



Equipment Used in This Video and Its Purpose:

- Bell tennis ball
 - High contrast color
 - Same size as baseball or tennis ball
 - Best for more experienced athletes with low vision
 - Provides audible sound when struck and when landing
- Large beeping ball (beep kickball or InReach beeping ball)
 - Weighted and audible ball
 - Practice striking in controlled manner
 - Larger target for more novice athletes
 - Scaffold instruction towards developing ball control and aim
- Small beeping ball (jr. beep softball or beep baseball)
 - Audible
 - Most realistic to game play
 - Best for athletes who have some developed muscle memory of striking or who have some background knowledge
- Playground ball
 - Lighter and audible when struck or when ball lands
 - Best for athletes who need a lightweight ball
 - High contrast tape can be added for increasing visibility
- High contrast tape – white floor tape
 - Can be added to any ball to make it high contrast and easier for some athletes to see
- Metal bat
 - Same as is used for baseball and softball



- Best for older or experienced athletes
- Foam bat
 - Lighter weight
 - Best for younger athletes or athletes needing lighter weight bat
- Plastic bat
 - Lightest weight bat
 - Larger striking surface
 - Best for less experienced athletes needing the lightest bat
- Tennis racquet
 - Largest striking surface
 - Same racquet as is used for tennis
 - Best for athletes who are learning to striking as part of a tennis unit or athletes who need largest striking surface
- Tee/Cone with Plunger
 - Used to make a tee on which to place the object for it to remain stationary
 - Plunger can be added to the top of the tee or cone to make the surface area larger for objects that necessitate this
- Sound source
 - Audible target for athletes to aim towards
- Tactile striking diagram
 - High contrast diagram of striking body movements made tactile using puffy paint
- Tactile map
 - Easily made from cardboard and push-pins



Object Control: Striking (Stationary) – Adaptations Manual

- Used to describe to the athlete where they are aiming their hit and to describe where an object landed relationally
- Artist's Figurine
 - Used to break down and demonstrate body movements of striking
 - Athlete can feel and mimic the body movements
 - Mimics the human body movements

Video Script and Commentary:

- Video opens with Ruth (athlete) and Jessica (teacher) standing side-by-side in a gymnasium.
 - “Hi my name is Jessica, and I’m the teacher.”
 - “Hi, my name is Ruth, and I’m the athlete.”
- Slide of NWABA Logo.
- Slide that introduces video reads ‘Object Control: Striking’ with voiceover reading the slide.
- Picture of equipment that is used throughout the video. Equipment is in a line on the gymnasium floor. A voiceover is describing the equipment as the video shows the equipment.
 - “Picture of bell tennis ball, large beeping ball, small beeping ball, playground ball, high contrast tape, metal bat, foam bat, plastic bat, tennis racquet, batter’s tee, cone, plunger, sound source, tactile map, tactile striking diagram, artist’s figurine.”
- Slide transitions back to Jessica and Ruth standing side-by-side in the gymnasium. Jessica is holding a tactile diagram of striking.



Jessica will pre-teach Ruth the skill of striking a stationary object using the striking a stationary object diagram and artist's figurine. For more information about pre-teaching, watch NWABA's pre-teaching video.

- “The skill we are going to learn today is striking. Before we get started, I’m going to show you a few tools that you can use with your students.”
- Slide reads ‘Use a variety of equipment to help the athlete learn the skill’ with voiceover reading the slide.
- Transition back to gymnasium where Ruth and Jessica are standing side-by-side. Jessica is holding a tennis racket. There is a cone up to Ruth’s hip height with a plunger inside. The stick of the plunger is in the top hole of the cone and the rubber part sticks out of the top of the cone to create a bowl-shape for a larger surface area for the ball.
 - “If you have a beginner athlete, a great tool that is inexpensive and something that you could make yourself is using a cone and a plunger.
- Jessica takes the plunger out of the hole in the cone to show how it fits into the cone. She then places the plunger back into the hole of the cone.
 - “It has a big enough base to hold the ball so the ball will not fall off of the cone. And it’s a great way for young students who might be a little bit smaller to learn how to strike an object.”
- Jessica holds up a tennis racket.



