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## Locomotor Skills: Running – Adaptations Manual

### Equipment Used in This Video and Its Purpose:

- Tether
  - Connect guide and runner together in least restrictive way
  - Allows for kinesthetic communication in addition to verbal communication
  - Maximum 12 in. – tether becomes shorter as runner becomes more skilled
  - Allows for full arm swing while running
  - Good for any distances
  - Should have stopper knot at each end of the tether
- Guidewire
  - Best for shorter distances – maximum 200 yds.
  - Runner can run independently while following guidewire
  - Tether is attached to guidewire with carabineer
    - Runner can move freely along guidewire
  - Best for novice runners
  - Foam bumpers at each end let runner know when they reach the end
  - Must be taut in order to work
- Sound Source
  - Used as an audible target for runner
- Tactile running diagram
  - High contrast diagram of running body movements made tactile using puffy paint
- Artist's figurine



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- Used to break down and demonstrate body movements of running
- Athlete can feel and mimic the body movements
- Movements can imitate human body movements
- Poly spots
  - Tactile target to mark athlete's "home base" and endpoint

### Video Script and Commentary:

- Video opens with Elwin (athlete) and Kirsten (teacher) standing side by side in a gymnasium.
  - "My name is Kirsten and I am the teacher."
  - "And my name is Elwin, and I am an athlete."
- Slide of NWABA logo.
- Slide introducing video reads 'Locomotor Skill: Running' while a voiceover reads the slide.
- Camera pans over equipment that will be used in this video. All of the equipment is laying in a line on the floor of the gymnasium. Voiceover describes the equipment while the equipment is shown on screen.
  - "Picture of: Tether, guide wire, sound source, tactile running diagram, and artist's figurine."
- Video transitions back to Elwin and Kirsten standing side-by-side in the gymnasium. Kirsten has a tether and tactile running diagram in her hands. Kirsten will show Elwin the tactile diagram. Kirsten will pre-teach Elwin the skill of running using the tactile running diagram and artist's figurine. For more information about pre-teaching, watch NWABA's pre-teaching video.



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- “We are going to work on the locomotor skill of running now. I am going to show Elwin the tactile diagram of running.”
- Slide reads ‘Explain the task using a tactile diagram and artist figurine’ while voiceover reads the slide.
- Video transitions back to Elwin and Kirsten standing side-by-side in the gymnasium. Kirsten has a tether and artist’s figurine in her hands. Kirsten hands the figurine to Elwin and has him manipulate it into a running position. Kirsten verbally describes the position of the figurine as Elwin manipulates it.
  - “And I am going to pull out our artist’s figurine, and we are going to set him. Do you want to try setting him in a running position?”
  - “Sure!”
  - “Right now, you have set his right leg forward, left leg back. The right elbow is bent and back, and the left elbow is bent and forward, so that he is running in opposition.”
- Slide reads ‘Use guide tethers to assist the athlete while running’ while voiceover reads the slide.
- Video transitions back to Elwin and Kirsten standing side-by-side in the gymnasium. Kirsten has two different lengths of tethers in her hands and she holds them out in front of her body. Kirsten takes Elwin’s hand to demonstrate how small guide tethers can be. The back of Elwin and Kirsten’s hands are touching.
  - “I have two different lengths of tethers. Both of them are made of para-cord, which is a lightweight and inexpensive type of cord, and these are in a high-contrast color. They are



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tied with a stopper-knot on each end. You could also use a shoelace or any other piece of string that is durable, but still lightweight. They are two different lengths. The one in my right hand is 12 inches long, and the one in my left hand is about 8 inches long. You want the running tether to be a maximum of 12 inches long. If it is any longer, it gets difficult for the runner and the guide to follow each other. And as a runner and guide become more experienced together, and the runner becomes more of an experienced runner, they can become very short, all the way up to some runners at a Paralympic level are running so close, that the guide and the runners hands are back-to-back, and they might have their fingers tied together with a rubber band.

