



SPECIAL OLYMPICS

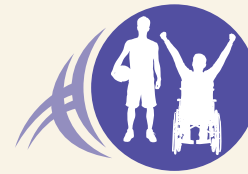
Motor Activity Training Program

SOUTH CAROLINA





Special Olympics
South Carolina



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Training Program**
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MATP Participants



Motor Activity Training Program (MATP)

About MATP Participants

The purpose of this activity guide is to present a sport and play program for participants with severe and/or multiple disabilities of all ages. This MATP Guide introduces ways for persons with severe and/or multiple disabilities to acquire new motor skills through the practice that comes with repeated, structured activities in basic sport skills such as moving, kicking, and throwing, with appropriate modifications. MATP Activities can be done at home, in schools or in the community, using this Guide and both basic and modified equipment.

MATP welcomes participants and their families into the world of Special Olympics, offering them all –families, teachers, caregivers and others – the chance to share in the joy of sports with all participants.

Goals of the MATP Program:

- Provide a format for persons with and without disabilities to play together and learn about and understand each other.
- Support social inclusion and inclusive play in schools, communities and homes.
- Provide participants with activities and games that meet their skill and ability levels.
- Share how Special Olympics can support families.
- Show that all people should be valued for their talents and abilities.



Benefits of the MATP program:

- **Motor Skills:** Persons with severe and/or multiple disabilities benefit from structured, repeated practice to learn motor skills. This motor learning is a powerful tool with which we can help those with severe and/or multiple disabilities gain functional motor skills that can enhance their daily life.
- **Personal Growth:** Persons with severe and/or multiple disabilities have capacity for learning. Their rate of learning may be slow, they may need repetitions to learn, and they may not generalize skills easily, but they can learn.
- **Acceptance:** The MATP program benefits persons with and without disabilities by providing opportunities for people to better understand and accept each other as they come together to work on a common goal.

Standards addressed through use of MATP activities:

National Association for Sport and Physical Education (NASPE) standards that are addressed by the activities in this guide include:

- **Standard 1** – Demonstrates competency in a variety of movement motor skills and movement patterns.
- **Standard 2** - Applies understanding of movement concepts related to movement and performance.
- **Standard 3** – Demonstrates skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- **Standard 4** – Exhibits responsible personal and social behavior that respects self and others.
- **Standard 5** – Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.



Getting Started

Three Models for MATP Participants

- **School:** Led by educators in a school. Activities take place during the school day. Activities are done at least once a week, but three times a week is most beneficial. MATP sessions can be included as part of weekly school lesson plans.
- **Community:** Led by MATP coaches and volunteers, including family members. It gives parents, siblings and friends a chance to get together. Activities can be done in a sport club, recreation center or other community facility. Activities take place at least one time per week, with families doing at-home play to support skills being worked on at least twice a week.
- **Home:** Parents, siblings and friends play together at home. The Activity Guide is used for tips and suggestions. Family activities take place at least three times per week in the home. The activities can be one-on-one or in small groups.

MATP sessions do not need to follow the order listed in the Activity Guide. It may be best to focus on one skill area for multiple sessions or do basic activities from several skill areas. For example:

- **Schools:** Teachers may want to run MATP sessions with the most basic skills from all skill areas. As children progress in the basic skills, teachers can advance to skills that are more difficult as needed.
- **Community:** A program held at a basketball sport club may run MATP sessions that include one activity from Foundational Skills, one from Movement and Mobility, etc. Persons with different skill levels can all take part and grow in the way that works best for them.
- **Home:** Parents may want to pick activities that their children enjoy the most or ones that allow siblings and friends to participate. Choosing activities at which everyone can be successful ensures that MATP has the greatest impact on all participants.

Tips for Inclusive MATP Sessions:

- Make training fun and welcoming for all. Include music often – think “Heads, Shoulders, Knees and Toes”.
- Take time to learn the different needs of the group. Watch how participants and partners interact. Talk with them about what is/isn’t working.
- Develop a “grab bag” of Open Activities that all can do with little or no modification for times the session needs to head in a different direction (Parachutes, familiar movement songs).
- Keep directions simple, be repetitive and consistent. Visual cues/picture cues can keep questions to a minimum and help athletes stay engaged.
- Allow for personal space, and clearly mark and identify boundaries.
- Vary equipment to allow inclusive engagement and maintain higher levels of interest (bigger, lighter balls, bubbles, vary heights of beams, distances of targets).
- Add the element of story to a skill. Jumping from spot to spot to escape an alligator is more fun than just jumping.
- Watch for opportunities for leadership. Have participants lead warm-ups or cool-downs, model skills, and run stations.
- Connect with a high school Applied Technology class, a Robotics class, or a STEM class to design switch operated activities for participants who need maximum support. Invite the class to visit participants to observe what type of devices or projects are needed.



MATP Participants Equipment

MATP programs use a variety of equipment to help participants focus on each skill. Equipment can be substituted for materials that can be found around the house. Physical Education teachers are great resources for equipment and will have ideas about substitutions. Garage sales are good places to look for child-sized sports equipment, goals, etc. Foam Noodles are very common, cost little and last forever – they can also be used in multiple ways.



Equipment

Balance Beam
Small Foam Ball
Beanbags

Sport Cones

Large Plastic Blocks

Plastic Dowels
Foam Noodles
Paddle
Floor Markers

Hoops

Scarves

Suggested Substitutions

Tape, Rope
Tennis Ball, Any small ball
Small, soft toys or figures
Bags filled with rice, sand or beans
Boxes, Plastic soda bottles filled with sand
Foam or wooden blocks, foam or wooden bricks
Sticks, Paper towel Roll
Paper towel rolls
Short stick
Stickers or tape
Carpet squares
Chalk-drawn shapes
Hula hoops
Bicycle tubes
Old tires
Dish towel, small piece of cloth
Clean plastic grocery bags

Slow Motion Ball

Bowling pins

Rubber Bowling Ball

Multi-sport Mini Net

Volleyball

Inflatable Target

Golf Clubs

Tees

Rhythm ribbons

Beanbag Toss Target Board

Beanbags

Basketball

Soccer goal

Soccer ball

Badminton Racquet

Whiffle Balls

Painters' Tape

Beach ball

Any lightweight ball

Balloons (latex-free)

Soda Bottles weighted with sand

Stackable cups (Solo)

Balls of various sizes and weights

Low net, sports goals

beach ball, playground ball

Teacher-made target with Velcro

Child-sized clubs of any type

small cones

Crepe paper attached to a yardstick

Any beanbag toss game

Beanie Babies, soft small toys

Beach ball, playground ball

laundry basket

Beach ball, playground ball

paddle

Foam balls

Masking tape

Additional Equipment that you may have and want to use:

- Bowling ramp
- Inflatable Jumbo Volleyball
- Giant inflatable soccer ball
- Racquets with Velcro on handles
- Inflatable small volleyball
- Velcro balls and Velcro target
- Various Sensory balls, fidgets, bead necklaces, pom-poms, fans, Wonder Tubes, and other items to use at the Sensory station
- Modified basketball goal
- Child-sized sports equipment
- Playground balls
- Rope
- Stacking cups (Solo cups)
- Tunnels
- Parachutes
- Play food items
- Floor markers, beanbags, and balls with food images



Equipment Modifications and Adaptations

Changes to equipment can decrease injury and increase success. Balls, Frisbees, balloons, pucks made from Noodles, bats, rackets, paddles, sticks, bases, nets, goals and fitness equipment can be changed to meet the needs of each child.

- Change the ball size: Make the ball or sport object (ex: puck, shuttle) larger or smaller
- Length or width: Change the length of the striking implement (ex: bat, stick) to be longer, shorter or wider.
- Weight: Offer striking equipment or balls that are lighter or heavier.
- Grip: Make the grip larger, smaller, softer or molded to fit the child's hand. Various tapes can be used to make grips stickier and easier to grasp. Velcro can also be added to handles to make them easier to use.
- Composition and texture: Offer a variety of balls and striking equipment that are made of foam, fleece, plastic, rubber, cardboard or other materials.
- Colors: Use equipment in many colors for organization or to visually engage children.
- Height or size: Lower the height of a net, goal or base. Use larger bases marked with numbers or colors. Increase the size of a goal or change the height to increase accuracy in aiming at a target.
- Sound, light, pictures, signs or colors: Use colored scarves, pictures and other visuals to emphasize location.



MATP Activities



MATP Activities

As MATP sessions are planned, it is important to have at least a 1-to-1 ratio of peers/volunteers to participants to ensure success and optimal benefit. Levels of difficulty can be manipulated by the teacher/coach. Close observation will allow coaches to modify the activities to fit the group or the individual. Having at least a 1-to-1 ratio of participant with peer/volunteer makes each session more enjoyable, successful and beneficial. Examples of possible modifications based on ability levels:

Level 1 modifications: Modifications at this level are the most intensive, for use with those needing the most support.

