



## Scenarios for Coach's Adaptive Tennis Training

### Level I (Skills):

Scenario 1 – ***athlete swings racquet (or bounces balls) while waiting in line to hit*** [safety; hug racquet]

Scenario 2 – ***when fed a ball, athlete repeatedly swings too soon or too late and misses the ball*** [feeder gives audio cues – “bounce – hit/boom” or “1, 2, 3, hit”; on FH GS, athlete drops ball with left and swings with right]

Scenario 3 – ***athlete hits fed ball but repeatedly misses next feed*** [return to ready position; feed alternate FH/BH in random sequence]

Scenario 4 – ***although athlete hits FH and BH balls from stationary position, all balls are hit beyond the service box (athlete over hits)*** [give target]

Scenario 5 – ***athlete hits volleys into net (or hits all volleys long)*** [punch out or other verbal cues; give target]

Scenario 6 – ***athlete does not follow through with strokes*** [shadow play; mirror coach; verbal prompt to swing and catch racket in other hand up at shoulder]

### Level II – more skills and movement

Scenario 7 – ***athlete was taught to stand on a court dot marker because he moved too much. Now athlete will not move off dot to hit a ball.*** [use green/yellow/red markers for athlete to move to- start at green then prompt to move to yellow to hit a ball and then to red to hit a ball. Verbally cue- “step, step, stop, hit”]

Scenario 8 – ***athlete stands flat-footed [ready position, happy feet]; athlete faces the net for groundstroke*** [shoulder turn]

Scenario 9 - ***athlete hits ball from stationary position, but repeatedly misses the ball when fed a ball requiring movement to one side or the other*** [target; verbal cue to “step”]

Scenario 10 – ***athlete hits ball fed wide to either side but over hits and ball repeatedly goes deep or wide*** [small steps, split step for volley, hit target-give points]

Scenario 11 – ***athlete doesn't know where to stand to receive serve (or when partner is receiving serve)*** [court positioning; Unified Partner's role]

Scenario 12- ***athlete hits their serve to the wrong side of the court in doubles match play*** [verbally prompt athlete to look at and point to opponent they are to serve to before each serve]

### **Level III and V – movement and positioning, strategy**

Scenario 13 – ***athlete misses return of serve*** [court position, ready position, watch the ball]

Scenario 14 – ***athlete only moves side to side (singles)***

Scenario 15 – ***athlete does not recover to the middle (singles)***

### **Service court**

Break down serve fundamentals [overhand toss over the net; toss and catch (or let bounce) ball; scratch back or racquet up]

Scenario 19- (Level I- Skills) ***Athlete tosses ball too far out and away from the body*** [target- use either racket or hula hoop held up above athlete serve toss area for the athlete to toss ball to hit the target; verbally instruct athlete and/or show each step to toss- check feet, scratch back, extend ball arm; look up; toss ball to racket held above)

Scenario 20- (Level I-Skills) ***Athlete cannot coordinate movements to toss ball and then swing for serve.*** [break down components to make sure that they can do both parts separately and then verbally cue or assist; coach tosses ball up for athlete to serve]

Scenario 21 – ***Athlete swings at crazy tosses*** [teach athlete to toss and catch or to let the ball bounce; coach to toss the ball and ask athlete to tell coach if they thought the ball was a good ball to hit or not a good ball to hit)

Scenario 22 – ***Toss too high; toss too low***

Scenario 23 – ***Serves into the net*** [Level I-Skills athlete stands closer to the net and practices overhand toss by tossing a ball over the net and through a target- hula hoop- without racket in hand; Level II, III, V athlete changes toss]

Scenario 24 – ***Serves deep*** [scratch back; reach up; bow; use targets on in service box]

Scenario 25- ***Athlete hits serve using a sideswipe motion or not hard enough to get over the net.*** [start athlete off with scratch back position – end with bow]

### **Behavior/Communication/Comprehension/Motor skills**

Scenario 26- ***When demonstrating a forehand position, the athlete across the net turns to their backhand.*** [difficulty with understanding mirror position- so coach will need to turn with their back to athlete to demonstrate; difficulty with motor planning- coach or volunteer with athlete can provide hand over hand assistance]

Scenario 27- ***Athlete did great last session but today he/she is just not following directions.*** [if parent present find out if there have been any changes for the athlete; redirect using short firm directives and first then statements- first we need to pick up the balls and then you get a break/water; perhaps hitting is just too hard for them this day so allow the athlete to be the ‘coach’ and toss you balls to hit (athlete will still be working on skill development as they will need to toss the ball to you); call site coordinator for assistance in redirecting athlete]

Scenario 28- ***Athlete comes to the court in a bad mood; had a bad day.*** [laugh, smile giggle- expect the athlete to participate in some appropriate way and help them to be as successful as they can to help them to enjoy their tennis experience for that session].

