

Manual for Teaching Adaptive Tennis

United States Tennis Association

White Plains, NY

Flushing, NY

Key Biscayne, FL

Carson, CA



UNITED STATES TENNIS ASSOCIATION

United States Tennis Association
70 West Red Oak Lane
White Plains, NY 10604
www.usta.com

© 2006 by the United States Tennis Association, Inc. All rights reserved. No part of this book may be reproduced in any form without the written permission of the United States Tennis Association.

Printed in the United States of America.

Contents

| | |
|---|----|
| Acknowledgments | iv |
| Preface | v |
| Chapter I - Teaching Adaptive Tennis | 1 |
| Equipment for Adaptive Tennis | 3 |
| Chapter II - General Characteristics of Disabilities and How to Work with Them | 5 |
| Chapter III - Characteristics of Specific Disabilities | 9 |
| Developmental Conditions or Disabilities | 9 |
| Teaching Those with Down Syndrome by Vince Schmidt | 9 |
| Physical Conditions or Disabilities | 11 |
| Teaching Those with Physical Disabilities – Loss of Limb by Henry Cox | 11 |
| Teaching the Hard of Hearing or the Deaf by Roy Trafalski | 13 |
| Teaching Those Recovering from Strokes by Pat and Dennis van der Meer | 15 |
| Environmental Situations, Conditions/At-Risk Individuals | 17 |
| Teaching Those from Different Cultures by David Dantzer | 17 |
| Chapter IV - Adaptive Tennis Events | 19 |
| Organizing a Clinic on Make-shift Court with Portable Nets | 21 |
| Organizing a Clinic on Regulation Courts | 23 |
| Chapter V – Game-Based Approach and Sample Games For Groups | 25 |
| Chapter VI - Group Lessons | 32 |
| Lesson I: Forehand Volley | 34 |
| Lesson II: Forehand Ground Stroke | 35 |
| Lesson III: Backhand Volley | 36 |
| Lesson IV: Backhand Ground Stroke | 37 |
| Lesson V: The Serve | 38 |
| Lesson VI: The Lob and Overhead | 40 |
| Appendix | |
| Glossary | 43 |
| <i>USA Tennis Guide to Dynamic and Static Stretching</i> | 46 |
| American Manual Alphabet | 51 |
| Scoring | 52 |
| Sample and Actual Program Registration Forms | 53 |
| USTA Request Form for Workshop Clinician or Grant | 54 |
| USTA Request Form for Promotional Items | 57 |
| USTA Section Contacts for Adaptive Tennis | 58 |
| USTA Section Map and National Office | 59 |
| Related Associations and Organizations | 60 |
| Resources for Adaptive Tennis Teaching Items | 64 |
| Resources: Manuals, Books, and Videos | 65 |

Acknowledgments

The United States Tennis Association's USTA Adaptive Tennis Program would like to acknowledge the United States Tennis Association, including Franklin Johnson, Chairman of the Board and President; Alan Schwartz, Immediate Past President; the Board of Directors; Lee Hamilton, Executive Director; Kurt Kamperman, Chief Executive, Community Tennis; Scott Schultz, Managing Director of Recreational Tennis, D. A. Abrams, Director of Outreach; the Outreach Department; and the USTA Adaptive Tennis Committee and Chair Wayne McCoy and Vice Chair Gustavo Moral for their support of efforts to bring tennis to all populations.

Special thanks go to contributors to the *Manual for Teaching Adaptive Tennis*: Henry Cox; David Dantzer; Helyn Edwards; Edna Gabler; Rick Rennert, USTA Director of Publishing; Vince Schmidt; Roy Trafalski; Pat and Dennis van der Meer.

Preface

The United States Tennis Association's mission is to promote and develop the growth of tennis. We believe that people who are different or who have differing abilities should be extended the same rights and benefits, as well as the same responsibilities, as the rest of society. We also believe this applies to tennis participation, just as it does to other areas of life. Under this premise, USTA Adaptive Tennis was started to promote the benefits of tennis to all and to develop techniques and resources for adaptive tennis.

Tennis has many benefits for both mind and body for everyone. Physically, playing tennis helps to improve balance, mobility, agility, strength, and fitness, and to burn calories. Mentally, tennis works on one's focus, concentration, and reactive and problem-solving behaviors. Emotionally it can promote self-confidence, instill feelings of success, relieve stress, and provide social outlets, for example, to meet new friends, enhance relationships, or provide great family outings. These benefits are so much more important for those with disabilities or those in special life situations or with special circumstances.

Competitive play or advanced skills may or may not be a concern. It is important to understand that for people with special circumstances or disabilities playing tennis enhances benefits and adds new elements to success as typically defined. A different way of looking at some benefits is as follows:

- Tennis is for everyone and the game of tennis can be adapted to accommodate any age, environment, condition, or disability.
- Tennis is fun.
- Tennis provides a venue for positive social interaction.
- Tennis participation enhances self-esteem and self-confidence.
- Tennis is good exercise and improves overall fitness.
- Tennis improves flexibility, strength, and weight control.
- Tennis helps develop eye-hand coordination and body control.
- Tennis can be played for a lifetime.

The person who teaches tennis to those with special circumstances, conditions, or disabilities then is doing more than helping them to learn a game, rather he or she is also creating opportunities for their more successful integration into their communities and helping to pave a path to self-acknowledgement. You will need to be prepared for the often difficult life stories of students. Knowing how to react, providing support through encouragement and positive reinforcement, and keeping confidentiality are very important. Any information learned about students must be used in a positive way to win your students' trust and bolster their self-worth.

You, as the tennis instructor, will have a huge impact on their lives. The positive example and attitude you exude will help bring about enhanced self-esteem in your students and their greater acceptance by the larger community. It is not only important that all people have opportunities to participate in tennis, but also to participate in open or integrated settings, and the onus is on you to utilize adaptive equipment, improvise, or modify the game based on your knowledge of the population that you are teaching. And when possible, opportunities

should be provided for an open tennis environment for all players to be accepted on and off the court.

The following manual is a guide for you to use when teaching tennis to people with disabilities or differing abilities or circumstances. It details characteristics of various Adaptive Tennis and provides many exercises and drills for teaching tennis to those groups. Use your judgment—go with the flow of each situation. Be flexible, adaptive, and creative in your sessions. Approach each class enthusiastically and create a positive pressure-free environment for your students, and you and your students will thrive from the experience. Enjoy the good and learn from the difficult situations.

There are other resources that can be used or even modified for teaching adaptive tennis. This is just one resource. If you need additional assistance, feel free to contact the Outreach Department at the USTA. We have local, sectional, and national staff near you who can provide information and assistance (see contact information in the Appendix). The USTA also offers opportunities for you to enhance your teaching skills through Workshops by USTA Adaptive Tennis clinicians, Recreational Coaches Workshops (RCW), and the Community Tennis Development Workshop (CTDW). We also provide contacts and resources for specific groups or disabilities, most often free of charge, or we can refer you to one of our partners for additional information or networking. Help is available to you to complement the passion you have for this lifetime sport and the notion that tennis should be for all.

Helyn Edwards

Project Manager, Outreach & Adaptive Tennis

United States Tennis Association – Outreach Department

Chapter I

TEACHING ADAPTIVE TENNIS

This manual will provide you with the basic knowledge, techniques, drills, activities, and games that are helpful in running a successful entry-level program as well as tips on working with certain populations. However, the most important components are your attitude, patience, and passion for working with those with disabilities. The information in this manual will make your job easier and, hopefully, provide fun for you and your participants.

Tennis on a whole is a sport that can be difficult to learn. However, with the right equipment, modifications, and an open creative mind, tennis can be learned and played anywhere by most anyone. Disabled persons usually learn more slowly than the general populations because of physical, mental, or emotional problems. Some of these players go on to achieve refined skills and have competitive success. Others may only be able to maintain a short rally and some may master only one shot.

Disabled individuals or persons with certain conditions often tire quickly, lack muscle strength, or become distracted by events outside the court. This means that the person who teaches people with disabilities must be patient, flexible, and able to see success in the efforts of his or her students regardless of the degree of proficiency they reach. The manner in which you approach your program will, in large part, determine your success. If you are enthusiastic and create a positive pressure-free environment, your students will return your excitement and thrive from the experience.

There are certain ground rules to keep in mind while working with certain populations. Knowing and understanding the distinct traits of the group or population you are working with are foremost. If you are not sure, find out from the parent, caregiver, school, or organization the player is affiliated with. Knowledge, sensitivity, and concern will provide a good foundation for your instruction. Keep instructions clear and simple; at times it may be necessary to repeat directions. You might need to take more frequent breaks for rest and water than with the general population, and you might need to have to gently suggest appropriate nutrition, attire, and behavior to your students.

The impressions that special populations take from your presentation will affect their attitudes toward the game of tennis for the rest of their lives. You will be the example and model they will associate with tennis and maybe in other life situations, so set a good example and be a role model. Be fair and generous with positive reinforcement for all. At the very beginning, set rules regarding safety and court behavior during lessons.

Some techniques to employ when teaching adaptive tennis are the following:

1. Put yourself at ease with the population—and put them at ease with you.

- Shake hands with each participant.
- Make eye contact.

- Learn each person's name.
- Speak directly to each person.
- Use gentle humor.

2. Communicate successfully.

- Speak slowly and face your students.
- Teach close to the group.
- Demonstrate everything, facing in the same direction as your students.
- Use gestures such as high fives and thumbs up.
- Use phrases such as "Good job," "All right," and "Nice try."
- Keep language basic and descriptive.

3. Use the court and adapted activities effectively.

- Keep area safe by monitoring court spacing, balls, movement, and players.
- Be flexible and open to the participants and the environment.
- Shorten the court, lower the net, and provide shorter lighter racquets and bigger balls.
- Always make sure each individual has success in at least one activity and reinforce positive behavior.
- Use activities that enhance eye-hand coordination and introduce contact of ball with racquet (Ball Roll on Racquet, Walk the Dog, and Downs).
- Progress gradually in tasks, activities, and equipment. Settle on a stage or activity that works well and provides stability and security for your participants. Know when to take them out of their comfort zone and when to stay in it.
- Use activities that promote socialization (Throw and catch in a circle).
- Use activities that encourage cooperation (Inchworm and Sandwich Race).
- Evaluate the first lesson. Stick with what works and change what doesn't or seek assistance. Take what has worked and use it as the basis of the next lesson.

4. Role play to simulate various situations, conditions, or disabilities.

5. Improvise or make modifications to drills and activities to accommodate those without mature striking skills.



EQUIPMENT FOR ADAPTIVE TENNIS

Adaptive tennis and the game-based approach in tennis have made teaching tennis to everyone from beginners to pre-schoolers to seniors to those with disabilities so much easier and have produced a high learning curve or success rate from the initial session on. The following chart illustrates the degree of difficulty for a player using various balls, feeds, and racquets. Find a comfortable starting point for you and your students using this chart.

| Degree of Difficulty Using Various Balls, Feeds, and Racquets | | | |
|--|-------------------|-----------------------------|---------------------|
| | <u>Easy</u> | <u>Intermediate</u> | <u>Difficult</u> |
| Ball size | <i>large</i> | <i>medium</i> | <i>small</i> |
| Ball weight | <i>light</i> | <i>medium</i> | <i>heavy</i> |
| Ball speed | <i>none</i> | <i>slow</i> | <i>fast</i> |
| Ball movement | <i>stationary</i> | <i>roll/bounce</i> | <i>in air</i> |
| Body side | <i>dominant</i> | <i>midline</i> | <i>non-dominant</i> |
| Racquet length | <i>hand</i> | <i>paddle/short racquet</i> | <i>long racquet</i> |
| Racquet weight | <i>light</i> | <i>medium</i> | <i>heavy</i> |
| Body movement | <i>stationary</i> | <i>slow</i> | <i>fast</i> |
| Feed or play area | <i>6 feet</i> | <i>service line</i> | <i>baseline</i> |

The following examples demonstrate how to put this chart into practical use:

- Hitting a ball suspended on a string with one's hand is easier than hitting a bouncing foam ball with a short racquet.
- Hitting large foam balls with a short racquet is easier than hitting a tennis ball with a full-sized racquet.
- Hitting a stationary ball on the forehand (dominant) side is easier than hitting a stationary ball on the backhand (non-dominant) side.
- Hitting a ball while standing still is easier than hitting on the run.
- Playing from or feeding from the service box over a lower net is much easier than from the baseline over a standard tennis net.

The second chart makes suggestions for adapting equipment and modifying the setting to better facilitate the learning of tennis.

| Examples of Adaptive Equipment and Environment | | |
|---|-----------------------------------|--|
| | <u>Typical</u> | <u>Adapted</u> |
| Site | Outdoors on regulation court | Indoors with AC and lights |
| Court | 78' by 27' on asphalt | 21' by 13' on slow surface or make smaller size by using chalk or plastic lines |
| Net | 3 – 3 1/2' Cord | 10' wide 2' high nylon portable net; adjust for tension or play |
| Racquet | Length: 27" Weight: 11 1/2 oz. | Hand paddle to racquet ball to graduated length (17" to 27"); from 8 oz. to 12 oz. |
| Ball | Regular optic yellow | Colorful beach ball to tail ball to foam ball (lge. & sm.); low compression ball to regular felt and bounce ball |

Making a few adaptations such as these makes tennis accessible to a much greater number of individuals—many who might otherwise not experience the fun, exercise, and social interaction tennis offers in a typical situation. (See Appendix for equipment options and discounted equipment programs, which are available to you when you register your program or organization with the USTA.)

Chapter II

GENERAL CHARACTERISTICS OF DISABILITIES AND HOW TO WORK WITH THEM

USTA Adaptive Tennis recognizes four main categories of populations, conditions, or disabilities:

- **Developmental Conditions or Disabilities** (e.g., learning disabilities, epilepsy, autism, cerebral palsy, Down Syndrome, mental retardation)
- **Physical Conditions or Disabilities** (e.g., birth defects, aging, diabetes, multiple sclerosis, traumatic brain injury, muscular dystrophy, stroke, arthritis, hearing and visual impairments, loss of a limb)
- **Emotional or Psychiatric Conditions or Disabilities** (e.g., those with behavioral problems or consumers of mental health services)
- **Environmental Situations or Conditions** (e.g., at-risk individuals, substance abusers, mentally and physically abused, homeless, HIV positive individuals, persons from disadvantaged or under-served communities or cultures, persons within the juvenile justice system)

Whereas all populations share some characteristics in common, these four groups each have their own specific characteristics as well. This chapter outlines characteristics of each category of disability and offers suggestions from instructors or experts in the field for working with certain populations. The tennis instructor who is aware of and understands these distinct traits can relate better and help all players to reach their maximum potential in the game, and will have a good time doing it.

Developmental Conditions or Disabilities

This category of disability may include learning disabilities, epilepsy, autism, cerebral palsy, Down Syndrome, and mental retardation and is characterized by a slower rate of learning, difficulty with reasoning, poor memory, a short attention span, hyperactivity, social immaturity, perceptual deficits, and problems with agility and movement.