- Provide hand-over-hand support as needed.
- Use mats or wedges for additional positioning.
- Use peers/volunteers to model desired movements, repeating often.
- Give non-verbal participants pointers to use when responding.
- Use assistive technology devices such as a Big Mack or communication board to aid individual responses.

Level 2 modifications: While modifications depend on the individual, at this level there is an expectation of increasing engagement on the part of the participant.

- Provide hand-over-hand support, fading as appropriate.
- Model movements or provide large visuals that demonstrate the movement/activity.
- Repeat directions.
- Allow non-verbal participants to use pointers to indicate responses.
- Use assistive technology devices such as a Big Mack or a communication board when responding.

Level 3 modifications: Growing independence is encouraged, with support as needed.

- Fade hand-over-hand, encouraging independent movement. Be aware of correct positioning and proper mechanics to decrease the possibilities of injury.
- Continue to model movements
- Increase the complexity of the directions. Repeat as needed.

Activities

The following activities are EXAMPLES of things that can be done in each area of focus. Making the activity fit the individual cannot be stressed enough. **MODIFICATIONS TO ENSURE SUCCESS ARE WHATEVER IT TAKES TO MAKE THAT INDIVIDUAL ABLE TO PARTICIPATE AND BE SUCCESSFUL.**

Foundational Skills

Foundational skills help participants become aware of themselves and their relationship to their environment. They also support basic health and physical fitness.

Body awareness, strength, flexibility, coordination and endurance are important for motor and social skills. Foundational skills promote development in all areas, which are essential for mobility at home, in school and the community.



Introduction to Scarves

Equipment Needed: Enough scarves for all
Place students around the room. Give a series of directions about how to manipulate scarves:

- Squeeze the scarf into a small ball
- Pass the scarf from hand to hand
- Toss the scarf from hand to hand
- Toss the scarf into the air and watch it float to the ground
- Hold the scarf with one hand and shake it fast
- Shake the scarf to music



Scarf Games

Equipment Needed: Scarf (easy substitute- clean plastic grocery bags)

Encourage children to follow the movement of the scarf with their head and eyes. Drop the scarf and encourage children to “catch” the scarf with their hand, head, foot or body part.

Group Play: Children can play together by tossing scarves to one another.

Additional challenge: Encourage children to listen carefully for what to do with the scarf. For example, “If you have a green scarf, pass it to the person next to you” or “Pass the scarf behind your back to the person next to you”.

Children’s Songs

Equipment Needed: iPod, MP3 player, CD player, etc., CDs

Encourage participants to sing or react to songs that associate words with actions and body awareness, such as “Wheels on the Bus” or other familiar action songs.

A song such as “If You’re Happy and You Know It” can be used to encourage participants to perform different activities like clapping, rubbing the belly, tapping the head and more. Have fun and be creative about what to do and how to move!

I Spy

Equipment Needed: Cones, floor markers, hoops, dowels, beams

Encourage participants to look around and notice different things in your space. Ask them to look for certain items and encourage those who can to run, walk, crawl or roll to those items.

Change the complexity of your directions as needed by asking participants to identify colors, shapes, or other known items in the environment. Use assistive technology, such as a Big Mack or a communication board to give students additional ways in which they can respond.

Modified Musical Chairs

Equipment Needed: Music, floor markers

Place participants around the room. While music is playing, ask them to run, walk, crawl or roll with the beat. When the music stops, have everyone stop moving until music starts up again. Additional level of difficulty: Add floor markers for participants to move to when music stops.

Tunnels and Bridges

Equipment Needed: schools or pre-schools may have “tunnels”, foam/padded objects, folded towels

Adults and peers make tunnels by touching the ground with their feet and hands, with hips up in the air. Participants crawl through the tunnels. For those in wheelchairs, adults/peers can stand, joining hands to form the tunnel, allowing the chairs to be maneuvered through the tunnel.

Bridges can be made using foam, padded objects, folded towels, or anything one can safely climb over.

Tips for Observation:
Make note of the participants’ ability to remember lyrics, activities, body parts, move to the beat or other important concepts. Reinforce those areas in other activities or self-help skills.



Parachute Games

Equipment Needed: parachute, such as those used in schools, substitute could be cloth or sheet, ball

Participants and adults/peers hold the edges of a parachute. Working together to move the parachute up and down, have an adult throw a ball or beanbag on top. All try to keep the parachute moving, while keeping the ball or beanbag from falling off.

Group play: Parachute games are a great way to end sessions with any group. Have participants make waves with the parachutes by slowly moving it up and down. Then have everyone let go of the parachute when their hands are above their head, moving to the center as the parachute falls over them.



Magic Carpet Ride

Equipment Needed: Blanket or sheet

A participant sits on the blanket, holding the edges. An adult grasps the other end of the blanket and pulls it so that the participant moves along the floor. Safety is an important factor in this activity. Demonstrate the activity and ensure that each person can hang on tight to the blanket to prevent them from falling off. For those who may not be able to hold on to the edges, have them lay down on the blanket as it is moved along the floor.

Bubble Pop

Equipment Needed: Bubbles

Have the participants form a circle. Move around, blowing bubbles high into the air near each person. Encourage everyone to watch the bubbles and pop them as they land.



Body Bowling

Equipment Needed: mats, empty soda bottles or plastic bowling pins

Have participants lie on a mat, placing the pins around them so that they are just out of reach. Participants must move their bodies in various ways to knock down all the pins.

Cup Stacking

Equipment Needed: enough Solo-type cups for pairs of children to stack

Position participants according to physical ability – some will be on the floor, some may be at tables. Give each pair (participant and buddy) a given number of cups. Allow several minutes for the pair to stack all the cups. Starting over, have the pairs stack the cups in a different way – formation, space between cups, etc.

Newspaper Tear

Equipment Needed: sheets of newspaper, towel or small cloth per pair

Participants can do the preparation for this activity by tearing, ripping or shredding sheets of newspaper into small pieces, rolling pieces into balls, scrunching small sections, etc. Have two people hold the cloth. A handful of newspaper pieces are placed on the cloth. The pair then shakes the cloth until all paper pieces have fallen off.



Shoo, Fly!

Equipment Needed: fly swatter and balloon for each pair of children

Give each participant a fly swatter. Encourage the participant to hit the balloon with the fly swatter as the partner drops it from above.

Chair Aerobics

Equipment Needed: music

Form a circle. Begin with movements everyone can do. Count out loud repetitions for each movement (1-2-3-4-5!) Let Buddies serve as models/encouragers for each movement.

- Raise 1 arm at a time, alternating arms
- Raise 1 leg at a time, alternating legs
- Make some noise with Big Claps!
- Change the direction with Alligator Claps
- Shrug your shoulders
- Arm Circles
- Tap your knees
- Tap your shoulders
- Cross mid-line to touch opposite shoulder/kneed
- Lower leg lifts
- Flutter kicks
- Seated jump – with feet only

Seated Parachute

Equipment Needed: Parachute (flat sheet), optional - ball

Place participants around the parachute, holding on to it with backs of hands facing up. Begin with little shakes, first slowly then faster. Vary speed. Then move to making waves – big and small, fast and slow. If the group is ready, introduce a light weight ball for the group to either try to move off the parachute or try to keep it on the parachute.

Center Sitter

Equipment Needed: Parachute

Place students around the parachute. Allow one participant to go to the center to sit on the parachute. Everyone else makes waves and counts slowly down from 5 “5-4-3-2-1! Andrew’s turn is done!” Andrew would then pick another child to be the Center Sitter.

Magic Wall

Equipment Needed: flat sheet (parachute), light weight balls (balloons, Nerf-type balls, yarn balls), low net (rope)

Place sheet over the rope or net. Have participants toss or hit the balls over the wall. Vary the height of the wall to change the level of difficulty.



Movement and Mobility

Moving, crawling, walking, and running are skills that allow participants to explore their environment. As with Foundational Skills, observation allows teachers/coaches to best plan and modify activities to fit the group or individual. Some of the same factors used to modify foundation skills can be used here.

Keeping the ability level of individuals in mind, make any modifications needed to fit the activity to the participant.



Follow the Leader

Equipment Needed: none

Encourage participants to “follow the leader” as he/she moves in different ways (slow, fast, quiet, loud, silly, etc.) and moves different parts of your body (arms, legs, head, etc.). Encourage participants to take turns as leaders.

Group play: Set up a path using hoops, cones, floor markers or other available equipment and encourage participants to follow the path.

Walk/Roll/Move Tall

Equipment Needed: Beanbags

Have participants walk, crawl or roll from one floor marker to another, with a beanbag on their heads. For those who are adept, encourage them to move faster or place the beanbag on different body parts as they move.

