

Motor Activities Training Programme

Group of Activities: Kicking and Striking

Aim ...

The athlete will be able to demonstrate hand-eye coordination in striking a stationary or moving object both with the hand and with a hand-held object.

The athlete will also demonstrate foot-eye coordination in kicking stationary and ultimately moving objects.


Outcome of Group of Activities ...

This group of activities focuses on foot-eye coordination and hand-eye coordination. Skills are performed by the athlete while stationary and while moving, and involve striking both stationary and moving objects, either with the foot or with a hand-held object.

Athletes and coaches will have the opportunity to develop the concepts of direction, pace, and force along with timing and accuracy.

The skills learned in the Kicking and Striking programme provide a foundation for the development of sports-specific skills necessary for participation in some structured sports programmes.

List of Activities ...

- Target Putt/Roll
 - Tunnel Push
 - When Push Comes to Shove
 - Knock 'em Down with a Stick
 - Target Shooting (ball kick/hockey push)
 - Dodge and Dribble (Football/Hockey)
- 

Motor Activities Training Programme

Group of Activities: Kicking and Striking

General Potential Benefits of Training in this Group of Activities ...

Activities such as the Target Putt/Roll and Target Shooting provide athletes with an opportunity to develop their hand-eye and foot-eye coordination in a more sports-specific manner than the hand-eye coordination activities. These skills are developed in a format which mirrors sports-specific skills, providing an avenue for progression into a structured sports programme. Dodge 'n' Dribble and Knock 'em Down with a Stick all require the athlete to focus on controlling the equipment (through good hand-eye coordination/foot-eye coordination) while demonstrating the travelling skills already learned, and introducing the concept of agility for advanced athletes in moving around a set of cones.

Areas explored & developed include:—

| Activity | Hand-Eye Co-Ordination | Foot-Eye Co-Ordination | Grip Strength | Upper Body Strength | Lower Body Strength | Aim/Direction | Pace and Control | Agility |
|-----------------------------|------------------------|------------------------|---------------|---------------------|---------------------|---------------|------------------|---------|
| Target Putt/Roll | * | | * | | | * | * | |
| Tunnel Push | * | | * | | | * | * | |
| When Push Comes to Shove | * | | * | * | * | * | | |
| Target Shooting | * | * | * | * | | * | * | |
| Dodge 'n' Dribble | * | * | * | * | * | | * | * |
| Knock 'em Down with a stick | * | | * | * | | * | | |



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Kicking and Striking

Target Putt/Roll

How to ...

The athlete will putt the ball from a starting point into the target cup/zone 1.5 metres from the line.

Level 1

Athlete may be physically supported through the putt (e.g. with hand over hand support facing the athlete).

Level 2

Verbal and visual cues such as a mirror image demonstration or a verbal cue such as “Tic-Toc” may help the athlete with the timing of the skill.

Level 3

Athlete should be able to perform the putt skill with no prompting.

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**Target
Putt/
Roll**

Kicking and Striking

Equipment ...

- Plastic Golf Ball, Golf Putter (plastic or traditional);
- Flat putting surface (e.g. carpet, putting mat);
- Plastic Cup/ Tape to mark out a target zone.

Coaching Tips ...

- Use different coloured balls/bell balls to increase focus/ learn about speed of putt;
- Use the “tic-toc” phrase to convey the pendulum motion of the putt;
- Allow the athlete to explore a comfortable grip, it is not necessary to use a traditional golf grip;
- Velcro gloves may be used to assist athletes who have poor grip strength;
- Putt can be performed one-handed or to the side of a seated position for wheelchair users/mobility; impaired athletes.
- Practice grasping and holding the putter for up to 10 seconds before introducing the striking element.

Where the Skill Fits in ...

- Improves hand eye coordination;
- Introduces the concept of direction and speed;
- Develops grip strength.

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Safety Points ...

- Ensure adequate space and establish strict rules around swinging clubs;
- All to putt in the same direction to avoid tripping over loose golf balls.

Challenges / Changes ...

- Increase the distance to the target zone;
- Reduce or increase the size of the target zone(s);
- Athletes who are unable to grip a golf club might slide a bean bag /ball from hand;
- Alter the colour or weight of the golf ball (light practice ball/traditional golf ball);
- Use a larger ball to make the task a little easier;
- Slide a beanbag across the floor if the athlete cannot grip a golf club;
- A target cup may help athletes who find it difficult to gauge pace.



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Kicking and Striking

Tunnel Push

How to ...

Athlete pushes ball through the sloped tunnel/cylinder trying to knock plastic cups at other side of table.

Level 1

Assist athlete to pick up ball, and guide hand towards opening of cylinder. Tell them to “let go” of the ball.

Level 2

Verbal instructions are permitted at this level, such as “lift your hand up higher” or “push the ball into the tunnel”.

Level 3

Athletes should be able to grasp the ball, and place it at opening of tunnel, then push it without any verbal, visual or physical support.



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Tunnel Push

Tunnel Push

Kicking and Striking

Equipment ...

- Golf ball/other small ball;
- Cardboard or plastic tube fixed in place sloping towards the target;
- Item such as a book to place under tube in order to raise one end;
- Plastic cups.

Coaching Tips ...

- Demonstrate activity first;
- Adjust height of tunnel to whatever suits athlete best.

Safety Points ...

- Clear the area between participants performing the skill to avoid fallen cups becoming a trip hazard.

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Challenges / Changes ...

- Use different size/weight/colour balls;
- Encourage athlete to “aim” the tunnel before putting the ball in;
- Leave gap between cups.

Where the Skill Fits in ...

- Hand eye coordination is developed;
- Grasp and release is needed;
- The concept of aim and direction can be introduced;
- The concept of “cause and effect” is introduced (when you push the ball it knocks the cups).



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Kicking and Striking

Target Shooting (Ball Kick/Unihoc Push)

How to ...

Athlete starts from a stationary point 2, 4 or 6 metres from the goal line.

Athlete kicks ball/pushes hockey puck forward towards a goal.

Level 1

Physical prompts may be given, for example by guiding the lower leg/foot or the stick towards the ball/puck. Verbal instructions or visual demonstrations may also be necessary.

Level 2

The skill will be performed with verbal or visual prompts only. Possible examples might include directional arrows, coloured cones etc.

Level 3

Athletes should be able to kick the ball/push the puck independently with no physical, verbal or visual prompts.



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Target Shooting

Kicking and Striking

Equipment ...

- Ball (e.g. sponge ball, football, gym ball etc);
- Goal posts (Height 45cm x Width 60cm);
- Cone/tee marker if required;
- Unihoc sticks and ball/puck.

Coaching Tips ...

- Vary size of ball from larger to standard size;
- Identify dominant foot/side and place the ball accordingly;
- Use an appropriately sized stick for the athlete (i.e. hip height);
- Use a cone or tee to assist wheelchair users/mobility impaired athletes;
- Direct attention towards the goal;
- Encourage dominant hand on top of stick. Use of a Velcro glove may assist grip.

Challenges / Changes ...

- Vary size/colour of ball;
- Increase the distance from target;
- Provide a scoring zone within the target area;
- Target area/goal may be increased or decreased in size to modify the challenge.

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Safety Points ...

- Adequate space when approaching and striking;
- Adequate supervision;
- Wheelchair users should have the wheelchair in the stationary position with brakes on.

Where the Skill Fits in ...

- Enhances hand-eye/foot-eye coordination;
- Balance improved;
- Lower body strength and flexibility developed (Kick);
- Opportunity to increase upper body strength (Hockey push);
- Encourages introduction of opposing foot/hand actions;
- Concept of aim and direction introduced;
- Enhancing balance and self-esteem;
- Skill is being learned in a sport-specific context.



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Kicking and Striking

Dodge 'n' Dribble

How to ...

Athlete will dribble the ball from Point A to Point B over a distance of 6 metres using their feet/hockey stick. The athletes should stay in a 2 metre channel (6m length x 2m width).

Level 1

Physical assistance may be provided such as guiding the athlete through the prescribed zone/cone pattern – for example by hand to elbow support or by directing the hockey stick.

Level 2

Athletes may be supported by verbal instructions. Cues such as “keep the ball close”, “keep the stick on the ground” or directional cues may be useful.

Level 3

The athlete should be able to dribble the ball through the prescribed pattern or zone without any verbal, visual or physical assistance or support.