In teaching tennis to developmentally disabled students:

- Establish a routine and stick to it.
- Demonstrate activities (e.g., Shadow Drills); keep verbal instructions to a minimum.
- Provide constant repetition (review, review, review).
- Keep lines short (don't have people standing around doing nothing).
- Feed students three to five balls during each turn.
- Be generous with praise.

| Attention Deficit Disorder | Autism | Cerebral Palsy | Learning Disabilities |
|---|--|---|--|
| <ul style="list-style-type: none"> • Short attention span • Constant motion | <ul style="list-style-type: none"> • Extreme self-preoccupation • Withdrawal from reality • Sometimes little or no response • Moderately to severely unfocused | <ul style="list-style-type: none"> • Spastic: mental retardation, epilepsy, loss of control of motor function • Athetoid: communication difficulties, poor motor control, difficulty swallowing | <ul style="list-style-type: none"> • Hyperactivity • Perceptual, language, and memory deficits • Emotional behavior |

Physical Conditions or Disabilities

The physically disabled includes but is not limited to individuals with multiple sclerosis, muscular dystrophy, traumatic brain injury, arthritis, and hearing and visual impairments. Physical symptoms vary considerably from one disease to the other in this category, but are often characterized either by some degree of muscular, skeletal, or joint impairments that may affect mobility. Balance, motion, and language difficulties frequently characterize hearing and visual disabilities. Often the physically disabled suffer from fatigue.

In teaching tennis to physically disabled students:

- Emphasize appropriate warm-ups and stretches (e.g., squeezing a foam ball to strengthen one's grip)
- Limit aerobic exercise (and in the case of those with arthritis, eliminate it).
- Use lightweight racquets and balls.
- Use soft feeds.
- Encourage students to go beyond what they think is possible.
- Plan sufficient rest periods.

In addition, when teaching tennis to the hearing or visually impaired:

- Always face students when talking to them or demonstrating something.
- For the visually impaired, demonstrate activities using tactile components and write in large bold letters when using a chalkboard.
- For the hearing impaired, always speak slowly and demonstrate all activities.
- Use activities that enhance balance skills, such as footwork drills.
- Use activities to foster communication skills.

| Arthritis | Multiple Sclerosis | Muscular Dystrophy | Traumatic Brain Injury (Acquired Brain Trauma) |
|---|--|--|---|
| <ul style="list-style-type: none"> • Poor mobility • Poor gripping skills • Painful, tender joints | <ul style="list-style-type: none"> • Visual impairment (double vision) • Poor balance • Lower limb weakness • Fatigue • Poor tolerance for hot weather • Paralysis | <ul style="list-style-type: none"> • Muscle weakness • Breathing difficulties • Paralysis | <ul style="list-style-type: none"> • Attention and memory deficits • Limited visual field • Secondary depression • Poor emotional control • Poor balance • Seizures |

Emotional or Psychiatric Conditions or Disabilities (Consumers of Mental Health Services)

Emotional or psychiatric disabilities are deviations from age-specific behavior that significantly impede an individual's ability to respond appropriately to other people or situations. Aggressive behavior, mood swings, thinking impairment, lack of self-confidence (self-esteem), feelings of inadequacy, hypersensitivity, depression, and anxiety characterize this kind of disability.

In teaching tennis to emotionally or psychiatrically disabled students:

- Maintain a high degree of structure and control.
- Use words and signs of praise frequently to bolster self-esteem.
- Use activities that encourage social contact (e.g., Sandwich Race and Inchworm).
- Be flexible about participation, as mood swings are frequent.

Environmental Situations or Conditions/At-Risk Individuals

The environmentally disabled category includes the homeless, substance abusers, those who are mentally or physically abused, HIV-positive individuals, and other at-risk individuals. These individuals often exhibit anger, hostility, and behavioral problems and have poor social skills and low self-esteem.

In teaching tennis to environmentally disabled students:

- Reward attentive students with praise and leadership roles (e.g., leading the class in exercises or demonstrating a stroke).
- Focus on cooperation, waiting one's turn, good sportsmanship, and respect for peers and instructors.
- Enhance cognitive skills through introducing new vocabulary, keeping score, and teaching basic rules.
- Do activities that encourage positive partnerships and socialization (e.g., Racquet Quickness).
- Keep the class moving.

In this section, we've reviewed the general characteristics of different disabled populations and suggested ways that a tennis coach can work successfully with them. In the following chapter, experts in working with various groups with disabilities provide specific characteristics of these populations and offer suggestions on how to work with them.



Chapter III

CHARACTERISTICS OF SPECIFIC DISABILITIES

Developmental Disabilities

“Teaching Those with Down Syndrome”

By Vince Schmidt (Co-Founder of the *Jensen-Schmidt Tennis Academy for Down Syndrome*)

Professional tennis instructors/coaches approach each new player they are charged with teaching as an individual. Each player has his individual strengths and areas needing improvement. Children and young adults who have Down syndrome are a special population market that teaching professionals are equipped to coach through to success as well, although you may not realize you have the skills.

There are a few things to remember when teaching children and young adults with Down syndrome.

First, the concept of “softer and slower,” which means to feed a ball with less pace and/or with less movement required to hit it, is fundamentally flawed. Clearly this methodology is condescending to the player and dulling to the instructor, and as a result, no one wins. It is more important to realize that if a teaching professional has an awareness of the player’s complete abilities (physical and cognitive), there is no skill that cannot be taught with a tweak or two as needed. Instructors should be willing to take some risks and to go beyond the norm to get to the desired end. Remember if it is foot placement or hand movement that you are teaching, it can be done without a racquet and ball.

Unconventional teaching aids might be just the ticket to success with a special needs student or group. At the Jensen-Schmidt Tennis Academy for Down Syndrome, run-of-the mill teaching aids are used to get concepts across. For instance, you might never think of feeding with a 4- or 5-inch playground ball. We have found that these red balls are just the ticket to allow players with Down syndrome to see how it feels to hit a forehand or backhand. A Frisbee is a perfect tool for teaching proper form on a backhand. Think about the wrist alignment and level swing needed to throw a Frisbee properly. Beach balls, which are to be kept aloft, are a great tool for teaching younger players with little arm strength. They are also a great teaching tool for older players to help them develop the short stroke for a volley. Be creative, have fun, and watch the results.

Second, there are also physical concerns when teaching children and young adults with Down syndrome. Some of the most predominant concerns that instructors face are the balance and eye/hand or foot/eye coordination difficulties Down syndrome children have. These issues are not deal breakers, but must be addressed for real instruction to take hold.

Use the same red balls previously mentioned to work on foot speed, coordination, and balance. Foot taps, “soccer dribbling” on the lines, and bounce/catching are critical drills to develop the entire player. Make drills up...we do. Use the red balls and a racquet to play “hockey.” Keep players focused on controlling the ball while controlling their bodies, all the while keeping the balls inside a desired box on the court. Drop the racquets and use just your feet...you now have soccer. While hockey develops hand/eye coordination, the soccer variant develops a strong sense of working foot/eye coordination. To

take it up a notch, have the players control their ball while trying to knock their opponent's ball out of the box.

Another issue with Down syndrome athletes is the all too real problem of heart defects. Whereas twenty years ago this was a limiting factor to persons with Down syndrome, in recent years many children with heart defects have had them surgically repaired. Therefore a heart condition should not preclude a player from instruction, but it must be identified for everyone's safety. Attention must be given to the duration of drill(s) and the environmental conditions, such as heat and humidity.

A condition found in players with Down syndrome is that of low muscle tone. If a player comes to an instructor with low tone, the physicality of a drill is multiplied many times over. There is no blanket answer to what the multiplier is, but suffice it to say that a player with low muscle tone works harder to perform the same movement as a player without a low muscle tone issue.

Never discount a shortness of attention, a serious concern for a player with Down syndrome. I am not describing Attention Deficit Disorder (ADD), but rather the short attention span, which is sometimes a symptom of the disease itself Down syndrome. Other times it is the result of an athlete doing activities or programming which are beyond the normal scope of his/her "usual" daily activities. Many of the players who come out for tennis might be "first-timers" with a sport that requires as much attention to detail as tennis does. Therefore, it is safe to assume that your expectations of what it takes to do a drill and what a Down syndrome player's reality is might be vastly different. Again, this ought not to be a deal breaker for teaching a player with Down syndrome, but a call to the instructor to use a varied approach with multiple drill changes for the desired skill.

The ultimate key to teaching Down syndrome players is FUN. No one feels satisfied if a lesson is like pulling teeth. From the Grand Slams to the public parks, the best drills, lessons, programs, and players are those that are comfortable, challenging, and fun. It should be no different just because a player is a member of a special population. You might have to mix up your routine a bit more, take a few more breaks, and think and approach your day from a different perspective. As a teaching professional, these are the kind of lessons that make us think more creatively and be more flexible. Working with players with Down syndrome makes me a better instructor across the board. If you work with Adaptive Tennis, you will gain just as much, maybe more, than the players you are gifted to work with. Enjoy!

Physical Conditions or Disabilities

“Teaching Those with a Loss of a Limb”

by Henry Cox, USTA Adaptive Tennis National Committee
Member, Certified Pro

Loss of Limb – Congenital, Accident, War, Cancer, Trauma

Reasons for Participating:

- To be part of a group (disabled or able-bodied). Being accepted is key to merging into the general population.
- Confidence in one’s ability will come from a support system. Pro, coach, parent, friend, and siblings will be the extras in making one good enough to venture into social and competitive activities.

Tips for Lessons:

- Make it fun! Having a partner or instructor who is positive can make tennis more fun.
- Activities must be inclusive. No one wants to be ignored or rejected.
- Rules can be adapted, unless the player is competitive.
- Tasks need to be taught by making them as simple and easy as possible, such as using a really small grip and a big frame so that one can hold the racquet and ball in the same hand.

Tennis can be a great starter sport for other activities. The eye-hand coordination and agility used in tennis help with the balance and vision that are required in other sports such as basketball, soccer, baseball, and golf. Pictures and short videos are good aides because most people are visual.

Kids with stubs or deformities can sometimes toss the ball with the stub. Kids are pretty adaptive. As a pro you can demonstrate by putting the ball in your elbow joint and tossing the ball upward. Or you can demonstrate tossing the ball up off of the racquet strings.

Learning to turn one’s grip without the other hand can be assisted by spinning the racquet until it feels comfortable. It is important to strengthen the fingers and grip of the sole hand. Squeezing a tennis ball or hand grips helps with this.

Volleys – Starting with the volley will give anyone, especially a child, instant success. The forehand would be the next progression.

Serving – The beginner serve can be taught by starting out with just holding the ball on the strings of the racquet. Loft the ball upward from the racquet and strike. Having one’s left foot facing straight ahead helps with balance and accuracy, and starting close to the net helps to ensure immediate success. As one progresses, the toss is held with the bottom two fingers and thumb. Serving a spin serve is more effective as opposed to the flat serve, which is easier to learn.

Backhand – Choking up, shifting weight forward, and an open stance help transfer power to the front sooner. Preference is for a short backswing to add control at any early age versus a long swing that adds more power.

Treating people with respect is important, if not critical. Winning is not the goal, rather practicing not giving up and working hard are. Sports teach you how to get along, use teamwork, win, and resolve to do better.

“Teaching Those with Hearing Impairments”

by Roy Trafalski, Founder and Director of **DhhEAF** (Deaf & Hard of Hearing Educational Athletic Foundation)

The term "hearing impairment" is used to describe a wide range of hearing losses, including deafness. A person with a hearing loss can generally respond to auditory stimuli, including speech. People with hearing loss use oral or manual means of communication or a combination of the two. Oral communication includes speech, lip reading, and the use of residual hearing. Manual communication involves signs and finger-spelling. Total Communication, as a method of instruction, is a combination of the oral method plus signing and finger-spelling. Total communication addresses both groups.

Hearing loss or deafness does not affect a person's intellectual capacity or ability to learn. Since English is their second language (ASL or American Sign Language is their first), children who are DHH (deaf or hard of hearing) will find it much more difficult than children who have normal hearing to learn vocabulary, grammar, word order, idiomatic expressions, and other aspects of verbal communication. Hearing loss is generally described as slight, mild, moderate, severe, or profound, depending upon how well a person can hear the intensities or frequencies associated with speech. Remember that just because a person can hear your voice, it does not mean they can understand your words. Hearing loss may cause distortion in the way sounds are perceived. It may be easier for a hearing-impaired person to understand a male voice since it would have a lower voice frequency than a female voice.

Even though some people can lip-read very well, lipreading is still imperfect. Try not to have big conversation shifts. Wherever possible, minimize the amount of background noise. If the person shows signs of being confused or getting lost, ask if they understood what you said, and repeat your statements if necessary. Even if the person seems to be following perfectly well, ask him anyway. People with hearing loss often rely on visual cues for information. Some people have difficulty knowing where a sound is coming from. Others hear sounds, but may not be able to recognize the words that were spoken. Facial hair can have a dramatic influence on communication with a deaf person. Some people can lip-read a person with a mustache and beard, others simply find it impossible.

Communication between a hearing impaired and non-hearing impaired person takes effort on both sides. The following tips will assist in communicating with the hearing impaired:

- To get their attention, you can either wave your hand or tap their shoulders gently. When inside, you may flicker the lights or stomp on the floor if it carries vibrations. Ask how he or she prefers to communicate, whether it be lip-reading, writing, or signing. Speak naturally and with normal expression. Minimize background noises; quiet places will assist communication.
- Look directly at the person. When using an interpreter, speak directly to the deaf person. When the interpreter voices what the deaf person signs, look at the deaf person, not the interpreter. Use pantomime, body language, and facial expression. Patience and kindness will also aid communication. Make sure there is plenty of light. If you are outside in the daytime, make sure the sun doesn't cause a glare. Don't be afraid to make mistakes. Most deaf people are very comfortable communicating with hearing people. Most will appreciate any attempt to communicate, even if you use the wrong signs.

Communication tips particularly for hearing impaired children:

- Use shorter, simpler sentences if necessary. Do not shout. A loud voice may increase distortion or give the impression you are angry, without improving comprehension.
- Be aware of fatigue. The DHH person must work harder to communicate, and this can be extremely tiring.
- Slow your speech, break sentences into smaller portions, and check for understanding. If you tend to speak quickly, slow down. Do not overly exaggerate or slow your speech at first if the child has difficulty understanding.
- Be patient and take time to communicate.

Technology is changing the deaf world as we speak. In some circles the cochlear implant is looked upon with great caution. There are many fine distinctions associated with the deaf culture. For instance, the self-conscious hearing-impaired adolescent may want to be designated as hard of hearing (HOH) as opposed to deaf. Balance or sensitivity to light may afflict others. Use your best judgment, ask the participant, or contact an expert in the field to help you in communicating with the hearing impaired.

“Teaching Those Recovering from a Stroke”

by Dennis and Pat van der Meer, Founders of Van der Meer
Tennis Academy and Professional Tennis Registry (PTR)

A stroke often leaves one entire side of its victim paralyzed and/or unable to recognize its very existence. Called “neglect,” this condition is often reversible through adaptive, creative tennis exercises. These exercises can be started as soon as the patient is alert enough to respond to communication, even while in the hospital, and gradually increased in challenge as the patient regains strength and mobility. Incorporate strength/balance exercises as soon as possible in addition to all normal physical therapy core exercises.

1. Bean bag progressions (IN BED)

- Toss and block with hand.
- Toss and catch from front and unaffected side.
- Toss from “blind” side, where the patient cannot see the bag. The patient blocks or catches and then tosses back* using the unaffected hand.

*Patients may experience times when catching and releasing the bean bag are difficult. With patience and by gently aiding the fingers through the motions, catching and releasing generally improve with repetition.

