

An Information and Resource Guide

of

Sports, Recreation, and Leisure Activities

for the

Visually Impaired and Blind

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[YouTube and Other Sports Demos*](#)

[Archery](#)

[Goalball](#)

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Archery

The following is a description of the equipment and technique used, and the assistance needed when shooting archery as a person who is visually impaired.

Adaptive equipment includes a Foot-Marker, Tripod/Mount for Sight, and a Spotter ...

Foot-marker: The foot-marker enables the visually impaired archer to return to the same position on the shooting line at the beginning of each shooting end. It is placed on the ground relative to the shooting line. It is placed so that the archer can back up against it, touching the back of her heels to the board at the position of the foot placement indicators protruding from the board. These foot placement indicators are adjustable depending on the archer's preferred stance. When the archer is standing properly, relative to the foot-marker, she will have one foot either side of the shooting line.

Tripod/mount for sight: The tripod holds the sighting aid. It enables the visually impaired archer to aim. When set up, it is indexed into the foot-marker so that they become one unit. The archer raises her bow and touches the back of her hand to a probe that protrudes from the sight. The archer is allowed one point of contact for sighting.

Spotter: A spotter will guide the visually impaired archer to the shooting line in the area of the foot-marker. The spotter will stand 3 feet behind the shooting line, directly behind the archer. The spotter will tell the archer where arrow hits the target after each arrow is shot. The spotter will indicate the color of the ring and the position in that ring by saying the clock face. Example: Red, 10 o'clock. Miss, 3 o'clock. After each shooting end, the spotter will guide the archer to the target so she can retrieve her arrows and may assist with scoring.

The best designs for the foot-marker and tripod are sturdy, adjustable and portable ...

Sturdy: The foot-marker must not be susceptible to bending, cracking or breaking and ... Must be able to withstand occasional accidental standing or stepping on it. The tripod used to mount the sighting aid must not wobble or flex.

Adjustable ... The foot-marker and tripod must adjust according to an archer's height, stance and arm length when at full draw. The archer must be able to make quick adjustments to the sighting aid during shooting ends and efficient larger adjustments to the entire apparatus between shooting ends.

Portability ... The tripod and foot-marker must be light-weight and collapsible in such a way that it can be transported easily in a vehicle or cargo compartment of a plane and when carried onto the shooting range. .

How to Play Beep Baseball

Abstract

Beep baseball provides a unique opportunity for individuals with visual impairment to play on a team. The skills necessary for fielding, batting and base running are provided in detail for coaches and educators to use as guidelines in a camp or physical education environment. The responsibilities of players, both visually impaired and sighted, are thoroughly discussed. Suggestions for space requirements and equipment lists are given as well as some training tips.

Beep baseball is a game started by the Telephone Pioneers in the 1960s, when Charles Fairbanks invented the beep baseball. They developed a set of rules not considered competitive enough by individuals with visual impairment, so the game virtually died from disinterest. In the mid 1970s, a group of athletes with visual impairment got together and developed a set of functional and highly competitive rules. The new rules gave individuals with visual impairment access to a team sport, a version of our national pastime, baseball (Mastro & Hassing-Bonnette, 2006).

Purpose of this article is to detail mechanics and responsibilities of each player in beep baseball, as contained in a unit of physical activity for children or adults with visual impairment. The article is designed to help coaches, physical educators, and recreation specialists begin to explore possibilities for educating any individual, whether child or adult, who wants to play, and discusses selected fundamental pre-requisite skills that should be taught in a well-rounded physical activity program.

The Game

There is a home plate and two bases, first and third bases, placed down a 100-foot baseline ten feet outside the foul line. There is no second base for safety reasons. Fielders do not throw the ball, also for safety reasons. A hit ball has to travel 40 feet to be fair. Foul balls are considered strikes, but the last swing has to be a complete miss.

Three things can happen when a person is at bat. The batter can hit the ball and make a run. A run is scored when the batter reaches the buzzing base (first or third) before a fielder picks the ball up, in hand, off the ground. The batter can also hit the ball, and be put out, or strike out (four strikes instead of three). One ball can be a pass ball, where the batter deliberately doesn't swing. Any additional pass balls are considered strikes. There are three outs per half an inning in a six-inning game. Ties between fielders and batters, unlike baseball, go to the fielders. In the event a ball is caught in midair, the side is retired, no matter how many outs there previously are. This has been done five times in the history of beep baseball (www.nbba.org).

Every player wears a blindfold, no matter what degree of visual impairment. Blindfolds make the game fair for everyone. Start using blindfolds on day one, so individuals can adjust to wearing them. Wearing blindfolds can be uncomfortable, hot, and sweaty; this discomfort is an additional reason everyone has to wear one.

There are several things teachers and coaches need to consider as they begin teaching beep baseball. Developmentally, it is good to start simple and progress to the difficult, especially with younger players. Let individuals learn to identify and locate one sound source (the buzzing base or beeping ball) before working with two. With younger players, 60 feet is a better beginning distance than the regular 100 foot baseline. A 20 foot foul line is also more appropriate than a 40 foot one. Batting off a tee gives beginning players chances to work on basic batting form, before working on timing with a pitcher. A 12-inch softball may be used for batting practice with younger children instead of the 16-inch beep baseball. For practice, on defense, two individuals at

each position can be used. The various skills should take place at stations, such as fielding (i.e. roll the ball to a fielder, making sure they demonstrate the correct defensive position), batting (i.e. developing a consistent swing), and base running (i.e. determining the location of the base, via sound, and running as straight and fast as possible to it). This will ensure benefits of practice time are maximized.

Coaching Pointers

Instructional Techniques

Coaches and instructors cannot be bashful about letting individuals learn the correct position of a skill by touch. This technique, known as *tactile modeling*, gives children an opportunity to explore with their hands what sighted children explore with their eyes. When explaining an arm is bent, how bent is the arm? Having no visual cues, it is easier and more efficient to have an individual feel your arm in the correct position. This goes both ways. One may need to use physical guidance, moving an individual's body parts through the skill, along with oral direction. The third instruction style is modeling, where a coach shows the player how an activity is done when the individual has functional vision (Lieberman, Modell, Ponchillia & Jackson, 2006; O'Connell, Lieberman & Petersen, 2006).

Fundamental Skills and Patterns

To do well in beep baseball, one has to practice fundamentals of fielding (defense), batting (offense), and running. Attention, concentration, and determination are extremely important components of playing any sport, especially beep baseball. Attention and concentration go hand in hand. What do they have to attend to?

Fielding

A fielder has to concentrate on--

- ◆ Proper ready stance for defensive play (feet shoulder-width apart, knees bent, leaning slightly forward)
- ◆ Location on the field (knowing their location according to the section of the field)
- ◆ Location in regard to other players (proximity and distance from home plate)
- ◆ Right or left handed batter (knowing this may help determine the direction the ball may travel)
- ◆ Male or female, and other information gleaned by the spotter at a glance should be relayed to the defense. Male or female becomes important because a 130-pound female rarely hits a one-pound-ball as far as a 230-pound male.
- ◆ Be ready when the pitcher says, "Ready? Pitch." (ball may be hit in fielder's direction)
- ◆ Listen for the spotter's call when the ball is hit
 - Determine location of ball
 - Determine if in a position to help field ball
 - Locate other players to avoid collision
 - Determine correct position to field ball
 - Field ball if possible

Batting

Batters must attend to

- ◆ Safety in bat use (no one in the vicinity of a swinging bat)
- ◆ Position in relation to home plate when ones turn at bat (helps with development of consistent swing)
- ◆ Proximity to the tee, and how high ball is (how close batter is to the tee will determine whether they hit the ball with the correct part of the bat. Height of the ball will be determined by the batter's height, and the level of their swing)
- ◆ Listen for the "Ready? Pitch." of the pitcher (important for timing the swing)
- ◆ Timing and consistency of their swing (it is important for the batter to have the same timing, and constantly level swing)
- ◆ When ball is hit, which base has been activated? (umpire determines which base will be activated, first or third base only; the batter does not know until it begins buzzing)

- ◆ Run as straight and fast as possible to buzzing base (increases the chance of scoring a run)
- ◆ Be able to differentiate between buzzing base and beeping ball (batter might start running to the ball)
- ◆ Make sure runner is not going to collide with any defensive player (safety of all players is essential)

The offensive team consists of six players with visual impairment, and two sighted players, the pitcher and the catcher. The pitcher pitches to their own team. Often pitchers and catchers double up as spotters on defense but not always.

One of the most important parts of offense in beep baseball is ability of the player to bat the ball. Whether using a tee or a pitcher, ability of a player to swing a bat correctly is extremely important.

First, select a bat that is comfortable for the batter. The bat must be an aluminum softball bat. Baseball bats are illegal, and wooden bats have a tendency to break too easily when hitting a beep baseball. Beep baseballs weigh approximately 16 ounces.

Batting can be dangerous if players arbitrarily start swinging a bat. There should be a rule that no one swings a bat unless in the on deck circle, batter's box, or a designated area for practicing the batting swing.

Teaching a batting swing is an appropriate time to use either tactile modeling or physical guidance, depending on preference of the batter. The bat should be held with a relaxed grip, using just the fingers. When the batter is completing the swing is when the grip tightens.

In beep baseball, the pitching/batting sequence consists of, "ready, pitch," with the ball thrown, the pitcher is trying to hit the same space as the bat when the batter has their arms swinging in full extension. The pitcher attempts to hit the bat either on the top half or straight on. The swing should either be level, or with a slight upper cut. Line drives and pop flies are the best types of hits. The longer the ball is in the air, the more likely the batter will be called safe. As it is rare to catch the ball in the air, the defender usually waits for it to hit the ground to field it.

Each batter will have a different swing, depending upon ones experiences, height, and what each has been taught. Most batters should be in a comfortable, well-balanced stance on the balls of their feet. Weight should be equally distributed, or with 60% on the back leg, and 40% on the front (Russo and Landolphi, 1997). Most beep baseball players stand closer to the front of the box with the lead foot even with the front of the plate.

Some batters will stride into the pitch. The stride should not be too long. If it is, power of the swing is lost. As the swing begins there is a shifting of weight from the back leg toward the front leg. The back foot is in cement. The only thing it does is pivot on the ball of the foot. The front leg is straight, and has no bend in the knee. The back hip opens as the back toe and knee face the pitcher. The trunk also turns toward the pitcher. If the back foot comes off the ground, the batter will again lose power.

Position of the arms can be either both elbows facing down, or the back elbow elevated almost parallel to the ground. Pivoting of the back foot, and opening of the hips, and turning of the trunk, help the batter extend the arms across the plate. The bottom hand guides the bat, and the top hand snaps the bat through the contact point.

It is important to have a good follow through, so the batter gets the most power, distance, and height out of each hit. Batters should be careful not to throw the bat, since it is dangerous, and they will be called out.

To achieve a proficient swing, takes much time and practice. When practicing hitting, remember to use dead balls. Sound location is not used for batting, because the batter does not have time to react to a different height of the sound. A hit is produced through timing and consistency of the swing. If the only beep baseballs

available are still beeping, wait awhile. There will be plenty of dead balls.

Beginning batters may benefit from using a batting tee, so emphasis is placed on mechanics of the swing, and not necessarily timing of a pitched ball. A hint that may help in hitting off the tee is to place the batter's bat approximately two to four inches above the ball without telling the batter. It has been the experience of beep baseball coaches that most batters swing low.

Another tip to help batters develop a level swing is to use a *snap-bat* made by *Wham-o*. It lets the batter know when the swing is level by producing a distinctive sound. Another training tool can be a car tire with holes cut through the treads on the top and bottom. Put a steel fence post through the holes. A pin fastened at the bottom holds the tire in place while allowing it to spin. Batters should take the proper stance, and then swing the bat hitting the tire. This helps strengthen the grip, wrists, forearms, and shoulders, particularly helpful in beep baseball (American Sport Education Program, 1996).

Base Running

Coaches should observe batters' running gait, and form for efficiency. Common difficulties for individuals with visual impairment are

- ◆ Leaning back with their hands in front of them (may have been born visually impaired).
- ◆ Leaning forward (may have developed visual impairment later in life).
- ◆ Taking very small steps. (may not realize they are not taking a mature stride)
- ◆ Abnormal postures, such as rounded back or shoulders (Dawson, 1981; Gorton & Gavron, 1987). (Without a visual model, they may not realize their posture isn't typical of runners with sight)

When teaching a child with visual impairment sprinting skills, there are a number of criteria to consider

- ◆ Trunk should be straight, or leaning slightly forward with head up.
- ◆ There should be a point when both feet are in the air simultaneously
- ◆ Arms should be in opposition of one another. The front elbow should be as high as the shoulder with the hand at eye level. For the back arm, the elbow should be as high as the shoulder and both elbows should be bent at 90°. Correct use of the arms helps to lengthen the stride.
- ◆ Stride should land on the ball of the foot. Hips, knees, and ankles should be in alignment under the trunk.
- ◆ Nonsupport leg should be bent at a 90° angle and close to the runner's buttocks. This is a sprint, not a run.

Individuals with visual impairment may walk the baseline first to assure their knowledge of the distance. They should also be allowed to orient themselves to the field as a whole, including batter's box, on deck circle, and dugout. It is important for a sighted member of the team to check carefully for holes, dips, and other possible obstacles before practices begin, so players can be assured the way is clear. Individuals with visual impairment must learn to trust sighted members of the team.

Begin with individuals going toward the buzzing base as fast as they are comfortable, encouraging them to go faster each time they run the base. Coaches can use a stopwatch as motivation.

There are many ways to touch the base--

- ◆ Run by it, and slap it.
- ◆ Run over it.
- ◆ Tackle it.
- ◆ Slide (like a slide in baseball).

Any one of these techniques is suitable, as long as the runner is comfortable. **Picture (Safe!)**

Reminders

Determination on defense means, “if a ball is hit in my direction, I am going to make a putout.” Determination on offense means to be consistent and determined to hit the ball, and score a run. This comes from practice, a competitive attitude, and knowing what teammates are going to do, and having faith they will do it. (L. Lopez, personal communication, August 3, 2006)

Remember, each player, whether visually impaired or sighted, has a function in beep baseball. Altering those functions means players may not know what is expected of them. Without consistency in rule application, international playability of the game is compromised. Team ability is weakened when altered expectations interfere with faith a teammate knows what the assignment is, and can fulfill their responsibility.

Defensive Play

The defensive team in beep baseball consists of six players with visual impairment and one or two sighted spotters. Each player has a specific job on defense.

(Diagram of Beep Baseball Player Positions)

The field is divided into five wedge shaped sections. Each section is numbered from one (next to first base) to five (next to third base). The only position that does not have its own segment is six, which handles deep balls. Position six players usually stand in section three -- their job is to back everyone up.

Defense for beep baseball differs from team to team, according to talent of defensive players, tendencies of specific batters, how spotter or spotters relay information on ball direction, and how the team practices. Some teams call the number of the player, but most call the number of the field section. How they call direction of the ball is determined by what is best for their team (e.g. ball hit up the middle, the call will probably be three).

When developing the concept of team defense, it is important to make sure all players who are visually impaired know both their own locations, as well as positions of other players. A verbal count off by defensive players should suffice. They need to know where they are in relation to other players, and segments of the field. For instance, if a player thinks they are in three but are actually in two, the ball is going past him on the right and they won't know until it's too late.

A good ready position means the player faces home plate, with feet shoulder width apart, knees bent, and leaning slightly forward at the waist, with hands relaxed and ready for action. After the ball is hit, the spotter quickly yells a number. Defensive players determine location of the ball. As the ball nears, players throw themselves in front, lying on one side, body straight, and arms above the head, with upper arm slightly forward to help protect the player's face. Legs should be outstretched with feet four inches apart. The body should be angled slightly forward so the ball is trapped, and not ramped up and over the player. This defensive position should be taught early in the week.

Most of the time, players do not try to catch the ball, because the beeping sound only comes from one side. Depending on direction the speaker is facing, the ball can sound higher, lower, left, or right from where it actually is. The most difficult ball to field in beep baseball is the one coming straight toward you. As mentioned previously, there have, in the history of beep baseball, been five balls caught, and plenty of people hit attempting. (National Beep Baseball Association n.d.). When a ball is caught, the side is retired, no matter how many outs are left.

An out takes place when a defensive player picks the ball up in hand off the ground before the offensive player reaches the buzzing base. The player making the play is not required to say anything, but it is a good idea to inform the rest of the team the ball has been fielded, increasing the safety factor. Common calls are “Up!”

“Caught!” and “Got it!” In competition, umpires should be careful to ascertain the player has control of the ball.

The coach should roll the ball slower in the beginning, and then faster as the week progresses, making sure spotters are correctly calling direction, and players are correctly identifying location. Check for defensive player’s alignment in front of the ball. Make sure they are in good position for defense. Next, hit the ball so the defense gets used to the force of balls hit by a bat. Simulating a game could consist of sighted coaches hitting the ball and running the 100 feet to the buzzing base. This gives defensive players a more realistic practice experience.

Spotters’ Responsibilities

Spotters are instrumental in helping individuals with visual impairment--

- ◆ Get into correct position on the field
 - Make sure the fielder is in the correct section of the field
 - Make sure the fielder is at the right depth of field
 - Make sure the fielder is facing home plate
 - Make sure the fielder is aware of every teammate’s position
- ◆ Convey information regarding the batter
 - Batter right or left handed
 - Gender
 - Where the batter typically hits the ball
- ◆ Determine quickly, and call out, direction of the hit ball
 - The spotter yells one number for the section of field, once (1, 2, 3, 4, 5 and sometimes 6).
 - They may not always be correct but it gives fielders a general direction of the ball.
- ◆ Ensure safety of everyone involved

Ensuring safety of players involves yelling, “Duck!” and “Stop!” to keep players from being hit by the ball, or colliding. When a spotter yells, “Duck!” or “Stop”, every player on the field should immediately drop flat or stop. These are the only two calls, other than appropriate number for ball location, spotters may use without penalty.

Pitcher and Catcher

Two of the sighted members of the offensive team are pitcher and catcher. They may double as the spotters, depending on how much volunteer help each team has. Each of these players has a specific task. The pitcher, pitches; however, it is very different in beep baseball. Unlike baseball, the pitcher stands 20 feet away from home plate. The goal, with an underhand throw, is to put the ball where the batter swings. Most pitchers are very happy having a high earned run average, and low strike out ratio. Many pitchers wear protective equipment, such as a groin protector and catcher’s mask, since they stand so close to the batter.

Pitchers in beep baseball have a specific cadence that does not change, because a hit takes place when consistency between pitcher and batter is maintained. The cadence of most pitchers is, “Set. Ready? Pitch (or Ball).” *Set* alerts catcher, batter, and defense the ball is going to be pitched. *Ready?* indicates the pitcher has drawn back the arm. *Pitch* signals release of the ball. Timing and consistency, rather than sound localization, produce a hit ball.

