

BALANCE TEST adaptations for all ability groups

Description

There are three suggested adaptations for the balance test and these adaptations can be taught as a progression enabling participants to learn the technique and find their own level of ability.

The suggested adaptations are as follows the easiest being stage 1.

Line Balance Test	Stage 1
Twin Beam Balance Test	Stage 2
Free Leg Balance Test	Stage 3

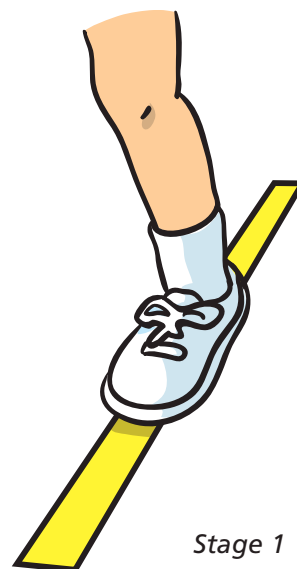
Line Balance Test

Procedure

- Balance on a 50mm line on the floor.
- Participants balance on one leg without holding the free leg.
- Progression can be made to the holding of the free leg.
- Give assistance to the participant where necessary.

Equipment

- Tape
- Stopwatch



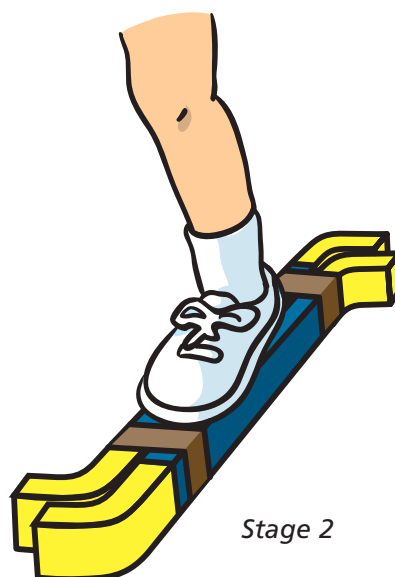
Twin Beam Balance Test

Procedure

- Place two Balance Beams side by side and tape firmly together.
- Participants balance on one leg without holding the free leg.
- Progression can be made to the holding of the free leg.
- Give assistance to the participant where necessary.

Equipment

- 2 x Balance Beams
- Stopwatch
- Tape



Safety

- Ensure that the balance beam is not able to slide on the floor.



BALANCE TEST adaptations for all ability groups

Free Leg Balance

Procedure

- As per the standard Balance Test, however, the participant does not need to hold their free leg.
- Give assistance to the participant where necessary.

Equipment

- Balance Beam
- Stopwatch
- Balance Beam Mat (optional)



Safety

- Ensure that the balance beam is not able to slide on the floor.
- The use of a balance beam mat is recommended.



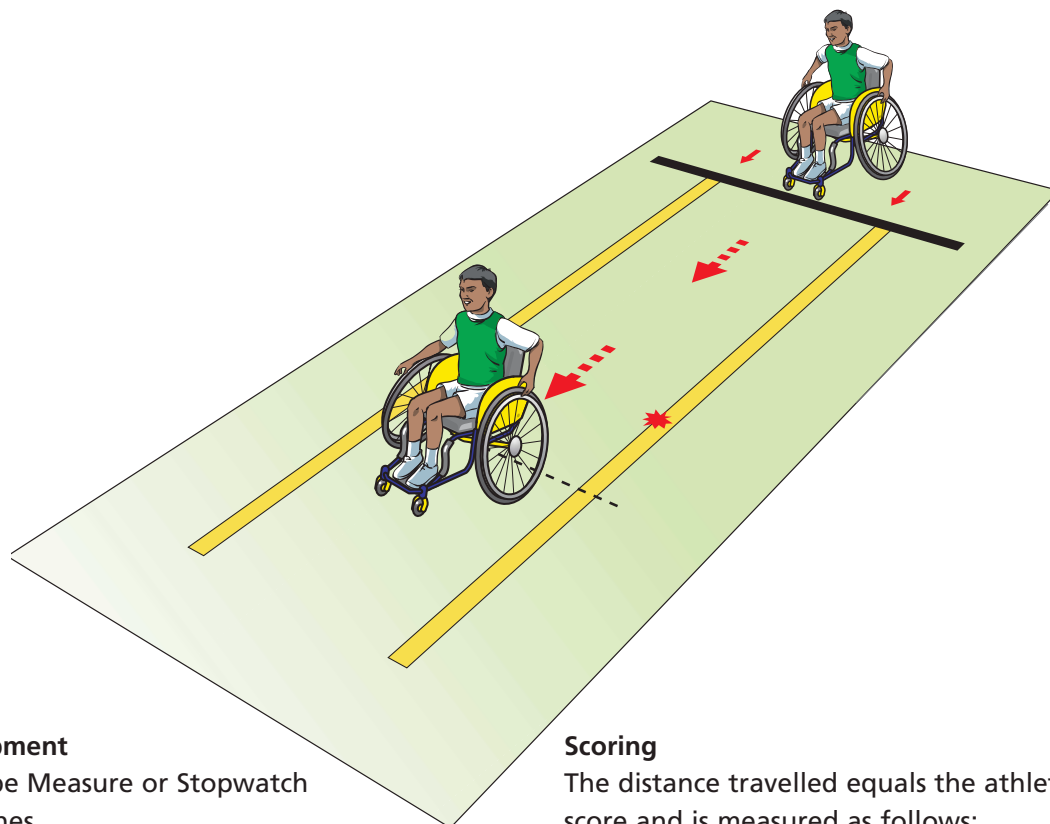
STANDING LONG JUMP adaptations for all ability groups

MANUAL WHEELCHAIR USERS

Distance Method

Description

There are various adaptations of the standing long jump event for wheelchair users. All use a course marked out on the floor with either tape or foam sleeping policemen. The results of the wheelchair adaptation can be measured either by time or by distance.



Equipment

- Tape Measure or Stopwatch
- Cones
- Foam Sleeping Policemen or Tape

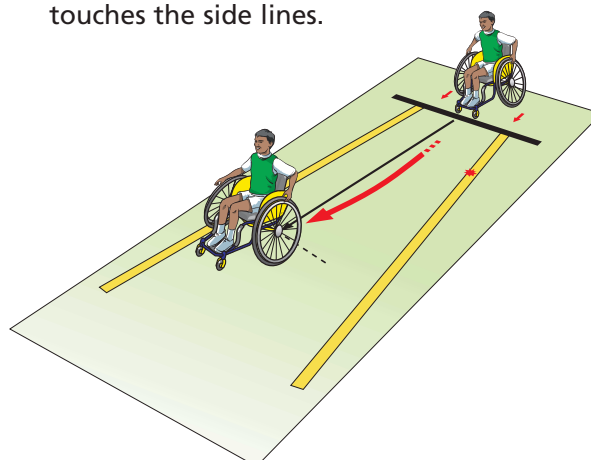
Procedure

- Participants position their chairs behind the start line making sure that the wheels are correctly aligned.
- On the command "Go" the participant must then travel as far as possible over the marked course with out touching the side lines.
- Keeping the whole of the chair within the lines, the athlete should perform a double handed push.

Scoring

The distance travelled equals the athletes score and is measured as follows:

- If the chair remains within the lines, the distance recorded is from the start line to the closest edge of the rim of the back wheel.
- If the chair breaks the lines before coming to rest, the distance measured is from the start line to the point where the chair first touches the side lines.