2. Balloon progressions (IN WHEELCHAIR)

- Play balloon volleyball using unaffected hand.
- Play balloon volleyball with a junior racquet, initially choking up halfway.

3. Foam ball progressions (IN WHEELCHAIR or ANY CHAIR, INSIDE OR OUTSIDE)

- Toss foam ball to patient in the air for a volley.
- Toss foam ball with a bounce to patient’s forehand.
- Toss foam ball with a bounce to backhand.
- Toss foam ball in air for overhead.
- Show patient how to bump the ball up and serve.
- Rally with patient very predictably.

Once the patient is able to stand for extended periods of time and has enough balance to take some steps, you can work with a safety belt on court for added security. At first have the patient stand against a fence. If the patient can lean against the fence, he/she will have added confidence to reach for a ball tossed in close range. As confidence builds and with someone strong holding onto the safety belt, the patient can take some steps and move to the net to hit over it. Start off close to the net.

Exercises off court need to be maintained and additional running, leg lift, stationary biking, and light arm weights accelerated as possible. Practicing in a pool facilitates running. All pool work builds confidence, as buoyancy aids the sense of balance. Most tennis specific exercises can be practiced in water that comes to waist level.

4. Foam ball progressions (ON COURT)

- Go through progressions mentioned in #3.
- If movement improves in affected arm, begin showing modified service toss with “ice cream cone” motion. (Affected hand probably has “tone,” causing it to clench. As this improves, practice releasing the ball and tossing up.)
- Serve from back-scratch position, adding backswing gradually.
- Rally side to side predictably.

5. Standard ball progressions (ON COURT)

- Repeat progressions in #4.
- Rally using graduated length method of starting up close to the net and gradually moving back.
- Play predictable points.
- Add some challenge to the point play as possible.
- Play controlled doubles.

Some tips that really help in recovery:

Be patient yet determined.

Set goals but not timetables.

Keep your sense of humor.

Find role models in recovered stroke/accident victims.

Choose therapists willing to press beyond what's average.

BELIEVE IN EVENTUAL RECOVERY.

Environmental Situations and Conditions

“Teaching Those from Different Cultures”

by David Dantzer, Founder and President of Standing Tall, a tennis outreach program for Native Americans

When teaching tennis to members of a cultural group, it is important to be sensitive to values and cultural differences. For example, when teaching Native Americans, the most important thing to keep in mind is that the “group” is primary. The individual blends in and supports group activities. For example, if Robert displayed good form in the service motion, you would not have him demonstrate it in front of the class. His inclination is to blend in and his form might break down if you single him out. It would be better if you asked him to help Mary and Sue with their serve.

It is important to know that Native Americans share extremely well and take pleasure in events quietly, while speaking in a soft voice. As far as learning, they like an informal, social atmosphere.

Start instruction in a good (strong hoop) circle. The circle is very important to Native American culture, and they respect that. Native Americans like to be shown what is expected of them in a guided approach rather than talking about it. In general, they are quiet observers who are very willing to help each other. If a child looks down when you are speaking to him, it is out of respect. He is eliminating visual distractions by doing so, while focusing his ears on your words.

While in the circle and stretching and announcing the format for the day, start with activities to work on ball handling skills:

- “Egg in the Pan”
- “Downs”
- “Ups”
- “Combination” and “Sandwich Race”

Team races utilize the above ball handling skills and bring about team spirit.

Other ball handling skills performed in the circle include:

- “Pass the Egg” (without touching)
- “Popcorn Machine” (bounce the ball up to a center target)
- “Stop ‘N Go” (leave your racquet standing while grabbing the next player’s racquet)
- “Worm” or “Caterpillar” Race (passing the ball without bouncing it, which is very popular)

Native Americans enjoy group games such as “Silly Tennis” and “Baseball Tennis” at the elementary levels. At the more advanced levels, “Around the World” and “King of the Hill” are a couple of the more popular games.

The most effective way to control any number of Native American juniors is to make the following announcement:

“We have only three rules here:

1. Have **FUN** today. If you are not having fun, come and see me.
2. When an instructor is speaking, stop talking and hold your racquet against your chest.
3. When the whistle is blown, everyone should stop and ‘freeze’ in place. Give an award to the best ‘ice person’ at the end of the day. Always make the award of value (e. g., a water bottle, can of balls, etc.).”



Chapter IV

ADAPTIVE TENNIS EVENTS

A clinic is the perfect way to introduce tennis to all people and populations. Clinic activities are fun and provide fitness and positive social experiences for adults and children, including those with special needs, all within the framework of playing tennis.

No matter what the age level or ability of the player, it is always your job as a teacher to ensure success. If someone struggles with a particular skill, make the activity easier by adapting the ball, court, equipment, etc. Create learning situations where players will see progress and receive positive reinforcement. If frustrated, they will give up the game and will most likely not return to the sport.

A workshop is a good venue for teaching tennis methods, strategies, and tactics to your staff, instructors, parents, or volunteers. Some workshops focus on the game-based approach to teaching tennis, while others work on tennis skill delivery or how to organize events or assist you in growing and structuring your organization, programming, or delivery system.

We have included sample formats of clinics designed for different groups of populations. These samples are not exhaustive and any format can be modified or adapted to fit any particular group. **(Note: It is very important that you be aware of the particular needs of the group you're working with and adapt or modify these activities to accommodate those needs.)** Each format is designed to have groups of players rotate between one, two, or three courts. With larger groups, use your volunteers to help with spacing in the group lines. Remember to hit three to five balls to each participant, then, depending on their ability, rotate them to the end of the line or the next court or have them pick up balls.

Organizing a Free Clinic for Students

- In warmer climates, plan the event in the morning or late afternoon. Many people with disabilities are on medication and can become dehydrated quickly in intense heat. The courts should be wheelchair accessible, with bathrooms close by.
- Volunteers are a must! Try to keep the ratio of instructors/volunteers to participants very low.
- Water and cups need to be available on court.
- The sponsoring agency/organization should provide photographic waivers for each participant. These can be filled out before the event. (It is suggested that a photograph of the participant be attached to each release for easy reference.)
- Get a donation of a ribbon, poster, T-shirt, etc. so that everyone takes home something as a souvenir of the day.
- Have certificates made up to be presented to each player at the end of a group of lessons.
- Register with USTA Adaptive Tennis and fill out the "Clinic Request" form for promotional items.
- Seek assistance from USTA districts or sections.

On-Court Information

- Learn each person's name and use it frequently.
- Emphasize safety on court, especially around machines. Teach "hugging" the racquet early in the event.
- Whenever possible, use a ball to enhance warm-ups and exercises.
- Instructors should keep their language simple and minimal. All teaching should be done directly in front of the participants. Eye contact and visual models are very important.
- Demonstrate everything. Use your volunteers to physically assist the participants (e.g., holding their racquet hand while punching a volley).
- Racquets should be lightweight, short-handled, and have relatively large heads.
- When appropriate (e.g., with the visually or developmentally impaired or the physically challenged) use "adapted equipment," which allows a large-to-small ball progression, to ensure immediate success. (Foam balls are easy to grasp and hit.)
- Use ball tubes or hoppers. The participants as well as the volunteers can use them with ease.
- Avoid long lines of people standing around doing nothing.
- Start at the net and move no further back than mid-court. For many populations tracking the ball is very difficult.
- Be sensitive to your participants' mood swings and avoid stressful and/or anxiety-producing situations.
- Always be encouraging to bolster self-confidence.
- Encourage social interaction in all activities.

Equipment

- Pressureless or used tennis balls (that don't bounce too high), foam or cloth balls, beanbags
- Lightweight, short-handled racquets with large heads
- Foam or wooden paddles or racquetball rackets
- Portable nets (Lower height and allow for shorter playing area)
- Coban tape (i.e., self-adhering tape) for wrapping players' hands to racquet grips
- Foam or tennis balls on string (e.g., fishing line) so that you can suspend the ball, thus making it an easier target to make contact with than a thrown ball
- Colorful targets, free-standing cardboard, poly spots, etc.
- Prizes such as T-shirts, hats, water bottles, wristbands
- *Illustrated Introduction to the Rules of Tennis* (available from the USTA)
- Small, portable ball machine

There is assistance to help you organize and put on a clinic for your participants. This same type of activity can be used to enthruse your staff, instructors, and volunteers. The USTA provides opportunities for training through Adaptive Tennis Workshops (ATW), Recreation Coaches Workshops (RCW), and the Community Tennis Development Workshops (CTDW). The USPTA and PTR, the professional tennis teaching associations, also offer training programs for recreational instructors as well as certification for those who want to make teaching tennis a career.

Note: New terms are referenced with an asterisk the first time they are used, and they are defined in the Glossary, which is in the Appendix. New games are described in the chapter on the Game-Based Approach. Dynamic and static stretching exercises are illustrated and explained in the Appendix.

ORGANIZING A CLINIC ON A MAKE-SHIFT COURT USING PORTABLE NETS



TIME FRAME: 1 hour. Attention span is often limited. Shorten any activities that don't hold the participants' interest. Give out instructions to the entire group before releasing students to separate courts. You can whistle or verbally shift participants or instructors from court to court depending on numbers and space.

One to six portable nets can be set up on a gym floor or inside recreation area or on a basketball court or outside play area.

WARM-UPS

- Walk or Jog in place or around (depending on space, age, and ability)
- Stretching (See Appendix)
- Jumping Jacks *

RACQUET SKILLS

- Grips
- Downs * in Place
- Ups * in Place

Games: Relays: (Downs, Ups, Sandwich Race * (depending on age and time)

FOREHAND GROUND STROKE

Partner - Toss balls gently to hitter, taking them through the following progression:

- Catch
- Hit

- Games: 1. Individual Contest – Drop hit to partner who must catch five balls, then switch
2. Team relays – Run to a spot then drop hit - first team to 10

BACKHAND GROUND STROKE

Partner - Toss balls gently to hitter, taking them through the following progression:

- Catch with two hands
- Hit

Games: 1. Alley Rally or Ralleyball * (depending on space and equipment)
2. Baseball

SERVE PROGRESSION

Overhand Throw - Use partners to throw and catch.

Toss Practice

Toss and Catch

Toss, Touch, and Follow-Through

Games: 1. Singles - Serve and Rally – One Point
2. Doubles – King or Queen of the Court *

FOREHAND VOLLEY PROGRESSION

Catch ball with the dominant hand, reaching outward with fingers up.

Toss-Volley-Catch with partner

Game: Volleyball

BACKHAND VOLLEY PROGRESSION

Catch ball with the dominant hand, reaching outward with fingers up.

Toss-Volley-Catch with partner

Games: Ralleyball

WRAP-UP

Review

Relays (depending on age, time, and space)

ORGANIZING A CLINIC ON REGULATION COURTS



TIME FRAME: 1 hour. Attention span is often limited. Shorten any activities that don't hold the participants' interest. High fives, thumbs up, and "Good job" will help to keep everyone focused.

WARM-UPS

- Walk in place, while swinging arms: 2 to 3 minutes
- Arm circles*: 10 in each direction
- Row the Boat*: 10 "pulls"
- Weightlifting motion: 10 "curls"
- Arm extensions,* 10 times, making fists and releasing
- Up on toes, extending arms to side: 3 to 5 repetitions
- Ankle rotations*: 5 repetitions, alternating each leg
- Knee hugs*: 5 repetitions
- "Fast walk" around perimeter of court, swinging arms: 3 to 4 laps

STRETCHES (See Appendix for *USA Tennis Guide to Dynamic and Static Stretching*.)

- Shoulder stretch
- Calf (may be done using net, wall, or fence for support)
- Quadriceps (may be done using net, wall, or fence for support)

ACTIVITIES

Court #1

- Ball Roll on Racquet* — can be done as a relay race
- Walk the Dog* — can be done as a relay race
- Downs
- Inchworm* — can be modified for persons with a higher level of need by having volunteers and participants pass the ball back and forth or by using a beanbag to ensure success.

Court #2

- Tennis Bowling* — empty tennis ball cans, foam volleyball

Play throw and catch with large foam ball or beanbag, using overhand motion as preliminary to volley
Shadow Drill* — forehand volley
Soft volley feeds to participants (1 foot from net) with larger balls to start. Use foam or wooden paddle for persons with poor eye-hand coordination and/or weak grips.
Put large, colorful targets inside mid-court line.
Try to rally, counting successful hits aloud.
Keep participants moving with 3 to 5 feeds each.

Court #3

Volleying to “hit the prize.”



Chapter V

GAME-BASED APPROACH AND SAMPLE GAMES FOR GROUPS

The game-based approach to teaching tennis ensures that the fun of playing tennis is retained by creating game-like situations or games appropriate for the skill level of the players based on age, ability, or disability. The game-based approach accelerates learning by offering players more fun in less structured or technical formats. Keep in mind, skill development is not ignored with this approach. Rather, participants start by playing the game. Strategy, tactics, and tennis technique develop as their interest grows and as the players invest time in simple successful chaining games and activities. Using "play" as a first step helps students understand the game and identify what skills they think they will need to be successful.

One of the key characteristics of game-based coaching is that students will figure it out. They will discover how to succeed during play and from their experiences. Games and drills are fun and challenging. They are an integral part of practice time and a favorite of both players and team leaders. Remember to always use the entire site. A wall and backboard can help players better their skills. Don't forget that fences are great for practicing the service motion.

Playing games is very natural for any person from child to senior to abled or disabled. By using games, the tennis instructor can help students learn to play tennis while having fun. The main characteristics of games for beginners should be the following:

- Games should be fun. Create a fun environment and promote teamwork.
- Games have to be adapted to the players.
- Games should have simple rules and be group- or team-based.
- Games should be varied and have interesting names or be similar to well-known activities or items.
- Games need easy rules, with a clear scoring system.
- All students should participate and a maximum number of players should be kept active.
- Games should develop and reinforce sportsmanship.

The drills and games described in this section are examples of activities relating to eye-hand coordination, development of specific tennis skills, and conditioning and footwork. Use a little imagination and these suggestions will become part of an exciting and effective program plan. A court is not needed for some of the games listed.

Tips for Successful Game Management

- Plan ahead. Know what activities will be on each court and how youngsters will rotate. Be flexible. Expect the unexpected. Adapt.
- Make drills and games success-oriented (i.e., big targets, frequent opportunities to hit winners, etc.).
- Challenge players to go for their personal best, rather than gauge their success against the performance of others. Set team goals for motivation.
- Be alert and sensitive to the needs of each participant. Be equally involved with all players, regardless of their skill level and rate of improvement.
- Set time limits on each activity. Stop and move on to another activity before a drill loses its effectiveness and becomes boring or wild.
- Use non-elimination games, especially for beginners, or allow a way back into the game.

Sample Games

The following is a list of games and drills that can be used to develop or improve any area of a player's tennis game.

Alley Game

This game stresses control and placement because each ball struck must land within the 4 1/2-inch wide alley. A racquet is placed on the court to denote the service line. Players work as partners. There can be two groups working on the same court, one in each alley. Player A collects 10 balls and stands at the baseline. Player B's job is to: (1) catch the 10 balls on one bounce and place them in a pile; (2) act as a target for Player A; and (3) call the lines for Player A. Player A puts the ball in play with a forehand stroke, trying for accuracy and depth. Points are scored as follows: hit into alley between net and racquet=1 point; hit into alley and hit racquet=2 points; hit into alley between racquet and baseline=3 points. Hitting the ball elsewhere results in no points.

