



Special Olympics North America Coach Education System

*Athletes deserve highly trained coaches
so they can reach their maximum potential!*

*The better the coach ...
the better the opportunities ...
the better the athlete!*

October 2014

Special Olympics



SONA Coach Education System



Table of Contents

Special Olympics North America (SONA) Coach Education System Overview.....	3-4
Graphics Visualizing the System (Building Blocks or Menu of Opportunities).....	5-6
Summary of Essential Content Requirements.....	7
Coaching Standards and Competencies.....	8
Comprehensive Standards and Competencies for the Special Olympics Coach.....	9-10
Special Olympics General Orientation, Protective Behaviors & Concussions–Foundation Agenda.....	11
Coaching Special Olympics Athletes Course–Module 1 Agenda.....	12
Special Olympics Skills Course–Module 1A Agenda.....	13
Coaching Unified Sports Course1B.....	14
Special Olympics Principles of Coaching Course–Module 2 Agenda.....	15-16
Special Olympics Tactics Course–Module 3 Agenda.....	17-18
Special Olympics Comprehensive Mentoring–Module 4.....	19
Special Olympics North America Coach Education and Participation Summary.....	20
Special Olympics Application for Sports Training Certification.....	21
Observation of Athlete Behavior & Rubric (Llewellyn)	22
Special Olympics Comprehensive Mentoring Program Log.....	23
Special Olympics North America Coach Education System Tracks.....	24

SONA Coach Education System Overview



The key to improving athlete performance and well being is based on the quality of sport training and experiences provided by the local Special Olympics coach. (“Coach” refers to an individual who assumes responsibility for athletes, actively trains athletes, and coaches them in competitions [the Class A Volunteer].) The Special Olympics North America Coach Education System identifies basic standards and competencies necessary and essential for being a Special Olympics coach. Standardization of essential knowledge and coaching proficiency adds credibility and consistency to the entire Special Olympics North America Coach Education System. The Special Olympics North America Coach Education System will assist Special Olympics Programs in designing and providing quality sports training for Special Olympics coaches. In addition, coaches will gain new and/or improved competencies and skills, which will provide better opportunities for their athletes.

For several months in late 2013, the Special Olympics North America Coach Development Task Force discussed the SOI coach definition, the minimum requirements for certification and, specifically, the requirement that prospective coaches work with Special Olympics athletes under an experienced coach for at least 10 hours. Input was sought from the Unified Sports® Committee, the USLC Sports Committee and the people responsible for sport development inside and outside the Region. The Coach Development Task Force feels that the recommended wording below captures the spirit of an educated and supported volunteer coach. We believe that base-level competency can be demonstrated through education, which qualifies/certifies the coach to work with Special Olympics athletes. Education is easier to track and provides the coach entry-level knowledge and certification. The Program also is given the ability and flexibility to determine what kind of support coaches need and how to best provide it. The following criteria have been approved by SOI as Special Olympics North America’s “Program-specific certification standards,” as noted in the Program Information Profile (PIP).

Minimum criteria to become a Special Olympics certified head coach

To receive Special Olympics head coach certification, an individual will:

1. Complete the volunteer form (Class A / working with athletes), the online Protective Behaviors and **Concussion Training** and a General Orientation that provides a basic introduction to Special Olympics.
2. Complete a course on the basics of teaching and coaching Special Olympics athletes.
3. Complete an approved course on teaching and coaching a specific sport.
4. As a new coach, be mentored by an experienced coach.
5. Receive endorsement from his/her Program as having fulfilled the above criteria, as well as general screening approval as a suitable individual to work with Special Olympics athletes.



The goals of the 5 criteria are to provide the coach with a general understanding and knowledge of Special Olympics; teaching and coaching the Special Olympics athlete; general and Special Olympics sport rules and coaching pedagogy; and personal character. It is understood that Programs are granted the necessary latitude to verify the achievement of these goals and grant SOI Coach Certification.