Placing a beanbag on the child’s head while moving encourages good posture and balance.

Grab and Go

Equipment Needed: Beanbags

Encourage children to move to a designated place, pick up an object from the ground (could place it on a chair for easier access) and return to the starting point. Repeat several times to build endurance.

Group play: When playing with two or more children, pass the object to each other upon return to the starting point. With a bigger group, put children into relay teams.

Hidden Treasure

Equipment Needed: Cones, beanbags, box

Set up cones throughout the space. Under a few cones, hide a “treasure” (beanbag).

Ask children one at a time to move to a cone and see if there is a hidden treasure. If one is found, it should be placed in a “treasure chest” (box). If no treasure is found, the child should return to the starting point.



Tips for Observation:

Encourage children to look in the direction they are moving and to keep their hips and feet facing forward.

Obstacle Course

Equipment Needed: cones, floor markers, hoops, dowels

Set up cones, floor markers and other equipment, and encourage children to walk, crawl, climb, jump, roll or run through and around a series of obstacles. Begin with a straight course with similar activities at each “station” and progress to include a variety of movements, such as zigzag, turning, going backwards, etc.



Moving In Space

Equipment Needed: poly spots or floor markers

Place each participant on a poly spot. When signal/direction is given, participants move slowly from their spot to a named area -ex: back wall, end of gym, etc. – without touching anyone else. When the target area is reached, they return to their spot and repeat, moving in a different way (side step, backwards, etc.).

Bubble Wrap Boogie

Equipment Needed: sheets of bubble wrap, tape

Tape sheets of bubble wrap onto floor. Encourage participants to lay on the bubble wrap and move around popping as many bubbles as they can. Participants can move arms/legs or roll around to pop the bubbles. This could also be used as a sensory activity.



Jelly Fishing

Equipment Needed: 2 goals (laundry basket or boxes), lots of flex balls used in ball pits (100+), 1 box of latex or plastic gloves, butterfly nets-check out Dollar Stores (small tennis rackets) – one for each hand, if possible. ****Check for latex allergies and be ready to substitute with plastic gloves such as those used in cafeterias.*

Place one flex ball in the palm of a single latex glove to create a “jelly fish”. Place the jelly fish in the center of the space with the goals at either end. Each play has at least one net. Using the nets, the player scoops up the jelly fish with the net and runs/walk/rolls to place it in their “jelly fish tank” – the goal. The team with the most jelly fish in their tank wins!

Superman Relay

Equipment Needed: 2 MultiGoals (laundry baskets or boxes), 50+ flex balls used in ball pits, scooters

Place Multigoals at opposite end of the gym, with the balls scattered in the center. Participants will use scooters (Superman style – on stomach with arms out) to move across the space and collect flex balls (Kryptonite). Once collected, participants try to bounce the balls into the MultiGoal.

Balance and Jumping

Good balance is important for many functional skills, activities and sports. Balance helps participants climb stairs and walk on uneven surfaces, like grass or sand, sit, change positions and stand. Good balance will help develop confidence for more difficult skills, such as jumping and leaping.

Balance Beam

Equipment Needed: Balance beam or tape on floor, foam beam, chalk line, beanbag, container

Encourage children to walk heel-to-toe or move next to a straight, narrow path marked by a chalk line. Progress to having children walk/move directly on a line, then to a low balance beam (foam ones are great for this).

Group play: Have children walk/move in a straight line and pick up a beanbag. Have them place the beanbag on their head, shoulder or lap and continue walking/moving until the beanbag can be place in a bucket or container.



Follow the Coach

Equipment Needed: None

Another name for Follow the Leader. Ask children to copy your movement and positions. Encourage children to perform actions that require working on balance, such as:

- Standing on tiptoes or heels
- Standing with one foot directly in front of the other
- Standing on one foot
- Sitting on a mat and raising one foot
- Sitting on a mat and raising both arms into the air
- Sitting on a mat and using arms to raise body

Rock Hop

Equipment Needed: Blocks, floor markers

Set out blocks and/or floor markers and pretend they are rocks in a river. Tell children to pretend there is a crocodile in the river and they need to get across by stepping on the “rocks” without falling in the water. Increase difficulty by having the blocks further apart or varying the size and shape of the blocks.

Increase difficulty by having two children hold hands and work together to get across the river. Or have children cross the river using only one color of blocs or floor markers.

Trees in the Forest

Equipment Needed: Floor markers, scarf

Have children pretend to be trees in the forest by having them stand with their feet on two floor markers or placing their chair on a marker. Ask one child to be the wind and move through the trees, fanning them with the scarf. Encourage the trees to bend and sway in the breeze.

Tips for Observation:

To track progress in an activity, note how everyone does at the beginning of skill practice and then every four weeks or so to see if improvement is being made. Use these informal assessments to know when children need more practice and when they can move on to harder skill areas.

Leaping Lizards

Equipment Needed: Floor markers

Encourage children to jump/move forward from one floor marker to the next.

Progress by encouraging children to run forward and jump into the air or leap over the floor marker.

Step High

Equipment Needed: Plastic dowel or foam Noodle, cones

Encourage children to step over a dowel/noodle. Raise or lower the height depending on ability.

Raise Your Head, Raise Your Hand

Equipment Needed: None

Place participants in whatever positions are appropriate – seated or laying down on the floor. As a body part is named, participants lift that body part for a slow count of three. Ex: lift your left arm, lift your head. Once participants have successfully gone through most body parts, call out two parts to lift – ex: left leg, right arm.



Balancing Act**Equipment Needed:** None

Place participants on mats. Ask them to try to balance on hands and knees, or one hand and knees. Encourage all to attempt balancing their bodies using different body parts and different number of body parts. The level of difficulty can be changed by asking participants to show what it looks like to balance on one body part (seat) or three body parts (seat and both feet). Call out participants to show everyone how they can balance in unique ways.

Jumping Songs**Equipment Needed:** CD player, music CDs

Songs that include jumping specifically, like “Pop Goes the Weasel” or “Jack Be Nimble” are an easy way to get participants jumping. If a screen is available, songs by Patti Shukla (Jump!) quickly become favorites.

Trapping and Catching

Trapping is when children stop a ball with their body and not their hands. Catching is when children use only their hands to stop a ball that is thrown, bounced or rolled. Both skills require hand-eye coordination as children watch the ball as it moves. Children also need strength and balance to trap and catch.

Rolling and Trapping**Equipment Needed:** Slow motion ball (small foam ball, tennis ball)

Have children sit opposite each other with legs wide so that their feet touch to form a diamond shape. Encourage children to roll the ball to each other and to stop it with their hands. Children in wheelchairs can do the same activity on a table. As children become more proficient, decrease the size of the ball or roll it faster.

Group play: Ask children to sit in a circle and roll the ball to each other. Have children call out the name of the person they want to roll it to – that person should be the one to trap it.

**Goalie Drill****Equipment Needed:** ball, cones (soda bottles filled with sand), Noodle to use as a hockey stick)

Have children stand/sit in front of two cones that have been set up to form a goal. An adult, peer or another child rolls a ball toward the goal. The goalie is encouraged to stop the ball with their hands so that the ball does not roll between the cones. For those in wheelchairs, they may use their feet or a “hockey stick” to trap the ball.

Bubble Catch**Equipment Needed:** Bubbles

Ask children to form a circle. From the middle of the circle, blow bubbles to the children and have them catch the bubbles with one or two hands.



Big Ball Catch

Equipment Needed: Slow motion ball (beach ball, balloon)

Stand facing the child and slowly bring the ball toward them, at the level of their waist. Repeat several times, moving more quickly each time. Next, drop the ball right before it reaches their hands and encourage them to catch it with their hands and not let the ball hit the ground.



Low Ball Catch

Equipment Needed: slow motion ball (beach ball, playground ball, balloon)

Stand facing the child, who can be anywhere from one to three steps away. Gently toss the ball to the child making sure the ball gets to the child at waist level or below. Encourage the child to catch the ball with fingers pointing down.

As progress is made, move further away.

High Ball Catch

Equipment Needed: Slow motion ball (beach ball, playground ball, balloon)

Kneel facing the child, who is one to three steps away. Gently toss a ball to the child, making sure the ball gets to the child at chest level or higher. Encourage the child to catch the ball with fingers pointing up.

As progress is made, move further away and increase the size of the ball's arc.

Circle Ball

Equipment Needed: Slow motion ball (beach ball, playground ball, balloon)

Ask children to form a circle and pass the ball with short tosses to the next person. Add a second ball when the first ball has made it halfway around the circle successfully. Have children move back to increase the size of the circle for a greater challenge.

Group play: Make it a game.