Alley Rally

This game is played in pairs and requires two racquets and three balls. Place two balls approximately 4-feet apart on the court. Each student stands next to a ball and faces his or her partner. The third ball is put into play gently with a bounce-hit. The object is to hit the partner's ball.

Key cues: "bump," "tap," or "just touch" the ball.

Rules: No "spiking" or hitting down. The first shot (serve) does not count.

Approach Drill

This drill demonstrates the advantage of attacking the net. Players line up on opposite baselines and rally to one another. They must hit the ball between the service line and baseline. If the ball does not land that deep, the other player charges the net and stays there for the rest of the point.

Around the World

Players line up on opposite sides of the net. The first player puts the ball into play and runs to the opposite end of the court via the right side. Each subsequent person hits one shot and runs to the opposite end of the court. The team leader can call out shots for use: lobs, forehands, mixture, etc. This drill can be cooperative or competitive.

Ball-on-Racquet Relay

Divide players into two teams (Team A and Team B). Have Team A line up on one side of the net while Team B lines up on the opposite side. Have the first person in line on Team A approach the net, balancing the ball in the center of the racquet. The first person in line on Team B also approaches the net. The drill's object is for players to exchange balls at the net without it falling from their racquets. If the ball hits the ground, a miss is recorded. The player receiving the ball must relay it back to his line. Have players repeat the process. When players complete their tasks, the team sits down on the court. The team with the least number of misses wins.

Caterpillar

Have teams of four students stand side by side in a row. As soon as one has passed the ball to his or her teammate's racquet, he or she goes to the end of the line. See which team can complete a full turn. The game can become competitive in the form of a relay race. Place the first member of each team on a starting line. The object is to be the first team to arrive at a designated finish line in caterpillar fashion without dropping the ball. When the ball is dropped, the team must return to the starting line where the ball is put back into play. This game could also be lengthened by having teams reach a given point and then return to the starting line in caterpillar fashion.

Dribble Relay

Have each player dribble a ball with his or her racquet while running to a specified spot. Upon reaching the marked spot, he or she must turn around and run back to the relay's starting point while carrying the ball. Line up an equal number of players on both sides of the court. Have each team dribble the perimeter of one side of the court. Race teams against each other or try to beat the clock.

Drop and Hit

Extend the center service line to the baselines by using either a length of rope or drawing a chalk line. Have players concentrate on dropping and hitting the ball to one of the four designated target areas. Players must hit a good shot to each area before aiming at a different target. Both forehands and backhands are executed this way. A variation has players saying "yes" before they look up, if they think their shot hit a target. This encourages them to keep their heads down while executing the shot. Players waiting to hit can call out the target number where they think the ball will land.

Drop-Hit-Catch

Arrange players into pairs. Assign one player the role of "hitter" and the other the role of "catcher." Have catchers stand against a fence. Have hitters stand about 15 to 20 feet away from the catcher. The hitter then drops the ball and gently hits it to the catcher. Key words: "bump," "tap," and "bunt." Make the exercise into a game and see who can get 10 successful catches first. Have partners switch roles after five consecutive catches.

Dungeons or Escape

The instructor or one team player feeds the ball designating which stroke to use (e. g., forehand or backhand ground stroke or forehand volleys) to a single file line of participants. Each player gets one chance to hit a good shot over the net and in bounds. Should someone miss, they will go over to the other side of the net with the feeder where they must catch a ball either in the air or on the bounce to return to the line. The last one to miss is the winner.

Green Light, Red Light

Have players line up on the baseline with a ball resting on their racquets. Team leaders should stand at the net. When the team leader calls "green light," players move forward as quickly as they can while keeping the ball balanced on their racquets. When the leader calls "red light," players must stop with the ball resting on their racquet's face. Players who drop the ball while moving or standing must start again from the baseline.

King or Queen of the Court

This drill requires four to six players on the court. One king or queen stands on one side of the court, while three to five challengers line up on the opposite side. The first challenger in line rallies with the king or queen. If the king or queen wins the rally, he or she stays to face the next challenger. The challenger who lost the point sprints to the net and back to the end of the challenger's line. The next challenger then rallies with the king or queen. If the challenger wins the rally, he or she sprints to the opposite side of the net and replaces the king or queen. The dethroned king or queen sprints to the opposite side of the net and becomes a challenger at the back of the challenger's line.

Little Game of Tennis

Have partners stand on opposite sides of the net in the service court area where they will rally gently to each other. The ball must bounce inside the service box area. See which players can sustain a rally longest. Tell players to hit the ball as gently as possible. Have them shoot for a goal of 10, 15, or 20

consecutive hits over the net. Keep score. One variation of the drill is to have each player bounce the ball on his or her racquet three times and to hit the ball over the net on the third bounce. Put five players on each side of net and have them alternate.

Mini-Tennis

Only the short part of the court is utilized during this drill. The service line is used in place of the baseline. All other standard rules of tennis apply. Alleys are out. The ball is put into play with an underhand serve; servers are given either one or two serve chances. All shots must be allowed to bounce before they are returned.

Pass the Ball Relay

Have teams line up single file. Have players that are first in line stand with a single ball balanced on their racquets. When the team leader calls "go," the ball is passed from racquet to racquet until it reaches the last person in line. The contest can end there or the last person in line can run to the beginning of the line and continue the relay. If this variation is used, have students pass the ball until the original starter returns to the front of the line.

Pattern Roll

Have players roll the ball along specified lines on the playing surface or around various obstacles. Have players grip the racquets with their palms forward (forehand) and with the back of their hand pointing toward the ball (backhand). Later, have the students roll the ball along the top of a bench to encourage a more tennis-like grip.

Racquet Balance

Have players balance a ball on their racquet. The racquet should be held steady so that the ball does not move.

Racquet Roll

Have the players roll the ball around their racquet face.

Racquet Quickness Drill

Have players pair with a partner and stand in two lines so that they face each other. Have each player balance a racquet on the ground (racquet head down while holding the grip). When you yell "go," players run to catch their partner's racquet before it hits the ground. Gradually increase the distance between players.

Racquet Quickness Circle

Players stand in a circle and perform the "Racquet Quickness Drill," with one exception: they must run to the left on the leader's command. Variation: Run counterclockwise, or leaders can call "left" or "right" to see how well players follow directions.

Simon Says

If a team leader calls, "Simon says swing a forehand," players should respond by swinging a forehand. If a team leader calls, "Swing a forehand," players should stand still because the leader's command was not prefaced with "Simon says." Players following a command not preceded by "Simon says" are out of the game.

Target Hitting

Set up targets around one side of the court. Two teams will compete against each other. Each team member gets two balls. Beginning at half-court and progressing to full-court, each youngster drops a ball, hits it after it bounces so that it goes over the net, bounces once, and lands in one of the boxes. Variation: Have kids hit only forehands or only backhands or one of each. If they get really good, move the targets farther from the net.

Team Control Contest

Teams consist of three players: a tosser, a hitter, and a catcher. The tosser is positioned outside the court and near the net post. He or she tosses the ball to the hitter, who attempts to hit a controlled shot that the third player must catch from a sitting position. After a predetermined number of successful hit and catch sequences, players rotate positions. The first team finishing the cycle wins. Variations might allow the catcher to move as long as one foot is behind the service line. Other restrictions might have the catcher using two hands or only his right or left hand.

Team Singles

Use all available courts. On each court have an equal number of students face each other from behind the baseline. Players must line up single file against the back fence. In the absence of a wall or fence, line players up so that they can stop errant shots. The first person in line will initiate a game of tennis. Use the standard scoring method (Love-15-30-40-Game). Have two new players jump in after every point. Participants not involved in play will keep score and catch errant balls.

Tennis "21"

Players return one ball from three-quarter court or half-court and then run to the net to hit an easy volley. Two points are awarded for a successfully returned ground stroke; one point is given for a successful volley. After hitting, the player retrieves the ball and goes to end of the line. Play until one or more players earn "21" points.

Tennis Baseball

Divide the team into two equal halves. Have one team at bat, while another fields from across the net. The pitcher throws the ball underhanded to the batter's forehand or backhand. The batter tries to hit the ball across the net and into certain parts of the court that are designated as a single, double, triple, or home run. The fielding team then tries to hit the ball back to the batter. If the ball is returned into the singles court to the batter, the batter must try to return the ball again. A hit is registered when the

fielding team cannot return a shot to the batter. The last shot hit by a batter counts as a single, double, triple, or home run. When court space is limited, this game can be played in a field or playground.

Tennis "Horse"

The first player in line calls out "forehand" or "backhand" and then chooses aloud which target he or she is aiming at. If successful, the next player in line must hit the same stroke to the same area. Players continue hitting the same stroke to the same target until someone misses. The player who misses the target gets a letter "H." The next player in line picks a new shot. Players who get the five letters "H-O-R-S-E" are eliminated.

Tennis Sandwich

Four or more players make a sandwich by starting with one player holding out a racquet with a ball on it, and having another player put a racquet on top of that ball. Eventually, four racquets will be on either side of three or more balls. Players then attempt to move to the net and back as a unit without dropping a ball.

Tennis Volleyball

Divide the team into two equal halves. The server, standing at the baseline, hits the ball over the net. Once the ball lands in the appropriate half of the court, anyone on the opposite team may hit the ball to a teammate or directly over the net. The ball can be hit any number of times on one side on any number of bounces. The ball is dead when it begins to roll. No boundaries make this an interesting and exciting game. Points can be scored on or off serve. The first team to score 21 points wins.

Toss-Hit-Catch

Arrange players into pairs. The first exercise is a quick game of catch, with players catching the ball on one bounce. After the first exercise is mastered, one player should use a racquet to "bump" or "tap" the ball into the hands of his or her partner.

Toss and Catch

O's toss underhand to X's (on the service line) positioned directly across from them. X's hit back to tosser. The tosser attempts to catch the hit. If the catch is successful, X moves back to designated area or line (3/4 court). If the second shot is caught, the hitter moves to a third location (full court or baseline). The first pair that gets three in a row wins. Variation: Each time three consecutive catches are made, team gets a point. Highest total wins.

Underhand Throw to Target

Place a hoola-hoop on the ground. One player is on each side of the circle. One player attempts to toss the ball underhand into the hoop while the other player tries to catch the ball on one bounce and send it back. Variation: One player remains on one side and bounces the ball back continuously to a line of players. Players rotate to the back of the line after their turn.

Chapter VI

GROUP TENNIS LESSONS FOR ADAPTIVE TENNIS

The following six lesson plans are to be used as a general guide for the instructor introducing entry-level tennis skills for Adaptive Tennis. You should adapt each lesson to the special population you are working with by taking into account the characteristics and skill range of each disability and your particular group's circumstances and conditions. Each lesson component can be adapted with the realization that you might never be able to introduce a particular skill. All segments of a lesson need to be safe, fun, and within the physical ability range of the participants. If players look forward to returning, the instructor is succeeding.

With all group activities, a safe play environment is paramount for the success and enjoyment of the sport. "Hugging the racket," spacing, and balls on the court are of the utmost concern. Coaches should constantly be on the alert for possible situations that might be hazardous and use caution when setting up drills and games.

Each lesson consists of five components: warm-ups, stretches, games and drills, skill development, and cool downs. Players should wear smooth-soled sneakers with thick cotton socks and lightweight, loose-fitting clothing such as sweatpants or a warm-up suit. Before starting the warm-up, introduce yourself, making sure to make eye contact as you do. Find out everything you can about each student's disability and other factors that will help you work successfully with them. Learn each person's name and use it often.

Warm-Up Exercises

The purpose of doing these exercises is to prepare the body properly for stretching and then for play. Activities such as walking, jogging, and jumping jacks can increase the heart rate and blood flow and warm the muscles. Warm-up exercises should be done for about five minutes **before** stretching and they should be done slowly and never cause pain, and be modified to the age and ability of players. Consult with the players' physician or care-giver before beginning.

Dynamic and Static Stretching Exercises

Stretching is essential for preventing injuries such as common muscle pulls and for feeling better and recovering sooner after play. Do stretches slowly and do not bounce. Each stretch should last for 8 to 12 seconds. The purpose of dynamic stretching, stretching with movement, before play is to help relax the body, increase its range of motion, and prepare the muscles for more vigorous activity. Static stretching exercises should be done after play then followed by a warm-down. (*USA Tennis Guide to Dynamic and Static Stretching* is illustrated in the Appendix.)

Skill Development—Review and New Presentations

The purpose of learning skills such as the forehand, backhand, volley, serve, etc. is to enable the player to understand the fundamentals of the game and how to play effectively at the most elementary level. To help players with specific disabilities, begin stroke practice at the mid-court line. This shortens the distance for tracking the ball and may facilitate learning.

When players understand the game, how to use the equipment, and how to hit the ball, they enjoy themselves more on court. However, you must remember that the abilities and interests of Adaptive Tennis will vary greatly. Some players will want to play with all of the formalities (i.e., rules, scoring, etc.), while others will be happy just playing in a pleasant environment with other people and simply making contact with the ball.

Games and Drills

The purpose of “games and drills” is to reinforce behavioral functions and technique associated with the skills introduced. This section of the lesson should be structured so that players feel no competitive pressure. Instead encourage interaction involving cooperation and teamwork.

Warm-Down Exercises

At the conclusion of any physical activity, including tennis, it is important to relax one’s muscles in order to avoid potential injuries. This is accomplished by doing activities done in warm-up for five minutes, depending on an individual’s physical condition and/or capabilities and level of fatigue.

Because tennis can be a rigorous activity, players should shower (if possible) and change into dry clothing after playing, especially if they will be returning to an air-conditioned environment.

LESSON I: FOREHAND VOLLEY

WARM-UP

- Walk or run in place, swinging arms in a semicircle.
- Walk or run around court perimeter and/or walk sideways along court lines.
- Do Jumping Jacks.
- Do hand-resistance exercises.
- Do arm extensions: arm circles, Row the Boat, and weightlifting motion.
- Do ankle rotations, knee hugs, and side to side.

DYNAMIC STRETCHING (See Appendix for *USA Tennis Guide to Dynamic and Static Stretching*.)

Use and explain the “rubber band” analogy.

- Wheelchair athletes can vary overhead stretching side to side and in front of the body, and, if possible, work their legs as well.

SKILL DEVELOPMENT: FOREHAND VOLLEY

A *volley* is any shot hit before the ball bounces (except the serve), either forehand or backhand.

Key Cues: tap, bump, push, block, bunt.

From the opposite side of the net, toss balls gently to players, taking them through the following progression:

- Catch the ball with the dominant hand, reaching outward with fingers up.
- Use “shake hands” grip (Eastern Grip).
- Hold the racquet like a Ping Pong paddle (hand at the top of the throat) and tap tossed ball on strings. Stand or be seated in a wheelchair at the center line, 3 feet from the net. Keep racquet head high, in front of the body, in a vertical position. Turn non-dominant shoulder to the net. Contact ball in the air with a short, punch-like stroke, shifting body weight forward.
- Move the hand to the center of the racquet throat.
- Move the hand to the grip. Two hands may be used, if needed.