Over time, pitchers come to know their batters. They should be able to recognize each batter’s condition, anxiety level, possible injuries, maturity of technique, and how it affects the swing. Either the batter can be corrected or the pitcher can make allowances. As pitchers and batters gain confidence in their abilities and expertise, they can start to adjust both the batter’s position, and speed of the pitch to control where in the field the ball is hit.

Most catchers guide the batter from the on deck circle to the batter's box putting the end of the bat on home plate so the batter will be in the proper position. The catcher also provides a target (glove) for the pitcher. Position of the target may change from batter to batter. It is also the catcher's job to indicate, with silent hand signals, whether the pitcher should adjust higher or lower for that pitch. Silent signals are used so batters are not influenced to alter their swing (Mathenia, 1988). They will also notify the batter of any shift that takes place in the defensive team.

Umpiring

There can be as few as one, and as many as three, umpires depending on the number of qualified volunteers. If there is more than one, the head umpire has final say on any play during the game. Generally, the umpires have complete jurisdiction in administering the rules, and enforcing any penalties. They also count the outs, runs, and innings, and determine which base (first or third) is activated, without knowledge of the batter.

Sometimes, learning a new game isn't always enjoyable. Drills are not the most fun, but this situation can be alleviated with adequate equipment so things go quickly and smoothly. Having a 1:1 or 2:1 participant to coach/teacher ratio also helps, as athletes receive individual attention. There should be enough room for three widely spaced grassy fields (recommended grass length is two inches) so balls from one field do not interfere with another, either audibly or physically. Each field should be set up to provide fielding, batting, and base running practice for 10 to 12 players. There should be at least five live beep baseballs for each field, with any number of dead ones. A set of buzzing bases for each field is needed as well.

Conclusion

In conclusion, purpose of this article was to detail mechanics and responsibilities of each player in beep baseball as contained in a unit of physical education for children or adults with visual impairment. The article is designed to help coaches, physical educators, and recreation specialists begin to explore possibilities for educating children and adults who want to play. Also, this article was written to help outline selected fundamental pre-requisite skills commonly assumed a player should have learned, or should be taught, in a well-rounded physical education, sport, or recreation program.

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Description of Bicycle Parts From UtahMountainBiking.com

Bottom bracket Attachment of crankset to body of bike. [Replacing or adjusting bottom bracket.](#)

Brake cable Cable connecting the brake lever to the brake mechanism. [Cleaning cables.](#) [Replacing cables.](#)

Brake lever Lever on handlebar to activate brake. Left side is front brake, right is rear brake. [Routing cables into lever.](#) [Replacing the brake lever.](#)

Chain Circular set of links to transfer power from chainring to cogs of freewheel. [Chain repair.](#) [Chain maintenance.](#)

Chainring Toothed rings attached to crank that hold chain. [Fixing chainrings.](#)

Chain stay Lower bar on portion of frame that attaches rear wheel. If there's no second tube on dual suspension bike, referred to as a swingarm.

Crank Lever extending from bottom bracket to pedal, transfers power to chainrings. [Removing the crank.](#) [Pedal repair and replacement.](#)

Derailleur Mechanism for moving chain from one cog to another. [Rear derailleur tuneup.](#) [Front derailleur tuneup.](#) [Replacing the shifter.](#) [Derailleur hanger straightening.](#) [Front derailleur replacement.](#) [Rear derailleur replacement.](#)

Down tube Section of frame extending downward from stem to bottom bracket.

Dropout Cut slot at bottom of front fork or chain stay, designed to accept axle of wheel. [Replacing the skewer.](#)

Freewheel Set of rear cogs and idling mechanism. [Replacing the cogs.](#)

Front brake Brake on front fork of bike. [Brake tuneup.](#) [Replacing brake pads.](#) [Disc brakes.](#) [Replacing the brake lever.](#)

Front shock Shock absorber on front fork. [Troubleshooting shocks.](#) [Speedometer installation.](#)

Handlebar Horizontal bar attached to the stem with handgrips at the end, to which attach brake levers and shifters. [Handlebar options.](#) [Installing bar ends.](#) [Speedometer installation.](#)

Headset Mechanism in front of frame that connects front fork to stem and handlebars. [Service headset.](#)

Hub Center portion of the wheel, to which the spokes attach. [Spoke replacement.](#) [Lacing wheels.](#)

Idler pulley Bottom pulley of the rear derailleur, with spring tension to keep chain tight. [Pulley service.](#)

Nipple Threaded receptacle that holds the end of the spoke into the rim. [Spoke replacement.](#)

Pedal Platform for the foot to press on, attached to crank. [Pedal repair and replacement.](#)

Rear brake Brake on the rear wheel, usually attached to seat stay. [Brake tuneup.](#) [Replacing brake pads.](#) [Disc brakes.](#) [Replacing the brake lever.](#)

Rear shock Shock absorber for rear tire on dual-suspension bikes. [Troubleshooting shocks.](#)

Rim Metal ring with U-shaped cross section, holds spokes on the inside and tire on the outside. [Truing the rim.](#)

Saddle Seat -- the part your butt shouldn't be sitting on when going steep downhill. [Adjusting the seat.](#)

Seat post Support post for saddle, fits into seat tube with mechanism for changing height. [Adjusting the seat.](#)

Seat stay Upper support arm for the rear wheel, not present on dual-suspension bikes with simple swingarm.

Shifter, front Shifting mechanism for the front derailleur, mounted on the left side of the handlebar. [Routing cables into shifter.](#) [Replacing the shifter.](#) [Front derailleur replacement.](#)

Shifter, rear Shifting mechanism for the rear derailleur, mounted on the right side of the handlebar. [Routing cables into shifter.](#) [Replacing the shifter.](#) [Derailleur hanger straightening.](#) [Rear derailleur replacement.](#)

Skewer Metal rod that goes through the hub, attaching the wheel to the dropouts of the frame. [Replacing the skewer.](#)

Spindle Freely rotating "axle" to which the crank arms attach, part of the bottom bracket. [Replacing bottom bracket.](#)

Spokes Thick wires joining the hub to the rim, with tension adjusted via a nipple on the rim side. [Spoke replacement.](#) [Speedometer installation.](#) [Lacing wheels.](#)

Stem Piece that attaches the handlebar to the steering tube (headset). [Replacing the stem.](#) [Headsets.](#) [Handlebars.](#)

Tire Where the rubber meets the road. [Types of tires.](#) [Flat repair.](#) [Flat prevention.](#)

Top tube Top bar of the bicycle frame.

Wheel hub Center of the wheel, to which the spokes attach. [Spoke replacement.](#) [Lacing wheels.](#)

[\[UtahMountainBiking Home Page\]](#) **[\[Fix-it Index Page\]](#)**

Cycling

There are no adaptations required for tandem cycling, other than having a sighted pilot. However, there are a few suggestions for cyclists who have never been on a tandem bicycle.

First, communication is crucial between the two riders, especially when learning to ride as a team. It is preferred that the pilot already have experience with the tandem, either from previous rides with experienced stokers, or at least having ridden it for some time alone. This will increase a pilot's familiarity with the different handling characteristics of the bicycle's longer wheelbase.

When mounting the tandem, the pilot should hold both brakes and sit on the top tube of the bicycle with his/her legs further apart for a stable stance and to allow for clearance of the pedals, which will at first be controlled by the new stoker as he/she boards the bike. Once the stoker is in both pedals, he/she will inform the pilot by saying, "ready", the pilot will then tell the stoker the desired position of the pedal for starting. When the pilot is ready, he will tell the stoker to start pedaling and when pedaling needs to stop for the pilot to get into the other pedal. This seems complicated at first reading, but will soon become natural with regular rides on the bike.

Again, with turning the bike, the pilot needs to communicate to the new stoker what is going to happen. The first few rides should be gentle for instruction and to allow the new stoker to get used to the movement of the bicycle. If the new stoker simply keeps his/her weight centered over the frame of the bike, this will make the pilot's job much easier. This also will form a good foundation to build on as skills and speed increase. Eventually, the stoker will learn to follow the bike's lead. A good stoker will become so smooth that the pilot will sometimes forget that he/she is on a tandem.

When stopping the tandem, the pilot should be expected to stop the bike and hold it up while the stoker leans slightly in the opposite direction to help balance the bicycle. When restarting, the stoker will learn to rearrange the pedals to the pilot's preferred starting position. If the stoker is expected to dismount the tandem, the pilot will communicate this and assume the position explained above. The pilot can then dismount the bike only when the stoker has informed the pilot that he/she is clear. Otherwise, the pilot can hold his/her seat and swing a leg over the front of the tandem to avoid kicking the stoker.

As two riders learn to ride as a team, they will become familiar with communicating through the timing chain between them. Also, finer skills such as pedaling with a powerful, circular stroke and a smooth upper body will be developed with coaching from the experienced pilot.

Riding a tandem will open many new doors for a blind or visually impaired rider, particularly for those who have previously ridden a single bike, either competitively or recreationally. The pilot also gains a great deal of satisfaction from sharing his/her passion for cycling and watching the stoker grow as a skilled cyclist and athlete. Then, as a team, the two riders can enjoy the rewards of tandem cycling, whether they are riding recreationally or competing against other qualified teams from all over the nation and even the world!

Additional Suggestions/Observations

- » Front seat riders are referred to as "captains" ... rear seat riders are "stokers"
- » Some students can accurately complete an obstacle course without a stoker and ... be very safe and capable captains but ... cannot maintain appropriate skill and safety levels with a stoker

» Communication between captains and stokers can include ...

prepare to mount: both captains and stokers straddle their bikes and prepare to mount
stokers mount: stokers mount, strap/clip-in, and get ready to move out
move out: captains mount and begin to peddle ... once sufficient speed is attained ...
captains can strap/clip-in
shifting: captains are preparing to either shift up or down
bump: notice that there is a bump or obstacle in the road ahead ... both captains
and stokers should prepare for avoidance techniques ... i.e. moving left or
right around an obstacle or slowing down to pass over railroad tracks, pot
holes, or raised surface areas in the road
coasting: stop peddling
stopping: captain is braking and bringing the tandem to a complete stop

Note: If there are several tandems riding in close proximity to each other (drafting) the communication commands should be passed from the lead captain to the lead stoker and on down the line to the anchoring captain and stoker ...

[Rush-Miller Foundation:](#) RMF celebrates Rush-Miller Foundation namesake Garrett Rush-Miller's 10-Year Cancer Survival Anniversary by donating 2 tandems to every blind school in the US! Donate to your favorite school serving the blind

Superior Tandems / Ph. 906.932.9852 (Arlyn & Sandy Aronson) Ironwood, Mich. {E-mail}
Michigan United Tandem Society, Spring Lake, Mich.

Why Ride A Tandem? ... Riding a normal, single-rider bicycle is a very rewarding experience, but a tandem bicycle adds a whole new dimension to cycling. Different tandemists choose the long bike for different reasons:

- A tandem allows two cyclists of differing strength and ability to ride together, pleasurably. The faster rider doesn't need to wait for the slower one; the slower rider doesn't need to struggle to try to keep up with the faster rider.
- A tandem turns the basically solitary, individualistic activity of cycling into an mutual experience that may be shared by a couple.
- A tandem allows handicapped people who couldn't otherwise ride a bicycle to share in the joy of cycling.
- A tandem can allow a parent to share cycling at an adult level of speed and distance with a child.
- A tandem is the ultimate rush for cyclists who enjoy the sensation of high-speed cycling.

Whatever your reason for choosing (or considering) a tandem, this article will attempt to cover some of the things that every tandemist should learn.

Tandem Technique ... *There is a good deal of technique required to get the most out of riding a tandem. While anybody who can ride a single bicycle can manage a tandem, there are a few tricks and pitfall that you should know about.*

The Captain ... The front rider is commonly known as the "captain." Other names for the front rider include "pilot" and "steersman."

The captain should be an experienced cyclist, with good bike-handling skills and good judgment. In the case of a beginning team, a the captain will need to use a bit more upper-body strength than is needed for a single bike. As the team learns to work together, this will become less important.

The captain has two major responsibilities:

- To control the bike, including balancing it whether stopped or in motion, as well as steering, shifting, braking.
- To keep the stoker happy! A tandem isn't a tandem without a stoker. The captain **must** earn the stoker's confidence, **must** stop when the stoker wants to stop, **must** slow down when the stoker wants to slow down.

Since the stoker cannot see the road directly ahead, the captain has a special responsibility for warning of bumps in the road, so that the stoker can brace for them.

When a couple fails to make it as a tandem team, it is almost always due to either the stoker being scared as a result of an incompetent/inconsiderate captain, or due to saddle soreness.

The captain should also warn the stoker of shifts, especially shifts to a lower gear which may cause the stoker to lose balance if they come without warning. (Very experienced teams eventually get past the need to call out most shifts, as they learn each others' styles.)

The Stoker ... The rear rider is commonly known as the "stoker." Other names for the rear rider include "navigator", "tail gunner" and "rear admiral" or "R.A." The rear rider is not a "passenger", but is an equal participant. The stoker has two main responsibilities:

- The stoker serves mainly as a motor. Since the stoker is not called upon to control the bike, this rider should be able to actually generate more power than the same rider would on a single bike. Depending on the strength and endurance of the stoker, this may take the form of a steady output or may be held in reserve. If the stoker is acting as a "reserve," it is OK to take it easy for general cruising, so long as the stoker can help out with a burst of power for the climbs. Since starting up on a tandem is a bit trickier than on a single, the stoker should apply as much smooth power as possible when starting up, to get the bike up to maneuvering speed quickly.
- The stoker's other major responsibility is a negative one: The stoker **must not** attempt to steer! Unpredictable weight shifts on the part of the stoker can make the captain's job much harder, and can lead to crashes, in extreme cases. The stoker should keep in line with the centerline of the bicycle, and lean with it as it leans through corners. When the stoker needs to shift position on the saddle, or adjust a toe strap, or take a drink, it is vital that they do so without disturbing the equilibrium of the bicycle. These activities should not be attempted at all while the captain is dealing with tricky traffic situations or narrow spaces.

The stoker can also do a bit of back rubbing now and then, as well as taking photographs, singing encouraging songs, reading maps, etc.

The Team ... The team becomes more than the sum of its parts. An experienced tandem team develops a very special level of non-verbal communication, via subtle weight shifts, variations in pedal force, and general empathy.

After a few hundred miles together, you will find yourself coasting at the same time, shifting without the need for discussion, and maneuvering smoothly even at slow speeds.

This is not just a matter of each rider acquiring captaining/stoking skills; when two equally experienced teams switch stokers, something is lost, and this special communication doesn't happen...it really is unique to each couple.

Tandem Fitting ... Because a tandem frame needs to fit two riders, the chances of finding one that will fit both riders perfectly are much lower than is the case with a solo bicycle.

In general, it is preferable for the larger rider to be in front, particularly for an inexperienced team, but this is by no means an ironclad rule. Where there needs to be a compromise in fitting, it is better to make sure that the bike fits the captain. In particular, the front of the frame must not be too large for the captain to be able to straddle with good crotch clearance. Since the captain will need to spread his or her feet farther apart than normal to balance the extra weight of the stoker as the stoker mounts, the clearance should be greater than is needed on a single. On the other hand, if the front of the frame is on the small side, a taller/longer handlebar stem can usually make up for it.

In the case of the stoker, it is not actually necessary to be able to straddle the frame as it is on a single. Thus a frame size that would normally be considered "too large" on a single may be perfectly reasonable for a stoker, assuming that an appropriate handlebar stem is used to give a good position.

In general, a somewhat higher handlebar position is advisable for tandemists who are not primarily into it for the speed. In the case of the captain, a higher bar helps reduce the upper-body fatigue associated with handling the longer, heavier bike. In the case of the stoker, a somewhat more upright position provides a better view, and there is less of an aerodynamic penalty for the stoker's more upright position on a tandem.

Getting Under Way ... First time captains should not try riding with a stoker until they have practiced riding solo on the tandem to get used to the general feel of the bike. Good starting technique is vitally important with a tandem. You will not be able to ride in a straight line at as slow as speed as you can on a single, at least not until you have many, many tandem miles behind you. Therefore, it is important that you learn to get up to speed quickly. Since the tandem is so much heavier, it cannot accelerate quickly without the cooperation and coordination of both riders. Many single bike riders get away with poor starting technique, but you have much less margin for error with a tandem.

Correct Basic Starting Technique, Single or Tandem:

1. Stand astride the frame, both feet on the ground.
2. Rotate the pedals so that the pedal for your less skillful foot is 45 degrees forward of straight up.
3. Put your foot on the high pedal, then press down hard. This will simultaneously:
 - o Let you use the pedal as a step to lift yourself high enough to get onto the saddle...and:
 - o Apply driving force to the chain, causing the bike to pick up speed.

If you have not learned to do this, take the time to practice on a solo before you attempt to captain a tandem.

Common incorrect techniques include:

- **The Cowboy Mount**, which involves standing next to the bike, putting one foot on a pedal, then swinging the other leg over the saddle while the bicycle is in motion. **Try this on a tandem, and you'll kick your stoker in the head!**
- **The Shuffle Mount**, which involves standing on the low pedal, and trying to get the bike in motion by pushing off against the ground with the other foot...**you can't get a tandem up to maneuvering speed this way!**

Starting a Tandem

Captain: →Stand astride the frame, both feet on the ground, tandem straight up.
→Spread your feet apart and brace the top tube of the tandem against one leg for added stability. Your feet should be far enough apart that the stoker will be able to rotate the pedals without banging into your shins.
→Lock the brakes so that the tandem will not roll while the stoker mounts.

Stoker: While keeping your weight centered over the bike as much as you can:

- Turn the nearer pedal to the bottom position, use it as a step.
- Lift yourself into the saddle, place other foot on its pedal.
- Clip in, tighten straps or do anything else you need to do to get ready to pedal.
- Rotate the pedals to the starting position preferred by the captain.
- Let the captain know you are ready to go.

Captain: Put your foot on the high pedal, then press down hard. This will simultaneously...

→Let you use the pedal as a step to lift yourself high enough to get onto the saddle and ...

→Apply driving force to the chain, causing the bike to pick up speed ... don't coast to try to clip in or click in until the tandem is well up to speed; it is tough enough to balance at low speed without trying to find a balky toe clip at the same time.

Stoker: Give it all you've got to get the bike up to speed quickly. Once the bike is at maneuvering speed, your captain may need to coast to get clipped in, so be ready. This may seem complicated, but with a bit of practice it becomes second nature. This technique will ensure safe, smooth fast starts.

