



Special Olympics

Motor Activities Training Program

Coaches Guide

Section V: Activities



Special Olympics Motor Activities Training Program: Activities

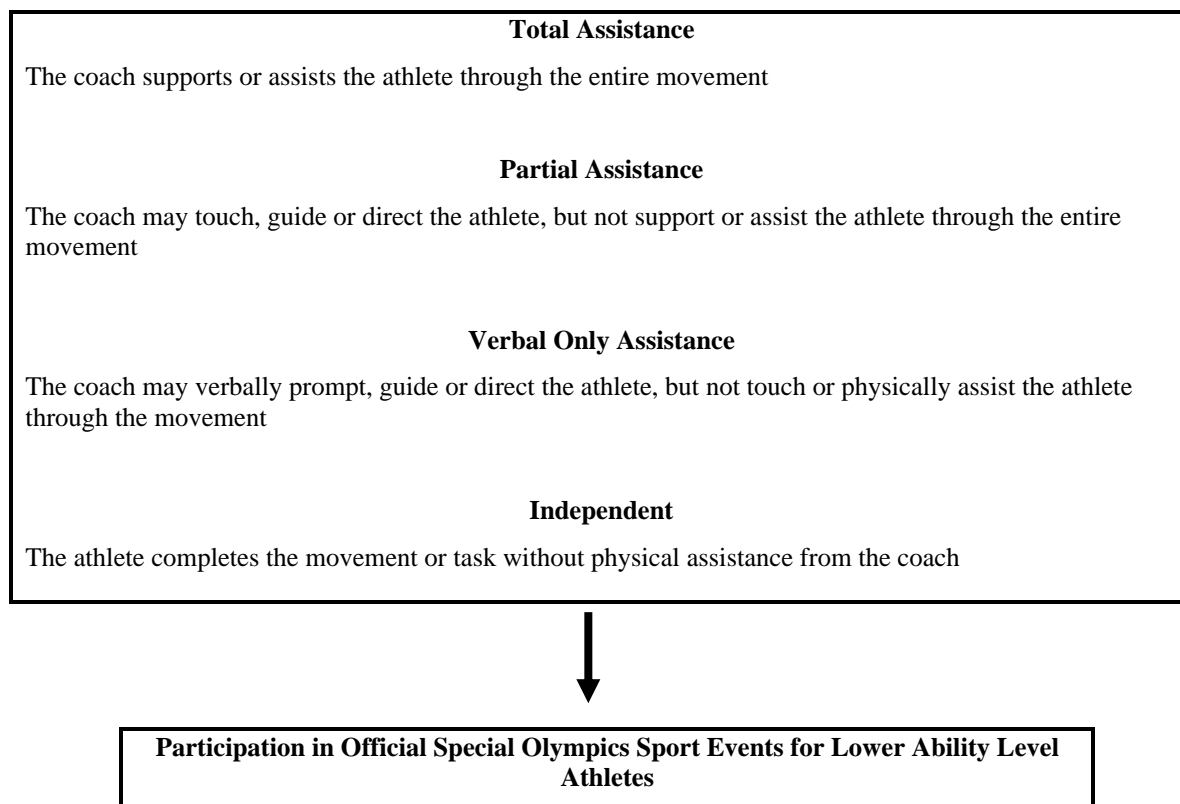
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The activities presented in this manual are based on Special Olympics events for lower ability athletes. While Motor Activity Training Program athletes have not gained the skills needed to compete in Special Olympic Events for lower ability athletes, this program provides them an opportunity to perform their personal best, without comparison to other athletes. Motor Activity Training Program activities allow the athletes to develop the skills needed to move toward independent participation. With proper training and encouragement, some of these athletes may eventually develop skills that will allow them to qualify for participation in Official Special Olympics events designed for athletes with lower abilities

Levels of Assistance

In order to provide sport opportunities for athletes with severe or profound intellectual disability, assistance may be required for athletes to perform many of these activities. four levels of assistance are recommended here. These levels enable coaches to assist athletes with the progression from dependent participation to more independent participation.





Special Olympics Motor Activities Training Program Coaching Guide

Motor Activity Training Program activities are sport based, and designed to be in line with Special Olympics events for lower ability athletes. It is recognized that the tasks will be modified to meet the challenges and abilities of each individual athlete. Lead-up activities have been designed for Motor Activity Training Program athletes and are suggested and presented in a simple format. These should be viewed only as suggestions. Coaches are encouraged to be creative and to enrich the experiences offered to the athletes. Terms used to describe various components of the Motor Activity Training Program include:

Official Special Olympics Sports	Refers to	Special Olympics events for lower ability athletes	WHERE	Focus is on training and preparing for competition – to ensure fair competition, modification is discouraged
Motor Activity Training Program Sport Activity	Refers to	Motor Activity Training Program Activities	WHERE	Focus is on challenging athletes via motor tasks associated with sport participation. Modification and personalization is encouraged.
Equipment	Refers to	Either sport or assistive devices used by athletes while performing activities.	WHERE	Needs change based on the activities offered and the modifications needed for each athlete.
Levels of Assistance	Refers to	Amount and type of help an athlete requires to successfully complete an activity: Total Assist, Partial Assist, or No Assist	WHERE	The focus is on the athlete performing at his/her most independent level, not merely being moved through a task. Total assistance may be necessary but athletes should be encouraged to respond.
Event Description	Refers to	Description of the official Motor Activity Training Program sport activity	WHERE	The standard for successful mastery of the task and skill progressions for achieving those standards are identified.
Lead-up Activities	Refers to	Skill progressions that may help athletes achieve mastery of Motor Activity Training Program Activities.	WHERE	Activities are outlined that assist in introducing athletes to sport activities and helping them prepare to attempt the activity.
Possible Modifications	Refers to	Suggestions that can be used to help the athlete perform the activity	WHERE	Modifications that have been successful with other athletes are outlined.
Safety Precautions	Refers to	Conditions essential for safe participation	WHERE	These are reminders of venue safety as well as guidelines for working with athletes who need differing levels of assistance.

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Coaching Guide



The following chart presents an overview of the Special Olympics sports, the related sport events for lower ability athletes and the corresponding Motor Activity Training Program sport skills. Each Motor Activity Training Program sport skill has been designed to match and, for some athletes, lead into Special Olympics events for lower ability athletes.

Sport	Event for Lower Ability Athletes	Motor Activity Training Program Sport Skill
Aquatics	15 Meter Flotation Race	Float
	15 Meter Walk	Pool Walking
	10 Meter Assisted Swim	Beginning Assisted Swim
Athletics	10 Meter Assisted Walk	Walking
	Standing Long Jump	Two Foot Jump
	10 Meter Wheelchair Race	Manual Wheelchair Propel
	25 Meter Motorized Wheelchair Obstacle course	Motorized Wheelchair Short Obstacle Course
Badminton	Badminton Target Serve	Badminton Strike
Basketball	Basketball Target Pass	Basketball Push
Bowling	Frame Bowling	Target Bowling
Floor Hockey	Floor Hockey Target Shot	Puck Shot
	10 Meter Puck Dribble	Puck Dribble
Football	Football Dribbling	Football Push
	Football Shooting	Football Kick
Golf	Short Putt	Putting
Roller Skating	30meter straight line race	Stand and March
Softball	Softball Fielding	Softball Fielding Event
	Softball Throw	Softball Propel
	Softball Hitting	Softball Strike
Table Tennis	Return Shot	Table Tennis Strike
Volleyball	Overhead Passing	Volleyball Throw
	Volleyball Serving	Overhead/Underhand Serve

Please Note:

The lead-up activities and modifications included in this manual are just suggestions that are designed to help coaches provide more community-based sport opportunities for their athletes. The key to success is to be creative, modify activities for each athlete as necessary. Avoid getting discouraged, and find ways to motivate your athletes to improve upon their personal best.



WARM-UPS

In Official Special Olympics as well as other sport programs, warm-ups are used to prepare muscles and soft tissues for the demands of an activity. While all of the Motor Activity Training Program sport activities involve physical movement, some do not place strenuous demands on the entire body. Athletes with significant intellectual disability may have a limited range of motion or lack sufficient strength to participate in a sport skill for a long period of time. Motor Activity Training Program athletes should participate in warm up activities with the coaches concentrating on warming up the specific body part(s) involved in the activity. Warm-ups can also be used to assist the athlete in developing as much independent movement as possible.

