



Activity Guide for Developmental Ball™

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Introduction

As an Adapted Physical Education Specialist for over 25 years, I have observed students with disabilities, sensory motor impairment, and developmental delays struggle with ball skills.

Soccer trainers, cloth balls, balloon balls, and peer mentors are some of the adaptations used for incorporating ball skills (perceptual and sensory motor stimulation) for students with disabilities. All of the aforementioned adaptations do not meet the need for independent skill acquisition.

Developmental Ball comes in six-primary-color sets for K-4 grade levels, each set utilizing a different weight.. A third, heavier set, intended primarily for the autistic student, is a set of three blue-colored balls. The balls are light weight, non-allergenic, and tactily stimulating for positive proprioceptive interaction.

Developmental Ball activities benefit students with disabilities, sensory impairment issues, and developmental delays. The *Developmental Ball* also assists the “uncoordinated student” unable to keep up with peers. *Developmental Ball* is also *exceptionally* beneficial for a student with autism/autism spectrum disorder.

Activities

Standards Addressed:

NASPE: 1, 2, and 6 (National Association for Sport, & Physical Education)

APENS: 2, 6, 7, 9, 10, and 11 (Adapted Physical Education National Standards)

Take Away (Developmental soccer style dribbling skill builder)

Equipment: Developmental balls (6 ounces K-2 / 8 ounces 3-6)

Objective of activity: Independent dribbling skills. The slower moving ball gives the students more time to work on dribbling instead of chasing balls across the gym.

Warm-up: 5 minute walk/run around the gym, the last 2 minutes give each student a *Developmental Ball* as they pass by, finishing their warm-up while dribbling a *Developmental Ball*

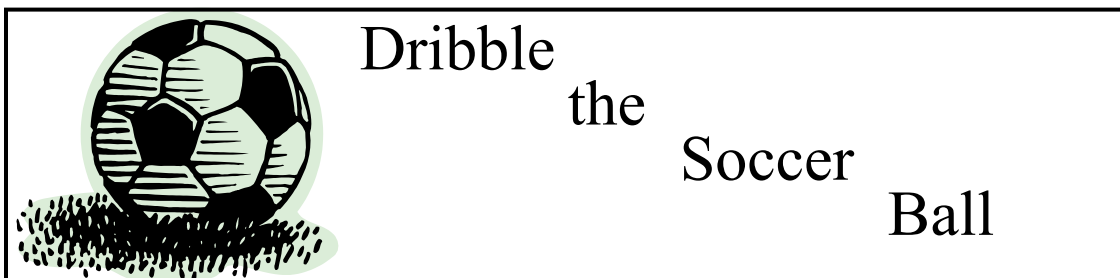
1. All students except 2 have a *Developmental Ball*
 2. Students begin dribbling. The 2 students without a ball try to take the ball from students with a ball. Once they take the ball away, the student without the ball then tries to take a different ball from a peer.
- ◆ Modify rules for special needs students by having students count to 5 before they take the ball away from students who need more time.

Obstacle skill builder 1: (6 ounces K-2 / 8 ounces grades 3-6)

Equipment: *Developmental* balls / cones

Object of activity: Engage students in an activity which develops dribbling skills while having fun!

1. Set up an obstacle maze around your gym using cones
 2. Have all students warm-up by walk/running in a designated area around the obstacle maze
 3. Students may start at any point outside the obstacle maze.
 4. On signal, students begin dribbling through the maze, creating their own pattern.
 5. Change up the obstacle course with variations of cones sizes, arches, targets
- ◆ Modification: Start the obstacle maze with your special needs students following a regular education student with acquired skills (use peers that may serve as a role model, modeling dribbling skills)
 - ◆ Modification: Use picture cues prior to each skill and transition.



Egg Soccer (6 ounces K-2 / 8 ounces grades 3-6)

Equipment: *Developmental* ball / jerseys (two colors) / two goals

Object of Game: This game will develop dribbling, passing skills, team interaction, and position placement during soccer. The slower moving ball gives students time to focus on where the ball is in relationship to their position on the soccer field, and where team mates are in relation to the ball.

Warm-up: Each student has a *Developmental* ball and dribbles around the gym.

Skill: Pair students for a dribble/pass exercise.

Game: Divide class into two teams.

Object of the game: Score in the opposing team's goal.

1. Rules: On the signal, one team begins passing the ball to the other players on their team.
2. Every player on the team must touch the ball before a goal is scored.
3. Opposing team may steal or take over the ball from the other team.
4. Each time the ball is turned over, the entire team must touch the ball before the goal may be scored.
5. The team scored on begins with the ball during the next game.

- ◆ **Modification:** Discuss safety issues concerning needs of students with disabilities; i.e.: be aware of students who use walkers/crutches for mobility and students who cannot move as fast as the rest of the class

Scrambled Egg Soccer (6 ounces K-2 / 8 ounces grades 3-6)

Equipment: *Developmental* balls / jerseys (two colors) / two goals

Object of Game: This game will develop dribbling, passing skills for soccer along with team interaction and position placement during soccer. The slower moving ball gives students time to focus on where the ball is, where their position on the soccer court should be, and where team mates are in relation to the ball.

- ◆ This game is similar to Egg Soccer, but with an additional ball

Warm-up: Each student has a *Developmental* ball and dribbles around the gym

Skill: Pair students for a dribble/pass exercise

Objective: Each team tries to dribble, pass the balls among teammates until a goal is scored in the opposing teams goal.

Game:

1. divide class into two groups.
2. Identify teams with colored jerseys.
3. Identify goals for each side: two cones/soccer goals.
4. Place one *Developmental* Ball with each team, and begin play.
5. Once a goal is scored, the balls are placed in the middle of the gym and a new game begins.