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Dodge
'n'
Dribble

Kicking and Striking

Equipment ...

- Ball (varying sizes);
- Cones/tee markers;
- Tape to mark out a channel;
- Unihoc stick.

Coaching Tips ...

- Encourage athletes to move the ball slowly through the channel at first;
- Identify the athlete's dominant foot/hand;
- Use a slow-moving (e.g. sponge ball) for greater control;
- A ball with a bell may help convey the idea of keeping the ball close/ in control — e.g. fast ringing, the ball is moving too fast/kicking too hard;
- Encourage athletes to move their feet and stick around the cones as well as the ball;
- Use wider spacing of the cones when first introduced and gradually decrease the distance between cones and introduce a slalom.

Safety Points ...

- Ensure adequate space for athletes to move within, allowing for the ball to stray without creating a hazard;
- Ensure athletes keep their heads up observing obstacles;
- Ensure supportive footwear as directional changes are needed.

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'n' Dodge Dribble



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Challenges / Changes ...

- Dribble straight through the channel;
- A slightly heavier ball will run away a little less;
- Use a larger ball to help athletes' control;
- Introduce a series of cones to move around (i.e. zig —zag) as athletes become more proficient;
- Increase the number of cones/decrease distance between cones and introduce a serpentine to increase difficulty.

Where the Skill Fits in ...

- Hand-Eye and Foot-eye coordination developed in a dynamic setting;
- Multi-tasking is developed as the athlete moves the ball but must also observe the surrounding area;
- Agility is developed when cones are introduced;
- Progression opportunities to structured sport.



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Kicking and Striking

Knock 'em Down with a Stick

How to ...

Small cones are balanced on top of larger cones. Athlete knocks smaller cones down with a stick.

Level 1

Athlete can be moved into position, then assisted to raise stick and told "knock the cone" or "move stick over and back".

Level 2

Verbal prompts such as "hit the cone" or "move closer" can be used.

Level 3

Athlete should be able to perform the task without any verbal or physical assistance.



Motor Activities Training Programme

**Knock
'em
Down
with a
Stick**

Knock
'em
Down
With a
Stick

Kicking and Striking

Equipment ...

- 4 large cones;
- 4 small cones, placed upside down on top of larger cones;
- Plastic stick (same as used for hurdles).

Coaching Tips ...

- Velcro glove may be useful to assist gripping stick;
- Observe which is athlete's dominant hand;
- Use two hands on stick if necessary;
- Sticks of different diameter may be easier to grip.

Safety Points ...

- Allow enough space around the activity to avoid anyone getting hit with a stick.

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Challenges / Changes ...

- Vary objects placed on top of cones – different shapes and sizes may be easier or more difficult to knock (e.g tennis ball is difficult to hit, balloon will fall off with the slightest touch);
- Taping a tube (e.g. kitchen roll insert) onto a wheelchair tray, then passing the stick through this may give additional support.

Where the Skill Fits in ...

- Use of a hand-held object to strike a stationary object;
- Develops grip and upper body mobility;
- Enhances hand eye coordination.



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Kicking and Striking

When Push Comes to Shove

How to ...

Athlete attempts to initiate movement in a ball by using a brush /long stick.

Level 1

Use physical and verbal assistance such as supporting movement at elbow or prompting athlete to “push the ball” .

Level 2

Verbal prompts only such as “push the ball” or “walk forward” .

Level 3

Athlete should be able to perform the task without any verbal or physical assistance.

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When
Push
Comes
to Shove

When
Push
to Shove

Kicking and Striking

Equipment ...

- Large gym ball;
- Light sweeping brush/floor hockey stick.

Coaching Tips ...

- Velcro glove may be useful to assist gripping stick;
- Observe which is athlete's dominant hand;
- Use two hands on stick if necessary;
- Sticks of different diameter may be easier to grip.

Challenges / Changes ...

- Replace gym ball with football, hockey puck or a jingle ball
- Introduce a target (goal) or a line which the ball must pass.

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Safety Points ...

- Allow enough space around the activity to avoid anyone getting hit with a stick.

Where the Skill Fits in ...

- Use of a hand-held object to strike a stationary object;
- Develops grip and upper body mobility;
- Enhances hand eye coordination.

Motor Activities Training Programme

Foreword

This Motor Activities Training guide and supporting equipment has been developed to ensure that a consistent and structured approach is in place in order to offer a quality training experience for athletes participating in the Special Olympics Ireland programme.

Special Olympics Ireland is most grateful for the support of Pobal.

To find out more about Special Olympics Ireland and the clubs in your area, please visit www.specialolympics.ie and click on the relevant page for your region.

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Motor Activities Training Programme

Introduction

History of the Motor Activities Training Programme

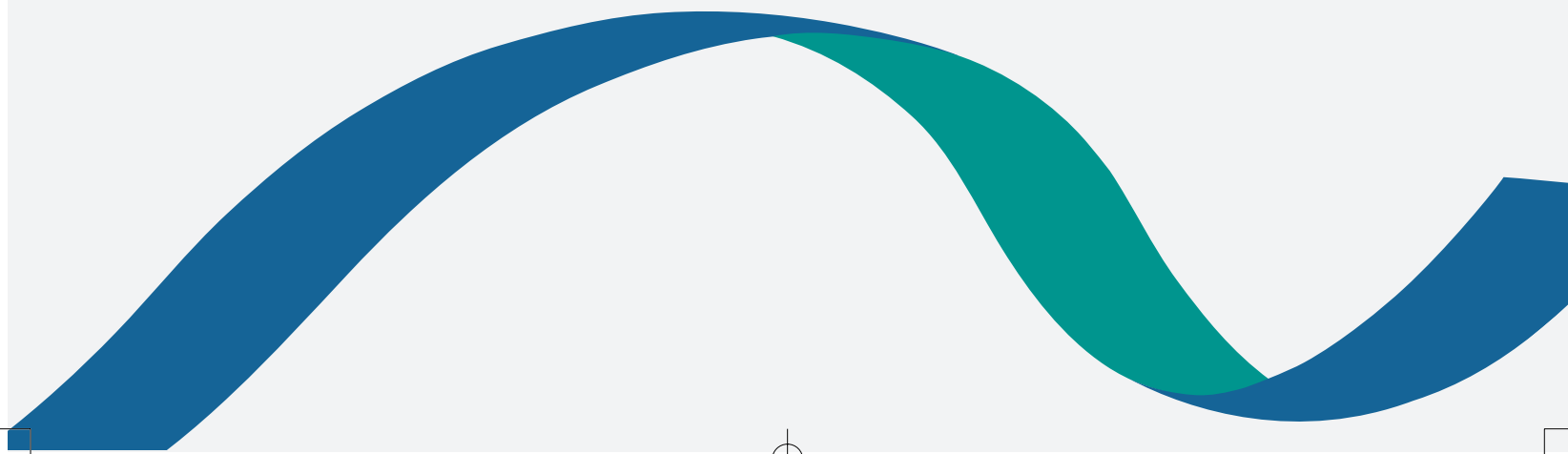
Special Olympics Ireland initially offered Olympic-type sports including athletics, aquatics, football and basketball. With the programme's expansion over the years, it became evident that there was a population of children and adults with an intellectual disability who, due to their skill or functional abilities, were unable to participate and compete in traditional sports. This led to the development of a specifically designed training programme, known as the Motor Activities Training Programme (MATP).

What is the Motor Activities Training Programme?

Special Olympics' MATP provides a comprehensive motor skill training and recreation programme, which can be delivered by coaches and volunteers in the affiliated group. It is a non-competitive programme emphasising training, skill development and participation, rather than competition. It provides athletes with an opportunity to demonstrate their learned skills through area, regional and Special Olympics Ireland Motor Activities events.

Who is the programme designed for?

The MATP is designed for people with an intellectual disability who do not have the cognitive ability and/or physical skills necessary to participate in the official Special Olympics programme. Athletes may have little or no control over their movement and may need assistance in order to participate in the activities outlined in this guide.




Motor Activities Training Programme

What does the programme aim to achieve?