Active range of motion involves the athlete moving his/her body part without the assistance of a coach, trainer or therapist. The athletes should perform active range of motion activities slowly and smoothly taking care to avoid jerking or moving body parts too quickly. Joints should not be stretched beyond their normal range of motion. When the desired position is reached, the athlete then holds the position for 10-15 seconds to help relax and lengthen the muscles.

WARM-UP ACTIVITIES: (First 10-12 minutes of the training session) Select activities that will warm up the parts of the body you will use in this session.

- **Breathing Activity**

Determine the most comfortable starting position. Demonstrate and then ask the athlete to inhale deeply, through their nose if possible, and hold it, then demonstrate and ask participant to forcefully exhale through their mouth. Repeat five times.

- **Accepts tactile stimulation:**

Using a soft towel, yarn ball, nerf ball, or other soft object, gently rub the object up and down the participant's arm. Repeat with other body parts.

- **Independent muscle relaxation**

Have participants work on tightening muscles for five seconds and relaxing muscles for 15 seconds on their own. It is sometimes helpful to suggest images for the athlete to focus. Raw spaghetti is rigid, cooked spaghetti is relaxed.



Sample Active Warm-ups for Athlete Lying Supine on Mat

Arm Lifts

- Lift one arm straight up and over until it touches the mat over your head, and return it to starting position
- Repeat with the other arm and return it to starting position
- Repeat with both arms at the same time and return them to the starting position
- Repeat arm movements several times
- Cross left arm over to the right side of the body (left to right)
- Cross right arm over to the left side of the body (right to left)
- Repeat cross over arm movements several times

Leg Lifts

- Lift one leg up to a 45 degree angle and return it to starting position
- Lift the other leg and return to starting position
- Lift both legs and return to starting position
- Repeat leg movements several times
- Cross left leg over right leg
- Cross right leg over left leg
- Repeat several times

Massage techniques by professionals can be effective as a warm up activity for athletes with severe or profound intellectual disability. Massage involves applying a small amount of pressure to the muscles that are to be used in the Motor Activity Training Program activity. The hands of the therapist are firmly placed on the athlete and then moved over the muscle gradually applying a small amount of pressure to the muscle. At all times, the professional should be aware that an athlete might have skin tissue that can be easily damaged.



Coaches are also encouraged to keep athletes warm. This assists in maintaining muscle elasticity, joint range of motion, and preventing injuries during participation. Athletes should wear adequate clothing prior to the start of an activity, between sport activities and following participation.

- **STRETCHING**

Stretching and 'Range of Motion' activities are important but not to be done before consulting with the athlete's parents and/or Physical Therapist to learn specific ways this athlete is used to stretching.

- **Passive stretching by coach**

The coach, if properly trained, may provide passive stretching and massage techniques to warm-up and stretch an MATP athlete. However, Special Olympics MATP Coach Certification does NOT qualify the coach to perform these activities. That certification must come through a physical therapist, adapted physical educator, occupational therapist, nurse or other licensed professional.

STRENGTH AND CONDITIONING ACTIVITIES:

For many Motor Activity Training Program athletes, the act of being mobile is good strength and conditioning exercise. If an athlete is ambulatory, they should be encouraged to walk without assistance to help core muscle development and control. If an athlete uses a wheelchair, he/she should be encouraged to self-propel that chair.

The exercises listed first involve the use of an exercise band. Caution must be used when introducing exercise bands to your training. They can be dangerous if the athlete does not have the strength to hold and maintain any level of tension in the band. Consult the athlete's physical therapist before introducing exercise bands into the program.

EXERCISE BAND ACTIVITIES

- **Chest and Shoulders:**

While sitting in a stable chair, hold exercise bands at both ends with the band wrapped across the back of the chair. Extend arms as fully as possible, then bring hands together in front of your chest, then reverse the action. Repeat 8 – 12 times.

- **Shoulders:**

Hold the band at both ends and in front of your body so that arms are shoulder width apart and extended so that the band is taught. Slowly pull your arms apart trying to keep your arms straight, then slowly return to the starting position. Repeat 9 – 12 times.

- **Abdominal (core) Muscles:**

While sitting in a sturdy chair with a full back, wrap the band around the back of a chair and hold it at both ends. Extend arms in front of you to make the band taught. Without bending your arms, lean forward keeping your back as straight as possible. Slowly return to the starting position. Repeat 8 – 12 times.

- **Shoulders:**

Hold the band to the side of a chair so that one hand is holding the band against the seat of the chair and the other hand is parallel to the floor and extended outward. Re-grip the band with the lower hand at different positions on the band to change the tension. Slowly lift your upper hand away from the lower hand. Hold the upper hand up for a few seconds and then slowly return it to the starting position. Repeat 8 – 12 times with each side.

- **Triceps:**

Hold the band so that one hand is anchoring the band to your chest while the elbow of the other arm is resting on the arm of the chair; hand gripping the end of the band. Keeping the elbow on the arm of the chair, palm facing out, push



the palm of your hand down until both the wrist and elbow are on the arm rest. Slowly return to starting position. Repeat 8 – 12 Times for each arm.

STRENGTH AND CONDITIONING ACTIVITIES WITHOUT AN EXERCISE BAND

- Continuous, self-propelled movement:

Explain to the athlete that they are going to walk/push themselves in their wheelchair, or move on a scooter board on their own for ____ minutes. Start with a 30 second “walk” followed by 10 seconds of rest. Repeat five times. As they improve, increase the walking time until they can maintain this activity for a total of 10 minutes.

- Toe Touches:

Have the athlete either stand or sit tall if they use a wheelchair. Demonstrate bending slowly over to touch your toes and then ask the athlete to copy your actions. Repeat 10 times. Knees should be straight but not locked. Do not bounce. Hold the position for a count of five and then slowly return to starting position.

- Sit-ups:

Athlete should lie on their back on a mat with arms folded across the chest, knees bent and feet flat on the floor. Have the athlete attempt a sit up. They may need to start by doing a crunch (just lifting head and shoulders off the mat) and returning to the start position.

You may also assist the athlete in sitting up and have them work on controlling the down motion (reverse sit-up).

- Dance Activity

Put music on and ask athletes to move with the music. Start with arm movements and then move to other body parts. The point is to extend the amount of time engaged in continuous movement.



SENSORY MOTOR AWARENESS ACTIVITIES

These activities are designed to assist athletes in development of the awareness of visual, auditory and/or tactile stimulation necessary for sports participation. They should be incorporated into regular training.

- Visual Tracking:

Be sure the athlete is comfortable, with clear field of vision. Hold or place a colorful object in their field of vision and ask that they “Look at the _____”. Once they have focused on the object, move it slowly up or down or side to side to encourage the athlete to visually ‘track’ the object.

- Auditory Attention:

Once the athlete is comfortable and ready to begin, ask them to, “Listen for the sound.” Use bells, sticks, Tambourines – you can also attach ribbons to these which add color. (anything that you can bang together to make noise). Start softly so you don’t startle the athlete or those around them. Once the athlete responds to the sound, move from side to side making the noise and watch for recognition of the direction from which the noise is coming.

- Tactile Stimulation

Some athletes are ‘tactile defensive’ and may not be receptive to this exercise. It will be helpful to know their history with tactile stimulation before starting.

Once the athlete is comfortable (either prone/supine or sitting) and ready to begin, tell them, “I am going to touch your arm with a soft object.” Once the athlete responds to the touch on one part of their body, you can move to another part such as head, hand, leg, etc.

MOTOR ACTIVITIES

MOBILITY

- Head Lift

Athlete is lying prone (face down) on a mat or soft surface. Give the verbal cue, “Lift your head.” If necessary, provide visual stimulation (something to look at during the exercise) to provide focus and motivation. “Keep looking at _____.”

If the athlete still is unable to lift his/her head, gently stroke their spine from the neck down several times.

Once the athlete can raise his or her head, start working on holding it up for longer periods of time.



- Rolling to back

Athlete is lying prone (face down) on a mat or soft surface. Arms are at their sides or extended over head. Give the verbal cue, “Roll over” to a supine (face up) position. If necessary, provide visual stimulation to provide focus. If assistance is needed, start by turning the athlete’s head in one direction and pushing with the hand at the shoulder and hips in the direction the athlete is facing. With each attempt, reduce assistance as much as possible.



- Body Roll

Athlete is lying prone (face down) on a mat or soft surface. Arms are at their side or extended over head. Give the verbal cue, “Roll over” to a supine (face up) position, then have them continue rolling in the same direction back to the prone (face down) position. If necessary, use visual stimulation to provide focus. If assistance is needed, start by turning the athlete’s head in one direction and pushing with the hand at the shoulder and hips in the direction the athlete is facing. With each attempt, reduce assistance as much as possible.



