

CAMP ABILITIES

“A Loss Of Sight, Never A Loss Of Vision”

SPORT MODIFICATIONS

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Beep Baseball

Skill/Concept	General Modifications	Comments
Equipment:	<p>Bases: two alarming bases that are padded and resemble a football tackling pad. This is what the athletes run towards after they hit.</p> <p>Beep Baseball: softball sized game ball with a beeper inside. The beeping starts once a “pin,” is pulled from the core, and starts the beeping sound.</p>	
Skills/Concepts	Specific Modifications	Comments

Hitting	Use of a rubber tee, or tee with a spring that has some give when the ball is hit off of the tee.	This allows a consistent hitting zone for the batter, and teaches the batter to have a level swing. The tee should be at waist level. A tee with a spring on the bottom is better because the shaft has some give when it is hit, instead of being bent or broken if struck with the bat several swings in a row. The hitting zone is more consistent.
Hitting	Batting gloves with Velcro on the bat and gloves so that the batter keeps their hands positioned where they should be at all times on the bat.	Make sure the batter knows to release the bat and run to the base in game play. In practicing their hitting it is important to have proper hand position on the bat , and this assists them in doing that.
Hitting Stance	Use poly spots or carpet squares to help the athlete to find where they need to place their feet.	Stance should be shoulder width apart, and perpendicular to their target/playing field
Live Pitch Hitting	Use a consistent pitch technique, and use best accuracy to hit the same place every time. Batter must have same level swing every pitch.	Pitch to the swing. The percentage of hitting the ball from a toss is greater then the pitcher is accurate and the batter swings level at the ball every time.

BEEP Kickball	<p>This game is a modification of BEEP Baseball and uses a BEEP Kickball. All rules and concepts are the same, except the teams will kick a BEEP Kickball off a rolling pitch instead of hitting off a tee or a live pitch. The kickball is pitched from a pitcher who is sighted. Once the ball is kicked, the kicker must make it to the base that alarms before the fielders have collected the ball in the in-field in order to score a run, and prevent getting an out for their team. Everyone can kick the ball, and this offers a high rate of success for all who play.</p>	
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Track & Field

Track/Running Events

Skill/Concept	Specific Modifications	Comments
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Running	<p>Guide Running</p> <p>-Runner holds the elbow of the guide runner, or runs with guide runner using a tether rope</p>	<p>Person who is the guide runner should be faster than the runner who is Visually Impaired.</p>
Tether Running	<p>The tether will have two knots, one on each end so that both runners put the rope in between their fingers to maintain contact.</p>	<p>Guide runner must strive to stay in sync with runner who is Visually Impaired.</p> <p>This technique is used for longer distance running: One lap or more</p> <p>Type of rope used: Climbing Rope Sissal Rope Polyethylene Ski Rope Cotton Rope</p> <ul style="list-style-type: none"> - Examples of type and size of rope. <p>Make the tether about 1.5' to 2' in length. Tie a knot on each end and cut the remainder.</p>

<p>Distance/Motivation</p>	<p>Use a talking pedometer to tell the athlete how many steps they have gone, or how far they have gone.</p> <p>Put a playlist or genre of music the athlete likes at the start on the track or checkpoint area (5k race, etc.) where the athlete knows they are approaching a completed distance or lap, and that way they can strive to get to the sound faster.</p>	<p>It is important to provide different ways of telling the athlete their distance completed or where they are in reference to their start and finish zones in the area or facility that they are running at.</p>
<p>Guidewire Running</p>	<p>100 meter distance modification: Have several assistants hold the wire up at waist level so that the wire is not on the ground as the runner progresses through the lane. As the runner approaches the assistant much like a “wave” or “domino effect,” the assistant will let go of the wire just before the runner gets to them.</p>	<p>Every 20 meters would be ideal to have five people help to provide greater tension on the wire so it is not being picked up from the ground.</p>
<p>Guidewire Running</p>	<p>For short distance sprints such as 55 meters or less a cadence of clapping can be used to initiate a fast tempo, and slow down zone. First clap vigorously, and then slow the clap as they are reaching the end of the line.</p>	<p>This is especially useful in somewhat congested areas if lack of space is an issue, but the runner still wants to or needs to practice their sprinting.</p>

Guidewire Setup	Using any two anchor points like hurdles, poles, or anything else that would serve as a waist-high anchor point for the wire to be tied will work.	
Field Events		
Skill/Concepts	Specific Modifications	Comments
Long Jump	<p>Use a beeper that creates a cadence of slow to fast beeping, turning off the sound when the athlete jumps.</p> <p>Instead of clapping and sound, use a guidewire that the athletes run with and let go of to jump into the pit. This keeps them straight and is a little more independent than use of sound. Both may be utilized at the same time if preferred. On the guidewire, make 3 different sized knots at the end of the rope. Make the first one small, then bigger, and then the third one make much bigger so that it tugs hard to let the athlete know they need to let go and jump. Put a starting knot on the other end of the runway where they will begin their approach.</p>	<p>Use tether on guidewire with rope in between fingers for an easy release.</p> <p>Utilize the counting steps technique for depth perception and awareness of navigating the runway.</p>