The MATP is designed to help athletes develop a variety of gross and fine motor skills, which may improve functional independence in daily life and/or ultimately enable progression to official events in Special Olympics sports. It provides athletes with an opportunity to:—

- Train in a particular skill at a level appropriate to his/her stage of development, without comparison to others. With quality training, the athlete may progress through levels to more complex skills or ultimately to an official Special Olympics event;
- Perform their personal best effort in a selected skill and level following a training programme, culminating in an event during a regular Special Olympics competition or during a specific MATP event;
- Acquire skills considered essential in the recognised skill progressions leading to participation in official Special Olympics competitions.

MATP can also provide athletes with a number of other benefits including:

- Improved physical fitness;
 - Improved self confidence and self esteem;
 - Increased social interaction and positive experiences of being part of a group;
 - Opportunities to display their abilities;
 - Improved concentration;
 - Reduced behavioural /mental health issues.
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Motor Activities Training Programme

How does the programme work?

The MATP consists of several groups of activities focusing on the development of fundamental motor skills and some simple fundamental sports skills. Through these activities – offered at differing levels of complexity/difficulty – an athlete can participate in an appropriate activity geared to his/her individual ability level.

There are three groups of activities which focus on the development of the same fundamental movements and sports skills through similar activities:

- Hand-Eye Co-ordination;
- Kicking and Striking;
- Travelling.

Hand-Eye Co-ordination

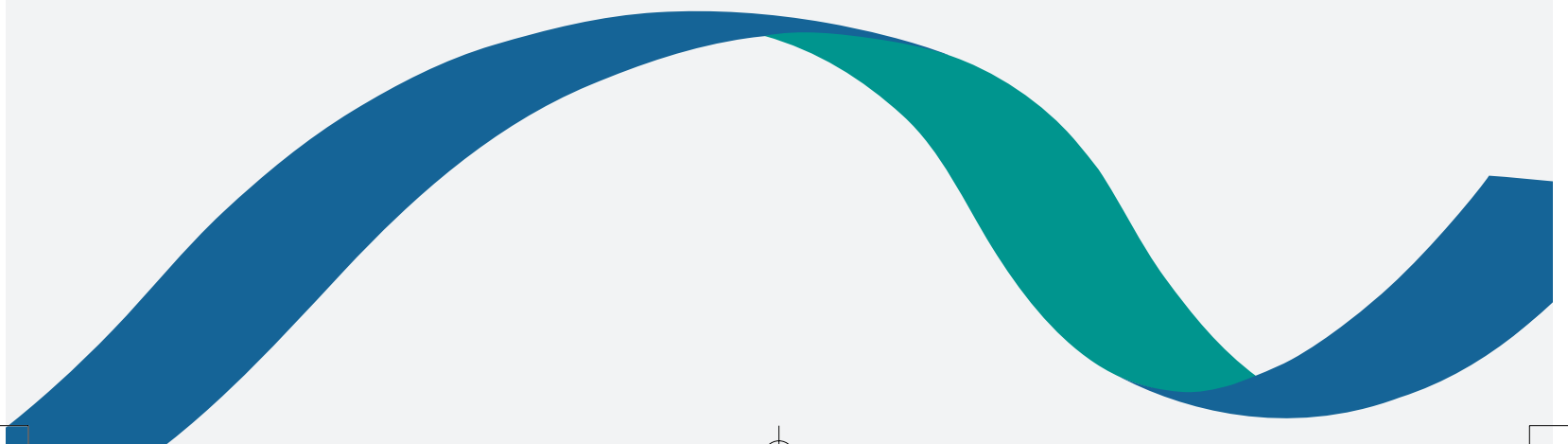
The focus is on grasping, pushing and lifting activities which will assist in the development of the athletes' hand-eye co-ordination.

Kicking and Striking

Expanding on the skills developed in the hand-eye co-ordination section, these activities introduce the idea of foot-eye coordination, using a handheld object to strike a stationary/moving object, and gradually introduce direction and targeting.

Travelling

The participant moves the whole body across the floor, in walking, pushing, jumping or rolling activities.



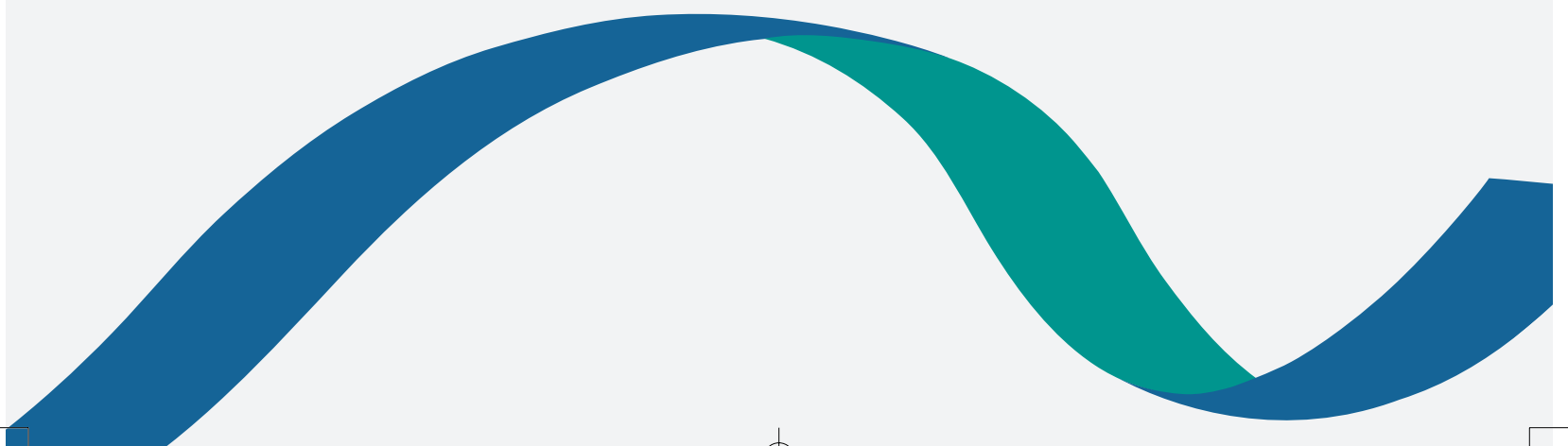
Motor Activities Training Programme

The structure of the programme is such that as an athlete's skill level develops and he/she successfully completes a skill at a particular level, they should be challenged to develop more complex aspects of the skill until they can successfully complete it independently, or utilise the skills learned in taking on the challenge of a new activity.

Equipment

The MATP has a recommended kit containing a range of safe, brightly coloured, textured, fun and stimulating equipment. All activities are carried out using suitable equipment from the official MATP equipment bag.

Note: A standard set of equipment is identified for a MATP event. However, the equipment is interchangeable within each category of event. In training with athletes, coaches are encouraged to vary the equipment used to help stimulate the athlete and make the activities fun and exciting.



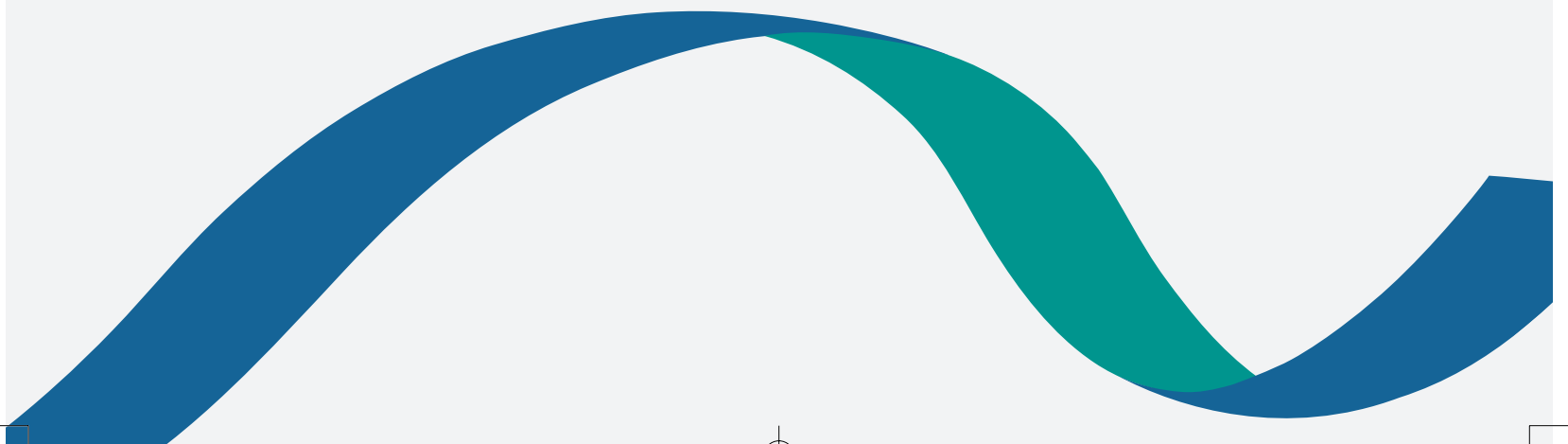
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Training

The MATP allows coaches to assist athletes in demonstrating a skill. However, coaches must be careful to provide the appropriate level of assistance to the athlete in line with the following guidelines. The challenge for a coach is to determine whether the athlete can complete components of the task independently or with assistance.

