



Equipment Used in This Video and Its Purpose:

- InReach bell ball
 - Large and holes make for easy gripping
 - Best for beginners
 - Good for progressing from two handed overhand throw to one handed overhand throw
 - Audible when landing, thrown, and caught
- Rib-it ball
 - High contrast and visible colors
 - Ribs easy for gripping for transitioning from two handed overhand throw to one handed overhand throw
 - Good for moderate beginners and athletes with motor development impairments
- Large beeping ball (InReach beeping ball or beep kickball)
 - Consistently audible
 - Best for beginners doing two handed overhand throw
- Small beeping ball (jr. beep softball)
 - Consistently audible
 - High contrast
 - More realistic size for one handed throw
- Bell tennis ball
 - Most realistic one-handed throw size
 - Best for athletes who have some experience with throwing
 - Audible when landing, thrown, or caught
- Playground ball
 - Audible when landing, thrown, or caught



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- Best for athletes who need a lightweight ball
- High contrast tape can easily be added
- Best for beginners doing two handed overhand throw
- High contrast tape – white floor tape
 - Can be added to any ball to make it high contrast and easier for some athletes to see
- Sound source
 - Audible target for athletes to throw towards
- Tactile map
 - Easily made from cardboard and push-pins
 - Used to describe to athlete where they are aiming their throw and to describe where a throw landed relationally
- Tactile overhand throwing diagram
 - High contrast diagram of throwing body movements made tactile using puffy paint
- Artist's Figurine
 - Used to break down and demonstrate body movements of overhand throw
 - Athlete can feel and mimic the body movements

Video Script and Commentary:

- Video begins showing Ruth (athlete) and Stacey (teacher) standing side by side. They are in a gymnasium. To left Ruth, there is a poly spot on the ground. To the right of Stacey, there is another poly spot on the ground.
 - “Hi my name is Stacey, and I am the teacher.”



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- “I’m Ruth, and I’m the athlete.”
- Transition to slide showing the NWABA logo.
- Transition to slide that reads ‘Object control.’ The words ‘Overhand Throw’ fade onto the screen beneath ‘object control’ while voiceover reads the slide.
- Transition to a picture of pieces of equipment in a line on the gymnasium floor. Transition to video of a close-up on each individual piece of equipment. Voiceover describes the equipment as it is shown on screen.
 - “Picture of: InReach bell ball, large beeping ball, small beeping ball, bell tennis ball, playground ball, high-contrast tape, sound source, tactile map, tactile overhand throwing diagram, artist’s figurine.”
- Transition to gymnasium where Ruth and Stacey are still standing side-by-side. Stacey is holding an artist’s figurine. Stacey introduces the video.
 - “The next skill we’ll be teaching is the overhand throw.”
- Stacey turns toward Ruth and Ruth faces Stacey. Stacey offers the figurine to Ruth, and they are both holding it. Stacey has Ruth move the figurine so its feet are shoulder-width apart. Stacey will pre-teach Ruth the skill of overhand throw using the tactile overhand diagram and artist’s figurine. For more information about pre-teaching, watch NWABA’s pre-teaching video.
 - “So Ruth, I’m going to show you how to do the two hand overhand throw first with the artist’s figurine. So, what we’ll



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do is stand shoulder-width apart, so let's put the artist's figurine shoulder-width apart.”

- Stacey moves the figurine's arms and hands above its head. The arms are now straight above the figurine's head. Stacey then turns the hands of the figurine inwards. Ruth is still holding on to the other end of the figurine.
 - “And then we are going to have the figurine's hands over their head at 12 o'clock. And they'll be holding a ball, so I'm going to turn their little hands in, holding a ball.”
- Stacey moves the arms of the figurine to one o'clock, so that the figurine's arms are over extended over its head and slightly in front of its forehead.
 - “And then, when they're ready, they're going to throw the ball to one o'clock, to the target.”
- Stacey has Ruth feel the figurine and then takes the figurine into her own hands.
 - “So we're going to practice that with an InReach bell ball, and what I'll have you do is, I have two poly spots on the ground, I'm going to have you stand at one poly spot and we'll practice throwing to me on the other poly spot. Does that sound good? Yes.”
- Stacey motions Ruth to go to the poly spot towards the left side of the screen. Once Ruth is on her poly spot, Stacey walks towards the other poly spot to the right of the screen. They are about eight feet apart.