As mentioned, the quality and experience level of the Special Olympics certified coach resulting from the completion of the 5 steps above may vary according to local legal, cultural, economic and practical considerations. However, the 5 steps above define a baseline process that acknowledges a Special Olympics certified coach. These steps are also reflected in the SOI Coach Development Model.

Parameters

- With the goal of becoming a certified head coach, the coach will achieve certification when he/she comes into that position. However, he/she has up to three years to do so upon entering Special Olympics. It is also recommended that an assistant coach should be working toward certification.
- The above criteria can be combined to achieve multiple requirements in any course. For example, the basics of Coaching Special Olympics Athletes can be incorporated into a sport-specific course or into a General Orientation.



- Base-level competency is achieved through this education (the first three criteria), which initially qualifies/certifies an individual to work with Special Olympics athletes.
- The next step in effectively promoting excellence in coaching is demonstrating competency while working with athletes during a sport-specific course, while coaching Special Olympics athletes or through a mentorship program under an experienced coach. A new coach needs to be supported appropriately and should be connected with a mentor (inside or outside of Special Olympics depending on what the coach needs) if he or she is unable to work under the guidance of a head coach.
- In order to maintain and/or upgrade coach certification, a coach must continue his/her coaching experience and education with at least one approved course or mentoring program every three years. Ongoing experience and education is important to the coach's ability to continue providing the best instruction and increased opportunities to his or her athletes.
- **Protective Behaviors and Concussion Training must occur every 3 years.**
- Within six years of entry-level certification, a head coach should also complete the Principles of Coaching Course. It is strongly recommended for assistant coaches.
- To coach a Special Olympics Unified Sports team above the Program Level, a coach must be certified in Coaching Unified Sports. It is strongly recommended that a coach who coaches Special Olympics Unified Sports at any level be Special Olympics Unified Sports certified.
- Programs are given the latitude to design and implement a coaching education program that adheres to the spirit of the SOI requirements for certification and provides athletes with highly trained coaches who can help them reach their goals and/or maximum potential.

Approved courses, seminars or workshops

Each Special Olympics Accredited Program is able to utilize the following courses or design and personalize a variety of training formats (online courses; webinars; one-to-one peer mentoring) to meet the needs of coaches with varying backgrounds, as long as the standards and competencies are achieved. This also includes online courses from the National Governing Bodies, American Sport Education Program (ASEP), the National Federation of State High Schools (NFHS), Positive Coaching Alliance, Responsible Sports and others. *Courses required for entry certification.