The goal of assisting and prompting athletes is to provide support to the athlete, appropriate to their ability level, to successfully demonstrate the chosen activity. The following are three basic guidelines for the coach to assist a MATP athlete.

- Know each athlete's ability and determine how much assistance he/she needs;
- Allow time for the athlete to independently perform as much of the movement as possible;
- Provide assistance only when required;
- Identify the best method of communicating with an athlete (e.g. physical, verbal, gesture).

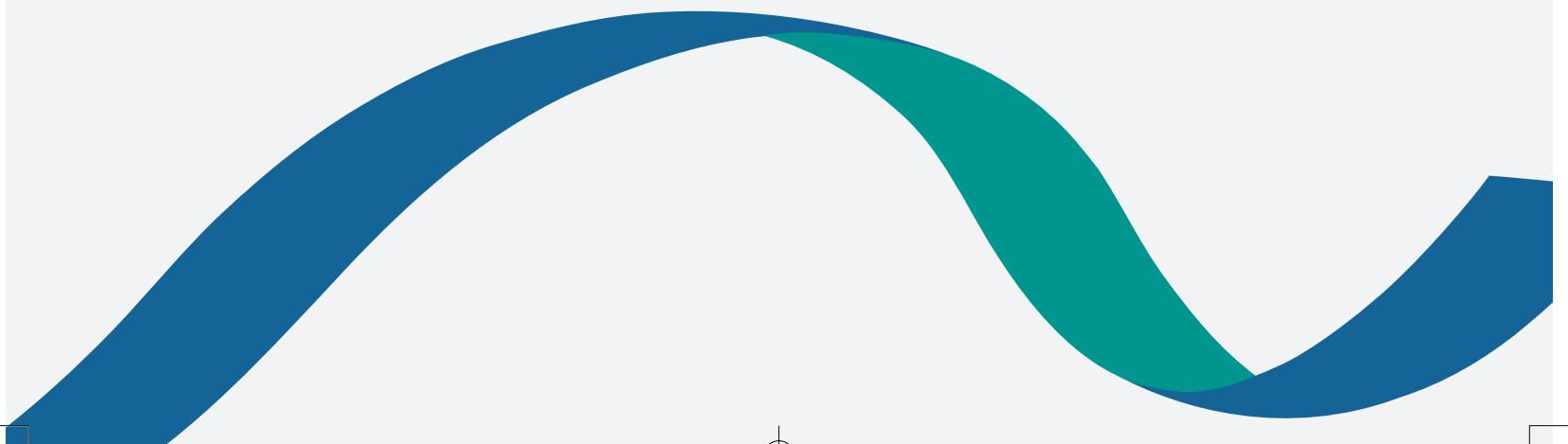


Motor Activities Training Programme

Prompts

A prompt is a request, signal or sign given to an athlete that indicates a desired movement or action. Coaches may use a variety of verbal, tactile or visual techniques to prompt athletes while they are learning to perform a skill. It is essential that prompts are short, simple and easily understood. Prompts should be introduced from the time the athlete commences training and used throughout each training session in order for both the coach and athlete to become familiar with them. There are three main types of prompts which are subsequently overviewed.

- **Physical prompts** or tactile prompts are used to initiate movement or encourage a desired movement without the coach assisting the athlete through the total movement or sport skill. An example of physical prompt is to touch the back of the athlete's knee to encourage him/her to move the leg for walking.
- **Verbal prompts** may be used when demonstrating a skill and/or when an athlete is practicing the skill. They are words or phrases with which the athlete is familiar which emphasise movements or tell the athlete what you would like him/her to do, such as, "lift your arms" or "hold the racquet longer."
- **Visual prompts** are used when demonstrating a movement or sport skill. Visual prompts should be used even if the athlete has no voluntary control over movement and needs total assistance to complete the skill. For athletes that require total assistance, two coaches or other volunteers may be needed in order to provide both visual prompts and safe total assistance. Visual prompts can include performing the skill alongside of the athlete, or using sign language to signal the athlete.



Motor Activities Training Programme

Levels

The activities in the MATP are offered at three levels. These levels provide an excellent structure for a training programme in developing each skill, providing the athlete with the opportunity to progress from maximum support/assistance to successfully demonstrating the task independently. Each of the activities within the programme can be demonstrated at an MATP event.

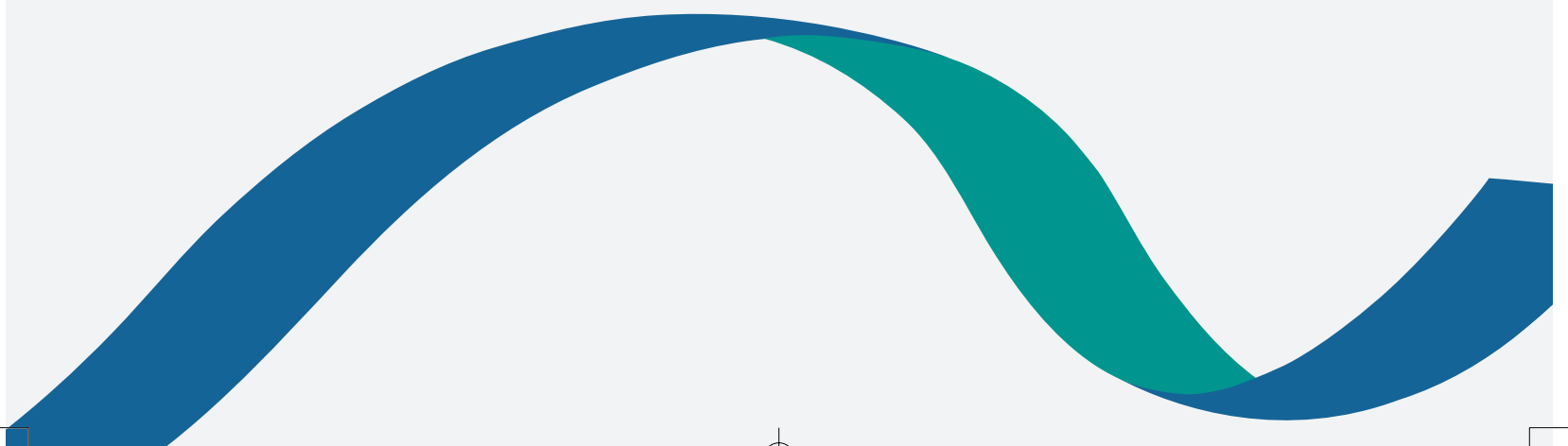
Level 1 — Physical / Verbal / Visual Prompts

Physical, verbal and/or visual prompts may be used to assist the athlete with the entire activity. The amount of assistance needed varies from athlete to athlete and will lessen as the athlete progresses.

Example: To perform a ball push using a bat, a coach may need to place the athlete's hands on the table-tennis bat and physically move the athlete's arms through the stroke. To kick a football a coach may need to touch the back of the knee or ankle of athletes and verbally prompt them to kick the soccer ball. These are examples of assistance or prompts at this level.

Safety Note

Whenever possible, coaches should **provide assistance at the joints** so that the athlete's neurological system may receive specific sensory information about the movement. However, to avoid potential harm to the athlete, coaches should **never grasp and pull only the fingers or hands** when attempting to encourage movement.