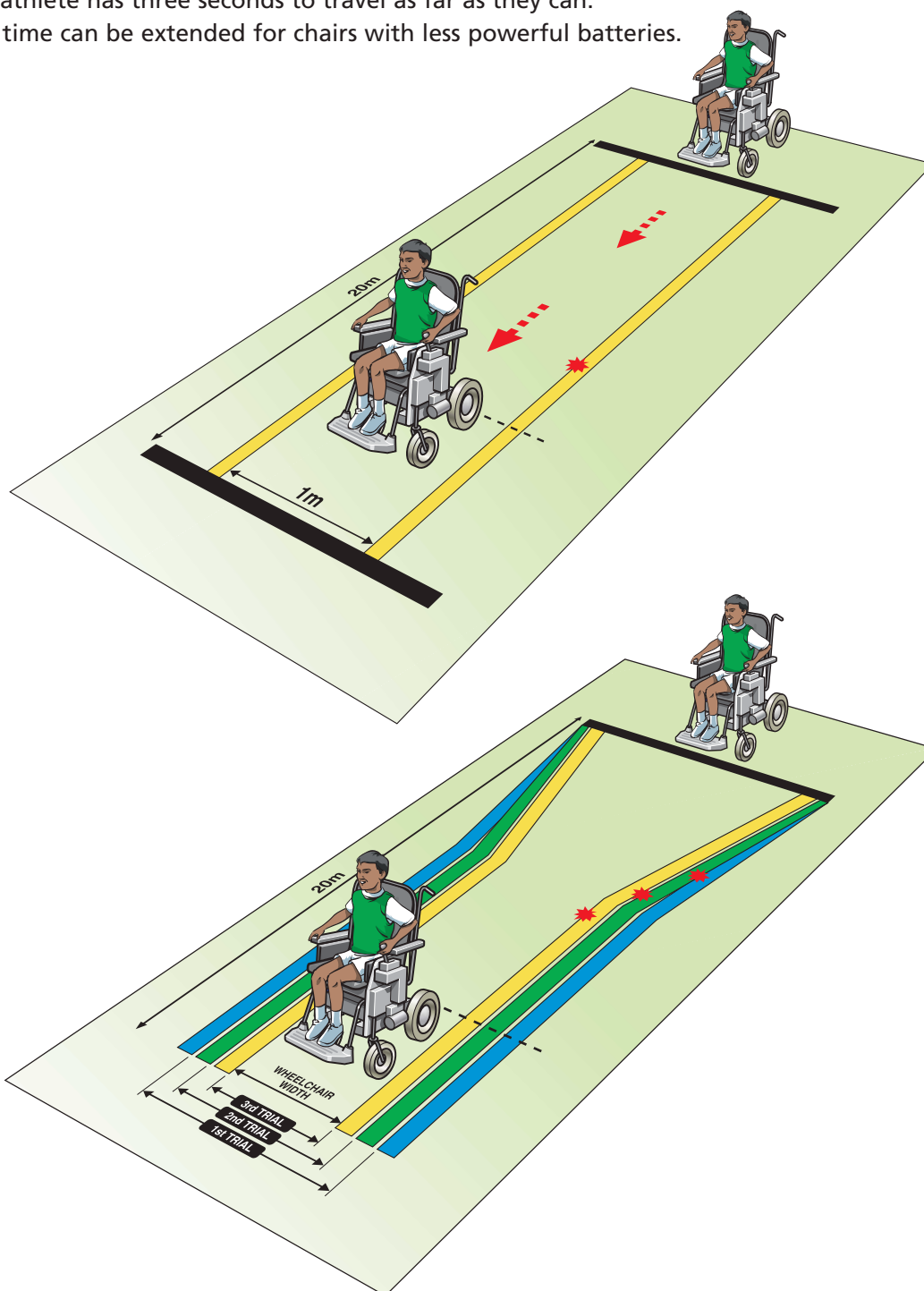


STANDING LONG JUMP adaptations for all ability groups

ELECTRIC WHEELCHAIR USERS

Procedure

- Participants position their chairs behind the start line making sure that the wheels are correctly aligned.
- On the command "Go" the participant must then travel as far as possible over the marked course with out touching the side lines.
- The athlete has three seconds to travel as far as they can.
- This time can be extended for chairs with less powerful batteries.

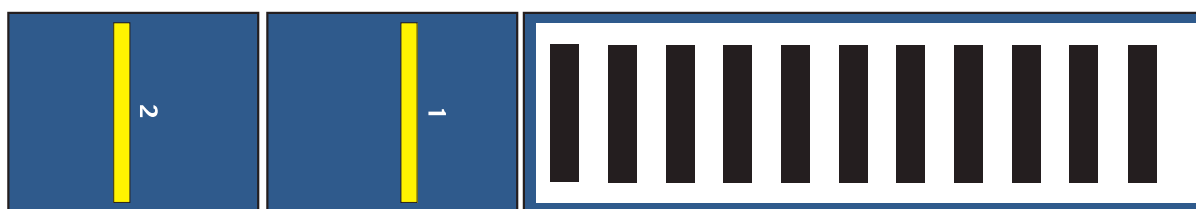


After each successful attempt the sidelines should be gradually brought inwards until the finish line is only just wide enough for the chair to pass through.

STANDING LONG JUMP adaptations for all ability groups

Description

The standard long jump mat meets the requirements of most groups, however various ability groups can benefit from the use of a simplified Long Jump Scale.



Equipment

- Standing Long Jump Mat
- Simplified Long Jump Scale

CEREBRAL PALSY

AMPUTEE

- Participants with balance / mobility problems may use stabilising frames or be physically assisted at any time.

LEARNING DISABILITY

- It may be necessary to break down each jump element into individual skills before introducing the whole action.
- Clearly demonstrate and explain the event before starting.
- Novice Jumpers may need to start with a one footed take-off and two footed landing. With coaching and encouragement this can be progressed towards a two footed take-off and landing.

BLIND OR VISUAL IMPAIRMENT

- The use of a simplified Long Jump Scale is recommended.
- Always allow the athlete time for orientation before starting the event.
- Participants may need verbal assistance detailing their direction and performance or possibly physical assistance to assist orientation and confidence.

Safety

- It is important that all jumps are taken on a suitable mat.
- Any participant with a stability / balance problems should be given the appropriate assistance when jumping.
- Keep landing area away from obstructions such as walls.
- Avoid water or dirt on mat surfaces.



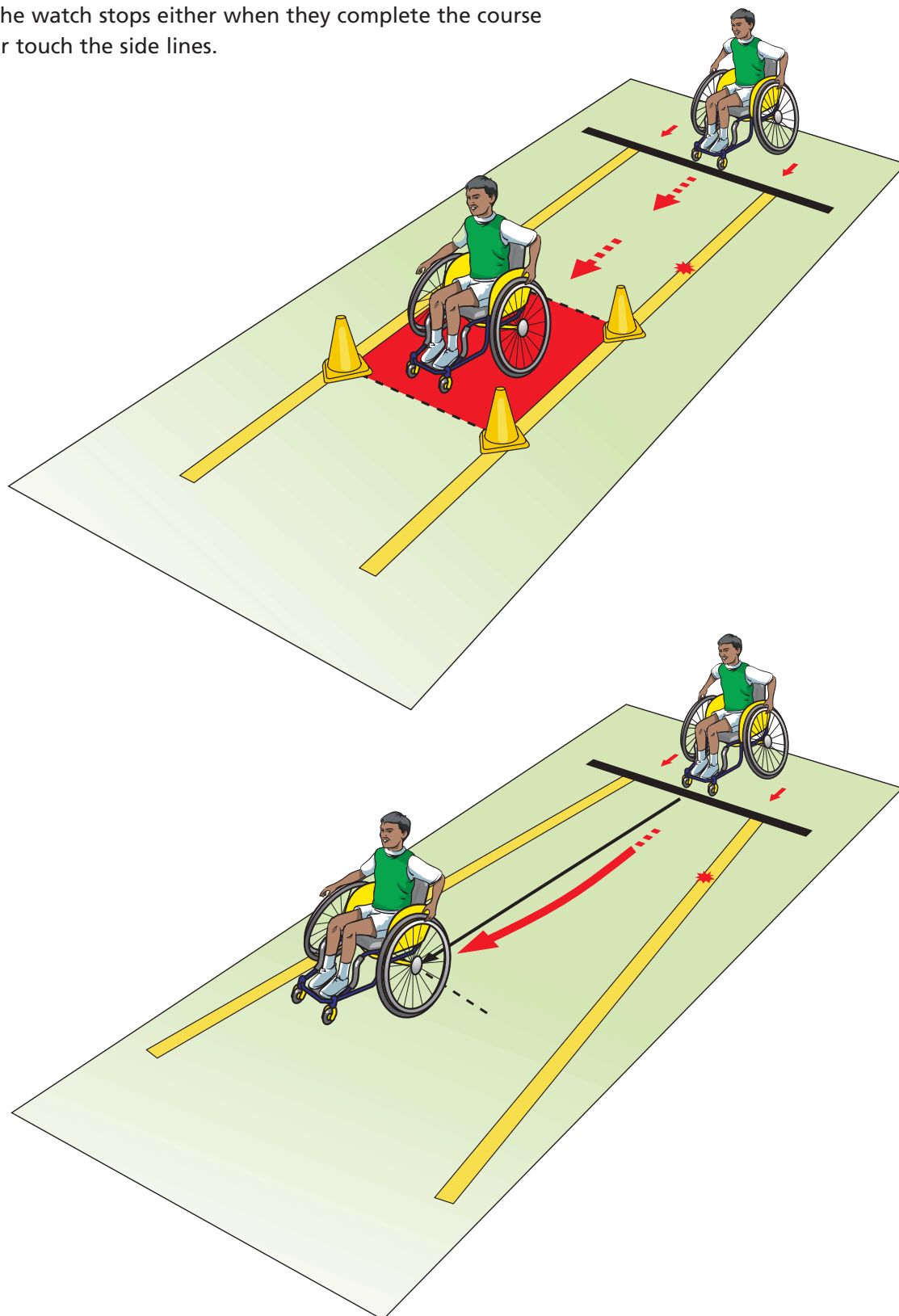
STANDING LONG JUMP adaptations for all ability groups

MANUAL WHEELCHAIR USERS

Time Method

It is possible to measure performances with a stopwatch

- On the command "Go" the athlete travels as quickly as possible over the marked course with out breaking the side lines.
- The watch stops either when they complete the course or touch the side lines.



SPEED BOUNCE adaptations for all ability groups

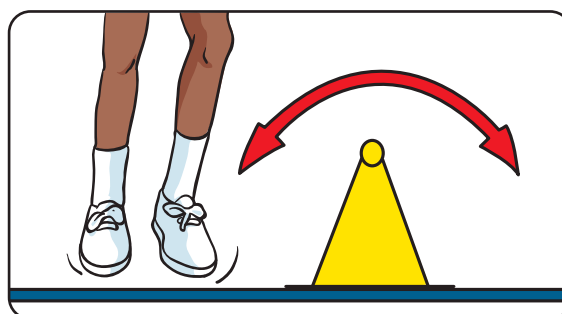
Description

The speed bounce event is a test of speed, rhythm and co-ordination it can be modified in a number of ways to suit most abilities. The standard speed bounce mat can be adapted to suit the needs of varying ability levels. There are two adapted stages of speed bounce that, together with the standard wedge, form a progression that enables participants to learn the technique and find their own level of ability.