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- “So if you want to go step over on this poly spot, great! And then you can face my voice.”
- Stacey grabs an InReach ball from out of frame and walks it to Ruth. She places the ball in Ruth’s hands and guides Ruth’s hands to a 12 o’clock position above her head, with her arms extended directly above her head. She then guides Ruth’s hands to one o’clock, with her arms slightly in front of her head and extended upwards.
 - “And so I’m going to hand you the InReach bell ball. And again you’re going to actually bring your hands over your head, so this is 12 o’clock. And you’re going to release at one o’clock.”
- Ruth remains standing with the ball in the one o’clock position. Stacey goes through the motions of giving Ruth a double high-five when her hands move from the 12 o’clock position to the 1 o’clock position.
 - “And when you release, you can almost think like you’re doing a double high five.”
- Stacey motions for Ruth to lower the ball and Stacey places the ball on the ground.
 - “So I’m going to put this ball down. Sorry about that.”
- Stacey guides Ruth’s hands over her head to the 12 o’clock position. Stacey then puts her own hands out to Ruth’s one o’clock position. Stacey’s palms are facing towards Ruth ready for a double high-five. Ruth brings her hands from the 12 o’clock



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position to the one o'clock position to give Stacey a double high-five.

- “So put your hands over your head. And then, when you release at one o'clock, you're going to give me a high five. Good, can you do it one more time?”
- Stacey guides Ruth's hands back to the 12 o'clock position. Stacey then puts her hands out at Ruth's one o'clock and braces for a double high-five. Ruth brings her hands forward to her one o'clock position and gives Stacey a double high-five.
 - “Put your hands back a little bit more, like you're holding a ball. And then come back and forward (clapping noise). Double high five. Awesome!”
- Stacey reaches down to grab the InReach ball and she gives it to Ruth. Ruth holds the ball over her head in the 12 o'clock position. Stacey walks backwards to her poly spot on the right side of the screen. Stacey knocks on the ground to give Ruth an audible target to aim at.
 - “Alright, so I'm going to give that to you. And then, I'm about four or five feet away from you (knocking). Alright, are you ready?”
- Ruth throws the InReach ball to Stacey. Her elbows drop a bit, towards her chest, when she throws the ball.
 - “When you're ready, go ahead and throw that.”
- Stacey catches the ball and takes a few steps towards Ruth.
 - “That was a very powerful throw! I liked it.”



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- Stacey brings the ball to Ruth’s hands and Ruth puts her hands up to the 12 o’clock position. Stacey uses physical assistance to show Ruth how her arms should still be extended when she throws the ball.
 - “You did drop your hands down a little bit, so let’s bring that above your head a little bit. Let’s bring your hands back a little bit.”
- Stacey puts one of her hands out at Ruth’s one o’clock and uses her other hand to guide both of Ruth’s arms so the ball reaches Ruth’s one o’clock and stops at Stacey’s hand.
 - “And then I want you to stop the ball at one o’clock, right here.”
- Stacey then guides Ruth’s hands down towards Ruth’s eye level, and then back up to Ruth’s one o’clock.
 - “So not down towards your face, right at one o’clock. Okay?”
- Stacey takes steps back to her poly spot and prepares to catch Ruth’s throw. Ruth throws the ball to Stacey.
 - “So bring that back. Alright when you’re ready go ahead and throw (jingles).”
- Stacey steps towards the middle of the screen and Ruth follows.
 - “Very nice. Alright, let’s come back to the middle.”
- Transition to slide that reads ‘Use a tactile diagram to explain variations of the skill’ while voiceover reads the slide.
 - “Use a tactile diagram to explain variations of the skill.”



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- Transition to the gymnasium. Stacey and Ruth are standing side-by-side at the center of the screen. Stacey is holding an artist's figurine and a tactile diagram of throwing.
 - “Ruth, we’re going to learn the overhand throw with one hand. And so what I want to do first is just go through these three phases.”
- Stacey guides Ruth’s hands to the tactile diagram. As Stacey describes the diagram, Ruth is feeling the diagram.
 - “So the first phase, if you want to feel it, I’ll also explain it, is our feet are going to be in opposition. And so you said you are right-handed?” “So what foot would be forward if we were stepping in opposition?”
 - “Left.”
 - “Perfect.”
- Ruth takes her hand off the tactile diagram and listens to Stacey talk.
 - “So our left foot would be forward and our right foot would be back. And then, our throwing arm, our right arm would be behind us. And our left arm would be pointing towards the target.”
- Ruth places her hand back on the tactile diagram while Stacey gives instruction.
 - “When we get ready to throw, we’re actually going to throw forward, so we’re going to move the ball from behind our head, to the front of our head as we throw. And when we



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throw, we're going to actually bring that right leg through, and follow through."