Motor Activities Training Programme

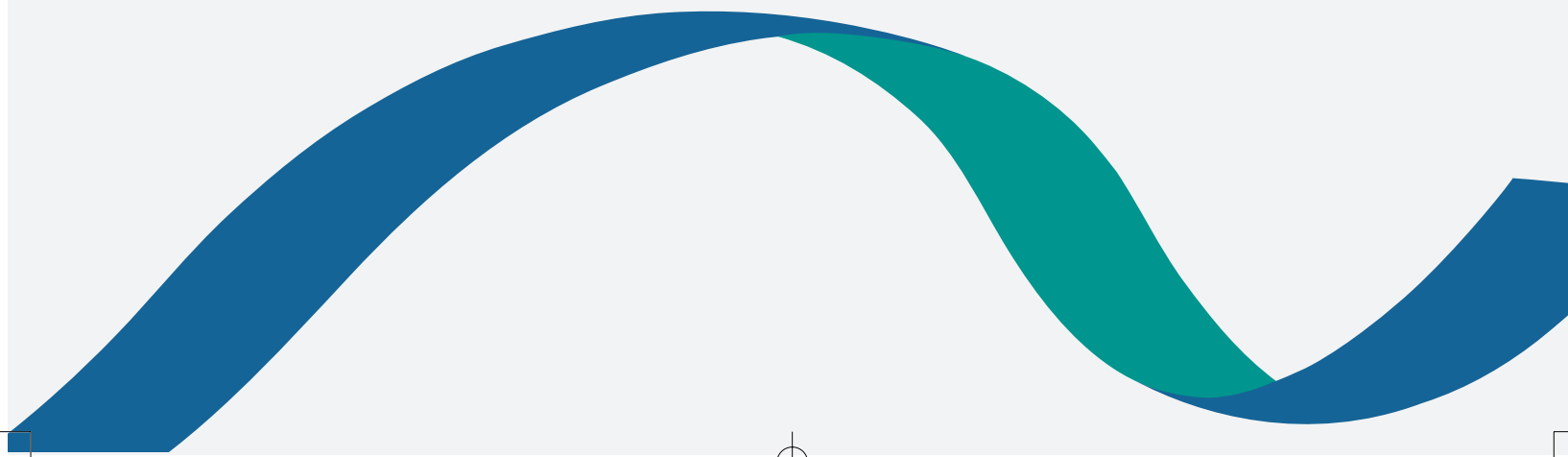
Coach Hints

It is important for the coach to be observant of the progress of their athlete. When assisting an athlete with grasping and rolling a ball, if the coach notices that the athlete is beginning to move his/her fingers independently, then they may be able to place the athlete's fingers on the ball and just slightly curl the fingers towards the ball, physically or verbally prompting the athlete, allowing him/her to finish the task without assistance. While this will not mark progress to the next level immediately, it is by observing and acting upon these developments that the coach may be able to reduce and ultimately withdraw the physical assistance.

Level 2 – Verbal Prompts

Verbal prompts are only permitted at this level when demonstrating the chosen skill. Similarly to Level 1, the amount of verbal prompts required by each athlete may vary greatly, with some athletes requiring step-by-step instructions, while others may be sufficiently confident and competent in demonstrating the skill that they need only minimal instruction.

- Example: an athlete may be able to propel his/her wheelchair forward with verbal encouragement from the coach but is unable to travel more than one metre;
- Some athletes may be able to reach out towards the bean bag on instruction but may require further verbal instruction to grasp and then to lift the bean bag.



Motor Activities Training Programme

Once again it is important for the coach to be continually aware of the progress the athlete is making and be vigilant for any developments.

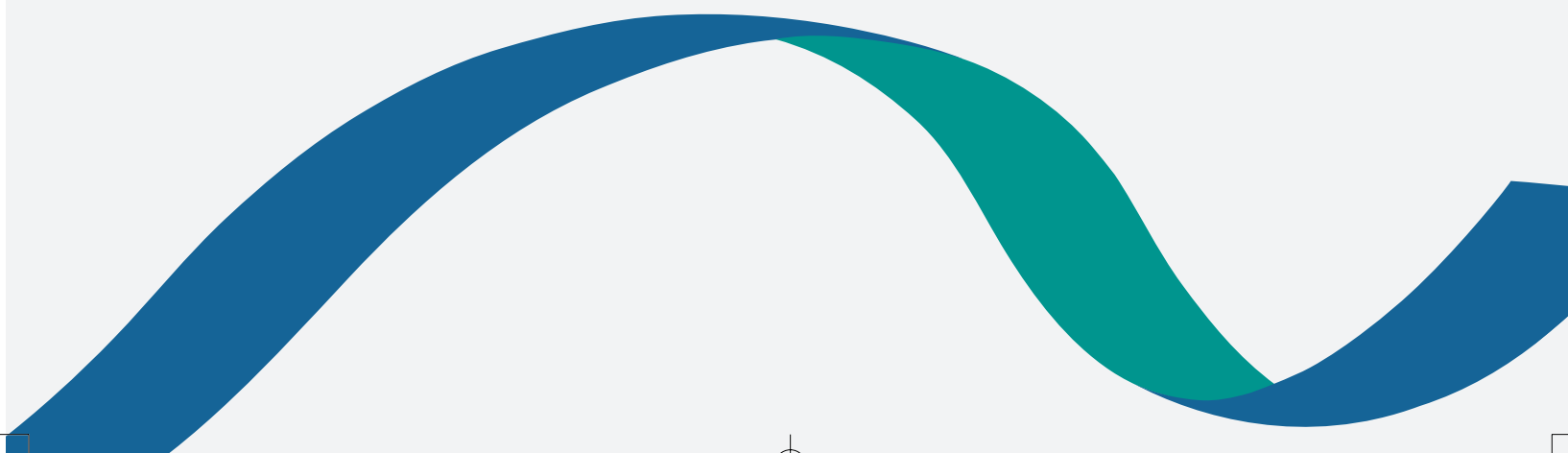
Example: If the coach notices the athlete is preparing for the next phase of the skill before the verbal instruction is given, he/she should consider slowly withdrawing that verbal command. Similarly to the progression from Level 1, the coach may not necessarily withdraw all verbal commands at one time, but rather gradually reduce the instruction.

Level 3 — Independent

The athlete should demonstrate the skill independently, that is without any physical, verbal or visual prompts.

The varying levels of assistance are of value as they provide opportunities for any athlete, regardless of their ability level, to:—

- Participate in fun activities and events;
- Participate in a sport-oriented activity;
- Interact with peers;
- Be exposed to different types of equipment;
- Experience different environments and sounds;
- Participate in group activities and games;
- Experience belonging to a group.



Motor Activities Training Programme

Group of Activities: Hand-Eye Co-Ordination

Aim ...

The athlete will be able to demonstrate a variety of skills focusing on the development of hand-eye co-ordination.

Outcome of Group of Skills ...

This group of activities focuses on hand-eye co-ordination. The athlete and coach have the opportunity to explore a variety of skills in this area, from reaching, pushing, grasping, lifting and ultimately in releasing. Within each skill, the three levels of demonstration are maintained providing a smooth transition between skills and encouraging continuous development.

List of Activities ...

- Ball Push;
- Ball Lift Large;
- Bean Bag Lift;
- Ball Lift Small;
- Short Bowling;*
- Tenpin Bowling.*

** Ramps are permitted in Short Bowling and Tenpin Bowling for wheelchair users or an athlete with a significant physical disability only.*



Motor Activities Training Programme

Group of Activities: Hand-Eye Co-Ordination

General Potential Benefits of Training in this Group of Activities ...

The complexity of skills increases across the group, from making contact between hand and object in the Ball Push, to increasing the focus on development of fine motor skills such as grasping in the Bean Bag Lift, and finally, introducing a striking element in the bowling activities.

Areas explored & developed include:—

| Activity | Hand-Eye Co-Ordination | Grasping | Grip Strength | Upper Body Strength | Core Strength | Throwing |
|-----------------|------------------------|----------|---------------|---------------------|---------------|----------|
| Ball Push | * | | | | | |
| Large Ball Lift | * | * | * | * | * | * |
| Bean Bag Lift | * | * | * | | | * |
| Small Ball Lift | * | * | * | | | |
| Short Bowling | * | | | * | | |
| Tenpin Bowling | * | | | * | * | |



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Hand-Eye Co-Ordination

Bean Bag Lift



How to ...

The athlete will lift the bean bag with physical, verbal and visual prompts as required.

Level 1

The athlete will lift the bean bag with physical assistance by guiding the hand at the elbow or shoulder.

