



Young Athletes Inclusive Adaptations



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WHY YOUNG ATHLETES INCLUSIVE ADAPTATIONS?

Health and fitness are important parts of daily life. *Young Athletes* is an inclusive early childhood play program for children with and without intellectual or developmental disabilities (IDD), helping children of all abilities enjoy physical activity, develop health habits, build important skills, and reach their full potential.

All the activities from the *Young Athletes Activity Guide* are included in the *Young Athletes Inclusive Adaptations Flashcards* along with recommendations for adaptations so that all children, regardless of their challenges, can participate in the same *Young Athletes* activities.

Refer to the categories of challenges that can be seen on each activity card when adaptations are recommended.



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What's New



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WHAT'S NEW

These flashcards include the same activities from the original Young Athletes Activity Guide and Flashcards, but they also include recommendations for adapting the activities so that all children, regardless of their challenges, can participate in the same activity.

The categories of challenges include:

- Limited Mobility
- Assistive Devices
- Hard of Hearing
- Visual Impairment
- Non-verbal
- Sensory Processing Disorder

These categories are not mutually exclusive, meaning multiple adaptations can be combined for children with multiple challenges. When an adaptation is recommended, regardless of the type of challenge or multiple challenges a child may have, you will find them on the flashcard.



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Activity Adaptations



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LM



Limited Mobility:

Children with limited or uncoordinated movement of their arms or legs; a child may use a wheelchair or stander for positioning and mobility.

AD



Assistive Device:

Children who are ambulatory with an assistive device (walker, crutches, cane, gait trainer) or wear a brace.

HOH



Hard of Hearing:

Children with difficulty hearing.

VI



Visual Impairment:

Children with difficulty seeing.

NV



Non-Verbal:

Children who have difficulty with oral communication; they may use sign language or a communication device.

SPD



Sensory Processing Disorder:

Some children may be overly sensitive to minor environmental stimuli (touch, sounds, etc.), while others may seek sensory stimulation, including movement.



Tips for Adaptations



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GENERAL TIPS FOR ADAPTATIONS

- Plan to have additional space when children use wheelchairs and assistive devices.
- Partner children who use a wheelchair and cannot propel themselves with another child, classroom volunteer, or paraprofessional. Encourage the child in the wheelchair to direct their partner in any way possible.
- Children can play while sitting if they can't participate safely with their assistive devices.
- Children who can safely remove one hand from their assistive device can participate in throwing, trapping or catching, and striking activities while standing.
- Use strategies such as auditory amplification, sign language, and/or pictures, to ensure the directions are understood. Use these strategies for all activities when including children who are HOH.
- Have different communication strategies for all children during all activities. Allow for time and access to different communication methods when including children who are NV.
- Be aware if children are hypersensitive or hyposensitive to different sounds, textures, colors or type of equipment and adjust accordingly. Consider providing headphones and designating a rest/break area, avoid sensory inputs that trigger inappropriate behaviors.



Promoting Inclusive Play



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PROMOTING INCLUSIVE PLAY

Young Athletes Inclusive Adaptations aims to provide all children, regardless of the severity of their challenges, with the opportunity to participate in Young Athletes activities. Employing strategies to include all children in all activities sends a strong message that everyone has an equal right to learn, play, and enjoy physical activity and sports.

Adaptations beyond those described for each activity may be necessary depending on the severity or number of challenges and the availability of staff or Unified partners to support. If needed, educators can modify:

- “Rules of play” if they are too broad or restrictive.
- Instructions if they are too complex.
- Equipment when different items are available.
- Activities to include music or videos.



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What to Use



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WHAT TO USE

Play using the items that you have:

| EQUIPMENT | SUBSTITUTIONS |
|---|--|
| <p>Balance beam</p>  | <p>Tape or rope</p> |
| <p>Foam ball</p>  | <p>Small ball or tennis ball</p> |
| <p>Bean bags</p>  | <p>Soft toys or bags of rice or sand</p> |
| <p>Cones</p>  | <p>Cups or empty plastic bottles</p> |
| <p>Blocks</p>  | <p>Boxes</p> |

WHAT TO USE

Play using the items that you have:

| EQUIPMENT | SUBSTITUTIONS |
|--|---------------------------------------|
| <p>Plastic dowels</p>  | <p>Foam noodle or long sticks</p> |
| <p>Paddle</p>  | <p>Bat</p> |
| <p>Textured or squeaky floor markers</p>  | <p>Tape or stickers</p> |
| <p>Hoops</p>  | <p>Bicycle tubes or tires</p> |
| <p>Scarf</p>  | <p>Dish towel or small cloth</p> |

WHAT TO USE

Play using the items that you have:

| EQUIPMENT | SUBSTITUTIONS |
|---|--|
| <p>Parachute</p>  | <p>Blanket or sheet</p> |
| <p>Lightweight ball</p>  | <p>Beach ball, balloon, or bubbles</p> |
| <p>Beeper ball</p>  | <p>Bells on a band</p> |
| <p>Holding mitt</p>  | <p>Mitten</p> |



Where to Play



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WHERE TO PLAY

You can play anywhere!

If Inside:

- Choose a space big enough to play safely.
- Keep lighting, temperature, and sound level comfortable for children.

If Outside:

- Adjust the play space to match the activity.
- Play within defined borders and show them to the children.
- Avoid unsafe conditions such as slick surfaces, poor air quality, and an excessive heat index.



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Foundational Skills



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FOUNDATIONAL SKILLS

Foundational skills help children become aware of themselves and their relationship to their surroundings and promote strength, flexibility, coordination, and endurance, which are essential for health, motor, and social skills development.

Activities in this section will challenge children differently depending on the type of activity and their physical capabilities. For example, all children can play *Scarf Games* with minor adaptations. However, depending on each child's abilities, *Animal Games* will require different instructions and adaptations. Some children can crawl, waddle, or run, while others can be encouraged to move their heads and/or make the sounds of different animals.

Note the objectives of each activity and feel free to adapt activities to meet the needs of all children, regardless of how it might change the intended objectives of the activity.



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FOUNDATIONAL SKILLS:

SCARF GAMES

.....

Body awareness, visual tracking, movement

SCARF GAMES

Materials: Scarves or small towels

Set up: This activity can be played while some or all children are sitting, standing, or lying down.

Activity: Everyone can swing a scarf through the air, encouraging everyone to follow the scarf with their heads and eyes. The scarves can be dropped and “caught” with hands, heads, feet, or another body part. Encourage children to identify the body part.

| | |
|------------|---|
| LM | Place the scarf on different body parts and ask the children to identify the part. |
| VI | Attach bells to a scarf. |
| SPD | Assess reaction to the scarf touching the skin and clothing. Options: Use heavier weight material; use scarves with bells attached. |



FOUNDATIONAL SKILLS:

CHILDREN'S SONGS

.....