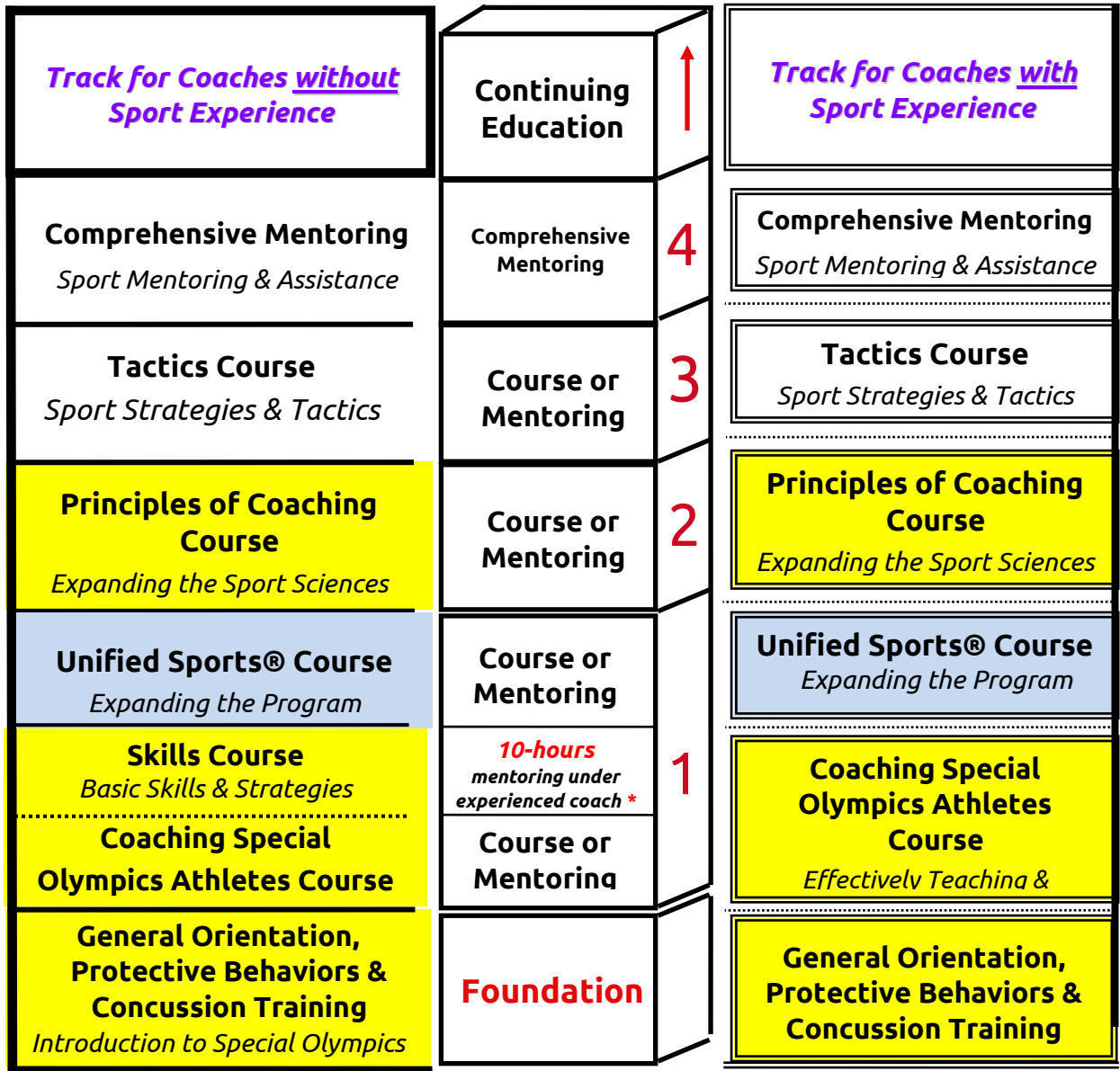
- Special Olympics General Orientation [formerly General Session]* (Is only required once)
- Special Olympics Athlete Protective Behaviors* via http://resources.specialolympics.org/protective_behaviors.aspx (An update is required every three years.)
- Concussion Training* via www.cdc.gov/concussion or NFHS eLearn Center (Implemented 1/1/2015 by Special Olympics Risk Management and Insurance Task Force with coaches' mandated completion by 12/31/2015 and an update required every three years.)
- Coaching Special Olympics Athletes Course* (face-to-face and online course)
- Special Olympics or NGB/Sport Organization Skills Courses or comparable experience*
- Coaching Special Olympics Unified Sports® (face-to-face and online course)
- Special Olympics Principles of Coaching Course (face-to-face and online course)
- Special Olympics or NGB Tactics Courses
- Special Olympics Mentoring Program (can be designed for any course)
- First-Aid and Cardiopulmonary Resuscitation (CPR) Course
- Sport-Specific Performance Training and Nutrition
- Athlete Behavior Characteristics and Strategies to Improve Learning
- Officials Training; Rules Updates
- National Governing Body courses; other sports organizations' coaching courses whether face-to-face or online or DVD, such as from the American Sport Education Program (ASEP), National Federation of State High Schools (NFHS), Positive Coaching Alliance (PCA), etc.
- Other Special Olympics approved courses for re-certification (online, DVD or face-to-face).
- Generally, any courses that help a coach become a better coach will be accepted.



Special Olympics North America Coach Education System



Building Blocks of Knowledge and Experience



Courses highlighted in yellow are mandatory.