Level 2

The athlete will lift the bean bag with verbal or visual prompts. Verbal prompts such as "reach for the ball" or "close your fingers on the ball" may be used.

Level 3

The athlete will lift the bean bag independently.

Motor Activities Training Programme

**Bean
Bag
Lift**

Hand-Eye Co-Ordination



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Equipment

- Bean Bag (variety of colours, shapes, textures);
- Table and chair;
- Basket/Container (for further training).

Coaching Tips

- If the athlete finds it difficult to grasp the bean bag, the coach may provide hand-over-hand assistance to achieve this;
- Practicing the skill with sponge/rubber balls may help develop the grasping skill by providing a more grippable surface.

Where the Skill Fits in ...

- Developing grip strength and fine motor skills;
- May improve functional independence (e.g. feeding or other daily living tasks requiring grip or other fine motor skills).

Safety Points

- Position bean bag at a starting point within the athlete's reach to prevent overstretching.

Challenges / Changes

- Vary the shape and size of the bean bag;
- Vary the starting point of the bean bag;
- Use one/two hands, dominant or non-dominant hand;
- Drop the bean bag into a container once lifted.

Motor Activities Training Programme

**Bean
Bag
Lift**

Ball Lift Large

How to ...

Athlete reaches for a large ball and grasps in one or two hands and lifts from its resting surface either seated at a table or seated on the floor.

Level 1

Physical prompts may be given by guiding the hand at the elbow or wrist or prompting the athlete to grasp. Verbal instructions or visual demonstrations may also be necessary. Hand-over-hand guidance may be required in order to prompt the athlete to grip/grasp the ball (e.g. the coach may slightly curl the athletes hand around the ball).

Note: The athlete must perform the lift independently

Level 2

The skill will be performed with verbal or visual prompts only. For example a visual demonstration may prompt an athlete to commence the skill. Verbal prompts such as "reach for the ball" or "close your fingers on the ball" may be used.

Level 3

Athletes should be able to reach for and lift the ball independently with no physical, verbal or visual prompts.



Motor Activities Training Programme

Ball
Lift
Large

Hand-Eye Co-Ordination



Equipment

- Large Ball (eg. sponge ball, rubber ball, football, basketball);
- Table and chair;
- Gym mat (if seated on the floor).

Coaching Tips

- To stimulate the interest of the athlete, vary the type of ball used;
- Vary the starting location of the ball;
- Allow athletes to explore the texture and feel of the ball before training with it;
- Coaches should always be vigilant for the athlete commencing new components of the skill independently and encourage this at all times;
- Vary weight of the ball to develop grip and wrist strength.

Where the Skill Fits in ...

- Increase upper body strength in lifting ball;
- Improve gross motor control of arms.

Safety Points

- Adequate space;
- Secure Table;
- Adequate supervision.

Challenges / Changes

- Vary size, shape, texture, weight of ball;
- In training, a further level of complexity may be added by encouraging the athlete to drop the lifted ball into a box/basket or throw it to a designated point.

Motor Activities Training Programme

Ball
Lift
Large



Hand-Eye Co-Ordination

Ball Lift Small

How to ...

Athlete reaches for a small ball and grasps in one or two hands and lifts from its resting surface.

Level 1

Physical prompts may be given by guiding the hand at the elbow or wrist or prompting the athlete to grasp. Verbal instructions or visual demonstrations may also be necessary. Hand over hand guidance may be required in order to prompt the athlete to grip/grasp the ball (e.g. the coach may slightly curl the athletes hand around the ball).

Note: The athlete must perform the lift independently.

Level 2

The skill will be performed with verbal or visual prompts only. For example a visual demonstration may prompt an athlete to commence the skill. Verbal prompts such as "reach for the ball" or "close your fingers on the ball" may be used.

Level 3

Athletes should be able to reach for and lift the ball independently with no physical, verbal or visual prompts.



Motor Activities Training Programme

Ball
Lift
Small

Hand-Eye Co-Ordination



Equipment

- Small Ball (sponge ball, rubber ball, tennis ball, softball);
- Table and chair.

Coaching Tips

- To stimulate the interest of the athlete, vary the ball used;
- Vary the starting location of the ball;
- Allow athletes to explore the texture and feel of the ball before training with it;
- Coaches should always be vigilant for the athlete commencing new components of the skill independently and encourage this;
- Vary weight of the ball to develop grip and wrist strength.

Where the Skill Fits in ...

- Hand-eye co-ordination enhanced;
- Fine motor skills developed and grip strength improved.

Safety Points

- Adequate space;
- Secure table;
- Adequate supervision;
- Clear rules if throwing skills are introduced as a further challenge (ie. all throw in the same direction).

Challenges / Changes

- Vary size, shape, texture, weight of ball;
- In training, a further level of complexity may be added by encouraging the athlete to drop the lifted ball into a box/basket or throw it to a designated point.

Motor Activities Training Programme

Ball
Lift
Small



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Hand-Eye Co-Ordination



Ball Push

How to ...

The athlete will use his/her hands to push the ball forward. The athlete may be seated at a table or on the floor.

Level 1

The athlete will push the ball forward with physical, verbal or visual prompts. Physical prompts may be best provided by supporting the athlete at the upper arms. Demonstrations by the coach may also be useful in prompting movement.

Level 2

The athlete will push the ball forward using one or both hands with verbal or visual prompts. The coach may provide simple instructions such as "stretch out your arms" / "reach for the ball".

Level 3

The athlete will push the ball forward independently.

Motor Activities Training Programme

Ball
Push

Hand-Eye Co-Ordination



Equipment ...

- Large or small ball (e.g. sponge ball, light plastic ball, tennis ball, football, basketball);
- Table and chair;
- Gym mat.

Coaching Tips ...

- If seated at a table irrespective of whether the athlete is a wheelchair user or not, ensure the space between the chair/wheelchair is comfortable;
- If seated on the floor, the athlete should sit in the straddle position with the ball between his/her legs.

Where the Skill fits in ...

- Hand-eye co-ordination will be developed;
- Grasp may be introduced developing fine motor skills;
- As the athlete progresses through the levels, the concept of direction may be introduced.

Safety Points ...

- Ensure adequate floor area if seated on the floor;
- If seated at a table, ensure ball rolling off a table will not create a hazard;
- If the athlete is a wheelchair user, ensure there is sufficient space between the table and wheelchair;
- To prevent overstretching ensure ball starting placement is suitable.

Challenges / Changes

- Change the ball size, shape, texture to provide varying stimuli;
- Use one or both hands to push the ball;
- Introduce the concept of direction in pushing the ball.

Motor Activities Training Programme

Ball
Push

Short Bowling

How to ...

The athlete stands at a marked foul line and rolls the ball with one hand or both hands in the direction of the target pins to knock them down. The 10 pins are set in a triangular formation at a distance of 2metres. Each athlete rolls two frames. A frame consists of two consecutive rolls of the ball, without the pins being replaced between rolls.

Level 1

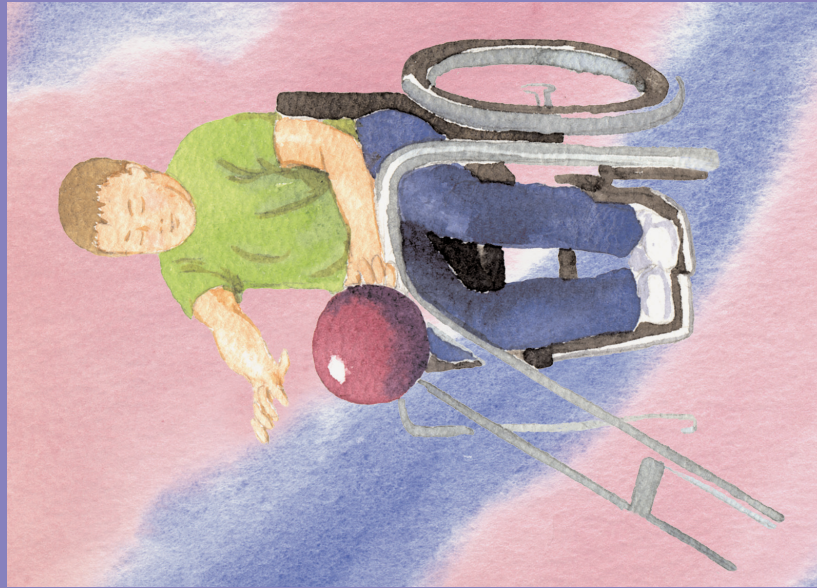
The athlete can, with both verbal and physical prompts, roll the ball in the direction of the pins in an attempt to knock them down. For example for a ramp bowler, this may include hand-over-hand prompting, encouraging correct hand placement. For non-ramp bowlers, it may be useful to use hand-over-hand prompting while performing the skill as a mirror image of the coach.

