



Grit Gymnastics offers an inclusive, integrative, and adaptive gymnastics program and classes. Below are some of the areas of child development, therapeutic practice, and clinical needs addressed by our program.

Athlete's Name _____

ADAPTIVE GYMNASTICS OUTCOMES

The boxes checked below are the outcomes chosen to fit my child('s) needs in order to fulfill therapeutic, clinical, educational, sensory, social-emotional, or adaptive needs at GRIT Gymnastics. The reasons listed below provide justification for the clinical necessity and benefits of this program.

Gross Motor Skills

This area of focus includes large body movements that use big muscles including the arms, legs, torso and core. In focusing on gross motor development, we seek to improve strength, flexibility, balance, and coordination while supporting increased independence in daily activities and play.

Examples of gross motor skills development through adaptive gymnastics:

- Walking on a line or low balance beam
- Stepping over small obstacles
- Crawling through tunnels
- Climbing onto soft blocks
- Holding simple balance positions
- Stretching arms and legs
- Bear walks or crab walks
- Moving to music
- Gentle bouncing on a trampoline with support
- Crossing the midline
- Jumping with two feet
- Practicing safe body awareness and movement control

Fine Motor Skills

This area of focus addresses small, precise movements that use the small muscles in the hands, fingers, wrists, and sometimes toes. These skills require coordination between the muscles, brain, and eyes. Fine motor development supports important everyday tasks such as dressing, feeding, writing, using tools, and participating in play and school activities. Adaptive gymnastics provides engaging, hands-on opportunities to strengthen these skills in a fun and motivating environment.

Examples of fine motor skills development through adaptive gymnastics:

- Gripping a balance beam or support bar
- Holding onto rings, ropes, or handles
- Picking up and placing beanbags
- Holding and waving scarves or ribbons
- Using both hands together during obstacle activities
- Grasping parachute handles during group activities
- Using hand grips during supported swinging
- activities
- Passing small objects from one hand to another
- Practicing hand-eye coordination through targeted activities
- Strengthening grasp and release skills during play-based stations



Sensory Needs

This area of focus concerns the different ways children process and respond to information from their senses. Children with disabilities may need extra support to help their bodies and brains feel comfortable, calm, alert, and organized. Adaptive gymnastics provides opportunities for children to safely explore sensory experiences while building body awareness, regulation skills, and confidence in movement.

Examples of sensory input focus and growth through adaptive gymnastics:

Vestibular Input:

- Balance beam walking
- Jumping into foam pits or onto soft mats
- Bouncing on a trampoline
- Rolling on mats
- Swinging in sensory swings
- Spinning slowly with support

- Using foam blocks
- Allowing preferred clothing textures
- Gradual exposure to new textures such as sensory “stones,” carpets, sand-textured balance beams, soft foam, pillow mats, chalk, etc.

Proprioceptive Input:

- Animal walks (bear walks, crab walks)
- Climbing soft equipment
- Pushing large mats
- Pulling resistance bands
- Carrying soft blocks

Sound and Visual Regulation:

- Predictable routines
- Slow transitions between activities
- Sensory breaks
- Visual schedules
- Demonstration of movements
- Simple equipment setup
- Reduced bright lights
- Color markers for directions
- Lower music volume
- Quiet spaces for breaks
- Small group sessions
- Appropriate processing time for each instruction

Tactile Input:

- Soft mats and padded equipment
- Textured balls or sensory toys
- Playing with scarves or ribbons



Social Emotional Regulation

This area of development attends to the abilities children use to understand, express, and manage their emotions and behaviors while interacting with others. These skills help children stay calm, follow routines, build relationships, and respond appropriately in different situations.

Examples of social emotional regulation support through adaptive gymnastics:

- Coping with changes or challenges
- Following instructions
- Building confidence and self-esteem
- Working with coaches and peers
- Practicing self-control and focus
- Building frustration tolerance and adaptive skills through play
- Learning calming strategies during movement
- Engaging in rhythmic movements to support emotional regulation
- Practicing flexibility within routines and transitions
- Developing trust and comfort within a supportive environment



Peer Engagement

This area of focus deals with how children interact, communicate, and participate with other children during activities. In adaptive gymnastics, peer engagement helps children with disabilities build social skills, confidence, friendships, and a sense of belonging.

Examples of peer engagement development through adaptive gymnastics:

- Watching a peer do a skill and then trying it individually
- Children balancing on separate low beams at the same time
- Taking turns on the trampoline or beam and cheering for peers
- Celebrating successes together with high-fives or clapping
- Working in small teams for relay races or circuits
- Group parachute games requiring teamwork
- Participating in partner-based movement activities
- Practicing waiting, sharing space, and cooperative play