Stopping ... Stopping technique is pretty much the reverse of starting up, but there are a couple of things to watch out for:

Captain ... Remember that you have to balance both the bike and the stoker, while the stoker dismounts. The most common mistakes are ...

→Letting the tandem lean too far to the side, so that you cannot hold up the weight of the stoker.

→Not having your feet far enough apart to support the stoker.

→Not unclipping your second foot soon enough, and toppling over onto that side.

Stoker ... Keep your weight centered in line with the tandem's frame. An unexpected wiggle while the tandem is coming to a stop, and before the captain's feet are well braced on the ground can dump you! Normally, you should not take your feet out of the pedals until the captain says to do so (although this is not a hard-and-fast rule; sometimes an alert stoker can save a captain's bacon by putting a foot down at the right time!)

Cadence ... The typical tandem team will include one rider who is a highly experienced, fairly hard-core cyclist, and another who is less experienced and less skillful. Let us imagine a couple named Chris and Pat. Pat is a hard-core cyclist, Chris has been a much more casual cyclist, if a cyclist at all, but they would like to share the experience of tandemming together. Since their riding style and conditioning level is different, there has to be some give and take. One of the major problem areas is likely to be "cadence", that is, the question of how fast to turn the pedals. Since "Pat", the more experienced cyclist is probably going to be the captain, Pat will get to choose the cadence, by determining which gear to use at any given time. Since Pat is an experienced cyclist, Pat will probably prefer a rather fast cadence. A fairly fast cadence is known to be more efficient and less injurious to the knees.

Unfortunately, "Chris" may not be used to spinning this fast. Chris's legs can't keep up with Pat's preferred spin. This will cause considerable discomfort for Chris. It is Pat's responsibility to make Chris happy and comfortable, so Pat needs to consider Chris's preferences when selecting gears. Chris, in turn, should understand that it is worthwhile learning to spin a bit faster, because it really is the better technique.

With practice and patience, most couples can work this out on a standard tandem. For those who can't there is a [technological fix](#).

Coasting ... In addition to cadence issues, a tandem team needs to deal with the coasting issue. On a standard tandem, both riders must pedal, or both must coast. If one wants to coast while the other wants to pedal, this is not an option unless you have an exotic tandem. As a general rule, less experienced cyclists coast much more often than experienced cyclists. A beginner may coast due to fear of high speed, discomfort with a rapid cadence, fatigue, or just habit. More experienced cyclists learn that it is better to keep the legs moving, even when not applying a lot of force to the pedals, because it maintains the rider's rhythm and keeps the legs from stiffening up.

One of the main areas where the semi-mystical communication occurs between members of a tandem team that has ridden together a lot is that the coasting question gradually disappears, and you will find yourself coasting and resuming pedaling without anything being said, or any obvious signal being passed.

Usually, the coasting issue will resolve itself mainly by the less experienced cyclist acquiring more experience, and breaking the habit of excessive coasting.

Sometimes a compromise on gear choice or speed can help eliminate conflicts about coasting. Since the beginner's urge to coast is often activated by fear of excessive speed, slowing down will help. If one rider is coasting too much because the cadence is getting uncomfortably high, a shift to a higher gear can eliminate this problem.

Standing ... One of the more advanced skills of tandemming is standing up and "pumping" or "honking" for an extra burst of power. This is not something to try until you have gone past the beginner stage as a tandem team. Standing smoothly requires that both riders coordinate their movements with one another. In particular, the stoker should avoid drastic sideward movements (always good practice anyway.) Some riders throw the bike sharply from side to side as the push on first one pedal, then the other; others have a smoother style, and stay centered over the bike even when out of the saddle.

Most single bike riders stand too much; many very good riders almost never do stand. Riders who stand a lot often do so either because they have their saddles set too low, or because they are in too high a gear.

Most tandemists find standing together easier if the cranks are set up [in phase](#).

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<http://sheldonbrown.com/tandem.html>

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- [Disabled and Proud radio show on KFAI MP3](#)

See us in person:

- [Twin Cities Blind Audio Dart League Tournament](#) Feb 5, 6 and 7, Bloomington MN
- [San Francisco state ACB convention](#), April 16 and 17, Crown Plaza SFO

Support and Resources:

- [Our documentation and support info](#)
- [Audio Dart Leagues](#) If you are interested in being in an audio dart league, there are several around the country.
- This is the first dart board built for people with visual impairments since [Audio English Mark Darts](#) twenty years ago.

Our Resellers:

- [ACB Store](#)
- [Handy Tech North America](#)
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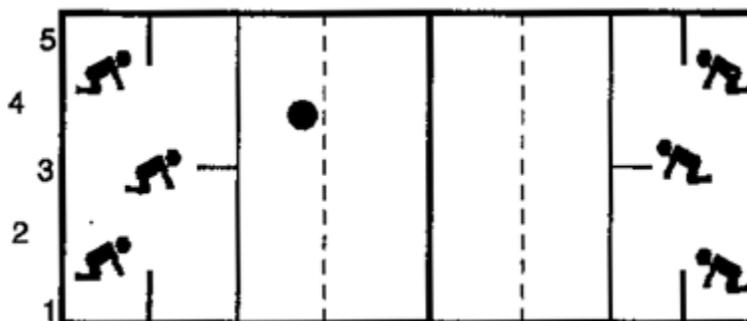
Goalball

What is Goalball? Goalball is a Paralympic sport played by athletes who are blind and visually impaired. Developed after WWII as a way to keep blinded veterans physically active, it has become the premiere team game for blind athletes. Played competitively by men and women, it is a very fast paced, physically challenging, strategic and exciting game.

How Do You Play? In goalball, two teams of three players each face each other across a court that is nine meters wide and 18 meters long. The object of the game is to roll a basketball size ball with bells inside over the opponent's goal line. Your opponents listen for the oncoming ball and attempt to block it with their bodies. Once they are able to stop the ball and take control of it, they become the offensive team. Complete rules are available at www.ibsa.es.

The Court and Rules The player's zone is marked at either end of the court by taping a heavy string down to the court for the players to feel with their hands or feet. The player's zone is 3 meters deep and extends the width of the court. Each player's zone has three orientation lines which the players use to line themselves up with and maintain their orientation to the court. Three meters in front of the player's zone, is the overthrow line. The goalball must touch the floor at least once before crossing this line or a penalty is assessed. Other common penalties are for holding the ball too long, one player throwing too much and touching the eyeshade. When a penalty occurs, the guilty player must defend the entire court by himself. The game consists of two 10-minute halves and takes about 45 minutes to play an entire game.

Strategy The defensive team usually sets up a zone defensive. The player in the middle of the court is called the center. The center is the primary defensive player. He or she plays at the front of the player's zone and defends a majority of the court. The players to the right and left of the center are called wings. The wings are usually the primary offensive or throwing players. Defensively they play behind and to the left and right of the center defending their respective areas. During the game, the center will usually stop the ball and pass it to a wing. While the wing is throwing the ball, the center will reorient themselves to the center of the court. Knowing that a thrower is slow to return to his defensive position, or that a player might not be in his defensive position, many teams will attempt a "quick throw" hoping to catch their opponent out of position. Curve balls, off speed balls and various other balls are sometimes thrown hoping to confuse the other team. Players may quietly change wing positions with the ball hoping to surprise the defending team by throwing from a different area.



Goalball Equipment

Goalballs [Click here to order goalballs. Price per goalball is \\$100 for Current USABA Members and \\$125 for non-members, This price includes shipping, handling and customs fees.](#)

Eyeshades It is suggested that you contact the local snow ski clubs and ask them to donate their used goggles, scratched or cracked lens are no problem as you will be taping them anyway. The straps and the foam around the edge must be good. It's best to use the metal 2" wide tape as it seems to hold better than other. This can generally be bought at a local hardware store, generally next to duct tape. Be sure to tape goggles so that no light can be seen when placed against the face.

Knee and elbow pads Most any pad will work; however most of the Team USA players prefer to use the Trace brand as they seem to hold up longer. There are two kinds of Trace elbow pads: short ones and the longer variety. Although either type will work, most players prefer the longer pads. For the knee pads, most players prefer the Trace 47000 softball knee pad as it is longer and covers part of the shin. These can be bought at your local sport store.

Pants There is no required pant. Most players prefer to use hockey pants while others prefer to use football pants and pads or soccer goalie pads combined with a variety of other pants. The use of all of these is permitted; however all members of the team must have the same color and style. These can be purchased at local sports stores.

Rules Complete goalball rules can be found at www.ibsa.es and click on goalball.

Jerseys Jerseys may be hockey, football, soccer, or any other jersey so long as they match and have numbers that are a minimum of 20 centimeters (8 inches) high permanently affixed to both front and back. It is helpful to the officials and scorers table if the numbers are contrasting colors and easy to read.

Floor tape and string Two-inch wide gym floor tape is the best to use and may be purchased at most local sports stores. String (.003 meters in diameter) may be purchased at the local hardware. It is suggested that you not use duct tape on the floor as most of the time it will damage the floor; masking tape is also not advised as it tears easily and is hard to get up.

Eye Patches Patches are required in all major competition. At most tournaments in the USA patching is done on the basis of the opposing coach asking for certain players to be patched and then the requesting coach must furnish the patches.

Approved eye patches and tape

Preferred "Opticlude" Eye patches made by the 3M company; Opticlude eye patch (No. 1539)

Acceptable Johnson and Johnson Eye pads- Oval (50 per box)

Tape 3M Durapore Tape in 1" and 2" width; Many times additional tape is needed to secure the tape and the product above is the recommended one.

Goals Once your team becomes competitive you may wish to secure goals for them to practice with. Several teams have made their own from PVC; others have had companies to make them for them. Goals can also be purchased from Spain; however, they are often cost prohibitive. The dimensions of the goals can be found in the goalball rules at www.ibsa.es.

For More Information Contact

U.S. Association of Blind Athletes/33 N. Institute St./Colorado Springs, CO 80903 (719) 630-0422

USABA Men's Goalball Assistant Coach: Tom Parrigin, fab@aug.com

USABA Women's Goalball Head Coach: Ken Armbruster, armbruster35@aol.com

Golf

Modifications and Suggestions for Training and Competition

B1, 2 & 3. Golfers who cannot see the ball require adaptations to addressing the ball, lining up to aim the shot, striking the ball during the swing, knowing the distance to the green, and knowing where the hole is while putting. For simplicity's sake, we will use a right-handed golfer as an example here. The addressing problem comes in insuring that the club face is set so it strikes the ball at a perfect right angle. If the club face is left open (rotated clockwise) right) the ball will slice away to the right and if too closed (rotated too far counterclockwise) the ball will hook to the left. Right handers address the ball properly without vision, by taking the proper left hand grip on the club, leaning down and placing the club head squarely behind the ball with the right hand, then standing up keeping the left hand grip steady. The club is then set to be swung properly.

Lining up to hit the ball in the proper direction can be done by having a coach or caddie lay a club on the ground that is aimed at the direction of the desired placement, then having golfers line up their toes along the club shaft.

Predicting distance is done as it is with a beginning golfer who can afford a caddie, which is have a caddie or coach who is familiar with the course predict the distance.

The choice of club for proper distance is something that must be established with much practice.

Putting can be assisted by using the end of the flagstick to "bang" around in the cup, to give the golfer a sound target. If the ball is extremely close to the hole, the golfer can place the left hand in the hole and tap the ball in with the putter held in the right hand.

Resources

[Adaptive Techniques for the Visually Impaired Golfer](#)

[International Blind Golf Association](#)

[Middle Atlantic Blind Golf Association](#)

[National Alliance for Accessible Golf](#)

[U.S. Blind Golf Association](#)

Gymnastics

Modifications and Suggestions for Training and Competition

Floor exercise B1 Gymnast ... The only adaptation required for those with some experience is that of orientation to the mat. When doing forward rolls or other movements, it is difficult to know what direction you are facing when you start or if you are veering off of the mat during the roll. This can be avoided by taping a two-foot length of rope on the mat to line up on when beginning the routine and by placing a sound source or a caller at the point at which the exercise will end. Simply have the athlete line up on the rope and indicate your location by pointing at the "caller" who says "Here is the turn around point!" before telling them to begin. In competition, the exercises are done on a diagonal and commonly the tape recorder playing the music for the routine is placed at the opposite corner or turn around point, eliminating any need for sighted help. When the athlete reaches the halfway point and turns around to start back, an instructor at the starting point gives one "End here" command and the routine continues toward that command. Instructional techniques differ little from those used to teach any beginner, since spotters commonly help the beginner through moves anyway.

B2 and B3 Gymnast ... Techniques are much like those described for B1 athletes, but coaches wearing highly visible clothing replace the sound cues as points of reference.

Vaulting Horse B1 Gymnast ... The major difficulty here is mounting, since the location of the top of the horse is not known by the blind athlete. It is usually best to start in reverse order from what is normally taught. In other words, start with dismounts, then work towards mounts. To indicate the top of the horse, give it a firm slap for the mounter. The process of mounting is done through step counting and much practice.

B2 and B3 Gymnast ... Marking the horse with strips of highly contrasting two-inch vinyl tape and placing it in good lighting are helpful adaptations.

Balance Beam B1, B2, and B3 Gymnast ... There are essentially no adaptations required except giving athletes a verbal cue to let them know if they are about to go off of one end because of a miscalculation. Beginners will need to be told when to stop, but totally blind athletes can master the length problem by knowing the distance it takes to do their routines, just as sighted athletes do.

Judo

Transisioning from Wrestling to Judo for Blind & Low Vision Athletes (by Marc P. Vink, Ed.D., National Judo Coach)

As an Asian wrestling form, judo has much in common with Greco-Roman and free style wrestling. This article discusses the transition between the two sports. [Click here for article.](#)

Modifications and Suggestions for Training and Competition

B1 and B2. Judo adaptation is similar to wrestling. During informal matches, opponents start with a grip on the Gi of the other. In formal matches, guides bring the opponents to the introduction, then to the starting line, opponents touch and drop hands, the match begins, and the guides remove the opponents at completion.

Visually Impaired Judo Coach Requirements For Certification

Assitant Coach A coach may apply for certification as a USABA Visually Impaired Judo Coach of this level having met the following requirements or their equivalent. Successfully completed a USABA Judo VI Certification Course. Having a minimum rank of 1st Degree Brown Ikkyu recognized by IJF. The applicant must be a current member of the USABA and USA Judo (NGB), USJA or USJF. An Asst. Coach may assist any certified coach of a higher level.

Coach A coach may apply for certification as a USABA VI Judo Coach of this level having met the following requirements or their equivalent. Successfully completed a USABA Judo VI Certification Course. Have been an Asst. Coach for 1 year or more. Have assisted in at least one training camp for VI athletes in the prior year. Having a minimum rank of 1st Degree Black Belt Shodan recognized by IJF. The applicant must be a current member of the USABA and USA Judo (NGB), USJA or USJF. Have a Coach Certification from USJI, USJF, or USJI of Level E or higher or equivalent. A Coach at this level may coach at any USABA local or regional Judo event.

Senior Coach A coach may apply for certification as a USABA VI Judo Coach of this level having met the following requirements or their equivalent. Successfully completed a USABA Judo VI Certification Course. Have been a Coach for 2 years or more. Have Coached in at least two training camp each year for VI athletes in the prior two years. Having a minimum rank of 2nd Degree Black Belt recognized by IJF. The applicant must be a current member of the USABA and USA Judo (NGB), USJA or USJF. Have a Coach Certification from USJI, USJF, or USJI of Level D or higher or equivalent. A Coach of this level may Coach at any USABA local, regional and National Judo events.

Master Coach A coach may apply for certification as a USABA VI Judo Coach of this level having met the following requirements or their equivalent. Successfully completed a USABA Judo VI Certification Course. Have been a Coach for 3 years or more. Have coached in at least two training camps per year for VI athletes in the prior three years. Having a minimum rank of 3rd Degree Black Belt recognized by IJF. The applicant must be a current member of the USABA and USA Judo (NGB), USJA or USJF. Have a Coach Certification from the USJI, USJF, or USJI of Level C or higher or equivalent. A Coach of this level may Coach at any USABA any Judo event.

A coach may satisfy the coaching requirement by coaching or Assisting at an approved USABA event. Any Coach that teaches Judo at a Club dedicated to VI students at a facility approved by USABA automatically meets these requirements. Coaches must maintain active membership in the USABA and at least one of the following USJI, USJF, USJA or the time in grade will be reduced to the actual time as a valid member. All coaches must maintain active CPR/First Aid certification. The fee for this certification and USABA membership is set by the USABA.

[Video - Judo Adaptation for Blind Athletes](#)

Outdoor Recreation

There are several problems associated with outdoor activities, such as hiking and camping. The problem with hiking for people who have little or no vision, is keeping track of where they are and where their goal is. There are low and high tech adaptations available to such people. Most hiking is done on trails and since it is relatively easy for a long cane or dog guide user to follow a well-worn path, and since there are both mechanical and electronic compasses available, hiking in such places is doable. Carrying a cell phone on a trail that is in an area with cellular service, can take a lot of anxiety out of hiking, since a pick up person can be called in the rare case of trouble.

The greater problem comes when there are no worn trails or the person who is blind wants to canoe in a lake, hike across open grassland, or move from one golf green to the next. The low-tech answer to this problem is to leave a radio or other sound beacon there and always stay within earshot of that beacon, but this method confines movement to small areas. There are now high tech devices that provide people who are visually impaired nearly totally independent hiking, rowing, paddling, etc. At least two talking Global Positioning Satellite systems are available that permit such people to leave electronic markers anywhere in the environment and return to them, even from miles away. For example, someone who wanted to hike, camp, and fish independently could mark the point of entry from a road, major landmarks along the trail, the tent, the boat landing, the toilet, and several hot fishing spots in the lake and move about from one of these waypoints to another and get back home with no sighted assistance. See the resource section on this website for GPS vendors.

Powerlifting

Powerlifting is an excellent sport for blind and visually impaired athletes looking to compete against able-bodied individuals as the adaptations are minimal for the sport. Also, athletes can begin training at any local gym or even at home with the proper equipment. Unlike weightlifting, powerlifting involves three separate lifts: bench press, dead lift and squat.

In competitions against other blind and visually impaired powerlifters, sanctioned by USABA or the International Blind Sports Association, there are as many as 95 total categories allowing for participation by athletes of a variety of ages and sizes as follows:

Men ... Age Categories

- Senior: From 14 years upwards (no category restrictions need apply).
- Junior: From 14 years to and including 23 years of age.
- Master 1: From 40 years to and including 49 years of age.
- Master 2: From 50 years to and including 59 years of age.
- Master 3: From 60 years and upwards.

