



Object Control: Catching – Adaptations Manual

Equipment Used in This Video and Its Purpose:

- Bell tennis ball
 - High contrast color
 - Same size as baseball or tennis ball
 - Best for more experienced athletes
 - Provides audible sound when throwing, caught, and landing
- Large beeping ball (beep kickball or InReach beeping ball)
 - Audible ball
 - Larger target to catch
 - Good for athletes to work on catching a larger target
 - Scaffold instruction towards smaller target
- Small beeping ball (jr. beep softball or beep baseball)
 - Audible ball
 - Smaller target to catch
 - Best for athletes who have some developed muscle memory of catching or have background knowledge
- Playground ball
 - Audible when ball is thrown, caught, or lands
 - Good for athletes who need a lightweight ball
 - Best for athletes starting to work on the drop and catch with two hands stage
 - High contrast tape can easily be added to make the ball more visible
 - Great for beginner starting with roll and catch game
- Rib-it ball
 - Ribs on sides make it easy to catch



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- High contrast and very visible colors
- Best for athletes first learning or at the developmental level
- InReach bell ball
 - Audible ball when thrown, caught, and landing
 - Medium sized
 - Good for athletes at a developmental level or those with a little background knowledge
 - String can be added to InReach ball to scaffold instruction
- Oball
 - Made from plastic with large holes throughout the ball
 - Bells can be secured inside to make it audible
 - Some Oballs have rattles inside to make them audible
- High contrast tape – white floor tape
 - Can be added to any ball or piece of equipment to make it high contrast and easier for some athletes to see
- Tactile catching diagram
 - High contrast diagram of catching body movements made tactile using puffy paint
- Artist's Figurine
 - Used to break down and demonstrate body movements of catching
 - Athlete can feel and mimic the body movements

Video Script and Commentary:

- Video begins with Ruth (athlete) and Jessica (teacher) standing side-by-side in a gymnasium. Ruth is on the left, and to her left is



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a poly spot on the ground. There is another poly spot on the ground to the right of Jessica.

- “Hi, my name is Jessica, and I’m the teacher.
- “Hi my name is Ruth, and I’m the athlete.”
- Transition to slide of NWABA logo.
- Transition to slide that reads ‘Object control.’ The word ‘catching’ fades onto the screen below object control while voiceover reads the slide.
- Transition to picture of equipment in a line on the floor of the gymnasium. Transition to video that scans over each piece of equipment individually. Voiceover describes the equipment as it appears on camera.
 - “Picture of: bell tennis ball, large beeping ball, small beeping ball, playground ball, rib-it ball, InReach bell ball, high-contrast tape, tactile catching diagram, artist’s figurine.”
- Transition to gymnasium where Ruth and Jessica are standing side-by-side. Jessica is holding a tactile diagram of catching. Jessica walks to the right side of the screen and gets a ball from out of frame. Jessica walks back to the center of the gym next to Ruth. She is holding a bell playground ball in her hands. Jessica shakes the ball to show that it is audible.
 - “We are going to be learning the skill of catching today. So, I’m going to go grab a ball. And the best way to start with basic beginners, is using a playground ball. It’s very soft; this one has bells in it. And you want to start from the floor.”



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- Jessica has Ruth to take a seat at the poly spot that is to the left of the screen, and Ruth sits down.
 - “So, Ruth if you could have a seat on that poly spot, excellent.”
- Jessica sits down in front of the other poly spot and puts her legs in a V shape on the ground, so her legs are spread apart. Ruth also puts her legs in a V shape.
 - “I’m going to sit down with you, and you can have your legs in a ‘V’.”
- Jessica places the ball between her legs and extends her arms outwards with her palms up. Ruth does the same. Jessica pretends to receive an imaginary ball and pulls her arms in unison upwards and towards her chest.
 - “And how I’m going to start this is, I’m going to roll you the ball, you’re going to have your hands outstretched, ready to receive. So your palms are up, and when the ball comes to you, you’re going to bring the ball into your chest and give it a little hug, okay?”
- Jessica softly rolls the ball to Ruth, and Ruth receives the ball and pulls the ball up from the ground to her chest with both of her hands.
 - “Are you ready to try it?”
 - “Yeah.”
 - “Okay, excellent.”
- Ruth rolls the ball back to Jessica, and Jessica stops the ball with her hands.