DEXTERITY

- Grasp and Hold:

Once athlete is in comfortable position, place an object (bean bag or ball works best) beside or in front of the athlete’s hand and then give the verbal cue to, “Grasp the _____.” If the athlete has trouble opening his or her hand to grasp, assist by pushing down on the back of their hand to help open their fingers. Encourage the athlete to hold the object for 10 seconds and then release it. If they have trouble with the release, assist the same way as before by pushing down on the back of the hand.





- Grasp and Move:

Once athlete is in comfortable position, place an object (bean bag or ball works best) beside or in front of the athlete's hand and then give the verbal cue to, "Pick up the _____ and give it to me." Be sure to provide an obvious target in the form of cupped hands or a bowl to catch the object. If the athlete has trouble opening his or her hand to grasp, assist by pushing down on the back of their hand to help open their fingers. Encourage the athlete to hold the object for 10 seconds and then release it. If they have trouble with the release, assist the same way as before by pushing down on the back of the hand.

- Grasp, Move, and release toward a target:

Once athlete is in comfortable position, place an object (bean bag or ball works best) beside or in front of the athlete's hand and then give the verbal cue to, "Pick up the _____ and move it closer to the target." Demonstrate the act of picking up the object and rolling or tossing toward a target a few centimeters away. Be sure to provide an obvious target in the form of a colored plate, mat or cupped hands to catch the object. If the athlete has trouble opening his or her hand to grasp, assist by pushing down on the back of their hand to help open their fingers. Encourage the athlete to hold the object for 10 seconds and then release it. If they have trouble with the release, assist the same way as before by pushing down on the back of the hand.

- Shot Put

Once athlete is in comfortable, 'ready' position, give the athlete a softball, bean bag or other small, round object. Give the verbal cue to, "Put the shot." If the athlete has trouble starting the motion, assist by holding their shoulder and forearm and assisting them in moving in a shot-put pattern.



<i>Water Adjustment Activities</i>

- Transfer the athlete to the edge of the pool
- Use a sponge, water bottle or your hand, and gently wet the athlete's arms and legs
- If athlete accepts this, wet his/her back and stomach
- If athlete accepts this, carefully wet his/her face
- If athlete accepts this, prepare him/her to enter the water feet first with verbal, visual or tactile cues. Make it very clear to the athlete that he/she is entering the pool, feet first
- Use "Tips for Transferring" to safely move athlete into the shallow end of the water
- Gently lower the athlete so that his/her feet enter the water first
- If the athlete accepts this, gently and gradually lower the athlete into the pool
- Encourage the athlete to relax and enjoy the water
- For the first few times, keep the amount of time the athlete spends in the water brief (5-10 minutes)
- If a flotation aid is used, the coach should be familiar with how the device works and how to use and remove it safely.
- Gradually increase the time the athlete spends in the water
- Repeat the adjustment activities, as needed
- Talk to athletes as you go through each stage to gauge interest and to explain each activity.



MOTOR SKILL TRAINING ACTIVITIES BY SPORT:

<i>Official Special Olympics Sport</i>	<i>Motor Activity Training Program Activity</i>
Aquatics	<i>Float</i>
Motor Activity Training Program Float Leads to the 15 Meter Flotation Race	

Equipment	Levels of Assistance
1. Pool preferably with depth no greater than 1 meter (3.25 ft.)	Total Assistance The coach supports or assists the athlete with the entire movement
2. Flotation device that wraps around the body	Partial Assistance The coach may touch, guide or direct the athlete, but not support or assist the athlete in the entire movement
	Independent Athlete completes the movement or task without assistance from the coach

Description for the Motor Activity Training Program Float Activity

1. Assist athlete with flotation
2. Position athlete in a pool with a depth no greater than 1 meter (3.25 ft.), with or without assistance
3. Direct athlete to float on front or back depending upon the capability of the athlete
4. Athlete floats, with or without assistance

Lead-up Activities for the MATP Float

- Review Water Adjustment Activities (on previous page) with the athlete, if needed
- Assist the athlete with lowering his/her body in the water
- Support the athlete by placing one hand under his/her chest and the other hand on his/her back, lower your body to the same level as the athlete (athlete may be touching the floor of the pool with his/her feet)
- Assist the athlete by moving the hand that is on the athlete's back under his/her legs, lifting the athlete's feet off the floor of the pool
- Move hands back under the athlete's torso to encourage floating as athlete assumes supine position.
- Allow the athlete to float momentarily by himself/herself, if possible



Possible Modifications for the Motor Activity Training Program Float

- Use floating board as needed
- Use peers to model float and as assistants
- Reduce dependence on floating/supporting aides

Safety Precautions

- Ensure that the athlete is adjusted to the water
- Use proper techniques when transferring athlete in and out of pool. Where hoists are used, knowledge of their use, or staff knowledgeable in their use should be available for transferring athletes into and out of water.
- Maintain a minimum of one coach for every athlete in the water
- Fasten athletes securely into appropriate flotation devices
- Monitor athlete for fatigue
- Allow athlete to rest during training sessions
- Use ear plugs, if needed
- Maintain one observer on the pool deck for every two athletes in the pool
- Wrap athlete in towel as he/she leaves the pool
- Ensure that athlete does not become chilled



<i>Official Special Olympics Sport</i>	<i>Motor Activity Training Program Activity</i>
<i>Aquatics</i>	<i>Pool Walking</i>
Motor Activity Training Program Pool Walking Leads to the 15 Meter Walk	

Equipment	Levels of Assistance
1. Pool with depth no greater than 1 meter (3.25 ft.)	Total Assistance The coach supports or assists the athlete with the entire movement Partial Assistance The coach may touch, guide or direct the athlete, but not support or assist the athlete in the entire movement Independent Athlete completes the movement or task without assistance from the coach

Description for the Motor Activity Training Program Pool Walking Activity 1. Position athlete in a pool with a depth no greater than 1 m. (3.25 ft.), with or without assistance 2. Direct athlete to walk 3. Athlete walks in water, with or without assistance
Lead-up Activities for the Motor Activity Training Program Pool Walking Activity <ul style="list-style-type: none">• Review water adjustment activities with the athlete, if needed• Place an object in the water or have a coach or volunteer stand in front of athlete as a target• Encourage athlete to stand in water facing one of the coaches



Possible Modifications for the Pool Walking Activity

- Use parallel bars in pool as needed
- Use flotation boards as needed
- Use peers to model pool walking and as assistants
- Decrease/increase distance according to athlete's ability
- Reduce dependence on flotation/support aides as athlete progresses

Safety Precautions

- Ensure that the athlete is adjusted to the water
- Use proper techniques when transferring in and out of pool
- Maintain a minimum ratio of one coach for every athlete in the water
- Fasten athletes securely into appropriate flotation devices
- Monitor athlete for fatigue
- Allow athlete to rest during training sessions
- Use ear plugs, if needed
- Maintain one observer on the pool deck for every two athletes in the pool
- Wrap athlete in towel as he/she leaves the pool
- Ensure that athlete does not become chilled



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<i>Official Special Olympics Sport</i>	<i>Motor Activity Training Program Activity</i>
<i>Aquatics</i>	<i>Beginning Assisted Swim</i>
MATP Beginning Assisted Swim Leads to the 10 Meter Assisted Swim	

Equipment	Levels of Assistance
<ol style="list-style-type: none">1. Pool with depth no greater than 1 meter (3.25 ft.)2. Flotation device that wraps around the body	<p>Total Assistance</p> <p>The coach supports or assists the athlete with the entire movement</p> <p>Partial Assistance</p> <p>The coach may touch, guide or direct the athlete, but not support or assist the athlete in the entire movement</p> <p>Independent</p> <p>Athlete completes the movement or task without assistance from the coach</p>

Description for the Motor Activity Training Program Beginning Assisted Swim Activity

1. Assist athlete with flotation device
2. Position athlete in a pool with a depth no greater than 1 meter (3.25 ft.), with or without assistance
3. Direct athlete to swim, correcting his/her body position as needed
4. Athlete swims, with or without assistance

Lead-up Activities for the Motor Activity Training Program Beginning Assisted Swim Activity

- Review water adjustment activities with the athlete, if needed
- Place an object in the water or have a coach/volunteer stand in front of athlete as a target
- Assist athlete to the extent required (verbal, partial, or full) in moving arms without the use of the legs
- Return athlete to upright position and allow athlete to rest
- Assist athlete in holding onto the side of the pool and moving just the legs
- Return athlete to upright position and allow athlete to rest



Please Note:

Forward movement without assistance from the coach qualifies the athlete for Special Olympics Assisted Swim activity.