Bodyweight Categories

- 52kg • 56kg • 60kg • 67.5kg • 75.0kg • 82.5kg • 90kg • 100kg • 110kg • 125kg • 125+kg

Women ... Age Categories

- Senior: From 14 years upwards (no category restrictions need apply).
- Junior: From 14 years to and including 23 years of age.
- Master 1: From 40 years to and including 49 years of age.
- Master 2: From 50 years and upwards.

Bodyweight Categories

- 44kg • 48kg • 52kg • 56kg • 60kg • 67.5kg • 75.0kg • 82.5kg • 90kg • 90+kg

Adaptations Adaptations for the blind are minimal for the sport of powerlifting. Allowances are made for the lifter's coach to mount the platform with the lifter and help position him in relationship to the bar, including the positioning of hands and feet as well as bar placement. For the actual lift, the coach must leave the platform & return to the coach's designated area. For the referee commands, the visual hand commands are augmented with audible commands.

Coaching of blind and visually impaired powerlifters is similar to that of sighted athletes; however, when demonstrating a lift or correcting an athlete's technique, the coach should make sure to either show the athlete the technique at close range or use a hands-on approach in which the coach performs the lift and the athlete feels the proper placement as the coach describes the motions he is using.

Powerlifting Resources on the Web

- [The International Powerlifting Federation](#)

Recreation & Leisure Activities Adapted for Vision Impairment

By Vision Aware – A Program of Aware

There are many recreation and leisure activities that can be adapted for people who are blind or have low vision. You may want to return to an activity you've always enjoyed, or you may want to try something new, challenging, and different.

To learn how a Vision Rehabilitation Therapist can help you continue your favorite activities or learn new ones, read [A Day On the Road with Vision Rehabilitation Therapist Stephanie Stephens Van](#) on this web site. Here's a list of the wide range of recreational, social, and arts and craft activities for you to consider:

- [Arts and Crafts](#): General crafts, refinishing/repairing furniture (also see [Home Mechanics](#)), painting, pottery, and weaving
- [Cards and Games](#): Bingo, Bridge, Poker, and other card and board games; computer audio games
- [Cultural Activities](#): Theaters and concert halls, art museums, videos and movies, reading music
- [Dining Out](#): Going out to restaurants or having meals in your or your friends' homes
- [Gardening](#): Gardening tips for people who are blind or have low vision
- [Needlework](#): Beading, crochet/knitting, needlework, quilting, sewing and threading a needle
- [Sports and Exercise](#): Bowling, exercising, martial arts, biking, walking/hiking, sailing/boating, skiing, and swimming

Also, be sure to check our listings of resources, including commercially available products:

- [Independent Living](#)
- [Crafts](#)
- [Recreation, Sports, & Leisure](#)

A Few of Their Related Topics Include ...

[How do I set up a craft area in my home?](#)

[Are weaving and caning recommended crafts for people who are blind or have low vision?](#)

[How can I safely refinish furniture?](#)

[Craft: Hand-Painted Note Cards or Wrapping Paper](#)

[I'd like to learn pottery and ceramics. Is it possible with my low vision?](#)

[CraftOptics Telescopes](#)

[Are there special crafts for people with vision impairment?](#)

[Craft: Fun Mug](#)

[How can I continue to paint now that I have a vision problem?](#)

[Craft Adaptations for Adults with Vision Impairments](#)

[Can I keep playing bridge and poker if I can't see the cards?](#)

[Audio Games for Your Computer](#)

[How can I play Bingo when I can't read the numbers?](#)

[CraftOptics Telescopes](#)

[Art Education for the Blind](#)

[Talking and Large Print Music Scores](#)

[Theater Breaking Through Barriers](#)

[Music and Arts Center for Humanity](#)

[How can I keep enjoying the theater and films?](#)

[Dancing Dots](#)

[How can I continue to sing in a choir or chorus if I can't read the music?](#)

[Philadelphia Museum of Art](#)

[Stephens Music Store](#)

[American Dance Therapy Association](#)

[How can I share my love of art with my family and friends when I can no longer see?](#)

[CraftOptics Telescopes](#)

Vision Aware A Program of Aware

The Self-help Resource Center for Vision Loss

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Showdown

Showdown is a fast-moving sport originally designed for people with a visual impairment, but you don't have to be blind to play! Sighted people and those with conditions other than blindness find this game exciting and challenging. Sometimes it is mistakenly referred to as table tennis for the blind because it is a table game. However, unlike table tennis, a court is not marked on a Showdown table and points are scored by hitting the ball into a goal pocket located at the end of the table.

Additional information about showdown, including Showdown rules can be found [here](#).

For additional information about Showdown, please refer to the article at the end of this description and/or contact **Dr. Jim Mastro**.

Showdown featured on YouTube ... Click on the link below to view a video explaining the basics of the game ... <http://www.youtube.com> ... and in the search box type ... "showdown for the blind" to watch matches or ... "English basics of showdown for the blind" for English sub-titles ...

Showdown is a fast-moving sport originally designed for people with a visual impairment, but you don't have to be blind to play! Sometimes it is mistakenly referred to as table tennis for the blind because it is a table game. However, it does not have courts marked on the table; therefore, points are scored by hitting the ball into a goal pocket. Sighted people and those with disabling conditions other than blindness find this game challenging.

Joe Lewis, a totally blind Canadian, invented the game in the 1960's. he wanted to find a sport which could be played recreationally and/or competitively without sighted assistance. Over the years, Patrick York, a Canadian athlete who is also totally blind, collaborated with Lewis on refinements to the rules and equipment.

Showdown was an international success at its debut as a recreational sport during the 1980 Olympiad for the Physically Disabled in Arnhem, Holland. International interest was sparked and Showdown has been played recreationally at the: 1984 Olympics for the Disabled in Long Island, USA; 1988 Paralympic Games in Seoul, Korea; 1990 World Youth Games in St. Etienne, France; 1990 World Championships in Assen, The Netherlands; 1992 Paralympic Games in Barcelona, Spain; and most recently at the 1996 Paralympic Games in Atlanta, USA.

The sport is inexpensive to start up, requires minimal maintenance, and can be played in a room the size of a classroom or meeting room. The only equipment needed is the specially designed table, two paddles, special ball into which metal bee bees have been inserted, and perhaps a glove for the batting hand. Sound produced by the bee bees rolling around inside the ball indicates the location of the ball during the play.

Showdown is easy to learn. The object of the game is to bat the ball off the side wall, along the table, under the centre screen, and into the opponent's goal. The first player to reach eleven points, leading by two or more points, is the winner. Each player serves five times in a row. Player scores two points for a goal and one point when their opponent hits the ball into the screen, hits the ball off the table, or touches the ball with anything but the bat.

Showdown is being played in countries throughout Europe, Africa, Asia and North and South America. After the success of Showdown at the 1996 Atlanta Paralympics, representatives from more than thirty countries contacted the International Blind sport Association Showdown Subcommittee. They wanted information about equipment, blueprints, and rules so they can play this game in their country. Currently, the IBSA Showdown Sub-committee is encouraging regional and national Showdown Tournaments in an effort to have international championships which, hopefully, will lead to sanctioning by the Paralympics.

Showdown – a.k.a. Power Showdown

If you haven't been a member of the Paralympic Team and spent a lot of time in the entertainment area, you probably haven't heard of PowerShowdown (known throughout the rest of the world as Showdown). Created in Canada in the 1960's, the game is a combination of table tennis and air hockey. The table is approximately 12 feet by 4 feet with a 6-inch wall around it. A beebie ball is hit back and forth underneath a centerboard screen that protects players from wild airborne shots. Points are scored when the ball lands in the goal or a player hits the ball off the table or hits/goes over the centerboard screen.

A player friendly game, PowerShowdown could replace table tennis or air hockey in the family recreation room while still being suitable for local, state and national tournament competition. With so few sports developed for individuals with visual impairment and blindness, it does not make sense to turn our backs on one that is playable by everyone from children to senior citizens, recreationally and competitively and across a wide spectrum of visual ability.

PowerShowdown has seen little use in the United States simply because most people do not know of its existence. The tables were also expensive and difficult to obtain since they had to be ordered from Europe. Now there will be a new source for the tables and equipment (bats, blindfolds, protective gloves and duffle) in the United States making the game more financially feasible at \$3000 plus shipping and handling (Approximately \$1000).

Considering the possibilities for social interaction as well as recreational or competitive sport, PowerShowdown is well worth discovering.

For further information contact:

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What is Showdown?

Table Game for the Blind Demands Speed, Agility, and Competitiveness

[Share Article](#) |

Mar 31, 2010 [Andrew Leibs](#)

Slap shots with mini cricket bats at a hard, BB-filled ball should make Showdown the Murderball of blind sports, but game table cost and scarcity has hindered growth.

[Showdown](#) (Power Showdown in the US) is a table game — often described as a cross between air hockey and ping-pong — invented in the late 1960s by Canadians Joe Lewis and Geraldine and Patrick York specifically for the blind and visually impaired.

Showdown debuted in Arnhem, Holland in 1980 as a recreational sport at the Olympiad for the Physically Disabled (forerunner to the [Paralympics](#)), and has been played recreationally at each Paralympiad.

The game is recognized by the International Blind Sports Federation (IBSA), and has been popular in Europe for over two decades, though the high cost of showdown tables (whether imported or custom-built) has limited the game's development in North America.

Showdown Table, Equipment, and Rules

- Table: Showdown tables (mostly wood) measure 12' by 4' with rounded corners and a 6" high wall encircling the game surface. There is a goal pocket at each end and an 18" high centerboard screen to block errant shots
- Bat: Showdown bats resemble small cricket bats with a 4" handle and a 12" by 4" elongated wooden blade or paddle
- Balls: Showdown balls are racquetball-sized, made of hard, hollow plastic, and are filled with BBs that rattle enabling players to track its movement
- Pads: Most players wear gloves and hand padding as the hard ball can travel at high speeds.

How to Play Showdown

Showdown games start with a coin toss; the winner chooses who serves first. As in ping-pong, each player gets five consecutive serves. A serve must hit a sidewall before passing under the centerboard. Failure results in loss of that serve, but no penalty points.

Ball-striking techniques include wrist- and slap-shots similar to those in hockey, and slower shots that employ topspin, undercut, or the table's rounded corners — a key component of the playing surface that balances showdown's fierce pace with an element of finesse.

Players score two points for shots landing in their opponent's goal pocket and one point when an opponent's shot goes off the table or into the centerboard screen. On defense, only the bat hand can be on the table. Players are penalized one point for using two hands on the bat.

Games can either be timed (usually 15 minutes) or played for points. In timed games, the player leading when time expires wins. In point games, the first player to reach 11 wins and must win by two (or by one after 16 points).

Showdown Game Tables Key to Growth

Storied blind athletes [James Mastro](#), a seven-time Paralympian who won gold in goalball, judo, track, and wrestling and is now a professor at Bemidji State University in Minnesota, has championed showdown's development since discovering the game in the recreation tent at the 2000 Paralympics in Sydney.

Mastro introduced showdown to children attending his [Northern Plains Visions of Sport Camp](#) using a student-built table based on ISBA specifications. "Campers and coaches alike loved the game," says Mastro, who owns two of the 10 showdown tables in the US.

According to Mastro, the specifications, which require rounded corners, add hundreds to the \$3,000 cost of a custom built table, which, thus far, has limited the game's growth.

Mastro feels showdown has the potential to eclipse goalball in popularity as it is far less physically taxing and can accommodate broader range of ages and abilities.

Showdown is one of the few games designed for blind players. It combines exciting elements from ping-pong and air hockey, and with time and backing from blind sports organizations, the game will gain ground in the US and Canada and likely develop into an Paralympic sport.

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Showdown is a Fast-Paced Table Game for the Blind



Showdown Game Table Cost Has Hindered Growth

Read more at Suite101: [What is Showdown?: Table Game for the Blind Demands Speed, Agility, and Competitiveness](http://accessibletravel.suite101.com/article.cfm/what-is-showdown#ixzz010SegxJg) <http://accessibletravel.suite101.com/article.cfm/what-is-showdown#ixzz010SegxJg>

INTERNATIONAL BLIND SPORTS FEDERATION SHOWDOWN RULES 2009-2012

The rules have been negotiated and approved by the IBSA Showdown Sub-Committee, Prague, January 17th 2009. The validity of the rules as of May 1st 2009. These rules shall govern showdown play at all IBSA World Championships, IBSA Regional Championships and all other IBSA sanctioned events.

1. GENERAL RULES

Showdown is played by two players. The game is played on a rectangular table with goal pockets at each end, and a centerboard screen. The game is played with bats and a ball, in which stainless steel pellets have been inserted to make it audible. The object of the game is to bat the ball across the table, under the centerboard screen, into the opponent's goal, while the opponent tries to prevent this from happening.

1.1 The rules of the game are set out below.

1.2 The IBSA Showdown Committee, in consultation with the event organizer, shall determine the type of tournament play.

1.3 Should there be any misunderstanding of the IBSA Showdown Rules, the English version shall prevail. These regulations consist of four parts:

A: RULES OF PLAY

B: EQUIPMENT SPECIFICATIONS

C: DEFINITIONS APPENDIX 1

D: TABLE BLUEPRINT APPENDIX 2

A: RULES OF PLAY

2. GENERAL RULES

2.1 Officials for each table during tournament play shall be:

- a) Referee (fully sighted);
- b) Time-keeper (elapsed time and time-out);
- c) Score-keeper (score and number of serves).

The score- and time-keeper may be the same person. The referee may also be score- and time-keeper, but this rule should not be applied in the play-off matches within EC/WC where there have to be at least two officials.

2.2 If the referee is injured, he/she stops the match and he/she must be replaced by another referee.

2.3 The referee should be able to conduct the match at EC/WC in English. The player who cannot understand the official language can use an interpreter, but he/she must announce him/her prior to the match.

2.4 The referee will ensure that the rules of the game are observed in all cases. The Referee has the option to call "let" and thereby designate a re-serve if he/she has not

been able to properly assess a situation with certainty. The decision of the referee is final.

2.5 Play will be started and stopped by the referee sounding a whistle, one blast to start or stop, a double-whistle for goal and a long whistle when the set/match is over.

2.6 The winner is the player to reach eleven (11) points having a two (2) point margin over the opponent, up to a score of sixteen (16) points. After that the next point wins, even if the player does not win by a margin of two (2) points.

2.7 During tournament play, the time allotted for each set will be restricted to fifteen (15) minutes in total time. The time limit will be waived for the final matches of the tournament. The organizer should inform the participants about time limits prior to tournament starts.

2.8 If the match is played to a time limit, the player who is ahead when time allotted for the set has expired will be declared the winner. If, when time has expired, there is a draw, a coin will be tossed to determine which player will serve, and the next point wins.

2.9 The players will change sides/ends after each set in match play. In the last set of the match, the players will change sides/ends after six (6) points are scored by one (1) player, or after half of stop time has expired.

2.10 If only one (1) set is being played, players will change sides/ends after six (6) points are scored by one (1) player or after one (1) half of stop time has expired.

2.11 The maximum time limit for changing sides/ends is one (1) minute (60 seconds) until the moment when the player reaches the playing position.

2.12 In changing sides/ends, players will move to their right.

2.13 When changing sides/ends, communication between the player and the coach is allowed until the moment when the player reaches his/her playing position.

2.14 Before the match the player must announce his/her coach to the referee. Player can announce his/her coach even if the coach is not present. The coach can enter/leave the room only when the set is over and the referee must open the door.

2.15 During the change of sides/ends the player can refresh himself/herself or with the assistance of the coach, but he/she must stay close to the playing area of the Showdown table (one (1) metre at most).

2.16 Spectators must be quiet during play. When a goal/point is scored they may clap, but it is up to the referee to keep the room quiet and prevent spectators from doing any disturbing noises. The audience must come in/go out when the set is over. The referee must open the door.

3. TIME OUTS

3.1 Each player will be entitled to one (1) time-out of one (1) minute (60 seconds) during a set. Time-out requests must be made to the referee during a break in play. Time-out can be called either by the player or the coach. Only during a time-out any discussion can occur between the coach and the player (see also 2.13). During triple play the same rules are applied for time-outs. One time-out for each team during each match.

3.2 The referee can stop play whenever he/she deems it necessary (e.g. injury, excessive noise, etc). The referee resumes the match with a re-serve.

3.3 The match clock will be stopped during a time-out or referee break in play.

4. SCORING

4.1 Two (2) points are awarded for a goal. When a goal has been scored, the referee gives a double-whistle signal.

4.2 Players may score points regardless of which player is serving.

4.3 One (1) point is awarded to the opponent of the player who hits the ball into the centreboard screen, and stops its forward motion.

4.4 One (1) point is awarded to the opponent of the player who hits the ball over the centreboard screen.

4.5 One (1) point is awarded to the opponent of the player who touches the ball with any part of his/her body, other than the bat or batting hand, within the playing area.

4.6 One (1) point is awarded to the opponent of the player which bat or batting hand causes the ball to leave the playing area of the table. (4.5)

4.7 One (1) point is awarded to the opponent of the player who traps and stops the ball, and does not resume play within two (2) seconds.

5. BEGINNING PLAY

5.1 Before the match begins, the referee, time-keeper, scorekeeper, the players and the coaches will be introduced by the referee.

5.2 Before the match begins, the referee will inspect the opaque eye protection, the bats, any hand protection and the attire worn by the players.

5.3 Prior to the start of play, the referee will toss a coin. Players will be asked to choose heads or tails. The player guessing correctly will be given the choice of taking or giving away the first serve to his/her opponent. The same rule is applied during triple play.

5.4 The referee will roll the ball to the player serving and ask both players if they are ready to play. When the referee receives positive acknowledgement from both players answering YES, the referee will signal the commencement of play by blowing the whistle once.

6. SERVES

6.1 After a whistle signal from the referee, the player serving the ball must do so within two (2) seconds. If, after whistle signal from the referee, the player does not serve the ball within two (2) second time limit, the player will lose that serve and one (1) point is awarded to the opponent.

6.2 When serving, each swing at the ball will count as one (1) serve.

6.3 Each player will serve two (2) times consecutively, then relinquish serve to the opponent.

6.4 A served ball must bounce off the sidewall only once, prior to passing under the centreboard screen. When this does not occur, the referee must stop play, and the player will be penalised by losing that serve, and one (1) point will be awarded to the opponent.

7. PLAY

7.1 Play must be from the end of the table. A player must not play from the side of the table.

7.2 The ball must pass under the centreboard screen to be considered in play.

7.3 The bat must be held in one hand at all times, except when switching hands. An infraction of this rule will result in a one (1) point penalty.

7.4 One (1) point shall be awarded to the opponent of a player who holds his/her non-batting hand within the playing area except when switching hands.