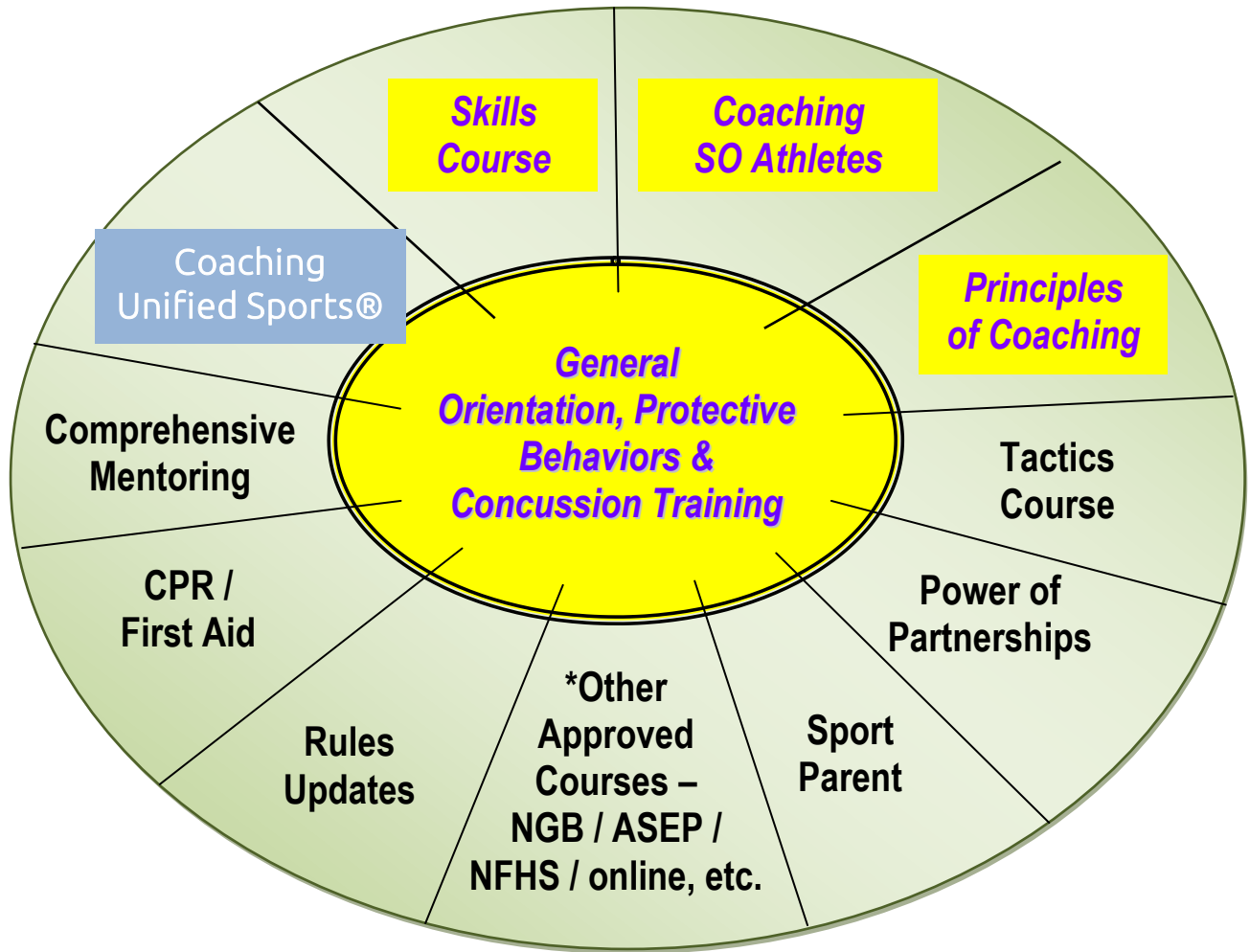
Courses highlighted in blue are also mandatory for competition beyond the Program level.

***10-hour mentoring under experienced coach for entry-level certification** – not required, but preferred for new coaches.



