



Fitness Test: Jump Rope – Adaptations Manual

Equipment Used in This Video and Its Purpose:

- Beaded jump rope
 - Standard plastic bead jump rope
 - Most audible standard jump rope
 - Ensure length is appropriate for user
- Hula hoop jump rope
 - Rope made audible with ½ a hula hoop with a string through it
 - Hula hoop adds weight to rope to help with ease of turning and minimizing coordination needed
- Jump snap kit
 - Ropeless jump rope
 - Best as developmental tool for individuals who are still working on coordination of jumping rope
 - Audible
 - Weighted foam ends mimic weight of jump rope
- Tactile jumping rope diagram
 - Diagram of steps of jumping rope made tactile using puffy paint
- Artist's Figurine
 - Figurine that can be used to demonstrate movements of jumping rope
 - Pipe cleaner or rope can be attached to figurine's hands to mimic jump rope



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Video Script and Commentary:

- Video opens with Elwin (athlete) and Jessica (teacher) standing side-by-side in a gymnasium.
 - “My name is Jessica and I am a teacher.”
 - “And my name is Elwin and I am an athlete. “
- Slide of NWABA logo.
- Slide introducing video reads ‘Fitness Test: Jump Rope’ while voiceover reads the slide. Voiceover describes the equipment as it is shown on camera.
 - “Picture of plastic beaded jump rope, hula hoop jump rope, Jump snap kit, tactile jumping rope diagram, artist’s figurine.”
- Elwin and Jessica are standing side-by-side in the gymnasium. Jessica is holding in her hands a tactile diagram with pictures on it, an artist’s figurine with a small rope around its hands like a jump rope. Jessica will pre-teach Elwin the skill of jumping rope using the tactile jumping rope diagram and artist’s figurine. For more information about pre-teaching, watch NWABA’s pre-teaching video.
 - So, the next skill we are going to be learning is jump roping. And, jump roping is a skill that everybody can do throughout any age of their lifetime, and it’s a really great way for kids to be active at home, as well as in school, and in their community. So, Elwin have you jump roped before?”
 - “I’ve tried!”
 - “Okay, well we’re going to make this happen for you today.”



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- Jessica shows Elwin the tactile jump rope diagram. Elwin feels the diagram as she explains each part. She positions Elwin’s body in the ready position. He is standing in a neutral position, with his feet about shoulder width apart, his elbows are bent at his sides, and his fists are closed like he is holding a jump rope handle in them. His palms, in a fist, are facing upwards with his thumbs facing away from his body. Elwin asks a clarifying question.
 - “So, again I’m using a tactile diagram, and basically what this diagram is labeling out for you is that the jump rope is in the person’s hands. So, you can feel it here. So, your palms are up, you make a fist with your hand, and your elbows are at your sides. And, it stays about here. So, position two is a little bit different. At this point, you’re going to be swinging the rope forward over your head.”
 - “It kind of looks like a bubble?”
 - “Yes, exactly like a bubble!”
- Jessica holds Elwin’s wrist and makes a forward arm circle motion.
 - “Because basically when you’re swinging, your arm’s coming up and over. So, basically you’re going to start and finish in the same position, except this time the rope is going to be in front of you, and you’ll hear a slap. So when you hear that slap, that’s the rope hitting the floor, and that will be your cue to jump. And when we jump, we use two feet.
- Elwin is holding the tactile jumping rope diagram and Jessica is holding the artist’s figurine. They both practice the lower body



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movements as Jessica calls out the cues. The cues are swing, slap, jump.

- “So, our knees are slightly bent, they’re shoulder-width apart, and when we jump, we take off on two feet and land on two feet. Can I see it?”
- Elwin hands Jessica the tactile jump-roping diagram and performs a jump with two feet. When he lands, there is a light tapping sound from his feet hitting the ground.
 - “Excellent.”
- Jessica is manipulating the artist’s figurine while Elwin examines it with his hands. The artist’s figurine has a rope taped to the hands. Voiceover describes what the artist’s figurine looks like.
 - “We have placed a piece of rope on the artist’s figurine to simulate a jump rope.
- Jessica manipulates the artist’s figurine through all of the steps of jumping rope.
 - “And then, your arms move forward, the rope is coming up over the head, like the bubble, it’s swinging down, and this is when you’re going to have your knees bent. Okay, so your knees bend a little bit.”
 - “Okay.”
 - “And you take off on two feet.”
 - “As it slaps the ground?”
 - “Exactly, as soon as you hear that slap, you jump.”
- Jessica walks out of the frame to get a jump rope.
 - “Alright, so I’m going to get a jump rope.”



