



elements



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More information on the Youth Sport Trust can be found at:
www.youthsporttrust.org.

Information about inclusive physical activity can be found at:
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REBOUND (TRAMPOLINE)

The unique properties of the trampoline offer ample opportunities for everybody to enhance movement patterns. In therapeutic or movement exploration activities, its use is intrinsically motivating.

Support staff working one-to-one with young people who have profound and multiple impairment can use the trampoline to create variable patterns of movement in harmony with the needs of the individual.

THERAPEUTIC EFFECTS OF REBOUND (TRAMPOLINING)

MOVEMENT

- Movement can be facilitated at different stages of the bounce. The top of the bounce provides a momentary 'gravity-free' zone.
- A small body movement can produce a large effect with correctly applied bounce.
- Momentum and rhythm can be added to help teach new skills and energise movement.
- Balance and equilibrium reactions can be achieved through stimulation of postural mechanisms. For example, protective and 'saving' reactions can be developed.
- The effects of timing, rhythm and momentum develop the anticipation of movement .
- Active movement can inhibit or stimulate muscle tone.
- Good positioning and low level amplitude bouncing can promote relaxation in the individual.



Dance & movement-based activities: rebound



THERAPEUTIC EFFECT OF REBOUND (TRAMPOLINING)

PERCEPTION

- Body image, body part awareness and positional sense are enhanced through tactile and joint sensation.
- Increased perception of body image, spatial awareness combined with rhythm and movement helps to develop co-ordination.
- The experience of movement in space with the return to stability, while remaining in control, provides an enriched learning experience for the motor-impaired person.

COMMUNICATION

- Due to cardio-respiratory effects, vocalisation is increased, for example, with exclamations and gasps.
- Eye contact and concentration are enhanced by the 'focus effect', ie. extraneous distractions are diminished.

PROGRESSIONS

- Vibration and gentle movement promotes relaxation.
- One-to-one contact reassures the young person and enables positional changes to occur.
- Progress towards postural control with support.
- Experience flight whilst in constant contact.



Bounce!



The aim of this card is to introduce rebound (trampolining) as a way of exploring movement.

Ideas and Strategies

- Rebound therapy has become increasingly popular over the years in providing an exciting and motivating environment for people with profound and complex needs.

Using a parachute with students only on the parachute

- Student lies on the trampoline on top of a parachute.
- Supporters create tension in the parachute to move specific body parts.
- Progress to transporting the whole body across and around the trampoline.
- Staff member communicates intention and constantly observes the face and body of the student.

Staff member under the trampoline (full risk assessment required)

- Group on the trampoline in a mutually supportive position, e.g. face to face or feet in the small of the back.
- Staff member under the parachute produces energy to create movement.
- A new controlled movement experience of energy coming up through the trampoline is provided.
- Reduces the weight on the trampoline, giving staff on the trampoline better control to facilitate postural changes.
- Leading staff member must be suitably qualified.

Variations

- Begin with movements in a blanket (see Games card 10, exploring group experiences).
- Initiate flight – maintain constant contact with the young person.

Assessment and attainment

Do participants:

- respond to the different activities
- initiate self-expression, e.g. a small movement or sound?

Now you can . . .

- do a rebound therapy or trampoline competency award.



Bounce 2

The aim of this card is to explore rebound (trampolining).

Ideas and Strategies

- Movement is central in providing an enriched learning experience with optimum opportunity for enhanced learning.
- The starting position must relate to the specific needs of each student and contain:
 - sensitive handling
 - limits for appropriate range of movement
 - awareness of exercise tolerance.
- Face to face in a supported sitting position, the staff member generates energy whilst maintaining best posture. Progress from gentle bounce to full flight.
- Movement can be facilitated at different stages of the bounce. The top of the bounce provides a momentary 'gravity free' zone.
- The effects of timing, rhythm and momentum develop the anticipation of movement.
- Vibration and gentle movement can promote relaxation.

Variations

- Video specific sessions to highlight changes and progressions.
- Provide activities alongside the trampoline that are in line with the same objectives, e.g. gym ball work or work on an inflatable bed.
- Staff can provide movement for the young person who is independent on the bed by pushing on the bed from above or below.
- Ensure there is always time for a calm finish to each session.
- Offer maximum choice to the young people where they can show a preference for specific movements.

Assessment and attainment

Do participants:

- produce a reflex response to sensory stimulation
- show relaxation with pleasure in their bodies and faces?

Now you can . . .

- Begin rebound-type work on an inflatable air bed or crash mat to create independent movement experiences. (See co-operative Games cards for introductory ideas.)