Body awareness, language, movement

CHILDREN'S SONGS

Materials: None

Set up: This activity can be played while some or all children are sitting, standing, or lying down.

Activity: Sing songs such as *Wheels on the Bus* or *If You're Happy and You Know It* that encourage movement, and act them out.

| | |
|-----|--|
| LM | Ask children to pick one cue from a song and suggest their own action(s). Encourage all children to adopt those actions. |
| HOH | Use pictures, audio amplification, or sign language. |
| VI | Teach children all the actions of the song with verbal and/or tactile cues. |
| NV | Encourage children to perform the actions; singing is not required. |
| SPD | Adjust volume and tone of song as needed. |



FOUNDATIONAL SKILLS:

I SPY

.....

Visual tracking, language

I SPY

Materials: Toys, books, or other items

Set up: This activity can be played while some or all children are sitting, standing, or lying down.

Activity: Everyone takes turns naming different items in the classroom or play space while others look and/or move around the space to find them.

| | |
|------------|---|
| HOH | Use pictures to identify items to be found. |
| SPD | Encourage children to interact with identified items according to their need and tolerance (consider adaptations using light, sound, textures, etc.). |



FOUNDATIONAL SKILLS:

BEGINNING OBSTACLE COURSE

.....

Movement, self-spacial awareness, balance, abstract concepts

BEGINNING OBSTACLE COURSE

Materials: Floor markers, hoops, hurdles, cones, pool noodles.

Set up: Place materials around the room so that children need to navigate around, over, or under them.

Activity: Establish 3–4 activities so that children can move right/left, on/off, over/under, around/between, etc. Examples: Use floor markers to make a path for children to follow; Use hurdles or pool noodles to make a path for children to follow and step or jump over; Use cones for children to move either around or between them.

| | |
|------------|--|
| LM | Use partners to assist the navigation of children in wheelchairs or provide physical assistance to accomplish movement of on/off, over/under, fast/slow, and between/around. |
| AD | Children can navigate with or without their assistive device. |
| HOH | Use printed symbols that indicate direction. |
| VI | Use brightly colored materials, place contrasting tape along edges, secure materials for tactile cues, and create walkways with blocks or pool noodles. |
| SPD | Encourage children to interact with identified items according to their needs and tolerance. |



FOUNDATIONAL SKILLS:

MUSICAL MARKERS

.....

Body awareness, movement

MUSICAL MARKERS

Materials: Floor markers

Set up: Scatter floor markers on the ground.

Activity: Lay out floor markers. Play music while children move about the space by walking, running, etc. When the music stops, have the children get to a floor marker and strike a pose. During each round, choose a leader to say how children should move around the space.

| | |
|-----|--|
| LM | Encourage children to move in any way possible, or use partners to assist children in wheelchairs in navigating. |
| HOH | Use printed symbols, turning lights on and off, tactile cues, audio amplification, or sign language to indicate when the music is on or off. |
| VI | Use textures or audio floor markers. |
| SPD | Adjust the volume and tone of the song as needed. |



FOUNDATIONAL SKILLS:

TUNNELS & BRIDGES

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Movement, stability, self- and spatial awareness

TUNNELS & BRIDGES

Materials: Sheet or blanket; floor markers

Set up: Create a tunnel that includes all children by having them face each other, holding onto a blanket. Create a bridge by keeping the blanket on the floor.

Activity: Children take turns being part of the tunnel or bridge and moving through the tunnel or on top of the bridge.

| | |
|------------|---|
| LM | If a child cannot hold the blanket, secure it to their wheelchair. Use partners to assist children in wheelchairs in navigating through the tunnel or on top of the bridge. |
| AD | Children can move through the tunnel or over the bridge with or without their assistive device. |
| VI | Use textured or audio floor makers. |
| SPD | Encourage children to engage according to their needs and tolerance. |



FOUNDATIONAL SKILLS:

ANIMAL GAMES

.....
Movement, stability, self- and spatial awareness

ANIMAL GAMES

Materials: None

Set up: Ensure enough space so that children with wheelchairs and assistive devices have room to navigate.

Activity: Encourage children to move and make sounds like an animal. Examples: crawl like a bear and growl; waddle like a duck and quack, etc.

| | |
|-----|--|
| LM | Encourage children to make animal sounds and move whatever body part they can. |
| AD | Children can act like animals with or without their assistive devices. |
| HOH | Use pictures, audio amplification, or sign language. |
| SPD | Adapt accordingly for noise and visual stimulation. |



FOUNDATIONAL SKILLS:

PARACHUTE GAMES

.....

Movement, teamwork

PARACHUTE GAMES

Materials: Parachute; ball or bean bags

Set up: Sitting or standing, position children around a parachute and have them hold onto it.

Activity: Encourage children to work together to move the parachute in different ways. Place a ball or beanbag onto the parachute and challenge the children to work together to keep the items on the parachute.

| | |
|------------|--|
| LM | Use sticky-back Velcro tape to secure the parachute to a child's clothing or wheelchair. |
| AD | Play sitting as needed. |
| VI | Assist with verbal cues, toss bells onto the parachute. |
| SPD | Allow for engagement with the parachute according to children's needs and tolerance. |



FOUNDATIONAL SKILLS:

MAGIC CARPET RIDE

.....

Stability, balance

MAGIC CARPET RIDE

Materials: Blanket or sheet

Set up: One child lies down or sits in the middle of a blanket while several children stand at one end, holding onto the blanket's edge.

Activity: Children pull the blanket so that it slides along the floor.

| | |
|------------|--|
| LM | Children who can be transferred from their wheelchairs can be positioned on the blanket on their back, stomach, or side. |
| SPD | All the children are to choose a position and pull the blanket slowly or quickly based on the children's responses. |



Walking & Running



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WALKING & RUNNING

Walking and running are locomotor skills that allow children to explore their environment and engage in various recreational games, sports, and learning experiences.

Some children may need to use assistive devices such as walkers, canes, or crutches, or they may need braces to walk and run. Other children may depend on a wheelchair for locomotion all or some of the time. With adaptations to the activities and acknowledgment of the benefits realized when all children play together, all children can participate in these activities.

Note the objectives of each activity and feel free to adapt activities to meet the needs of all children, regardless of how it might change the intended objectives of the activity. When children cannot be partnered with someone who can push their wheelchair, the activities can be adapted to focus on any available movement patterns, self- and spatial awareness, and object manipulation.



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WALKING & RUNNING

FOLLOW THE LEADER

.....

Body awareness, visual attention, movement

FOLLOW THE LEADER

Materials: None

Set up: Ensure enough space so that children using assistive devices or wheelchairs can navigate.