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- “Another tool that we use is a tennis racket. It’s a bigger target in order for students to have more success when striking.”
- Jessica holds up two different types of bats. One bat is foam with a thin, skinny barrel and the other is a plastic bat with a wide barrel.
 - “And as you advance in skills, then you can switch to something smaller, such as a plastic bat that has a large barrel or a foam bat that has a smaller barrel.”
- Transition to slide that reads ‘Explain the task in stages using a tactile diagram and artist’s figurine’ as voiceover reads the slide.
- Transition back to the gymnasium. Ruth has her back to the camera and she is facing a batting tee. Jessica has a plunger, a large beeping ball, and a metal bat in her hand. She is walking towards Ruth. She puts the plunger handle into the tee so the rubber part is sticking out to create a bowl shape. This bowl shape holds the large beeping ball.
 - “I’m going to start by placing a large ball onto the tee. Usually, when beginners are learning, you just want to use bigger objects so they have more success initially. Ruth, are you a righty or a lefty?”
 - “Righty.”
 - “Okay, so you’re going to set up on this side of the tee.”
- Jessica motions Ruth to come and stand on the opposite side of the tee. Ruth is standing so her right shoulder and leg are lined up with the back of the tee and her left arm and leg are lined up with



the front. The tee is now between Ruth and the camera. Ruth is to the right of the screen, the ball and tee are to the left of the screen. Jessica is to Ruth's right holding an artist's figurine, moving the figurine to demonstrate proper form when striking.

- "Okay, so we're going to take a look with our artist's figurine on how you should be placed."
- Ruth spreads her feet shoulder-width apart. Ruth mimics the pose that Jessica models with the artist's figurine.
 - "So when we bat or strike an object, our feet are shoulder-width apart, exactly like you have. Our elbows are bent. So if you can see on the figurine, they are bent. Okay, and the knees are slightly bent as well."
- Video shows Jessica and Ruth talking about positioning, while a voiceover describes what they are doing. Jessica gives Ruth a metal bat.
 - "When positioning the athlete, the dominant hand should follow the non-dominant hand when striking. Your foot position should follow the same structure."
- Jessica guides Ruth's hands to the correct position on the bat. Jessica points to Ruth's knocking knuckles. The knuckles of both of her hands are in a straight line on the grip of the bat. She guides the bat to rest on Ruth's right shoulder. Jessica guides Ruth's right elbow up and then her left elbow up so that both elbows are at a 90-degree angle away from her sides.
 - "Place our non-dominant hand on the bottom, and our dominant hand on top. So I'm going to move your hands a



little bit closer together so that they're almost touching. And right here, you want to have your knocking knuckles lined up together in terms of placement. The bat can rest on the athlete's shoulder. Okay, this back elbow is up. This front elbow is up as well. So both elbows are bent, okay?"

- Jessica walks behind Ruth. She guides her right elbow up.
 - "So, when you are striking, the bat comes up off the shoulder. And you have a little bit of a box or opening in front. So your back elbow always stays up, perfect, while you hold the bat."
- Jessica kneels down and guides Ruth's left foot to step forward. Jessica has Ruth practice moving from the initial stance to taking a step forward.
 - "So when you're coming around to swing, you're going to take a little step forward with your front foot, so it'll be your left foot. So come back to the initial stance, excellent. And you're going to take a small step forward. Yes, Excellent."
- Jessica is behind Ruth at her right foot. Ruth practices pivoting her right foot with Jessica's physical assistance.
 - "So, when your arms are coming around, in order to strike this object, your back foot is going to pivot. Or a term that we like to use is called 'squishing the bug'. And this is so that the student will understand that there's a bug underneath their shoe and they have to turn on the ball of their foot. And when they turn on the ball of their foot, Ruth, can you do that?"



- Jessica, still kneeling behind Ruth, guides Ruth’s hips to mimic the rotation that will occur when Ruth strikes the ball off the tee. With the hip rotation, Ruth pivots her right foot. The camera zooms out to show Ruth’ arms swinging the bat slowly through the striking motion, with Jessica’s hands guiding the bat.
 - “Quick, awesome, so the hips also rotate as they turn so that when they finish, then their arms will come around and the bat will be on the other side.”
- Jessica moves to the left of the screen, giving Ruth space to practice striking independently. Jessica gives Ruth cues to remember correct form, and helps Ruth get her hands and knuckles in the proper position.
 - “So, Ruth, let’s see if we can try this on for size. So I’m going to step away. You’re going to keep your elbows up. Align your knocking knuckles, remember, your little knuckles. Ah, turn, turn, turn your hands, turn your hands, excellent. So you’re going to have a straight line, just across like that.”
- Jessica steps away and continues giving instruction. Ruth corrects her form with the feedback that Jessica offers.
 - “You want to keep your back elbow up. Okay, excellent, eye on the ball, which is your target. Your elbows are up. And you’re going to take a little step forward, turn, and swing.”
- Ruth prepares to strike the large beeping ball off the tee with the metal bat. She steps, swings, strikes the ball, and follows through. The beeping ball can also be turned on to give an auditory target for athletes that need it.