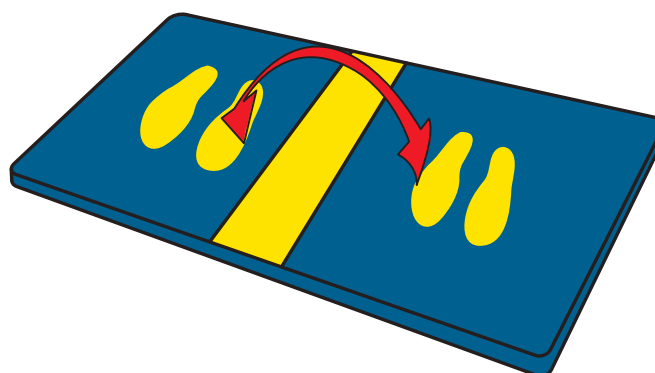
Line Speed Bounce	Stage 1
Sleeping Policeman Speed Bounce	Stage 2
Speed Bounce (standard wedge)	Stage 3

Equipment

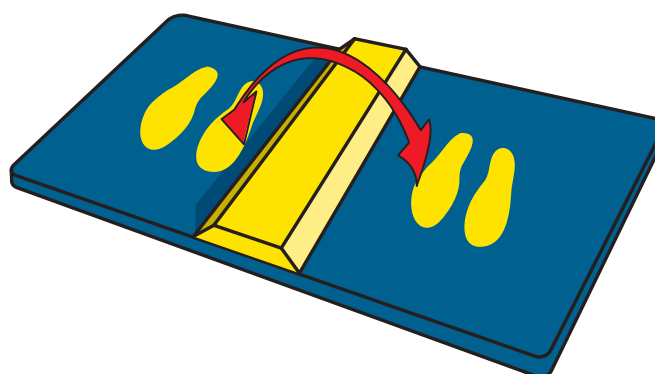
- Stopwatch
- Speed Bounce Mat
- Foam Sleeping Policeman
- Marker Tape



CONTRASTING COLOURED LINE
Stage 1

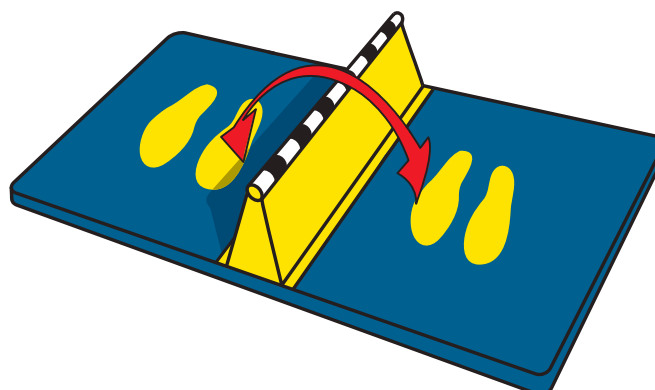


FOAM SLEEPING POLICEMAN
Stage 2



SOFT FOAM WEDGE
Stage 3

Black and White line can be introduced to top of wedge.



SPEED BOUNCE adaptations for all ability groups

BLIND OR VISUAL IMPAIRMENT

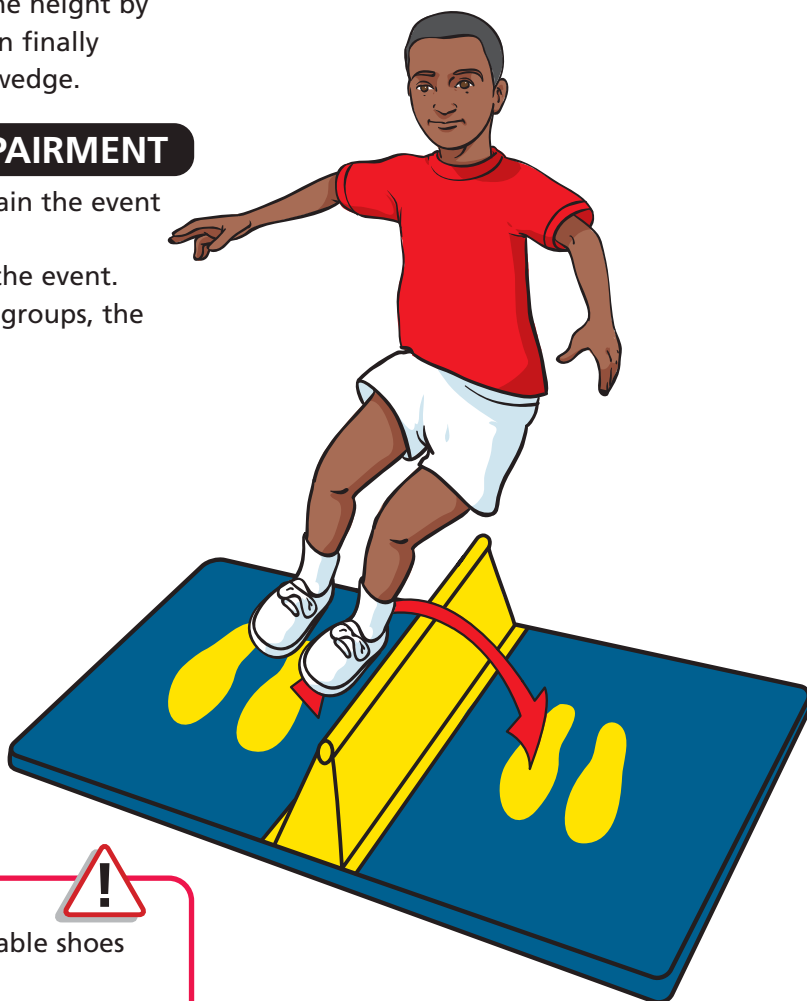
- Use high visibility tape to mark the centre of the mat or top of the wedge.
- Black/white banded tape is ideal.
- The footmarks are a useful reference to indicate where the participant should land.
- Participants may need verbal assistance detailing technique and performance or possibly physical assistance with directional orientation.

LEARNING DISABILITY

- A stepping action may be used to teach participants the basics of crossing the wedge as a progression to the double footed landing technique.
- Begin using the mat with the wedge removed gradually increase the height by adding the sleeping policeman finally progressing to the full 20cm wedge.

DEAF OR HEARING IMPAIRMENT

- Clearly demonstrate and explain the event before starting.
- Use a flag to start and finish the event.
- If necessary, for all the above groups, the test time can be reduced.



Safety

- Participants should wear suitable shoes that are fastened securely.
- A judge should place a foot on the corner of the mat to stop it slipping.
- Place the mat in a clear space away from obstacles.

SPEED BOUNCE adaptations for all ability groups

WHEELCHAIR USERS

Equipment

- Stopwatch
- Foam Sleeping Policemen or Tape
- Velcro

Procedure

- Two parallel lines 2.5m apart are placed on the floor. The athlete should then move and touch the two lines with both the front wheels of the chair.

- This activity can be performed either side-to-side (see Diagram 1) or front-to-back. (See Diagram 2)
- The distance between the lines can be altered for each participant's ability.
- Ensure that legs are supported and cannot leave the footplates if the movement is quick.

Diagram 1

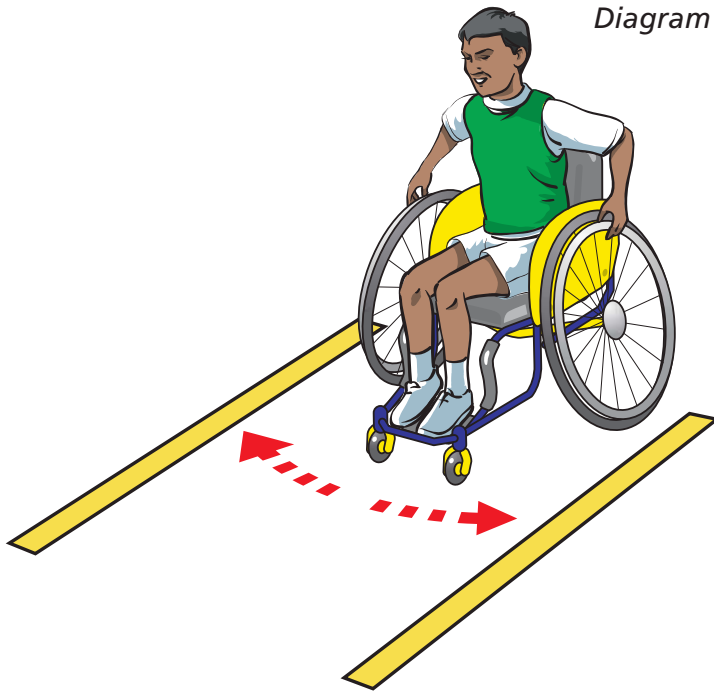
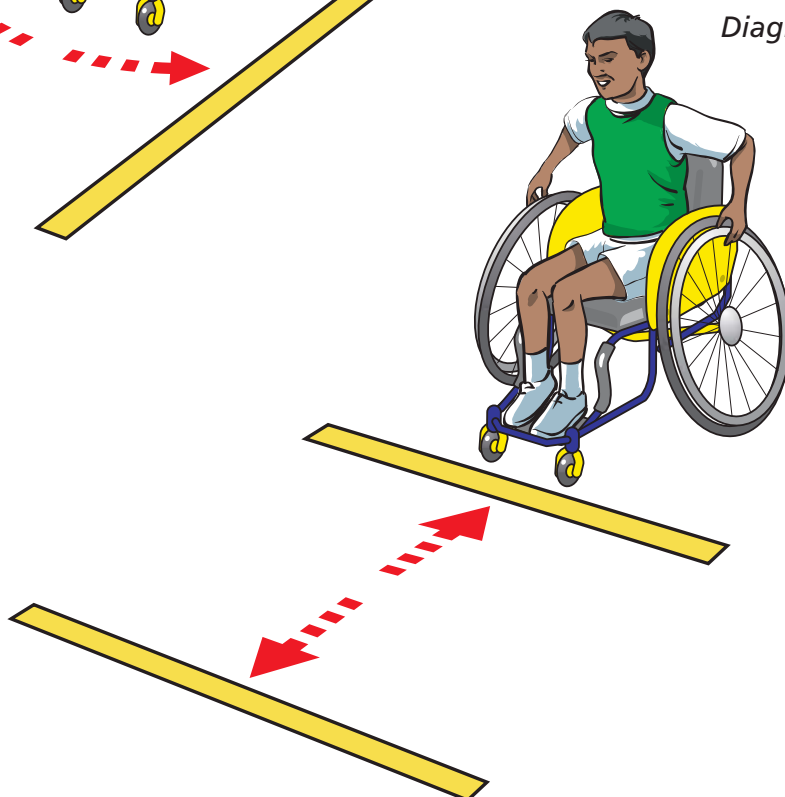