Activity: Encourage children to follow you as you move in different ways. Children can take turns being the leader.

| | |
|-----|---|
| LM | Use partners to assist the navigation of children in wheelchairs or encourage children to mimic another movement in any way they can. |
| AD | Ensure that the leader avoids tight turns and obstacles. |
| VI | Encourage the leader to call out the movements. |
| SPD | Assess the environment and adapt accordingly. |



WALKING & RUNNING

WALK TALL

.....
Body awareness, movement

WALK TALL

Materials: Floor markers, beanbags

Set up: Place floor markers along a path.

Activity: Encourage children to walk or move from one marker to the next while balancing a beanbag on their head.

| | |
|-----|--|
| LM | Use partners to assist the navigation of children in wheelchairs OR ask children to keep a beanbag on their head while moving an arm or leg, taking deep breaths, etc. |
| AD | Allow children to wear a hat or headband to assist them in balancing the beanbag. |
| VI | Use textured or audible floor markers or have children stay in place and perform movements without walking. |
| SPD | Apply more or less pressure to the head as needed. |



WALKING & RUNNING

SIDE STEPPING

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Body awareness, movement

SIDE STEPPING

Materials: Floor markers

Set up: Place several floor markers on the ground along a long wall.

Activity: Encourage children to face the wall as they step onto different markers to the left or right.

| | |
|----|---|
| LM | Encourage children to turn their head or trunk or point to the right and left. |
| AD | Children who cannot safely navigate side-stepping with an assistive device can turn their head or trunk or point to the right and left. |
| VI | Use textured or audible floor markers. |



WALKING & RUNNING

RUN & CARRY

.....

Movement, self- and spatial awareness, coordination,
object manipulation

RUN & CARRY

Materials: Beanbags

Set up: Place beanbags or similar objects on the ground, ensuring adequate space between them for children who use assistive devices.

Activity: Encourage children to race to the object, pick it up, and return to the starting point.

| | |
|------------|--|
| LM | Place a beanbag or right-sized object on a table and use partners to assist the children in wheelchairs getting to the object. |
| AD | Place a beanbag or right-sized object on a table if children cannot reach the floor. For children who cannot maneuver an assistive device while holding an object, secure it in clothing or a bag. |
| VI | Use brightly colored objects or attach bells to beanbags. Create a path or walkway with blocks, pool noodles, etc. |
| SPD | Assess the environment and adapt accordingly for increased noise and visual stimulation. Use beanbags with bells attached as needed. |



WALKING & RUNNING

HIDDEN TREASURE

.....

Movement, self- and spatial awareness, coordination,
object manipulation

HIDDEN TREASURE

Materials: None

Set up: Hide some items in the classroom or play space. Ensure enough space so that children using assistive devices or wheelchairs can navigate.

Activity: Encourage children to find all the “treasures.”

| | |
|-----|---|
| LM | Use partners to assist children in wheelchairs in navigating or allow children to scan for treasures on a nearby table visually. |
| AD | If children are unable to balance with one hand on their assistive device, suggest that they work with a partner. |
| HOH | Use pictures to identify the treasures. |
| VI | Create a treasure map and read it out loud or use different textures to lead children to the treasure (identifiable by shape or makes a sound when shaken). |



WALKING & RUNNING

ZIG-ZAG (Sticky Arms in the YA Activity Guide)

.....

Movement, balance

ZIG-ZAG (STICKY ARMS IN THE YA ACTIVITY GUIDE)

Materials: Floor markers, cones, pool noodles

Set up: Set up floor markers, cones, pool noodles, etc. in a zig-zag, ensuring enough space so that children using assistive devices or wheelchairs can navigate.

Activity: Encourage children to zig-zag through the course as quickly as they can.

| | |
|----|--|
| LM | Encourage children in wheelchairs to move their trunk or any body part in a zig-zag. |
| AD | Children can navigate using their assistive devices. |
| VI | Create zig-zags with blocks, pool noodles, and audio floor markers. |



WALKING & RUNNING

HEAVY FEET, LIGHT FEET

.....

Body awareness, movement, stability

HEAVY FEET, LIGHT FEET

Materials: Floor markers or paper cups

Set up: Place floor markers and/or paper cups on the ground, ensuring enough space so that children using assistive devices or wheelchairs can navigate.

Activity: Encourage children to run or walk with “heavy” feet by stomping, making a noise, or crushing a paper cup, then “light feet” by walking “gently,” not making a sound, or tapping the paper cup without crushing it.

| | |
|-----|---|
| LM | Hold an object on top of your palm near a body part (head, arm, foot, etc.) the child can move. Encourage children to move the object gently so that it stays on the palm (light), then have the child knock the object off the palm (heavy). |
| AD | If the activity is too challenging, encourage children to place their feet on the ground in different ways (tippy-toes, toes in, toes out, etc). |
| VI | Use audible floor markers and create walkways with blocks or pool noodles. |
| SPD | Use textured or audible floor markers to reinforce intentional stepping. |



WALKING & RUNNING

OBSTACLE COURSE

.....

Movement, self- and spatial awareness, balance,
abstract concepts

OBSTACLE COURSE

Materials: Floor markers, hoops, hurdles, cones, pool noodles

Set up: Place materials around the room so that children need to navigate around, over, or under them.

Activity: Establish 3–4 activities so that children can move right/left, on/off, over/under, around/between, etc.

| | |
|-----|--|
| LM | Use partners to assist the navigation of children in wheelchairs or provide physical assistance to accomplish movement of on/off, over/under, fast/slow, and between/around. |
| AD | Children can navigate with or without their assistive device. |
| HOH | Use printed symbols that indicate direction. |
| VI | Use brightly colored materials, place contrasting tape along edges, secure materials for tactile cues, and create walkways with blocks or pool noodles. |
| SPD | Encourage children to interact with identified items according to their needs and tolerance. |



WALKING & RUNNING

FIRE DRILL

.....
Movement, self- and spatial awareness, coordination,
object manipulation, teamwork

FIRE DRILL

Materials: Ball or beanbag

Set up: Position children in a row

Activity: Start the activity by giving a ball or beanbag to the first child in line. Have the child pass the object to the next child, then the next, etc. as the first child races to get to the end of the line before the object reaches them.

| | |
|-----|---|
| LM | Children can play while sitting. Provide assistance as needed to pass or push an object to the next child, which can be done along a tabletop. Use partners to assist children in wheelchairs to the end of the line. |
| AD | Children can play while sitting and/or navigate with their assistive device. |
| VI | Use a jingle ball or beanbag with bells attached. Provide assistance as needed to navigate back to the starting point. |
| SPD | Use a floor marker to reinforce the position. |



WALKING & RUNNING

FUTURE SKATERS

.....

Mobility, stability

FUTURE SKATERS

Materials: Paper plates or boxes

Set up: Make “skates” out of paper plates or boxes.

