



Object Control: Underhand Roll – Adaptations Manual

Equipment Used in This Video and Its Purpose:

- Bell tennis ball
 - High contrast color
 - Same size as baseball or tennis ball
 - Provides audible sound when rolling and hitting the target
- Playground ball
 - Audible when ball is rolled or hits target
 - Better for two handed roll or for athletes who are able to roll a larger ball
- InReach bell ball
 - Audible ball when rolled or hits target
 - Medium sized
 - Good for developmental athletes or those who need a ball that is easier to grip
- High contrast tape – white floor tape
 - Can be added to any ball to make it high contrast and easier for some athletes to see
- Sound source
 - Audible target for athlete to aim towards
- Artist's figurine
 - Used to break down and demonstrate body movements of catching
 - Athlete can feel and mimic the body movements
- Different sized targets, such as different sized boxes
 - Targets that are audible when hit
 - Target decreases in size as athlete progresses in proficiency



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- Tactile underhand roll diagram
 - High contrast diagram of underhand roll body movements made tactile using puffy paint
- Tactile map
 - Easily made from cardboard and push-pins
 - Used to describe to athlete where they are aiming their roll and to describe where an object landed relationally

Video Script and Commentary:

- Video begins with Ruth (athlete) and Kirsten (teacher) standing side-by-side in a gymnasium. To the left of Ruth there is a poly spot on the ground. To the right of Kirsten there is another poly spot on the ground.
 - “I’m Kirsten and I will be 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 ‘underhand roll’ fade onto the slide underneath the words ‘object control’ as voiceover reads the slide.
- Transition to video of equipment in a line on the gymnasium floor. The camera spans slowly over each object. Voiceover describes the equipment as they appear on camera.
 - “Picture of: bell tennis ball, playground ball, InReach bell ball, high contrast tape, sound source, different size targets – such as different size boxes, tactile map, tactile underhand roll diagram, artist’s figurine.”



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- Transition to the gymnasium. Kirsten and Ruth are still standing side-by-side. Kirsten has a tactile diagram of the skill of underhand roll in her hands.
 - “In this instructional video we will be learning the skill of underhand roll.”
- Kirsten turns towards Ruth and extends the tactile diagram towards her. Ruth reaches for the diagram and starts feeling the lines. Kirsten will pre-teach Ruth the skill of underhand roll using the tactile underhand roll diagram and artist’s figurine. For more information about pre-teaching, watch NWABA’s pre-teaching video.
 - “I’m going to start by showing Ruth our tactile diagram and the different steps of our underhand roll.”
- Transition to slide that reads ‘Use tactile diagram to explain the skill to the athlete’ while voiceover reads the slide.
- Transition to the gymnasium. Kirsten and Ruth are standing side-by-side and Kirsten is holding the tactile diagram. Kirsten points to the different outlines on the diagram. Ruth watches and follows along.
 - “So it’s, reach, throw, step. Or what we’re going to start off with reach, slap, step. And then we’ll move to reach, throw, step.”
- Transition to slide that reads ‘Use an artist’s figurine to further demonstrate the skill to the athlete’ while voiceover reads the slide.



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- Transition to the gymnasium. Kirsten and Ruth stand side-by-side. Kirsten has the artist’s figurine in her hands. Kirsten moves the figurine to simulate rolling a ball.
 - “Since you’re right-handed we are going to set up our artist’s figurine like you would with throwing with your right hand.”
- Transition to slide that reads ‘Use equipment that is developmentally appropriate for the athlete’ while voiceover reads the slide.
- Transition to slide that reads ‘Equipment should increase in difficulty as the athlete progresses’ while voiceover reads the slide.
- Transition to gymnasium. Ruth and Kirsten are standing side-by-side. Kirsten is holding an InReach ball and a bell tennis ball.
 - “We are going to start with an Inreach ball that has bells inside to be audible and then we’re going to finish with a bell tennis ball that is about hand sized and the size of a standard tennis ball.”
- Kirsten turns toward Ruth, and then walks to the poly spot to the left of the screen. Ruth follows and stands on the poly spot. Kirsten puts the balls on the ground to be used later.
 - “Alright, Ruth. I’m going to have you stand on our poly spot. And before we add the ball, what I want you to do is we’re going to just practice pretending like you have a ball in your hand. Then we’re going to use the larger ball, and then



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move to the smaller ball. I'm going to put the balls down on the ground.