GAMES AND DRILLS

- Practice throw and catch and bounce and catch, in a circle. Beanie Babies and beanbags can be substituted for balls.
- Do Ball Roll on Racquet, Walk the Dog, and Downs.
- Do a Shadow Drill for the volley.
- Toss-Volley-Catch—Arrange players in pairs. One player tosses and catches, while the other one volleys. Set a goal for successful Toss-Volley-Catch (e.g., five consecutive cycles without the ball hitting the ground). Have partners switch roles.

WARM-DOWN AND STATIC STRETCHING (See Appendix for *USA Tennis Guide to Dynamic and Static Stretching*.)

- Repeat warm-down exercises as done at the beginning of the class and stretches the class enjoys most.
- Everyone picks up balls and shakes hands.

LESSON II: FOREHAND GROUND STROKE

WARM-UP

- Try one new activity, such as moving side to side.

DYNAMIC STRETCHING (See Appendix for *USA Tennis Guide to Dynamic and Static Stretching*.)

- Let a student lead this segment.
- Don't overdo; be guided by what the class enjoys.

SKILL DEVELOPMENT – FOREHAND GROUND STROKE

A *ground stroke* is a stroke, either a forehand or a backhand, used to return a ball after it has bounced once. Begin with the same grip used in the forehand volleying progression.

Key cues: bump, tap, just touch. No spiking or hitting down.

Review the volley: Try to rally, counting successful and/or consecutive hits of the volley. Have volunteers assist with the stroke motion until the student can hit independently.

Introduce the forehand ground stroke: Demonstrate the motion. Use a Shadow Drill or a ball on a string for those with perceptual or visual trauma (reduced field of vision) or with young children.

- Use “bounce-catch” as a preliminary to the ground stroke. Use a semicircle formation for this exercise.
- Have students stand on the mid-court line, non-dominant shoulder to the net. Bring racquet head back so “butt” faces the net.
- Visualize the ground stroke motion as “low to high.”
- Bring racquet head forward to make contact with the ball as it comes up from the bounce. Continue swing after making contact (i.e., follow through) and catch the racquet with the non-dominant hand.
- Bounce or drop the ball in front of the non-dominant foot of players and have them swing “low to high.” Use ball on string or fishing line if the bounce motion is too difficult. Use a batting tee, if a stationary target is needed.
- Give each student three bounce-hits. (Have players count successful hits.)

GAMES AND DRILLS

- Do Lesson I activities.
- Add Inchworm.
- Drop-Hit-Catch: Emphasize the importance of a gentle swing. Set a goal for successful Drop-Hit-Catch. Have partners switch roles.
- Alley Rally

WARM-DOWN AND STATIC STRETCHING (See Appendix for *USA Tennis Guide to Dynamic and Static Stretching*.)

Repeat warm down as done in the beginning and stretches the class enjoys most.

- Repeat warm-down exercises as done at the beginning of the class and stretches the class enjoys most.
- Everyone picks up balls and shakes hands.

LESSON III: BACKHAND VOLLEY

WARM-UP

- Gradually increase the length of activities (e.g., walking, running in place, stepping side to side). With running and walking, use arm swings.
- Discuss appropriate diet, dress, and behavior.

DYNAMIC STRETCHING (See Appendix for *USA Tennis Guide to Dynamic and Static Stretching*.)

- Encourage students who cannot extend their limbs fully.

SKILL DEVELOPMENT – BACKHAND VOLLEY

A *volley* is any shot hit before the ball bounces (except the serve), either forehand or backhand.

Key cues: tap, bump, push, block, bunt.

Review previous lesson with soft feeds.

Introduce the backhand volley:

- Demonstrate backhand grip by starting with a “shake hands” grip and then rotating the dominant hand 1/8” to 1/4” turn toward the body. For a two-handed grip, place hands together on the handle with the non-dominant hand above the dominant hand. The “V” formed between the thumb and forefinger should be on the side of the grip when the racquet is perpendicular to the ground, index knuckle up. **Teaching Tip:** Place the racquet under your left arm (or right arm, if you’re a left-handed player) with the grip facing forward so that it resembles a sword in a sheath. Reach over the racquet’s grip with your right hand, and pull the racquet out from under your left arm like a warrior unsheathing a sword. **Checkpoints:** The knuckle of index finger should be on top of the racquet. For a two-handed grip, the dominant hand assumes a backhand grip, while the non-dominant hand is placed directly above the dominant hand in a forehand grip.
- Turn the dominant shoulder to the net. Contact the ball in the air with a short punch-like stroke, shifting body weight forward. Bump the tossed ball while holding the racquet at the top of the throat (like a Ping-Pong paddle). After experiencing success, bump with the hand at the center of the racquet throat.
- Bump with the hand on the grip.
- The volley motion should be “high and out.”
- Assume the ready position to await the next ball.

GAMES AND DRILLS

- Do relay races using Ball Roll on Racquet and Walk the Dog.
- Do the Sandwich Race to encourage conversation and cooperation.
- Toss-Volley-Catch—Arrange players in pairs. One player tosses the ball, while the other volleys. Set a goal for successful Toss-Volley-Catch. Have players switch roles.

WARM-DOWN AND STATIC STRETCHING (See Appendix for *USA Tennis Guide to Dynamic and Static Stretching*.)

Repeat warm down as done in the beginning and stretches the class enjoys most.

- Repeat warm-down exercises as done at the beginning of the class and stretches the class enjoys most.
- Everyone picks up balls and shakes hands.

LESSON IV: BACKHAND GROUND STROKE

WARM-UP

- Develop a routine. Increase the duration of each activity.
- Have students find a partner and do “hand resistance” to strengthen the upper body.

DYNAMIC STRETCHING (See Appendix for *USA Tennis Guide to Dynamic and Static Stretching*.)

- Encourage conversation during this segment so time does not drag.

SKILL DEVELOPMENT – BACKHAND GROUND STROKE

A *ground stroke* is a stroke, either the forehand or backhand, used to return a ball after it has bounced once. Begin with the same grip and key cues used for the backhand volley.

- Without holding a racquet, have students practice the backhand hitting motion as if they are pulling a sword out of a sheath.
- Backhand Bumps. Arrange the players in pairs. One player strikes the ball, while the other catches it. The player catching the ball should stand 10 to 15 feet away from the hitter, with his or her back against the fence. The hitter faces his or her partner with the strings of the racquet against his or her opposite knee. The hitter then bounces the ball and hits it gently to the catcher.
- Use ball on string or batting tee for students who have visual problems.
- Use volunteers and agency staff to physically assist the players, hand on hand, until they can manage on their own.

GAMES AND DRILLS

- Do relay races to encourage good footwork and cooperation.
- Do “bumping drills” to reemphasize “low to high” motion.
- Do a backhand Shadow Drill.
- Backhand Drop-Hit-Catch: Same as the drill used in the forehand, except the players hit a backhand.
- Backhand Toss-Hit-Catch: Gradually increase the distance between the tosser and the hitter, eventually ending with the tosser throwing the ball over the net from the baseline.
- “Mini-Tennis”: Only the short part of the court is utilized during this drill. The service line is used in place of the baseline. All other standard rules of tennis apply. Alleys are out. The ball is put into play with an underhand serve; servers are given either one or two serve chances. All shots must be allowed to bounce before they are returned.

Warm-Down and Static Stretching (See Appendix for *USA Tennis Guide to Dynamic and Static Stretching*.)

- Repeat warm-down exercises as done at the beginning of the class and stretches the class enjoys most.
- Everyone picks up balls and shakes hands.

LESSON V: THE SERVE

WARM-UP

Do repetitive arm extensions and overhand throwing motions to prepare for the serve motion.

DYNAMIC STRETCHING (See Appendix for *USA Tennis Guide to Dynamic and Static Stretching*.)

- Encourage students who are having any difficulty or who are distracted.

SKILL DEVELOPMENT – THE SERVE

A *serve* is the stroke used to start a point.

- **Overhand Throw:** Have partners throw to each other with an overhand motion to prepare for serve motion.
- **Toss Practice:** Without their racquets, have the players practice tossing the ball. Players should hold the ball in their non-dominant hand like “ice cream” in a cone. The toss should be performed with a stiff wrist and thrown approximately 4 feet above the thrower’s head and out slightly in front of the player’s body. Players should try to catch the ball with their tossing hand extended. For players who cannot coordinate the toss, the instructor or volunteer should help by holding the players hand as he or she performs the motion.
- **Toss and Catch:** Have the players toss the ball with their non-dominant hand in a ball-striking position. Have them reach and catch the ball with their dominant hand. For players who cannot coordinate the “toss and catch,” have the instructor or volunteer provide the toss.
- **Toss and Touch:** Have the players face a fence or wall. Using a forehand grip and with their racquets in their dominant hand, have them position their racquets behind their shoulder with their arm bent like a quarterback preparing to pass. Have players toss a ball up over their heads and slightly in front of their bodies and reach up with their racquets to gently touch the ball. The racquet should not proceed past the contact point.

Teaching Tips: Have the players stand close enough to the fence so they can hold the tossed ball against the fence with racquet extended. Players unable to toss the ball upward with their non-dominant hand can flip the ball up, off strings, with the dominant hand to create the toss.

- **Toss, Touch, and Follow-Through:** Proceed as in the previous step, but add a follow-through after contact. A follow-through is simply the racquet finishing across the player’s body with the head of the racquet sweeping past the knee. The ball should be tossed up high slightly in front of the body and the racquet needs to be raised high overhead so that the ball is hit at the height of the toss. If needed, the instructor or volunteer can provide the toss to start.
- **Wind-up, Toss, Touch, and Follow-Through:** Players add a wind-up (i.e., overhand throw motion) to the “Toss, Touch, and Follow-Through” progression.
- Have the players serve from half court.
- Have the players serve from three-quarters court.
- Have the players serve from full court if they can succeed from that distance. Stand mid-way between the center line and the singles line, behind the mid-court line, knees slightly bent, body loose, and non-dominant shoulder turned toward the net. (More skilled players can move back directly behind the baseline).

Note: In an alternate way of serving, the ball can be hit by dropping it on strings and making contact with an underhand motion.

LESSON V: The Serve (continued)

GAMES AND DRILLS

- Do a backhand Bounce-Hit Drill.
- Play “Tennis Baseball.”

WARM-DOWN AND STATIC STRETCHING (See Appendix for *USA Tennis Guide to Dynamic and Static Stretching.*)

Repeat warm down as done in the beginning and stretches the class enjoys most.

- Repeat warm-down exercises as done at the beginning of the class and stretches the class enjoys most.
- Everyone picks up balls and shakes hands.

LESSON VI: LOB AND OVERHEAD

WARM-UPS

- Have players use court lines to do a “fast walk.”
- Do side-to-side exercises to prepare for better footwork.

DYNAMIC STRETCHING (See Appendix for *USA Tennis Guide to Dynamic and Static Stretching*.)

- Focus on arm stretches over the head while looking upward.
- Keep the group in a semicircle to encourage visibility—and more social interaction.

SKILL DEVELOPMENT – LOB AND OVERHEAD

Review the serve:

- Using the mid-court service line, do Shadow Drills for ball toss and service motion.
- Reinforce concept of hitting diagonally into the service box. Have staff/volunteer walk the service box lines or mark the box with colored tape. If coordination of toss and hit is too difficult, supply toss yourself.
- Count successful hits with your students.
- Demonstrate, if appropriate for the special population you’re working with, how to use all of the skills they have learned. Scoring can be introduced. Play out a point.

The Lob

A *lob* is like a ground stroke but with a higher trajectory. Lifting the ball higher is accomplished by opening the racquet face slightly.

Checkpoints: Controlled backswing and high, smooth follow-through.

- Have the players line up on the baseline and drop-hit forehand lobs.
- Have the players hit forehand lobs after a ball is fed to them from another player.
- Have the players line up on the baseline and drop-hit backhand lobs.
- Have the players hit backhand lobs after a ball is fed to them from another player.

The Overhead

An *overhead* is a stroke made during play with the racquet held above the head.

- Arrange the players into pairs, one player to toss the balls and the other to strike them. Place the tosser on one side of the net and the hitter on the opposite side.
- The hitter starts with no racquet. He or she catches the tossed ball with the dominant hand extended outward.
- The hitter then uses the racquet to touch the tossed ball gently.
- The hitter then adds a follow-through motion after contact with the ball. Coaches should stand off to the side of the court and toss balls to the hitter, who uses a complete motion to strike the ball into the opposite court.
- Coaches or players should then use their racquets to feed lobs from the baseline. The hitter will return the fed balls back to the opposite court.

LESSON VI: Lob and Overhead (continued)

GAMES AND DRILLS

- Have students throw balls (large-to-small progression) over the net at targets.
- Play “Hot Potato”: Use only half of the court, divided vertically down the middle. Position two players on each side of the net, one at the net and one at the baseline. The object is for the two baseline players to lob the ball over the two net players. If a net player is able to hit the ball, the baseline player who hit the unsuccessful lob will replace the net player who successfully hit the ball. Note: This exercise can be performed with two players on each baseline.

WARM-DOWN AND STATIC STRETCHING (See Appendix for *USA Tennis Guide to Dynamic and Static Stretching*.)

Repeat warm down as done in the beginning and stretches the class enjoys most.

- Repeat warm-down exercises as done at the beginning of the class and stretches the class enjoys most.
- Everyone picks up balls and shakes hands.

At the end of the sixth lesson, congratulate all your students for completing the lessons and present them with a certificate recognizing this achievement. Encourage them to continue playing and enjoying tennis.

Appendix

GLOSSARY

Ankle Rotations

Person rotates ankle in a circular motion first in one direction and then in the other. The heel can be either raised off the ground or on the ground.

Arm Circles

Person extends arms out to sides at shoulder level and does slow, small circles, 10 in each direction.

Arm Extensions

Person extends arms in front of body and makes fists. Hold 5 to 10 seconds and open hands; then do 10 repetitions.

Ball Roll on Racquet

With palms upward, person holds the racquet close to its head with strings parallel to the ground. Person places a ball on the strings and tilts the racquet head side to side, while trying to keep the ball from falling off. Activity can be “timed” or done as a relay race.

Beanbag Catch

Person and a partner stand fairly close together. One person tosses a beanbag onto the partner’s racquet. The partner tosses it back. After three successful tosses, partners take a giant step back. Try to get as far apart as possible.

Curls

Person takes a weight or item in one hand, supports that arm with the other hand underneath the forearm, and moves the wrist up, then down, a designated number of times, first with the palm up, then with it down. This exercise should be repeated a number of times with each hand.

Dead Ball

Divide the students into two groups on separate ends of the court. A ball is put into play by a throw or feed, and stays in play until it is no longer in the air or bouncing. The ball can be bumped up, hit off of the net or fence, or passed from one player to another an unlimited number of times on one side. Points are scored by a team hitting the ball into the net or out of the playing area, hitting the ball down, or when the ball is rolling.

Downs

Person holds racquet with strings parallel to the ground and palm(s) down and hits a tennis ball against the ground as many times as possible.

Inchworm

Persons line up side by side. One ball is passed from racquet to racquet. After passing the ball, the person may remain in the line or the person at the end may run to the beginning of the line

and start the progression again. There are many variations. Tailor this activity to the disability participating.

Jumping Jacks

Stand on a level surface. Jump with legs spread apart (shoulder width), arms swinging overhead, hands clapping above the head. Jump with arms coming down to sides, legs coming together as they land. Repeat Steps 2 and 3 for 30 seconds.

