



Equipment Used in This Video and Its Purpose:

- Artist's Figurine
 - Used to tactile model any skill or body movement
 - Movements can mimic human body movements
- Tactile Diagram
 - High contrast diagram of body movements of skill made tactile with puffy paint

Video Script and Commentary:

- Video opens with Ruth (athlete) and Jessica (teacher) standing side by side in a gymnasium.
 - “Hi, my name is Jessica, and I am the teacher.”
 - “Hi, my name is Ruth, and I am the athlete.”
- Slide of NWABA logo.
- Slide introducing video reads ‘Teaching Methods -- Teaching Progressions’ with voiceover reading 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. A voiceover describes what is pictured.
 - “Picture of artist’s figurine, tactile diagram.”
- Video transitions back to Ruth and Jessica standing side-by-side in the gymnasium behind a yoga mat, which is on the floor.
 - “Today we are going to talk about teaching progressions and, as an example, we are going to use the skill of Downward Dog. So, when using progressions, you want to go from the least restrictive prompt to the most restrictive



prompt. That really depends on the athlete that you’re working with.”

- Jessica has a tactile diagram of the Downward Dog position in her hands and will guide Ruth through the movement using it. Ruth follows along with her fingers as Jessica describes. Jessica has the artist’s figurine and tactile diagram in her hands. Jessica will pre-teach Ruth the skill of downward dog using the tactile downward dog diagram and artist’s figurine. For more information about pre-teaching, watch NWABA’s pre-teaching video.
 - “So, Ruth, we are going to practice the skill of Downward Dog. One way to start with a teaching progression is using a tactile diagram. In this diagram, Ruth, you can see how her hands are located in front of her head. Her arms are extended so that her head is in between her shoulder blades and her elbows. Her body is bent and her back is straight. Then her legs are straight as well. They have a little bit of space in between, not so much shoulder-width apart, but in between there.”
- Jessica then shows Ruth the movements for Downward Dog on the artist’s figurine. Jessica points to each specific body part on the figurine as she describes it to Ruth.
 - “Then another tool that you can use in teaching progressions is an artist’s figurine. In this pose of Downward Dog, as I was describing to you before, Ruth, you can see how the body of the figurine is bent. The legs are located underneath the feet and see how it is bent like that. Yeah.



Okay, and in this one, the shoulders are located in between the head. So you have your shoulders, your elbows are in between the head, and you have straight arms, and hands are flat.”

- Slide reads ‘Provide the Athlete with a Visual Description of the Skill’ and a voiceover is reading the slide.
- Video transitions back to Ruth and Jessica standing side by side in the gymnasium standing behind a yoga mat.
 - “So, I am going to model the skill and have Ruth watch me do it. “
- Jessica moves to the back of the yoga mat, Ruth is still standing behind the mat observing. Ruth is standing so that she has a good view of what Jessica is doing. Jessica moves her body into the Downward Dog position and holds it for a few seconds.
 - “Ruth, this is what Downward Dog looks like.”
- Jessica moves off the yoga mat and switches places with Ruth. Ruth moves into Downward Dog position and performs the skill exceptionally well.
 - “So, I’m going to have you try it now. Excellent, Ruth.”
- Ruth re-joins Jessica standing behind the yoga mat.
 - “So, in the event that Ruth wasn’t able to model my skill on the first try, I would then give verbal prompts about how I am performing the skill.”
- Jessica goes back to the yoga mat and verbally describes her body movements to Ruth as she makes her way into Downward Dog.



- “So basically, Ruth, what you would do is you would get down on the floor in a tabletop position. Have your hand in front of your shoulders and then you would slowly roll back onto your tippy-toes while your head falls between your shoulder blades and your hips move back. So you try.”
- Jessica moves off the yoga mat and switches places with Ruth. Jessica will provide verbal cues to walk Ruth through the movement.
 - “So excellent, your hands are past your shoulders, you are rolling back onto your toes, your hips are up, and your head is between your shoulders, excellent.”
- Slide reads ‘If necessary, provide further instruction of the skill using tactile modeling.’ Voiceover reads the slide.
- Video transitions back to Jessica kneeling behind the yoga mat and Ruth standing beside her
 - “In the event that verbal prompts did not work, I would have Ruth tactile model on my body. So, you as the teacher need to be comfortable yourself with the act of having a student follow along on your arms or your legs, as well as the student has to be comfortable with touching your body. So, before you do any kind of tactile modeling, you need to ask the athlete if they are comfortable with that. So Ruth, are you comfortable with me performing tactile modeling?”
 - “Yes.”
- Jessica moves to the back of the yoga mat and slowly makes her way into Downward Dog while giving a verbal description. Ruth



will follow along while feeling Jessica’s body, starting in a tabletop position.

- “Okay, so at this point, I would get down onto the mat, and I would give a verbal description while Ruth felt my body and the position of my hands, my arms, my legs, and my hips. So, Ruth, you can follow along on my body. So right now, Ruth is touching my hands, she is going up my arms, she is feeling how my back is currently flat and she is feeling how my legs are tucked underneath my hips. As I slide up, she will feel me roll onto my toes, she will feel the flat of my back, and she will feel how my head is in between my shoulders.”
- Jessica moves off the yoga mat and switches places with Ruth. Ruth performs the Downward Dog position.
 - “Okay, all right, Ruth, so now you are going to try. Excellent, so similar to how I had, your hands are underneath your shoulders. Your hips are back, perfect, and your toes are curled.”
- Slide reads ‘If necessary, apply physical guidance to assist the athlete in achieving the skill’ while voiceover reads the slide.
- Video transitions back to Jessica kneeling behind the yoga mat and Ruth standing beside her.
 - “So, this next prompt is physical guidance. This is where you, as the teacher, actually manipulate the athlete’s body while giving verbal cues and prompts.”
- Ruth moves to the yoga mat and prepares for Downward Dog. Jessica will provide physical guidance and manipulate Ruth’s body



into proper positioning. The teacher should always obtain permission from the student before using physical guidance with them.

- “So Ruth, I’m going to have you come down onto the yoga mat. Excellent, so now what I would do is I would, as I am talking to her through the skill, I would move and reposition her body. So, you always want to make sure before you do anything with an athlete, that the athlete is okay with you touching their body. So Ruth, are you okay if we use physical guidance? Yes. Okay. So Ruth, you can put your hands out, hand over my hand. Perfect, so they are a little bit past your shoulders, your knees are bent in a tabletop position. Your toes are curled. You are going to push your hips back and up, excellent, excellent. You have a flat back; that is excellent. Your head is looking down, it is located in between your shoulders, and it makes a straight line. That is excellent. You can come down now.”
- Slide reads ‘Increase the difficulty and duration of the task as the athlete progresses’ as voiceover reads the slide.
- Video transitions back to Ruth and Jessica standing side-by-side in the gymnasium standing behind a yoga mat.
 - “So, that was an example of Downward Dog and using teaching progressions to instruct an athlete through that skill. Teaching progressions can be used for any skill or activity that you are teaching to an athlete.



- Slide reads ‘For more, visit the Sports Adaptations page at www.nwaba.org. Thank you for watching!’ while voiceover reads the slide.
- Slide of NWABA logo.