- Kirsten and Elwin are standing side-by-side, Kirsten places the tether between her ring and middle finger on her right hand and Elwin places the tether between his pointer and middle finger on his left hand.
  - “We are going to start with our 12-inch tether. When Elwin and I are running with the tether, in just a minute, we will talk about breaking-down running, but I am going to talk a little bit about running with a tether. I am going to hold it between my ring and middle finger. Elwin, how would you like to hold the tether? Elwin has the tether between his pointer and his middle finger, but both work as well.”
- Kirsten models clenching the tether in her fist and incorrectly wrapping the tether around her wrist.



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- “You could also have it clenched in your fist, so that the knot is stopping it from going all the way through your fist. What you do not want to do is wrap it around your wrist. Because if it is wrapped around my wrist, and I trip, I am taking Elwin with me, and that would be no fun.”
- Kirsten guides Elwin over to poly spots on the gymnasium floor to the left of the screen. They practice using the running cue “lollipop-to-pocket” with their arms and hands to ensure proper form. With his elbows at a 90-degree angle, Elwin moves his left hand towards his face, while simultaneously moving his right hand towards his right hip.
  - “So, what I want you to do is take a few steps back and then take one step to your right. Then you are going to step on the poly spot. When we are running, we have our cues of lollipop-to-pocket with our hands. So, our left hand is licking the lollipop. Our right hand is putting our lollipop in our back pocket.”
- Kirsten and Elwin are standing side-by-side practicing lollipop-to-pocket cues with their hands and add in the knee drive. When Elwin’s left elbow is forward, his right knee drives towards his chest. When Elwin’s right elbow is forward, his left knee drives towards his chest. The elbows and knees act in opposition while running.
  - “When we are running, we are going to drive our knees up to our chest. So, what I want you to do right now, is have your left hand licking the lollipop, you right hand is putting



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your lollipop in the pocket, and because my left elbow is forward, which knee should be up?”

- “Right?”
- “Yes, now we are going to switch so that our right elbow is forward, and now which knee should be up?”
- “Left?”
- “Excellent! And we are just going to take a few marches in place like that with our lollipop-pocket, and making sure our knees are driving up in opposition to our chest.”
- Elwin marches in place, practicing his proper running technique. His arms and legs are moving in opposition. Kirsten provides him verbal feedback.
  - “Alright, nice job. Elwin, I like how your elbows are coming forward. They are not going across your chest. They are swinging right next to your sides, and your knees are driving up to your chest.”
- Kirsten and Elwin are standing side-by-side and both grab ahold of an end of the tether. They discuss the next step in the running progression.
  - “Alright, we are going to add the tether. And what we are going to do, is we are just going to jog straight along a line of poly spots, going from our causal march that we were just doing, and then we are going to speed it up to a little bit of a jog, okay? Okay.”
- Kirsten and Elwin begin marching lollipop-to-pocket together in place. Then they progress to a slow jog moving across the gymnasium.



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- “Alright, so we are going to start marching lollipop-to-pocket. Alright, now we are going to take a jog.”
- Slide reads ‘Be patient, it may take several attempts for the athlete to fully grasp the skill’ while voiceover reads the slide.
- Video transitions back to Elwin and Kirsten standing side-by-side in the gymnasium facing the camera. Kirsten wraps up the video by discussing ways to extend the skill of running.
  - “And so that was the skill of running. And as the athlete becomes more proficient with running and has had more practice, they can work on sprinting versus running, versus jogging ,running at different paces, pacing themselves while they are running, and they can work towards becoming a really proficient partner with their guide and working into different racing levels, and really driving their knees to their chest as they get a good arm swing.”
- Slide reads ‘For more, visit the Sports Adaptations page at [www.nwaba.org](http://www.nwaba.org). Thank you for watching!’ while voiceover reads the slide.
- Slide of NWABA logo.

### Other Adaptations and Extending the Skill of Running

- Teaching Upper Level Skills – watch NWABA’s running video in the fitness test playlist for more upper level skills
  - Pacing
    - Work with athlete, using verbal cues, to describe different paces for different terrains, layouts, and distances



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- Shortening Tether
  - As athlete becomes more skilled and runner and guide become more experienced together, they can shorten the tether