

30-LOVE

TENNIS GUIDELINES FOR PLAYERS WITH VISUAL IMPAIRMENT OR BLINDNESS

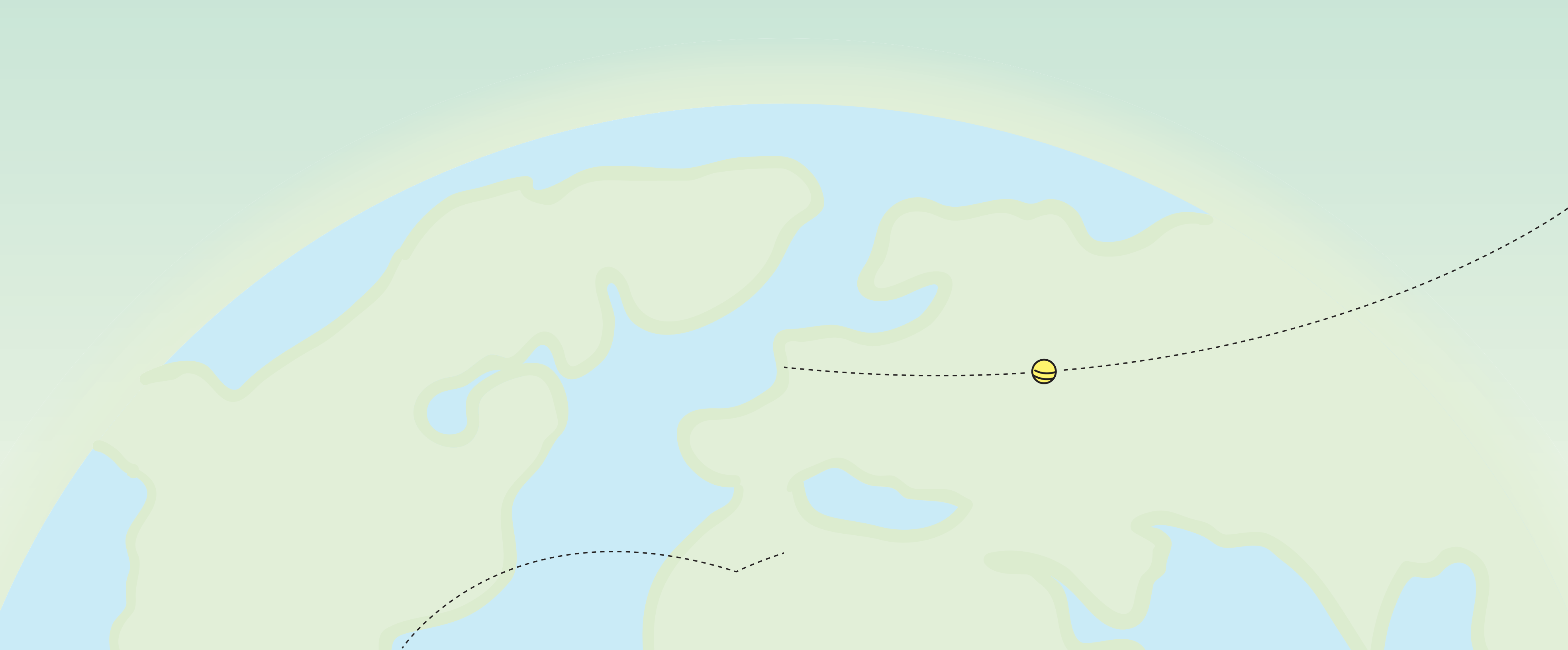


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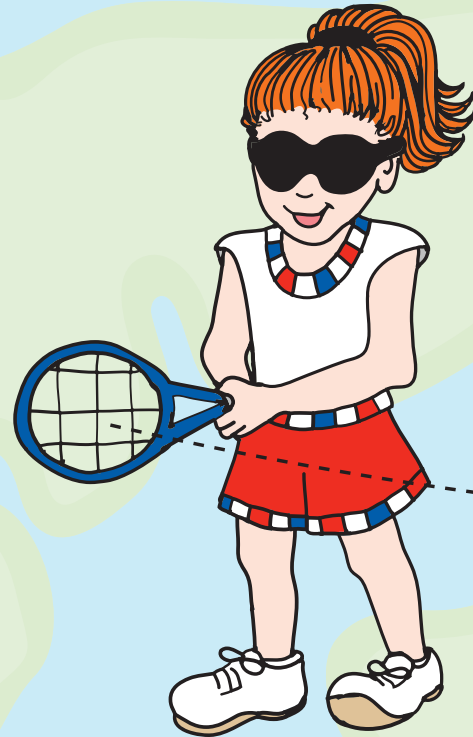
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Louisville, KY





Powell, N. (2007). *The code: The players' guide for unofficiated matches*. Retrieved October 30, 2007, from United States Tennis Association Web site:
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In keeping with our philosophy to provide access to information for people who are blind or visually impaired, the American Printing House for the Blind provides this book in large print and braille.

