

# Gross Motor: Bouncing

Student will learn to bounce a ball independently.

## Suggested Materials

★ Rubber ball, basketball, exercise ball, kickball, etc.



## Notes

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Student:

Projected activities for: \_\_\_/\_\_\_/\_\_\_ to \_\_\_/\_\_\_/\_\_\_

Monday	Tuesday	Wednesday	Thursday	Friday

## IEP Goals

1. When provided with a medium or large rubber ball, [Student] will drop and catch the ball from a seated position, in 4 out of 5 trials, measured by instructor observation and documentation, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe].
2. When provided with a medium or large rubber ball and a model, [Student] will drop and catch the ball from a standing position, in 4 out of 5 trials, measured by instructor observation and documentation, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe].
3. When provided with a medium or large rubber ball, [Student] will use 2 hands to bounce the ball in place 5 or more times, in 4 out of 5 trials, measured by instructor observation and documentation, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe].
4. When provided with a medium or large rubber ball, [Student] will use 1 hand to bounce the ball in place 5 or more times, in 4 out of 5 trials, measured by instructor observation and documentation, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe].
5. When provided with a medium or large rubber ball, [Student] will use 1 hand to bounce the ball 5 or more times while moving, in 4 out of 5 trials, measured by instructor observation and documentation, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe].

# Gross Motor: Bouncing

## Lesson Focus

Student will learn to bounce a ball independently.

## Lesson Format

The primary lesson is designed for 1:1 instruction with a teacher or therapist.

## Location

This lesson can be an indoor activity, best suited to an open area, such as a gross motor room or playroom, or an outdoor playground activity.

## Preparation

Have a medium-sized rubber ball on hand for this lesson.

## Procedures

1. Stand next to the student in a large room or play area.
2. Make sure you have the student's attention.
3. As you model bouncing the ball, give the instruction: "**Bounce**" or "**Bounce** the ball."
4. Hand the ball to the student and repeat the instruction: "**Bounce**."
5. Prompt if necessary.
6. Wait for the student to bounce the ball.

## Prerequisites

**Lesson 59:** *Bouncing* is an intermediate skill. The prerequisite is:

- ★ **Lesson 58:** *Throwing*

## Standards

### Head Start

- ★ IT-PMP 4

### Common Core

- ★ N/A

### ABLLS-R

- ★ Y25

### VB MAPP

- ★ N/A

## Record Keeping

### Data Sheet

- ★ *Skills-Based Lessons*

### Home Communication Sheet

- ★ *Emerging & Maintaining Skills*



## Teacher Tip

It may be a good idea to have a few balls close by, so you don't find yourself running all over the playground to retrieve balls that have bounced astray.

## Lesson Progression

Ball play is a fundamental and versatile play skill. All children can benefit from rolling, throwing, catching, kicking, and dribbling balls. These activities improve individual motor skills, hand-eye coordination, aim, balance, and timing. Ball skills are an important part of the developmental progression for young children and can also benefit children in the development of social skills and friendship building.

Start with a medium to large rubber ball that the student can easily lift and hold.

- Start with a drop-catch technique.
  - » Have the student just drop the ball once and try catching it. Practice the drop-catch until the student can, relatively consistently, drop-catch the ball when you hand it to them.
  - » You can have the student sit with their legs in a V and try just dropping the ball between their legs and catching it.
  - » Have the student sit on a stool and drop-catch the ball right in front of themselves. This reduces the distance between their hands and the floor.
  - » Work toward the student being able to drop-catch the ball from a standing position.
  - » Then, progress to increasing the number of consecutive drop-catches.
  - » Sometimes let the ball bounce more than once before catching.
- As the student is able to do more controlled drop-catches and more drop-catches in a row, work on 2-handed bouncing of the ball without the catch action.
  - » Encourage the student to “Drop, push, catch — drop, push, push, catch.”
    - › At first, the student’s actions may more closely resemble slapping at the ball.
    - › Work toward a more controlled push of the ball.
    - › Progress to more consistent rebound height and location of the ball.
  - » Increase the number of times the student can push rather than catch the ball. Work toward more control during each bounce.
  - » Student will be stationary while bouncing the ball
  - » Student will initially have eyes focused only on the ball. As the bouncing becomes more controlled, the student should glance up from the ball a bit.
- Work toward 1-handed bouncing, with the student using the pads of their fingertips to bounce the ball rather than the palm of their hand.
  - » Increase control of the ball with 1 hand.
  - » Have the student work toward moving while bouncing the ball (more of a dribbling action).
  - » Student will need to be able to look up from the ball to be able to move while bouncing.
  - » Encourage the student to bounce with either hand, not just with the dominant hand.