7.5 One (1) point shall be awarded to the opponent of the player who hits the ball and it touches the top of the sidewall and/or top of the contact board and/or jumps back into the playing area.

8. DEAD BALL

8.1 The referee will call a "dead ball" and a re-serve when, in his/her opinion, the ball is moving so slowly that the match is being unnecessarily delayed, or a player has lost track of the ball.

9. PENALTIES

9.1 No contact is allowed within the goal area with the ball. If that happens, one (1) point will be awarded to the opponent of that player. This means that if the ball touches the bat or batting hand in the goal area and moves directly into the goal, there is a goal and two (2) points are awarded to the opponent. If the ball touches the bat or batting hand, and after that touches any other part of the body, there is an illegal touch and one (1) point is awarded to the opponent. If the ball touches the bat or the batting hand, and goes anywhere else, on or off the table, there is an illegal defence and one (1) point is awarded to the opponent because of the first in this point: No contact is allowed within the goal area with the ball.

9.2 If, in the opinion of the referee, the player is hooking the ball with his/her fingers or thumb, the referee will award one (1) point to the opponent.

9.3 If the player drops the bat, he/she loses one (1) point immediately.

9.4 If, in the opinion of the referee, a player or coach is guilty of misconduct, such as:

- a) Shaking the table in a disturbing way;
- b) Scraping the bat in a disturbing way;
- c) Talking during play or break in play (2.13 3.1);
- d) Any other activities judged by the referee to be in this category.

The following penalties apply:

1st infraction: warning and a re-serve,

2nd and subsequent infractions: one (1) point to the opponent and loss of serve.

The referee is allowed to send supporters or the coach out of the room in case of unfair misconduct.

9.5 In case of very serious misconduct (e.g. throwing the ball or the bat), the referee is entitled to immediately penalise the offending player (without having to warn him/her first). The offending player loses the set by a score of 11-0.

9.6 One (1) point is awarded to the opponent of the player who pushes any part of his/her body into the goal area from outside.

9.7 If a mobile phone, watch of the player or his/her coach rings during the match, the referee awards one (1) point to the opponent.

10. ATTIRE

10.1 Players must wear a short sleeve shirt, with sleeves not longer than elbow length.

10.2 It is recommended that players wear hand protection. Hand protection must not go beyond six (6) cm past the wrist joint of the player, the thickness of the hand protection may be maximum 2,5 cm in the front part (all fingers) up to the wrist, not enlarging the hand by more than two (2) cm (on sides).

10.3 Players must wear opaque eye protection that completely obscures the player's vision.

10.4 The referee must be clearly identifiable as the referee.

B: EQUIPMENT SPECIFICATIONS

11. BATS

Bats are to be constructed of a hard smooth material, with a length of 34 cm. It may be covered with rubber (a layer up to two (2) mm on one side or both sides).

Maximum dimensions:

Blade length: 23 cm

Blade width: 9 cm

Blade thickness: 1 cm

Handle length: 11 cm

Handle diameter: 4 cm

The blade can be rounded and/or squared (see the technical blueprint of the Showdown bat).

12. BALLS

Balls are to be made audible by inserting small pieces of metal into them (e.g. stainless steel metal bearings, bee bees, etc.). Balls are to be six (6) cm in diameter with a hard, smooth surface.

13. TABLE

Interior length: 364-366 cm

Interior width: 121-122 cm

Height(Playing deck from floor): 78 cm

Sidewall: 14 cm

Corners (interior radius): 23 cm

Goal pocket (semi-circle): 30 cm diameter

Rectangular vertical hole: 30 x 9-10 cm (in endwall)

Tactile boundary line for goal area: 40 cm diameter

Contact board: 5 cm overhang, and no extension back outside of the table.

Centreboard screen: 46 cm from deck top

C: DEFINITIONS APPENDIX 1

1. Batting hand: the hand (up to and including 6 cm past the wrist joint) that is holding the bat. The batting hand includes hand protection as described in rule 10.2.

2. Centreboard screen: the rectangular board dividing the playing area in two. The centreboard screen rests on the sidewalls above the playing area.
3. Contact board: the narrow wooden cap that rests on the top of both endwalls.
4. Set: first player to reach eleven (11) by a two (2) point margin over his/her opponent, up to a score of sixteen (16). After that, the next point wins even if a player does not win by a margin of two (2) points.
5. Goal: a goal is scored when the ball passes fully into the goal pocket or the player who conceded a goal pushes the ball intentionally out of the goal pocket with any part of his/her body and the referee is aware of it.
6. Goal area: the space between the goal pocket and the tactile boundary line.
7. Goal pocket: the opening in the horizontal playing deck and the vertical endwall.
8. Match: any combination of sets: for example, best of three (2-1). In the knock-out stage within the EC/WC: best of five (3-2).
9. Playing area: the space that is defined:
 - a) at the sides, by side walls and end walls,
 - b) at the bottom, by the surface of playing deck,
 - c) the top of the sidewalls and the endwalls, contact boards, are excluded.
10. Playing deck: the surface of the horizontal board.
11. Serve turn: a string of two (2) serves.
12. Stop time: the total accumulated playing time.

Skiing

Modifications and Suggestions for Training and Competition

Nordic Skiing B1, 2, 3. Competitors must wear blackened goggles. They use guides who have sight in one of three ways, following them, side by side with them, or in front of them. Assuming that there are preset machine made indented tracks present, skiers that follow their guides can generally outperform the others, primarily because the racer needs few verbal cues, since the skiing sounds, voice cues, or a beeper attached to the guide provides a direct sound to follow. The guide needs to be a good enough skier to be able to look ahead quickly and at the same time monitor the ski racer behind. Side by side guides/racers use both sets of preset tracks and the guide needs to give instructions to the ski racer as they go along the race route. The guide following method gives the guide great visibility of the race course and the racer, but requires a lot of verbal commands. The first method is the most natural for the racer, but the most difficult for the guide, while the first two are the opposite. The commands used are (a) "Starting a gentle (or sharp) turn right (or left)," (b) "Coming to a strong uphill (or downhill)," (c) "Tips right (or left)." to get skis back into tracks when they are diagonal across the tracks, (d) "Step right (or left) if skis are out of the tracks but still parallel with them," (e) "Trees or other obstacles close on left (or right)." Caution -- Never grab a ski pole to keep a skier from falling, since shoulder joints can be dislocated.

Alpine Skiing According to the International Blind Sports Association (www.ibsa.es), "Alpine (downhill) skiing is one of the rare opportunities available, which allows the blind individual to move freely at speed through time and space. An opportunity to embrace and commune with the primal force of gravity, thus experiencing the sheer exhilaration of controlled mass in motion, in a physically independent setting."

Whether an elite level ski racer or a weekend ski enthusiast, the thrill and exhilaration of alpine skiing is available to any blind or visually impaired person.

Through the efforts of the Professional Ski Instructors of America (PSIA), most ski resorts can provide instruction to visually impaired persons on how to ski as well as instruction to sighted companions on how to guide.

Many ski areas have adaptive ski programs, usually staffed with a combination of professional and volunteer instructors.

For B3 and higher acuity level B2 skiers, the only adaptation necessary is to have a competent skier, be it a sibling, friend or instructor, ski in front of the visually impaired person as a guide. The visually impaired person in turn follows the guide, usually as close as possible, and watches the guide for cues as to turn initiation and terrain changes. A predetermined signal, such as a raised arm, can be used to anticipate a stop. If necessary some voice commands can be mixed into this system.

For a B1 and low B2 athlete, a voice communication system will be necessary. This can be performed with the guide either in front of or behind the visually impaired skier. The guide must continually provide, in a loud voice, a sound, such as "Go, go, go, go, right turn, go, go, go, left turn, go, go, go..." Again, a pre-determined signal for stopping, such as "Left turn aaaaaannnd stop!" must be worked out. The key to success with the system is communication, the skier and guide must be willing to work out between them what will be most efficient. A system of different adjectives and voice

intonation can greatly enhance the system. This is all part of the game, the journey, and as such should be enjoyed. Go ahead be creative, have fun with it!

Some skiers with little or no vision also employ a method of skiing attached, usually side by side with the guide either holding the hand or the ski pole of the blind skier. This method can be most advantageous when skiing through congested areas, on cat tracks and into lift lines.

Most B1 and B2 skiers who compete employ a voice amplification system - a boom mounted microphone and a compact amplifier with a speaker, usually installed in a fanny pack or small back pack, which the guide wears.

Whatever methods are chosen, skiing can provide the blind and visually impaired with a lifelong sport offering camaraderie, the opportunity to participate with sighted friends and family and the quite unique chance to move independently at speed, in one of nature's most beautiful and exhilarating settings.

Resources

[Ability PLUS \(Northeast USA\)](#)

[Adaptive Ski Program \(New Mexico\)](#)

[American Blind Skiing Foundation](#)

[Breckenridge Outdoor Education Center \(Colorado\)](#)

[Challenge Aspen \(Colorado\)](#)

[Challenge Mountain \(Michigan\)](#)

[Disabled Sports USA](#)

[Discovery Blind Sports \(California\)](#)

[Foresight Ski Guides \(Colorado\)](#)

[Greek Peak Sports for the Disabled \(New York\)](#)

[Maine Handicapped Skiing](#)

[National Sports Center for the Disabled \(Colorado\)](#)

[New England Handicapped Sports Association](#)

[Optical Illusions Ski Club \(Michigan\)](#)

[PSIA Adaptive Snowsports Instruction Manual](#)

[Ski for Light \(Minnesota\)](#)

[U.S. Adaptive Recreation Center \(California\)](#)

[U.S. Disabled Ski Team](#)

[Vermont Adaptive Ski and Sports](#)

[Wintergreen Adaptive Skiing](#)

For more information, contact [Brian Santos](#), USABA Skiing Coordinator.

Swimming

Classifications

S11: little or no vision

S12: can recognize shapes of a hand and have some ability to see

S13: greater vision than the other two classes but less than 20 degrees of vision

TECHNIQUES

Visually Impaired S12 (B2) and S13 (B3) Same as able-bodied swimming. When explaining leg and arm movement or position in the water, it is helpful to be in the water physically manipulating swimmer's body. Remember to let them know what you are doing before you do it. Explain things with a lot of detail. Do not say, "Do this..." and show movement. Same as able-bodied swimming.

Blind S11 (B1) Same as able-bodied swimming. When explaining leg and arm movement or position in the water, it is helpful to be in the water physically manipulating swimmer's body. Remember to let them know what you are doing before you do it. Explain things with a lot of detail. Do not say, "Do this..." and show movement.

TRAINING

Visually Impaired S12 (B2) and S13 (B3) Training plans and expectations should be the same as any able-bodied swimmers. Place them in speed appropriate lanes. The expectations of the visually impaired swimmer should be the same as their able-bodied peers. The coach may wish to stand in front of the swimmer to give visual/auditory information or use the athlete to demonstrate a technique (Be sure to do this without making it a negative situation for the swimmer).

Blind S11 (B1) Training plans and expectations should be the same as any able-bodied swimmers. Place them in speed appropriate lanes. The expectations of the blind swimmer should be the same as their able-bodied peers. The coach may wish to use the athlete to demonstrate a technique (Be sure to do this without making it a negative situation for the swimmer).

LANE LINES / MARKERS Bright colored lane lines or markers on the lane lines may assist the swimmer if the traditional lines are difficult for the swimmers. Ask the swimmer what would help them. Swimmers will run into lane lines a lot while learning. Sharp/rough lane lines may be painful and cause the swimmer frustration. Watch for these situations and approach accordingly.

WALLS / FLIP TURNS ... The S13 (B3) Athlete

In Training A bright colored marker may be placed on or near the wall for beginning teaching purposes to locate the wall. As they develop, the swimmer should work on their stroke count.

In Competition In national and international competition, swimmers cannot use any external aid to help them see the wall for turns.

The S12 (B2) Athlete

In Training Depending on the athlete's level of vision, a bright colored marker may be placed on or near the wall for beginning teaching purposes to locate the wall. As they develop, the swimmer should work on their stroke count.

In Competition Swimmers may have a tapper in national or international competition. This is the swimmer's choice. Same ideas as S13 & S11 may help.

The S11 (B1) Athlete

In Training The athlete should work with the tapper and/or sprinkler to develop their stroke count going into the flip turn. The tapper should be used at a consistent distance from the wall each time.

In Competition The expectations of the blind swimmer should be the same as their able-bodied peers.

TAPPING

The S12 Athlete Swimmers may have a tapper in national or international competition. This is the swimmer's choice. If the athlete wishes to be tapped, it is beneficial that the coach is the tapper since they "know" the athlete the best. Tappers may not give swimmers encouragement, or coach them, only instruct them regarding their surroundings.

In Training If the athlete chooses to be tapped, it would be beneficial to have a consistent person(s) tap for the athlete in practice and competition.

What is the tapper? See below.

The S11 (B1) Athlete

In Training It would be beneficial to have a consistent person(s) tap for the athlete in practice and competition.

In Competition Swimmers must be tapped in national and international competition. It is beneficial that the coach is the tapper since they "know" the athlete the best. Tappers may not give swimmers encouragement, or coach them, only instruct them regarding their surroundings.

What is the tapper? Tapper: Any long pole or stick (usually a cane) with a tennis ball attached to the end.

Procedure: When the swimmer nears the end of the pool, a person on the deck reaches to tap the swimmer on the back, head or shoulder to indicate the wall is approaching. Each swimmer determines the site of the tap.

Another option for tapping in training situations. Sprinkler System: Attach an oscillating outdoor sprinkler to a hinged board. The sprinkler should be set to spray straight up.

Hinge two boards together--one with the sprinkler fastened to the board and angled to spray into the pool. The other is on the pool deck with a heavy weight attached to keep it from moving. Setting the angle of the board will depend on the how many lanes you hope to mark.

The sprinkler is then connected to the water supply and turned on.

The objective is to provide another means of identifying where the swimmer is in relation to the end of the lane.

This is very helpful to a coach who is unable to tap at both ends of the pool. This could be used in conjunction with the tapper at the other end.

Aqualert: A device developed specifically for the blind or visually impaired swimmer. Similar to the sprinkler system, the Aqualert makes the visually impaired swimmer aware of the upcoming wall through water that sprays down to the pool from the backstroke flags.

SEND OFF TIMES AND PACE CLOCK

Visually Impaired S12 (B2) and S13 (B3) Place a smaller portable pace clock right in front of the swimmer's lane. Have the swimmer go behind a slightly faster swimmer that they can follow. The coach can choose to verbally tell the swimmer when to go. As the swimmers become more independent in training, the athlete can count silently to themselves (one one-thousand, etc.). Place in speed appropriate lanes, but still challenge for optimal performance.

The S11 (B1) Athlete Have the swimmer go behind a slightly faster swimmer who is willing to verbally communicate the send off. The coach can verbally indicate the send off. As the swimmers become more independent in training, the athlete can count silently to themselves (one one-thousand, etc.). Place in speed appropriate lanes, but still challenge for optimal performance.

CIRCLE SWIMMING

Visually Impaired S12 (B2) and S13 (B3) Swimmers follow circle-swimming rules. Have the swimmer use one bright lane lines or the bottom of the pool to guide.

The S11 (B1) Athlete S11 swimmers can be taught to circle swim but require a lot of practice and patience with the other swimmers. When pushing off the walls, the swimmer should make sure they "square off." Swimmers place back flat against the wall before pushing off to push off in a straight line. One-way swimming against the lane line is optimal.

DIVING

Visually Impaired S12 (B2) and S13 (B3) Starting block starts are used with the same technique as able-bodied swimmers.

The S12 Athlete For relay take-offs, an assistant may tap the swimmer on the foot when it is time to start. An assistant may also hold the swimmer's ankle and let go when it is time to start.

The S11 (B1) Athlete One-way swimming against the lane line is optimal. Starting block starts are used with the same technique as able-bodied swimmers. An assistant may help guide the swimmer up on to the blocks. For relay take-offs, an assistant may tap the swimmer on the foot when it is time to start. An assistant may also hold the swimmers ankle and let go when it is time to start. No verbal communication is allowed in national or international competition.

LOCKER ROOM/POOL MOBILITY

Visually Impaired S12 (B2) and S13 (B3) Explain & show the swimmer where things are located & which routes to travel when. This will encourage complete independence getting to and from the pool.

The S11 (B1) Athlete Explain and show the swimmer where things are located and which routes to travel when. This will encourage complete independence getting to and from the pool.

MEETS

Visually Impaired S12 (B2) and S13 (B3) Explain and show the swimmer where things are located and which routes to travel when. This will encourage complete independence getting to and from the pool. Enter the swimmer in all appropriate local competitions. Notify the meet referee prior to the competition to explain the swimmer's potential needs.

The S11 (B1) Athlete

Explain and show the swimmer where things are located and which routes to travel when. This will encourage complete independence getting to and from the pool. Enter the swimmer in all appropriate local competitions. Notify the meet referee prior to the competition to explain the swimmer's potential needs.

GOGGLES

Visually Impaired S12 (B2) and S13 (B3) Look for information about the annual USA Swimming Disability Championship meet. Information can be found on the USA Swimming website under events. If the swimmer meets qualifying times, encourage their participation. Same as able-bodied swimming.

The S11 (B1) Athlete Look for information about the annual USA Swimming Disability Championship meet. Information can be found on the USA Swimming website under events. If the swimmer meets qualifying times, encourage their participation. Goggles are to be blacked out and inspected by meet officials during both national and international competition.

RESOURCES [USA Swimming: Adapted Swimming Committee](#)

[Jennifer Butcher](#) U SA Paralympic Swimmer – Bronze Medalist, 100-Meter Freestyle
2000 Sydney Paralympic Games – Teacher of the Visually Impaired
Washington State School for the Blind – (360) 696-6321, ext 151

[Julie O'Neill](#) US Paralympic Swimming National Manager – US Paralympics

Additional Swimming Information and Resources

Swimming for exercise can be achieved through swim exercises, water aerobics, and lap swimming.

- If you swim laps, count the number of strokes it takes to cover the length of the pool. This will help you slow down as you approach the end of your lane.
- A pool with ropes separating the lanes can help you remain within your own lane and maintain your orientation within the swimming area.
- Lap swimming can be adapted by using lane markers. These can be brightly colored flotation devices or swim ropes with flotation markers.
- Water aerobics usually take place in a restricted area of the pool. Each participant is assigned a spot within the water aerobics area, which ensures a safer water exercise experience. You can also request a spot near the edge of the pool.
- Place a brightly colored marker or an audio device, such as a radio or beeping transmitter, at the end of the lane on the wall to help with turns and orientation to the pool.
- Some swimmers with limited or no vision use a "tapper." This is a person trained to observe swimmers' strokes and "tap" the swimmer with a long pole to indicate the lane ending and the need to make a turn.