Encourage the group to see how many catches they can make without dropping the ball.

Tips for Observation:

Bubbles and beach balls have longer flight times than other balls. This will help some children achieve early success in catching. Be sure to pick the right-sized ball for each child – not too big and not too small.

Throwing

Throwing requires strength, flexibility, balance and coordination. Children learn how to grip and let go of an object by tossing something small and light. If a child can easily lift a ball over their head with both hands, the ball is a good size.

Bowling

Equipment Needed: stacking cups, (empty soda bottles), soft balance beams, ball

Create your own bowling lane with two balance beams. Arrange cups in a pyramid shape and have children roll a ball towards them to knock the cups down.



Two-Handed Underhand Toss

Equipment Needed: Slow motion ball (beach ball, playground ball), hoop (low net, basket, laundry basket)

Encourage the child to stand with bent knees and hold a ball with two hands. If a child is in a chair, encourage him/her to hold the ball with two hands. Ask the child to look at your hands and toss the ball underhand to you.

Progress by having the child toss the ball into a basket, over a low barrier or through a hoop.

Group play: Have children form a circle and toss the ball to one another, using two hands.

One-Handed Underhand Toss

Equipment Needed: small foam ball (beanbag, tennis ball), hoop (low net, basket)

Encourage the child to stand, if able, with bent knees, holding a small ball with one hand. If seated in a wheelchair, encourage the child to hold a small ball with one hand. Ask the child to look at your hands and underhand toss the ball into your hands. Progress by having the child toss the ball into a basket, over a barrier or through a hoop.

Two-Handed Overhand Throw

Equipment Needed: slow motion ball (beach ball, playground ball), hoop (low net, basket)

Have children stand with one foot in front of the other, hip-width apart (or sit in their chair) and encourage them to slowly rock forward and back several times. As the children rock back, have them raise their arms up over their head. When rocking forward, have them bring the arms forward to throw the ball.

Progress by having children throw the ball into a basket, over a barrier or through a hoop.

One-Handed Overhand Throw

Equipment Needed: small foam ball (tennis ball, beanbag), hoop (basket, low net)

Using the same technique as two-handed overhand throw, encourage children to use one hand, bringing their arm back and forward overhead to throw a small ball towards you.

Progress by having children throw the ball into a basket, over a barrier or through a hoop.

Target Practice

Equipment Needed: Pictures, tape, floor markers, small foam balls or beanbags

Tape pictures to the wall at various heights to serve as targets. The targets can reinforce concepts taught in class, such as numbers, colors, shapes, etc.

Have children stand on markers and throw small balls at the targets.

Shoot to Score Basketball

Equipment Needed: Hoop (basket), ball

Have children form a circle around an adult/peer who is holding a basket. Ask the children to pass the ball around the circle a certain number of times. The child who ends up with the ball should shoot the ball into the basket for a point. As proficiency is acquired, have children shoot the ball into a hoop.



Asteroid Shower

Equipment Needed: large gym ball (beach ball, playground ball), several bean bags per person

Place participants in a circle with a large ball in the center – that is the planet. The object is to move the planet by hitting it with the bean bags. Participants throw their bean bags at the planet, moving it to one side or the other. The planet is returned to the center of the circle after it touches the edge of the circle.

Group play: Break group into two teams and designate which side of the circle belongs to which team. As the bean bags are thrown and the planet starts to move, the teams try to keep the planet away from their part of the circle and make it touch their opponents portion of the circle.

Bozo's Grand Prize Game

Equipment Needed: Bean bags, containers – baskets or boxes, small treasure/reward

Line up the containers with the first one placed so close to the starting point that the participants can just drop it in, and all the others spaced so that each requires a gradual increase in the distance thrown. If a participant throws a bean bag into all containers, he/she wins Bozo's Grand Prize – a trip to the treasure box or some other type of simple reward.

Knock 'Em Out!

Equipment Needed: Various Blow Up targets (seasonal if possible) balls, bean bags

Participants throw balls at the various shapes, trying to knock them over or move them. Can have multiple Blow Up targets placed around the space and move to each to "Knock 'Em Out!"



Bean Bag Bocce

Equipment Needed: 2 bean bags of the same color per participant, target ball – one heavy enough NOT to roll far if hit

The object is to hit the target ball or be closest to it when all participants have thrown their beanbags. You can score 1 point each time the target is hit or 1 point for closest to the target.

Twister

Equipment Needed: Twister game mat, spinner, beanbag

Place participants around the Twister mat. Participants can toss beanbags onto specific colors called out or they can use the spinner to indicate which color to target.

Angry Birds, Happy Birds, Angry Birds

Equipment Needed: 2 goals (MultiGoals, laundry basket or box) for Bird Cages, 50+ flex balls used in ball pits

Place the goals at either end of the space being used. Place all the flex balls into one of the goals. Select a participant to "rescue" the "angry birds" that have been caught and put in the cage. If a MultiGoal is used, the rescuer could stand inside the goal. When told to start, that participant tries to release all the birds by picking them up one at a time and throwing them out of the cage. Other participants quickly pick up balls one at a time and put them back in the other cage. Use a timer and switch rescuers.



Not In My Back Yard

Equipment Needed: 2 goals (laundry basket or box), 3 balls per participant, 4 cones

Place the goals on opposite sides of the space, with the cones in the center of the “court”, dividing the space into 2 halves. Scatter the balls in each side of the court. Divide the group into 2 teams, having each team sit in their half of the court. Participants will throw the balls on their side to the other side when the signal is given. The goal is to get the balls into the other team’s goal. Participants are not allowed to move beyond the cone barrier. Participants may retrieve balls on their side only after doing a specific physical activity – 2 sit-ups, 2 hops, etc. After given time, signal all to stop. Count the balls in each goal. Team with the fewest balls is the winner.



Brick Breakers

Equipment Needed: 2 MultiGoals (laundry baskets or boxes), 10+ GenMove balls (medium sized balls, soft balls), 20 shoeboxes or cardboard bricks like kindergarten classes may use, 2 bowling pins (items used as target)

Place goals on either side of the space. In teams or pairs, participants design and build a brick wall using the cardboard bricks in front of their goal to protect it. Place 1 bowling pin behind each completed brick wall. Opposing players will try to knock over the other team’s wall and bowling pin by rolling balls under handed or by kicking the balls into the wall.

Striking

Striking means hitting a ball or object with one’s hand or with an object like a stick, bat, paddle or racquet. Striking helps develop hand-eye coordination skills.

Handball

Equipment Needed: slow motion ball (beach ball), cone (softball tee)

Place a ball on a cone. Have children hit the ball with their fist or open hand.

Ball Tap

Equipment Needed: Slow motion ball (beach ball, balloon)

Tap the ball in the air toward children and have them tap the ball back toward you or toward each other, with an open hand.

Beginning Floorball or Golf

Equipment Needed: slow motion ball (beach ball, small foam ball) dowel (Noodle, child sized hockey stick or child sized golf club)

Place a ball on the ground. While holding a dowel or bat, have children face the ball. Encourage children to strike the ball with the dowel/bat. Have children hold the dowel/bat with thumbs pointing down, if possible. Children can also practice catching and trapping by taking turns as goalie.

Tips for Observation:

Large balls are easier to strike than small ones. Stationary objects are easier to strike than moving ones.



Beginning Tennis/Softball

Equipment Needed: Ball, cone (softball tee), paddle (racket, bat)

Place a large ball on a cone. While holding a paddle, have children stand facing the ball. Encourage children to strike the ball with the paddle.

For a greater challenge, gently toss a ball to children and encourage them to strike it with a paddle.

Group play: Create “bases” for the children to move to after they hit the ball, mimicking the sport of softball.

Beginning Volleyball

Equipment Needed: Balance beam (low net, rope), slow motion ball (beach ball, balloon)

Divide children into two groups, separated by a balance beam. Encourage children to tap or hit a ball with an open hand from one side of the barrier to the other.

Ball ‘N Goal

Equipment Needed: 1 large goal (laundry basket or box), 1 noodle or striking implement, 3 balls per participant, 1 polyspot per participant

Place the goal in the center of the space, with the striking implement. Place the polyspots in a circle around the goal, about 2 yards away. Put 3 balls on top of each polyspot. One participant will be the “Striker” and can get in or next to the goal with the striking implement. The other participants move to a polyspot and get ready to throw their balls into the goal when given a signal. The Striker’s job is to prevent the balls from getting into the goal by hitting them with the striking implement. When all balls have been thrown, give a signal for the participants to safely retrieve three balls and return to their polyspot. Switch Strikers and repeat.

Tips for Observation:

Balls thrown slowly and with small arcs of flight are easier to hit than balls thrown at a fast pitch or with a high arc.