Activity: Encourage children to move around the room without lifting their feet. This can be combined with other activities (ex: Run and Carry, Obstacle Course, Fire Drill, Hidden Treasure).

| | |
|-----------|---|
| LM | Partners can assist children in wheelchairs to move around the room. Encourage different arm and head positions seen with figure skaters or hockey players. |
| AD | If needed, children can stand on a blanket with their assistive device and slowly pull the blanket to give the sensation of skating. |



Balance & Jumping



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BALANCE & JUMPING

Adequate balance is a requirement of many motor activities, such as getting on and off a bus, jumping, walking on grass, sand, or gravel, and throwing and kicking a ball. Jumping up requires power, and landing requires strength and balance.

Jumping may not be achievable for children who use assistive devices, wheelchairs, or standers. However, engaging in activities that develop trunk control and balance is still important.

Note the objectives of each activity, and feel free to adapt the activities to meet the needs of individual children. For example, when children cannot be partnered with someone who can push their wheelchair or stander, adapt the activity to focus on any available movement patterns that promote weight-shifting, righting reactions, and self- and spatial awareness.



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BALANCE & JUMPING

BALANCE BEAM

.....

Body awareness, stability, balance

BALANCE BEAM

Materials: Balance beam, tape, pool noodles, floor markers, chalk, or rope

Set up: Place a balance beam on the ground or create a narrow path with other materials.

Activity: Encourage children to walk along a straight line. Progress to children walking along a balance beam.

| | |
|----|--|
| LM | Partners can assist children in wheelchairs in moving along a line or narrow path. If partners are not available, have children in wheelchairs follow a line with their hands, feet, heads, or eyes. |
| AD | Encourage children to walk with their feet as close together as possible. |
| VI | Use pool noodles to allow for tactile feedback. |



BALANCE & JUMPING

FOLLOW THE COACH

.....

Body awareness, movement, stability

FOLLOW THE COACH

Materials: None

Set up: No set up needed.

Activity: Encourage children to copy movements that challenge weight shifting and balance.

| | |
|----|---|
| LM | Encourage children to move their arms, head, and trunk in ways that facilitate weight shifting. |
| AD | When children are standing, stabilize their assistive device as needed. |
| VI | Use clear, concise language. |



BALANCE & JUMPING

STEP, JUMP, & GRAB

.....

Body awareness, trunk control, strength, power,
object manipulation

STEP, JUMP, & GRAB

Materials: Large block or step; scarf or beanbag

Set up: Place a block or step on the ground and ensure that it can support a child's weight and will not slip.

Activity: Have children stand on a block or step and jump down. Progress by encouraging children to jump up for an object as they jump down from the step.

| | |
|-----------|--|
| LM | Challenge children in wheelchairs to shift their weight and reach for and grab or touch an object. |
| AD | The placement of the assistive device will depend on the size of the block or step. If both hands need to remain on the assistive device, children can attempt to touch the scarf briefly. |
| VI | Provide physical and verbal assistance as needed. |



BALANCE & JUMPING

ROCK HOP

.....

Balance, coordination

ROCK HOP

Materials: Blocks and/or floor markers

Set up: Place blocks and/or floor markers on the ground throughout the space.

Activity: Encourage children to pretend that they are walking on rocks to avoid falling into a river. Progression can include children standing on one foot and/or moving the blocks further apart.

| | |
|----|--|
| LM | Have partners assist children in wheelchairs in moving from marker to marker or have children move “rocks” with their hands or feet in any way they can. |
| AD | Ensure appropriate placement for stepping with an assistive device and stability of the blocks. |
| VI | Use textured and audible floor markers. Provide assistance as needed. |



BALANCE & JUMPING

TREES IN THE FOREST

.....

Balance, movement, trunk control

TREES IN THE FOREST

Materials: Blocks, steps, and/or floor markers

Set up: Place blocks, steps, and/or floor markers on the ground and encourage children to stand on them based on their ability.

Activity: Have children pretend to be trees in a forest while one person walks through the forest, creating a breeze with a scarf or sheet of paper, causing the “trees” to bend and sway.

| | |
|------------|--|
| LM | Children can play while seated by moving any body part they can. |
| AD | Encourage children to stand with their assistive device and move their trunk, head, or arms. |
| VI | Ensure that the breeze is strong enough to be felt. |
| SPD | Understand reactions to the breeze and adjust accordingly. |



BALANCE & JUMPING

LEAPING LIZARDS

.....

Balance, strength, power

LEAPING LIZARDS

Materials: Floor markers

Set up: Place floor markers on the ground throughout the space.

Activity: Encourage children to leap from one marker to the next.

| | |
|-----------|---|
| LM | Partners can assist children in wheelchairs in moving from marker to marker or have them move their heads or shift their weight toward the markers. |
| AD | Ensure appropriate placement for an assistive device and encourage children to push off one foot and land on the other. |
| VI | Use textured and audible floor markers. Provide assistance as needed. |



BALANCE & JUMPING

JUMPING HIGH

.....

Balance, strength, power

JUMPING HIGH

Materials: Tape, rope, or floor markers; cones, dowel

Set up: Place tape, rope, or floor markers on the ground and set up the cones and dowel as a low hurdle.

Activity: Encourage children to jump over the tape, rope, or hurdle with two feet at the same time.

| | |
|----|--|
| LM | Partners can assist children in wheelchairs roll over tape, a rope, or floor markers. Or, children can pretend to jump by looking, reaching, or pushing up in their wheelchairs. |
| AD | Ensure appropriate placement of an assistive device and encourage lifting both feet off the floor at the same time. |
| VI | Use textured or audible floor markers and provide verbal cues for direction and distance. |



Trapping & Catching



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TRAPPING & CATCHING

For many, trapping and catching requires eye-hand coordination, balance, and the ability to track a ball or object. However, children with visual impairments can trap and catch a ball or object when a beeper or jingle ball is used.

With trapping, the body assists with stopping a ball that is thrown, bounced, or rolled. Catching is when the object is stopped only with the hands. Both skills typically develop using two hands, but children can learn to trap and catch with one arm or hand. When children have limited arm-hand movement, moving a box or basket to “catch” can keep everyone in the game. Here are a few tips to remember:

- Bubbles and balloons have longer flight times than other balls and can help children with tracking and reaction time.
- Pick the right-sized ball for each child. Children using two hands will do best with a medium-sized ball, while other children may need a ball that they can grip with one hand.
- Use a gentle arc when throwing or tossing balls to children to ensure good tracking and speed.



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TRAPPING & CATCHING

ROLLING & TRAPPING

.....

Visual tracking, coordination, stability

ROLLING & TRAPPING

Materials: Ball

Set up: Have children sit facing each other on the floor or across from each other at a table. If seated on the floor, have the children sit with their legs outstretched wide and feet touching.