Throwing		
Skills/Concepts	Specific Modifications	Comments
Shot Put Practice / Facility	<p>Use a hula-Hoop to train the athlete to stay inside the circle.</p> <p>Use of a Beep Baseball for younger participants to hear how far they threw the shot put.</p> <p>Use of a softball, light shot put, or lacrosse ball.</p> <p>For stance, place rubber mats, poly spots, or carpet squares down where feet should be positioned.</p>	Remember to update the athlete on their performance, and provide skill specific corrective feedback when appropriate.
Discus Equipment	<p>Use a Frisbee, taped paper plates, or smaller discus for practice and acquisition.</p> <p>Use taped rope lines in the circle to outline where the athlete must stand and stay inside of the circle while throwing.</p>	

Tandem Biking

Skills/Concepts	Specific Modifications	Comments
Tandem Bike	Use of pedal straps to keep feet remaining on the pedals at all times during the ride, and to find the pedals easier.	Some riders may not keep their feet on the pedals correctly so the strap on the pedal will assist them with this concept.

<p>Independent Riding On One Person Bicycles</p>	<p>Provide bright fluorescent lines to follow of possible</p> <p>Allow the use of a spotter on either side of the bike</p> <p>Adapt the bike for balance using training wheels if necessary</p> <p>Follow a sound of music, commands (left, right, and straight)</p> <p>Follow another sighted rider wearing a preferred bright color</p>	<p>Determine what colors are most visible first.</p> <p>Guide the rider holding the handle bar, and the back of the seat.</p> <p>Use for younger beginners, or those who have not had practice riding, and would like to ride a bicycle independently without physical assistance.</p> <p>Make sure that the music is loud enough to hear faintly on the other side of the lap area. This provides awareness, tracking techniques, and motivational support whether they like the music, or if the goal is to know when they are approaching another lap/checkpoint.</p> <p>Determine what bright colors stand out most for the person who is Visually Impaired.</p>
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Swimming

Beginners/Lower Proficiency Level

Skill/Concept	General Modifications	Comments
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<p>Floating</p>	<p>Use of floatation belt kick board, noodles across body, or between legs, arm floatation device, life jacket</p>	<p>Make sure the swimmer is used to the water and can experiment with his/her own buoyancy.</p> <p>Remain close to swimmer if not comfortable with water so they always feel the support from you that they are safe.</p>
<p>Introduction to Swimming Strokes</p>	<p>Use of stacked mats outside of pool to utilize physical guidance and tactile modeling while explaining and demonstrating proper form and concepts.</p>	<p>This allows the swimmer to perform the skill correctly before entering the pool to practice.</p> <p>Explain the difference between cupped hands and spread fingers. Cupped hands allow you to move faster through the water.</p>

<p>Equipment/Concept Modifications</p>	<p>Swimmers with Visual Impairment prefer goggles. Often times the swimmer cannot see to keep eyes open or closed and can cause irritation.</p> <p>Use lane lines to keep swimmers in the respective areas in the pool</p>	<p>Also provide specific feedback as much as possible without being overbearing, meaning it is helpful to keep the athlete informed on what they are doing, and where they are going.</p> <p>If you are guiding a swimmer through the pool ahead of them, make sure you are a strong swimmer who can maybe work with them and swim at the same time. Or you can always wear a floatation device to go along side them and provide corrective feedback. Use clapping ahead to guide the swimmer through the water if necessary, keeping the swimmer straight.</p> <p>Update the swimmer if possible at different distances on the lap for example $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, 1 and so forth.</p>
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Skills/Concepts	Specific Modifications	Comments
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<p>Under water swimming</p>	<p>Use of hula hoops to go underneath the water. Swimmer is focused on going through a certain amount of hoops to remain underwater. Start the swimmer at the wall, submerge, and then push off the wall going under the water and through the hula-hoops.</p>	<p>You can use this for any level swimmer, and is a great way to set goals to go through the hoops and orient the swimmer under water.</p>
<p>Lap Swimming</p>	<p>Use a noodle as a “tapper” which is used to notify the swimmer that they are approaching the edge of the pool, and should prepare to keep their hands out in front for safety. Also, the tapper may be used to initiate the flip turn that many proficient competitive swimmers use.</p>	<p>Make sure that the athlete is aware of this practice, and that they understand how to use this feedback in the pool while they swim.</p>

<p>Lap Swimming</p>	<p>Create different sounds for ends of the pool. First, the sound is used for depth perception of distance and counting laps, and also using different sounds keeps each end separate, so that the swimmer does not lose themselves in their orientation of the pool in reference to which end they are on or swimming towards.</p>	<p>This eliminates confusion, for the swimmer, and works well for competitive lap swimmers especially.</p> <p>A bell could be used also for lap notification. When approaching a wall the bell could sound off to let them know they are getting close to the wall, and they can keep their hand out to touch the wall.</p> <p>This strategy is a little more independent than the tapping technique, although both can be used at the same time.</p>
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Gymnastics