Tips for Observation:

Shifting weight is important to correct striking form. Have children rock forward and backward and side-to-side while standing on floor markers or seated in chair.

Change the difficulty: Make it easier: have participants throw underhand, move participants closer to the goal, use other developmentally appropriate material, allow participants to throw 2-handed or roll the ball to the goal.

Make it more difficult: only throw overhand, move participants further away from the goals, add a 2nd Striker, have participants throw or kick with non-dominant hand/foot.

Kicking

Kicking describes what one does when an object is hit with the foot. Kicking requires eye-foot coordination. It also requires the ability to balance, at least for the moment, on one foot. Being able to kick a ball allows children additional opportunities to play with others.

Stationary Ball Kick

Equipment Needed: Slow motion ball (beach ball, soccer ball, playground ball), floor markers (cones)

Place a ball on the ground and have children stand behind it. Encourage children to kick the ball toward you with the toe of their preferred foot.

For greater challenge, encourage children to kick for distance by having them kick past various floor markers, or kick the ball between two cones to score a goal.



Passing Practice

Equipment Needed: slow motion ball (beach ball, playground ball, soccer ball)

Have children form a circle and encourage them to kick a ball to each other. Make sure to keep the ball in the circle.

Give and Go

Equipment Needed: slow motion ball (beach ball, soccer ball, playground ball), cones (goal, floor markers)

Gently kick a ball toward a child, encouraging him/her to kick the moving ball between two cones to score a goal.

Pinball

Equipment Needed: balance beams (painter's tape), cones, blocks (stacking cups), slow motion ball (playground ball, sports ball)

Use the balance beams to create the rectangular frame of a pinball machine. Place cones and blocks within the space created as obstacles. Place children on the balance beam and gently kick the ball to each other, letting the frame and obstacles change the direction of the ball.



Three-Pin Bowling

Equipment Needed: balance beams, plastic bottles (stacking cups), slow motion ball (playground ball, sports balls)

Construct a bowling lane with two balance beams and set up three empty plastic bottles at the end of the lane. Have children take turns kicking a ball to move or knock down the bottles.

Mission Impossible

Equipment Needed: goals, balls, polyspots, striking implements, mats, cones, and anything else needed to make an obstacle course

Lay out the obstacle course in a zig zag pattern, with at least 5 stations requiring different types of skills. Use cones and polyspots to lead the participant through the course. Place participants in a single line, since they will go through the course one at a time. Demonstrate how to maneuver through the course and what is required at each station.



Sensory

Addressing the sensory needs of MATP participants as they work on physical activities relieves stress, calms spirits, and helps increase focus, just like it does in the home or classroom setting. You know your participants and the things that work best with them. Including sensory items in each MATP session allows participants to have improved success and enjoyment. Use music, soft lighting, varied textures and materials as part of each MATP session. Allow time for participants to explore a treasure box of fidgets, sensory balls, beads necklaces, pom-poms, fans, and clappers as a break from the structure of the day. Squeaky balls, balls with bells, chimes, drum sticks and plastic jar drums can entertain and give a much-needed sensory break.

Check with a near-by High School. They may have robotics classes or Applied Technology classes that would be happy to build sensory systems for your group. Invite them to visit your class for inspiration.

Additional Sensory ideas:

- Tape bubble wrap on a mat or floor, allowing participants to roll around and experience the sensation of popping the bubbles and listening to the sounds they produce.
- Sensory obstacle course – develop sensory stations that participants move through, much like they would with an obstacle course.



Relaxation Station

Equipment Needed: CD player, music CDs

At the end of a session, turn off the lights or use very low lighting. Arrange participants around the room. Play relaxation CDs softly, and give the following directions in a soft, calm voice:

1. Lie on the floor (sit in chair) quietly with your eyes closed.
2. Turn your head to the side and hold for a count of 3. Return your head to the center, then to the other side and hold for a count of 3.
3. Make a T with your arms and legs. Hold for a count of 3-5.
4. Make a letter X with your body and reach your arms and legs out as far as you can – hold for a count of 3-5.
5. Move from the T to the X and try to stretch your body as far as possible each time.
6. Bring your knees into your chest, try to hold your hands in front of the knees to pull them closer.
7. Extend your legs out straight.
8. Open and close your mouth and your eyes.
9. Try to tighten different parts of your body in isolation as they are named. Hold each for a count of 3, then relax.
10. Try to tighten the whole body and hold for a count of 3 then relax.
11. Close your eyes and lay quietly. Take 5 deep breathes in and out.
12. Lie on one side for a count of 5, then slowly roll onto the other side for a count of 5.
13. Slowly wiggle your fingers, toes, arms and legs, then slowly sit up.



MATP Participants in Schools



MATP Participants in Schools

The benefits of physical activity and play go beyond sports. Starting motor activities early is very important for children with intellectual disabilities. Children who receive support at an early age will be more capable of doing challenging movements as they grow older.

Structure in Schools

- **Frequency:** at least one time per week, however three times per week is most beneficial. MATP activities have the greatest impact on motor skills when run more than once per week. Schools should strive to offer activities three times per week.

All three lessons can be conducted in the classroom or elsewhere within the school environment and can be enhanced with at-home activities. For example, if MATP takes place twice per week in the classroom, family members may conduct activities once per week at home.

- **Timing:** 30 – 45 minutes session
- **Setting:** MATP activities can be run in many safe settings. These include a gym during physical education time or in the classroom/outdoors during a time dedicated to motor development or play.



Family Engagement

While families may not be involved with MATP participants in schools, it is important for families to participate with their child. Families can participate in a variety of ways, including:

- **Initial Meeting:** Schools are encouraged to host an introduction for parents at the start of the school year.

Parents and family members can learn about MATP. They can also learn how to support their child at home during the school year.

- **Weekly newsletters and emails:** Connect with parents weekly to share the activities and progress with families.
- **Volunteers:** Invite family members to participate as volunteers and support the MATP lessons.
- **At-home activities:** Share the Activity Guide with families. Provide suggestions of everyday items that could be used as equipment. This allows families to replicate activities with their child at home.
- **Demonstration or Celebration event:** Plan an inclusive celebration event or field day. Invite family members to come to school to see the different activities learned in class.

Building a Lesson Plan

Use the structure below to develop individual lessons for participants in the classroom. It will help provide repetition. It also emphasizes individual growth and supports social interactions.

- **Warm Up (5 minutes):** The warm up gets children moving and prepared for the upcoming activities. A fun warm-up can include songs, games and stretching.
- **Individual Skill Development (10-15 minutes):** This section allows children to focus on their individual growth and success. Select a skill and activity from the Guide and run it as a singular activity. Or, select several activities and set up different stations.
- **Group Games/Activity (10-15 minutes):** These games and activities are a fun and effective way to practice skills. They reinforce classroom lessons, encouraging communication, and social interaction.
- **Cool Down and Closing Song (5 minutes):** This section helps children to slow down and prepare to return to other classroom activities. With a closing song, review the activity or skills learned. Complete the lesson with a good stretch.



Tips for Adults

- Using words, pictures or other visuals, share the individual activities on a white board or chalkboard. This provides visual cues for children as they complete the day's lesson.
- Find a blank Lesson Plan Template at: resources.specialolympics.org/YoungAthletes.

Key Points to Consider in the Classroom

Space and Safety

- Not too big, not too small: Take time to read each activity. Make sure the space matches the needs of the activity and the number of children in the group.
- Indoor versus outdoor: The make-up of each class will determine where MATP activities will work best for all involved. Be mindful of spacing. Define borders for safety.
- One space vs. two spaces: Many teachers have run MATP programs by dividing their class into two groups. Use a classroom and hallways to run two smaller groups of children at a time.



Structure

- Establish a routine. Routines provide clear expectations, consistency and comfort for many children.
- Plan for rest breaks. Provide a space where children can rest if they become tired or overstimulated by the environment or activity.
- Encourage different modes of movement to transition between activities. This strengthens different muscles and encourages children to learn a new skill.
- Use music to signal transition. Songs can be used to signal when one activity finishes and another is about to begin.

- Unified partners. Have older children or children without ID support participants by demonstrating activities and serving as leaders and unified partners.
- Hydration and healthy snacks. Offer water and fruit at the end of the session, if available. Good hydration and nutrition are important for physical health and learning.

Leadership and Volunteers

Along with many other benefits, MATP programs can help to create inclusion, acceptance and respect in classrooms and schools. Consider adding to sessions by giving children the chance to lead and learn.

- After repeating songs multiple times, encourage children to lead the warm-up and cool down songs.
- Within the activities, identify ways for children to begin taking on leadership roles. For example, let children take turns being the leader in "Follow the Leader" or setting the path in "Obstacle Course".