Activity: Encourage children to roll the ball to each other, stopping it with their hand before rolling it to another child.

| | |
|-----------|---|
| LM | All children can play at a table if sitting on the floor is too challenging. Children can roll and trap with their heads, elbows, wrists, or hands as needed. |
| AD | All children can play at a table if sitting on the floor is too challenging. Children can roll and trap with their heads, elbows, wrists, or hands as needed. |
| VI | Use a ball that makes a sound with movement and provide verbal cues about location and speed. |



TRAPPING & CATCHING

GOALIE DRILL

.....
Visual tracking, coordination, stability

GOALIE DRILL

Materials: Cones and ball

Set up: Set up two cones as a goal.

Activity: Encourage children to stand between the cones while other children roll balls toward the goal. The goalie must stop the ball with their hands before it rolls between the cones.

| | |
|-----------|--|
| LM | Set up goal posts on a table and encourage children to block the ball by any means (head, elbows, etc.). |
| AD | Children can stop a goal with their assistive device or one hand, or children can sit on the ground between the goalposts and use any body part to block the ball (soft or beach balls are recommended). |
| VI | Use a ball that makes a sound with movement and provide verbal cues about location and speed. |



TRAPPING & CATCHING

BUBBLE CATCH

.....

Visual tracking, coordination, stability

BUBBLE CATCH

Materials: Bubbles, floor markers as needed

Set up: Have children stand or sit in a circle. Floor markers can be used so safe spacing can be maintained.

Activity: Encourage children to catch bubbles with one or two hands. Reaching to catch bubbles while standing on floor markers encourages weight-shifting and balance.

| | |
|------------|--|
| LM | Children can pop bubbles by any means; bubble catching is not required. |
| VI | Use verbal cues to identify the location and number of bubbles; tell children when a bubble lands and/or pops on them. |
| SPD | Assess the response to the texture and impact of the bubble prior to play and adapt accordingly. |



TRAPPING & CATCHING

BIG BALL CATCH

.....

Visual tracking, coordination, stability

BIG BALL CATCH

Materials: Large ball, beach ball

Set up: Have children stand or sit in a circle with their arms outstretched in front and palms facing each other. Move a large ball up and down over their hands to ensure readiness to catch the ball.

Activity: Encourage children to catch the dropped ball only with their hands. Children can take turns dropping the ball.

| | |
|-----------|---|
| LM | Children can play while seated at a low table and push a box or basket to catch the falling ball. |
|-----------|---|

| | |
|-----------|---|
| VI | Use a ball that makes a sound with movement and verbal cues when the ball is being dropped. |
|-----------|---|



TRAPPING & CATCHING

LOW BALL CATCH

.....

Visual tracking, coordination, stability

LOW BALL CATCH

Materials: Ball(s)

Set up: Have children stand or sit in two lines facing each other, about 3–5 feet apart.

Activity: Encourage children to underhand toss a ball to each other, waist level or lower. Encourage children catching the ball to have their palms up with their fingers pointing down.

| | |
|-----------|--|
| LM | If needed, place a box or basket on a child's lap and encourage them to move it under a ball or balloon. |
| AD | If children can release one hand from their assistive device, use a properly sized ball for one-hand catching. |
| VI | Use a ball that makes a sound with movement and verbal cues when the ball is being tossed. |



TRAPPING & CATCHING

HIGH BALL CATCH

.....

Visual tracking, coordination, stability

HIGH BALL CATCH

Materials: Ball, beach ball

Set up: Have children stand or sit in a circle with their arms reaching upward and fingers pointing toward the ceiling.

Activity: Overhand toss a ball to the children so they can catch it at chest level or higher.

| | |
|-----------|--|
| LM | If needed, place a box or basket on a child's lap and encourage them to move it under a ball or balloon. |
| AD | If children can release one hand from their assistive device, use a properly sized ball for one-hand catching. |
| VI | Use a ball that makes a sound with movement and verbal cues when the ball is being tossed. |



TRAPPING & CATCHING

BOUNCE CATCH

.....

Visual tracking, coordination, stability

BOUNCE CATCH

Materials: Ball

Set up: Have children stand or sit in two lines facing each other, about 4–6 feet apart.

Activity: Encourage children to bounce and catch a ball at approximately waist level.

| | |
|-----------|--|
| LM | If needed, place a box or basket on a child's lap and encourage them to move it under the bouncing ball. |
| AD | If children can release one hand from their assistive device, use a properly sized ball for one-hand catching. |
| VI | Use a ball that makes a sound with movement and verbal cues when the ball is being tossed. |



TRAPPING & CATCHING

CIRCLE BALL

.....

Visual tracking, coordination, stability, teamwork

CIRCLE BALL

Materials: Balls

Set up: Have children stand or sit in a circle facing each other.

Activity: Encourage children to toss a ball underhand and catch the ball as it moves around the circle. If needed, the ball can be passed rather than tossed.

| | |
|-----------|--|
| LM | If needed, place a box or basket on a child's lap and encourage them to move it under the ball being tossed. |
|-----------|--|

| | |
|-----------|--|
| AD | If children can release one hand from their assistive device, use a properly sized ball for one-hand catching. |
|-----------|--|

| | |
|-----------|--|
| VI | Use a ball that makes a sound with movement and verbal cues when the ball is being tossed. |
|-----------|--|



Throwing



Special Olympics
Young Athletes

THROWING

Throwing requires strength, flexibility, balance, and coordination and begins with learning how to grip and let go of light, small to medium-sized balls or objects. Rolling precedes underhand tossing, which progresses to overhand throwing.

Many children use two hands when learning to roll, toss, or throw; however, using one hand works fine too. Children without hand movement may be able to use other body parts (elbow, head, etc.) to roll or move a ball or object toward a target. Rolling, tossing, and throwing are essential for many sports, and being able to engage with a ball helps children feel comfortable playing games with family and friends.



Special Olympics
Young Athletes



THROWING

BOWLING

.....

Visual tracking, coordination, stability

BOWLING

Materials: Pool noodles or rope; small cones or cups; ball

Set up: Create a “bowling” lane with pool noodles or rope and stack cups or set up cones at the end.

Activity: Encourage children to roll the ball to knock down the cups or cones.

| | |
|----|--|
| LM | Set up a ramp or make a long paper or cardboard tube and position it so that the child can push a ball toward the cups by any means. Or set up a “bowling alley” on a table. |
|----|--|

| | |
|----|---|
| VI | Use a ball that makes a sound with movement and ensure that there is an audible sound when the cups fall. |
|----|---|



THROWING

TRAIN TUNNEL

Visual tracking, coordination, stability, movement, teamwork

TRAIN TUNNEL

Materials: Ball

Set up: Line up children one in front of the other, with their legs separated to form a “tunnel.”