**Coach Education System
Training & Certification**

Menu of Training Options



Special Olympics Coach Education System

Summary of Essential Content Requirements for Coaches

<u>General Orientation / Protective Behaviors and Concussions</u> – Foundation Module (60-90 minutes)	<u>Skills Course – Module 1</u> Basic Skills & Sport-Specific Strategies (4-6 hour course)	<u>Principles of Coaching Course – Module 2</u> (6-8 hour course)	<u>Tactics Course – Module 3</u> Strategies & Sport-Specific Tactics (4-6 hour course)
<ul style="list-style-type: none"> • Mission and philosophy • SOI and Program structures • Eligibility and access • How Special is unique from other sports organizations • Overview of sports/events • Special Olympics rules • Ability grouping; Divisioning • Overview of offerings: MATP, Unified Sports®, ALPs, Programs (definition; models) • Basic sport skills • Challenges • Benefits to athletes - research • Protective Behaviors & Concussion Training 	<ul style="list-style-type: none"> • Review of mission/philosophy • Using the online Coaching Guides • Application of Special Olympics philosophy in coaching & winning • Athlete skills assessments • Rules (Special Olympics modifications to sport rules) • Basic safety & risk management • Discipline & athlete leadership • Components of season plan • Components of training session • Repetition and reinforcement • Basic event or game strategy • Activity session with athletes 	<ul style="list-style-type: none"> • Review - mission/philosophy • Identifying one's coaching phil. • Philosophical similarities/dif. • Dev. & managing a coaching staff • Developing a training plan • Sources of motivation (+ALPs) • Developing sport confidence • Coach and athlete leadership • Ath. behavior char. & strategies • Training sequence (tasks-skill) • Levels of instruction • Enhancing performance • Sport safety & risk management 	<ul style="list-style-type: none"> • Review - mission/philosophy • Creating drills to enhance skills • Updates of rules • Review of ability assessments • Prep. athletes for competition and other leadership roles • Managing athlete behavior • Athlete protective behavior • Effective event/game strategies • Effective bench/sport coachin • Review of and update sport safety and risk management • Activity session with athletes - preferred, but optional

In **Special Olympics Comprehensive Mentoring–Module 4**, a prospective Special Olympics coach partners with a certified Special Olympics coach who has been coaching for at least four years and has achieved at least two modules of certification beyond the Foundation Module–Special Olympics General Orientation. A university or interscholastic coach outside Special Olympics who has demonstrated effective teaching and coaching skills can also be involved. The goal of mentoring at any level is to provide a variety of opportunities which will lead to acquiring and demonstrating the essential standards and competencies reflected in the respective modules above.

Note: A mentoring program can be designed for any module as long as the standards and competencies are achieved and verified.



Special Olympics Coaching Standards and Competencies



Purpose

The purpose of the *Special Olympics Coaching Standards and Competencies* is to identify and standardize essential knowledge and coaching competencies across sports and Special Olympics Programs. Furthermore, standardization of educational goals adds credibility and consistency to the entire Special Olympics Coach Education System.

Standards and Competencies

The standards are listed comprehensively on the pages that follow. The competencies are also identified within sample training seminar agendas. Each succeeding module encompasses standards and competencies with more depth and breadth, expanding previous knowledge and providing higher degrees of proficiency.

How to Use the Standards and Competencies

Special Olympics Accredited Programs should view the standards and competencies as the basis for a model Special Olympics coach education system. All standards and competencies should be implemented in each sport. They should also be used as guidelines that each Special Olympics Accredited Program should achieve on a schedule determined by the Program and approved by SOI through Special Olympics North America.

Traditionally, a coach will complete modules of education (Special Olympics General Orientation, Athlete Protective Behaviors, Coaching Special Olympics Athletes and Skills Course for entry-level certification. At the completion of each course or mentoring and training sessions with athletes, the coach then achieves coach certification (with that course or at that level) and more of the essential requirements of Special Olympics proficiency.