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- “And you can roll it back. Excellent.”
- Jessica and Ruth remain sitting on the ground; Jessica has the ball on the ground in front of her.
 - “I love the way that you brought the ball into your chest, because when we advance in our skill, that’s exactly how you’re going to finish.”
- Transition to slide that reads ‘Equipment should increase in difficulty as the athlete progresses’ while voiceover reads the slide.
- Transition back to the gymnasium. Ruth and Jessica are standing side-by-side. Jessica is holding a ball playground ball. Jessica turns towards Ruth. The both stand with their feet shoulder-width apart. Jessica hands the ball to Ruth.
 - “The next progression of this skill is a bounce catch. So, Ruth you are going to stand with your feet shoulder-width apart. Excellent. You’re going to hold onto the playground ball.”
- Jessica pretends to hold an imaginary ball in her hands out in front of her. She pretends to drop the ball. Jessica then stretches her hands out in front of herself with her palms facing up. She then pretends to pull a ball in towards her chest, hugging the imaginary ball.
 - “And what’s going to happen, is you’re going to let the ball fall out of your hands, and when it bounces back up to you, you’re going to have your hands outstretched in front of you, and just like before, you’re going to bring the ball into your chest and give it a squeeze. Ready to try it?”



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- “Yeah.”
- Ruth drops the ball and it bounces up to her. She cradles the ball up to her chest. Jessica then pretends to catch an imaginary ball and squeezes it into her chest to emphasize how Ruth should catch the ball. Ruth then performs the skill again.
 - “Okay, let’s see it. (Bounce) Excellent, try and grab the ball with both of your hands. You want to squeeze it in real tight to your chest. Let’s see it again.”
- Ruth then performs the skill a third time. Ruth drops the ball and catches it as it bounces back up. She cradles the ball upwards towards her body.
 - “(Bounce) Much better. I love the way you had more control the second time around.”
- Transition to slide that reads ‘Use a tactile map to further explain the skill to the athlete’ while voiceover reads the slide.
- Transition back to the gymnasium with Jessica and Ruth standing side-by-side. Jessica is holding a tactile diagram of catching. Jessica gives it to Ruth. Ruth feels the tactile diagram as Jessica describes the skill. Jessica will pre-teach Ruth the skill of catching using the tactile catching diagram and artist’s figurine. For more information about pre-teaching, watch NWABA’s pre-teaching video.
 - “So you’re standing with your feet shoulder-width apart. Your legs have a slight bend in them, but not so far bent that you’re sitting down. Your hands are up by your chest, and they are out, ready to receive the ball in the second position.



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When the ball is in the air, you're going to hear it traveling towards you, because we're going to use a ball that makes sound. And you're going to do the same thing. So, you'll catch it, and you'll bring it in for a quick squeeze into your chest. Are you ready to try?"

- "Yeah."
- Transition to slide that reads 'Use an auditory ball to help the athlete locate the equipment' while voiceover reads the slide.
- Transition back to the gymnasium. Jessica and Ruth are standing side-by-side and Jessica is now holding a beep kickball. There are still two poly spots in frame, one to the left of Ruth and one to the right of Jessica.
 - "So since you are just learning to catch, it's best to use a bigger ball. And for this you can also use the beep kickball because, it's soft and squishy so it's not going to hurt the student."
- Jessica turns on the beep kickball. Ruth walks to the poly spot on the left of the screen and faces Jessica.
 - "So what I'm going to do is I'm going to turn the beep kickball on (beeping). Ruth, you're going to go to the poly spot (beeping stops)."
- Jessica walks to the poly spot on the right of the screen. Jessica is holding the beep kickball and Ruth has her arms extended outwards towards Jessica with her palms facing up. Ruth's arms have a little bit of space between them.