Possible Modifications for the Motor Activity Training Program Beginning Assisted Swim Activity

- Use kick or flotation boards
- Use swimming webbed gloves
- Use other flotation devices
- Use variety of bright and noisy objects as reinforcement

Safety Precautions

- Ensure that the athlete is adjusted to the water
- Use proper techniques when transferring athlete in and out of pool
- Maintain a minimum of one coach for every athlete in the water
- Fasten athletes securely into appropriate flotation devices
- Monitor athlete for fatigue
- Allow athlete to rest during training sessions
- Use ear plugs, if needed
- Maintain one observer on the pool deck for every two athletes in the pool
- Move the athlete's limbs with care
- Do not move any of the athlete's joints or segments beyond their normal range of motion (stop when you feel resistance)
- Wrap athlete in towel as he/she leaves the pool
- Ensure that athlete does not become chilled



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<i>Official Special Olympics Sport</i>	<i>Motor Activity Training Program</i>
Athletics	<i>Walking</i>
Motor Activity Training Program Walking Leads to the 10 Meter Assisted Walk	

Equipment	Levels of Assistance
1. Appropriate shoes	Total Assistance
2. Walking aids needed by athlete	The coach supports or assists the athlete with the entire movement
3. Tape or flags and cones to mark starting/finishing line	Partial Assistance
	The coach may touch, guide or direct the athlete, but not support or assist the athlete in the entire movement
	Independent
	Athlete completes the movement or task without assistance from the coach

Description for the Motor Activity Training Program Walking Activity

1. Mark start/finish lines less than 10 m. apart and two lanes wide
2. Position athlete with walking aide and coaches at the starting line
3. Direct athlete to walk toward finish line
4. Athlete walks with aide towards finish line with coach's assistance

Lead-Up Activities for the Motor Activity Training Program Walking Activity

- Athlete stands with assistance for 5 seconds
- Athlete stands with assistance for 10 seconds
- Athlete walks with assistance for 2 meters
- Athlete stands without assistance for 5 seconds
- Athlete stands without assistance for 10 seconds



Possible Modifications for the Motor Activity Training Program Walking Activity

When ever possible, either use a real track or prepare a simulated track with lanes, start and finish lines. If flags or cones are used to assist athletes with staying in a lane, they should be gradually removed as the athlete becomes more skilled at staying in the lane.

- Increase/decrease distance as needed
- Mark start/finish line with other materials/objects
- Use visual aids (flags, cones) as needed

Safety Precautions

- Stay within reach of athlete at all times
- Use wide lanes with no obstacles
- Use hard, flat surfaces
- Assist the athlete with forward movement as needed



<i>Official Special Olympics Sport</i>	<i>Motor Activity Training Program</i>
<i>Athletics</i>	<i>Two-Foot Jump</i>
Motor Activity Training Program Two-Foot Jump Leads to the Standing Long Jump	

Equipment	Levels of Assistance
1. Appropriate shoes 2. Tape for take-off line 3. Mats (for landing area)	Total Assistance The coach supports or assists the athlete with the entire movement Partial Assistance The coach may touch, guide or direct the athlete, but not support or assist the athlete in the entire movement Independent Athlete completes the movement or task without assistance from the coach

Description for the Motor Activity Training Program Two-foot Jump Activity

- Mark a take-off line
- Position athlete with or without assistance behind the take-off line
- Direct athlete to jump
- Athlete jumps with or without assistance-*athlete does not need to jump forward*

Lead-up Activities for the Motor Activity Training Program Two-Foot Jump Activity

- Athlete stands with assistance for five seconds
- Athlete stands and swings arms with assistance
- Athlete stands without assistance for five seconds
- Athlete stands and swings arms without assistance



Please Note:

A two-foot take-off and landing with forward movement without assistance from the coach qualifies the athlete for the Special Olympics Standing Long Jump activity.

Taking off from one foot and landing on one or two feet is a “leap” as opposed to a jump.

Possible Modification for the Motor Activity Training Program Two-Foot Jump Activity

- Use a spring board or 10 cm (4 in.) high block or platform for the athlete to jump “off of” to assist with initiating jump

Safety Precautions

- Place sufficient mats around landing area
- Secure any platform/block to the floor
- Stay within reach of the athlete at all times
- Assist the athlete in maintaining his/her balance



<i>Official Special Olympics Sport</i>	<i>Motor Activity Training Program</i>
<i>Athletics</i>	<i>Manual Wheelchair Propel</i>
Motor Activity Training Program Manual Wheelchair Propel Leads to the 10 Meter Wheelchair Race	

Equipment	Levels of Assistance
1. Manual wheelchair	Total Assistance The coach supports or assists the athlete with the entire movement
2. Tape, cones or flags to mark the start/finish line	Partial Assistance The coach may touch, guide or direct the athlete, but not support or assist the athlete in the entire movement
3. When possible, use actual track and equipment.	Independent Athlete completes the movement or task without assistance from the coach

Description for the Motor Activity Training Program Manual Wheelchair Propel Activity

1. Mark start and finish lines less than 10 m. apart and 2 lanes wide
2. Position athlete's front/first wheels behind the starting line
3. Use starting commands according to official Special Olympics Rules
4. Athlete propels forward toward finish line with or without assistance

Lead-up Activities for the Motor Activity Training Program Manual Wheelchair Propel Activity

- Athlete places hands on wheels with assistance for 5 seconds
- Athlete pushes wheels with assistance for 10 seconds
- Athlete places hands on wheels without assistance for 5 seconds
- Athlete pushes wheels without assistance for 10 seconds

Possible Modification for the Motor Activity Training Program Manual Wheelchair Propel Activity

- Use auditory or visual signals to assist athletes
- Place an object, coach or volunteer at the end of the lane as a target
- Increase/decrease the distance to the end of the lane/target, if needed

Safety Precautions

- Use a flat, hard surface
- Use clear wide lanes without obstacles
- Stay within reach of athlete at all times
- Assist the athlete with maintaining control of the wheelchair



<i>Official Special Olympics Sport</i>	<i>Motor Activity Training Program</i>
<i>Athletics</i>	<i>Motorized Wheelchair Activity</i>
Motor Activity Training Program Motorized Wheelchair Activity Leads to the 25 Meter Motorized Wheelchair Obstacle Course	

Equipment	Levels of Assistance
<ol style="list-style-type: none"> 1. Motorized wheelchair 2. Tape to mark lanes 3. Cones and flags to mark obstacle course 	<p>Total Assistance</p> <p>The coach supports or assists the athlete with the entire movement</p> <p>Partial Assistance</p> <p>The coach may touch, guide or direct the athlete, but not support or assist the athlete in the entire movement</p> <p>Independent</p> <p>Athlete completes the movement or task without assistance from the coach</p>

Description for the Motor Activity Training Program Motorized Wheelchair Activity

1. Mark obstacle course less than 25 meters in length with 1 turning box and 2 cones
2. Position athlete, with or without assistance, with front/first wheel behind starting line
3. Signal athlete to start by using starting commands
4. Athlete maneuvers wheelchair with or without assistance through course (may use 2 lanes to complete course)

Lead-up Activities to the Motor Activity Training Program Motorized Wheelchair Activity

- Athlete moves wheelchair with assistance for 10 seconds
- Athlete moves wheelchair through one turning box with assistance
- Athlete moves wheelchair through two cones with assistance
- Athlete moves wheelchair without assistance for 10 seconds
- Athlete moves wheelchair through one turning box without assistance
- Athlete moves wheelchair around two cones without assistance



Please Note:

The ability to complete a 25-meter course with 2 turning boxes and 4 cones without assistance from the coach qualifies the athlete for the Special Olympics 25 Meter Wheelchair Obstacle Course.