- Transition to slide that reads 'Use an auditory ball to help the athlete locate the equipment when released' while voiceover reads the slide.
- Transition back to gymnasium. Ruth is standing on her poly spot to the left of the screen and Stacey is standing at the center of the screen holding a small beeping ball.
 - "So, a beeping softball is great for having an audible target, whether you're practicing catching but also throwing."
- Stacey takes a step towards Ruth.
 - "So Ruth, before I give you the ball, I want to give you some cues, for throwing overhand."
- Stacey demonstrates stepping forward with her left foot, and Ruth copies. Ruth then points to Stacey, who is her target. Stacey is standing across from Ruth.
 - "So the first thing I want you to do is move your left foot out, so we can practice a step (stomping noise), good. And then I want you to point to the target, so you can point to me."
- Stacey is now a few steps away from Ruth. Ruth has her left foot forward, left arm pointing at Stacey, and her right arm bent and behind her head. Her right foot is stepped back.
 - "And then bring your arm back like you are going to throw but don't throw. Great."



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- Stacey steps forward and extends her arm out to Ruth. Ruth is still in the throwing ready position. Ruth then performs the throwing motion, bringing her right arm up and forward to high-five Stacey. Stacey's hand is above Ruth's right shoulder and up towards her head, in the 12 o'clock position. Ruth will give Stacey a high-five at the same point where she will release the ball when throwing. As Ruth goes through the throwing motion, her left arm comes down to her side.
 - "Now when you pretend to throw without the ball this time, I want you to actually high-five my hand. So, go ahead and high-five my hand. Good."
- Stacey takes a step towards Ruth and extends her arm for another high-five. Ruth gets into the ready position once again with her left foot forward, left arm pointing towards her target, and right arm bent and behind her head.
 - "I think you can go a little bit harder than that, let's try that again."
- Ruth then goes through the throwing motion, extends her arm to reach Stacey, and gives her a high-five. Stacey then takes a step back.
 - "(Clapping noise) Very nice! That was good, really good."
- Stacey takes another step backwards towards her poly spot. Ruth gets back into her throwing ready position.
 - "You were very forceful, and really good follow through towards the target. And so when you're throwing I want you to remember to step, point, and throw, or slap."



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- Stacey holds the ball out to Ruth and Ruth extends her arms to retrieve the ball.
 - “Alright, are you ready to do it with the ball? Yes.”
- Ruth takes the ball and stands on her poly spot. Stacey takes a few steps back to her poly spot. Ruth follows Stacey’s instructions and follows the cues as they are stated. Ruth then throws the ball and Stacey catches it. Ruth releases the ball at the same position that she gave Stacey a high-five.
 - “Alright, so step, point, and throw (thump).”
- Stacey takes steps towards Ruth and gives her a high five.
 - “That’s great! High five for that. Nice throw.”
- Slide that reads ‘Equipment should increase in difficulty as the athlete progresses’ while voiceover reads the slide.
- Transition back to the gymnasium. Ruth is on her poly spot holding a bell tennis ball. The bell tennis ball makes a rattling noise. Stacey takes a step backwards to her poly spot. Ruth gets in her throwing position and throws the bell tennis ball with correct form. Stacey catches the ball.
 - “Instead of me talking you through the cues this time, I want you to try and do it without the cues (rattling). Nice, very good!”
- 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 the gymnasium. Ruth and Stacey are standing side-by-side. Stacey is holding the bell tennis ball.



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- “So this was the overhand throw with two hands, and also the one-handed overhand throw. When your athlete becomes proficient at overhand throw, you can include different types of throwing implements. You can also increase distance from where the point of the target is to where you’re throwing to, or add motion.”
- Transition to slide that reads ‘For more, visit the sports adaptations page at www.nwaba.org.’ The words ‘Thank you for watching!’ fade into the screen below the website address as voiceover reads the slide aloud.
- Transition to slide showing NWABA logo.

Other Adaptations and Extending the Skill of Throwing:

- Other Adaptations
 - Use equipment that is easy to grasp, such as balls made of rubber bands.
 - Rubber bands or other grip material can be added to a ball to make them easier to grasp.
- Teaching Upper Level Skills
 - Targeted throw
 - Use sound source as target
 - Place at various distances and locations for student to practice aiming throw
 - Use tactile map to show student where differently powered throws land