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- “So, I’m going to give you a little countdown, and then I’m going to toss the ball to you. Okay? So, you want your palms out in front. Excellent.”
- Jessica turns on the beeping kickball and tosses it to Ruth. Ruth catches the ball and brings it in towards her body. Jessica walks towards Ruth and takes the ball.
 - “Ready, one, two, three (beeping). Excellent, Ruth. I love the way that you brought the ball into your chest. ”
- Jessica takes a step back from Ruth and holds the ball.
 - “So now that I feel you’re comfortable, I’m going to downsize to a smaller ball.”
- Transition to slide that reads ‘Equipment should increase in difficulty as the athlete progresses’ while voiceover reads the slide.
- Transition to the gymnasium. Ruth is standing on her poly spot to the left of the screen. Jessica is walking towards Ruth from the right of the screen. Jessica is holding a small beep ball. She offers Ruth the ball, and Ruth takes the ball into her hands. Ruth holds the ball as Jessica explains the skill.
 - “So, before we start, I just want to show you this ball. And see that it’s much smaller. So, since the ball is smaller, what do you think you need to do with your hands?”
 - “Make the hole smaller?”
 - “Yes, exactly! So, you want to make sure your hands are a little bit closer together because with the beep kickball you needed more space right?”



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- Jessica takes the ball and walks to her poly spot to the right of the screen. Ruth prepares for the catch by extending her arms out in front of her and facing her palms upwards.
 - “Okay, so I’m going to do the same thing that we just did. I’m going to count it down and toss the ball to you. Are you ready?”
 - “Yeah.”
- Jessica turns on the beep ball and tosses it to Ruth. She gives verbal cues before throwing. Ruth catches the ball and hugs it in towards her body.
 - “One, two, three (beeping). Toss (thump).”
- Jessica walks towards Ruth and takes the ball. Jessica takes steps backwards to return to her poly spot. Jessica uses her hand to cover the beeping noise on the ball to make it quieter as she speaks. Once Jessica returns to her poly spot, she turns the beeper off.
 - “Excellent, excellent! And I love the way you squeezed the ball and brought it into your chest (beeping becomes faint). Okay, we’re going to try one more time (beeping stops).”
- Jessica turns the beeper on and tosses the ball to Ruth. Jessica gives verbal cues before she throws the ball. Ruth’s arms are extended in front of her and her palms are facing up. Ruth catches the ball and pulls it in towards her body.
 - “One, two, three (beeping), toss. Excellent, excellent.”



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- Transition to slide that reads ‘Be patient, it may take several attempts for the athlete to fully grasp the skill’ while voiceover reads the slide.
- Transition back to gymnasium. Ruth and Jessica are standing side-by-side. Jessica is holding the small beep ball.
 - “That was the skill of catching. As your athlete becomes more proficient in their skill, you can diversify the objects. So, you can use bean bags, footballs, softballs, tennis balls, really any kind of soft object.”
- Transition to slide that reads ‘For more, visit the sports adaptations page at www.nwaba.org.’ The words ‘Thank you for watching!’ fade onto the slide underneath the web address while voiceover reads the slide.
- Transition to slide of NWABA logo.

Other Adaptations and Extending the Skill of Catching:

- Other Adaptations
 - Catching with an Oball with a bell tied to it.
 - Great for developmental level athletes
 - Great for athletes with motor development impairments
 - Catching on a Tether
 - Tie an InReach ball to a tether and attach the tether to a taut clothesline with a carabiner
 - Teacher will throw the ball to the athlete using above steps and athlete will catch the ball



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- Tether will help the ball be easier to catch and help athlete who is working at a developmental level
- Teaching Upper Level Skills
 - Drop and catch with one hand
 - Use smaller ball – appropriate for one handed catch
 - Athlete drops ball waist high
 - Athlete works on catching ball with outstretched arm and bringing it to their chest
 - Catch with one hand
 - Have athlete put one hand behind their back
 - Partner and athlete stand 5 feet apart
 - Athlete stands with feet together or shoulder-width apart
 - Athlete has arm outstretched
 - Athlete calls for the ball and give audible cue
 - Athlete receives the ball with outstretched arm and brings it to their chest
 - Catch using athletic stance
 - Use same progression as catching with one or two hands but have feet in athletic stance
 - This will help athlete get ready to catch and throw in succession