



Locomotor: Sliding – Adaptations Manual

Equipment Used in This Video and Its Purpose:

- Poly spot
 - Tactile marker for athlete to keep under sliding foot as a tactile cue
 - Audible cue for athlete to make sure they keep their foot on ground when sliding – poly spot will make distinctive sound when it slides across the ground
- Tactile sliding diagram
 - High contrast diagram of sliding body movements made tactile using puffy paint
- Artist's Figurine
 - Used to break down and demonstrate body movements of slide
 - Athlete can feel and mimic the body movements
- Sound Source
 - Audible target for athlete to slide towards
 - Can be used to work on direction changes as athlete increases their skill

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.”
 - “My name is Elwin and I am an athlete. “
- Slide of NWABA logo.



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- Slide introducing video reads ‘Locomotor Skill: Sliding’ 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 describes the equipment as the camera pans over the equipment.
 - “Picture of poly spot, tactile sliding diagram, artist’s figurine, sound source.”
- Video transitions back to Elwin and Kirsten standing side-by-side in the gymnasium facing the camera. Kirsten has poly spots and the tactile sliding diagram in her hands. Kirsten will pre-teach Elwin the skill of sliding using the tactile sliding diagram and artist’s figurine. For more information about pre-teaching, watch NWABA’s pre-teaching video.
 - “Now, we are going to work on the locomotor skill of sliding.”
- Kirsten hands the tactile sliding diagram to Elwin. Elwin follows along with his fingers as she explains the body positions of sliding.
 - “I am going to show Elwin our sliding tactile diagram.”
- Slide reads ‘Use an artist’s figurine to further demonstrate the movement’ while voiceover reads the slide.
- Video transitions back to Elwin and Kirsten standing side-by-side in the gymnasium facing the camera. They both work together, forming the artist figurine into the proper form. Kirsten prompts Elwin with questions to ensure he is grasping the concept.



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- “Their hands are out, their palms are going to face to the front. And so which foot do you want leading?”
- “We will take him this way.”
- “Perfect! So, it is going to be, left-step, right-slide. Left-step, right-slide.”
- Slide reads ‘Use poly spots to assist the athlete in completing the task’ while voiceover reads the slide.
- Video transitions back to Elwin and Kirsten in the gymnasium facing the camera. Kirsten places a poly spot under Elwin’s right foot, which will stay there for the remainder of the exercise. Together, they practice the proper body positioning of sliding. They slide across the gymnasium using the verbal cues: ‘left-step, right-slide.’
 - “I am going to have you pick up your right foot, and I am going to put a poly spot underneath. Your right foot is going to stay in contact with the poly-spot the entire time. So, I want you to have your feet together. Your hands are out in front with your palms facing forward. I want you to bend your knees, and push your butt out. So, my knees are bent, and my butt is pushed out.”
 - “So, like this?”
 - ‘Yes! I like how your chin is up, your shoulders are up but your butt is pushed out a little bit. So, I want you to take left-step, right-slide. Left-step, right-slide. Left-step, right-slide. Left-step, right-slide.’



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- Slide reads: ‘Remove the poly spots once the athlete is comfortable with the skill’ while voiceover reads the slide.
- Video transitions back to Elwin and Kirsten standing side-by-side in the gymnasium facing the camera. Kirsten prompts Elwin with questions to measure understanding.
 - “When you had the poly-spot on the ground, and you were sliding it across the ground, what did it sound like?”
 - “It sounded like a scrape.”
 - “Yeah! It sounded like it was scraping. And when you heard that scraping sound, then you knew your sliding foot was always on the ground, correct?”
 - “Yep!”
- Elwin sets his body up in proper sliding form, with his knees bend and palms facing forward at his sides. Kirsten provides an auditory knock on the ground to orient Elwin and he independently slides across the gymnasium.
 - “Yes, so now what I want you to do, I want you to set up your body yourself to slide, and I want you to slide towards me. I am (knocking) probably three slides away from you. And I want you to just set your body up and slide towards me when you are ready. Alright, perfect!”
- Kirsten moves out of the way as Elwin slides towards her and provides feedback to Elwin.
 - “Nice job! I liked how you kept your body low when you were sliding. I heard the squeaking of your right foot, which



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let me know your right foot was always staying in contact with the ground.”

- Slide reads ‘Difficulty and duration should increase as the athlete progresses’ while voiceover reads the slide.
- Video transitions back to Elwin and Kirsten in the gymnasium standing side-by-side facing the camera.
 - “That was the skill of sliding, and when the athlete becomes more proficient with the skill, they can work on changing directions quickly from left to right when they are sliding, or starting to move on different planes. And sliding further distances to really work on keeping their body low.”
- 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 Sliding

- Teaching Upper Level Skills
 - Changing direction
 - Have athlete slide towards a sound source and as they get closer, change the location of the sound source so athlete can work on changing direction with sliding.
- Pivoting can be added and athlete can work on sliding in a new direction after pivoting.