Level 2

The athlete can, with verbal prompts, roll the ball in the direction of the pins in an attempt to knock them down. Examples of verbal prompts for non-ramp bowlers may be "swing the arm", "release the ball", while for ramp bowlers it may be more beneficial to use prompts such as "place your hands on the ball" and "push the ball".

Level 3

The athlete can roll the ball independently in the direction of the pins in an attempt to knock them down.



Hand-Eye Co-Ordination



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Equipment ...

- 10 plastic bowling pins;
- 1 plastic bowling ball - 30cm in diameter;
- Pins set in regulation triangular formation for tenpin bowling;
- Foul line should be marked in black tape 2m from the head pin.

Coaching Tips ...

- Ensure the area at the pins is clear of all athletes, coaches, event personnel, etc;
- Knocked pins should be cleared from the "pin deck" after the first and third ball has been rolled and all 10 pins must be reset after the second ball has been rolled;
- At all times athletes should be encouraged to roll the ball and not to throw the ball as this may result in an over-arm throwing motion and may cause confusion for athletes;
- Regulation pin formation should be used.

Safety Points ...

- Adequate space. Volunteers assigned to collect loose balls/pins immediately following each attempt.

Challenges / Changes

- For all levels if an athlete is a wheelchair user or has a significant physical disability which does not allow them to stand to roll the ball, the athlete may use an approved bowling ramp. To increase difficulty, foul line can be extended to 5m.

Where the Skill Fits in ...

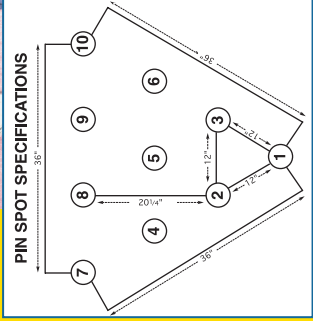
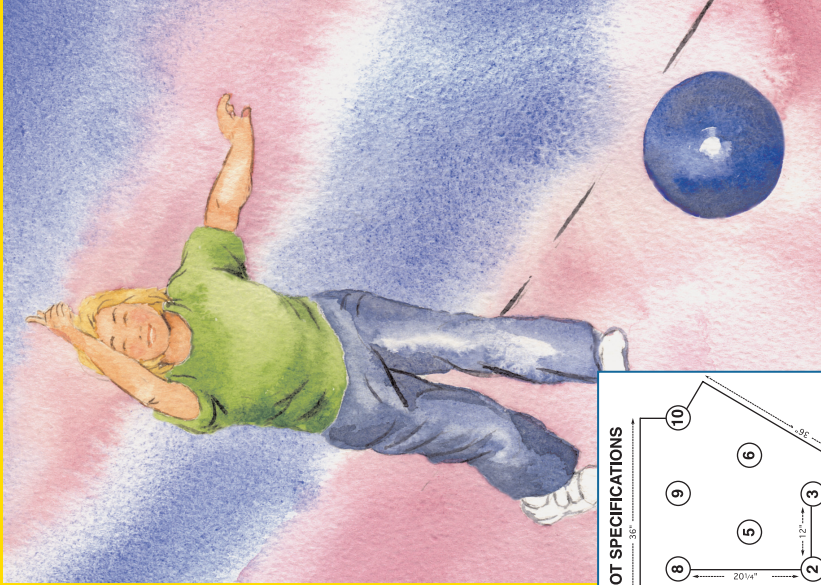
- This activity introduces the concept of aim and direction;
- Upper body strength is developed;
- The concept of sports rules is introduced through use of a foul line.

Motor Activities Training Programme

Short
Bowling



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Motor Activities Training Programme

Hand-Eye Co-Ordination

Tenpin Bowling

How to ...

The athlete must stand at a marked foul line and roll the ball either with one hand or both hands in the direction of the target pins to knock them down. The 10 pins are set in a triangular formation at a distance of 5metres. Each athlete rolls two frames. A frame consists of two consecutive rolls of the ball, without the pins being replaced between rolls.

Level 1

The athlete can with both verbal and physical prompts roll the ball in the direction of the pins in an attempt to knock them. For example for a ramp bowler, this may include hand over hand prompting, encouraging correct hand placement. For non-ramp bowlers, it may be useful to use hand over hand prompting while performing the skill as a mirror image of the coach.

Level 2

The athlete can with verbal prompts roll the ball in the direction of the pins in an attempt to knock them. Examples of verbal prompts for non-ramp bowlers may be "swing the arm", "release the ball", while for ramp bowlers it may be more beneficial to use prompts such as "place your hands on the ball" and "push the ball".

Level 3

The athlete can roll the ball independently in the direction of the pins in an attempt to knock them.

Hand-Eye Co-Ordination



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Equipment

- 10 regulation bowling pins;
- 1- 6lbs bowling ball;
- Pins set in regulation triangular formation for tenpin bowling;
- Foul line should be marked in black tape 5m from the head pin.

Coaching Tips

- Ensure the area at the pins is clear of all athletes, coaches, event personnel, etc;
- Knocked pins should be cleared from the "pin deck" after the first and third ball has been rolled and all 10 pins must be reset after the second ball has been rolled;
- At all times athletes should be encouraged to roll the ball and not to throw the ball as this may result in an over-arm throwing motion and may cause confusion for athletes.

Safety Points

- Adequate space. Volunteers assigned to collect loose balls/pins immediately following each attempt.

Challenges / Changes

- For all levels if an athlete is a wheelchair user or has a significant physical disability which does not allow them to stand to roll the ball, he/she may use an approved bowling ramp.

Where the Skill Fits in ...

- This activity introduces the concept of aim and direction;
- Upper body strength is developed;
- The concept of sports rules is introduced through use of a foul line.

Motor Activities Training Programme

Motor Activities Training Programme

Group of Activities: Travelling

Aim ...

The athlete will be able to demonstrate the movement of the whole body from a designated starting point to a designated finishing point.

Outcome of Group of Skills ...

This group of skills focus on movement of the whole body. Athletes will learn to move in a variety of fun and exciting ways (rolling, walking, jumping) while at the same time developing fundamental motor skills which will provide a foundation for the possible future development of fundamental sports skills and improved functional independence.

List of Activities ...

- Log Roll;
- Wheelchair Push;
- Walking;
- Hurdle Step;
- Step and Jump.



Motor Activities Training Programme

Group of Activities: Travelling

General Potential Benefits of Training in this Group of Activities ...

This group of activities allows coaches and athletes to explore a variety of ways of moving the whole body from point-to-point.

Each activity focuses on a different set of fundamental motors skills, gradually introducing greater independence through the levels outlined, and providing opportunities for coaches to vary the focus of the activity during training, placing the emphasis on different fundamental skills.

Areas explored & developed include:—

| Activity | Posture | Core Strength | Upper Body Strength | Walking | Jumping | ABCS | Lower Body Strength |
|-----------------|---------|---------------|---------------------|---------|---------|------|---------------------|
| Log Roll | * | | | | | | |
| Wheelchair Push | | * | * | | | | |
| Walking | * | * | | * | | * | * |
| Hurdle Step | * | * | | * | | * | * |
| Step and Jump | * | * | | | * | * | * |

Travelling

Log Roll

How to ...

Cover the floor area with a number of mats. Athletes should lie on their back with arms and legs extended. Roll with/without assistance onto the front and onto the back again keeping the body straight.