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PROJECT CONTRIBUTORS

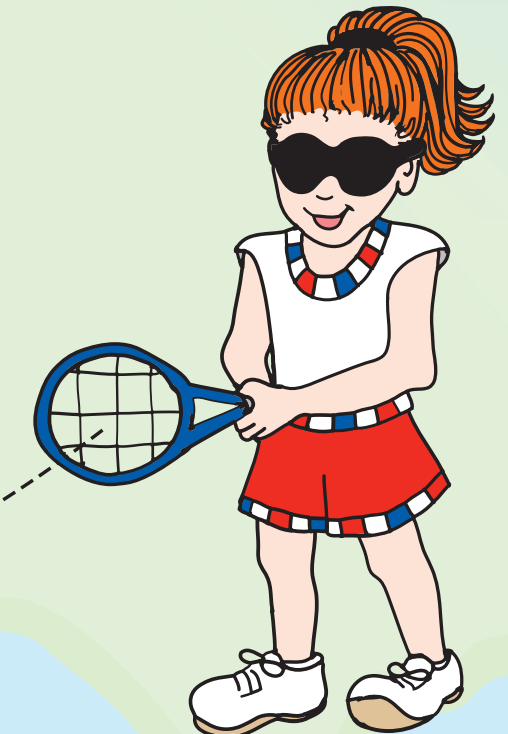
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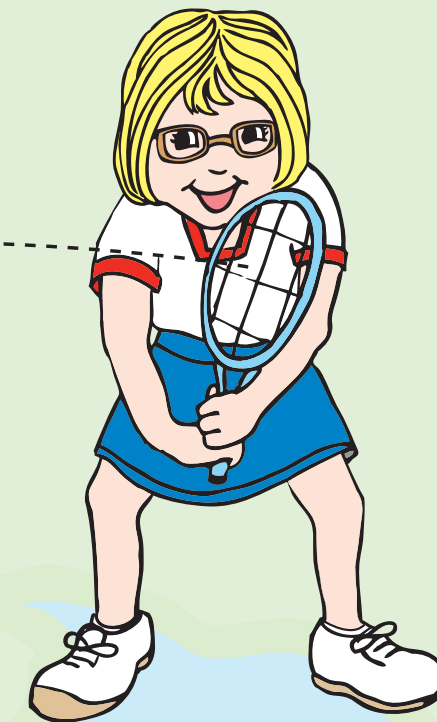


VIDEOS

<http://www.hanno.jp/matsui>

<http://www.nec.co.jp/community/en/div/blind-tennis.html>

<http://www.aph.org/pe/features.html>



- Always come prepared. Bring not only balls, but towels and water to drink.
- Wear sneakers for tennis so you do not damage the court.
- Don't criticize your partner, offer encouragement.
- If there is a disagreement, offer a let. In other words, replay the point, even if it was a second service.