Possible Modifications for the Motor Activity Training Program Motorized Wheelchair Activity

- Use visual signals to assist athlete as needed
- Modify obstacle course according to the athlete's needs
- Train athlete for the obstacle course by sections

Safety Precautions

- Use a flat, hard surface
- Use wide lanes
- Stay within reach of athlete at all times
- Assist the athlete with maintaining control of the wheelchair



<i>Official Special Olympics Sport</i>	<i>Motor Activity Training Program</i>
Badminton	<i>Badminton Strike</i>
Motor Activity Training Program Badminton Strike Leads to the Badminton Target Serve	

Equipment	Levels of Assistance
<ol style="list-style-type: none"> 1. Racquet 2. Shuttle cock (suspended) 	<p>Total Assistance</p> <p>The coach supports or assists the athlete with the entire movement</p> <p>Partial Assistance</p> <p>The coach may touch, guide or direct the athlete, but not support or assist the athlete in the entire movement</p> <p>Independent</p> <p>Athlete completes the movement or task without assistance from the coach</p>

Description for the Motor Activity Training Program Badminton

1. Position the athlete, seated or standing
2. Suspend shuttle cock within reach of athlete between waist and shoulder.
3. Position racquet in athlete's dominant hand with or without assistance
4. Direct athlete to strike shuttle cock
5. Athlete strikes shuttle cock with or without assistance

Lead-up Activities to the Motor Activity Training Program Badminton Strike Activity

- Athlete grasps racquet with assistance
- Athlete grasps and holds racquet for 5 seconds with assistance
- Athlete swings racquet for 5 seconds with assistance
- Athlete grasps racquet without assistance
- Athlete grasps and holds racquet for 5 seconds without assistance
- Athlete swings racquet for 5 seconds without assistance



Possible Modifications for the Motor Activity Training Program Badminton Strike Activity

- Suspend a balloon, nerf ball, or fluffball to teach strike
- Use adaptive devices to assist athlete with holding racquet
- Adjust height of suspended shuttle cock to athlete's needs
- Vary the size and color of shuttle cock as needed
- Modify size and length of racquet as needed (i.e. extend length of the shaft if the shuttle cock is coming to close to the athlete's body)
- Modify distance to shuttle cock
- Attach a small bell to the inside of the suspended shuttlecock so the athlete hears a bell ring when he/she strikes the shuttlecock.

Safety Precautions

- Ensure athlete maintains a balanced position
- Avoid being hit when athlete attempts to strike the shuttle cock
- Ensure that the returning shuttle cock does not hit the athlete

<i>Official Special Olympics Sport</i>	<i>Motor Activity Training Program</i>
Basketball	<i>Basketball Push</i>
MOTOR ACTIVITY TRAINING PROGRAM Basketball Push Leads to the Basketball Target Pass	

Equipment	Levels of Assistance
<ol style="list-style-type: none"> 1. Basketball 2. Clearly marked target 3. Tape 	<p>Total Assistance</p> <p>The coach supports or assists the athlete with the entire movement</p> <p>Partial Assistance</p> <p>The coach may touch, guide or direct the athlete, but not support or assist the athlete in the entire movement</p> <p>Independent</p> <p>Athlete completes the movement or task without assistance from the coach</p>





Description for the MOTOR ACTIVITY TRAINING PROGRAM Basketball Push Activity

1. Mark a target on the wall no less than 1 meter (39 inches) square and at a height on the wall equal to the athlete's torso.
2. Position athlete less than 2.4 meters (7'9") from target with or without assistance
3. Provide athlete with the ball (place in hands or offer to athlete)
4. Direct athlete to push ball toward target
5. Athlete pushes ball forward from chest towards target with or without assistance

Lead-up Activities for the MOTOR ACTIVITY TRAINING PROGRAM Basketball Push Activity

- Athlete places hands on ball and holds ball for 5 seconds with assistance
- Athlete places hands on ball then releases ball with assistance
- Athlete places hands on ball and pushes ball away from chest/body and across a surface with assistance
- Athlete places hands on ball and holds ball for 5 seconds without assistance
- Athlete places hands on ball and releases ball without assistance
- Athlete uses one or both hands on ball and pushes ball away from chest/body and across a surface without assistance

Please Note:

The ability to pass/project the ball more than 2.4 meters (7'9") toward a target without assistance qualifies the athlete for the Special Olympics Basketball Target Pass.

Possible Modifications for the MOTOR ACTIVITY TRAINING PROGRAM Basketball Push Activity

- Vary size, weight, color and texture of ball
- Increase/decrease the distance between the athlete and the target
- Use a suspended ball or balloon at the level of the athlete's chest to teach the push
- Mark the target on the floor and gradually move toward a wall target as athlete progresses.

Safety Precautions

- Ensure that athlete maintains a balanced position
- Ensure the athlete is securely positioned in his/her wheelchair before pushing the ball
- Protect athlete from rebounding/returning ball

<i>Official Special Olympics Sport</i>	<i>Motor Activity Training Program</i>
Bowling	<i>Target Bowling</i>
MOTOR ACTIVITY TRAINING PROGRAM Target Bowling Leads to the Frame Bowl	

Equipment	Levels of Assistance
1. Plastic bowling ball (30 cm. In diameter)	Total Assistance The coach supports or assists the athlete with the entire movement
2. Plastic Bowling pins	Partial Assistance The coach may touch, guide or direct the athlete, but not support or assist the athlete in the entire movement
3. Bowling ramp as needed	Independent Athlete completes the movement or task without assistance from the coach
4. Tape	



Description for the MOTOR ACTIVITY TRAINING PROGRAM Target Bowling Activity

1. Set-up pins less than 5 meters (16'3") from foul/bowling line
2. Position athlete standing or seated behind the bowling line with or without assistance
3. Place ball in athlete's hand or on a bowling ramp as needed
4. Athlete rolls ball toward pins with or without assistance

Lead-up activities for the MOTOR ACTIVITY TRAINING PROGRAM Target Bowling Activity

- Athlete holds ball for 5 seconds with assistance
- Athlete holds then releases ball with assistance
- Athlete holds ball for 5 seconds without assistance
- Athlete holds then releases ball without assistance



Please Note:

The ability to bowl the ball (with or without the bowling ramp) but without the assistance of the coach qualifies the athlete for the Special Olympics Frame Bowl.



Possible Modifications for the MOTOR ACTIVITY TRAINING PROGRAM Target Bowling Activity

- Reduce distance to the pins
- Vary size, weight and color of objects used for pins
- Mark lanes to guide ball roll
- Use a plastic bowling ball with modified grip as necessary

Safety Precautions

- Ensure that athlete maintains a balanced position
- Stay within reach of athlete at all times



<i>Official Special Olympics Sport</i>	<i>Motor Activity Training Program</i>
Floor Hockey	<i>Puck Shot</i>
MOTOR ACTIVITY TRAINING PROGRAM Puck Shot Leads to the Floor Hockey Target Shot	

Equipment	Levels of Assistance
<ol style="list-style-type: none"> 1. Floor hockey stick 2. Floor Hockey Pucks 3. Tape for shooting line 4. Floor Hockey Goal and net 	<p>Total Assistance The coach supports or assists the athlete with the entire movement</p> <p>Partial Assistance The coach may touch, guide or direct the athlete, but not support or assist the athlete in the entire movement</p> <p>Independent Athlete completes the movement or task without assistance from the coach</p>

Description for the MOTOR ACTIVITY TRAINING PROGRAM Puck Shot Activity

1. Mark shooting line
2. Place goal net less than 3 meters (9'9") from shooting line
3. Position athlete standing or seated behind shooting line with or without assistance
4. Place floor hockey stick in athlete's dominant hand with or without assistance
5. Place puck on floor to the stick side of athlete
6. Direct athlete to shoot puck towards goal
7. Athlete shoots puck toward net with or without assistance

Lead-up Activities for the MOTOR ACTIVITY TRAINING PROGRAM Puck Shot

- Athlete holds the stick with assistance for 10 seconds
- Athlete uses the stick to push the puck forward with assistance
- Athlete holds the stick without assistance for 10 seconds
- Athlete uses the stick to push the puck forward without assistance



Please Note:

The ability to shoot the puck a distance of three meters without assistance from the coach qualifies the athlete for the Special Olympics Floor Hockey Target Shot Individual Skills activity.

Possible Modifications for the MOTOR ACTIVITY TRAINING PROGRAM Puck Shot

- For motivation, have horn blow or lights light up when a puck enters the goal.
- Use cones instead of goal
- Use a straw broom and gym ball instead of a hockey stick and puck; then move to regulation equipment.
- Vary size, weight, and color of puck
- Increase/decrease distance between athlete and goal
- Modify length of stick as needed
- Provide assistive devices to help athlete hold the floor hockey stick

Safety Precautions

- Provide adequate space for the athlete to perform the activity
- Stay within reach of athlete at all times
- Ensure that athlete maintains a balanced position
- Avoid being hit when athlete is using the floor hockey stick
- Provide a helmet for all athletes just as is done for regulation Floor Hockey.