Level 1

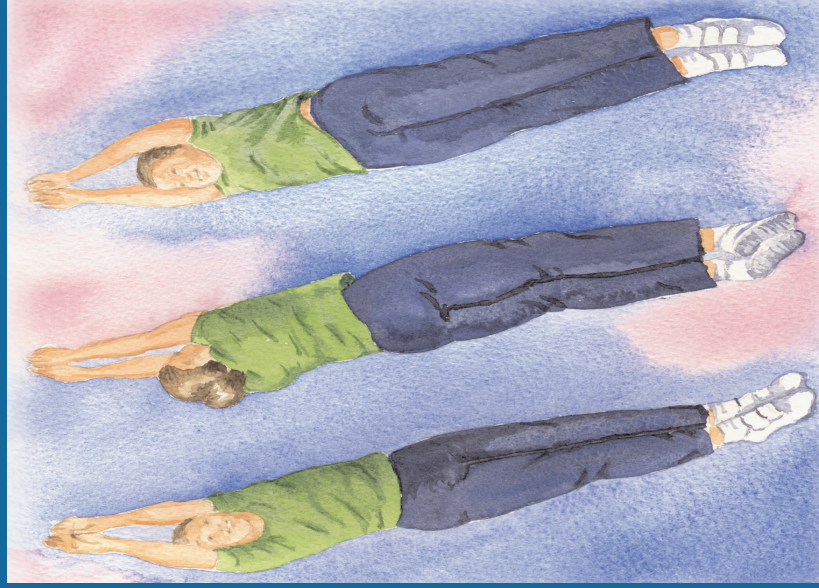
The athlete can roll from their back to front and back again with the assistance of physical, verbal and visual prompts. These may include prompting rolling action at the trunk by the coach placing their hands on the athlete's trunk.

Level 2

Athlete can roll from their back to front and back again with the assistance of verbal and visual prompts, e.g. "twist from the hips" or by observing a coach's demonstration

Level 3

Athlete should complete a full log roll independently. The athlete can independently roll from back to front to back again.



Motor Activities Training Programme

Travelling



Equipment

- Gym mats covering an adequate surface area

Safety Points

- Ensure sufficient floor area is covered for the athlete's height;
- Clear the matted area of any equipment or hazards;
- At Level 1, it may be necessary for the coach to support the athlete's head and neck.

Coaching Tips

- Encourage the athlete to roll onto their side and then onto their front;
- Encourage the athlete to extend legs and arms throughout the movement.

Challenges / Changes

- Increase the number of rotations in the roll;
- Change direction of the roll.

Where the Skill Fits in ...

- Muscular control developed in keeping the arms and legs extended and rotational action at the trunk;
- Spatial awareness and awareness of leg and arm position in space.

Motor Activities Training Programme



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Travelling

Wheelchair Push

How to ...

The goal of the skill is for the athlete to propel their chair forward through a 3m long x 2m wide lane to a designated finish point.

Level 1

Athlete may need physical prompts to guide the placement of their hands on wheels and to prompt the direction of the push. Verbal instruction will help guide them through the movement. The athlete must provide the propulsion to move the chair.

Level 2

The athlete can physically perform the skill but may need verbal prompts to direct them towards hand placement and timing of the different elements of the skill.

Level 3

The athlete can independently propel their chair forward with no verbal or physical prompts.



Motor Activities Training Programme

Wheel
Chair
Push

Travelling



Equipment

- Cones;
- Adequate space.

Coaching Tips

- It may be useful to develop grip strength and dexterity using soft/squashable balls (e.g. stressball).

Where the Skill Fits in ...

- Increased muscular strength in shoulders and upper body;
- Improved core stability and rotational strength;
- Increased functional independence in ability to move from point-to-point independently.

Safety Points

- Cones should be soft (squashable) and clearly visible (bright colours);
- Lane should be free of obstructions and hazards;
- Ensure athletes hands are adequately protected from damage in wheels/wheel spokes.

Challenges / Changes

- Colour coded target zones can help encourage progression (e.g. Blue Zone 1m, Red Zone 2m, Yellow Zone 3m);
- If the athlete becomes proficient in the skill then directional changes may be introduced (e.g. zig-zag lanes, linear/lateral movement).

Motor Activities Training Programme

Wheel
Chair
Push



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Travelling

Walking

How to ...

Athletes will walk, stepping over evenly spaced flat bars at ground level, through a 3m long x 2m wide lane.

Level 1

Athletes will walk through the 3m long x 2m wide lane marked by cones, stepping over four evenly spaced bars placed at ground level. Prompts may include verbal instruction on when to step, or physical prompts such as tapping the back of the knee, prompt the athletes to step and or physically guiding them (e.g. at the elbow) through the channel.

Level 2

Lane is set up as for Level 1 however, only verbal assistance such as reminders on when to lift the foot or move forward are permitted.

Level 3

The athlete can complete the walk without physical or verbal assistance.



Motor Activities Training Programme

Walking

Travelling

Equipment

- Bars 2m width;
- Soft cones.

Coaching Tips

- If an athlete has a visual impairment, it may help to use brightly coloured bars.

Where the Skill fits in ...

- May improve independent ambulation;
- May assist in development of stair walking;
- Increase functional independence;
- May provide a progression to walking races.



Safety Points

- Use designated MATP kit cones which are soft and will grip the ground to mark out the lane;
- One athlete should walk through the lane at a time.

Challenges / Changes

- Change the spacing of the bars;
- Introduce directional changes when the athlete is comfortable with the skill;
- Use different coloured bars to mark each step.

Motor Activities Training Programme

Walking

Hurdle Step

How to ...

Athletes will step over a series of four hurdles at a height of 7.5cm through a 3m long x 2m wide lane.

Level 1

Athletes will walk through the 3m lane, stepping over four evenly spaced bars, resting on cones forming small hurdles 7.5cm in height. Prompts may include verbal instruction on when to step, or physical prompts such as tapping the back of the knee to prompt the athletes to step, and or physically guiding them (e.g. at the elbow) through the channel.

Level 2

Lane is set up as for Level 1 however, only verbal assistance such as reminders on when to lift the foot or move forward are permitted.

Level 3

The athlete can complete the walk without physical or verbal assistance.



Travelling



Equipment ...

- Bars 2m width;
- Cones 7.5cm in height;
- Soft cones to mark lane boundaries.

Coaching Tips ...

- In the training phase at Level 3, coaches may need to walk alongside the athlete without offering assistance to provide security/confidence to the athlete;
- The height of the hurdle can be gradually raised in training to introduce this event to athletes.

Where the Skill Fits in ...

- May improve independent ambulation;
- May assist in development of stair walking;
- Increase functional independence;
- Spatial awareness and awareness of limb position developed through hurdle step.

Safety Points ...

- Ensure cones are designated MATP kit cones which are soft and will grip the ground;
- One athlete should walk through the lane at a time;
- Ensure the bar on the hurdle will fall easily if knocked to ensure athlete will not trip.

Challenges / Changes

- Change the spacing of bars;
- Introduce directional changes when the athlete is comfortable with the skill;
- Use different coloured bars to mark each step;
- Introduce a hop or skip if the athlete is sufficiently competent in walking over hurdles.

Motor Activities Training Programme

Hurdle Step

Step and Jump

How to ...

Athletes walk up steps and stand on top step. Athletes then jump onto landing mat and walk off the end of the mat.

Level 1

Athletes may require physical guidance and support in climbing the steps. Additional support may be required in the jump and or landing. Verbal instructions and prompts may also be used.

Level 2

Athletes require no physical assistance but may receive verbal prompts such as "bend your knees" before jumping.

Level 3

Athletes should be able to independently climb the steps and complete the jump.



Travelling



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Equipment ...

- Gym mats / Crash mats;
- 60cm graded steps.

Coaching Tips ...

- Athletes should keep the head up when jumping;
- Athletes should bend the knees when landing.

Where the Skill Fits in ...

- Introduces concept of rules;
- Balance improved;
- Improves leg strength through jumping and landing;
- Further develops stair climbing skills;
- Introduces jumping for height and distance;
- Provides a potential introduction to the standing long jump.

Motor Activities Training Programme

Safety Points ...

- Ensure surrounding area is covered in gym mats;
- Ensure step is securely in place and will not slip;
- One athlete at a time should complete the movement;
- No athlete stands on apparatus unless called;
- Coach should move alongside the athlete in case of a fall whether or not physical assistance is required;
- One coach may be required either side.

Challenges / Changes

- Coaches can introduce shaped jumps in training to provide variety (e.g. star jump, straight jump, tuck jump);
- The 60cm graduated steps can be replaced by a springboard. This places the emphasis on balance and core stability prior to the jump;
- Similarly a wide bench may replace the steps and the athlete should jump over a small gap (10-60cm) onto a landing mat. By varying the distance between the bench and landing mat, the challenge can be increased or decreased.