



Object Control: Stationary Dribble – Adaptations Manual

Equipment Used in This Video and Its Purpose:

- Balloon blown up with air (not helium) on a rubber band
 - Rubber band can be worn around athlete's fingers or wrist
 - Rubber band keeps ball in a set space
 - Practice dribbling and having the ball return to the athlete's hand
 - Best for beginners still developing control of ball and dribbling concept
 - Also good for teaching dribbling while in motion
- Playground ball
 - Lighter and audible
 - Best for athletes who are still developing muscle memory with dribbling
 - Provides more bounce with less force needed
- Bell basketball
 - Audible
 - Standard basketball with bells inside
- High contrast tape – white floor tape
 - Can be added to any ball or piece of equipment to make it high contrast and easier for some athletes to see
- Tactile dribbling diagram
 - High contrast diagram of dribbling body movements made tactile using puffy paint
- Poly spot
 - Audible and high contrast target for athletes to dribble onto



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- Ball makes a different sound when it hits the poly spot than when it hits the floor
- Artist's Figurine
 - Used to break down and demonstrate body movements of dribbling
 - Athlete can feel and mimic the body movements
 - Mimics body movements of human
- Bell wristlet
 - Used for basketball game
 - Worn by teammates to provide audible target for passing

Video Script and Commentary:

- Video begins with Stacey (teacher) and Ruth (athlete) standing side by side in the gymnasium.
 - “Hi my name is Stacey, and I am the teacher.”
 - “I’m Ruth and I’m the athlete.”
- Transition to slide with NWABA logo.
- Transition to slide that reads ‘Object Control.’ The words ‘Stationary Dribble’ fade in to the slide underneath Object Control with voiceover reading the words on the slide.
- Transition to picture of equipment in a line on the gymnasium floor. Picture then spans to a video that focuses in on each piece of equipment while voiceover describes the equipment that is pictured.



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- “Picture of: Balloon blown up with air on a rubber band, playground ball, bell basketball, high-contrast tape, poly spot, tactile dribbling diagram, artist’s figurine.”
- Transition back to video of Ruth and Stacey in the gymnasium. Ruth has a poly spot at her feet, and Stacey is holding a tactile diagram. Stacey will pre-teach Ruth the skill of stationary dribble using the stationary dribble diagram and artist’s figurine. For more information about pre-teaching, watch NWABA’s pre-teaching video.
 - “The skill we’ll be learning is the stationary dribble. The first thing that we’re going to do, is go over dribbling with a tactile diagram. And then use an artisan figure.”
- Stacey places the tactile diagram into Ruth’s hands. She guides Ruth through feeling the diagram to show where hands and feet are.
 - “Alright, so Ruth when we do stationary dribble, we’re just going to feel right here to see where our hands are and then our feet.”
- Transition to slide that reads ‘Incorporate a variety of training equipment to help the athlete master the skill’ while voiceover reads the slide.
- Transition back to video of Stacey and Ruth in the gymnasium. Stacey walks in from right of screen holding an inflated balloon with rubber bands tied to the end of it.
 - “So Ruth the first time that we’re going to do the stationary dribble, we’re actually going to use a balloon. And on it



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there is several rubber bands. And that's just going to help us get the motion of how our hand placement and then having the ball come up and down as we're dribbling it."

- Stacey offers Ruth her hand. Stacey's palm is facing the ground, and Ruth's hand is resting on top of Stacey's. Stacey then demonstrates having her fingers together in a bowl shape facing the ceiling and then Stacey flips her palm down to the floor and Ruth copies.
 - "And so, your hand. If you'd like to feel my hand, when you're dribbling the ball, your fingertips are going to be cupped almost but they're going to be spread apart just a little bit. And then almost like if you're holding water you can flip it around. So you want to cup your hand and then flip it over."
- Stacey's palms are facing down, she spreads her fingers so they are no longer cupped and Ruth copies.
 - "Then you can spread your fingers a little bit"
- Transition to slide that reads 'Use the rib-to-hip method to help the athlete master the skill' while voiceover reads the slide.
- Transition back to Stacey and Ruth in the gymnasium. Stacey is holding a balloon with rubber bands tied to it. There is a poly spot at Ruth's feet, to the right of her right foot. Stacey moves her hands from her ribs to hip and Ruth copies.
 - "When we're dribbling today, what I want you to remember is to keep your fingers spread and your hand cupped a little bit and then go from ribs to hip, ribs to hip."