- “Excellent and I love the way you finished. Did you see how you followed through?”
- Jessica stands behind Ruth to guide her through the pivoting motion. Ruth stands by the tee as Jessica goes to retrieve a different ball.
 - “So when you have a strong pivot, when you turned, and you finished, you used all the power from your legs. That was excellent. Let’s try it again with a smaller ball.”
- Jessica walks to the left of the screen with a small beeping ball. She demonstrates the noise that the ball can make for students with low or no vision.
 - “Okay, so now that you’ve had success, we’re going to switch to the smaller ball. And for students who are blind and visually impaired, you can use objects that make noise, such as this little orange ball.” (Ball beeping).
- Jessica places the ball on the tee. She walks behind Ruth, guides her left foot to point inwards slightly, and has Ruth step in so her feet are shoulder width apart.
 - “And that way, the student or athlete can know where the ball is on the tee. I’m going to place the ball. Make sure your feet are parallel and shoulder width apart. I’m just going to turn your foot just a little bit. Step in.”
- Jessica taps Ruth’s left foot and then stands.
 - “Excellent, okay, and remember, with this front foot, you always want to take a little step as your hands are coming forward towards the ball, okay?”



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- Jessica walks out of the frame. Ruth swings, strikes the ball, and follows through.
 - “So when you’re ready, keep your head down, eye on the ball. (Ruth strikes the ball and it thumps as it lands) Excellent finish, excellent rotation. That was wonderful.”
- Transition to slide that reads ‘Use the cues “ready” & “pitch” to instruct the athlete in striking the target’ while a voiceover reads the slide.’
- Jessica walks from the right side of the screen to the left holding the small beeping ball. She places the ball on the tee in front of Ruth.
 - “Alright, Ruth, so a few cues that we’re going to use when striking are ‘ready, pitch’. So I’m going to step out, and when I say the word pitch, that’s when you’re going to swing.”
- Jessica steps away from the tee to the left edge of the screen. Jessica physically demonstrates the skills while verbally explaining and Ruth mirrors her movements.
 - “So make sure you keep that back elbow up, take the bat off of your shoulder a little bit, excellent, excellent, and just turn that back foot a little bit to your right, excellent.”
- Jessica is now out of frame, the camera focuses on Ruth’s torso and the ball on the tee. Ruth swings, strikes the ball, and follows through.
 - “Okay, Ruth, ready, pitch. (ball makes a thumping sound as it is struck and then lands)”
- Jessica stands to the side of Ruth while giving her feedback



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- “Excellent, excellent, I love the way your hips rotated, and you kept your head down when striking the ball. That was wonderful.”
- 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 to Ruth and Jessica standing side-by-side in the gymnasium. Ruth is holding a metal bat down by her legs with the tee to the left of her. Jessica is holding the small beeping ball.
 - “So that was the skill of striking. When an athlete becomes more proficient, you can move on to hitting off a live pitch as well as decreasing the size of the ball like we did before.”
- Transition to slide that reads ‘For more, visit the sports adaptations page at www.nwaba.org.’ The words ‘Thank you for watching’ slowly fade into the screen below the website address. A voiceover reads the words on the slide as they appear.
- Transition to slide with NWABA logo.

Other Adaptations and Extending the Skill of Striking a Stationary Object

- Other Adaptations
 - Use teaching progressions (see Teaching Progressions video in the Teaching Methods playlist) to break down the skill of striking as needed for the athlete.



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- For beginners, initially start with striking with the hand and progressing to holding and controlling other objects of different weights and sizes (rackets, paddles, bats).
- Use the Universal Design for Learning (see Universal Design for Learning video in the Teaching Methods playlist) to adapt the teaching, equipment, and execution criteria of the skill as needed, based on the athlete’s abilities.
- Teaching Upper Level Skills
 - Targeted Strike
 - Use sound source as a target
 - Place at various distances and locations for student to practice aiming strike
 - Work with the athlete to show them how to position their body to aim their strike
 - Use tactile map
 - Show student where different powered strikes land
 - Transition to baseball, tennis, and other bat and racquet sports to incorporate striking skills into gameplay