Once the student can bounce the ball without physical guidance, move away and have the student practice bouncing a ball on their own. Students can practice dribbling a basketball, rebounding a ball off a wall, or any other independent ball bouncing game.

## Generalization

- Once the student can bounce the ball without physical guidance, move away and have the student bounce the ball to a teacher.
- Once the student can bounce the ball back and forth to adults and peers, they can begin to play more typical and social games with peers, such as 2-Square, 4-Square, or even basketball.
- As always, communicate progress, commands used, and successful prompts to parents and home staff using the *Emerging & Maintaining Skills Home Communication Sheet*, so parents can work bouncing ball-play into games and playtime at home.

## Whole-Child Lesson Ideas

Place a Hula Hoop between you and the student, or use masking tape to form a circle on the floor. Stand facing the student with the Hula Hoop or taped circle between the two of you. Play a game where you bounce the ball to each other. With each bounce, the ball must hit the floor inside the Hula Hoop or circle. With each successful bounce, the bouncer takes one step backward. Keep score of how many times each player gets the ball in the circle. This is a great game for two students to play together.

## Prompting

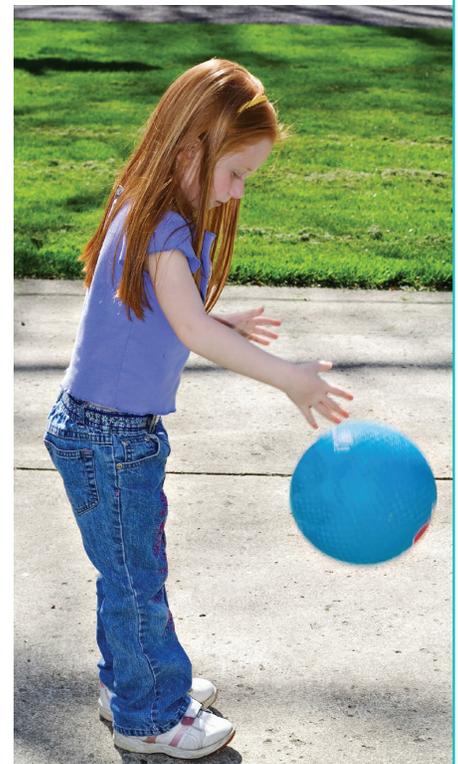
When you first begin this activity, you may need to use physical guidance to help the student understand what you want from them. You will fade the prompt from a full physical assist, to a light touch, and then a slight gesture. Suggested prompt ideas include:

1. Have the student sit on the floor or on a chair to get them closer to the ground.
2. Place your hand on top of the student’s hand to guide and help them experience the pushing action required to bounce.
3. Use a second adult to help the student bounce the ball as you model the action with another ball.

## Next Steps

Once the student has mastered bouncing a ball, move on to other gross motor activities such as:

- ★ **Lesson 60:** *Jumping & Hopping*
- ★ **Lesson 61:** *Skipping*





# Skills-Based Lessons DATA SHEET



LESSON NUMBER

LESSON TITLE

STUDENT'S NAME

DATE

Prompt Codes				Notes
V	Verbal	FP	Full Physical	
PV	Partial Verbal	PP	Partial Physical	
M	Model	G	Gesture	
PM	Partial Model	L	Location	

Command: \_\_\_\_\_

Desired Response: \_\_\_\_\_

Circle + (correct), - (incorrect), NR (no response), or P (prompted) and fill in Prompt Code.

Date: \_\_\_\_\_ Staff Initials: \_\_\_\_\_ Notes: \_\_\_\_\_  
 Time Started: \_\_\_\_\_  
 Time Finished: \_\_\_\_\_ % Correct: \_\_\_\_\_

Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P									
Prompt Code										

Date: \_\_\_\_\_ Staff Initials: \_\_\_\_\_ Notes: \_\_\_\_\_  
 Time Started: \_\_\_\_\_  
 Time Finished: \_\_\_\_\_ % Correct: \_\_\_\_\_

Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P									
Prompt Code										

Date: \_\_\_\_\_ Staff Initials: \_\_\_\_\_ Notes: \_\_\_\_\_  
 Time Started: \_\_\_\_\_  
 Time Finished: \_\_\_\_\_ % Correct: \_\_\_\_\_

Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P									
Prompt Code										

Date: \_\_\_\_\_ Staff Initials: \_\_\_\_\_ Notes: \_\_\_\_\_  
 Time Started: \_\_\_\_\_  
 Time Finished: \_\_\_\_\_ % Correct: \_\_\_\_\_

Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P									
Prompt Code										