<i>Official Special Olympics Sport</i>	<i>Motor Activity Training Program</i>
<i>Floor Hockey</i>	<i>Puck Push</i>
MOTOR ACTIVITY TRAINING PROGRAM Puck Push Leads to the 10 Meter Puck Dribble	

Equipment	Levels of Assistance
1. Floor hockey stick	Total Assistance
2. Floor Hockey Pucks	The coach supports or assists the athlete with the entire movement
3. Cones	Partial Assistance
4. Tape to mark start and finish lines and lanes	The coach may touch, guide or direct the athlete, but not support or assist the athlete in the entire movement
	Independent
	Athlete completes the movement or task without assistance from the coach

Description for the MOTOR ACTIVITY TRAINING PROGRAM Puck Push Activity

1. Mark start and finish lines less than 10 m. (32'6") apart
2. Use tape or cones to mark lanes between start/finish lines. Lanes should be 1m (3'3") wide.
3. Position athlete standing or seated behind starting line with floor hockey stick in dominant hand, with or without assistance
4. Place hockey puck on floor to the stick side of athlete
5. Direct athlete to dribble/push puck forward with floor hockey stick, toward the finish line, but staying in their lane.
6. Athlete dribbles puck toward finish line with or without assistance

Lead-up Activities for the MOTOR ACTIVITY TRAINING PROGRAM Puck Push Activity

- Athlete holds the stick with assistance for 5 seconds
- Athlete uses the stick to push the puck one time with assistance
- Athlete holds the stick without assistance for 5 seconds
- Athlete uses the stick to push the puck one time without assistance



Please Note:

The ability to dribble the puck a distance of 10 meters without assistance from the coach qualifies the athlete for the Special Olympics 10 Meter Puck Push.

Possible Modifications for the MOTOR ACTIVITY TRAINING PROGRAM Puck Push Activity

- Vary size, weight, and color of puck
- Modify length of stick as necessary
- Use assistive devices to help the athlete hold the hockey stick as needed

Safety Precautions

- Provide adequate space for the athlete to perform the activity
- Stay within reach of athlete at all times
- Help athlete keep hockey stick under control



<i>Official Special Olympics Sport</i>	<i>Motor Activity Training Program</i>
Football	<i>Football Push</i>
MOTOR ACTIVITY TRAINING PROGRAM Football Push Leads to Football Dribbling	

Equipment	Levels of Assistance
<ol style="list-style-type: none"> 1. Football 2. Tape to mark start/finish lines and lanes 	<p>Total Assistance The coach supports or assists the athlete with the entire movement</p> <p>Partial Assistance The coach may touch, guide or direct the athlete, but not support or assist the athlete in the entire movement</p> <p>Independent Athlete completes the movement or task without assistance from the coach</p>

Description for the MOTOR ACTIVITY TRAINING PROGRAM Football Push

1. Mark start and finish lines less than 15 meters (49') apart
2. Position athlete standing or seated behind starting line with or without assistance
3. Place ball on floor in front of athlete
4. Direct athlete to dribble/push ball toward finish line
5. Athlete uses feet to move ball toward finish line with or without assistance

Lead-up Activities for MOTOR ACTIVITY TRAINING PROGRAM Football Push Activity

- Position athlete in front of ball in his/her most functional position for leg movement-athlete then makes contact with ball with his/her foot with assistance
- Position ball in front of athlete who makes contact with the ball with his/her foot, without assistance



Please Note:

The ability to dribble the football for a distance of 15 meters (within a 5 meter lane) without assistance from the coach qualifies the athlete for Special Olympics Football Dribbling.

Possible Modifications for the MOTOR ACTIVITY TRAINING PROGRAM Football Push Activity

- Use football that is tethered to the athlete's ankle
- Increase/decrease distance to goal as needed
- Change balls as athlete progresses
- Adjust width of lane as needed
- Use a walking aid as needed
- Have a horn, bell or flashing lights go off when football crosses the finish line.

Safety Precautions

- Be sure that athlete can walk without tripping if using a tethered ball.
- Use flat, hard surface
- Use lane clear of obstacles
- Assist athlete as necessary
- Help athlete maintain control of ball
- Stay within reach of athlete at all times

<i>Official Special Olympics Sport</i>	<i>Motor Activity Training Program</i>
<i>Football</i>	<i>Football Kick</i>
MOTOR ACTIVITY TRAINING PROGRAM Football Kick Leads to Football Shooting	

Equipment	Levels of Assistance
<ol style="list-style-type: none"> 1. Football (soccer ball) 2. Goal with net 3. Tape to mark starting line 	<p>Total Assistance The coach supports or assists the athlete with the entire movement</p> <p>Partial Assistance The coach may touch, guide or direct the athlete, but not support or assist the athlete in the entire movement</p> <p>Independent Athlete completes the movement or task without assistance from the coach</p>



Description for the MOTOR ACTIVITY TRAINING PROGRAM Football Kick Activity

1. Mark a starting line
2. Place goal/net less than 8 meters (26') from starting line
3. Position athlete standing or seated behind starting line with or without assistance
4. Place ball on floor in front of athlete
5. Direct athlete to kick ball towards goal
6. Athlete kicks ball towards goal with or without assistance

Lead-up Activities for the MOTOR ACTIVITY TRAINING PROGRAM Football Kick Activity

- Position athlete in front of ball in his/her most functional position for leg movement-athlete makes contact with the ball with his/her foot, with assistance
- Position ball in front of athlete-athlete makes contact with the ball with his/her foot, without assistance



Possible Modifications for the MOTOR ACTIVITY TRAINING PROGRAM Football Kick Activity

- Increase/decrease distance between athlete and goal as needed
- Position a coach/volunteer or object at goal for motivation
- Vary size, weight, and color of ball as needed
- Use a walking aid as needed
- Have horn, bell or flashing lights go off when ball enters the goal.

Safety Precautions

- Do not allow athlete to head the football when shooting
- Ensure athlete maintains balance position
- Stay within reach of the athlete at all times



<i>Official Special Olympics Sport</i>	<i>Motor Activity Training Program</i>
Golf	<i>Putting</i>
MOTOR ACTIVITY TRAINING PROGRAM Putting Leads to the Short Putt	

Equipment	Levels of Assistance
1. Plastic golf ball	Total Assistance
2. Golf Putter (traditional, rubber or plastic)	The coach supports or assists the athlete with the entire movement
3. Flat surface	Partial Assistance
4. Plastic cup	The coach may touch, guide or direct the athlete, but not support or assist the athlete in the entire movement
	Independent
	Athlete completes the movement or task without assistance from the coach

Description for the Putting Activity

1. Position athlete standing or seated facing the ball with or without assistance
2. Place target/practice cup less than 2 meters (6'6") from athlete
3. Place athlete's hands on club, lined up so that preferred hand is below non-dominant hand, with or without assistance
4. Direct athlete to swing putter and hit ball into a practice cup.
5. Athlete swings putter making contact with the ball, with or without assistance

Lead-up Activities for the MOTOR ACTIVITY TRAINING PROGRAM Putting Activity

- Athlete grasps putter in both hands with assistance
- Athlete grasps and holds putter for 10 seconds with assistance
- Athlete swings putter with assistance
- Athlete grasps putter in both hands without assistance
- Athlete grasps and holds putter for 10 seconds without assistance
- Athlete grasps and swings putter without assistance



Please Note:

The ability to putt the golf ball two meters towards the target qualifies the athlete for the Special Olympics Short Putt activity.

Possible Modifications for the MOTOR ACTIVITY TRAINING PROGRAM Putting Activity

- Perform the putt to the side of the wheelchair as needed
- Perform the putt using one hand, if needed
- Vary size, weight, and color of ball
- Increase the size of the plastic cup
- Increases/decrease length of putter as needed
- Have horn, bell or flashing lights go off when the ball enters the plastic cup.

Safety Precautions

- Use caution when selecting the athlete's putter to insure they don't injure themselves or others.
- Provide adequate space for the athlete to perform putt
- Avoid being hit when an athlete is holding the putter, by moving away or assisting with hand over hand during the putting action.