Activity: To begin, the child at the front of the tunnel rolls a ball through the other child’s legs, pretending it’s a train. The last child takes the ball to the front of the line to continue the activity.

| | |
|-----|--|
| LM | Arrange equipment on the wheelchair so that a ball can roll underneath it. Children can be a train operator and use a signal of their choice to keep the activity going. |
| AD | Position children so that the ball can pass through their legs or assistive devices. |
| HOH | If signals are used to regulate play, use a flag, flashlight, etc. |
| VI | Use a ball that makes a sound with movement. |



THROWING

TWO-HANDED UNDERHAND TOSS

.....

Visual tracking, coordination, stability

TWO-HANDED UNDERHAND TOSS

Materials: Ball

Set up: Have children sit or stand facing each other.

Activity: Encourage one child in the pair to bend their knees slightly, holding a ball with two hands. Ask them to look at their partner's hands as they underhand toss the ball to them.

| | |
|----|--|
| LM | Encourage children to push a ball by any means off a table or to a partner. |
| AD | Children who can release one hand from their assistive device can toss a right-sized ball with one hand. |
| VI | Use a ball that makes a sound with movement. |



THROWING

ONE-HANDED UNDERHAND TOSS

.....

Visual tracking, coordination, stability

ONE-HANDED UNDERHAND TOSS

Materials: Bean bags or balls; baskets or hoops; cones

Set up: Have children face baskets or hoops set up with cones.

Activity: Have children underhand toss balls or beanbags into the baskets or through the hoop.

| | |
|----|---|
| LM | Encourage children to push a ball by any means off a table or to a partner. |
| VI | Use a ball that makes a sound with movement and provide verbal cues for direction, distance, and achievement. |



THROWING

TWO-HANDED OVERHAND THROW

.....

Visual tracking, coordination, stability, trunk control, strength

TWO-HANDED OVERHAND THROW

Materials: Balls

Set up: Have children stand with one foot in front of the other, with feet hip distance apart, 3–5 feet away from a wall.

Activity: Have children hold a ball or beanbag overhead with two hands and rock back and forth. When rocking forward, have children throw the ball or beanbag toward a target on the wall—progress by having children throw into a basket or hoop.

| | |
|----|---|
| LM | Encourage children to push a ball by any means across a table; they can progress to using a target. |
| AD | Children can play sitting; those who can release one hand from their assistive device can play standing and throw with one hand. |
| VI | Use a ball or beanbag that makes a sound with movement and provide verbal cues for direction, distance, and achievement. When possible, use a target that makes noise when contacted. |



THROWING

ONE-HANDED OVERHAND THROW

.....

Visual tracking, coordination, stability, trunk control, strength

ONE-HANDED OVERHAND THROW

Materials: Balls or beanbags

Set up: Have children stand with one foot in front of the other, with feet hip distance apart, 3–5 feet away from a wall. The foot in front should be the opposite of their preferred hand.

Activity: Have children hold a ball or beanbag overhead with one hand and rock back and forth. Have children throw the ball or beanbag towards the wall when rocking forward. Progress by having children throw a ball into a basket or hoop.

| | |
|-----------|---|
| LM | Encourage children to push a ball by any means across a table; they can progress to using a target. |
| VI | Use a ball or beanbag that makes a sound with movement, and provide verbal cues for direction, distance, and achievement. |



THROWING

TARGET PRACTICE

.....

Visual tracking, coordination, stability

TARGET PRACTICE

Materials: Balls or beanbags, tape or floor markers

Set up: Tape pictures to a wall and make a line or set up floor markers 3–5 feet away from the wall. Have children stand with one foot in front of the other, feet hip distance apart. The foot in front should be the opposite of their preferred hand.

Activity: Have children throw (overhand) or toss (underhand) balls or beanbags to hit different pictures.

| | |
|-----------|--|
| LM | Position children any distance away from a wall and encourage them to hit the pictures by any means. |
|-----------|--|

| | |
|-----------|---|
| VI | Use brightly colored targets and a ball or beanbag that makes a sound with movement, and provide verbal cues for direction, distance, and achievement. When possible, use a target that makes noise when contacted. |
|-----------|---|



THROWING

SHOOT TO SCORE BASKETBALL

.....

Visual tracking, coordination, stability, teamwork

SHOOT TO SCORE BASKETBALL

Materials: Balls; basket or hoop

Set up: Hold a basket or hoop while children sit or stand in a circle around you.

Activity: Choose a number and have children pass the ball around the circle that number of times. Encourage the child with the ball to toss or throw it into the basket or hoop.

| | |
|----|---|
| LM | Encourage children to push a ball by any means across a table or down a ramp toward the basket or hoop. |
|----|---|

| | |
|----|--|
| VI | Use a ball that makes a sound with movement, and provide verbal cues for direction, distance, and achievement. |
|----|--|



Striking



Special Olympics
Young Athletes

STRIKING

Striking is a term used to describe the action of hitting a ball or object with one's hand, stick, bat, paddle, racquet, etc. Striking or even tapping a stationary ball with a fist or open hand is the first step in developing skills necessary for sports such as tennis, golf, softball, volleyball, and hockey.

It's helpful for children to stand sideways to the ball when striking because it promotes weight shifting and rotation, which are important for sports and activities of daily living.

Here are a few tips to remember:

- Stationary and large balls are easier to strike than moving small balls.
- Balls thrown slowly and with a small arc of flight are easier to hit than balls thrown at a fast speed or with a high arc.
- Encourage children to watch their hand, bat, racquet, etc. make contact with the ball.



Special Olympics
Young Athletes



STRIKING

HANDBALL

.....
Eye-hand coordination, stability

HANDBALL

Materials: Balls, cones

Set up: Place balls on cones.

Activity: Encourage children to hit the balls with a fist or open hand.

| | |
|-----------|---|
| LM | Encourage children to push a ball by any means possible, off a cone or table. |
|-----------|---|

| | |
|-----------|--|
| VI | Use a ball that makes a sound with movement and provide verbal and tactile cues. |
|-----------|--|



STRIKING

BALL TAP

.....

Visual tracking, eye-hand coordination, stability

BALL TAP

Materials: Beach ball or balloon

Set up: Position the children in a circle with you in the middle.

Activity: Tap the ball or balloon toward different children and encourage them to tap it back or to another child with an open hand.

| | |
|-----------|---|
| LM | Encourage children to tap a ball or balloon with their head, hand, arm, knee, leg, etc. |
|-----------|---|

| | |
|-----------|--|
| VI | Use a ball that makes a sound with movement. |
|-----------|--|



STRIKING

BEGINNING FLOORBALL / GOLF

.....

Eye-hand coordination, stability

BEGINNING FLOORBALL / GOLF

Materials: Balls; dowels or sticks; blocks or cones

Set up: Place balls on top of floor markers with enough space for children to strike the ball. Set up a goal using blocks or cones.