Knee Hugs

Person pulls leg up and pulls their knee in toward their body. Person holds position. For populations where steady balance is a problem, persons may lean on a wall, net, or fence.

Racquet Quickness

Person and a partner balance the racquet head (tip) on the ground. At an instructor's signal, partners attempt to switch racquets before they fall. Distance between partners can be increased gradually.

Row the Boat

Person extends arms in front of body with forearms facing the ground. Person then pulls arms in toward torso, in a "rowing" motion. Do 10 repetitions.

Sandwich Race

Group three or more persons at the baseline. First person holds a racquet out in front of body with strings parallel to the ground. Second person places tennis ball on first person's strings. Second person then places racquet strings on top of the ball. Third person places ball on second person's strings and then racquet strings on top of the second ball. The group then moves together from baseline to net and back to baseline as quickly as possible without dropping any balls.

Shadow Drill

Instructor does a demonstration of activity motion, while the group copies the motion. Give instructions before actual motion, as demonstration may need to be done with back to group. Volunteers/agency staff should assist.

Tennis Baseball

Two teams of 8 to 10 people are on either side of net. "Bases" are as follows: 1st base at the right net post, 2nd base at the mid-court line of "catching" side, 3rd base at the left net post, and home plate at the mid-court of "hitting" side. An instructor feeds the ball to a "hitter," who strokes it over the net to the "catchers." A ball caught on a fly is an out. If a ball hits the ground, the hitter becomes a runner. After three outs, teams switch roles. The team scoring the most runs wins.

Tennis Bowling

Place empty tennis ball cans 6 to 12 feet from the "bowler." Person gets three chances to knock down cans, using foam volley or dodge balls (appropriate for lower functioning populations and younger children).

Tennis Volleyball or “Hot Ball” Tennis

Teams on both sides of the net may hit the ball as many times as players wish. They must hit it with an upward motion. Players rotate after completion of point.

Ups

With palms up, person holds racquet (at neck with two hands, if necessary) with racquet strings parallel to the ground. Person hits with an upward motion, gently tapping the ball as many times as possible.

Walk the Dog

Person places the ball on the ground (large ball to start for lower-functioning populations). Person gently taps the ball with the racquet, along the ground between alley lines, to and from the baseline and net, or around the perimeter of the court. (This can be done as a relay race.)

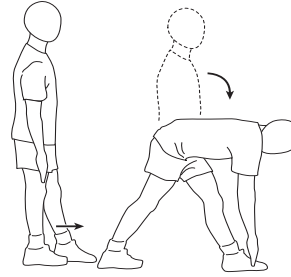
Weightlifting

Person extends arms out in front of body, with forearms facing upward. Person pulls arms so hands (in fists) touch shoulders (like weightlifting “curl”). Do 10 repetitions.



DYNAMIC STRETCHING EXERCISES

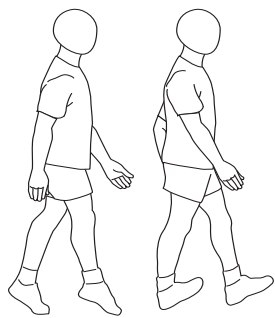
- Make sure that you have received clearance from the group or players' physician or caregiver.
- Use only those stretches appropriate for your group.
- Before beginning any stretching, start with 5 minutes of warm-up or warm-down activities such as walking, light jogging, jumping jacks, or side shuffling.



Alternate Toe Touch

ALTERNATE TOE TOUCH

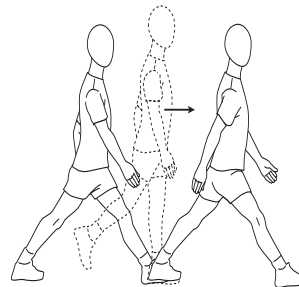
Stand with the left leg forward, while keeping the knees straight, but not locked. With your right hand, reach down toward the left foot as far as is comfortable (if possible, to the foot), to the point of feeling a light stretch in the back of your leg. Then stand up all the way, step forward with the right leg and reach for the right foot with the left hand. Walk from singles sideline to singles sideline and back again, alternating reaching for the left foot with the right hand and reaching for the right foot with the left hand. Be sure to stand up all the way between each step.



Toe and Heel Walks

TOE AND HEEL WALK

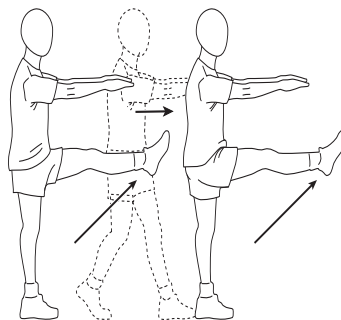
Walk on your toes from singles sideline to singles sideline. Repeat the same sequence walking on your heels.



Long Walks

LONG WALKS

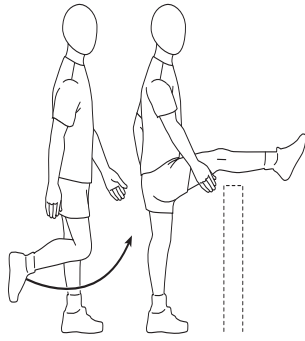
Long walking is walking with extra long steps. While walking, keep your back leg nearly straight and move the hips forward to the point where you feel a light stretch at the front of the hip on the same side as your back leg. Stretch both right and left hip flexors and quadriceps by walking from singles sideline to singles sideline and back again.



Straight-Leg March

STRAIGHT LEG MARCH

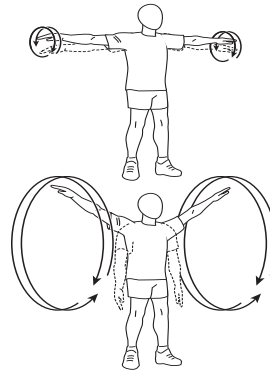
Put your arms straight out in front of you at shoulder height. With your knees straight, lift one leg up toward your hands as high as you can without discomfort or until you feel a stretch in the back of the leg. March from singles sideline to singles sideline and back again, while maintaining good balance.



Forward and Backward Hurdle

FORWARD BACKWARD HURDLE

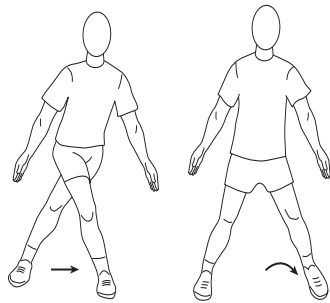
Move your right leg backward, up, and around to the front as if you were stepping over a hurdle that is approximately waist high. While alternating legs, walk from singles sideline to singles sideline. Reverse the motion, so you are walking backward to the starting point.



Forward and Backward Arm Circles

FORWARD BACKWARD ARM CIRCLES

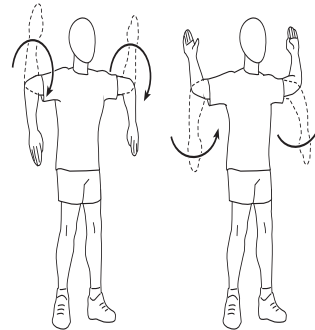
Hold your arms out to your sides at shoulder height with palms down and rotate them in small forward circles about 6 inches in diameter. Perform 10 forward circles and 10 backward circles. Then do 10 forward and 10 backward large arm circles, using the shoulders' full range of motion — you should feel a slight stretch in the shoulders as you perform the exercise.



Walking Side Hip Stretch

WALKING SIDE HIP STRETCH

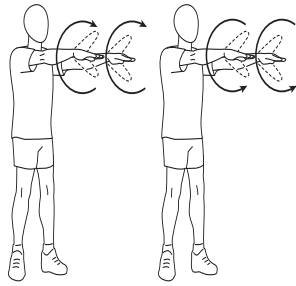
Facing the net, cross your right leg over the left leg and push the left hip out until you feel a light stretch in the outside of your hip. Continue to “walk” sideways by repeating the steps described above. When you reach the singles sideline, reverse the movement and perform the exercise to the right.



90-90 Internal/External Rotation

90-90 INTERNAL EXTERNAL ROTATION

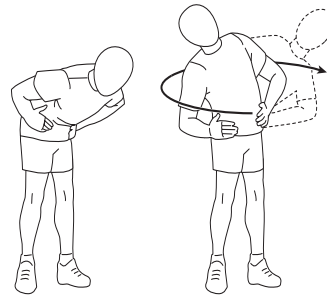
With your arms held out to your sides at shoulder height, bend the elbow 90 degrees so your fingers point up towards the sky. Using the shoulders' full range of motion, rotate your shoulders forward once then backward once in a controlled manner. Do 10 repetitions.



Wrist Circles

WRIST CIRCLES

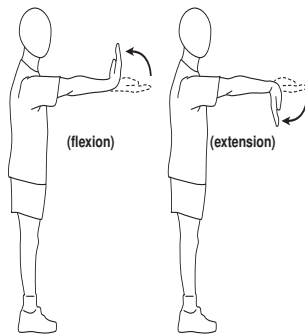
With both arms held out in front of your body at shoulder height and with the palms facing down rotate your wrists in clockwise circles. Use the full range of motion in the wrists while performing the circles so that you feel a slight stretch in the forearm muscles. Perform 10 clockwise circle repetitions. Then reverse and rotate your wrists in counter-clockwise circles. Do 10 repetitions.



Standing Trunk Rotation

STANDING TRUNK ROTATION

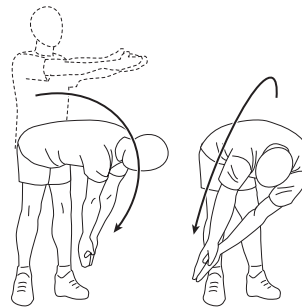
Stand with your feet shoulder width apart and your hands on your hips. Then rotate your torso by leaning forward from the waist, then moving to the left, to the back, and to the right. Do 10 repetitions at a speed and range of motion that is comfortable for you. Then reverse the direction by moving first to the front, then to the right, to the back, and then to the left for 10 repetitions.



Wrist Flexion and Extension

WRIST FLEXION AND EXTENSION

Standing with both arms in front of your body at shoulder height and with the palms facing the sky, alternate flexing and extending the wrists in a controlled manner. When flexing, bend the hands toward the body and when extending, extend them away from the body. Use the complete range of motion in the wrist so that you feel a stretch in the forearm muscles as you perform the exercise. The stretch should be felt in the back of the forearm as you flex the wrist and in the front of the forearm as you extend the wrist. Do 10 repetitions alternating one flexion and one extension.

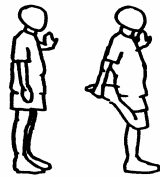


Diagonal Chops

DIAGONAL CHOPS

Stand up straight with your feet shoulder width apart and hold your arms together in front of you at shoulder height. Link your hands together and make a chopping movement (as if you are swinging an axe) as you rotate your body to the left and bring your hands down to the left of your legs. Stand up straight and repeat the exercise on the right side of your body. Perform 10 repetitions of one chop to the left and one to the right.

STATIC STRETCHING EXERCISES



QUADRICEPS STRETCH

Stand on one leg. Bend the opposite knee while grasping the ankle. Keeping the back flat and the buttocks tucked under, bring your knee down as far as you can, trying to point it straight down to the floor. Do not point the knee out or twist it!



CALF STRETCH

Keep the back knee straight, the heel on the floor, and the foot pointing forward. Bend the forward knee and lean your trunk forward. Do not arch the lower back. Then slightly bend the back leg, raise the heel 2 inches off the floor, and lean into the wall. This time, feel the stretch near the heel.



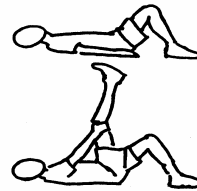
FOREARM STRETCH

With the elbow straight and palm up, use the opposite hand to gently stretch the wrist back (extension). Turn the palm down and gently stretch the wrist downward (flexion).



GROIN STRETCH

Place one hand above the knee, the other hand on the opposite hip. With toes pointing forward, slowly bend the knee your hand is on until you feel a stretch in the groin area. Roll your weight onto the inside of your foot.



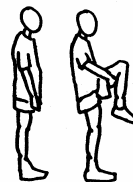
HAMSTRING STRETCH

Straighten one leg and raise it toward the trunk. Use your hands to gently increase the stretch. Point your toes toward the face to stretch the calf.



HAMSTRING STRETCH

Try to bring the chest to the thigh by bending forward from the hips. Keep the back straight. Pull your toes back to point toward your face.



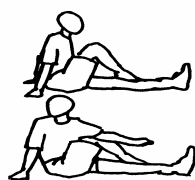
KNEE-CHEST FLEX

Bend one leg and grasp the back of the thigh just above the knee. Slowly pull the knee to your chest. Hold this position.



SHOULDER STRETCH

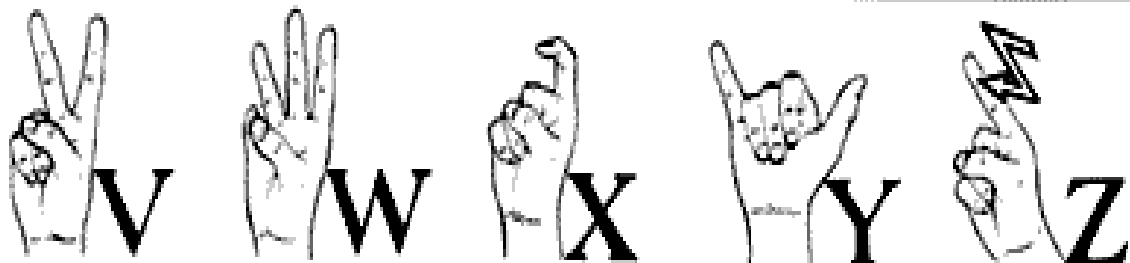
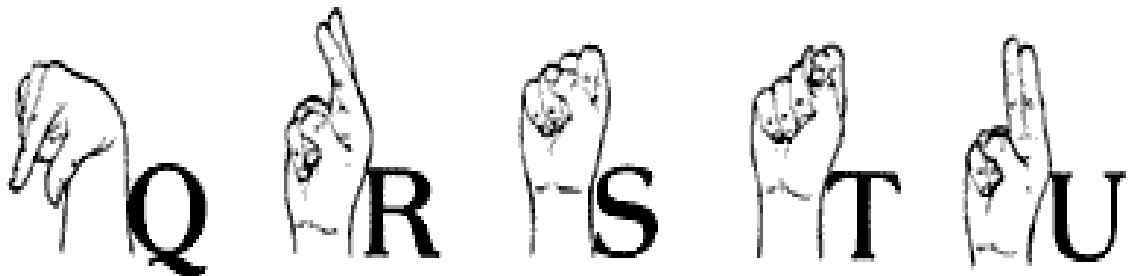
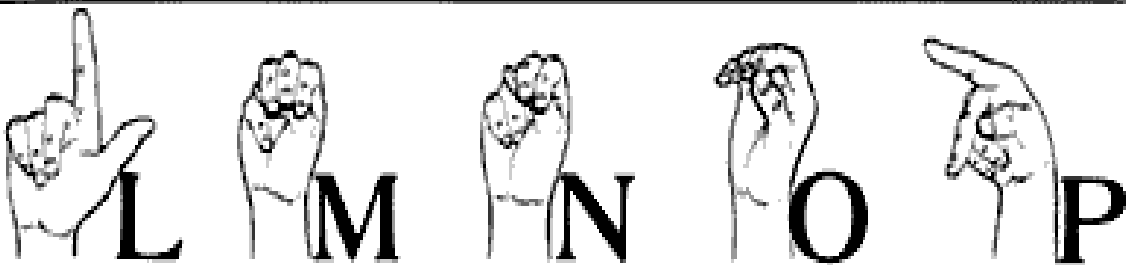
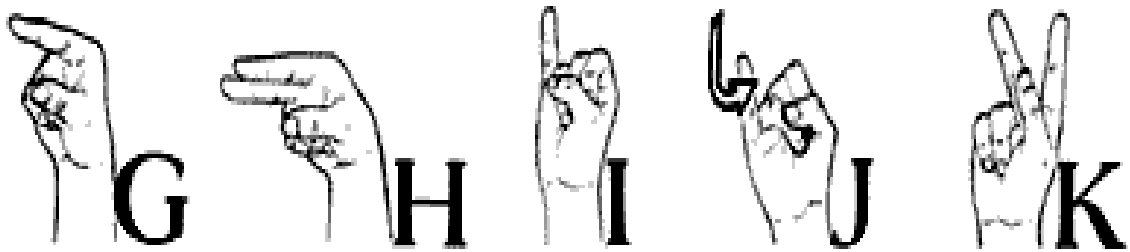
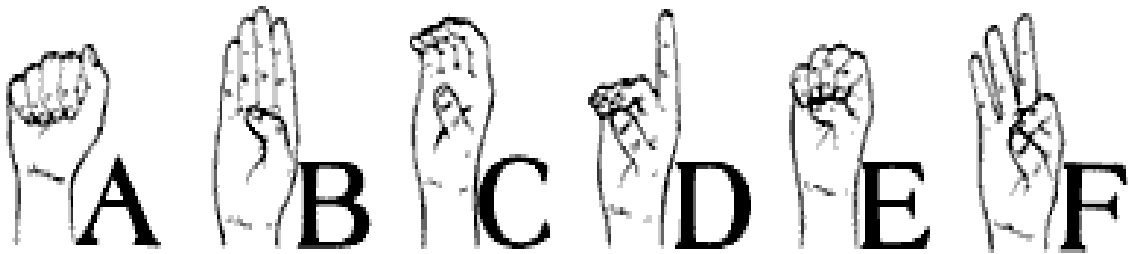
With the lower arm, slowly pull the racquet down, bringing the upper elbow to your ear and pointing it to the ceiling. Then slowly pull up with the top arm, pointing the lower elbow to the floor.



