Taiwan provided Chinese adoptees with the opportunity to negotiate the roots and routes of transnational adoptee identities and simultaneously deploy their adoptee identities as pedagogical tools for teaching about racial and family diversity, which complicates and extends research on racial identities as pedagogy in ELT. It is inevitable that their racial identity and transracial family makeup are invoked, and they are confronted to take action on it. The process can be laborious, yet teaching students about diversity through these adoptees' own vantage points also constitutes their professional identity as a competent teacher.

Life and work between home and “homeland”: A narrative inquiry of transnational Chinese adoptees' identity negotiations across time and space

Very little work has documented adoptees' identity (trans)formations across their lifespan as they move across different transnational contexts and spaces. This study examines how three Chinese adoptees from the U.S. who chose to go to Taiwan to work as English teaching assistants make sense of their lives in and out of Asia and how they negotiate their identities and attachments to their Chinese heritages. Drawing on the frameworks of positioning and chronotopic identities, this cross-sectional, multiple case study documents the three Chinese American adoptees' identity (trans)formations through their narratives on their moves across the U.S., China, and Taiwan during different points of their lives. Our adoptee participants' home and work experiences over time represent diverse pathways for their negotiations of various aspects of their identities - linguistic, cultural, Chinese, American, Asian American, and adoptee - in their life trajectories transnationally. Their diverse experiences complicate current understandings of identity negotiations among adoptees within and across the adoptive home, the “homeland” of their birth places, and beyond.

Perceived Benefits of a Guided Exercise Program Among Older Adults

Introduction: The purpose of this qualitative study is to explore the perceived benefits of Essentrics among older adults. Essentrics is a guided exercise program similar to Tai-Chi and Yoga. The Essentrics program emphasizes mastering control over lifting and moving the body in space while performing low impact exercise and using the body weight as the resistance force for strengthening. *Methods:* Participants included six females and three males with ages ranging from 59-81 with a mean age of 68 years old. Data were collected through a post intervention questionnaire that included closed and open-ended questions and digital recording of the focus group discussion transcribed verbatim. Data was analyzed using a thematic framework. *Results:* After practicing Essentrics, participants perceived that Essentrics improved their flexibility, balance and strength. These are physical markers critical for functional mobility. Participants continued practicing Essentrics because of immediate positive outcomes and convenience. *Conclusions:* Essentrics' unique approach resulted in perceived benefits in physical function. These perceived improvements are imperative to allow older adults to remain independent and maintain or improve their quality of life.

The Impact of a 10-Week Essentrics Program on Strength, Flexibility and Body Composition

Background: Essentrics is a dynamic exercise program that uses a combination of calisthenics and flexibility training, sharing similarities with Tai Chi, Yoga and Pilates. *Methods:* An experimental study assessed the effect of a 10-week Essentrics exercise program on muscular strength, flexibility and body composition. Twelve undergraduate students performed supervised Essentrics exercise twice weekly for 10 weeks and underwent a battery of pre- and post-intervention tests consisting of chest press and leg press for muscular strength, standardized Young Men's Christian Association sit and reach test and the Shoulder Mobility Test of the Functional Movement Screen for flexibility and dual energy X-ray absorptiometry for body composition. *Results:* Analysis of variance ($P < 0.05$) showed statistically significant pre versus post-test differences in lean mass (pre 45.80 kg vs. post 46.28 kg at $P = 0.011$) and close to statistically significant pre- versus post-test differences in upper body strength (pre 28.91 kg vs. post 30.82 kg at $P = 0.052$) and lower body strength (pre 87.64 kg vs. post 96.08 kg at $P = 0.056$). There was no significant difference in the lower and upper body flexibility, total mass, fat mass and bone density pre and post mean values. *Conclusions:* Essentrics improved total body lean mass and may improve lower and upper body strength.

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