



Locomotor: Horizontal Jump – Adaptations Manual

Equipment Used in This Video and Its Purpose:

- Poly spots
 - Tactile targets for athlete's jumping path
 - Audible target for athlete to land on while jumping
 - High contrast targets
 - Poly spots look, feel, and sound different when landing from the gymnasium floor
- Tactile horizontal jump diagram
 - High contrast diagram of horizontal jump body movements made tactile using puffy paint
- Tactile map
 - Tactile map with push pins on cardboard of where poly spots are located
- Artist's Figurine
 - Used to break down and demonstrate body movements of horizontal jump
 - Athlete can feel and mimic the body movements
 - Movements can mimic human body movements
- Pole with bells
 - Audible target for athlete to jump up towards when working on increasing their jump

Video Script and Commentary:

- Video opens with Elwin (athlete) and Jessica (teacher) standing side by side in a gymnasium.
 - "My name is Jessica and I am a teacher."



Locomotor: Horizontal Jump – Adaptations Manual

- “And my name is Elwin and I am an athlete. “
- Slide of NWABA logo.
- Slide introducing video reads ‘Locomotor Skill: Horizontal Jump’ while 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 names each piece of equipment as it appears on camera.
 - “Picture of: poly spots, tactile horizontal jump diagram, artist’s figurine, pole with bells.”
- Video transitions back to Elwin and Jessica standing side-by-side in the gymnasium. Jessica has a poly spot and the tactile jumping diagram in her hands. Jessica will pre-teach Elwin the skill of horizontal jump using the tactile horizontal jump diagram and artist’s figurine. For more information about pre-teaching, watch NWABA’s pre-teaching video.
 - “The next skill we are going to be working on is the horizontal jump. So, the props that we need to use for this are poly spots, and again we use a tactile diagram.”
- Jessica hands the tactile jumping diagram to Elwin. Elwin follows along with his fingers as she explains the three different positions in the horizontal jump. Elwin stands in ready position, with his knees slightly bent, his feet are shoulder width apart, and his arms are down by his sides.
 - “So, Elwin, there are three positions when we do the horizontal jump. So, position one is ready position. So, your



Locomotor: Horizontal Jump – Adaptations Manual

knees are bent, okay? Feet are shoulder-width apart, excellent. And your arms and hands are at your sides.”

- Jessica is describing them on the tactile diagram and Elwin follows along. Elwin hands the tactile diagram back to Jessica and practices the body movements for the second position as she describes them. Elwin swings his hands too high overhead and Jessica corrects his form. After she corrects his form his arms are raised at a 45-degree angle in front of his head.
 - “Okay, so then the second position, your hands are going to swing back behind you. Your knees are bent, and in the second position, when you are jumping forward, your arms are swinging out in front, up by your head. Not that high, but more like-yep, exactly. So, when we jump, our knees are bent, and when you are doing a horizontal jump; you are taking off on two feet and landing on two feet.”
- Jessica prompts Elwin through the three different positions of horizontal jumping and provides verbal cues as necessary. When Elwin lands, his knees will be bent to absorb the shock and his arms are up above his head, same as they were in position two.
 - “So, we have ready position. Can you show me what it looks like? Excellent. Hands are behind your back, perfect. The takeoff position, where do your arms go? Forward, exactly! And when we land, you land with your arms up and knees bent as well.”
- Jessica grabs the artist’s figurine. They both work together, forming the figurine into the proper horizontal jumping form



throughout progression. Elwin asks some clarifying questions to ensure his understanding.

- “So I am going to show you quickly on the artist’s figurine. So again, arms are behind. Excellent. Knees are slightly bent.”
- “And they are shoulder-width apart?”
- “Yes, shoulder-width apart. Then as you jump, it swings forward, and the little figurine swings forward with it, and your hands come up, exactly.”
- Slide reads ‘Plot a path on the floor with poly-spots for the athlete to follow’ while voiceover reads the slide.
- Video transitions back to Elwin and Jessica standing side-by-side in the gymnasium, their right hips are facing the camera. Jessica is placing poly spots on the ground, one to mark the starting point at Elwin’s feet and the other to mark the finishing point for Elwin about four feet away from him.
 - “So, I am putting this marker now, down on the ground so that Elwin has a starting position, and then you have a finishing position that is about two feet away.”
- Jessica moves across from Elwin to the backside of the second poly spot. They are facing each other at 12 o’clock. She gives a few examples of audible cues by clapping and snapping above the second poly spot. Jessica steps out of the way for Elwin’s jump and reviews the verbal cues, ready, swing, jump, for the movement. Elwin does a horizontal jump and lands perfectly on the poly spot.