Activity: Have children stand sideways to a ball while holding a stick in both hands with thumbs pointing down. Assign each child a number and encourage children to strike the ball toward the goal when their number is called.

| | |
|-----|--|
| LM | Children may be able to wear a mit with Velcro to assist with grip; encourage contact with the ball by any means possible. |
| HOH | Use numbered signs to initiate play. |
| VI | Use a ball that makes a sound with movement, and provide verbal cues as needed. |



STRIKING

BEGINNING TENNIS / SOFTBALL

.....

Eye-hand coordination, stability

BEGINNING TENNIS / SOFTBALL

Materials: Balls; cones; paddle, stick, or bat

Set up: Place balls on cones with enough space for children to stike the ball.

Activity: Have children strike the ball with a paddle, stick, or bat.

| | |
|-----------|---|
| LM | Children may be able to wear a mitten with Velcro to assist with grip; encourage contact with the ball by any means possible. |
|-----------|---|

| | |
|-----------|--|
| VI | Use a ball that makes a sound with movement. |
|-----------|--|



STRIKING

BEGINNING VOLLEYBALL

.....

Visual tracking, eye-hand coordination, stability, teamwork

BEGINNING VOLLEYBALL

Materials: Rope or low net; beach ball or balloon

Set up: Position children on opposite sides of a low net or hanging rope.

Activity: Have children tap the ball or balloon over the net or rope to each other.

| | |
|-----------|--|
| LM | Children can use any body part to tap the ball to a teammate or over the rope. |
|-----------|--|

| | |
|-----------|--|
| VI | Use a ball that makes a sound with movement. |
|-----------|--|



Kicking



Special Olympics
Young Athletes

KICKING

Kicking is when a ball or object is hit with the foot and requires the ability to balance, at least for a moment, on one foot and foot-eye coordination.

Similar to striking, kicking a stationary, medium, or large ball is easier than kicking a small or moving ball. Many children begin to kick by running up to a stationary ball and essentially running through it with one foot. After that, children can stand behind a stationary ball and practice kicking it without losing balance. Eventually, the child will lean back and use an opposite arm swing for stability and balance.

Being able to kick is important for football/soccer and helps children feel comfortable playing games with family and friends.



Special Olympics
Young Athletes



KICKING

STATIONARY BALL KICK

.....

Eye-foot coordination, balance

STATIONARY BALL KICK

Materials: Balls, floor markers

Set up: Place balls onto floor markers 5–7 feet away from a wall.

Activity: Have children kick balls to the wall with the inside of their preferred foot.

| | |
|-----------|---|
| LM | Encourage children to move a ball toward the wall by any means possible. |
| AD | Children can play sitting or use their assistive device as needed to move the ball. |
| VI | Use a ball that makes a sound with movement and provide assistance as needed for optimal positioning. |



KICKING

PENALTY KICK

.....

Eye-foot coordination, balance

PENALTY KICK

Materials: Balls, floor markers

Set up: Place balls on floor markers, and set up a goal using blocks or cones.

Activity: Have children run up to the balls and kick them using the inside of their preferred foot to score a goal.

| | |
|-----------|---|
| LM | Partners can assist in getting children to move the ball; encourage children to move a ball towards the goal by any means possible. |
| AD | Children can play sitting or use their assistive device as needed to move the ball. |
| VI | Use a ball that makes a sound with movement; provide verbal cues as needed. |



KICKING

PASSING PRACTICE

.....

Eye-foot coordination, balance, tracking, teamwork

PASSING PRACTICE

Materials: Ball

Set up: Have children stand in a circle facing each other.

Activity: Have children kick the ball to different children with the inside of their foot, keeping the ball in the circle.

| | |
|-----------|---|
| LM | Children and their partners can make contact with the ball by any means possible. |
| AD | Children can play sitting or use their assistive device as needed to move the ball. |
| VI | Use a ball that makes a sound with movement. |



KICKING

GIVE & GO

.....
Eye-foot coordination, balance, tracking, teamwork

GIVE & GO

Materials: Ball; floor markers; cones, or blocks

Set up: Place balls on floor markers and set up a goal using blocks or cones.

Activity: Encourage one child to kick the ball to another, who then kicks a rolling ball into the goal.

| | |
|-----------|---|
| LM | Children and their partners can make contact with the ball by any means possible. |
| AD | Children can play sitting or use their assistive device as needed to move the ball. |
| VI | Use a ball that makes a sound with movement and verbal cues as needed. |



KICKING

PINBALL

.....

Eye-foot coordination, balance, tracking, teamwork

PINBALL

Materials: Ball; rope or pool noodles; cones or blocks

Set up: Create a border using rope or pool noodles and place blocks or cones inside the border to make an obstacle.

Activity: Have children kick the ball to each other, letting the border and obstacle change the direction of the ball.

| | |
|-----------|---|
| LM | Children and their partners can make contact with the ball by any means possible. |
|-----------|---|

| | |
|-----------|---|
| AD | Children can play sitting or use their assistive device as needed to move the ball. |
|-----------|---|

| | |
|-----------|--|
| VI | Use a ball that makes a sound with movement and verbal cues as needed. |
|-----------|--|



KICKING

THREE-PIN BOWLING

.....

Eye-foot coordination, balance, tracking

THREE-PIN BOWLING

Materials: Ball; rope or pool noodles; blocks or cups

Set up: Make a lane using rope or pool noodles and stack blocks or cups at the end of the lane.

Activity: Have children kick a ball down the lane to knock down the blocks or cups.

| | |
|----|---|
| LM | Children and their partners can make contact with the ball by any means possible. |
| AD | Children can play sitting or use their assistive device as needed to move the ball. |
| VI | Use a ball that makes a sound with movement. |



KICKING

CONE DRIBBLE

.....

Eye-foot coordination, balance, tracking, body awareness

CONE DRIBBLE

Materials: Ball; blocks or cones

Set up: Set up blocks or cones in a wide zig-zag.

Activity: Have children kick a ball around the cones or blocks without hitting them.

| | |
|-----------|--|
| LM | Children and their partners can make contact with the ball by any means possible. |
| AD | Children can play sitting or use their assistive device as needed to move the ball. |
| VI | Use a ball that makes a sound with movement; provide verbal cues about the location of the cone, or use audible floor markers. |



Advanced Sports Skills



Special Olympics
Young Athletes

ADVANCED SPORTS SKILLS

Advanced sports skills require children to use multiple motor skills at a time.

The skills, such as running, throwing, and catching, require an integration of strength, mobility, balance, power, coordination, and body awareness.

These skills, along with teamwork, form the foundation for sports, training, and competition.