SPINAL TWIST

Place the right foot on the outside of the left knee. Bring the left arm around the right knee, resting the elbow above the outside of the right knee. Slowly turn the head and upper body to the right. You'll wind up looking over your right shoulder.

AMERICAN MANUAL ALPHABET



SCORING

Simplified (Ping-Pong) Scoring

The recommended scoring method for the novice level is simplified (Ping-Pong) scoring. This scoring method is easy for new players to understand, and it allows instructors to monitor a match's length. Players also enjoy this scoring method, especially in team competition where every point won is a point for the team. The idea of contributing 16 points (in a 31-16 match) is more satisfying for players than reporting a loss of 6-1, with the winner alone collecting 1 point for his or her team.

Ping-Pong scoring should consist of the following:

- 31- , 21- , 16- , 11-point matches
- Each player serves 5 points, starting each round by serving into the right (forehand) court.
- Players change sides of the net after the 5th, 15th, and 25th points.
- A player must win by at least two points.

Conventional Scoring

At some point, conventional scoring should be introduced. You may choose to use conventional scoring for intermediate players from the program's beginning and wait until mid-season to introduce it to beginning players.

0 points = Love
1 point = 15
2 points = 30
3 points = 40
4 points = Game

The winner of the first point gets "15." The loser gets "0," which in tennis is called "love." Always say the server's score first. If the server wins the first point, the score is "15-love." If the server loses the first point, the score is "love-15." If a player wins two points, he or she gets "30." And so on. If the score reaches 40-40, it is called "deuce." If the server wins the point after deuce, it is called "advantage in" (or "ad in"); if the server loses the point after deuce, it is called "advantage out"(or "ad out"). When the score is at deuce, a player must win the next two points to win the game. Otherwise, the score reverts to deuce.

No-Ad Scoring

The no-ad procedure is simply what the name implies: there are no ads; the first player to win four points wins the game. If the score is tied 3-3 (or 40-40), the receiver chooses from which court he or she wishes to receive the ball. The player who wins the next point, wins the games. If a no-ad set reaches six-games all, a tie-break is used. The score calling may be either in the conventional terms (love, 15, 30, 40, game) or in simple numbers (zero, one, two, three, game).

SAMPLE ADAPTIVE TENNIS PROGRAM REGISTRATION FORM

This form can be obtained by contacting your section staff, the national office, or on the USTA Web site.

Example-

| | | | |
|-------------------|----------------------------|---|--------------------------------|
| SECTION | Pacific Northwest | Program Contact | John Smith |
| Program Name | Special Olympics | Phone # | (425) 123- |
| Address 1 | ABC Tennis Center | Fax | (425) 987- |
| Address 2 | 123 Main Street | Email | jsmith@aol.com |
| Location | Bellevue, WA | Zip | 98009- |
| Length of Program | 6 weeks | Timeframe | twice/ year |
| Type of Program | Tennis training and | Events Planned (Date(s)/ Event): | 6/3/05- Tennis Carnival |
| Disabled Served | Autistic children | | |
| # of Participants | 30 | Is your program a 501(c)3 tax-exempt organization? <input type="checkbox"/> Yes <input type="checkbox"/> No | |

PROGRAM REGISTRATION FORM

| | | | |
|-------------------|--|---|--|
| SECTION | | Program Contact | |
| Program Name | | Phone # | |
| Address 1 | | Fax | |
| Address 2 | | Email | |
| Location | | Zip | |
| Length of Program | | Timeframe | |
| Type of Program | | Events Planned (Date(s)/ Event): | |
| Disabled Served | | | |
| # of Participants | | Is your program a 501(c)3 tax-exempt organization? <input type="checkbox"/> Yes <input type="checkbox"/> No | |

USTA Adaptive Tennis Workshop/ Clinic/ Event Grant Request Form

| | |
|--------------------------------|--|
| Organization Name: | |
| Workshop | |
| Date: | |
| Time: | |
| Section & District: | |

Are you registered with USTA Adaptive Tennis? (circle one) Yes No
(You must be registered with the USTA Adaptive Tennis in order to receive materials or a grant.)

Is your organization a Community Tennis Association? (circle one) Yes No

Is your organization a NJTL? (circle one) Yes No

Organization Leader

(Who will be the contact for your event.)

Population/Disability that your group works with:

| | |
|--|------------------|
| First Name: | Last Name: |
| Address 1: | Address 2: |
| City: | State: |
| Zip Code: | |
| Daytime Phone: () - ext. | Fax: () - |
| Email: | |
| Position with Association: | |

Workshop/Clinic/Event Details

1. Who is this workshop/clinic/event for (Teachers, Special Education Teachers, Park/Rec Leaders):

2. What number of attendees do you anticipate? _____

3. Have you done a workshop/clinic/event before with this organization? _____

4. Have you done a workshop/clinic/event before with another organization? _____

5. Who will be assisting you with this workshop/clinic/event?

6. Has your USTA section or district representative agreed to participate? _____

7. If so, please state their name: _____

8. Are you requesting an USTA Adaptive Tennis Clinician to conduct your workshop/clinic? _____

9. Where will you be holding this workshop/clinic/event (Site & Address)

10. If outside, do you have an indoor site for back-up? _____

11. Will you be offering food? _____ Free ? _____

12. What do you hope to achieve by holding this workshop/clinic/event?

Proposed Budget

| Estimated Workshop/Clinic Budget | Amount | Actual |
|----------------------------------|--------|--------|
| Facility Fee | | |
| Court Fees | | |
| Transportation | | |
| T-shirts | | |
| Hand-out Materials | | |
| Food | | |
| Refreshment | | |
| Additional Staff | | |
| | | |
| Others (specify): | | |
| | | |
| | | |
| | | |
| Total: | | |
| | | |

13. Materials Requested, (check all that apply):

- | | |
|--|---|
| <input type="checkbox"/> "Manual for Teaching Adaptive Tennis" <input type="checkbox"/> AT Brochures <input type="checkbox"/> AT Promotional Item (TBD by National) | <input type="checkbox"/> USTA or NJTL Info <input type="checkbox"/> USTA Membership Brochure <input type="checkbox"/> Other _____ |
|--|---|

Section Approval

Section Staff Signature _____ Date: _____

National Office Use Only

Clinician: _____

Grant Approved _____ Check Date: _____

Program Materials Sent _____ Date _____

Staff Present at Event _____ Actual Participants: _____

Comments _____

USTA Adaptive Tennis Promotional Items Request Form

| | |
|--|--|
| Organization Name: | |
| Population/ Disability that your group works with: & Number of Participants | |
| Date & Time: | |
| Section & District: | |

Are you registered with USTA Adaptive Tennis? (circle one) Yes No
(You must be registered with the USTA Adaptive Tennis in order to receive materials or a grant.)

Is your organization a Community Tennis Association? (circle one) Yes No
 Is your organization a NJTL? (circle one) Yes No

Organization Leader

(Who will be the contact for your event, and who will receive shipment.)

| | |
|----------------------------|------------|
| | |
| First Name: | Last Name: |
| Address 1: | Address 2: |
| City: | State: |
| Zip Code: | |
| Daytime Phone: () - ext. | Fax: () - |
| Email: | |
| Position with Association: | |

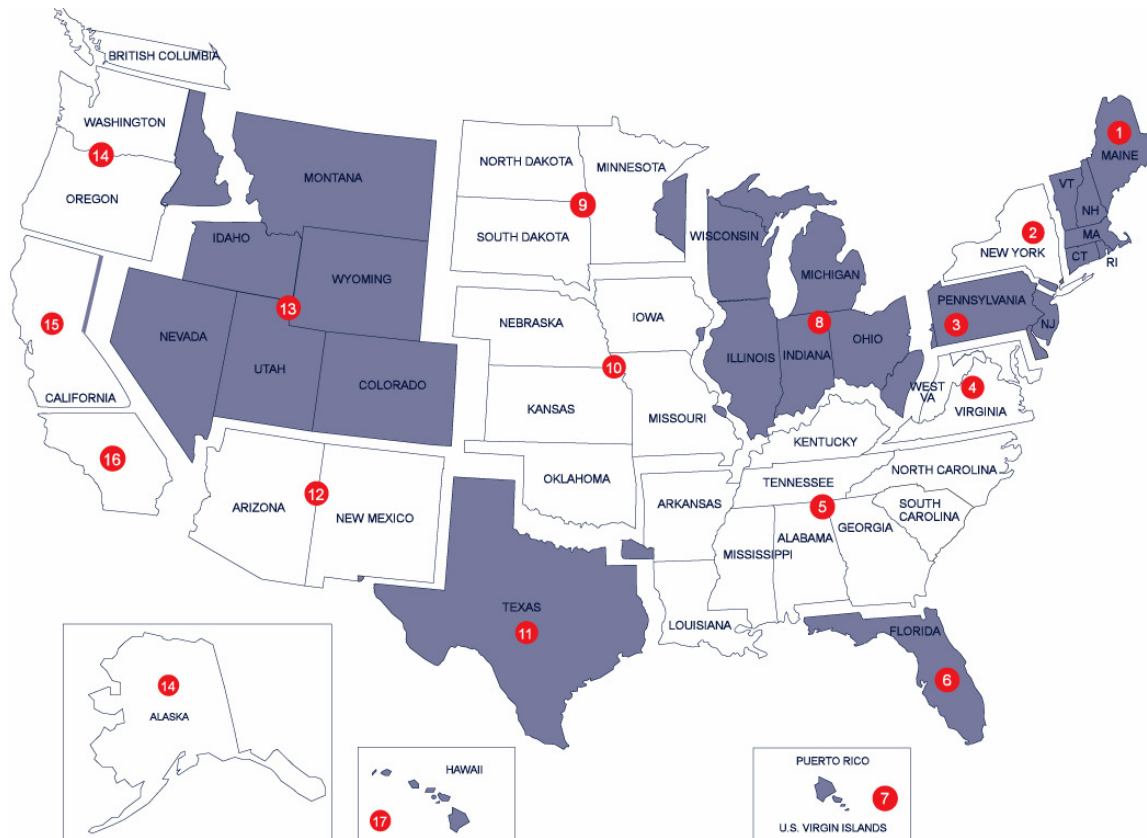
Materials Requested, (check all that apply):

- | | |
|---|---|
| <input type="checkbox"/> "Manual for Teaching Adaptive Tennis" | <input type="checkbox"/> USTA or NJTL Info |
| <input type="checkbox"/> AT Brochures | <input type="checkbox"/> USTA Membership Brochure |
| <input type="checkbox"/> AT Promotional Item (TBD by National) | <input type="checkbox"/> Other _____ |

USTA SECTION CONTACTS FOR ADAPTIVE TENNIS

| Section Name | Staff | Phone | E-mail |
|-----------------------------------|-----------------|-------------------|-----------------------------|
| USTA/Caribbean Section | Maria Lirio | 787-724-7425 | lirio@cta.usta.com |
| USTA/Eastern Section | Sandy Hoffman | 914-835-4195 | smaxhof@aol.com |
| USTA/ Florida Section | Linda Curtis | 386-671-8949 | curtis@florida.usta.com |
| USTA/Hawaii Pacific Section | Madeline Dreith | 808-955-6696 | dreith@hawaii.usta.com |
| USTA/Intermountain Section | Molly DeCoursey | 303-695-4117 | mdecoursey@ita.usta.com |
| USTA/Mid-Atlantic Section | Dave Pullen | 703-556-6120 | pullen@mas.usta.com |
| USTA/Middle States Section | Lori Schwartz | 610-935-5000 | schwartz@ms.usta.com |
| USTA/Midwest Section | Kirk Ito | 317-577-5130 | kirk@midwest.usta.com |
| USTA/Missouri Valley Section | Fred Johnson | 913-322-4828 | johnson@movalley.usta.com |
| USTA/Missouri Valley Section | Laura Puryear | 785-887-6730 | puryear@movalley.usta.com |
| USTA/ New England | Janice Reardon | 508-366-3450 | reardon@newengland.usta.com |
| USTA/Northern Section | Nancy Lundberg | 612-887-5001, x13 | lundberg@northern.usta.com |
| USTA/ Northern California Section | Craig Stephens | 707-528-6982 | stephens@norcal.usta.com |
| USTA/ Pacific Northwest Section | Ruth Turner | 503-520-1877 x15 | ruth@pnw.usta.com |
| USTA/ Pacific Northwest Section | Valerie Young | 503-520-1877 | young@pnw.usta.com |
| USTA/Southern Section | Sandy Hastings | 770-368-8200 | shastings@sta.usta.com |
| USTA/ Southern California Section | Ronita Elder | 310-208-3838 | ronitae@scta.usta.com |
| USTA/Southwest Section | Matt Gleason | 602-956-6855 | gleason@southwest.usta.com |
| USTA/Texas Section | Mike Carter | 512-443-1334 | mcarter@texas.usta.com |
| USTA/Texas Section | Todd Carlson | 512-443-1334 | tcarlson@texas.usta.com |

USTA SECTION MAP



- | | |
|------------------|-----------------------|
| 1. New England | 10. Missouri Valley |
| 2. Eastern | 11. Texas |
| 3. Middle States | 12. Southwest |
| 4. Mid-Atlantic | 13. Intermountain |
| 5. Southern | 14. Pacific Northwest |
| 6. Florida | 15. N. California |
| 7. Caribbean | 16. S. California |
| 8. Midwest | 17. Hawaii Pacific |
| 9. Northern | |

USTA NATIONAL OFFICE

Outreach Department - 70 West Red Oak Lane, White Plains, NY 10604, 914-696-7000, or

Helyn Edwards, Manager – 305-735-8321, hedwards@usta.com

RELATED ASSOCIATIONS AND ORGANIZATIONS

The organizations listed below may be valuable avenues for resources, information, partnerships, and materials as you grow your USA Tennis Adaptive Tennis programs. Each national office will be useful for background and resource data. Each local agency can provide access to groups of people who can benefit from participation in adapted tennis programs.