[International Blind Sports Association](#): Information about swimming with a visual impairment

[United States Association of Blind Athletes](#): Information about competitions and adaptations

[Handicapped Scuba Association](#): Learn to scuba dive

[Sports & Exercise](#), [Sports Groups](#), and [Recreation, Sports, & Leisure Products](#) for tips, answers to frequently-asked questions, and resources for sports and leisure equipment and activities.

[Sports & Exercise Adaptations for People Who are Blind or Have Low Vision](#)

Swimming Adaptations

Swimming is an excellent sport for individuals who are blind or visually impaired. It has been practiced for many years by individuals of all ages, for competition, fitness, and fun.

Rules for competitive swimming are governed by the IBSA Swimming Rules, which can be found on this web site (see rules). IBSA rules are based on FINA rules and outline the adaptations for swimmers who are blind or visually impaired.

Swimmers compete in [3 sight classifications](#) as defined by IBSA with B1 no sight at all, and B3 being up to 10 %. In B1 competition, swimmers must wear darkened goggles.

A team coach directs the takeover for relays, as the swimmers may not be able to see their teammate approaching.

Allowances are made in the rules for B1 swimmers who may be too close to a lane line to execute technically correct arm strokes or touches in butterfly or breaststroke.

[Tapping:](#)

In the early 1980's, a technique was developed of letting the swimmer who is blind know that [the end of the pool is coming](#). Dedication, experimentation, and hard work by Wilf and Audrey Strom resulted in the technique known as tapping.

A knowledgeable and experienced sighted sport guide (tapper) who gives the blind or visually impaired person some of the [necessary information they would see if they could](#), acts as a tapper for B1 swimmers, and some B2 and B3 swimmers as well.

These tappers are essential in enabling the blind swimmer to reach their optimum performance level. They make it possible for the blind or visually impaired swimmer to test his/her limits and are an important part of both training and competition.

Swim tappers must [synchronize their tap with the swimmer's stroke movement and momentum](#) - at exactly the right time to enable the swimmer who is blind to swim at top speed, without fear of crashing into the end of the pool, and to execute a racing turn without losing precious fractions of seconds in a race. A high level of trust is crucial.

Tappers are positioned at each end of the pool and use a rod with a firm foam tip to touch or tap the swimmer at the correct moment.

Tenpin Bowling

Ten-pin bowling is one of the most popular recreational activities in the United States among both sighted and visually impaired athletes as it provides people of all ages the opportunity to compete in both recreational and elite settings at all ages. For the blind bowler, this is also an appealing sport because the only physical modification needed for the lanes is a portable guide rail, depending on the vision of the competitor.

Blind and visually impaired athletes can most effectively compete in bowling through one of two adaptive methods: sighted guidance or a guide rail as follows, according to the International Blind Sports Association, www.ibsa.es.

Sighted Guidance When sighted guidance is being used, blind bowlers are aligned on the approach by sighted assistants before their deliveries. The bowlers would normally be aligned on a spot which they wish to execute their deliveries. Such a reference point may be a certain board on the approach.

Guide Rail The guide rails used are made of either wood or light-weight tubular metal and can be assembled, disassembled and stored away very easily. They are held in place on the bowling approach by the weight of bowling balls and can be used in any bowling center without damaging the lanes or interfering in any way with the operation of the center's automatic bowling equipment.

The rails are placed along side the bowling approach and they extend back from the foul line. A bowler who needs the assistance of a guide rail usually slides one hand along its smooth surface while delivering the ball with the other hand. The starting position of the bowler in relation to the guide rail should be carefully noted.

The bowler can determine whether the ball is being released in the center of the lane or near one edge. The rail is positioned to run straight along the first board outside the width of the lane. Of course, bowlers are free to use the bowling technique that they prefer.

A sighted assistant usually is needed to tell a blind bowler which pins have been knocked down or how the remaining pins were missed. These assistants identify the pins either knocked down or left standing by calling the numbered locations of the pins and this information tells a blind bowler where to roll the next ball or how to modify the delivery of the ball the next time to bowl.

If you'd like more information about Tenpin Bowling, please contact our National Program Coordinator: [Gerald Rickert](#)

Resources

American Blind Bowling Association
McKinley Young, mkyou@starpower.net
(202) 291-2036
www.geocities.com/blindbowlers/abba

Equipment Information and Contacts
www.bowlingforidiots.com/bowling_equipment_for_the_disabled.htm

Track and Field Events

Modifications and Suggestions for Training and Competition

Track

1 Guide Running

a. B1. If the runner is blind or has little vision, use a guide runner. Have guide and blind runner hold opposite ends of a 2.5 foot length of rope loosely between 2nd and 3rd fingers. In early stages of guide running, a shorter rope may be used to increase confidence. Lengthen rope as runner gains confidence, since longer rope allows a more natural arm swing. A short tether (arms in unison) work well for some guide/competitor combinations. Don't tie or knot around fingers or wrist, since a fall could dislocate a joint. Start by walking, then jogging and then running on a track or other smooth running surface. The guide runs either alongside or slightly behind the runner. Competitors have varying opinions in regards to running on either the inside or outside of the guide. Give runner only minimal information about conditions, such as need to pass slower runners, etc.

b. B2. If runner has enough vision to follow, guide should wear easily seen colored shirt and place self in the "good visual spot" of runner and run either alongside or slightly behind. Use smooth safe surfaces underfoot in the beginning to avoid tripping; then gradually move to sidewalks, etc., if runner desires. Guide gives feedback about conditions underfoot.

If runner has enough vision to run safely without a guide, when practicing, use inside lane to make it easy to visually follow the curb/grass line. Practice moving from lane to lane, with the head down, watching the lane lines.

c. [Click here for more information.](#)

2 Distance racing

a. B1 and B2. If runner has little or no vision, use tether as above in B1 description. Runner gives instructions about speed, guide informs about other racers. Runner must cross finish line before guide to avoid disqualification.

b. B3. Standard International Association of Athletics Federations rules shall apply.

3 Sprint racing

a. B1 with guide runner. Best speeds accomplished with guide runner, as opposed to other methods used in the past. Each guide/runner team uses two lanes. Much practice coming out of starting blocks is required.

b. B1 "calling." Independent sprints can be done with "calling." If it's a 50-meter race, place a caller behind the finish line and facing the runner in lane 4. Caller cups hands and yells "Point at me," readjusting pointing line, if runner is not accurate. When satisfied that runner knows running direction, Caller yells "ready, mark, set, go!" As runner approaches, caller repeatedly and loudly yells runner's lane number through cupped hands and at runner. Example "Four, four, four, four!" If runner veers to his or her right, caller yells "Five, five, five!" with a stronger emphasis until runner returns to lane 4. If runner veers more than one lane, caller yells "Stop!" Caller must move out of the way before blocking the runner to let him/her pass and then yells "Finished!" at finish line crossing. If 100 meters, use two callers, dropping the first out at 40 or 50m and place the second behind the finish line where he/she picks up the calling until the finish. Be aware that if Caller stays in runner's path too long, it may hinder runners who think they will collide with the Caller. NOTE: CALLERS ARE FOR USE IN

TRAINING ONLY. THIS TECHNIQUE IS NOT ALLOWED IN CONTINENTAL, WORLD OR PARALYMPIC COMPETITION.

c. B1 guide wires. Many residential schools for students who are blind still have 50M sprint tracks composed of stretched wires, which allow 2 to 4 runners to hold the wires and compete side by side. This method is considered out of vogue because it slows runners down compared to running with a guide, but provides a good sprint practice track.

d. B2 sprinters. As discussed above, B2 sprinters may use guide runners. Much practice is needed to ensure a successful start as both runners must start from blocks.

e. B3 sprinters. Standard IAAF rules shall apply.

4 Relay Racing

a. B1. The baton exchange requires some modification for B1 runners. The primary differences in the exchange are increased communication between the runners and a modified hand-off. The waiting runner begins to yell the runner's name at standard intervals of one second or so. Please note, calling the in-coming runner's name will only work in practice and the approaching runner yells "go" when in position. The awaiting runner holds the arm straight out from his/her side, rather than straight behind, but the receiving hand is still held in the traditional way. The approaching runner swings down on the waiting runner's arm and slides the baton to the right and into the waiting hand. Obviously, this exchange is more complex than normal and takes a good deal of practice to be efficient.

b. B2 and B3. All important "targets" in the exchange are made more visible. That is, baton with stripes and brightly gloved receiving hand can be used with the above adaptations to the degree the runner's vision requires. Please note that the baton cannot be altered in any way during competition. Also, the runner with the least amount of vision might be placed in the last position of the relay, since the exchange is only receptive and less complex.

Cross Country Racing

1 B1. See distance running above, but the guide must describe the running surfaces that the runners are approaching. Much repetition across troublesome parts of a course is recommended before a race. Also, better than average ankle support should be used.

2 B2 and B3. See distance running above. Cross country races add the additional problems of unpredictable footing and staying on the course. If running without a guide, be sure about places where poor footing is known and practice. Also, mark places on the course where it is easy to take a wrong turn with large highly color contrasting signs, flashy ribbons, etc.

Field Events

1 Shot Put

a. B1. Assuming the shot put facility is standard, that is, that it has an inset concrete or raised steel ring and a stop board in the front, there is little adaptation needed. Since the problem is only in keeping the shot within the throwing boundaries. The athlete can stay within the throwing circle because it is tactual and he/she can tell where the front of the circle is because of the stop board. A towel or other article left just outside the back center can help for exact lining up at rear of ring for initiating the approach. If there is only a painted circle instead of a ring or stop board, affix a raised rope under two-inch tape over the painted circle and place towels or other articles just outside the front and back of ring for orientation.

b. B2 and B3. Same principles apply as for B1 athletes, except make kick box more easily visible by taping cross hatching or stripes on it with black or brightly colored two inch tape.

2 Discus Throwing

a. B1, B2, B3. If the discus area is standard and uses a raised circular ring, the only problem for a blind or LV thrower is knowing where the exact front and back are. As with shot put, simply leave towels or other articles just outside at those points, so the thrower can reach down and touch or use limited vision to see the center front and center back. The center front marker should obviously not be something easily tripped over. Again as in shot put, if there is only a painted circle and no raised ring, make a raised ring using two-inch vinyl tape and 1/8th inch cord taped under.

3 Long Jumping

a. B1. The major difficulties are staying on the running approach, hitting the board without fouling, and landing safely in the pit. The most independent and efficient adaptation is "calling." Place the jumper on the runway at a three step approach distance, place the caller facing jumper at end of sand pit, have caller yell "Here" and ask jumper to point directly at caller to verify alignment. Then have caller yell through cupped hand, "Okay-ready-go!-go!-go!-go!" The caller also has an abort command ("Stop!") if the jumper veers off the runway.

The board is adapted by making a lightly powdered three-foot section of runway three feet or so short of the pit. The jump distance is measured from the "footprint" in the powder, rather than in the usual way. Teaching when/where to jump is the same as with sighted jumpers. That is, by having the jumper count steps, not by telling the jumper when to jump. In fact, some B1 athletes have competed using a standard board. Number of approach steps starts with three and works up as far as possible for an optimal run and jump.

b. B2 and B3. The board can be made more visible with black or brightly colored stripes of two-inch vinyl tape. Orange cones may also be placed on each side of the take-off board for B2 competitors. The last ten to twenty feet of runway can also be marked on both sides with two-four inches of brightly contrasting tape. If tape does not stick to the runway, it can be tacked down with small nails with large heads. Some B2 jumpers may also want a "caller".

4 High Jumping

a. B1. The major problem is the jumper's inability to locate the crossbar. As such, the only way high jump can be accomplished is through placing raised starting marks on the runway, then practicing the number of steps at which the jump is to be made. The direction of the run up can be done by hanging a beeper or other sound source on the bar or one on each of the crossbar standards. The learning part of this event is the most difficult and will require a good deal of task analysis, starting first with no crossbar and working up to using one.

Note: Sound devices are to be used only during training. During competition, B1 athletes are permitted to use a caller to provide acoustic orientation. The caller must stand in a position that does not hinder the event officials. B1 jumpers are, however, permitted to touch the bar as an aid to orientation before run-up. If on doing so, the athlete dislodges the bar this will not count as an attempted jump.

b. B2. The crossbar is generally striped black and white, but it can be made even more visible by hanging strips of two-inch black or bright orange tape from the crossbar. If the tape hangs about one foot, the bar is much more easily seen. Bright markers on the runway can also aid low vision jumpers in their approaches.

Equipment

1 Opaque Glasses. B1 athletes must wear approved opaque glasses or an appropriate substitute in all field events and all track events up to and including the 1500m when competing in a USABA, International Blind Sports Association or International Paralympic Committee sanctioned event. The opaque glasses or substitute must be approved by the responsible technical official. Glasses, once approved, must be available for checking at all times. When not competing, the athlete may remove the dark glasses or substitute.

Escorts and Guide Runner Access to Competition Areas

1 Only escorts or guide runners for B1 and B2 athletes will be permitted to accompany competitors onto the track or into throwing and jumping areas. Those persons acting as guides or escorts must be clearly identified.

2 Competitors in the B1 triple jump and the B1 long jump may use a caller to provide acoustic orientation during the approach run and a guide to assist in positioning the athlete on the runway.

3 B2 athletes for jumping events may be accompanied to the competition area by only one person, who may serve as caller and/or guide. No additional persons will be permitted in the competition area.

Guiding

1 B1 and 2 athletes are allowed to use a guide in competition; however, with few exceptions, they must furnish the guide.

As the blind runner crosses the finish line or enters the relay exchange box in the relay, the guide must be behind the athlete.

2 The method of guidance is the choice of the athlete. He or she may choose to use an elbow lead, tether or to run free. In addition, the runner may receive verbal instruction from the guide. Bicycles or other mechanical means of transport may not be used by guides.

3 At no time may the guide pull the athlete or propel the athlete forward by pushing. Infringement of this rule shall lead to disqualification.

4 Whether or not a tether is being used, the athlete and guide shall not be more than .50m apart at all times.

Wrestling

Of all the sports blind and visually impaired athletes compete in, wrestling is considered by many to be the easiest to modify. In fact, there is only one basic adaptation needed for blind wrestlers to compete against sighted opponents. During competition, the two competitors must maintain constant contact when in the standing position. This is done by touching fingertips; one hand up and one hand down. If contact is broken, the match is stopped and the wrestlers "touch up" and start again.

Transitioning from Wrestling to Judo for Blind & Low Vision Athletes (by Marc P. Vink, Ed.D., National Judo Coach)

As an Asian wrestling form, judo has much in common with Greco-Roman and free style wrestling. This article discusses the transition between the two sports. [Click here for article.](#)

RELATED ARTICLES AND RESOURCE INFORMATION

Finding a Funding Source

Individuals with Disabilities Education Act/Part B (IDEA)

Temporary Assistance for Needy Families (TANF)

Private Grants/Endowments: The Foundation Directory/31st Edition, 2009

Civic Groups and Service Organizations --- Lions Club & Delta Gamma

General Tips for Participating in Sports

People with blindness or low vision compete and participate in every possible sport. Sometimes the rules are modified, sometimes adaptive techniques are used, and other times adaptive equipment may be required.

First, talk to your medical doctor and eye doctor before participating in any sport. Some eye conditions and medical conditions can be affected by athletic activity that includes bending, lifting, straining, or pulling.

Do some research about your area of interest. Some adaptive sports may be represented by national groups such as the [U.S. Association of Blind Athletes \(USABA\)](#) or similar associations.

Do some reading on your sport interest. Contact your local library or the [National Library Service](#) for books on tape and CD, in large print, and in braille.

Contact an athlete with vision loss and talk about adaptations that can be used in a particular sport. Your low vision specialist may be able to suggest a local group to contact.

See [Sports Groups](#) and [Recreation, Sports, & Leisure Products](#) for tips, answers to frequently-asked questions, and resources for sports and leisure equipment and activities.

Remember to be patient with yourself and have fun! Learning a sport, with or without vision loss, takes time, energy, and PRACTICE!

Four Competitive USABA Classifications Include:

Class B1 No light perception in either eye up to light perception, but inability to recognize the shape of a hand at any distance or in any direction.

Class B2 From ability to recognize the shape of a hand up to visual acuity of 20/600 and/or a visual field of less than 5 degrees in the best eye with the best practical eye correction.

Class B3 From visual acuity above 20/600 and up to visual acuity of 20/200 and/or a visual field of less than 20 degrees and more than 5 degrees in the best eye with the best practical eye correction.

Class B4 From visual acuity above 20/200 and up to visual acuity of 20/70 and a visual field larger than 20 degrees in the best eye with the best practical eye correction.

Michigan ... Recreation Services for the Visually Impaired

Association for the Blind and Visually Impaired

456 Cherry Street, SE
Grand Rapids, MI 49503
Local Telephone: (616) 458-1187
Toll Free Telephone: (800) 466-8084

Greater Detroit Agency for the Blind and Visually Impaired

16625 Grand River Avenue
Detroit, MI 48227
Local Telephone: (313) 272-3900

Michigan Commission for the Blind Training Center

1541 Oakland Drive
Kalamazoo, MI 49008
Local Telephone: (269) 337-3848
Toll Free Telephone: (800) 292-4200
TDD/TTY Telephone: (517) 373-2062

Michigan Commission for the Blind, Department of Energy, Labor & Economic Growth

201 North Washington Square
Lansing, MI 48933
Local Telephone: (517) 373-2062
Toll Free Telephone: (800) 292-4200

Penrickton Center for Blind Children

26530 Eureka Road
Taylor, MI 48180
Local Telephone: (734) 946-7500

Visually Handicapped Services, Detroit Receiving Hospital and University Health Center

Visually Handicapped Services
Detroit Receiving Hospital
4201 St. Antoine
Detroit, MI 48201
Local Telephone: (313) 745-4510

Visually Impaired Center

1422 W. Court Street
Flint, MI 48503
Local Telephone: (810) 235-2544

Michigan ... Health and Fitness

Sight Seer (West Michigan Radio Reading Service)

The Sight Seer Radio Reading Service
213 Sheldon Boulevard S.E.
Grand Rapids, MI 49503-4513
Local Telephone: (616) 235-0020

Commission Offers Summer Programs for Youth Who Are Blind or Visually Impaired

Contact: Susan Turney 517-241-8631 **Agency:** Energy, Labor & Economic Growth

May 26, 2009 -This summer the Michigan Commission for the Blind (MCB) will offer 10 programs for eligible youth who are blind or visually impaired, all designed to provide opportunities to prepare for independence and the transition into postsecondary education or employment:

Summer in the City, June 15-25, is a two-week program for blind and visually impaired youth age 14-21 and in high school featuring high-school-to-career transition activities emphasizing daily living skills and employment skill development. The program is sponsored by the Michigan Commission for the Blind and the Kent, Ottawa, and Ionia intermediate school districts. The Association for the Blind and Visually Impaired in Grand Rapids will provide the skills training. For more information, contact Pat Angerman (MCB) at (616) 356-0180.