Scenario 29- ***Athlete wants to take a break after every ball or two that they hit.*** [get a small basket and put ten balls in the basket and let them know that when the basket is empty they can take a break]

Scenario 30- ***Athlete has limited mobility in arms or in legs or athlete is overweight and does not move much during drills.*** [expect that athlete assists in collecting balls- they can carry a small basket in one hand and then when they get to a ball they will need to bend to pick it up, fill their basket and then dump it into the larger container- find other ways to help them to stay physical and to develop motor skills that are difficult for them]

Scenario 31- ***Athlete is getting easily frustrated and states, “I can’t do this” or uses less preferred words and phrases to express frustration.*** [prompt athlete to ask for help; work on a skill that is easy for them or that you can make easy for them, like volley where you can toss the ball to hit their racket to build up confidence and self-esteem]

Scenario 32- ***What might you do if your site is short on volunteers/court space and you have 5 + athletes on your court and 1 other volunteer, so there is not a lot of standing around/waiting in lines?*** [have athletes playing on both side of the court; play fast paced game like king of the court; form three short lines spread out across the baseline where coach alternates each ball fed; work on foot work drills without rackets/hitting]

Scenario 33- ***What can you do to help an athlete that keeps hitting out balls?*** [first check feet position for the stroke he/she is hitting; assess if athlete is following through; hitting ball too early; too late. Adjust feet if needed, provide verbal prompts and cues to help athlete follow through with stroke; help improve timing by counting 1-2-3 swing/hit as the ball approaches the spot when the athlete should swing their racket]

Scenario 34- ***What do you do when athlete steps over the line (foot fault) when serving?*** [Initially be direct in telling the athlete to step back behind the line. If athlete needs to step forward then start the athlete a foot or so behind the line. Fade direct prompting to have the athlete 'check his/her feet' to see if they can begin to think about what they need to do. Slow the athlete down. Expect the athlete to learn this rule of tennis.]

Scenario 35- ***How can you help an athlete that is not moving his/her feet, stands flat footed, does not turn their feet when needed?*** [use visuals- red, yellow and green dots to get them to hit a ball then move to the next dot; throw down arrows to direct athletes to stand on the arrows, prompt them to jump up and down three times just prior to tossing the ball to the athlete. For higher level athletes verbally prompt the athlete using buzz words- Ready position, point, turn, swing, back to ready position; happy feet. Highest level athletes may need verbal reminders or prompting reminders to help them to think about what they need to do to perform better – “What do you think you could have done to prevent the ball from going out? To have made that a better shot? Etc.]

Scenario 36- ***Athletes are standing too close to each other when hitting balls in drills.*** [place court markers down to help space the athletes out; have athletes stand at the service line or base line while holding arm/arm and racket out to side to make sure they are not touching each other]

Scenario 37- ***Athletes, possibly overstimulated, runs across all courts in the middle of drills/match play.*** [when possible assign the athlete to a court on the end, provide visual boundaries such as a hula hoop to stand in or court marker to stand on or cones /baskets to provide a boundary while hitting, use a visual stop sign]

Scenario 38- ***Athlete swings racket, haphazardly, while waiting in line for his or her turn.*** [prompt athlete to hug their racket; some athletes may require a firm ultimatum, such as, either hug your racket or give it to me or I will hold your racket until it is your turn; some may just need to put the racket on the ground while they are waiting their turn. Hopefully, no athlete should be waiting more than a minute or so for their next turn]