Diagram 2

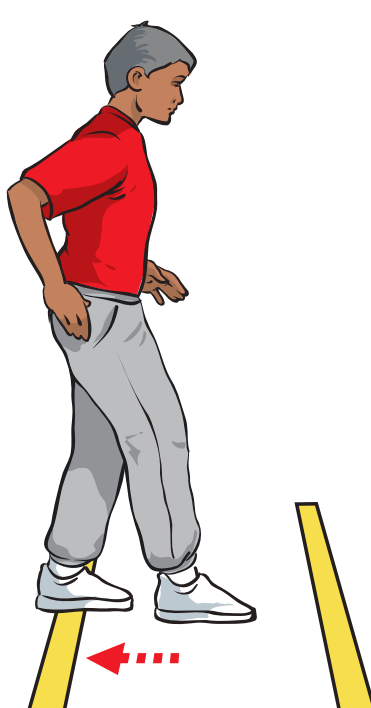
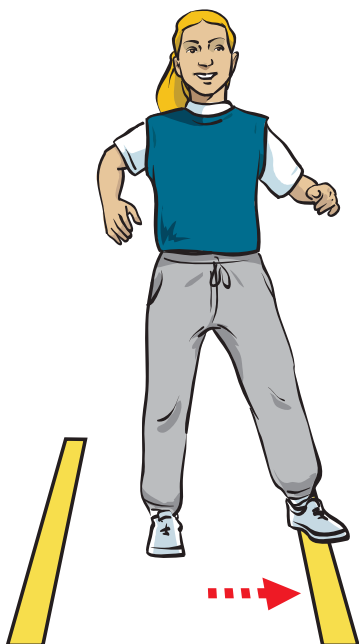


SPEED BOUNCE adaptations for all ability groups

CEREBRAL PALSY

AMPUTEE

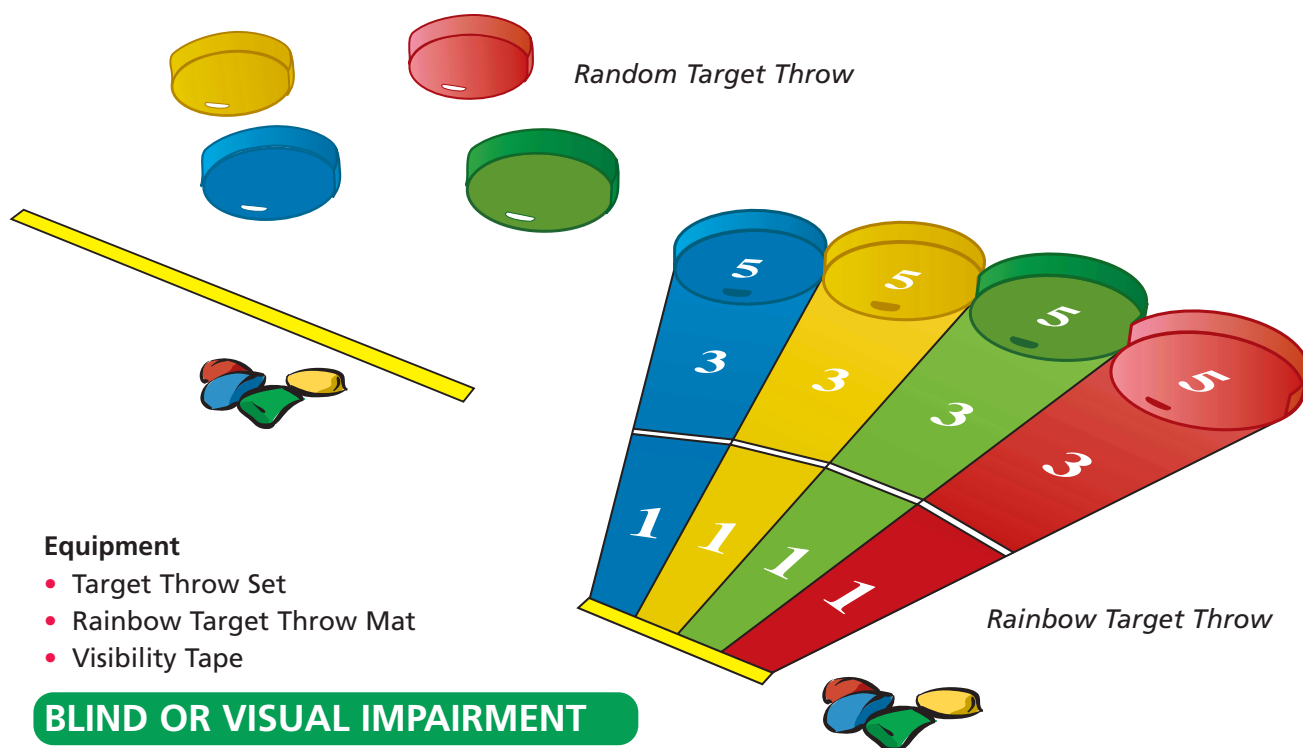
- For participants who cannot physically manage to complete the standard Speed Bounce
- Two parallel lines 2.5m apart are placed on the floor and participant's can step from side to side, placing both feet, or one foot, onto each line.
- The distance between the lines should correspond with the athlete's ability and can be altered as the athletes improve.
- Stabilising frames or physical assistance may be used.



TARGET THROW adaptations for all ability groups

Description

The target throw is a versatile activity for use with groups of different abilities. It provides stimulus combining colour, sound and touch. The exercise is used to test and improve eye to hand co-ordination and throwing accuracy, however it can be particularly useful for developing articulation for people with mobility problems.



Equipment

- Target Throw Set
- Rainbow Target Throw Mat
- Visibility Tape

BLIND OR VISUAL IMPAIRMENT

- The Rainbow Target is used to give improved visual stimulation and achievable targets.
- Contrasting black and white tape can be placed around the perimeter of the target dishes to improve visibility.

Tips

- Athletes with visual impairment may need assistance. This may involve orientating the athlete physically to point in the right direction or giving verbal instructions while the athlete aims towards the voice.
- Indicate to the athlete the direction of throw by using the clock face description.
- Demonstrate the "thud" sound of the beanbag hitting the target and the softer "squish" sound of a bag hitting the floor off target.
- Pace the thrown distance with the athlete to allow an understanding of the distance thrown.

CEREBRAL PALSY

AMPUTEE

- The Rainbow Target is used to give improved visual stimulation and achievable targets
- The Random Target can be used to provide variation and achievability.
- The Target Drop can be used for participants with severe mobility problems gradually moving them away from the target after each success to record improvement.
- Athletes may stand, sit or kneel to throw. This will depend on the position most comfortable to the athletes or their mobility.