Locomotor: Horizontal Jump – Adaptations Manual

- “Alright, so another way to show that you are moving forward is to clap and make a noise. You can snap. So, you always want to be facing 12 o’clock, and I am at 12 o’clock right now. So, I am going to move over. Bend your knees, feet shoulder-width apart. Ready, swing, jump. Ready to try it?”
- “Sure.”
- “Okay, ready position, swing, and jump!”
- Elwin orients himself back to his original starting point on the poly spot.
 - “Excellent, so this next thing we are going to do, find your starting position. Okay, got it.
- Slide reads ‘Incorporate a variety of equipment in lessons to help the athlete learn the skill’ while voiceover reads the slide.
- Slide reads ‘Hold a pole with bells above the horizontal jump target’ while voiceover reads the slide.
- Slide reads ‘The athlete will reach up to hit the bells when they jump’ while voiceover reads the slide.
- Video transitions back to Elwin and Jessica in the gymnasium. Jessica grabs a pole with a strand of bells hanging from it. Elwin is standing at the first poly spot with his right hip pointed towards the camera.
 - “So, another way that we can enhance this skill to make sure that our students are bending their knees and taking off with as much power and force is the addition of bells. So, when their hands are up, they will try and tap the bell.



Locomotor: Horizontal Jump – Adaptations Manual

- Jessica is standing next to the second poly spot where Elwin will land, holding a pole with bells out in front, just above Elwin’s head level. Elwin performs a horizontal jump using Jessica’s verbal cues and successfully taps the bells overhead with his hands.
 - “So what I am going to do is I am going to hold the bells up a little bit above your head. You want to make sure when you jump, that you keep your arms up, so you can tap the bells. So, ready, swing, jump. Very good, very good!”
- Slide reads ‘Use a tactile map to show the athlete where the poly spots are on the ground’ while voiceover reads the slide.
- Video transitions back to Elwin and Jessica in the gymnasium. Elwin is standing at the first poly spot with his right hip pointed towards the camera. There are three poly spots in a straight line on the ground.
 - “Another extension of this activity is marking different spots on the floor, so that the students or individuals can do consecutive jumps.”
- Jessica has a tactile map made from tacks on a piece of cardboard in her hand; each tack represents a poly spot on the floor. Jessica walks Elwin through the map using a hand-under-hand technique.
 - “So, Elwin what I am going to show you right now is a little tactile marker using tacks. So, here is your starting position. That is your first poly spot. Your second poly spot is in the middle, and then your third poly spot. So, you are going to do a total of two consecutive jumps. So, your starting position, jump, jump, and then finish.”



Locomotor: Horizontal Jump – Adaptations Manual

- Jessica moves to the end of the poly spot sequence and snaps to help orient Elwin so that he is in line with the markers. Using verbal cues from Jessica, Elwin completes two horizontal jumps traveling forward and lands square on the poly spots both times.
 - “Okay, so turn towards me (snapping), and remember: you are jumping forward, towards 12 o’clock. Okay, ready, swing, jump! Okay, ready, swing, jump! Excellent, good job.”
- Slide reads ‘Use equipment that is developmentally appropriate for the athlete’ while voiceover reads the slide.
- Slide reads ‘Equipment should increase in difficulty as the athlete progresses’ while voiceover reads the slide.
- Video transitions back to Elwin and Jessica standing side-by-side in the gymnasium facing the camera.
 - “That was the skill of horizontal jumps. As an athlete becomes more proficient with their jumping skills, they can do multiple jumps in succession; they can jump toward an auditory source, and they can also jump off of objects.”
- 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.

Other Adaptations and Extending the Skill of the Horizontal Jump

- Other Adaptations
 - Use teaching methods described to teach vertical jump skill to athlete



Locomotor: Horizontal Jump – Adaptations Manual

- Teaching Upper Level Skills
 - Jumping towards a target
 - Hold pole with bells on it above athlete's head
 - Increase the distance between poly spots to increase the difficulty of each jump