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- Stacey holds the elastic on the balloon.
 - “So we’re going to try it with the balloon first. This is great for a beginner or someone that has never dribbled before.”
- Stacey guides Ruth to loop the elastic around Ruth’s middle finger. Dangling from the elastics, the balloon reaches down to Ruth’s ankle. Stacey models bending her knees and Ruth mirrors her. Ruth makes her first attempt at dribbling the balloon with a flat open palm.
 - “And so you’re going to actually just loop this rubber band around your middle finger. And then what I want you to do is, you can just bend your knees slightly, and you’re going to go from your ribs to your hip and just kind of bounce it back and forth.”
- Ruth is dribbling the balloon. Stacey recommends Ruth to cup her fingers and Ruth does so, resulting in more control of the balloon.
 - “So make sure you cup that finger. (Ruth dribbling) Much better, you have a nice softer touch.”
- Ruth stops dribbling the balloon and Stacey reaches for it.
 - “Alright, and that’s for the beginner using the rubber band with the balloon.”
- Transition to slide that reads ‘Equipment should increase in difficulty as the athlete progresses’ while voiceover reads the slide.
- Transition back to the gymnasium with Ruth and Stacey standing side-by-side. Stacey is holding a playground ball with bells inside of it. Stacey shakes the ball so it makes noise.



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- “So for intermediate level of dribbling, we’re going to bring in a playground ball. This is a nice ball because it has bells in it. And so it’ll be a great audio source for someone who is visually impaired.”
- Stacey holds the ball in front of Ruth and Ruth places her hand on top of the ball. Stacey puts her hand at the bottom of the ball and pushes the ball upwards into Ruth’s hands.
 - “When you’re feeling the ball, your hands are cupped over and I’m going to push against your hand.”
- Stacey is holding the ball from the bottom with her left hand. Ruth’s right hand is on the ball and Stacey uses her own right hand to guide Ruth’s fingers to the correct position.
 - “And so when you’re doing that, you don’t want to have your hand’s fingers stretched out like really stiff. You want to cup it, cup the ball, okay?”
- Stacey takes a step to the side of Ruth to give her space to practice independently. Ruth dribbles three times, each time the ball hits the poly spot that is on the ground, right in front of both of her feet.
 - “Why don’t you do three dribbles on the spot (Ruth dribbling).”
- Stacey takes the ball from Ruth and walks to the right out of frame.
 - “The last thing I’m going to do is just bring in a basketball so that she can try that so you can also see a basketball that has bells in it.”



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- Stacey walks back into frame with a basketball. She hands it to Ruth and Ruth dribbles five times.
 - “So this is a women’s size basketball with bells in it. It’s a little harder than a playground ball. And so Ruth, if you want to, can you do, let’s do five dribbles on the poly spot for me (Ruth dribbling).”
- Stacey takes the ball from Ruth.
 - “Awesome, and you had a great form with your hand again and also going ribs to hip.”
- Transition to slide that reads ‘Be patient, it may take several attempts for the athlete to fully grasp the skill’ while voiceover reads the slide.
- Transition back to gymnasium with Ruth and Stacey standing side-by-side. Stacey is holding a bracelet with small bells on it. She shows it to the camera and turns towards Ruth.
 - “If you have an athlete who has advanced in skills or is progressing, there’s a few ways that you can enhance their ability with different types of equipment. The first thing I want to talk about is, if you’re playing basketball in a unit for PE, you can actually put these bells—like a bell wristlet on your wrist.”
- Stacey offers Ruth the bell bracelet, and Ruth puts it on her wrist. Ruth then shakes her wrist to make the bells jingle.
 - “So can you actually just slide that on your wrist? And that way if you’re passing, and what I mean you start practicing



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bounce passing, Ruth can then shake her wrist a little bit, and that gives you an auditory cue.”

- Stacey and Ruth stand side by side in the gym while Stacey talks.
 - “Once your athlete has become proficient in stationary dribble, you then can work on dribbling in motion.”
- Transition to slide that reads ‘For more, visit the sports adaptations page at www.nwaba.org.’ The words ‘Thank you for watching!’ appear onto the screen beneath the website address while voiceover reads all of the words on the slide.
- Transition to slide showing the NWABA logo while voiceover says “Slide of NWABA logo.”

Other Adaptations and Extending the Skill of Stationary Dribbling

- Other Adaptations
 - Place a ball inside of a ball bag or large plastic bag and secure the bag shut. Tie the bag so the ball cannot move around in the bag. Attach bungee cords to either side of the bag and stretch them to attach to something sturdy, such as a pole or doorway so that it is between chest and hip height. This suspends the ball in the air.
 - Have the student practice dribbling the suspended ball. This gives feel of dribbling the correct size ball.
- Teaching Upper Level Skills
 - Dribbling with non-dominant hand
 - Dribbling the ball with one hand and switching to the other hand



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- Dribbling low
- Dribbling high
- Dribbling through legs
- Dribbling while in motion