TARGET THROW adaptations for all ability groups

LEARNING DISABILITY

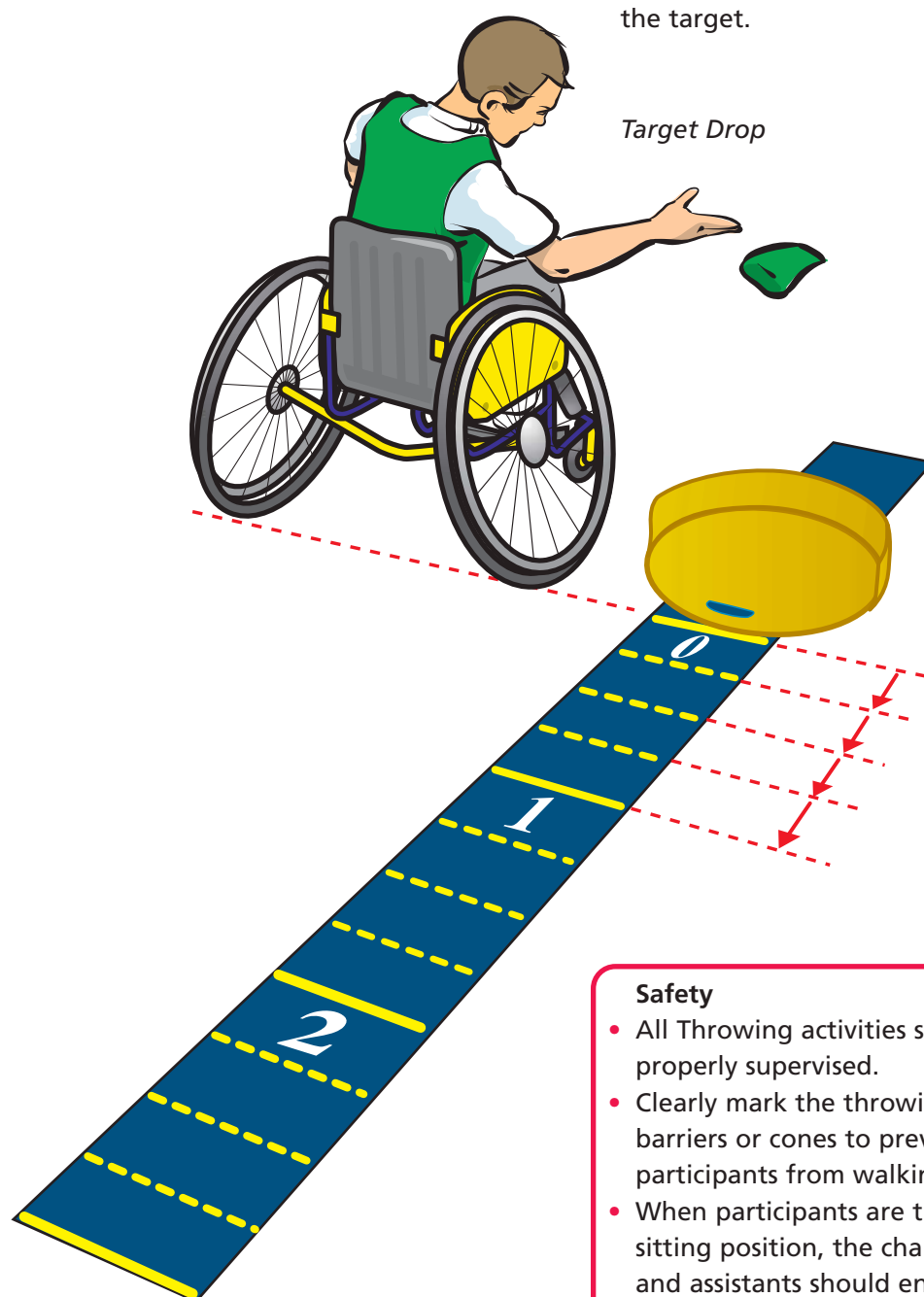
DEAF OR HEARING IMPAIRMENT

- It may be necessary to break the throwing technique into separate components before combining the whole action
- Clearly demonstrate the events with emphasis on the use of colour by placing the coloured beanbags into the corresponding coloured targets.

MANUAL WHEELCHAIR USERS

ELECTRIC WHEELCHAIR USERS

- The Target Drop can be used for participants with severe mobility problems gradually moving them away from the target after each success to record improvement.
- For participants with restricted movement the beanbags can be pushed from the knees or the side of the wheelchair to drop onto the target.



Safety

- All Throwing activities should be properly supervised.
- Clearly mark the throwing area using barriers or cones to prevent non participants from walking into it.
- When participants are throwing from a sitting position, the chair should be secure and assistants should ensure that the participant does not lean too far in any direction.

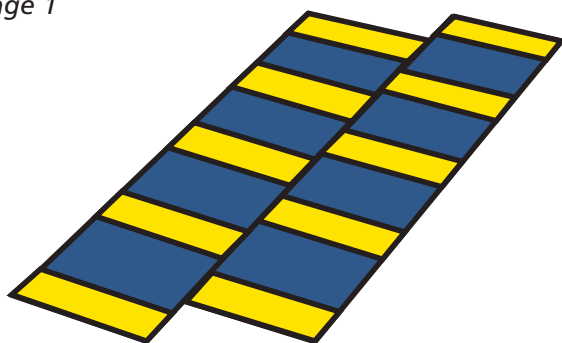
HI-STEPPER adaptations for all ability groups

Description

The Hi-Stepper test aims to encourage the development of Agility, Co-ordination, Speed and Acceleration. During a timed 8 metre shuttle run the participant must pass through the Hi-Stepper four times. There are various adaptations of this event for persons with different levels of ability.

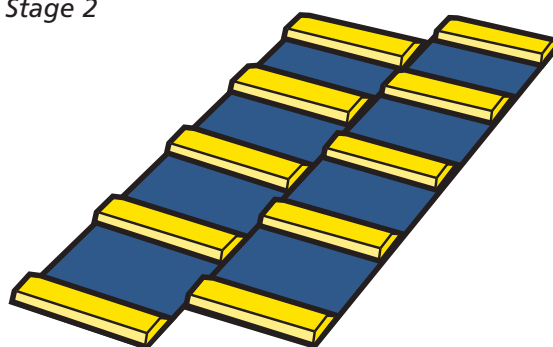
CONTRASTING COLOURED LINE

Stage 1



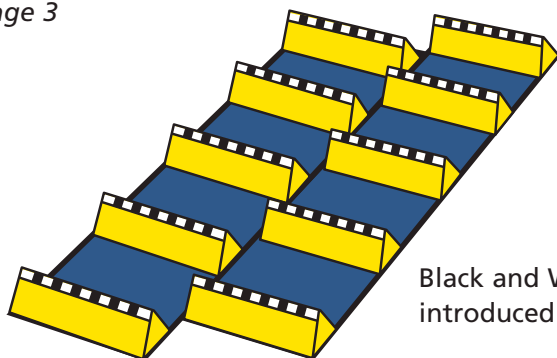
FOAM SLEEPING POLICEMAN

Stage 2



SOFT FOAM WEDGE

Stage 3



Black and White line can be introduced to top of wedge.

Use the level of Hi-Stepper appropriate to the participant's ability

CEREBRAL PALSY

AMPUTEE

- It may be necessary to shorten the course length or amount of laps to correspond with the participant's ability level.

LEARNING DISABILITY

DEAF OR HEARING IMPAIRMENT

- Clearly define the start / finish and return line using cones and tape.
- Clearly demonstrate and explain the event before starting.
- It may be necessary to break the knee lift technique into separate components before combining the whole action.
- Substitute start whistle for flag.

BLIND OR VISUAL IMPAIRMENT

- Place high visibility tape along the top of the wedges and sides of the base mat.
- Use wedges of a contrasting colour to the base mat.
- If necessary walk the course first to orientate the participant and gradually build up their level of skill.
- Participants with visual impairment may need verbal assistance detailing their direction and performance or possibly physical assistance with the Hi-Stepper and directional orientation.

Safety

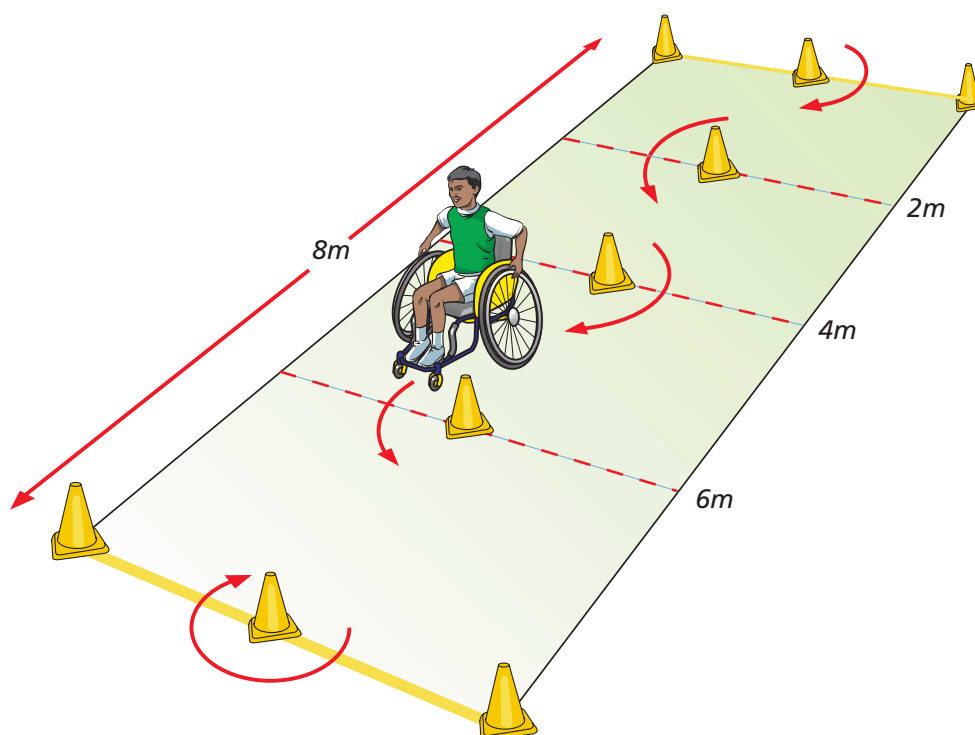
- Ensure that the surface is suitable and free from debris.
- Clearly define the event area to ensure that non-participants do not wander across the course.



HI-STEPPER adaptations for all ability groups

MANUAL WHEELCHAIR USERS

ELECTRIC WHEELCHAIR USERS



Equipment

- Cones x 12
- Foam Sleeping Policemen or Tape
- Stopwatch
- Whistle or Start Flag

Procedure

- Lay the course out as shown in the diagram
- All Participants start by positioning their chairs behind the start line, making sure that the wheels are correctly aligned.
- The participant starts on the whistle or flag, travels through the "cones Hi-Stepper" taking care not to touch any cones or sidelines.
- The participant must go round the cone placed centrally on the return line before turning and repeating the Hi-Stepper in the other direction.
- After completing the Hi-Stepper four times the clock stops when they re-cross the start line.

Scoring

- Time is taken to the nearest 10th second
- Time penalties of 0.5 seconds are added for each touch of the cones or sidelines.

Tips

- It may be necessary to shorten the course length or amount of laps to correspond with the participant's ability level.
- The course can be made more difficult by placing cones at 1m intervals.
- Clearly demonstrate and explain the event before starting.