Note: Teacher should be aware if one team continually scores before the other team. Switch players from one team to the other if needed.

- ◆ **Modifications:** Orientation: Discuss safety issues concerning needs of students with disabilities; i.e.: be aware of students who use walkers/crutches for mobility and students who cannot move as fast as the rest of the class

Egg Toss: (6 ounces K-2 / 8 ounces grades 3-6)

Warm-up: each student has a *Developmental* ball, tosses & catches to self while maneuvering through obstacles around the gym

Skill: toss and catch to self 5 minutes

1. Place a row of poly spots down the center of room
2. Game: divide class into two groups.
3. Using 10 balls per group, students toss balls to the other side of the room. If the ball falls on the floor on the other side of the poly spots, the opposite team scores a point.

- ◆ **Modifications:** Discuss safety issues concerning needs of students with disabilities; i.e.: be aware of students who use walkers/crutches for mobility and students who cannot move as fast as the rest of the class

Egg Toss Relay:

1. Divide the class into groups of 4, 5 or 6 (depending on your class size)
2. Place poly dots or cones from one side of the gym at a distance that will allow for students to toss and catch successfully
3. Students stand on polyspot or next to a cone
4. The first student on each team tosses to the student in front of them. Continue until the last student in each group catches the ball.
5. Last student runs back to the start taking the place of the first tosser
6. Each student then moves up to the next spot
7. Continue until the teacher signals to stop. Count how many places you can move to before signaled.

- ◆ **Modifications:** shorten distance for students with disabilities, modify rules letting the ball roll instead of being tossed, use a peer buddy

Eggs in a Basket:

1. Divide class into two groups
2. Identify teams with colored jerseys
3. Place 6 to 10 Developmental Balls in a hula hoop on each side of the gym
4. On teacher's signal, students try to capture the balls, one at a time, bringing them to their side without being tagged by the opposite team before they cross the middle line of the gym
5. Once all the balls are taken from one team the game is over, the team with ALL the balls in their area wins

NOTE: Teacher can keep this game going by ending it right before one team captures all the balls.

- ◆ **Modifications:** Students have to count to 5 slowly before tagging student's with disabilities. Students can partner with a student with a disability when trying to capture balls on the opposite side. Rule: the supporting student cannot be tagged.

Tunnels and dribblers:

1. Tunnels will stand with their feet apart
 2. Dribblers will begin with the ball
 3. On the teacher's signal, dribblers begin dribbling and passing the ball through as many tunnels as possible before the teacher signals stop.
 4. On signal, the dribblers pass the ball to a tunnel and trade places. Game begins with the new tunnels and dribblers
- ♦ **Modifications:** Use an extension for students using wheelchairs and walkers as the tunnel: i.e. styrofoam noodle, hockey stick

Tunnel challenge:

1. Students are divided into two groups.
 2. Tunnels will stand with their feet apart and one hand in the air, fingers open.
 3. Dribblers begin with the ball.
 4. On the teacher's signal, dribblers begin dribbling and passing the Developmental Ball through as many different tunnels as possible. Dribblers must go to a new tunnel each time.
 5. Each time a ball passes through a tunnel, the tunnel will close one finger. Once five balls have passed through one tunnel, the tunnel closes.
 6. Once all tunnels are closed, the dribblers become tunnels and the tunnels become dribblers.
- ♦ **Modifications:** use an extension for students using wheelchairs and walkers as the tunnel: i.e. styrofoam noodle, hockey stick.

Dribble Relay:

1. Students are divided of four or less
 2. Place a cone at each end of the gym for all teams
 3. On teacher's signal, first student on each team dribbles to and around the cone on the opposite side of the gym, back to their team, passing the ball to the next person in line
 4. Teammates use a second Developmental Ball to pass over and under through their line while waiting, see how many times they can pass before their teammate returns
 5. Teams see how many times each person dribbles before the teacher signals the group to stop
- ♦ **Modifications:** Place an extra cone at a shorter distance for students with disabilities, use a hockey stick taped to a wheelchair for students using chairs for mobility to hit the Developmental Ball.

Assessment Matrix

K-2

(with modifications for 3-6 grade levels)

Dribbling & Kicking	Motor Development *Dribbles for a distance under control *Kicks ball at a designated target	Cognitive Development *Demonstrates knowledge of kicking at a designated target *Demonstrates knowledge of controlled dribbling	Tossing & Catching	Motor Development *Toss & catches with a partner 3X *Toss & catches to self 3X	Cognitive Development *Demonstrates knowledge of underhand toss *Demonstrates knowledge of skills/preparation to catch a ball	Affective/Social *shares with partners & groups
Students:						

3-4 grade levels: increase number of reps/distances
 5-6 grade levels: increase number of reps/distances

- Scale:**
- 3 Demonstrates mastery of skill
 - 2 Demonstrates knowledge of skill
 - 1 Attempts to demonstrate the skill 1 time
 - 0 Does not demonstrate the skill

Learn More

TEACHH Autism Program: www.teacch.com

PE Central : www.pecentral.org

Project INSPIRE / Texas Women's University: www.twu.edu/INSPIRE

Adapted Desk Reference book by Dr Timothy Davis & Dr. Suzanna Dillon : www.pecentral.org/adapted/adaptedisabilities1

PALEASTRA : www.palaestra.com

JOHPERD : www.questia.com

Recommended Products

Item #	Description
1320796	Folding Goal With Net
007258	Sportime Pop-Up Goal
027119	Directcue™ System
1005400	Sportime Super-Safe Flexikone™ 7"
016933	Sportime Super-Safe Flexikone™ 15"



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