AMERICAN ASSOCIATION OF PEOPLE WITH DISABILITIES (AAPD)

AAPD is a politically oriented organization that deals with ADA issues like employment and general access to buildings, programs, etc.

1819 H Street, NW, Suite 330
Washington, DC 20006-3603
Telephone/TTY: 800-840-8844
Internet: <http://www.aadp.com>

AMERICAN ASSOCIATION ON MENTAL RETARDATION (AAMR)

AAMR promotes progressive policies, sound research, effective practices, and universal human rights for people with intellectual disabilities. It has about 9,500 members in the U.S. and 55 countries and has operated for 125 years.

Doreen Croser, Executive Director
444 North Capitol Street, NW, Suite 846
Washington, DC 20001-1512
Telephone: 202-387-1968 or 800-424-3688
Fax: 202-387-2193
Internet: <http://www.aamr.org>
Email: dcroser@aamr.org

AMERICAN NETWORK OF COMMUNITY OPTIONS AND RESOURCES (ANCOR)

ANCOR has over 25 years of experience in promoting and assisting private providers who offer services and support to people with disabilities. ANCOR's member agencies throughout the nation collectively support more than 160,000 people with disabilities.

1101 King Street, Suite 380
Alexandria, VA 22314
Telephone: 703-535-7850
Fax: 703-535-7860
Internet: <http://www.ancor.org>
Email: ancor@ancor.org

AMERICAN OCCUPATIONAL THERAPY ASSOCIATION (AOTA)

AOTA is the nationally recognized professional association for over 50,000 occupational therapists and occupational therapy assistants. These individuals work with people experiencing health problems such as stroke, spinal cord injuries, cancer, congenital conditions, developmental problems, and mental illness in a wide range of practice settings including hospitals, nursing facilities, home health agencies, outpatient rehabilitation clinics, psychiatric facilities, and schools.

Joseph C. Isaacs, CAE, Executive Director
4720 Montgomery Lane
PO Box 31220
Bethesda, MD 20824-1220
Telephone: 301-652-2682
TDD: 1-800-377-8555
Fax: 301-652-7711
Internet: <http://www.aota.org>

AMERICAN PHYSICAL THERAPY ASSOCIATION (APTA)

APTA is a national professional organization representing more than 66,000 members. Its goal is to foster advancements in physical therapy practice, research, and education.

1111 North Fairfax Street
Alexandria, VA 22314-1488
Telephone: 703-684-2782 or 800-999-2782
TTD: 703-683-6748
Fax: 703-684-7343
Internet: <http://www.apta.org>

ASSOCIATION FOR RETARDED CITIZENS (ARC)

Local agencies that serve adults and children with developmental disabilities through group homes and day treatment centers. **ARCs are listed in the business section of most telephone directories.**

BRAIN INJURY ASSOCIATION (BIA)

The mission of the BIA is to create a better future through brain injury prevention, research, education, and advocacy. Founded in 1980 as the National Head Injury Association, BIA is a national non-profit organization with a truly grassroots background. What began as the dream of a small group of concerned individuals meeting around a kitchen table continues to grow and thrive, currently encompassing 47 state associations, contacts in every state, and a network of over 800 support groups. There are currently 5.3 million Americans living with disabilities caused by brain injury. Each year, over 2 million people sustain brain injuries.

105 North Alfred Street
Alexandria, VA 22314
Telephone: 703-236-6000 or 800-444-6443
Fax: 703-236-6001
Internet: <http://www.biausa.org>

COMMUNITY TENNIS ASSOCIATIONS (CTAs)

Local tennis organizations dedicated to providing community tennis programming. **Contact USTA Sections for more information. See contact information in the Appendix.**

DEPARTMENTS OF HEALTH AND HUMAN SERVICES and DEPARTMENTS OF MENTAL RETARDATION/ DEVELOPMENTAL DISABILITIES

These are statewide organizations. **Phone numbers will be listed in your local phone directories.**

EASTER SEAL

A national organization, its mission is to create solutions that change the lives of children and adults with disabilities or other special needs. Its mission also includes helping the families of those afflicted. The nationwide affiliate network, with more than 400 Easter Seals service sites, helps more than 1 million people annually.

230 West Monroe Street, Suite 1800
Chicago, IL 60606-4802
Telephone: 312-726-6200
TTY: 312-726-4258
Fax: 312-726-1494
Internet: <http://www.easter-seals.org>

INSTITUTE ON DISABILITY/ UNIVERSITY OF NEW HAMPSHIRE

The mission of the Institute on Disability is to promote the full inclusion of people with disabilities into their communities.

Jan Nisbet, Ph.D., Director
University of New Hampshire
7 Leavitt Lane, Suite 101
Durham, NH 03824-3522
Telephone/TTD: 603-862-4320
Fax: 603-852-0555
Internet: <http://www.iod.unh.edu>

INTERNATIONAL HEALTH & RACQUET SPORTSCLUBS ASSOCIATION (IHRSA)

IHRSA is the world's leading educational and informational trade association for commercial health and racquet clubs. Founded in 1981 as the merger of two racquet sports associations (The National Tennis Association and its racquetball counterpart), IHRSA now serves over 600 clubs with tennis in the U.S. among its 3,700 world members.

800-228-4772

NATIONAL ALLIANCE FOR THE MENTALLY ILL (NAMI)

NAMI serves individuals who are consumers of mental health services. Locally, they provide information about access to housing, employment, and programs to deal with the social isolation that typically characterizes this population. **Their local agencies are listed in the business section of most phone directories.**

Colonial Place Three
2107 Wilson Blvd., Suite 300
Arlington, VA 22201
Telephone: 703-524-7600
Fax: 703-524-9094
Internet: <http://www.nami.org>

NATIONAL MULTIPLE SCLEROSIS (MS) SOCIETY:

Through its nationwide network of chapters, the National MS Society supports research efforts, educates, provides empowering programs, organizes fund-raising events, and advocates for people with multiple sclerosis. **Local chapters are listed in local phones directories and on the national association's Web site.**

National Multiple Sclerosis Society
733 Third Avenue
New York, NY 10017
Telephone: 1-800-344-4867
Internet: <http://www.nationalmssociety.org>

22377 Belmont Ridge Road
Ashburn, VA 20148
Telephone: 703-858-0784
Fax: 703-858-0794
Internet: <http://www.nrpa.org>
Email: info@nrpa.org

SPECIAL OLYMPICS (SO) OF NORTH AMERICA

135 G Street, NW, Suite 500
Washington, DC 20005
Telephone: 202-628-3630
Fax: 202-824-0200
Internet: <http://www.specialolympics.org>

SPINAL CORD SOCIETY

An international organization for the cure, research, and treatment of spinal cord injury.

19051 County Highway 1
Fergus Falls, MN 56537-7609
Telephone: 218-739-5252
Fax: 218-739-5262
Internet: <http://members.aol.com/scsweb>

TASH

TASH is an organization of members concerned with human dignity, civil rights, education, and independence for all individuals with disabilities. They have over thirty chapters and members from thirty-four different countries and territories. Established in 1974.

Nancy Weiss, Executive Director
29 W Susquehanna Avenue, Suite 210
Baltimore, MD 21204
Telephone: 410-828-8274
Fax: 410-828-6706
Internet: <http://www.tash.org>
Email: nweiss@tash.org

UNITED CEREBRAL PALSY: (UCP)

A national organization that has local community agencies that serves adults and children with cerebral palsy. **Local UCPs are listed in the business section of most telephone directories.**

USA DEAF SPORTS FEDERATION

Dr. Bobbie Beth Scoggins
102 N. Krohn Place
Sioux Falls, SD 57103-1800
Telephone: 605-367-5760 or 800-642-6410
TTY: 605-367-5761 or 866-273-3323
Internet: <http://www.usadsf.org>
Email: homeoffice@usadsf.org

RESOURCES FOR ADAPTIVE TENNIS TEACHING ITEMS

Adaptive Tennis Logo Promotional Items

NetKnacks Awards.
2662 Holcomb Bridge Road
Suite 328
Alpharetta, GA 30022
(800) 374-6153

Eclipse ball

P.O. Box 333
Grant, MI 49327
616-834-5317

Gopher Sport

2929 West Park Drive
Owatonna, MN 55060
1-800-533-0446

Mr. Pee Wee Graduated Court Package

Wilson Racquet Sports
8700 W. Bryn Mawr Ave.
Chicago, IL 60631
1-800-272-6060

On Court, Off Court, Inc.

Training Aids
5416 Gurley Ave.
Dallas, TX 75223
1-800-238-5700

Penn Mini & Mid Low Compression Balls

Penn Racquet Sports
306 South 45th Avenue
Phoenix, AZ 85043
1-800-BUY-PENN

Playland

Prince Sports Group, Inc.
One Sportsystem Plaza
Bordentown, NJ 08505
1-800-2-TENNIS

RESOURCES: MANUALS, BOOKS, AND VIDEOS

USA Tennis Special Populations (Video), 2002

Available through USTA Adaptive Tennis (call 914-696-7160). Also available through USTA section offices (see USTA Section map and contact information in the Appendix).

Benefits of Tennis, 2003

Available through the USTA's Sports Science Department (1-888-354-8782)

Coaching Youth Tennis, American Sports Education Program, 1998.

Available from the USTA by calling the toll-free number 888-832-8291.

Learn to Rally and Play, USTA, 2003 (Primarily intended for kids 6- to 14-years-old.)

Available through your USTA section office (see USTA Section map and contact information in the Appendix) or through the *USA Tennis Materials Catalog* (call 914-696-7236).

Tennis - Special Olympics Sports Skill Program, printed by Phoenix Home Life Mutual Insurance Company through the Joseph P. Kennedy Foundation, 1998. Available through the Special Olympics, North American Chapter, 1325 G Street, NW Washington, DC 20005.
Tel: 202-628-3630.

USA School Tennis Curriculum, USTA, 2000.

Available through your USTA section office (see USTA Section map and contact information in the Appendix) or through the *USA Tennis Materials Catalog* (call 914-696-7236).

USA Tennis 1-2-3 for Adults Program Guide, USTA, 2002.

Available through your USTA section office (see USTA Section map and contact information in the Appendix) or through the *USA Tennis Materials Catalog* (call 914-696-7236).

USA Tennis Guide to Dynamic and Static Stretching, USTA, 2003.

Available through your USTA section office (see USTA Section map and contact information in the Appendix) or through the *USA Tennis Materials Catalog* (call 914-696-7236).

ALLIED TENNIS ORGANIZATIONS

- **ATP Tour (Association of Tennis Professionals) 904-285-8000**
Founded in 1989, the ATP Tour is an organization comprised of professional men's tennis players and member tournaments. The ATP Tour promotes and protects the mutual interest of all men playing professional tennis with over 77 international tennis tournaments in over 34 countries on 6 continents.
- **International Health & Racquet Sportsclubs Association (IHRSA) 800-228-4772**
IHRSA is the world's leading educational and informational trade association for commercial health and racquet clubs. Founded in 1981 as the merger of two racquet sports associations (The National Tennis Association and its racquetball counterpart), IHRSA now serves over 600 clubs with tennis in the U.S. among its 3,700 world members. IHRSA clubs share a common mission to enhance the quality of life through physical fitness and sports. Clubs implement their mission through community leadership and partnership with others sharing their goals. IHRSA clubs belong to and support the USTA and are enthusiastic about expanding the partnership to grow the game.
- **National Recreation and Park Association (NRPA) 703-858-0784**
NRPA is a non-profit service and educational organization dedicated to the wise use of leisure, conservation of natural and human resources, and beautification of the total American environment. It is actively concerned with providing more wholesome and meaningful leisure opportunities for everyone. **Contact your local park and recreation departments; phone numbers are in the phone directories. Contact your state association for exhibition opportunities at the state conferences.**
- **Professional Tennis Registry (PTR) 800-421-6289**
The USPTR was founded in 1976 to certify tennis teachers through an internationally recognized test based on a standardized teaching method. The USPTR has now become the largest and fastest-growing international organization of tennis teachers. Today, the USPTR boasts more than 9,600 tennis teachers in 121 countries. The USPTR also offers regionalized activities for its nine U.S. sectional offices and 12 satellite offices.
- **Tennis Industry Association (TIA) 713-781-7352**
The TIA is a not-for-profit trade association representing over 130 member companies and organizations. The TIA membership is made up of tennis companies involved in the manufacturing, marketing and sale of tennis products along with tennis publications, tennis management firms, and other allied tennis organizations. The TIA serves as a unifying force within the tennis industry, bringing together all companies to work cooperatively to promote one brand – T.E.N.N.I.S.

- **United States Professional Tennis Association (USPTA) 800-877-8248**
 Founded in 1927, the USPTA is the world's oldest and largest association of tennis-teaching professionals. USPTA's purpose is to raise the standards of the tennis profession and increase awareness of the sport. USPTA's membership includes more than 11,000 teaching professionals, coaches, tennis club managers and tennis business owners throughout the world. Most are teaching professionals at private and commercial clubs, parks and recreation centers and resorts. Others work as club managers, coaches, marketing specialists and entrepreneurs. USPTA's international membership represents more than 60 countries.
- **WTA Tour (Women's Tennis Association) 203-978-1740**
 The WTA Tour is an organization comprised of professional women's tour tennis players and has as their mission the goal of increasing and strengthening the global popularity and stature of the women's professional tennis tour, and further enhance the game as the preeminent sport for women worldwide.
- **World Team Tennis (WTT) 800-832-6836**
 World Team Tennis, America's only professional and recreational coed team sport, was co-founded by Billie Jean King and Larry King in 1974. The World Team Tennis professional season is played each fall following the U.S. Open. The World Team Tennis Recreational League features year-round leagues for all ages and abilities, with a local, regional and national team competition that coincides with World Team Tennis Professional League finals each December.

TENNIS SUPPLIERS

- **Dunlop** – Contact your local Dunlop sales rep to place an order or call toll free **1-800-277-8000**.
- **Wilson** – Contact your local Wilson sales rep to place an order or call toll free **1-800-272-6060**
- **Prince** – Contact your local Prince sales rep to place an order or call toll free **1-800-2-TENNIS** .
- **Gamma** – Contact your local Gamma sales rep to place an order or call toll free **1-800-333-0337**.
- **Head** – Contact your local Head sales rep to place an order or call toll free **1-800-432-3872**.
- **On Court Off Court** – Call toll free **1-88-TENNIS-11**
- **NetKnacks** – Call toll free **1-800-374-6153**