Safety

- Ensure that the surface is suitable and free from debris.
- Clearly define the event area to ensure that non-participants do not wander across the course.



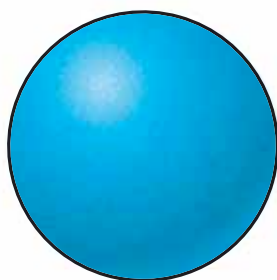
CHEST PUSH adaptations for all ability groups

Description

In this standing throw the participant pushes a 1Kg ball with both hands from the chest into a pre-measured throwing area. This is a good introduction the push technique used in the Shot Putt event. This technique is also used in Basketball and Netball where it is known as the chest pass.

Equipment

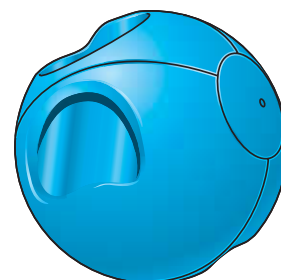
- 1Kg Medicine Ball
- Graduated Measuring Mat
- Other suitable balls
- Cones



Soft Foam Ball



Ball with Bell



Ball with Handle

BLIND OR VISUAL IMPAIRMENT

- Participants with visual impairment may need assistance. This may involve orientating the athlete physically to point in the right direction or giving good verbal instructions and feedback.
- Indicate to the athlete the direction of throw by using the clock face description.
- Pace the thrown distance with the athlete to show an understanding of the distance thrown.
- Ensure athletes do not wander into throwing areas.

CEREBRAL PALSY

AMPUTEE

- A smaller or lighter ball may be necessary to allow ease of handling.
- It may be necessary to throw from a sitting position or in certain cases the ball can be pushed with the legs.

LEARNING DISABILITY

- Clearly demonstrate the events
- Use pre-measured roll mats and cones to clearly define the throwing area.

MANUAL WHEELCHAIRS

ELECTRIC WHEELCHAIRS

- For participants with restricted movement - the beanbags can be pushed from the knees or the side using a plastic baton or other suitable object.
- A smaller or lighter ball may be necessary to allow ease of handling.

Safety

- All Throwing activities should be properly supervised.
- Clearly mark the throwing area using barriers or cones to prevent non participants from walking into it.
- When participants are throwing from a sitting position, the chair should be secure and assistants should ensure that the participant does not lean too far in any direction.



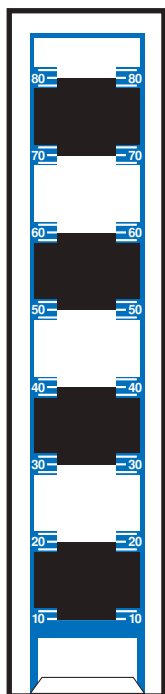
VERTICAL JUMP adaptations for all ability groups

Description

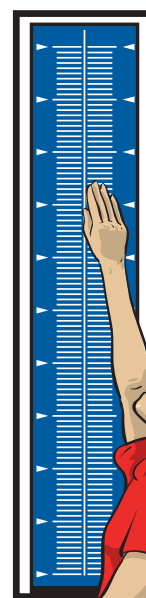
There are three suggested adaptations for this event - Modified Scale, Vertical Reach and the Sitting Reach.

Modified Scale

The Vertical Jump Scale is available in a modified form consisting of a simplified scale with high visibility 10cm Velcro bands.



Modified Scale



Sitting Reach

Procedure

- The participant has to jump or reach to place a Velcro ball as high as they can on to the board.
- Care should be taken that the participant does not throw the ball.

Equipment

- Simplified Vertical Jump Scale
- Velcro Ball or Marker Tab

WHEELCHAIR USERS

- Scale should be zeroed with the top of the arm rest and the participant encouraged to reach as high as possible against the scale.
- As an alternative to the Vertical Jump, participants in wheelchairs may use the same apparatus to perform the Sit and Reach test (see Eveque activity card 18).

BLIND OR VISUAL IMPAIRMENT

LEARNING DISABILITY

- Use Simplified High Visibility Scale
- Clearly demonstrate and explain the event before starting.
- Allow time for orientation.

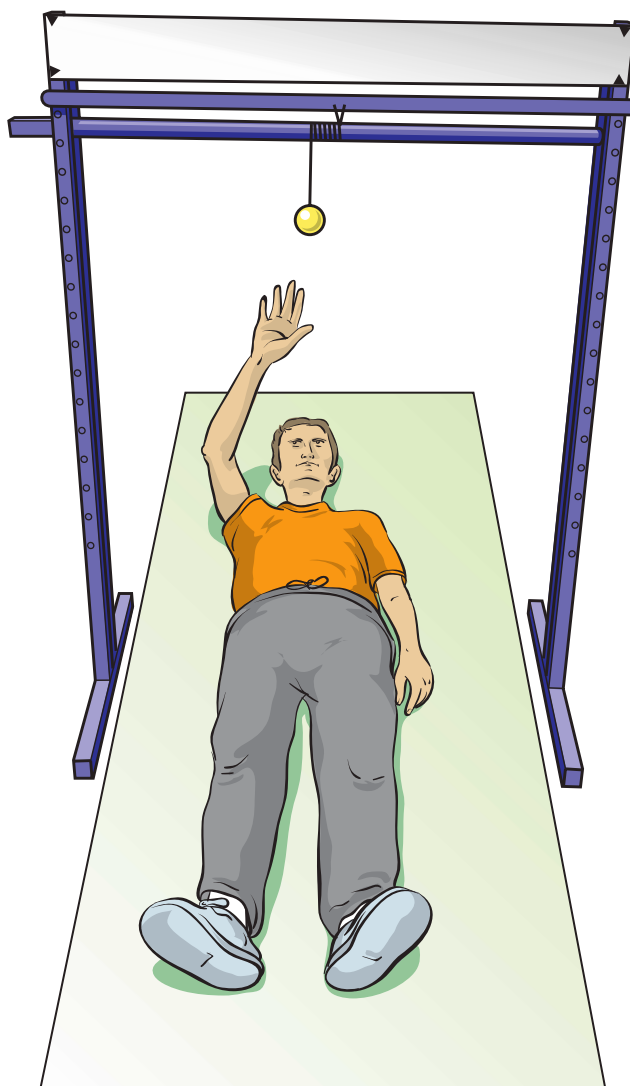
CEREBRAL PALSY

AMPUTEE

- Use Simplified High Visibility Scale or Vertical Reach
- Many ambulant athletes do not have the ability to 'jump: but with care they can still take part.
- Assistant may need to physically support the participant during the exercise.

VERTICAL JUMP adaptations for all ability groups

Vertical Reach



Procedure

- The participant either sits or lies on the mat and a ball is dangled off a bar / beam. The participant should then try and touch the ball.
- If the attempt is successful the ball should be moved up by 1 cm.
- The ball can also be moved from side-to-side, thus improving the athletes' mobility.
- This activity is extremely useful with athletes who have restricted mobility.
- The participant sits in their chair and a ball is dangled off a bar / beam. The participant should then try and touch the ball.

Equipment

- Vertical Reach Frame
- Mat

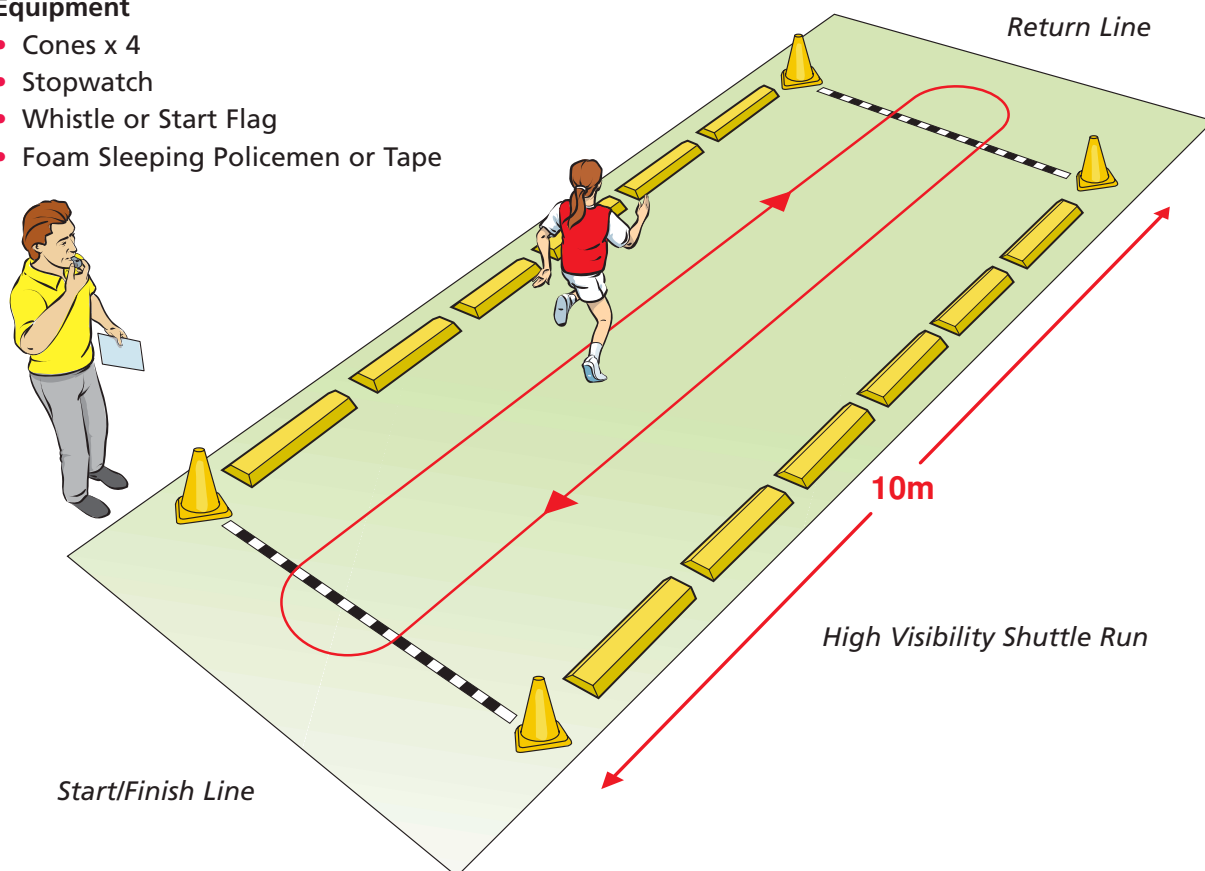
SHUTTLE RUN adaptations for all ability groups

Description

A timed sprint over a 10m course, the participant is tested on their ability to accelerate, decelerate and change direction by travelling up and down the course to complete ten lengths.