<i>Official Special Olympics Sport</i>	<i>Motor Activity Training Program</i>
Roller Skating	<i>Stand and March</i>
MOTOR ACTIVITY TRAINING PROGRAM Leads to: standing/marching steps on skates	

Equipment	Levels of Assistance
<ol style="list-style-type: none"> 1. Level surface, 2. Railing to hold onto to progress to skating surface 	<p>Total Assistance</p> <p>The coach supports or assists the athlete with the entire movement</p> <p>Partial Assistance</p> <p>The coach may touch, guide or direct the athlete, but not support or assist the athlete in the entire movement</p> <p>Independent</p> <p>Athlete completes the movement or task without assistance from the coach</p>

Description for the Motor Activity Training Program – roller skating

1. Position athlete on floor with legs extended in front of him/her
2. Practice getting up and down (as if on skates) by rolling over onto knees, putting both hands on one knee with head up and push up and put feet side by side.
3. While in the standing position, arms should be extended out for balance with knees bent and eyes facing forward.
4. Practice small marching steps in place
5. Practice holding one foot, shin height, for 3 seconds, then the other.
6. Practice marching steps 2 – 3 meters (6 - 10 feet)

Lead up skills

- Athlete is able to stand in an upright position
- Athlete is able to walk 2-3 meters (6-10 feet).

Safety Precautions

- Have two coaches help stabilize athletes during early standing activities.
- Stay within reach (spotting) athletes at all times.
- Start activity training on a non-skid surface such as rubber mats.
- Athletes may need assistance with rolling over.



Special Olympics Motor Activities Training Program Coaching Guide

<i>Official Special Olympics Sport</i>	<i>Motor Activity Training Program</i>
Softball	<i>Softball Fielding Activity</i>
MOTOR ACTIVITY TRAINING PROGRAM Softball Fielding Activity Leads to Softball Fielding	

Equipment	Levels of Assistance
1. Ball of appropriate size and weight (foam, softball, wiffle ball, plastic)	Total Assistance The coach supports or assists the athlete with the entire movement Partial Assistance The coach may touch, guide or direct the athlete, but not support or assist the athlete in the entire movement Independent Athlete completes the movement or task without assistance from the coach
2. Fielder's softball glove	



Description for the MOTOR ACTIVITY TRAINING PROGRAM Softball Fielding Activity

1. Position a coach/volunteer rolling the ball less than 6 meters (19'6") from the athlete
2. Position athlete with or without assistance in standing or seated position facing coach who has the ball
3. Coach rolls ball toward athlete
4. Direct athlete to catch/field the rolled ball
5. Athlete catches ball using hands or hand and glove with or without assistance

Lead-up Activities for the MOTOR ACTIVITY TRAINING PROGRAM Softball Fielding Activity

- Athlete stands or sits facing the coach, while wearing the softball glove, with assistance for 10 seconds
- Athlete uses the softball glove to stop a softball, rolled from 2 meters (6'6") away, with assistance
- Athlete stands or sits facing the coach, while wearing the softball glove, without assistance for 10 seconds
- Athlete uses the softball glove to stop a softball, rolled from 2 meters (6'6") away, without assistance



Possible Modifications for the MOTOR ACTIVITY TRAINING PROGRAM Softball Fielding Activity

- Increase/decrease distance between athlete and person rolling ball
- Vary size, texture, color, and weight of ball
- Modify size, weight or shape of glove
- Line glove with Velcro and use a tennis ball or appropriate ball that will stick on the Velcro
- Start by having coach/volunteer place ball in athlete's glove.
- Gradually increase distance between coach/volunteer and athlete
- Direct athlete to "Watch the ball".

Safety Precautions

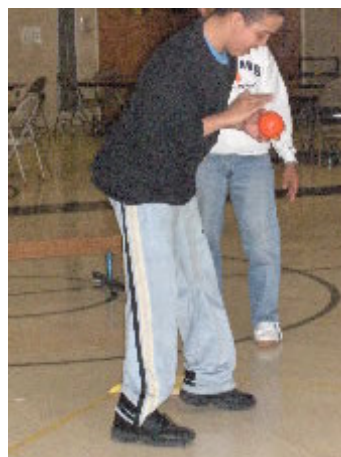
- Provide ample room for activity
- Roll ball at a safe speed towards athlete
- Stay within reach of the athlete at all times



Special Olympics Motor Activities Training Program Coaching Guide

<i>Official Special Olympics Sport</i>	<i>Motor Activity Training Program</i>
<i>Softball</i>	<i>Softball Throw</i>
MOTOR ACTIVITY TRAINING PROGRAM Softball Throw Leads to Softball Throwing	

Equipment	Levels of Assistance
<ol style="list-style-type: none"> 1. Ball of appropriate weight and size (foam, softball, wiffle ball, plastic) 2. Distance marker (tape for floor, cones, hoops) 	<p>Total Assistance The coach supports or assists the athlete with the entire movement</p> <p>Partial Assistance The coach may touch, guide or direct the athlete, but not support or assist the athlete in the entire movement</p> <p>Independent Athlete completes the movement or task without assistance from the coach</p>



Description for the MOTOR ACTIVITY TRAINING PROGRAM Softball Throw Activity

1. Position athlete in standing or seated position behind a throwing line with or without assistance
2. Provide athlete with the softball (placed in athlete's dominant hand or picked up by athlete)
3. Direct athlete to throw ball
4. Athlete throws softball with or without assistance

Lead-up Activities for the MOTOR ACTIVITY TRAINING PROGRAM Softball Throw Activity

- Athlete holds softball for 5 seconds with assistance
- Athlete holds and releases softball with assistance
- Athlete holds and then pushes softball across table with assistance
- Athlete holds softball for 5 seconds without assistance
- Athlete holds and releases softball without assistance
- Athlete holds then pushes softball across table or surface without assistance



Please Note:

The ability to throw a softball in an intended direction without assistance from the coach qualifies the athlete for Special Olympics Softball Throwing.

Possible Modifications for the MOTOR ACTIVITY TRAINING PROGRAM Softball Throw Activity

- Vary size, weight, color, and texture of ball
- Use a box, basket or coach as an incentive for increasing distance
- Have a horn, bell, or flashing lights go off when athlete successfully throws ball.

Safety Precautions

- Provide ample room for activity
- Ensure athlete regains balance after throwing ball (does not fall)
- Stay within reach of the athlete at all times



Special Olympics Motor Activities Training Program Coaching Guide

<i>Official Special Olympics Sport</i>	<i>Motor Activity Training Program</i>
<i>Softball</i>	<i>Softball Strike</i>
MOTOR ACTIVITY TRAINING PROGRAM Softball Strike Leads to Softball Hitting	

Equipment	Levels of Assistance
1. Ball of appropriate weight and size	Total Assistance The coach supports or assists the athlete with the entire movement
2. Bat of appropriate weight and size	Partial Assistance The coach may touch, guide or direct the athlete, but not support or assist the athlete in the entire movement
3. Batting tee/stand/ cone	Independent Athlete completes the movement or task without assistance from the coach



Description for the MOTOR ACTIVITY TRAINING PROGRAM Softball Strike Activity

1. Position athlete in standing or seated position facing the ball on the batting tee/stand, with or without assistance
2. Position athlete in batting stance holding bat on dominate side, with or without assistance
3. Direct athlete to strike ball off tee/stand
4. Athlete strikes ball off tee/stand with or without assistance

Lead-up Activities for the Softball Strike Activity

- Athlete grasps and holds bat with both hands for 10 seconds with assistance
- Athlete holds bat in batting position for 5 seconds with assistance
- Athlete makes swinging movements with bat with assistance
- Athlete grasps and holds bat with both hands for 10 seconds without assistance
- Athlete holds bat in batting position for 5 seconds without assistance
- Athlete swings bat without assistance



Please Note:

The ability to hit a Softball off a tee without assistance from the coach qualifies the athlete for Special Olympics Softball Hitting.

Possible Modifications for the MOTOR ACTIVITY TRAINING PROGRAM Softball Strike Activity

- Allow athlete to strike ball using one arm
- Vary size, weight and color of ball
- Vary size, weight and length of bat
- Suspend ball within athlete's reach as needed
- Use ball with bell inside so bell rings when ball is hit.

Safety Precautions

- Provide ample room for activity
- Ensure return of a suspended ball does not hit athlete by having a second string that allows the coach to control the flight of the ball.
- Ensure athlete regains balance after hitting ball (does not fall)
- Stay within reach of the athlete at all times
- Avoid being hit while athlete is using bat by stepping away or using hand over hand assistance.