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- Voiceover describes the jump rope that Jessica is holding.
 - “Jessica is holding the beaded, plastic jump rope.”
- Jessica brings the jump rope over to Elwin and orients him to the handle and the rest of the jump rope. The jump rope is made from rope and plastic. There are small, plastic pieces that are covering the length of the rope that make noise when the jump rope taps the ground.
 - “This one has some links on it, and all jump ropes have different textures, but this one is great to work with people who are blind and visually impaired because it makes a noise, and it’s an easy indicator for individuals to know when to jump. So, this is the handle-see how it feels different than the rest of the jump rope? It’s a little bit thicker, right?”
- Elwin puts one handle in each hand and steps over the jump rope so that the jump rope is now behind him. Jessica stays in front of Elwin while she gives him directions.
 - “So, you start with it behind you.”
 - “It’s a little different plastic as well.”
 - “Yes, exactly, it’s a different feel; it’s smooth, right? So, how we’re going to do this, is I just want you to practice the swing.
 - “Got it.”
 - “So, I’m going to get out of your way before you whack me. So, when I say swing, you’re going to swing the jump rope up over your head. So, both arms move at the same time, but remember this has to come over your head. So, when



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you swing, you want to reach up high. So, when I say swing, that's when you're going to swing.

- Jessica takes two big steps back and one to her right so that she is out of the way of the jump rope. She then give Elwin the verbal cues.
 - “Ready: swing!”
- Elwin swings his arm around, in large forward arm circles, he swings the jump rope in front of him, and it slaps the ground. Jessica walks back over to Elwin.
 - “Excellent, and did you hear that slap?”
 - “Yes.”
 - “The slap is the indicator of when you would jump. So, one more time. I’m going to step back, you’re going to swing it over your head, and once you hear that slap, just take a step over it. Don’t jump yet, just do a step.”
- Jessica again takes two big steps back and one to her right to clear the way for the jump rope. Elwin gets the jump rope ready to swing and then Jessica gives the verbal cues.
 - “Ready: swing!”
- Elwin swings his arm around, in large forward arm circles, he swings the jump rope in front of him, and it slaps the ground. He takes a step over the jump rope as Jessica walks back towards him.
 - “Good, so again, the jump rope is behind your feet. This time when you hear the slap, I want you to try and jump.”



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- Slide reads ‘Be patient, it may take several attempts for the athlete to fully grasp the skill’ while voiceover reads the slide.
- Elwin and Jessica are standing facing each other and Elwin is holding the jump rope. Elwin hands Jessica the jump rope.
 - “Moving forward now, our next step would be to work on jumping up, not forward.”
- Elwin takes a practice jump by jumping up with two feet and landing on two feet.
 - “Yes, exactly! Just like that. And then you can also add in different props, such as a thinner rope, one that doesn’t make noise, but basically the key words you want to work on are swing, slap, jump.”
- Slide reads ‘Use a variety of equipment to help the athlete learn the skill’ while voiceover reads the slide.
- Elwin and Jessica are standing facing each other. Jessica hands Elwin a Jump Snap. The Jump Snap has two weighted plastic handles. Each handle has a thin cord that measure about four inches long that has a small foam attachment on the end. The Jump Snap is used to help athletes get the feel of how their wrists should be moving while jumping rope.
 - “We have this jump snap. So Elwin, this is a weighted jump rope. It’s different than the traditional jump rope.”
 - “Ooh, this is weird.”
- Jessica guides Elwin to the strings and foam pieces at the end of each handle and explains what they are as he feels them.



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- “Yes, it’s a little bit strange right? It’s different than the traditional jump rope but basically it’s weighted on each end, and if you feel here, this is a little attachment to basically help you get the feel of what your wrists should be doing.”
- Elwin practices using the Jump Snap by swinging his wrists in circles while Jessica is talking.
 - “Another way we can work on jumping up and not forward is by using this tool. So, Elwin let’s practice our swing.”
- Elwin extends both arms so that he is standing in the shape of a “T” and he has a slight bend in his elbows. Jessica stands in front of him to give him directions. As Jessica gives him directions, Elwin moves his arms in big forward circles once.
 - “Hang on to the handles, so remember, you’re going to make big circles. Excellent.”
- Elwin stops moving his arms to listen for more directions.
 - “So if you had the other jump rope you would hear it snapping around.”
- Elwin completes another round of arm circles with the jump snap jump rope.
 - “Perfect!”
- Slide reads ‘Use equipment that is developmentally appropriate for the athlete. Equipment should increase in difficulty as the athlete progresses’ while voiceover reads the slide.
- Elwin and Jessica are standing side-by-side.



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- “That was the skill of jumping rope. And as an athlete becomes more proficient in their skill of jumping rope, you can have them follow a path around the environment as well as follow an audio source around the environment. You can change up the path, you can change up directions, there are many things that you can do with a jump rope.”
- 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 Jumping Rope

- Linking together several consecutive rotations of the jump rope
- See how many rotations they can do without missing a jump
 - See how long the athlete can jump rope for without stopping