Equipment

- Cones x 4
- Stopwatch
- Whistle or Start Flag
- Foam Sleeping Policemen or Tape



CEREBRAL PALSY

AMPUTEE

- It may be necessary to shorten the course length or amount of laps to correspond with the participant's ability level.

LEARNING DISABILITY

DEAF OR HEARING IMPAIRMENT

- Clearly define the start / finish and return lines using cones and tape
- Clearly demonstrate and explain the event before starting.
- If necessary the participant should walk the course first then gradually increase their pace as they build their level of fitness.
- Substitute the start whistle for a flag.

BLIND OR VISUAL IMPAIRMENT

- Clearly define the start / finish and return lines using cones and high visibility tape
- Clearly define the course edges using sleeping policemen, cones or high visibility tape.
- Participants with visual impairment may need verbal assistance detailing their direction and performance or possibly physical assistance with directional orientation.

Safety

- Ensure that the course surface is suitable and free from debris.
- Clearly define the event area to ensure that non-participants do not wander across the course.



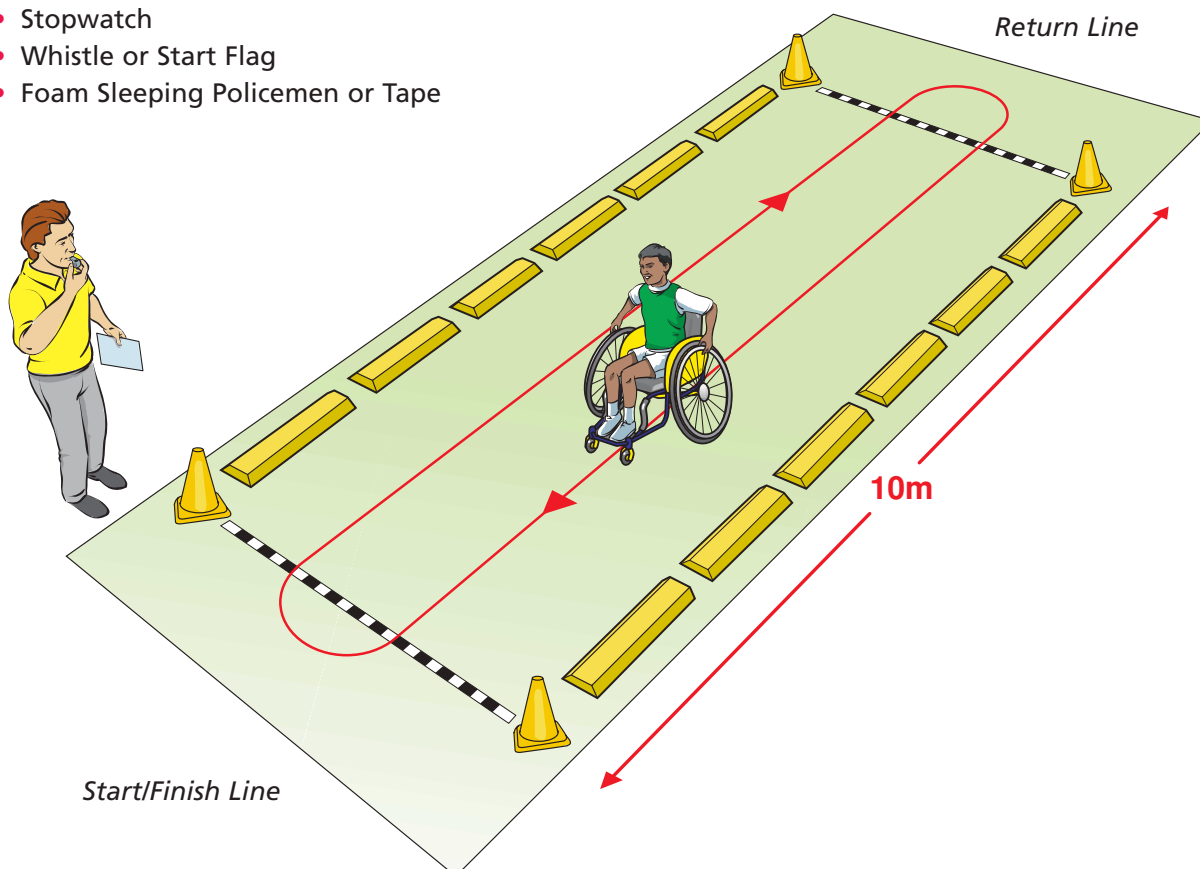
SHUTTLE RUN adaptations for all ability groups

MANUAL WHEELCHAIR USERS

ELECTRIC WHEELCHAIR USERS

Equipment

- Cones x 2
- Stopwatch
- Whistle or Start Flag
- Foam Sleeping Policemen or Tape



Procedure

- Lay the course out as shown in the diagram
- All Participants start by positioning their chairs behind the start line, making sure that the wheels are correctly aligned.
- The participant starts on the whistle or flag
- The participant must go round the cone placed centrally on the return line before turning to travel in the opposite direction.
- The 10m distance must be completed ten times before crossing the finish line.

Scoring

- Time is taken to the nearest 10th second

Tips

- It may be necessary to shorten the course length or amount of laps to correspond with the participant's ability level.
- Clearly demonstrate and explain the event before its start.

Safety

- Ensure that the course surface is suitable and free from debris.
- Clearly define the event area to ensure that non-participants do not wander across the course.



SOFT JAVELIN adaptations for all ability groups

Description

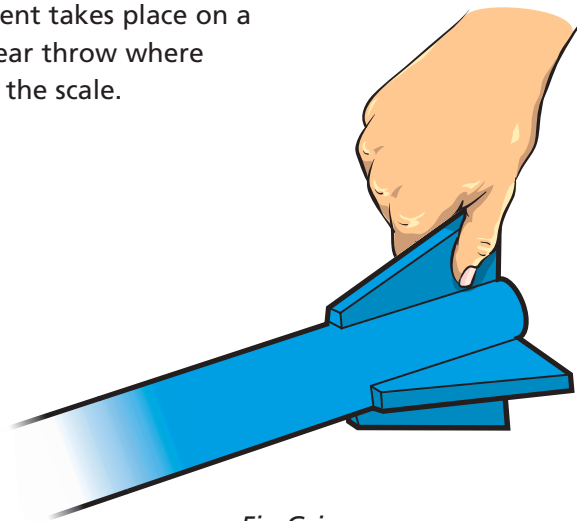
A throw using a foam or bull nosed javelin, this event takes place on a pre-marked throwing area. The soft javelin is a linear throw where distance is recorded in metres by reading across to the scale.

Equipment

- Foam Javelins (indoor)
- Mini Foam Javelins
- Bull Nosed Javelins (outdoor)
- Graduated Measuring Mats
- Cones



Mini Foam Javelin



Fin Grip

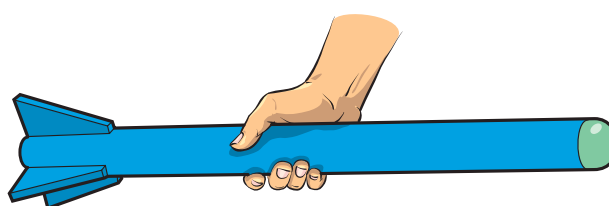
BLIND OR VISUAL IMPAIRMENT

- Give the athlete ample time to explore the javelin's form, texture, weight and balance.
- Participants with visual impairment may need assistance. This may involve orientating the athlete physically to point in the right direction or giving good verbal instructions and feedback.
- Indicate to the athlete the direction of throw by using the clock face description.
- Pace the thrown distance with the athlete to show an understanding of the distance thrown.
- Ensure athletes do not wander into throwing areas.

MANUAL WHEELCHAIRS

ELECTRIC WHEELCHAIRS

- Participants with restricted flexibility may benefit from using the Mini Javelin and throwing using the fin grip.
- For participants with restricted movement – the beanbags can be pushed from the knees or the side using a plastic baton or other suitable object.



Soft Foam Javelin

CEREBRAL PALSY

AMPUTEE

- A smaller Mini Javelin or Foam Ball may be used to allow ease of handling.
- The Mini Javelin can be thrown by using the fin grip (pictured) if this is more appropriate to the needs of the athlete.

LEARNING DISABILITY

DEAF OR HEARING IMPAIRMENT

- It may be necessary to break the throwing technique into separate components before combining the whole action.
- Clearly demonstrate the event.
- A clear signal should indicate 'start' and 'ready to throw'.