The standards and competencies and sample training seminar agendas can also be used as guidelines for customizing education for coaches with varying backgrounds. By using the standards and competencies, a Special Olympics Program assesses a coach and determines which modules and/or standards are necessary to complete the coach's education. For example, special education teachers may need to attend training seminars emphasizing effective coaching techniques and sport skills training. Physical education teachers and coaches may best benefit from training seminars emphasizing effective teaching and coaching techniques for athletes with intellectual disability. Community volunteers may need training seminars focusing on effective coaching techniques, intellectual disability, and Special Olympics.

The standards approach also allows Special Olympics Accredited Programs, in consultation with Special Olympics North America, to develop nontraditional educational formats to meet the needs of Special Olympics coaches. Ultimately, each Special Olympics Accredited Program is responsible for verifying their Special Olympics coaches' meeting the coach education standards and competencies.

Modules of Certification

When a coach achieves the standards and competencies presented in Modules: Foundation, 1, 2, 3, and 4, the coach will have completed the desired building blocks for a well-prepared, high-level Special Olympics coach. To ensure that a coach's education is ongoing, the coach must continue coursework with at least once every 3 years throughout his or her coaching experience to maintain certification. Continuing education will be acknowledged through the certification process which includes:

- Participating in approved courses or seminars,
- Coaching Special Olympics athletes; it is suggested that a minimum of 10 hours be spent being mentored by an experienced coach or that competency working with athletes be demonstrated for entry-level certification,
- Coaching Unified Sports,
- Allowing Accredited Programs the latitude to determine and implement what specific support coaches need and how to best provide it.

Essential Comprehensive Standards & Competencies for the Special Olympics Coach



At the completion of the Special Olympics Coach Education System, the Special Olympics coach should be able to achieve the following:

Standard 1.0—Describe what Special Olympics is.

- 1.1 Define the mission and philosophy of Special Olympics.
- 1.2 Briefly describe the history of Special Olympics.
- 1.3 Identify how Special Olympics is unique from other sport organizations.
- 1.4 Describe the benefits of athletes participating in Special Olympics.
- 1.5 Describe Special Olympics philosophy of winning (achieving personal best).

Standard 2.0—Interpret Special Olympics Programs and initiatives.

- 2.1 Summarize the basic organizational structure of Special Olympics headquarters, Special Olympics Region, Special Olympics Programs, and their Subprograms (Area/Local).
- 2.2 Describe other Special Olympics offerings: Unified Sports®, Partners Clubs®, Sports Partnerships, Motor Activities Training Program, Athlete Leadership Programs, Young Athletes Program, and Healthy Athletes.

Standard 3.0—Describe Special Olympics athletes and where they can be recruited.

- 3.1 Describe the general causes, prevalence, incidence, and characteristics of intellectual disability.
- 3.2 Identify and apply the eligibility requirements for participation in Special Olympics.
- 3.3 Identify special considerations of Special Olympics athletes including psychological, medical, and social challenges as well as impact of peer pressure.
- 3.4 Identify sources of Special Olympics athlete recruitment and strategies for athlete retention.
- 3.5 Assist athletes in selecting appropriate sports and leadership positions for every ability level.

Standard 4.0—Develop techniques for organizing sport-specific training programs.

- 4.1 Write and implement seasonal plans to include the pre-season, during season, and post-season.
- 4.2 Write and implement safe training plans to include warm-up and stretching, skills instruction, water intake, competition experience, conditioning, cool-down, and athlete affirmations.
- 4.3 Design training sessions using developmental skills progressions and simulated game or event situations.
- 4.4 Identify individual event or game strategies and tactics; include information for team sports regarding positioning, offense, defense, time-outs, and substitutions. Utilize effective strategies and tactics in competition.

Standard 5.0—Describe and apply strategies that will provide safe environments for training and competition.