Special Olympics
Young Athletes



ADVANCED SPORTS SKILLS

PUNTING

.....
Foot-eye coordination, tracking, balance

PUNTING

Materials: Ball, beach ball, or balloon

Set up: Have children balance on one foot (not their kicking foot) while holding a ball.

Activity: Encourage children to swing their kicking leg forward and back, then drop the ball to kick when ready.

| | |
|-----------|--|
| LM | A partner can drop a beach ball or ball onto a children foot and assist its movement as needed. |
| AD | Children can play sitting; if standing, a partner can drop a beachball or balloon near a child's foot for kicking. |
| VI | Use a ball that makes a sound with movement and verbal cues as needed. |



ADVANCED SPORTS SKILLS

GALLOPING

.....

Strength, power, balance

GALLOPING

Materials: Floor markers

Set up: Place floor markers on the ground in a straight line.

Activity: Encourage children to leap onto a marker with their preferred foot, then bring their back foot to rest on the marker. Continue until they reach the end.

| | |
|----|---|
| LM | Encourage children to move or make sounds like a horse; partners can push wheelchairs over the markers or assist with moving a child's legs in a galloping motion. |
| AD | Children can march in place on one marker, then the next; OR, children can use their assistive device to help them lift both feet off the ground, then land alternately on the right, then left foot. |
| VI | Provide tactile or audible floor markers and verbal cues as needed. |



ADVANCED SPORTS SKILLS

SKIPPING

.....
Strength, power, balance

SKIPPING

Materials: Floor markers

Set up: Place floor markers on the ground in a straight line.

Activity: Encourage children to step onto one marker and then hop with that foot. As the hopping foot lands, have children hop onto the next marker with the other foot. Continue until they reach the end.

| | |
|----|---|
| LM | Encourage children to make sounds, ring a bell, etc., as partners push their wheelchairs over the markers; or assist with moving a child's legs in a skipping motion. |
| AD | Children can march in place on one marker, then the next; or use the child's assistive device to help them lift both feet off the ground, then land alternately on the right, then left foot. |
| VI | Provide tactile or audible floor markers and verbal cues as needed. |



ADVANCED SPORTS SKILLS

STAND, ROLL, & TRAP

.....

Foot-eye coordination, tracking, balance, teamwork

STAND, ROLL, & TRAP

Materials: Ball

Set up: Children stand in a circle facing each other.

Activity: Think of a number. Have children roll the ball to each other by tapping it with their foot that number of times. The child with the ball traps it with the bottom of one foot before tapping it to the next child.

| | |
|-----------|---|
| LM | Clear space under wheelchairs so that a ball can be trapped. Partners can “high-five” children in wheelchairs once the ball is trapped and continue the activity. |
| AD | Children can play sitting; if standing, the assistive device can be used for trapping. |
| VI | Use a ball that makes a sound with movement; provide verbal cues as needed. |



ADVANCED SPORTS SKILLS

TWO-ON-ONE

.....
Eye-foot coordination, tracking, balance, teamwork

TWO-ON-ONE

Materials: Ball

Set up: Create a goal and position one child in front as the goalie. Have two other children about 10 feet in front of the goal.

Activity: On a clap or whistle, encourage one child to kick (pass) the ball to the other, who kicks the ball to score a goal.

| | |
|-----------|--|
| LM | Allow a goal to be blocked with children' wheelchairs or standers. Encourage children to drop or tap a ball in any way possible to assist another child in scoring a goal. |
| AD | Children can play sitting; if standing, the ball can be passed or blocked with an assistive device. |
| VI | Use a ball that makes a sound with movement; provide verbal cues as needed. |



ADVANCED SPORTS SKILLS

ONE-ON-ONE

.....

Eye-foot coordination, tracking, balance, teamwork

ONE-ON-ONE

Materials: Ball

Set up: Create a goal.

Activity: Have two children run towards the goal as they kick the ball to each other three times. After the third pass, the child kicks the ball at the goal.

| | |
|----|---|
| LM | Encourage children to drop or tap a ball in any way possible to assist another child in scoring a goal. |
| AD | An assistive device can be used to pass or take a shot at the goal. |
| VI | Use a ball that makes a sound with movement; provide verbal cues as needed. |



ADVANCED SPORTS SKILLS

DRIBBLE

.....
Eye-hand coordination, stability

DRIBBLE

Materials: Balls

Set up: Children sit or stand with their knees slightly bent.

Activity: Have children bounce a ball up and down using both hands. Keep the bouncing going by counting or singing a song.

| | |
|----|---|
| LM | At a table, encourage children to “dribble” a balloon by tapping it on the table with their head, hand, elbow, etc. |
| AD | Children can play sitting; if standing, ensure space for the assistive device and dribble with one hand only. |
| VI | Use a ball that makes a sound with movement. |



ADVANCED SPORTS SKILLS

PASS & SHOOT

.....

Eye-hand coordination, tracking, stability, teamwork

PASS & SHOOT

Materials: Ball; hoop, basket, or box

Set up: Have children stand in a circle facing each other with a hoop, basket, or box in the middle.

Activity: Encourage children to throw, bounce, or pass the ball to each other. After the third pass, have the child holding the ball shoot at the target.

| | |
|----|---|
| LM | Children can play at a table, pushing a ball to the next child by any means possible. |
| AD | Children can play sitting; if standing, ensure that the ball is right-sized for one-handed passing, catching, and shooting. |
| VI | Use a ball that makes a sound with movement; provide verbal cues as needed. |



ADVANCED SPORTS SKILLS

DRIBBLE & SHOOT

.....

Eye-hand coordination, tracking, stability, teamwork

DRIBBLE & SHOOT

Materials: Ball; hoop, basket, or box

Set up: Set up hoops, baskets, or boxes.

Activity: Have children dribble a ball three times and then shoot at the target. After the shot, have children pick up the ball and pass it to the next child.

| | |
|----|---|
| LM | Position a cardboard ramp and encourage children to push the ball down the ramp to the target by any means. |
|----|---|

| | |
|----|--|
| VI | Use a ball that makes a sound with movement, and provide auditory feedback about the result. |
|----|--|



ADVANCED SPORTS SKILLS

RUN THE BASES

.....

Eye-hand coordination, teamwork

RUN THE BASES

Materials: Ball; floor markers; cone; stick or bat

Set up: Set up bases using floor markers. Place a ball on a cone on home base.

Activity: Have one child sit or stand at each base. Have the child at home base hit the ball with a stick or bat and run the bases. The other children toss or throw the ball to home before the batter arrives.

| | |
|----|---|
| LM | Children can use a mit with Velcro to assist with gripping or make contact with the ball by any means possible. Partners can assist with running the bases. |
| AD | Children can play sitting as needed, using their assistive device to run the bases. |
| VI | Use a ball that makes a sound with movement and audible floor markers and provide verbal or tactile cues as needed. |