Always try to look like you're having fun, even if you're playing badly. Your opponent does not want to see you looking miserable, and you're likely to play better if you present a positive state of mind.

30-LOVE MEETS NATIONAL STANDARDS

The six national content standards on physical education established by the National Association for Sport & Physical Education (NASPE) can be achieved by reading *30-Love: Tennis Guidelines for Players with Visual Impairment or Blindness* and playing the game.

1. Competency in motor skills and movement patterns are further developed during the learning phase of tennis and will continue to improve as tasks skills are acquired.
2. The finer understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of tennis will be acquired by the reader and is demonstrated in the step-by-step instructions and the online videos.

3. The authors describe the desire of one high school student to participate regularly in physical activity (tennis) and how his desire created a new sport for individuals with visual impairments.
4. The authors include warm-up and cool-down protocols and describe why tennis accommodates most players, allowing individuals to achieve and maintain a health-enhancing level of physical fitness.
5. The sport of tennis encourages responsible personal and social behavior that respects self and others on the court. Players learn respect for line judges, coaches, and other players.
6. The personal story of Miyoshi Takei demonstrates how he values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. He is a role model.

Tennis provides individuals with visual impairments a foundation for healthy, active lifestyles that support learning, promote independence, encourage social interaction, and ensure future success.

THE CODE OF TENNIS

Tennis has its official rules, and then it has The Code of Tennis, the unofficial rules of good tennis sportsmanship or “tennis etiquette.” All players should take the time to learn both. Tennis is a social game, a game involving simple politeness and consideration. Everyone will enjoy the game so much more if these standards are maintained. The Code of Tennis covers principles, the warm-up, making calls, serving, scoring, hindrance issues, when to contact an official, ball issues, and miscellaneous (Powell, 2007).

Below is an excerpt of The Code of Tennis. Visit the following website to read the entire Code: <http://www.usta.com/rules/default.sps?iType=924&icustompageid=2518>

- Talk quietly when standing near tennis courts that are in use.
- Never walk behind a court when a point is still in play. Wait until the point is over and then cross as fast as possible.
- If people are already on your court, don’t disturb them until their time is up.

At the end of odd-numbered games, the players switch ends of the court, and the player who served the previous game now receives the serve. The server always begins a game by serving from the right. At the start of each game, she announces the number of games each has won, starting with her own game score, for example, “3-2” (Cooper, 2007). Once a player wins four games, he or she wins the match.

PLAYING A TIE-BREAK

If the game score is 3-all, the players play a tie-break to decide the match. A player must get five points to win. Players do not switch the ends of the court during a tie-break (A. Matsui, personal communication, October 19, 2007).

The player who received in the game preceding the tie-break serves, starting from the right. The other player then serves the next two points, the first from the left, then the second from the right. Each player continues serving two points per turn. Tie-break points are scored with counting numbers, “1, 2, 3, etc.” (Cooper, 2007).

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Jill wins the first point. At the start of the next point, she must announce the score, stating her point total first: "15 - love." (Love = 0.)

Joe wins the next point: "15 all."

Joe wins the next point: "15 - 30."

Jill wins the next point: "30 all."

Jill wins the next point: "40 - 30."

If Jill wins the next point, she wins the game.

If Joe wins the next point, the score is "40 all," which is called "deuce." At deuce, the player who wins the next point wins the game. This is called "non-advantage." The receiver chooses whether to receive in the left or right service box. The winner of that point wins the game. Games are scored using counting numbers, "1, 2, and 3."



Jill chooses to serve. Joe then gets to choose a side of the court. Jill may serve from anywhere behind her baseline between the center mark and the right sideline. The serve must be struck before the ball bounces, and it must land in the service box diagonally opposite her. She gets two chances to land her serve. If she misses both, she loses the point. If a serve that is otherwise good nicks the net on its way in, it is redone.