- 5.1 Describe the legal responsibilities of being a coach; identify risks of unsafe techniques.
- 5.2 Complete appropriate medical and accident (insurance) forms.
- 5.3 Define the environmental and safety hazards likely to affect training and competition; include importance of water intake, nutrition, and when to resume activity after an injury.
- 5.4 Identify, inspect, and use appropriate equipment, based on athlete's abilities and modified as needed.
- 5.5 Identify, inspect, and use appropriate and adequate training facilities.
- 5.6 Identify and use appropriate practice times, including frequency and length of practices.
- 5.7 Describe and apply basic and appropriate techniques of injury prevention and care (become certified in first aid and cardiopulmonary resuscitation or ensure medical support is provided).
- 5.8 Design an appropriate emergency action plan and safety checklist(s); demonstrate appropriate and adequate safety procedures; enlist support of medically qualified personnel.
- 5.9 Recognize when an athlete might have a concussion and what must be done as a first responder as well as to prevent further injury.



Standard 6.0—Enhance athlete development and performance through effective communication and coaching techniques.

- 6.1 Define basic principles of mental, emotional, and social development.
- 6.2 Define and apply appropriate leadership styles (code of conduct/ethics) to foster athlete self-confidence, self-esteem, and respect for others (athletes, coaches, officials, etc.).
- 6.3 Define and apply basic principles of effective communication with and motivation of athletes, coaches, family members, and significant others.
- 6.4 Describe and apply basic principles of motor learning (feedback and knowledge of results).
- 6.5 Define and apply a variety of positive instructional methods that include verbal, demonstration, physical prompt, and physical assistance with specific instructional feedback.
- 6.6 Define and apply appropriate strategies for managing athlete behavior.
- 6.7 Identify strategies that involve family members and significant others in preparing athletes for and at competition.
- 6.8 Evaluate success (as coach and as athletes) based on mission, season's goals, & achievements to prepare for next season.

Standard 7.0—Apply the principles of physical training for physical development.

- 7.1 Describe and apply basic principles of conditioning in preparing athletes for competition.
- 7.2 Describe and apply appropriate sport-specific warm-up and stretching activities.
- 7.3 Describe and apply basic principles of muscular strength and endurance training.
- 7.4 Describe and apply basic principles of flexibility and cardiovascular training.
- 7.5 Describe, promote, and demonstrate the importance of health and fitness.
- 7.6 Describe, promote, and demonstrate the importance of nutrition on athletic performance in training and competition.

Standard 8.0—Integrate Special Olympics sports, rules and competition.

- 8.1 Identify the Special Olympics official and nationally popular sports and inherent risks.
- 8.2 Explain and apply Special Olympics sports rules.
- 8.3 Describe the relationship among Special Olympics and sport National Governing Bodies.
- 8.4 Identify the different levels of Special Olympics competitions.
- 8.5 Describe and apply appropriate ability grouping and effective divisioning in competition.
- 8.6 Use the Special Olympics athlete skills assessments in competition and in training.
- 8.7 Use the Special Olympics individual skills competition appropriately.
- 8.8 Provide appropriate training and competition opportunities for athletes of various ability levels.

Standard 9.0—Identify different coaching roles, responsibilities, and philosophies.

- 9.1 Define the roles and responsibilities of the Special Olympics coach.
- 9.2 Recognize the role of philosophy in sport and how different philosophies impact decisions.
- 9.3 Integrate Special Olympics and personal coaching philosophies.
- 9.4 Continue coach education at least once every three years.

Standard 10.0—Utilize the sport management approach in recruiting, training, and utilizing athletes, volunteers, and family members.

- 10.1 Develop a coaching staff.
- 10.2 Identify and apply strategies in recruiting and training athletes, volunteers, and family members.
- 10.3 Identify roles and responsibilities of the staff, include planning and practice responsibilities plus general and specific supervision needs.
- 10.4 Effectively prepare and utilize assistant coaches at practice and competition; include those Special Olympics athletes who are interested and capable of becoming assistant coaches.

Standard 11.0—Apply the basic principles and practices of effective Special Olympics coaching in a supervised (mentor) training and competition setting.