Skill/Concept	General Modifications	Comments
Forward/Backward Rolls	Use slant mats	<p>Slant mat helps to increase speed on the roll, and is soft.</p> <p>Barrel rolling helps to introduce the forward roll.</p> <p>Cues: “Look at belly” “Hands Flat” “Stand up w/ no hands”</p>
Cartwheel Round Off	Use of Carpet Squares	Place poly spots or carpet squares where you put each hand and foot.
Balance Beam	<ul style="list-style-type: none"> - Low beam - Mat underneath beam, or level with the floor - Spot at hips or hold onto hand - Walk out in front of to guide movement 	
Skill/Concept	Specific Modifications	Comments

<h1>Vault</h1>		<p>Orient the athlete about the Vault using a Tactile board model. Explain the runway, spring board, and jump up to off the vault. Let the athlete feel the apparatus entirely and the landing area with the mat</p>
Run-in	<p>Use of clapping cadence from slow to fast Once clapping stops the athlete knows to jump up</p> <ul style="list-style-type: none"> - Can also be done stationary in front of the vault on the spring board - Use carpet material when it is time to jump for a different sensation on the feet to signal the jumping zone - Use thin to thick lines on the runway for those with B2 and B3 VI - Use of a spotter at the hips during the jump and at the hand on the jump down - Count steps to apparatus 	<p>When landing, bend knees on contact and keep hands out in front.</p> <p>Use the same technique as the long jump run-in</p>

Kayaking

Skill/Concept	General Modifications	Comments
Navigation on the Water	Use of a rope tied to the lead kayak as the guide.	Tandem Kayaks will not need a guide, but when you have two single kayaks this will suffice.
Stand Up Paddle Boarding	<p>Attach a rope to the paddle board to pull the person ashore or guide them ashore as well.</p> <p>All paddle boards should be able to tie a rope where the ankle band strap is attached to the board</p>	<p>Keeping the rope attached helps provide independence for the person who is Visually Impaired by allowing them to explore, under some loose supervision in a safe environment.</p>

Goal Ball

Skill/Concept	General Modifications	Comments
Game Orientation	Explain the game using tactile boards, and allow the players to feel the entire court before playing, and rules are explained.	
Equipment	<p>Rope lines for boundaries and position areas on the floor taped down for a tactile court</p> <p>Goal Ball – inside of a hollow ball, there is a bell or pieces of metal which create a jingle, so the athletes can hear where the ball is going, and know where to attempt a save.</p>	The players will use this to orient themselves on the court and to remain in position.

Basketball

Skill/Concepts	Specific Modifications	Comments
Orientation of the Basket	Allow for the athlete to use their cane to reach up to the rim of the basket to feel the rim, backboard, and the net. This will also give them an idea of how high up the basket is for them to shoot the ball. By using the cane, and several taps against the rim, the person who is blind will get an idea of how high the rim is using the sound.	

<p>Orientation of the Court</p>	<p>Use a tactile board of the basketball court. First allow them to feel the board including the boundaries, and baskets on each end. Then allow the athlete to physically navigate the facility.</p>	<p>This is what is called pre-teaching of the facility.</p>
<p>Shooting</p>	<p>First, teach the proper form of shooting using physical guidance, and tactile modeling. Balance the ball on your hands, keep the shooting arm elbow over toes, extend upward at a 45° angle, and follow through with your shot.</p> <p>Take several shots into the air near the basket, and have a coach tell the athlete how high they need to shoot the ball when they shoot at the basket. Once the athlete performs several shots into the air that could make the ball into the basket, guide them in front of the basket and allow them to shoot.</p>	<p>In order to facilitate a greater chance for success this strategy gets the athlete ready mentally and physically to perform a successful basketball shot.</p>

Dribbling	<p>Allow for the athlete to bounce the ball up and down to their selves using a two-hand dribble. Explain that they want to create a rhythm in which to follow, and stay consistent so they can use the sound of the bounce on the hard surface to time up their catching.</p> <p>Once success is experienced often, try to increase the speed of the dribble without hitting the ball on the toes, or getting out of rhythm.</p> <p>Attempt using a one-handed dribble using the same concept of the sound perception to find the ball when it returns to the hand. Test each hand and when the athlete can perform a proficient dribble with both hands, try the alternating dribble switching to different hands while dribbling.</p>	
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Game Rules	Typical HORSE, and other shooting games could be played using a point system of hitting certain areas on the basket. For example, hitting the net would be a “1,” hitting the backboard outside the square near the rim is a “2,” hitting the rim is a “3,” any shot making contact with the shooting square on the backboard is a “4,” and a basket is worth “5.”	Everyone could be blindfolded to be on the same page and presents a fun challenge to all who want to play in an inclusive environment.
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