If Jill gets her serve in, Joe must return the ball, after the designated number of bounces (see USABA classifications) into any part of Jill's court.

Jill and Joe then return the ball into one another's court until one of them misses.

Jill will serve from the left side of her baseline for the second point of the game, and she will continue to alternate right and left for the start of each point of the game.



HISTORY

Tennis for the blind (called "shikaku handicap tennis" in Japan) was created in 1984 by Miyoshi Takei. At the time, Miyoshi was a high school student at the Saitama Prefectural School for the Blind and Visually Impaired in Japan. Motivated by his dream to hit a tennis ball, Miyoshi went to see his physical education teacher and asked for advice. The teacher was interested in his idea, so they started playing tennis together. They used Miyoshi's first prototype for an audible tennis ball.

After graduating from school, Miyoshi entered a special education course in Tokyo to learn physiotherapy. He took his original ball design to the Tokyo Sports Centre for the Disabled. At that time, short tennis, which is a variation of lawn tennis, was introduced from Sweden. A sponge ball is used for short tennis. One day a man who worked for the wheelchair tennis association showed a sponge ball to Miyoshi. Miyoshi got a larger sponge ball, cut it



in half, and put a table tennis (e.g., Ping-Pong™) ball for the blind and visually impaired in the middle. His new design for an audible tennis ball was successful.

It was easy for Miyoshi to make contact with the ball. This was a huge step forward for three-dimensional sports for individuals with visual impairment and blindness. Using the sponge exterior and rattling table tennis ball at the core, the National Rehabilitation Centre for the Disabled (NRCT) in Tokorozawa, Saitama, started a project to manufacture the special tennis ball and to establish playing rules for the game.

Miyoshi's dream came true; with the help of the Japan Sport Association for the Disabled, a new sport was born. On October 21, 1990, the Japan Tennis Association for the Visually Handicapped (JTAV) was established and the first national tournament was held at NRCT. Miyoshi stood on the court feeling very excited and happy. He had accomplished his goal. Individuals with visual impairment or blindness now play tennis throughout Japan. It has been introduced in England, Korea, and now the United States.

KEEPING SCORE

The server's score is always announced first. A player loses the point by missing the ball, hitting it into the net, or hitting it out of bounds. A server loses the point immediately if he or she double-faults (fails to hit the ball in the service area after two attempts) (eHow, 2007).

Scoring is a little different from traditional tennis due to the length of the games. Sets are not played. To win a tennis match, a player must win four games. When the score is 40-all, the player who gets the next point wins the game.

Let's call the players Jill and Joe. By winning a coin toss or a spin of the racquet (see The Code of Tennis), Jill gets the choice of:

- serve
- receive serve
- choose an end of the court
- have Joe choose

► COOL-DOWN

Stretching after tennis has long been advocated as part of the cool-down. Stretching is effective in relaxing muscles and decreasing the severity of delayed-onset muscle soreness. Stretching while the muscle/tendon tissue is still warm reduces the risk of injury. Remember to perform stretches for all the major muscle groups since tennis provides a whole body workout. Areas where extra stretches are warranted for tennis players are the lower back, calves, groin, and hamstrings (Knudson, 2000).

The goal of the JTAV is to make tennis a Paralympic event and a sport that is played around the world (Matsui, 2006).



BEFORE AND AFTER PLAY

▶ WARM-UP

The traditional tennis warm-up involves 5 minutes of polite rallying, volleys, overheads, and serves. Warm-up should gradually increase in intensity. The purpose of warm-up period is to prepare the body for more rigorous actions and to reduce the risk of injury. Warmer muscles can elongate more and absorb more energy before being injured than cold muscles.

A good warm-up protocol for a tennis match includes a couple minutes of light jogging. Do this before taking the court. Before the traditional 5 minute warm-up, players should do some slow arm circles, trunk twists, and other upper body motions. Finish the warm-up by gradually increasing the intensity of your serves to protect the small rotator cuff muscles that are essential to shoulder stability. Stretching is not part of the warm-up routine for tennis (Knudson, 2000).

