



Locomotor: Leap – Adaptations Manual

Equipment Used in This Video and Its Purpose:

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

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."
 - "And my name is Elwin and I am an athlete."
- Slide of NWABA logo.
- Slide introducing video reads 'Locomotor Skill: Leaping' while voiceover reads the slide.



Locomotor: Leap – Adaptations Manual

- 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 as it is shown on camera.
 - “Picture of: Poly-spots, tactile map, tactile leaping diagram, and artist’s figurine.”
- Video transitions back to Elwin and Jessica standing side-by-side in the gymnasium facing the camera. Jessica has a tactile leaping diagram, tactile pushpin map, and an artist’s figurine in her hands. Jessica will pre-teach Elwin the skill of leaping using the tactile leaping diagram and artist’s figurine. For more information about pre-teaching, watch NWABA’s pre-teaching video.
 - “The skill we are going to be focusing on now is leaping. It is very similar to the jump in terms of set-up where we can have several poly spots on the floor and use different kinds of tactile maps, in order for individuals to understand distance and where they are jumping.
- Jessica hands Elwin the tactile leaping diagram and she describes the differences between the body positions of a leap versus a jump. Elwin follows along with his fingers and comments on the tactile diagram.
 - “So, Elwin I have this diagram for you.”
 - “Woah, this looks weird!”
 - “Yeah, almost like a karate person. Why I say that is because when you leap, it is different than a jump. When you leap, you take off on one foot and then land on one foot.”
 - “This person must have excellent balance!”



Locomotor: Leap – Adaptations Manual

- “Yes, exactly. You need balance and coordination to do this skill.”
- “So, this foot is the one you do not leap on?”
- “Correct. The other foot is located over here. So, when you start, your starting position is going to be a little different than the jump. So, I am going to show you with the artist’s figurine.”
- Jessica grabs the artist’s figurine. They both work together, forming the figurine into the proper leaping form throughout the progressions.
 - “So, when we start, we have one foot up- see how it is slightly bent? And you have one foot on the ground you need to have good balance initially to do that.
- Jessica asks Elwin to practice the positioning of his back leg during a leap. At first, Elwin has his back foot touching the ground. After Jessica prompts Elwin, he lifts his leg off the ground and it is bent at a 90-degree angle behind him. She utilizes tactile modeling so he can feel the proper knee bend in her back leg. He is then able to practice the ready position correctly. Jessica continues to verbally describe the movement to Elwin as he practices in place.
 - “Can I see it? Lift up off the ground- can you lift it? Perfect. But when you lift up, if you want to feel it on my leg. When you lift up, you have a slight bend in your knee. Your other foot remains straight, exactly! So, when you do this, it’s the same swing as the jump. Up and forward. The only thing changing is your feet.”



Locomotor: Leap – Adaptations Manual

- Slide reads ‘After explaining the task, do the skill alongside the athlete’ 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 and Elwin on the first of the poly spots on the ground. They will perform the skill together with verbal instruction from Jessica. Elwin attempts a leap and gets off balance when he lands. He then goes back to the first poly spot to try again. On Elwin’s second leap attempt, he lands perfectly on the target poly spot.
 - “When you do this, start on one foot. Your ready position is your hands behind your back, up on one foot, and you are going to swing and leap. Try again, excellent!”
- Jessica explains the next progression to practice leaping. There is now three poly spots in a row on the floor for Elwin’s leaping path. Jessica describes the leaping pattern to Elwin based on which knee is up towards his chest. Elwin performs two leaps and receives feedback from Jessica.
 - “So, another progression from this would be to have multiple spots on the floor, just like with jumping. So, if you are starting with your right leg up, your arms are back. When you leap, your left knee is up, and when you leap again, your right knee is up. So, it’s almost like if you are starting with your right, it is going to be right, left, right is what knee is going to be up. Okay, so try it out: right, left, right. Excellent, I loved the way you switched feet. We just



Locomotor: Leap – Adaptations Manual

have to work on keeping your body upright. Want to try one more?”

- “Sure!”
- Elwin travels back to the start of the line of poly spots. Jessica orients him in line with the poly-spots by snapping, as an auditory cue, and he begins his second round of leaping.
 - “I think you’ve got it. I think it is perfect. The main thing with this position is alternating legs, and you did a great job of switching your feet and making sure that you kept your knee up each time you leapt. So, hang on one second. Face me, perfect. Alright when you are ready.”
- Slide reads ‘The difficulty should increase 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.
 - “So, that was the skill of leaping, and as an athlete becomes more proficient in their skill, they can leap in succession, they can leap toward a sound source, and they can leap in a path that follows different directions.”
- Slide reading ‘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 Leaping

- Teaching Upper Level Skills



Locomotor: Leap – Adaptations Manual

- Leaping along a path
 - Poly spot path
 - Use poly spots to create path on which the athlete can leap along
 - As athlete improves, add more space between each poly spot
 - Use tactile map
 - Show the athlete on tactile map a leaping path and have them leap along the path
 - Make a more difficult path using the poly spots, with zigs and zags, and show the athlete the new path on the tactile map. See how closely the athlete can follow the difficult path.