MATP programs can also support older individuals in developing leadership skills. Consider the following suggestions:

- Older primary school children can support participants by demonstrating or modeling skills and helping younger children to complete activities.
- Secondary school students can serve as partners/buddies and help participants move from one activity to the next.
- Partner with a local university to enhance the MATP activities. Consider working with relevant departments, such as education, special education, physical therapy, or coaching. University students can serve as volunteers, or coaches, and can even take leadership in creating lesson plan.
- Have Special Olympics athlete leaders serve as assistant coaches and volunteers.



Creating a MATP Challenge/ Celebration Day



Creating a MATP Challenge Day or Celebration Event

As a culminating activity, plan a Special Olympics MATP Challenge Day or Celebration for your group. After spending a good deal of time acquiring new motor skills through practice, a Challenge Day allows all to show growth made and celebrate their achievements. A Challenge Day/Celebration also offers schools or community programs the chance to engage children of all ages and abilities. MATP participants get a chance to show what they have learned, how much growth they have attained, and how engaged they are with their peers. Non-disabled peers can set up and man stations, aid in hand-over-hand activities, and do what all buddies do – support and cheer for their friends as Fans-in-the-Stands.



As you plan your Challenge Day, be sure to invite parents, the administration, school and community members and anyone who may be interested in seeing how much your students have accomplished. Get a local tire store to donate tires that can be cut in half to make goals. Advertise the store's involvement and they may become sponsors. Ask a club or group to sponsor and decorate another station – their involvement may become more permanent, too. Think about other ways in which to get school groups or clubs involved – making posters advertising the event, procuring food and paper products, setting up and serving during the event, setting up and manning each station, or tearing down and cleaning up at the end of the day.

Take into consideration space issues – making sure you have enough space for the number of stations you want to highlight. Be sure to know ahead of time where your changing and feeding stations will be, how they will be set up and manned. Make your nursing staff aware in plenty of time, so that they can arrange for additional help if necessary, and be part of the Challenge Day.

You may also want to take advantage of this event by including some of the various agencies that serve the severe and/or multiple disabled population. Invite specific Case Managers, who can bring information for parents about waivers, respite care, and other community support available.





Be sure to:

- Invite families and community members so they can share in the success of their children. Since most of the motor training activities have been shared with the parents in hopes of additional practice at home, parents are stakeholders in their child’s improved motor skills.
- Use older students who serve as volunteers and take leadership in running the various activities.
- Have a school-wide send off. Line the halls with students as the MATP participants move to the event. Take into consideration those persons with sensitivity to sound and encourage those cheering to use “Silent Cheers”, posters, High 5s, Thumbs Up, etc., rather than vocalizing enthusiastically.
- Include at least one Sensory Station to better meet the needs of all participants.
- Consider making the event feel more festive by having an Opening and Closing Ceremony. Simple decorations add to the festive atmosphere – engage the cooperation and creativity of the art teacher who could have one or more classes make the decorations used. You may want to make the ceremony look official by investing in a battery-operated torch. Amazon carries Olympic-style battery operated torches at reasonable prices – see following link: https://www.amazon.com/Fortune-Products-FLM-101-Battery-Diameter/dp/B00LV2OW6Y/ref=sr_1_9?ie=UTF8&qid=1536246525&sr=8--9&keywords=olympic+torch
- Have a script for Opening Ceremonies, so that all are welcomed and recognized. See sample Sequence of Events for Opening Ceremonies.
- Have a schedule. See Sample Schedule
- Host a celebration event at the end of the year or after training sessions are complete. The event should celebrate children’s individual successes and progress.
- Set up stations during the event that reflect the activities and games the children worked on using the MATP Activity Guide.
- Watch the time – the event should run no more than 2 hours
- Contact the local Special Olympics Area Director for awards. MATP medals can be purchased ahead of time.
- Be sure to let Area Directors know about your event, since this will be a sanctioned Special Olympics event and will be counted for Area participation in the yearly census.

MATP CHALLENGE DAY EVENT: OPENING CEREMONIES

Example for Sequence of Events:

1. Welcome by Emcee
2. Torch Run and/or lighting of cauldron (can be imitation torch/cauldron)
3. Color Guard- post colors
4. National Anthem and/or Pledge of Allegiance
5. Emcee Announces Delegations or Individual Athletes (depending on size of event)
6. Athlete Welcome
7. Principal, Mayor or Other Dignitary Speaks
8. Athletes’ Oath –
 “Repeat after me
 Let me win..... (athletes repeat)
 But, if I cannot win,(athletes repeat)
 Let me be brave in the attempt..... (athletes repeat)”
9. Coaches’ Oath –
 Coach recites:
 “In the name of all coaches and in the spirit of sportsmanship, I promise that we will act professionally, respect others, and ensure a positive experience for all. I promise to provide quality sports and training opportunities in a safe environment for all athletes.”
10. Other Speakers (optional)
11. Musical Entertainment or Performance
12. Emcee or other Dignitary Declares the Games OPEN!



Special Olympic Motor Activities Training Program Challenge Day Station Guide

The following pages were developed by Valerie Steen (White Knoll High School, Lexington) to use for MATP Challenge Days and can be copied or used as inspiration. The logo on the cover sheet was used in the t-shirt design, making the event look cohesive. There are station signs and corresponding directions. Ms. Steen ordered MATP medals through the official Special Olympics merchandise collection, found at www.mwtrophy.com.



Station 1: Soccer

Challenge: To get the soccer ball in the soccer net.

Modifications: Athlete can either use their feet to kick, their wheelchair to push, or their hands to guide the ball into the soccer net.

Unified Partners: Partners are allowed to assist the athlete in any manner in order for the athlete to be successful.

Attempts: Athletes are allowed 3 attempts before moving to another station. Athletes can always come back for another try.

Items Provided in Kit: Soccer goal (2), inflatable small soccer ball (1), inflatable giant soccer ball (1), regular soccer ball (1), Cones (4), pump inflator (1)

Setup Directions:

1. Setup pop-up goal (You have enough goals to setup up two stations if needed).
2. Inflate soccer ball
3. Using cones create a starting line making sure you take in consideration athletes in wheelchairs



SAMPLE MATP EVENT STATIONS:

- Station 1: Soccer
- Station 2: Table tennis
- Station 3: Bowling
- Station 4: Volleyball
- Station 5: Parachute
- Station 6: Target Toss
- Station 7: Golf
- Station 8: Basketball
- Station 9: Bean Bag Toss
- Station 10: Sensory Table
- Station 11: Street Hockey*
- Station 12: Football*
- Station 13: Baseball*
- Station 14: Kickball*

* Description not included



Station 2: Table Tennis

Challenge: To get the ball past the line indicated on the table.

Modifications: One racquet will have a velcro wrist guard that can be used with athletes who can not hold their own racquet.

Unified Partners: Partners are allowed to assist the athlete using hand over hand, or any other means necessary to help the athlete be successful.

Attempts: Athletes are allowed 3 attempts before moving to another station. Athletes can always come back for another try.

Items Provided in Kit: Badminton rackets (2), whiffle balls (2) roll of masking/painters tape(1), tape measure (1)

Items Provided by Host School: 1 – 6ft rectangular table

Setup Directions:

1. Setup table in the upright position.
2. Measure 24" from one end and tape a line across table.
3. Place 1 ball & 1 racket on the table for play.



Station 3: Bowling

Challenge: To knock down as many pins as possible.

Modifications: Athletes may use an adaptive bowling ramp if unable to roll bowling ball down the lane.

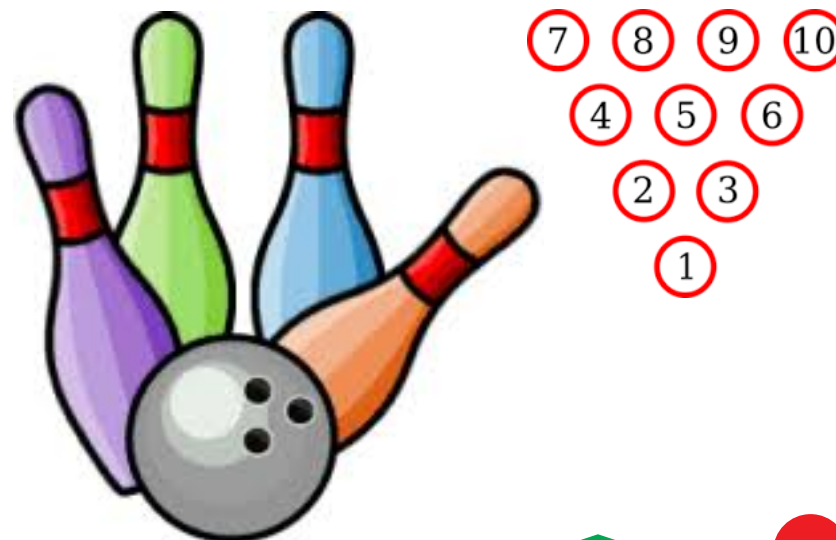
Unified Partners: Partners are allowed to assist the athlete using hand over hand, or any other means necessary to help the athlete be successful.