MCB Business Enterprise Program Summer Employment, June 15 through August 7, is an eight-week food service and vending internship in MCB's Business Enterprise Program for blind and visually impaired youth ages 15-22. Participants work 20-30 hours per week at \$7.40 per hour. The June 15 through August 7 timeline is flexible. For more information, contact Lucy Edmonds (MCB) at (517) 373-3459.

Career Club, June 16-18, July 14-16, and August 11-13 is a nine-day program for blind and visually impaired youth in Eaton and Ingham counties. Participants will explore careers, learn about their individual strengths and interests, work on team-building skills, develop a career plan, discuss work skills and ethics, practice interviewing, complete a job application, develop job-seeking skills, and have fun. This program is sponsored by the Michigan Commission for the Blind, Eaton and Ingham intermediate school districts, and Peckham, Inc. An end-of-the-year celebration is scheduled for August 20 from 3:00 to 5:00. For more information, contact Nichole Wright at (517) 335-4262.

Macomb Skill Building Camp, June 17-26, is for blind and visually impaired Macomb ISD students age 14-18. This program will focus on topics from the Expanded Core Curriculum for Students with Visual Impairments, including independent living skills, community-based experiences, activities of daily living, recreation and leisure, obtaining information about community resources, and more, to promote independence. During this camp, the students will be utilizing Macomb Academy's apartment at Lakeside Terrace in Sterling Heights to provide students with the opportunity to learn and practice adaptive daily living skills in a home-like environment. For more information, contact Tina West (MCB) at (313) 456-1659.

MCB 2009 College Preparatory Program at Western Michigan University, June 25 - August 14, in Kalamazoo, is for blind and visually impaired high school juniors and seniors, as well as anyone else who is blind or visually impaired who would like to pursue college training and has not done so yet as a person who is blind or visually impaired. The purpose of the program is to give potential college students the opportunity to take a college class for credit, along with other classes and activities designed by MCB. Students will find out what it's like to be a college student, try out their independent living skills in a supported environment, and have an opportunity to learn about themselves and make plans for their education after high school. To determine a student's readiness to meet the challenges of academic classes and daily living on campus, each student must complete a college assessment. During the program itself, students reside at a Western Michigan University student dormitory. For more information, contact Lisa Kisiel (MCB) at (269) 337- 3238 or Shannon McVoy (MCB) at (269) 337-3449.

Detroit Summer Youth Program, June 22 - August 14, is an eight-week program that focuses on activities for transitioning after high school graduation into postsecondary education or employment. This is a collaborative venture between the Michigan Commission for the Blind, Detroit Public Schools, and Wayne Regional Educational Service Agency (RESA). The program is open to blind and visually impaired high school youth in the Detroit Public Schools ages 14-26, who will have the opportunity to gain actual work experience in a variety of agencies and organizations throughout the area. The program also provides some technical training, daily living activities, and recreational experiences. For more information, contact Shawnese Laury-Johnson (MCB) at (313) 456-1957 or Euan Singleton (MCB) at (313) 456-1652.

MCB Personal Adjustment Training, July 6 through August 28, is a comprehensive training program that offers blind and visually impaired high school and college students age 16 and older the opportunity to strengthen the skills that they will need in order to live on their own and be ready for postsecondary education or employment after graduation from high school. For more information, contact Therese Andrews at (269) 337-3771. **MCB Macomb Employment Connection, July 13-24**, is for blind and visually impaired Macomb ISD students ages 14-26. This program is an opportunity for students to develop, improve, and increase their exposure to the community and develop skills for self-reliance, independent living, and the sound work ethic needed to compete for employment. For more information, contact Tina West (MCB) at (313)

456-1659.

Quest for Success Summer Youth Program at Camp Tuhsmeheeta (near Greenville), July 19-24, is a week-long summer camp program for blind and visually impaired youth ages 14-18 who are in high school. Sponsored by the Michigan Commission for the Blind and the Michigan Department of Education, the program combines fun-filled summer camp activities with the chance to learn invaluable skills in Braille, access technology, travel skills, cooking, and organizational management. For more information, contact Wendy VanElk (MCB) at (269) 337-3767.

Bear Lake Camp in Lapeer, July 22, is a one-day camp sponsored by MCB for blind and visually impaired youth ages 14-26 featuring simulated employment activities and other activities of daily living. For more information, contact Elizabeth White (MCB) at (517) 335-5521.

For more than 30 years, the Michigan Commission for the Blind has provided training and other services for individuals who are blind or visually impaired to achieve independence and/or employment in the careers of their choice, annually serving nearly 4,000 state residents. For more information, visit www.michigan.gov/mcb or call toll-free: voice 1-800-292-4200; TTY 1-888-864-1212.

The Michigan Commission for the Blind is part of the Department of Energy, Labor & Economic Growth (DELEG), which is investing in Michigan's future by preparing for the new energy economy, helping to create the jobs of today and tomorrow, ensuring that our children and adults have the skills these jobs demand, making Michigan a better place to do business, and training and placing those who need jobs now.

For the 2010 Schedule and Additional Information Contact:

**Susan Turney
Communications & Outreach Coordinator
Michigan Commission for the Blind
Michigan Department of Energy, Labor & Economic Growth**

**direct line: 517-241-8631
fax: 517-335-5140
MCB toll-free: 1-800-292-4200
201 N. Washington Square, Second Floor
P.O. Box 30652
Lansing, MI 48909
www.michigan.gov/mcb**

Recreation and Related Resources

ART, MUSIC, THEATER

Lee Allen's "[The Hole In My Vision: An Artist's View of His Own Macular Degeneration](#)" includes not only an account of his macular degeneration but a collection of his drawings of the holes in his vision. It is available from the Penfield Press.

The [American Printing House for the Blind](#) sponsors an annual juried art competition and exhibition designed exclusively for visually impaired artists, both children and adults.

[Art Education for the Blind](#): ". . . guidelines for making visual art accessible were developed by Art Education for the Blind, Inc., (AEB). AEB, a nonprofit organization, is committed to the belief that blind and visually impaired individuals should and can be provided with the perceptual information necessary to have full intellectual access to the history and culture of our world. With this goal in mind, AEB provides access to visual art through programming and educational materials suitable for use in museums, in educational institutions, and at home through independent learning." AEB produces "Art History Through Touch and Sound," a multi-sensory textbook.
Kyoko Tokunaga – 935 Madison Ave. – New York, NY 10021 – Phone: 212-879-5100.

[Art for Students Who Are Blind](#) is a pilot program for students and teachers, created by the SNOW Project and the Art Gallery of Toronto.

[The Art of the Eye, I and II](#): The Delta Gamma Foundation sponsors two touring collections of multi-media works of art created by professional artists who are visually impaired.

[Artslynx](#) offers an extensive list of arts programs and resources for people with varying disabilities. They offer resources specifically for those who are deaf or hard of hearing as well as for those who are blind or who have low-vision. Resources include programs in theatre, dance, visual arts and music.

"[Assistive Technology and Art](#)," prepared by Melissa Enderle for the Wisconsin Assistive Technology Initiative, has pictures and descriptions of products for making art, as well as art software and a review of the literature.

"The [Association for Theatre and Accessibility](#) is a membership based organization whose mission is to foster full participation and involvement of individuals with all types of disabilities in drama and theatre activities."

Blind Theater Company: [New Life \(Novi Zivot\)](#), Hrvatska, Zagreb, Croatia. This site also has a link to the "1st International Blind and Visually Impaired Theatre Festival," Zagreb, 7th to 10th October 1999.

[The Deaf-Blind Theatre Access Project](#): "with specially trained interpreters, close-up seating, and an opportunity to experience sets, costumes, and props through touch, Deaf-Blind people can experience the magic of theatre." The site is a manual of how to do this.

"[Extraordinary Art: Beyond the Museum: Exceptional Art by Artists with Exceptional Challenges](#)," by Sara Steele and Kim Flounders in "[Palaestra](#)" magazine describes a number of programs for and by blind artists.

Marty Klein publishes [reviews of current movies](#), judging them "based on my ability to follow the picture with the aid of a sighted assistant" and rating them on a scale of 1 to 10.

[Music by Ear](#) offers "complete courses for the piano and guitar, including courses specifically for those with visual impairments, as well as individual lessons teaching an entire songs all the way through." The courses "Intro to the Guitar for the Visually Impaired" and "Intro to the Piano for the Visually Impaired" can also be found on the site.

[National Arts and Disability Center](#) is a "national information dissemination, technical assistance and referral center specializing in the field of arts and disability." Their site has an extraordinarily wide range of information about organizations, programs and disabled artists.

"[National Exhibits by Blind Artists, Inc.](#)" is a Philadelphia-based nonprofit, volunteer organization dedicated to showcasing the work of legally blind artists. Exhibits of outstanding pieces have created 19 highly successful juried shows presented in prominent museums and galleries in the United States and abroad."

[The National Theatre Workshop of the Handicapped](#) is located in Maine and New York: "In addition to offering the highest level of professional academic instruction in acting, oral interpretation, music, movement, dance, playwriting, theatre management and technical theatre, NTWH teaches students how to present themselves off the stage as well." Scholarships are available.

[Recordings for Recovery](#) lends music recordings to people who are institutionalized, homebound or otherwise limited by disabling conditions.

[A gallery of pictures by painter Ann Roughton](#), who developed macular degeneration, is available online. She also has some advice for painters with macular degeneration who want to continue creating art.

"[See, Hear, Imagine](#)" is an on-line exhibition for the visually impaired that features the art of Finnish symbolist painter Hugo Simberg through six of his works. The works are presented through detailed descriptions of the pictures and by analyses of their background and themes. [The link is to an English-language version.]

[Theater by the Blind](#) (New York, NY) produced "Brecht on Brecht" in the summer of 2002.

[VSA arts](#) promotes "the creative power in people with disabilities" through programs, exhibits and education. Their [Wisconsin affiliate](#) has programs, teacher training, festivals, exhibitions and artist-in-residence programs.

[The Wisconsin Conservatory of Music](#) has a program of music therapy and adaptive music offering private and group services to organizations and individuals with disabilities and/or medical problems.

Many museums have special programs and tours for people with visual or physical disabilities:

- The Exhibition Galleries of the [British Library](#) (London) are provided with audio, visual and tactile displays, as well as large print copies of labels for the display cases.
- The [Dayton Art Institute's Access Art](#) program allows visitors to take a guided or custom tour of the Institute's resources by adaptive computer equipment. The program has a comprehensive set of accessibility features.

- The [Metropolitan Museum of Art](#) (New York, NY) has programs for people with developmental, mobility, hearing and visual impairments.
- The [National Gallery \(London\)](#) provides large print versions of picture labels for the permanent collection and most temporary exhibitions; it also conducts two special programs for visually handicapped people. "On the last Saturday of every month the Art Through Words programme for blind and partially-sighted visitors examines one painting in the collection in detail. Each session begins with a description of the painting and ends with a visit to the galleries."
"A Sense of Art" is a free service for visually-impaired visitors to the Gallery. . . . It comprises three tours, consisting of a specially written, descriptive audio-guide and large print text, used in conjunction with raised-line diagrams."

CAMPING, HUNTING, FISHING

[Access Outdoors](#) is a web site by [Wilderness Inquiry](#) and "is an information resource for persons with disabilities who are looking for trips, destinations, products and services related to accessible outdoor recreation."

[The American Camping Association](#) database lists over sixty camps for people with blindness or visual disabilities.

[Fishing Has No Boundaries, Inc.](#) (Hayward, WI) has as its goal "to open the great outdoors for people with disabilities through the world of fishing." Phone: 800-243-3462 Phone: 715-634-3185.

[Blind Fishing Boat.com/](#) Articles and information related to equipment and fishing techniques for the blind.

Christian Record Services runs [National Camps for Blind Children](#) every summer in 26 locations, including Wisconsin.

[Kids' Camps](#): "the Internet's most comprehensive directory of camps and summer experiences," lists 65 camps for visually handicapped children in the United States and Canada. It also lists camps for children having two dozen other sorts of special needs.

[The National Center on Accessibility](#) "is an organization committed to the full participation in parks, recreation and tourism by people with disabilities" by providing "cutting edge technical assistance, education and research on accessibility issues to the parks, recreation and tourism industries."

[Space Camp for Interested Visually Impaired Students \(SCIVIS\).](#)
[Wisconsin Lions Camp.](#)

The State of Wisconsin has a [special deer hunting season](#) for people with disabilities.
<http://www.dnr.state.wi.us/org/land/wildlife/hunt/deer/sponsor.htm>

Wisconsin publishes a pamphlet, "[What You Should Know About Permits for People With Disabilities](#)" aimed at disabled hunters and fishermen.

[Wisconsin Department of Natural Resources](#) has many accessible parks, forests, trails and facilities, including [accessible cabins](#).

[Wilderness Inquiry](#): Outdoor adventures for campers of all abilities.

DESCRIBED TELEVISION AND MOVIES

The Federal Communications Commission (FCC) list in its "Orders, Public Notices, Notices and Press Releases" [an order](#) directing the major networks to provide at least fifty hours per quarter of described programming. There is also an FCC [fact sheet](#) on video description and the requirement that emergency information scrolled across the screen be made accessible.

Joel Snyder's "Audio Description--The Visual Made Aural" is an account of audio description from the point of view of the describer. it can be found, along with another short essay on the subject, on Snyder's [Audio Description Home Page](#).

[Descriptive TheatreVision](#) offers audio-described motion pictures for the blind and visually impaired in movie theaters. It also has produced a described version of "Titanic."

P.O. Box 900 – Woodland Hills, CA 91365 Phone: 818-992-0500 – Fax: 818-992-3265

[AudioVision Canada](#), part of the National Broadcast Reading Service of Canada, makes described videos available to Canadian individuals and libraries. There is an online list of titles available.

[The Audiovision service](#) provides blind people in France with about fifty described movies and a hundred stage plays.

[Descriptive Video Service](#) sells described videos of current and classic Hollywood films; they also produce a monthly schedule of described Public Broadcasting System programs and of the weekly described cable broadcast on the Turner Classic Movies channel. There is also a listing of described [movies currently being shown](#) in theaters.

The CPB/WGBH National Center for Accessible Media has developed the [Media Access Generator \(MAGpie\)](#), an authoring tool for making Web- and CD-ROM based multimedia materials accessible to persons with disabilities.

[The Motion Picture Access Project](#) is making first-run films accessible in movie theaters by means of captioning for deaf people and audio description for blind people.

[A list of theaters](#), including one in Wauwatosa, WI, where captioning and description are available is posted at the WGBH site. The address of the Wauwatosa theater is:

AMC Mayfair Mall – 2500 North Mayfair Road – Wauwatosa, WI Phone: 414-777-0467.

[Narrative Television Network](#) has several dozen described movies available for downloading on its web site.

[New Media Services](#) offers about one hundred described videos for sale. For a catalog, write to: New Media Resources, Inc. – 22222 Sherman Way, Suite 100 – Canoga Park, CA
Phone: 818-340-8999 Fax: 818-340-7299 E-mail: newmedresources@aol.com

[AudioVision Canada](#) sells about fifty described versions of movie classics.

[GoodLife TV Network](#) provides about seventeen hours per week of audio-described movies and television series.

[The Vision World Foundation](#) is attempting to create the Vision Descriptive Television Network, "the only 24-hour-7day-a-week television network which will be by and for blind and visually impaired

people utilizing state-of-the-technology [to create] narrative video . . . comedies, dramas, children's shows, public affairs, theater, and movies, all with narration . . . English, Portuguese and Spanish."

[Vocaley](#) is a British audio-description service specializing in live theater performances. Besides description of the performance itself, they provide a pre-production tape with information on access to the theatre and performance notes. Before the production, blind theatregoers are given a Touch Tour of the stage.

Local organizations like the [Washington Ear \(D.C.\)](#), [Access Arts Austin \(Texas\)](#), the [Lawrence and Lee Theatre Research Institute \(Ohio\)](#) and the [Audio-Reader Network \(Kansas\)](#)--among many other organizations--provide audio description for local theaters and art exhibitions. There is an internet mailing list for people interested in audio description ([AUDIODESCL](#)) and [international conferences](#) have been held to bring describers together.

GAMES

For those who want to be constantly informed and updated about games accessible to the blind, there is the [Blindgamers](#) list. It is a discussion list for blind gamers and game developers and is quite active. To subscribe, send a blank E-mail to: blindgamers-subscribe@yahoogroups.com

[Audyssey](#) is a magazine and mailing list devoted to text-based computer games. **The current issue and all back issues** can be viewed online or downloaded.

There is also an online discussion forum for games.

The V.I. Guide has an extensive set of links to [text-based and speech-friendly computer games](#).

[Bavisoft](#) makes "Grizzly Gulch Western Extravaganza," a newly-released game created purely from sound imagery.

[Game Daze.com/giant-4-in-a-row-game.aspx](#) oversized/giant games of all kinds ... good for indoor or outdoor recreation and leisure opportunities

[Dreamtech Interactive](#) sells "World of Darkness," an interactive fiction game that uses many true-to-life sound effects.

"ESP Softworks is in the development stage of producing several [games and entertainment software](#) titles for the blind and visually impaired community."

[Games for the Blind](#) sells games "designed and written specifically for blind gamers by a totally blind programmer"; they offer about ten different games.

[GMA Games](#) designs sophisticated Windows-based games that are fully accessible to blind and visually impaired individuals. The first offerings include "Lone Wolf," "Trek 2000" and "Shades of Doom."

A selection of [accessible interactive fiction games](#) is available from the Interactive Fiction Archive.

Jim Kitchen creates free [speech-friendly games for DOS and Windows](#).

[MindsEye2: Computer Games for the Blind](#) produces educational software and computer games for the blind, including crosswords, anagrams and matching games.

[Personal Computer Systems](#) sells over twenty different computer games for blind gamers.

"[Zform](#) is a new software entertainment company focused on creating games that are fully accessible to both the blind and sighted communities. Using parallel audio/video interfaces and Internet play, Zform plans to conquer the "graphical divide" between blind and sighted gamers."

[Kchess Elite](#) is a computer chess program with many advanced capabilities for saving, printing and analysing games. According to its creator, it is "suited for use with screen reader software for the blind or visually impaired."

Josiane Rommes describes half a dozen [party games](#) that don't require vision and that can be played by blind and sighted people together.

[United States Blind Chess Association](#) – 30 Snell Street – Brockton, MA 02401.