Safety

- All Throwing activities should be properly supervised.
- Clearly mark the throwing area using barriers or cones to prevent non participants from walking into it.
- When participants are throwing from a sitting position, the chair should be secure and assistants should ensure that the athlete does not lean too far in any direction.



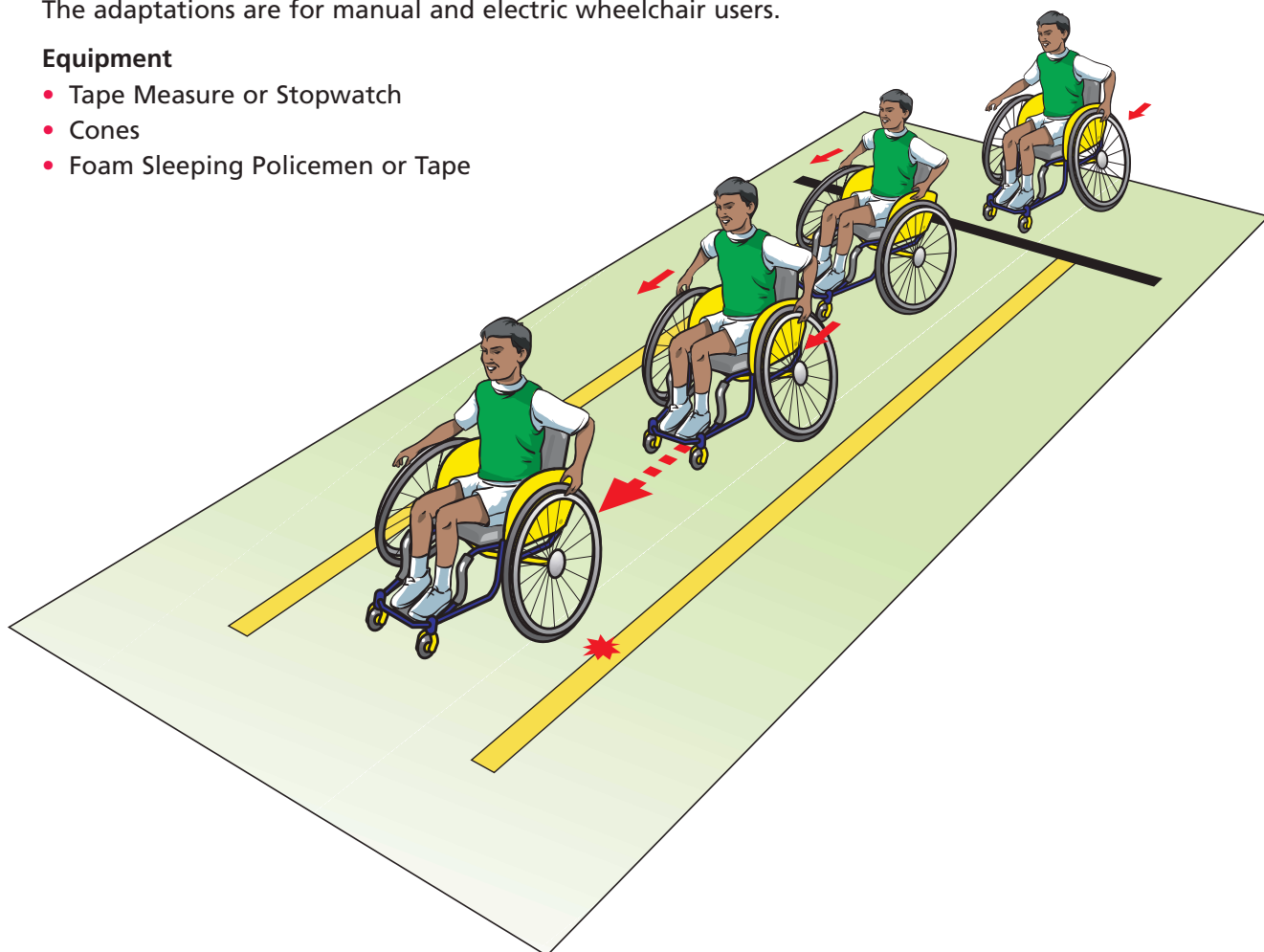
STANDING TRIPLE JUMP adaptations for all ability groups

Description

The wheelchair Standing Triple Jump event uses a course marked out on the floor using either tape or Foam Sleeping Policemen. The results can be measure either by time or by distance. The adaptations are for manual and electric wheelchair users.

Equipment

- Tape Measure or Stopwatch
- Cones
- Foam Sleeping Policemen or Tape



MANUAL WHEELCHAIR USERS

Procedure

- Place two parallel lines approximately 2 metres apart and twenty five metre long.
- Participants position their chairs behind the start line making sure that the wheels are correctly aligned.
- On the command "Go" the participant starts by pushing once with the left hand followed by one push with the right hand and finally one push with both hands.
- The participant must travel as far as possible over the marked course without breaking the sidelines.
- If at any time the athlete touches the parallel lines prior to the two handed push a 'no jump' should be given.

Scoring

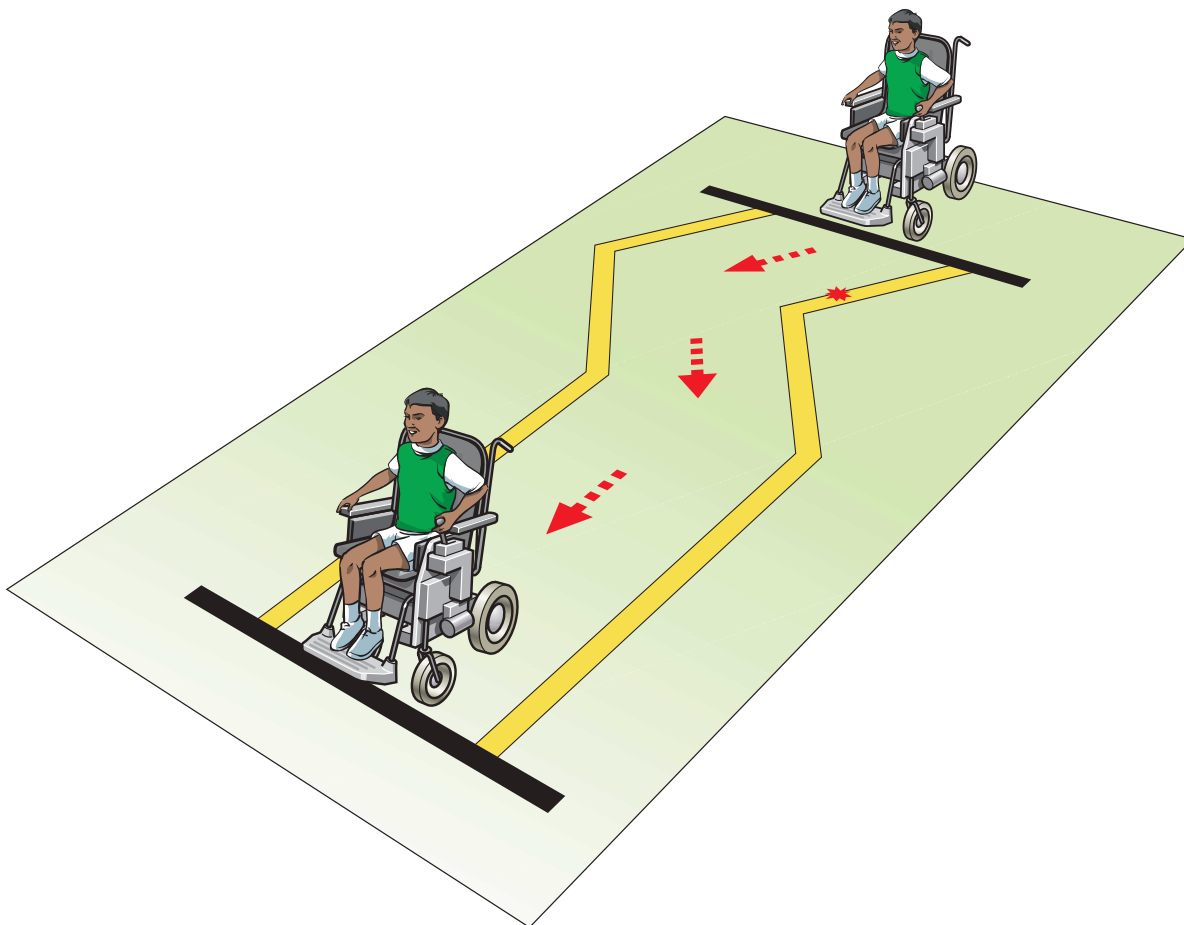
- If the chair remains within the lines before coming to rest, the distance recorded is from the start line to the point of the chair closest to the start line, eg the rim of the back wheel.
- If the chair breaks the lines before coming to rest, the distance measured is from the start line to the point where the chair first breaks the lines.

Safety

- Keep measuring area away from obstructions such as walls.



STANDING TRIPLE JUMP adaptations for all ability groups



ELECTRIC WHEELCHAIR USERS

Electric wheelchair users follow the same rules as for the manual chairs except a zig-zag course is set.

Procedure

- Layout the course as shown in the diagram.
- Place two parallel lines 1–1.5 metres apart with a left bend followed by a right bend followed by a straight.
- Participants position their chairs behind the start line making sure that the wheels are correctly aligned.
- On the command "Go" the participant must complete the course without breaking the sidelines.

Scoring

- A time limit can be given for each athlete to complete the course, or a time trial can be held between the competing athletes (fastest wins).