Attempts: Athletes are allowed 2 attempts before moving to another station. Athletes can always come back for another try.

Items Provided in Kit: Bowling pins (10), rubber bowling ball (1), masking tape (2), adaptive bowling ramp (1), tape measure (1)

Setup Directions:

1. Tape off an area that is 42"W by 30' L for the lane. Make sure lane is against the wall, so you will have a backstop for your pins.
2. Snap ramp into place. Don't force it together, it will work fine if it doesn't snap.
3. Set up pins like pic below.



Station 4: Volleyball

Challenge: To hit/volley a volleyball over/under the net.

Modifications: 2 levels:

No modifications – athletes use red volleyball to hit over net

Some modifications – athletes uses either ball, and hits/rolls/pushes ball over/under net with various levels of assistance

Attempts: Athletes are allowed 3 attempts before moving to another station. Athletes can always come back for another try.

Unified Partners: Partners are allowed to assist the athlete using hand over hand, or any other means necessary to help the athlete be successful.

Items Provided in Kit: Multi-sport mini net (1), red SO volleyball (1), inflatable jumbo volleyball (1), inflatable white small volleyball (1), orange cones (4), inflatable pump (1), ball pump (1)

Setup Directions:

1. Assemble net & setup court area
2. Use cones to mark edges of court on both sides



Station 5: Parachute

Challenge: To maneuver the parachute up and down without letting the ball hit the ground.

Modifications: Athletes may use their hands or just participate with their partner.

Unified Partners: Partners are allowed to assist the athlete using hand over hand, or any other means necessary to help the athlete be successful.

Attempts: Athletes are allowed 7 minutes of play before moving to another station. Athletes can always come back for another round.

Items Provided in Kit: Parachute (1), red ball (1)

Items Provided by Host School:

School can choose to have music playing for this station. If so, the school will provide a means to play the music.

Setup Directions:

1. Spread out parachute to ensure that you have a large enough area.
2. Place ball in middle of the parachute.
3. You may do various activities with the parachute w/o the ball. Be creative.



Station 6: Target Toss

Challenge: To toss/drop a ball onto the target in order to obtain the most points possible.

Modifications: Athletes may throw balls onto the target or drop balls onto the target.

Unified Partners: Partners are allowed to assist the athlete using hand over hand, or any other means necessary to help the athlete be successful.

Attempts: Athletes are allowed to play 2 rounds. Athletes can always come back for another round.

Items Provided in Kit: Inflatable target (1), Velcro balls (3), mini air pump (1)

Items Provided by Host School:
Hook or object to hang target from for play.

Setup Directions:

1. Using air pump, inflate inside of target
2. Hang/mount target to table/wall



Station 7: Golf

Challenge: To get the golf ball to the end of the putting green and into a hole.

Modifications: One club has a wrist strap that can be used if athlete is unable to grip the club.

Unified Partners: Partners are allowed to assist the athlete using hand over hand, or any other means necessary to help the athlete be successful.

Attempts: Athletes are allowed 3 attempts before moving to another station. Athletes can always come back for another try.

Items Provided in Kit: Golf clubs (4), rubber golf balls (8), Putting Green Mat (1), Grip mate cuffs (2), adult power glove (1), Youth power glove (1), white tees (2), red tees (2)

Setup Directions:

1. Roll out putting green mat. BE SURE TO ROLL PUTTING GREEN MAT UP WHEN PUTTING AWAY TO AVOID MESSING UP MAT!
2. Lay out clubs and golf balls



Station 8: Basketball

Challenge: To get the ball in the hoop

Modifications: Students can get as close or as far away as they need to be successful.

Unified Partners: Partners are allowed to assist the athlete using hand over hand, or any other means necessary to help the athlete be successful.

Attempts: Athletes are allowed 4 tries. Athletes can always come back for another round.

Items Provided in Kit:

Basketball goal (1),
basket ball (1)

Setup Directions:

1. Place goal in designated area



Station 9: Bean Bag Toss

Challenge: To get the bean bags in the holes of the board.

Modifications: You can modify the distance at which the athletes are away from the board. Some may need to be right beside the board to drop it in, and other can stand further back.

Unified Partners: Partners are allowed to assist the athlete using hand over hand, or any other means necessary to help the athlete be successful.

Attempts: Athletes are allowed to play for 7 minutes. Athletes can always come back for another round.

Items Provided in Kit: Bean Bag Toss Target boards (2), bean bags (8)

Setup Directions:

1. Unclip the boards from each other and place each board in a designated area at least 2 ft. apart.
2. Place 4 bean bags of the same color at each station.



Station 10: Sensory

Challenge: To allow students an area of individual explorative play.

Modifications: There are no modifications as students can play and explore at will.

Unified Partners: Partners are allowed to assist the athlete using hand over hand, or any other means necessary to help the athlete be successful.

Attempts: Athletes are allowed to play for 7 minutes. Athletes can always come back for another round.

Items Provided in Kit: Various sensory balls (10), bead necklaces (10), Find-It games (1), pom-pom (1), fans (2), wonder tube (1), dancing ribbons (3), plastic rings (6), rhythm ribbons (3) fun noodles (4), Container of sani-wipes (1)

Items Provided by Host School:
6ft table to display items

Setup Directions:

1. Spread all items out on table
2. All items must be wiped down with Sani-Wipes after each play.



MATP Participants in Communities



MATP Participants in Communities

Youth sport and recreation programs are where children come together with a “coach” for organized play. They can be found in many communities. Special Olympics MATP can provide that same inclusive opportunity for persons with and without intellectual disabilities.

MATP in the community allows parents to share in the fun their children have while playing with others and working on functional movement skills.

Structure in Communities

When determining how to conduct community MATP sessions, the following details can serve as a guide for set-up and structure:

- **Frequency:** one time per week, plus two times per week at home
- **Timing:** 45-60 minutes sessions
- **Setting:** Indoors or outdoors - will depend on the group.
- **Locations:** Community center, sport club, university campus, public recreation space, library, or other venues
- **Coaches:** Community volunteer, specialized professional, family member or university student
- **Inclusion:** Siblings or local children, age appropriate peers
- **Volunteers:** Family members, Special Olympics athlete leaders, local sport club members, university students or community volunteers. Volunteering or assistant coaching is a great leadership opportunity for older Special Olympics athlete leaders.



Community Session Structure

Use the structure below to develop individual sessions for your MATP group. It will help provide repetition. It also emphasizes individual growth and supports social interactions.

- **Warm Up:** The warm up gets participants moving and prepared for the upcoming activities. A fun warm-up can include songs, games and stretching.
- **Individual Skill Development:** This section allows participants to focus on their individual growth and success. Select a skill and activity from the Guide and run it as a singular activity or select several activities and set up different stations.
- **Group Games/Activity:** These games and activities are a fun and effective way to practice skills. They reinforce group lessons, encouraging communication, and social interaction.
- **Cool Down and Closing Song:** This section helps participants to slow down and serves as a transition to ending the session. With a closing song, review the activity or skills learned. Complete the lesson with a good stretch.



Key Points to Consider in a Community Program

Space and Safety

- Not too big, not too small: Take time to read each activity. Make sure the space matches the needs of the activity and the number of participants in the group.
- Activity space: Be mindful of spacing. Define borders for safety.
- One space vs. two spaces: Depending on the number of participants and volunteers, trainers can divide a large group into smaller groups, sometimes by age or ability and run two groups at the same time.

Structure

- Establish a routine. Routines provide clear expectations, consistency and comfort for many participants.
- Create different skill stations to accommodate participation of different ages and ability.
- Add group games and activities into the session when participants are of similar age or ability.
- Encourage different modes of movement to transition between activities. This strengthens different muscles and encourages participants to learn a new skill.
- Invite siblings, parents or others without ID to support participants by modeling activities.
- Use music to signal transition. Songs can be used to signal when one activity is finished, and another is about to begin.
- Plan for rest breaks. Provide a space where participants can rest if they become tired or too excited by the activity or environment.
- Offer water and fruit at the end of the session, if available. Good hydration and nutrition is important for physical health and learning.



Family Engagement

It is important for families to participate with their child in MATP. It is a chance for families to connect with members of their community and other families. This supports growth, development and a feeling of acceptance.