[United States Braille Chess Association](#)

"**Challenger**" is the magazine of the U.S. Braille Chess Association (USBCA.) It contains results, scores and analysis of members' games, USBCA news, general chess news and grandmaster games, instructional articles on chess, sources of chess books and equipment and reviews of chess computer games and databases that are accessible to blind players. Challenger is published quarterly on a 60-minute cassette. A subscription costs \$20.00 for two years or \$12.00 for one year. A free sample issue is available upon request.

Jay Leventhal, Editor – 111-20 76th Rd. Apt. 5L – Forest Hills, NY 11375 Phone: 718-275-2209

[BrailleChess.Net](#) is a site for deafblind and blind people who want to learn braille chess.

[Ann Morris Enterprises](#) sells about forty different games for players of all ages and skill levels.

HOBBIES

[The Genealogical Library for the Blind and Physically Handicapped](#) has instructional materials in Braille, large print, and on cassette, plus a 5,000 volume collection (in regular print) of genealogical books, pamphlets and magazines.

The Genealogical Library for the Blind
P. O. Box 88534, Atlanta, GA 30358.

[Handi-Hams](#), "Amateur Radio for Persons With Disabilities," lists sources of study materials, adaptive ham radio equipment and other organizations. They also supply taped manuals and instruction courses. Their newsletter, "Handi-Ham World," is available on cassette and online.

PEN PALS [Slate Pals](#): Call or write to arrange for braille pen-pals to:

Attn: Deborah Stein - 5817 N. Nina Chicago, IL 60631 Phone: 773- 631-1093

[Visually Impaired Pen-pals](#) is an electronic message board where visually impaired youth, up to age 15, can meet and share thoughts and ideas.

[Webpals](#) are people who are blind, partially sighted, or have a serious sight problem who stay in touch using e-mail. The Royal National Institute for the Blind runs the Penpals electronic bulletin board. [As of October 2002, Webpals was temporarily suspended by the RNIB.]

[Virtual Volunteering Project](#), for people with disabilities who want to serve as online volunteers.

RIDING

[Avalon Therapeutic Equestrian Center](#) (Watertown, WI) "provides therapeutic horseback riding and horsemanship education which enhances the overall quality of life for persons who are physically, emotionally, and developmentally challenged."

[Inner Vision Championships](#) for blind and visually impaired riders.

[North American Riding for the Handicapped Association \(NARHA\)](#) has a list of twelve therapeutic riding centers in Wisconsin.

[S.M.I.L.E.S.--Special Methods In Learning Equine Skills](#): "offers therapeutic and recreational horsemanship to children and adults with physical, cognitive or emotional disabilities;" has a very full set of links to other therapeutic riding organizations in the U.S. and Canada.

[Stable Hands, Inc., Therapeutic Riding Program for the Disabled](#), "a specialized service that brings together qualified instruction, trained volunteers and gentle horses"; located in the Wausau/Merrill area of Central Wisconsin. Contact Diane Abitz: E-mail: dianea@dwave.net

SPORTS

[American Blind Bowling Association](#) – 411 Sherriff Street – Mercer, PA 16137 412-662-5748

[American Blind Golfers Association](#) – 300 Carondelet St. – N. O., La. 70112 504-891-4737

[American Blind Skiers, Inc.](#) – 2325 Wilshire Blvd. – Santa Monica, CA 90403 213-828-5514

[American Blind Skiing Foundation \(ABSF\)](#) – 610 S. William St. – Mount Prospect, IL 60056
Phone: 708-255-1739.

The [Blind Bodybuilders Association](#) is a nonprofit organization founded to promote physical fitness and better health for blind individuals through weight training and exercise. BBA publishes "The Muscle Gazette," a newsletter available in large print or on four-track cassette.
2314 River Park Circle, #2111 – Orlando, FL 32817-4828.

[Blind Outdoor Leisure Development \(BOLD\)](#): an organization of blind and visually impaired individuals who participate in outdoor and cultural activities, based in Pittsburgh, but some sources are of general interest.

Blind and Vision Impaired Golf: This site contains information about the [International Blind Golf Association](#) and the member associations. Learn how blind golf is played, its rules, member qualifications, and tournament schedules. "You don't have to see it to tee it!"

[**Bowling for the Blind and Visually Impaired**](#) (lawn bowling, that is), as bowled in Australia, Canada and England.

[**Diving with Disabilities**](#), created by a doctor, has good links to a number of programs for blind divers.

[**Football**](#) [soccer, in the United States] for the blind is played indoors, "with a sighted goalkeeper whose movements are limited by the small penalty area, and with a guide behind the opponent's goal to direct the players when they shoot."

[**Goalball**](#): The International Paralympic Committee site offers an introduction to the game, official rules and links to goalball organizations around the world. From the home page, click on "sports" and find "Goalball" in the drop-down box.

[**Independence First**](#) (Milwaukee, WI) offers wheelchair basketball, football and ice hockey, as well as adaptive skiing and adaptive movement and dance classes.

[**International Blind Sports Federation**](#): links to national sports organizations.

[**Judo for Blind Athletes**](#) has general information, schedules and coaching tips.

The site of [**National Beep Baseball Association**](#) has news and schedules, plus a RealAudio feed of the Game of the Week!

The [**National Center on Physical Activity and Disability \(NCPAD\)**](#) offers information and resources including guidelines to consider before beginning an exercise regimen as well as fact sheets on many popular games, recreational activities, and sports that have been adapted to allow people with disabilities to participate as fully as possible. Their website features searchable databases, documents, and discussion groups, all providing up-to-date information that can help people with disabilities become more physically active.

The [**National Sports Center for the Disabled**](#) provides recreational downhill and cross-country skiing, snowboarding and snowshoeing lessons, competition training to ski racers with disabilities. Summer recreation opportunities include biking, hiking, in-line skating, sailing, therapeutic horseback riding, white water rafting, baseball, fishing, rock climbing for the blind, and camping.

[**The Optimist-Braille Institute Olympics**](#) are held each year in May and are open to all legally blind persons 6 to 18 years old. The Games are sponsored by Optimist Clubs throughout California, Utah, Arizona, Maryland, Delaware, North Carolina, Georgia and Texas.

[**"Safe Without Sight"**](#) is a practical self-defense manual for people who cannot see, available in print, braille, cassette or on computer diskette from the National Braille Press.

[**The Skating Association for the Blind and Handicapped**](#) (Buffalo, NY) teaches ice skating to people of all ages and with all sorts of disabilities.

[**Ski for Light**](#): skiing trips that match blind skiers with sighted guides, for skiers of all abilities; partial stipends available for first-timers. Ski For Light's 26th annual cross-country skiing event was held in Green Bay, WI, January 21-28, 2001. Ski For Light pairs visually- and mobility-impaired skiers with non-disabled guides for a week-long international skiing program.

[Tandem Windsurfing for Visually Impaired](#) aims to "to provide an experience for the Visually Challenged Individual with the use of safe Tandem Windsurfing Equipment."

[United States Association of Blind Athletes](#): USABA trains 3,000 blind and visually impaired athletes in nine sports--alpine and nordic skiing, goalball, judo, powerlifting, swimming, tandem cycling, track and field and wrestling.

[United States Blind Golfers Association](#) – 3094 Shamrock North – Tallahassee, FL 32308
Phone: 850-893-4511 E-mail: nitegolf@concentric.net

The [Victoria Blind Cricket Association](#) has a description of how the game is played; it "tends," they write, "to be noisier than a game of sighted cricket."

[World Blind Sailing Championships](#), Italy, September 23-29, 2002.

TRAVEL

[Access-Able Travel Source](#): searchable travel database, discussion forums, travel tips, links to travel agents and publications.

[Amtrak](#) offers a complete description of its special services for people with disabilities, including information about fare discounts.

"[The Accessible Guide for Specialized Ground Transportation: A Transportation Guide for Disabled and Elderly Travelers](#)," published by Accessible Transportation for the Disabled, is available in print and on CD-ROM.

[Beyond Ability International](#) has compiled a list of web sites and addresses of travel agents "that have identified their business as one with expertise and experience with mature and disabled travellers."

[The Bioptic Driving Web Site](#) "is devoted to the dissemination of information about low vision driving with the use of a bioptic [telescope]. . . . there is an option available that may allow them to obtain their driver's license even if they cannot meet their state's standard vision requirements for driving."

"[Describe Online](#) is publishing text guides to public premises, on a website which is accessible to all who can benefit from this information." The sites described are British National Rail Stations and London Underground Stations. The guides cover environs, facilities, and general and detailed descriptions of the premises.

[The Feathered Star Bed and Breakfast](#) (Egg Harbor, WI) is barrier free, meets ADA accessibility standards and welcomes disabled vacationers--and their pets.

[Gimp on the Go](#), "The Internet's Premier Disabilities Travel Publication," has travel news, tips, bulletin boards, a searchable database of U.S. travel destinations and many links to other sources of travel information for disabled travelers around the world.

[TravAbility Unlimited](#) is a travel agency that caters to the needs of travelers with special needs and prepares accessible tour packages for special events. Contact: Dawn Green, Travel Consultant

[United States Department of Transportation \(DOT\)](#) has developed a new hotline on which airline passengers with disabilities may obtain information and assistance if they should experience disability-related air service problems. The toll-free number for the DOT aviation consumer disability hotline is (866) 266-1368 (Voice) and (866) 754-4368 (TTY).

[The Welcome, H.O.M.E.--House of Modification Examples](#) (Newburg, WI) is a fully accessible bed-and-breakfast on a 15-acre wooded area with wheel-chair accessible hiking trails.

Gardens designed especially for blind people are popular travel destinations. Here are some examples:

- [The Audio-Reader Garden \(Lawrence, Kansas\)](#).
- [Amarillo \(TX\) Botanical Gardens](#), Garden for the Blind.
- [The Hill \(Oklahoma City, Oklahoma\)](#).
- [The Botanic Garden \(Padua, Italy\)](#) has an itinerary for blind people.
- [Blindengarten Bremen \(Germany\)](#).
- [Abbey Gardens \(Bury St. Edmunds, England\)](#).
- [Sensory Garden \(Cleveland, Ohio\)](#).
- Houston (TX): Texas Herb Society maintains the [Fragrant Garden](#) for the blind in Hermann Park.
- [Kingsbrae Garden \(St. Andrews by-the-Sea, Canada\)](#).
- [Oral Hull Park \(Sandy, Oregon\)](#).
- [George and Milly Rhodus Sculpture and Sensory Garden \(Odessa, Texas\)](#).
- [Henshaws Garden of the Senses \(Manchester, England\)](#).
- [Sensory Garden \(Osaka, Japan\)](#).
- [Jardin des senteurs et du toucher \(Geneva, Switzerland\)](#).
- [Le parc Georges Brassens, Jardin des senteurs \(Paris, France\)](#).
- [Fort Wright, Kentucky](#).
- [National Botanical Research Institute \(Lucknow, India\)](#).
- [San Antonio \(TX\) Garden for the Blind](#).
- [Woodbridge \(NJ\) Garden Club](#) garden for the blind and physically handicapped.
- For more information see "[Gardens and Nature Trails for Visually Handicapped People: A Select Bibliography](#)," prepared by the Royal National Institute for the Blind.

The Mississippi State Information and Resource Referral Project has a list of "[Blind Sports and Recreation Resources](#)."

"[Directory of Sports Organizations for Athletes with Disabilities](#)" (on-line), compiled by the American Academy of Physical Medicine and Rehabilitation, covers a nationwide listing of organizations, by type of sport.

Sports Related Resources

USABA State Chapters/Affiliates

[Arizona Association for Athletes who are Blind or Visually Impaired](#)

[Association for Blind Athletes, Colorado \(ABAC\)](#)

[Association for Blind Athletes of New Jersey \(ABANJ\)](#)

[Blind Sports Organization \(BSO\) formerly Pennsylvania Association for Blind Athletes](#)

[Florida Association of Blind Athletes](#)

[Kentucky Association of Blind Athletes](#)

[New York Association for Blind Athletes](#)

[Northwest Association for Blind Athletes](#)

[Tennessee Association of Blind Athletes](#)

[United States Association of Blind Athletes, Missouri Chapter, Inc.](#)

[Utah Foundation for the Blind & Visually Impaired](#)

[West Coast Blind Sports Association](#)

Cassette Duplication Services Cassette Duplication Services produces the USABA Insight newsletter on tape. Cassette Duplication Services has been donating tape duplication and production time to USABA each quarter for several years. Cassette Duplication Services now offers CD duplication as well as their complete full line of services, which varies from master production to packaging and shipping. If you have a need for audio/video or CD duplication, please contact Cassette Duplication Services, (800) 290-1774 or by e-mail to CASDUP@worldnet.att.net. You can visit their web site, [click here](#).

The U.S. Anti-Doping Agency The United States Anti-Doping Agency – independent testing agency for Olympic sports in the US – is responsible for managing the testing and adjudication process for U.S. Olympic, Pan Am, and Paralympic athletes. USADA is equally dedicated to preserving the integrity of sport through research initiatives and educational programs. [Click here](#).

American Blind Bowling Association The American Blind Bowling Association (ABBA) promotes interest in bowling activities for legally blind bowlers in North America, providing assistance and supervision for leagues and bowlers. [Click here](#).

American Blind Skiing Foundation ABSF is committed to serving visually impaired children & adults, giving them the opportunities and experiences that build confidence & independence that can last a lifetime. [Click here](#).

The American Council of the Blind of Colorado Inc. ACBC working to dispel the myths surrounding blindness & to open lines of communication between blind and the sighted. [Click here](#).

BlazeSports America BlazeSports America. is a direct legacy of the 1996 Paralympic Games held in Atlanta, Georgia. These Games, the first held on American soil, were the realization of the dreams of thousands of Americans involved in the delivery and growth of sports for persons with physical disabilities in the United States. [Click here](#).

Blind Epee Fencing Steven Behrends, Prevot 'dArmes and President of the Des Moines Fencing Club recently developed a 12 month training program for blind fencers: <http://home.mchsi.com/~dmfc/documents/EpeefortheBlind.pdf>
For additional information, contact [Steven Behrends](#).

[Blind Judo Foundation](#) [Click here.](#)

[EnabledOnline.com](#) The primary goal of EnabledOnline.com is to provide persons with disabilities, their loved ones and caregivers a place to connect. This unique electronic forum was created for people to share their personal stories and opinions, as well as the latest information on disability-related issues, without focusing exclusively on any specific disability or demographic. Also, there's always room for anyone who wants to voice an original thought. [Click here.](#)

[Lakeshore Foundation](#) Lakeshore Foundation is a not-for-profit organization in Birmingham, Ala. that promotes independence for persons with physically disabling conditions and opportunities to pursue active healthy lifestyles. Lakeshore is also the only official USOC Olympic and Paralympic Training Site in the country. [Click here.](#)

[Lion's Club Proposal](#) Click [here](#) for information about the Lion's Club Proposal.

[National Center for Leadership in Visual Impairment & NCLVI Fellowships](#)

NCLVI was created in order to increase the number of leaders in the field of blindness and visual impairment, particularly in the areas of public policy/advocacy, curriculum development, research, personnel preparation, and administration at national, state and/or local levels. [Click here.](#)

[The National Center on Physical Activity and Disability](#) The National Center on Physical Activity and Disability – NCPAD is an information center concerned with physical activity and disability. Being physically active is good for every body. That's a message you will find many times on this site. Being active is an important part of getting and staying healthy. [Click here.](#)

[NorthWest TandemRacing.com](#) The calendar for tandem bicycle races in Oregon, Washington & Northern California. [Click here](#)

[Rolling Thunder Road Runners Club](#) Rolling Thunder Road Runners Club (RTRRC) was established November 1998, in Suffolk County New York. A member of the USA Track & Field RTRRC is the first mainstream running club in the country set up specifically for the developmentally disabled and special needs runner/walker. We are part of the not-for-profit organization called Rolling Thunder Special Needs Program Inc. (RTSNP). Our goals are inclusion and independence, confidence & self-esteem. [Click here.](#)

[The Tandem Link.com](#) Comprehensive source for tandem news/information on net. [Click here.](#)

[Texas Adaptive Aquatics](#) Texas Adaptive Aquatics (TAA) features an outstanding adaptive water skiing program that allows people with physical and/or mental disabilities the opportunity to discover the thrill and excitement of water skiing. [Click here.](#)

[U.S. Blind Tandem Cycling Connection](#) The U.S. Blind Tandem Cycling Connection endeavors to increase the participation of individuals who are visually impaired or blind in the exhilarating sport of tandem cycling by connecting blind and visually impaired cyclists with sighted cyclists, educating people about tandem cycling, disseminating information about cycling clubs, events and opportunities, and addressing the needs of the blind tandem community. [Click here.](#)

[United States Blind Golf Association](#) Learn how blind golf is played, its rules, member qualifications, and tournament schedules. [Click here.](#)

United States Blind Horseshoe Pitchers Association The U.S. Blind Horseshoe Pitchers Association is dedicated to promoting the sport of horseshoe pitching for athletes who are blind and visually impaired throughout the United States. [Click here.](#)

USA Wrestling [TheMat.com](#) is the ultimate source for real wrestling!

World T.E.A.M. Sports Through once-in-a-lifetime events, World T.E.A.M. Sports is a group of individuals, with and without disabilities, who come together as partners to challenge convention, themselves, and close-mindedness, to improve the world.

At World T.E.A.M. Sports, we believe the power of learning comes through participation: creative programs and events that provide opportunities for everyone, with each team member contributing his or her unique skills and talents. Once you draw on these collective talents, a powerful team emerges. As disparate groups of people join together in sports, attitudes change and differences disappear, uniting humanity under one common vision. Through this process, we very quickly learn, we all ride the same road. [Click here.](#)

Minnesota Goalball Minnesota Goalball (link name to www.mngoalball.org) is a nonprofit organization that provides blind and visually impaired athletes in Minnesota with the opportunity to learn the sport of goalball and compete in U.S. competition. Minnesota Goalball's site features general information goalball, information about Minnesota players, news about Minnesota Goalball events and ways to get involved. [Click here.](#)

USABA Sport National Governing Body Partners

[USA Cycling](#)

[USA Judo](#)

[USA Powerlifting](#)

[US Ski Team](#)

[USA Swimming](#)

[USA Track & Field](#)

[USA Wrestling](#)

International Organizations

[International Paralympic Committee](#)

[International Blind Sports Federation](#)

[United States Olympic Committee](#)

[U.S. Paralympics](#)

Other Disabled Sport Organizations

[Disabled Sports, USA](#)

[Dwarf Athletic Association of America](#)

[USA Deaf Sports Federation](#)

[National Disability Sports Alliance](#)

[Wheelchair Sports USA](#)