- Kirsten walks toward Ruth and kneels in front of her. As instructed, Ruth takes a step back with her right foot. Ruth then bends her knees slightly, and reaches her right hand behind her.
 - “So since you said that you are right-footed, I want you to step your right foot back, give a slight bend in your knees, and then what I want you to do is reach your right hand back.”
- Kirsten moves to Ruth’s right side and squats down. Kirsten then puts her hand by Ruth’s right knee. Kirsten slaps her right hand to demonstrate a low-five and give Ruth an audible target.
 - “And then what I’m going to do is I’m going to put my hand—my hand is by your left knee, and so you’re going to give me a slap really hard, low high-five as you swing your arm forward.”
- Kirsten keeps her arm extended so her hand is by Ruth’s knee. Ruth reaches her hand backwards and Kirsten guides Ruth’s arm forward to meet her hand. As this is occurring, Ruth takes a step forward with her right foot.
 - “So it’s going to be reach, where you’ve reached your right hand back, and then you’re going to swing forward, slap, and then as your right arm is moving forward, you’re going to step your right foot forward.”
- Kirsten remains with her hand extended to Ruth’s knee and give Ruth verbal cues for the process. Ruth goes through the motions



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while Kirsten gives her verbal cues. She reaches her right arm backwards, swings it forward to slap Kirsten's hand, and steps forward with her right foot.

- "Alright, so it's going to be reach, slap, step. Alright, reach, slap, step. Nice job."
- Kirsten stands next to Ruth. Kirsten goes through the motions of reach, roll, and step without any equipment. This time, Ruth will roll the ball where she had done the low-five slap previously.
 - "Now, what we're going to do. Instead of the slap, what I want you to do is we're going to use a ball this time. And instead of the slap, it's going to be reach, roll, step."
- Ruth is now holding the Inreach bell ball and standing on her poly spot. Kirsten moves to the poly spot on the right side of the screen. Kirsten crouches down to knock on the ground.
 - "Alright, I am standing about 10 feet away from you and I'm going to knock on the ground."
- Kirsten gives Ruth verbal cues and Ruth rolls the ball successfully to Kirsten. Kirsten retrieves the ball.
 - "And whenever you're ready, you're going to begin our progression. Reach, roll, step (jingling). Nice job."
- Ruth is back on her poly spot. Kirsten hands Ruth the bell tennis ball and then returns to the poly spot on the right of the screen.
 - "This time, we're going to do it with a smaller ball."
- Kirsten crouches down on her poly spot. Kirsten claps her hands and then knocks on the ground. Ruth rolls the ball to Kirsten and she retrieves it.



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- “Alright, whenever you’re ready, you’re good to (clapping and knocking) roll towards me (jingling).”
- Ruth and Kirsten remain on their poly spots while Kirsten gives Ruth feedback.
 - “That looked really good! I really liked how your foot was following through, even more than the last time.”
- Transition to slide that reads ‘Be patient, it may take several attempts for the athletes to fully grasp the skill’ while voiceover reads the slide.
- Transition back to the gymnasium. Ruth and Kirsten are standing side-by-side.
 - “That was the skill of underhand roll, and as a student becomes more proficient with their underhand roll, they can work on rolling further distances; they can work on adding a three-step approach to their underhand roll; and they can also work on using a tactile map to determine where they are throwing—where they are going to be rolling the ball; and how close they are to reaching that target. You can even use a beeping ball or a sound source as an audible target for the athlete to roll the ball towards.”
- Transition to a slide that reads ‘For more, visit the sports adaptations page at www.nwaba.org.’ The words ‘Thank you for watching!’ fade onto the slide beneath the website address while voiceover reads the slide.
- Transition to slide with NWABA logo.



Other Adaptations and Extending the Skill of Underhand Rolling:

- Other Adaptations
 - Use a ball with a handle or larger grip holes for athletes with a motor development impairment
- Teaching Upper Level Skills
 - Use sound source as a target
 - Place at various distances and locations for student and practice aiming roll
 - Use different sized boxes that will make audible sound when hit
 - Decrease the size of the target as the athlete develops proficiency
 - Use tactile map
 - Show student where a target is and where differently executed rolls land in relation to the target