Families can engage in a community program in a variety of ways, including:

- Weekly newsletters and emails: Connect weekly to share the activities and progress with families.
- Session supporters: Invite family members to participate in the weekly sessions, supporting their children through the various activities, or encourage families to take the next step and become coaches.
- At-home activities: Share the Activity Guide with families. Provide suggestions of everyday items that could be used as equipment. This allows families to replicate activities with their child at home.
- Family support groups: Provide families with a space to talk and connect while their children are participating in MATP activities. Families can be the best support systems for one another.



Family Forums

Family Forums involve families in Special Olympics. They offer a setting for parents and caregivers to gain access to health information, resources and support. Consider the following ideas when planning a Family Forum:

Frequency and Timing

Plan a Family Forum monthly or once every three months. Families can gather with guest speakers while coaches and volunteers conduct that week's MATP session.



Potential Topics

Family Forums need to address the questions and concerns of local family members. They should also be sensitive to the cultural and religious needs of the community. Below are some suggestions for valuable Family Forum topics. Meet with family members first and get their input before deciding on final topics.

- Advocating for your child's rights and access to services
- Your child's medical and dental care
- Accessing follow-up care – how to identify the right professional for your child
- School and/or transition opportunities – what is available for children with severe and/or multiple disabilities in the community
- Nutrition, healthy eating and cooking demonstrations
- General health topics related to the overall community
- Healthy sibling relationships

Guest Presenters

When leading Family Forums, use community partners, university professors or industry experts to lead the conversations. For example, bring in a pediatrician to talk about working with your child's doctor. Have a nutritionist come to speak about healthy eating. Ask agency representatives to talk about needed services available in the community.



MATP Participants in the Home



MATP Participants in the Home

Family involvement in the lives of all children is important. Parents, grandparents, caretakers, brothers, sisters, aunts, uncles and cousins should have every opportunity to be involved in MATP. Through Special Olympics MATP in the home, families can play together in a fun and caring environment.



When run at home, MATP can be a stand-alone program or can support the activities children are doing in a school or community program.

Stand-Alone Activities

A great way to start MATP is simply to play with children, using the MATP Activity Guide to structure the playtime. The activities in the Guide can be used one-on-one with an adult and a child. Or invite siblings and neighborhood children to participate in the fun.

Start by having 20 to 30 minutes of structured play, at least three times per week. Select two to three activities to focus on in each play period. Make sure to keep things fun. Adapt the activities as your child progresses in each skill area.

Support for Community or School Programs

Practicing MATP activities at home can help support the skills children are learning as part of MATP in their school or community.

To be most beneficial, participants should repeat skills and activities three times per week.

Families can support skill development by using the MATP Activity guide for play at home. Ask your child's teacher or coach to share the lessons they are doing each week and follow along at home.



Key Points to Consider in your Home-Based Activities

- Do not feel limited by the suggested equipment. Official sports equipment is not required. Most equipment can be replaced with things you can find at home. Use tape on the floor for a balance beam or turn empty soda bottles into cones. Use your creativity and have fun!
- Invite siblings and other children in your community to play. All children love the activities and games in the Activity Guide. There is no better way to have fun and get fit than to play with others.
- Get creative. As you start to do the activities in the Guide, come up with new activities that play to your child's strengths and weaknesses. Connect to your child's favorite sports or activities.
- Connect with other families. Find a local Special Olympics Family Support Network to connect with other families. Become a family leader by volunteering or starting a community Motor Activities Training program.
- Have fun! While there are many benefits to MATP in the home, one of the main goals is to support parents in playing with their child in a fun, relaxed setting. Enjoy this time playing together. Make a connection through physical activities, fitness and sports.



Additional Resources



Additional Resources

Modifications for Participants with Motor Challenges

MATP provides a space for participants of all abilities to be successful. In some cases, changes may need to be made to ensure that all benefit from the experience.

Regardless of ability level, it is important to adapt activities to meet the individual needs of each child.

For participants who are unable to walk:

- Select activities that focus on sitting on the floor with and without support. These activities include “Rolling and Trapping”, “Scarf Games” and more.
- Modify activities so that participants can crawl, rather than walk or run.



For participants who are unsteady on their feet:

- Allow participants to use walkers or push a cart to participate in activities.
- Hold participants at the waist so they can work on balance, striking and throwing skills.

For participants who use a wheelchair or stroller:

- Allow participants to hit off a softball tee.
- Lower nets, targets or barriers.
- Use larger balls that allow participants to kick from the wheelchair.
- Position the wheelchair at a side angle to the ball or target for overhead throwing and side striking activities.
- Allow others to assist by pushing the wheelchair or stroller during group activities.

For participants with limited movement:

- Provide hand-over-hand assistance to complete the activities.
- Provide physical support at the torso or hips.

Modifications for participants with Autism

Consider the following suggestions when planning MATP sessions that include persons with autism:

Structure and Consistency

- Schedule MATP for the same time and day to maintain consistency.
- Repeat the same structure for every MATP session. Start with a warm up and opening song. Have individual skill practice and group games. Then, close with a song. A consistent routine helps participants know what to expect.
- Provide a clear beginning and clear end to activities.
- Use visuals and pictures to walk children through the activities for that day’s session. Using a visual schedule allows participants to know what comes next.

Surroundings and Physical Stimulations

- Limit distractions, like bright lights or loud sounds. Florescent lights flicker and can be very disturbing to some.
- Avoid sudden noises, like a whistle or clapping. Keep in mind sound sensitivity when playing music.
- Designate a quiet room or have a calm area where children can go during times of overstimulation.

Instruction

- Define clear boundaries for activities.
- Give clear, concise and simple directions for each activity. This helps participants understand what is expected of them.
- Develop rules about social interactions, behavior and communication. Use those rules to provide structure to the group.
- Provide individual support for children from volunteers, staff or other children.



Adaptive PE Equipment and Websites:

<https://www.pecentral.org/adapted/adaptedactivities.html>

<http://www.marylandpublicschools.org/about/Documents/DCAA/PE/MDAPEStateGuide.pdf>

Flaghouse - <https://www.flaghouse.com/Physical-Education/Adapted-PE/>

Adaptive PE Equipment sites <https://www.pecentral.org/adapted/adaptedsites.html>

Adapted Physical Education - Advisory Council www.nc-ape.com: The mission of the NC-APE-AC is to promote quality APE services and equal access across the continuum of services for students with disabilities in North Carolina.

Adapted Physical Education Channel : www.youtube.com/channel/UC2r9DMOa-PoD4JmJbCB2l_A: This Youtube channel was created to help parents, educators and students with disabilities further advance and practice locomotor and gross motor skills.

APE Assessment Tools: A list of various assessment tools used in APE. O APENS: Adapted Physical Education National Standards criteria and resources.

Assisted Technology (Edutopia) <https://www.edutopia.org/blogs/tag/assistive-technology>: This guide to assistive technology will help you navigate some of the available websites, resources, and tools related to assistive technology and accessible instructional materials.

Building the Legacy - IDEA 2004 <https://sites.ed.gov/idea/building-the-legacy-idea-2004> : This site was created to provide a “one-stop shop” for resources related to IDEA and its implementing regulations, released on August 3, 2006.

Commit to Inclusion www.nchpad.org/1285/6015/Commit~to~Inclusion~ : Provides a variety of resources for inclusion in physical education.

Disability.gov www.dol.gov/odep/topics/disability.htm : The U.S. federal government website for information on disability programs and services nationwide.

Examples of Music Resources:

Patty Shukla <http://www.pattysuklakidsmusic.com/>: Patty Shukla uses simple, repetitive lyrics to encourage children to move to the music. Her music videos are bright, cheerful and engage participants. While most of her videos can be seen on YouTube, her CDs and DVDs can be purchased.

Ella Jenkins <https://folkways.si.edu/ella-jenkins-first-lady-childrens/african-american-folk/music/article/smithsonian>: Ella Jenkins’ CDs are easy to listen to, move to and remember. She uses a call/response technique to teach songs that appeal to young and old alike.

Songs for Gross Motor Movement <https://www.letsplaykidsmusic.com/gross-motor-movement-songs>

Listen and Move – YouTube https://www.youtube.com/watch?v=j24_xH5uvdA

Next Steps with Special Olympics

Participants will progress at different rates in MATP. Some participants will continue to be challenged and others will be ready to move on to more advanced skills. Work with participants individually to know the right next step, which could be repeating a specific skill, participating in another MATP session, or beginning a training program for a sport.

Regardless of ability level, Special Olympics provides opportunities for children and adults throughout their lives. Through health promotion, physical activity and sports, Special Olympics has something for everyone.

MATP provides Unified/Inclusive opportunities. Sports joins people with and without intellectual disabilities together with the same goal. Unified Sports was inspired by the simple principle that training together and playing together is a quick path to friendship and understanding.

Learn more at www.specialolympics.org





SPECIAL OLYMPICS

Motor Activity Training Program

S O U T H C A R O L I N A



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