- Play tennis with a partner. Remember to touch the tactile center mark for orientation between plays.

To view a tennis clinic conducted in Korea by the JTAV, go to the APH PE website, Feature, Tennis- www.aph.org/pe/features.html

BALANCING EXERCISES

- Balance ball on the racket.
- Bounce ball upward off of racket.
- Dribble ball with racket.



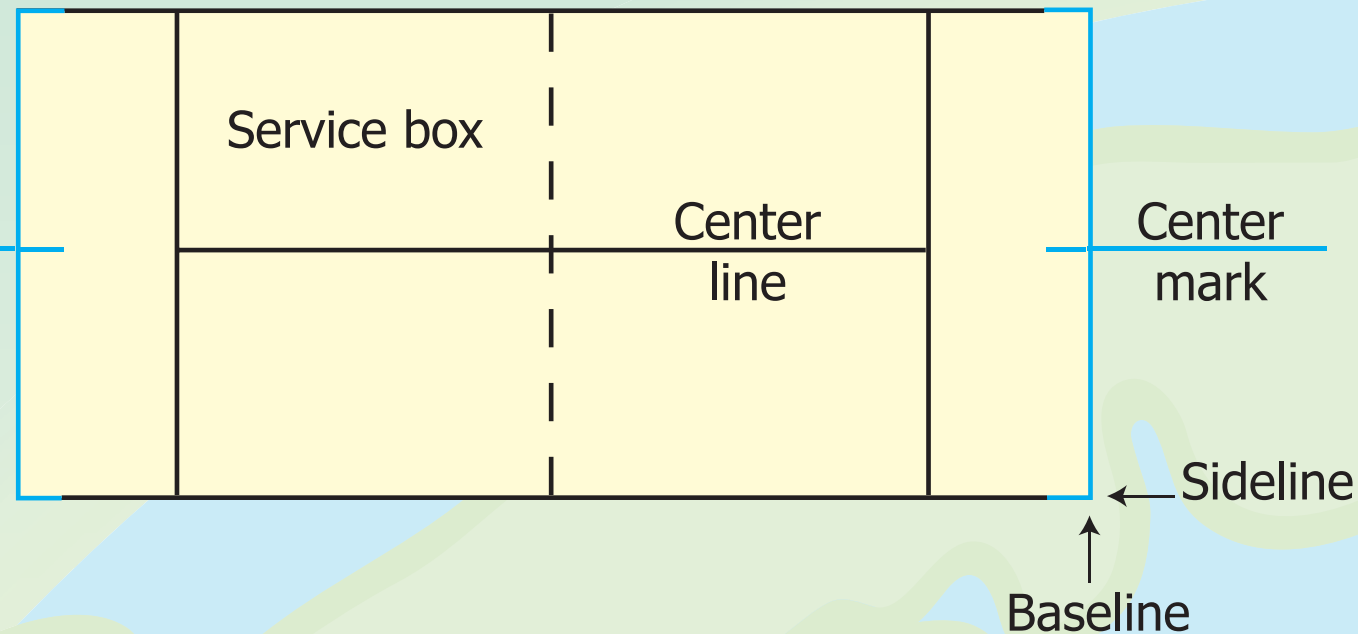
SPECIFICATIONS

COURT

The court is similar to a badminton court, and the game is usually played indoors. Like goalball, string is taped to the floor to mark baselines and center marks. The recommended string/cord is 2 millimeter (1/13-inch). Players can determine the dimensions of the court by touching the taped string with their hands and feet. The height of the net is 80 centimeters (31.5 inches) at the center and 85 centimeters (33.46 inches) at the sides.

Service line

Net



Blue lines are tactile. Use 2mm string under tape.

The court dimensions are 13.40m x 6.1m.