Scenario 39- ***Athlete refuses to hit balls after only being at practice for 15 minutes. How do I keep him/her engaged and working on skill development?*** [there are many ways to work on skill development that do not require hitting the ball with a racket; working on throwing and catching, throwing a ball in or at a target, balancing a ball on the racket, footwork drills. Give the athlete a concrete way of understanding what is expected by placing 10-20 balls in a small basket and telling the athlete that when the basket is empty they can have a break. Let the athlete be the 'coach' by allowing them to throw balls to you to hit- this works on skill development as well. The athlete will need to throw over hand (serve motion); throw with direction (attention, focus, footwork, body position) and if you hit the ball gently back to them to have them catch the ball after it bounces you are working on hand eye coordination and visual tracking. You may also see if the athlete can tell you what to do first to see if they have been listening to directions]

Scenario 40- ***Athlete wants to play 'coach.' Is this ok? What skills can an athlete work on by being coach?*** [ABSOLUTELY. Let the athlete be the 'coach' by allowing them to throw balls to you to hit- this works on skill development as well. The athlete will need to throw over hand (serve motion); throw with direction (attention, focus, footwork, body position) and if you hit the ball gently back to them to have them catch the ball after it bounces you are working on hand eye coordination and visual tracking. You may also see if the athlete can tell you verbally what you need to do to see if they are learning and can remember the steps you have been teaching them. For example, 'ready position, point, turn, hit.']

Scenario 41- ***What is the purpose of 'buzz words?' Which ones should all Special Pops athletes and volunteers be familiar with?*** [Buzz words are used to help our athletes to remember what they need to do to learn different aspects of tennis, from safety concerns, to positioning and stroke development. All volunteers and athletes should be familiar with all of the buzz words. Developing or using unique buzz words is acceptable if it benefits the athlete. Just be sure to share that buzz word with other coaches that work with the athlete. See Buzz Word List]

Scenario 42- ***What are the strokes taught at the skills level (Level 1)*** [Forehand groundstroke; backhand groundstroke, alternating groundstroke, forehand volley, backhand volley and serve from both ad and deuce court]

Scenario 43- ***What would you be working on if you used the Buzz Words/Verbal Cues- Ready Position-Point- Turn-Boom*** [Forehand groundstroke. Ready position gets the athlete in position to face the net with both hands on racket held in front of them. Point gets their non-dominant hand pointing over the net where they need to hit the ball, which also turns their shoulders to get them ready for the next step. Turn gets them to turn their feet. Boom prompts them to swing the racket to hit the ball over the net.]

Scenario 44- ***What would you be working on if you used the Buzz Words/Verbal Cues- Ready- One- Two- Bounce, Hit?*** [This verbal prompt can help an athlete struggling with timing of hitting the ball. They may be swinging too early or too late.]

Scenario 45- ***What would you be working on if you used the Buzz Words/Verbal Cues- Scratch Your Back- Toss- Bow or Feet- Scratch Your Back- Elbow- Toss- Bow?*** [These are buzz words one might use to teach the service motion. Feet would prompt the athlete to check their feet position. Are their feet behind the line and are they facing the correct way. Scratch your back is a prompt to get the athletes racket up and arm bent so the racket touches the back. Elbow is a prompt to get the athlete to them raise their elbow up to help with extension. Toss prompts for the ball toss for serve. Bow prompts for the follow through of the service motion by bringing the arm across the body to bend.]

Scenario 46- ***What would you be working on if you used the Buzz Words/Verbal Cues- Ready Position- Knee-Shoulder*** [Follow through of forehand or backhand stroke. Ready position gets the athlete in position to face the net with both hands on racket held in front of them. Knee prompts them to drop the racket down to the knee. Shoulder prompts them to swing up and across to the other shoulder.]

Scenario 47- ***What would you be working on if you used the Buzz Words/Verbal Cues- Hug Your Racket?*** [This Buzz Word is used for safety to prompt the athlete to hug their racket as opposed to swinging the racket while waiting their turn or when off the court and not using the racket to hit balls.]

Scenario 48- ***What would you be working on if you used the Buzz Words/Verbal Cues- Ready Position- Stop Sign /V-Arm Position-Step-Bump?*** [This series of Buzz Words is used for volleys. Ready position gets the athlete in position to face the net with both hands on racket held in front of them. Stop sign or V-arm position prompts them to hold their racket up and to the side of their head. Step prompts them to step across and toward the net with their foot. Bump prompts them to gently hit the ball over the net and to not take a full swing at a volley ball.]