Special Olympics Motor Activities Training Program Coaching Guide

<i>Official Special Olympics Sport</i>	<i>Motor Activity Training Program</i>
Table Tennis	<i>Table Tennis Strike</i>
MOTOR ACTIVITY TRAINING PROGRAM Table Tennis Strike Leads to the Return Shot	

Equipment	Levels of Assistance
1. Racquet (paddle) of appropriate size and weight	Total Assistance The coach supports or assists the athlete with the entire movement
2. Ball	Partial Assistance The coach may touch, guide or direct the athlete, but not support or assist the athlete in the entire movement
3. Large table top/surface	Independent Athlete completes the movement or task without assistance from the coach

Description for the MOTOR ACTIVITY TRAINING PROGRAM Table Tennis Strike

1. Position athlete in standing or seated position facing a table, with or without assistance
2. Place paddle in athlete's dominant hand
3. Roll ball to athlete.
4. Direct athlete to strike ball with racquet (paddle)
5. Athlete strikes ball with or without assistance

Lead-up Activities for the MOTOR ACTIVITY TRAINING PROGRAM Table Tennis Strike

- Athlete grasps racquet with assistance
- Athlete grasps and holds racquet for 5 seconds with assistance
- Athlete swings racquet for 5 seconds with assistance
- Athlete uses racquet to strike a stationary ball with assistance
- Athlete grasps racquet without assistance
- Athlete grasps and holds racquet for 5 seconds without assistance
- Athlete swings racquet for 5 seconds without assistance
- Athlete uses racquet to strike stationary ball without assistance



Please Note:

The ability to return a tossed ball to the tosser without assistance from the coach may qualify the athlete for the Special Olympics Return Shot.

Possible Modifications for the MOTOR ACTIVITY TRAINING PROGRAM Table Tennis Strike

- Use forearm or backhand strike
- Use hand to return ball
- Select racquet of appropriate size and weight
- Vary size, weight and color of ball
- Vary size of table surface
- Suspend ball to teach strike
- Vary speed of rolled ball
- Place bell inside ball to elicit athlete's attention
- Have a horn, bell or flashing lights go off when the athlete successfully strikes the ball with the paddle.

Safety Precautions

- Stay within reach of the athlete at all times
- Ensure athlete maintains balanced position
- Provide adequate space for activity
- Avoid being hit while athlete holds racquet



<i>Official Special Olympics Sport</i>	<i>Motor Activity Training Program</i>
Tennis	<i>Tennis Strike</i>
Motor Activity Training Program Tennis Strike Leads to the Tennis Target Stroke	

Equipment	Levels of Assistance
1. Racquet (junior size; 17"-23" in length)	Total Assistance The coach supports or assists the athlete with the entire movement
2. Foam tennis ball	Partial Assistance The coach may touch, guide or direct the athlete, but not support or assist the athlete in the entire movement
	Independent Athlete completes the movement or task without assistance from the coach

Description for the Motor Activity Training Program Tennis

1. Position the athlete, seated or standing
2. Place the foam tennis ball on a stand or batting tee within reach of athlete
3. Position racquet in athlete's hand with or without assistance
4. Direct athlete to strike foam tennis ball
5. Athlete strikes foam tennis ball with or without assistance

Lead-up Activities to the Motor Activity Training Program Tennis Strike Activity

- Athlete grasps racquet with assistance
- Athlete grasps and holds racquet for 5 seconds with assistance
- Athlete swings racquet for 5 seconds with assistance
- Athlete grasps racquet without assistance
- Athlete grasps and holds racquet for 5 seconds without assistance
- Athlete swings racquet for 5 seconds without assistance



Possible Modifications for the Motor Activity Training Program Tennis Strike Activity

- Use adaptive devices to assist athlete with holding racquet
- Use a balloon to teach strike
- Suspend a foam tennis ball to teach strike
- Adjust height of suspended foam tennis ball or balloon to athlete's needs
- Vary the size and color of foam tennis ball as needed
- Modify size and length of racquet as needed

Safety Precautions

- Ensure athlete maintains a balanced position
- Avoid being hit when athlete attempts to strike the foam tennis ball



Special Olympics Motor Activities Training Program Coaching Guide

<i>Official Special Olympics Sport</i>	<i>Motor Activity Training Program</i>
Volleyball	<i>Volleyball Throw</i>
MOTOR ACTIVITY TRAINING PROGRAM Volleyball Throw is a Lead Up Skill to Overhead Passing	

Equipment	Levels of Assistance
1. Volleyball (trainer) 2. Net	Total Assistance The coach supports or assists the athlete with the entire movement Partial Assistance The coach may touch, guide or direct the athlete, but not support or assist the athlete in the entire movement Independent Athlete completes the movement or task without assistance from the coach

Description for the MOTOR ACTIVITY TRAINING PROGRAM Volleyball Throw Activity

1. Position athlete in standing or seated position less than 2 meters (6'6") from a 1.5 meter (5 ft) high net, with or without assistance
2. Provide athlete with a volleyball (placed in athlete's hand or picked up by athlete)
3. Direct athlete to throw the volleyball over net
4. Athlete throws volleyball up over the net with or without assistance

Lead-up Activities for the MOTOR ACTIVITY TRAINING PROGRAM Volleyball Throw Activity

- Athlete grasps and holds volleyball for 5 seconds with assistance
- Athlete grasps and releases volleyball with assistance
- Athlete grasps and throws volleyball toward net with assistance
- Athlete grasps and holds volleyball for 5 seconds without assistance
- Athlete grasps and releases volleyball without assistance
- Athlete grasps and throws volleyball toward net without assistance



Possible Modifications for the MOTOR ACTIVITY TRAINING PROGRAM Volleyball Throw

- Vary size, weight, color and texture of ball
- Lower net height if necessary
- Increase/decrease distance between athlete and net
- Increase/decrease height of net
- Have a horn, bell, or flashing lights go off to reward athletes when the ball successfully passes over the net.

Safety Precautions

- Ensure athlete maintains balanced position by monitoring stance.
- Stay within reach of the athlete at all times
- Provide adequate space for athlete to complete activity



Special Olympics Motor Activities Training Program Coaching Guide

<i>Official Special Olympics Sport</i>	<i>Motor Activity Training Program</i>
<i>Volleyball</i>	<i>Overhead/Underhand Serve</i>
MOTOR ACTIVITY TRAINING PROGRAM Overhead/Underhand Serve Leads to Volleyball Serving	

Equipment	Levels of Assistance
1. Modified volleyball	Total Assistance
2. Volleyball suspended within reach of athlete, if needed	The coach supports or assists the athlete with the entire movement
3. Net	Partial Assistance
	The coach may touch, guide or direct the athlete, but not support or assist the athlete in the entire movement
	Independent
	Athlete completes the movement or task without assistance from the coach

Description for the Volleyball Serve

1. Position the athlete in standing or seated position less than 9 meters (29') from a 1.5 meter (5 ft) high volleyball net, with or without assistance
2. Provide athlete with a volleyball (held by coach or athlete)
3. Direct athlete to hit a volleyball with overhead/underhand hit
4. Athlete serves ball with or without assistance

Lead-up Activities for the MOTOR ACTIVITY TRAINING PROGRAM Overhead/Underhand Serve

Underhand Serve

- Athlete moves arm backward and forward with assistance for 10 seconds
- Athlete moves arm backward and forward in underhand serve pattern with assistance
- Athlete moves arm backward and forward in underhand serve pattern without assistance for 10 seconds
- Athlete moves arm backward and forward in underhand serve pattern without assistance

Overhand Serve

- Athlete moves arm backward and forward with assistance for 10 seconds
- Athlete moves arm backward and forward in overhand serve pattern with assistance
- Athlete uses overhand serve to hit a ball held by coach with assistance
- Athlete moves arm backward and forward in overhand serve pattern without assistance for 10 seconds
- Athlete moves arm backward and forward in overhand serve pattern without assistance
- Athlete uses overhand serve to hit a ball held by coach without assistance



Possible Modifications for the MOTOR ACTIVITY TRAINING PROGRAM Overhead/Underhand Serve Activity

- Vary size, weight and color and texture of ball
- Increase/decrease distance between athlete and net
- Increase/decrease height of net
- Have a horn, bell, or flashing lights go off to reward athletes when the ball passes successfully over the net.

Safety Precautions

- Suspend ball within reach of athlete at waist level for underhand serve and just above head level for overhand serve.
- Ensure athlete maintains balanced position before/after hitting ball
- Ensure returning ball does not hit athlete, when using a suspended ball by having a stick or hook to catch the tether and stop the ball.

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