The net at half court is 6.7m.

The service lines are 1.98m from the baselines.

LEARNING TO PLAY

STEPS

- Players roll the ball back and forth (using their hands) from the service line to the net, practicing sound localization.
- Players roll the ball back and forth (using tennis rackets) from the service line to the net, practicing sound localization and arm swing. Players start with the edge of the racket touching the floor.
 - B1 participants may need to start with physical guidance provided by an instructor or peer.
- Players hit the rolling ball with enough force to make it airborne.
- Play tennis against the gym wall.
 - B1 participants may need to start with physical guidance provided by an instructor or peer while another person throws the ball using a one or two bounce pitch.

BOUNCES

- B1 players get 3 bounces.
- B2 players get 2 bounces.
- B3 players get 2 bounces.
- B4 players get 1 bounce.

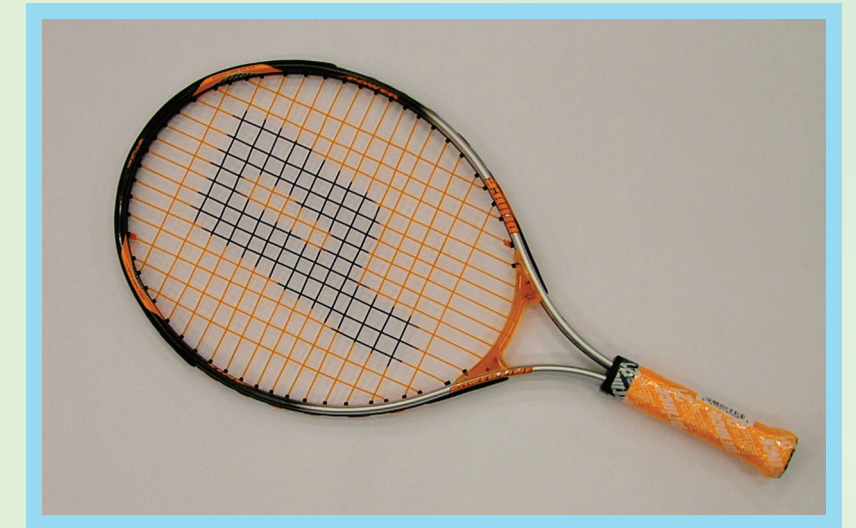


The sidelines are tactile for the first .5m from the tactile baselines.

The center mark is tactile for the first .5m inside each baseline and extends outside each baseline for another 3m (A. Matsui, personal communication, October 19, 2007).

RACQUET

A junior-sized racquet is used. The length of the racquet should be less than 56 centimeters (22 inches). The racquet, being short and light, accommodates most players, from toddlers to seniors. Both challenged and able-bodied can play tennis together, either as opponents or in a mixed-doubles format with a visually impaired player partnering with a sighted player.



BALL

The most significant feature of the ball is its sound. A special type of sponge ball is used. Being soft and light, it is safe. The size of the yellow ball is 9 centimeters (3.5 inches) in diameter. It produces a nice, audible sound when it bounces and allows the player with a visual impairment to judge the approximate height, direction, and speed of the incoming ball. If better contrast is needed, you can spray paint the yellow ball another color. When color options are available, the color is server's choice.



CLASSIFICATIONS

There are four playing levels. Japanese classification is comparable to the sports classification recognized by the United States Association of Blind Athletes (USABA).

USABA classifications

- **B1** is 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. All B1 players must wear blindfolds to ensure fair play.
- **B2** is from the ability to recognize the shape of a hand up to visual acuity of 20/600 and/or visual field of less than 5 degrees.
- **B3** is from visual acuity above 20/600 up to visual acuity of 60/600 and/or a visual field of more than 5 degrees and less than 20 degrees.
- **B4** is from visual acuity from 20/200 and up to visual acuity of 20/70 and a visual field of larger than 20 degrees.