



Locomotor: Skipping – Adaptations Manual

Equipment Used in This Video and Its Purpose:

- Poly spots
 - Tactile targets for athlete's skipping path
 - Audible target for athlete to land on while skipping
 - Provide contrasting color and texture from the gymnasium floor or other surface
- Tactile map
 - Tactile map with push pins on cardboard of where poly spots are located
- Tactile skipping diagram
 - High contrast diagram of skipping body movements made tactile using puffy paint
- Artist's Figurine
 - Used to break down and demonstrate body movements of skipping
 - Athlete can feel and mimic the body movements

Video Script and Commentary:

- Video opens with Elwin (athlete) and Kirsten (teacher) standing side-by-side in a gymnasium.
 - "My name is Kirsten 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: Skipping' while voiceover reads the slide.



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- 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 pieces of equipment while they are shown on the video.
 - “Picture of poly spots, tactile map, tactile skipping diagram, and an artist’s figurine.”
- Video transitions back to Elwin and Kirsten standing side-by-side in the gymnasium. Kirsten has the tactile skipping diagram and tactile map in her hands; the artist’s figurine is in her pocket. Kirsten will pre-teach Elwin the skill of skipping using the tactile skipping diagram and artist’s figurine. For more information about pre-teaching, watch NWABA’s pre-teaching video.
 - “And now we are going to learn the locomotor skill of skipping, which brings together our locomotor skills of hopping and leaping. I am going to show Elwin our tactile diagram of skipping.”
- Slide reads ‘Use a tactile diagram along with an artist’s figurine to help demonstrate the movement’ while voiceover reads the slide.
- Video transitions back to Elwin and Kirsten standing side-by-side in the gymnasium. They both work together, forming the artist figurine into the proper skipping form. Kirsten prompts Elwin with questions to ensure he is grasping the concept.
 - “I am going to show you the artist’s figurine. The left elbow is bent at a 90-degree angle. The right arm is



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straight and just casually behind. And so, now our right knee is bent, and hop, drive into the chest. And then, the foot lands. When they land, our feet are switching. So, now our right elbow is bent, and so what knee is driving to the chest?

- “The left knee.”
- “Yes!”
- Slide reads ‘Use a tactile map to further demonstrate the movement’ while voiceover reads the slide.
- Video transitions back to Elwin and Kirsten standing side-by-side in the gymnasium. Kirsten hands Elwin a tactile pushpin map and he follows along with his fingers.
 - “I am going to show you our tactile map with the pushpins on cardboard. When we are skipping, we might not hit a poly spot every single time.”
- Elwin touches the pushpins at the top of the cardboard, which have more space between them.
 - “So it is like this one?”
 - “Yes, so it is similar to our pushpins up on the top, right-hand corner. You might have a skip or two in between each poly spot, but as long as you are hitting a poly spot every few skips, you know you are skipping in a straight line.”
- Slide reads ‘After explaining the skill, encourage the athlete to try the new skill’ while voiceover reads the slide.



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- Video transitions back to Elwin and Kirsten standing side-by-side in the gymnasium, their right hips point toward the camera. They start lined up at the beginning of the sequence of poly spots, in the left half of the screen. Kirsten utilizes physical prompts to get Elwin’s arms in proper skipping form. Elwin bends his left arm at a 90-degree angle and moves it forward. Kirsten guides Elwin’s right arm into a 90-degree angle and brings his arm backwards slightly.
 - “So when we are skipping, I have my left elbow bent forward. I am going to keep my right elbow bent, so that I am always in a ready position to swing my arms, and my right elbow is back a little bit. And what I am going to do is, I am going to go through it once, and describe what I am doing, and you will have a chance to mimic me.”
- Kirsten reviews the verbal prompts for skipping, “Step, hop, step, hop.” She slowly travels across the poly spot sequence verbally describing every movement she makes. She bends her left arm at a 90-degree angle and extends it in front of her; she steps with her right foot, and hops on her right foot.
 - “Our sequence is step, hop, step, hop. So, right now my left elbow is bent, and my arm is forward, and I have my right knee bent, and I am going to take a step with my right foot, and then hop, and drive my left foot to my chest. And then I am going to step with my left foot, and hop my right knee to my chest.”



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- Kirsten moves to the opposite side of the poly spots, straight across from Elwin. She provides an auditory knock on the second poly spot to orient Elwin.
 - “I am going to stand right in front of you. (Knocking) I’ve just knocked on the second poly spot, and what I want you to do, when I say go, you are just going to step, hop, step, hop, and then stop.”
- Elwin skips twice across the sequence of poly spots.
 - “Step, hop, and then freeze. Nice job! I liked how you were always landing on that opposite foot. We are going to spend just a minute adding the arms in as the next step in skipping.”
- Slide reads ‘Use the Lollipop-to-Pocket and Step-Hop method to fully engage the athlete in skipping’ while voiceover reads the slide.
- Video transitions back to Elwin and Kirsten standing side-by-side in the gymnasium; their right hips point toward the camera. They start lined up at the beginning of the sequence of poly spots.
 - “And when you are ready, you are going to take a step, hop and really drive those arms. That looked really good!”
- Slide reads ‘Be patient, it may take several attempts for the athlete to fully grasp the skill’ while voiceover reads the slide.
- Video transitions back to Elwin and Kirsten standing side-by-side in the gymnasium facing the camera.



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- “As an athlete becomes more proficient with skipping, they can work on linking more and more skips together. They can work on following a pre-determined path of poly spots, or they can follow an audible target while skipping along a path.”
- 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 Skipping

- Teaching Upper Level Skills
 - Skipping along a path
 - Poly spot path
 - Use poly spots to create path along which the athlete can skip
 - As athlete improves, add more space between each poly spot
 - Use tactile map
- Show the athlete on tactile map a skipping path and have them skip along the path