- 11.1 Apply the Special Olympics mission and philosophy.
- 11.2 Demonstrate effective coaching strategies.
- 11.3 Design three appropriately planned and organized practices.
- 11.4 Demonstrate appropriate safety procedures.
- 11.5 Demonstrate the effective use of leadership, motivation, and communication strategies.
- 11.6 Apply the Special Olympics and sport-specific rules.
- 11.7 Demonstrate appropriate training and Special Olympics competition principles.



Special Olympics General Orientation

Introduction to Special Olympics

Foundation Module Agenda

Objectives and Competencies

- Describe Special Olympics mission and philosophy. [1.1]
- Briefly describe the history of Special Olympics. [1.2]
- Summarize the basic organizational structure of Special Olympics headquarters, Special Olympics Programs, and their Subprograms. [2.1]
- Identify eligibility requirements and access into Special Olympics. [3.1, 3.2]
- Describe what opportunities in Special Olympics are available to volunteers. [2.1]
- Identify Special Olympics sports and events. [8.1]
- Identify how Special Olympics is unique from other sports organizations. [1.3]
- Describe Special Olympics rules, ability grouping, honest effort, and divisioning. [8.2, 8.3, 8.4, 8.5]
- Describe available Special Olympics program offerings, challenges, and benefits to athletes. [2.2, 1.4]

Welcome and Introduction (5 minutes)

Section I - History and Overview of Special Olympics (15 minutes)

- Mission and Philosophy of Special Olympics
- History and Growth of the Program

Section II - Special Olympics Organization (10 minutes)

- How Special Olympics is Organized (Structure: Subprogram (Local/Area), State/Provincial, National, Regional, & Headquarters)
- Information on Local and National Programs
- Role of the Special Olympics Volunteer (What It Means; How Much the Volunteer Is Needed)

Section III - Who Participates (20 minutes)

- Information about Intellectual Disability
- Eligibility for Special Olympics

Section IV - Special Olympics Sports Training and Competition (35 minutes)

- Uniqueness of Special Olympics from Other Sports Organizations
 - No Fee Charged to Athletes
 - Sports Opportunities for all Ability Levels (from MATP to the Pentathlon)
 - Awards
 - Honest Effort; Divisioning
 - Competition Opportunities; Criteria for Athlete Advancement
- Sports; Training Considerations (How SO Athletes Learn)
- Benefits of Participation in Special Olympics (Athlete Leadership Programs; Yale Study)
- How Special Olympics Enhances Involvement in the Community (Unified Sports®)
- Program Challenges; Outreach Initiatives (Project Unify; Young Athletes; Healthy Athletes & Others)
 - *"What Is Special Olympics?" video - optional*

Section V – Promote Protective Behaviors and Concussion Training (online)

Section VI – Closing (5 minutes)

- Summary; Calendar of Local Events



Special Olympics Coaching Special Olympics Athletes Course

Training the Athlete

Module 1A Agenda

Objectives and Competencies

- Identify what obstacles may challenge an athlete to learn sports skills and rules and what to do to overcome them.
- Identify necessary skills that a coach should develop.
- Develop a training plan for a season.
- Develop three individual practices.
- Identify how an individual with intellectual disability learns sports skills and rules and what a coach can do to facilitate learning (training sequence; levels of instruction).
- Describe the importance of completing and sending accurate registration information to meet deadlines.
- Develop a plan to provide appropriate supervision during a day trip and an overnight trip.
- Identify successful competition-day coaching strategies.

Unit I: The Athlete – Different Abilities and Challenges (45-60 mins)

- Psychological Considerations Related to Learning (Motivation; Perception; Comprehension; Memory)
- Medical Considerations (Down Syndrome; Autism Spectrum Disorders; Orthopedic Impairments; Attention Deficit Hyperactivity Disorder; Intellectual Disabilities; Medications; Seizures; Physical Disabilities; Fetal Alcohol Syndrome)
- Social Considerations (Typical Social Skills; Physical Recreation at Home; Economic Status)

Unit II: Teaching and Training the Athlete (65 mins)

- Organizing a Training Program (Assessment; Goal Setting; Developing a Season Plan)
- Conducting a Training Session (Essential Components; Modifications and Accommodations)
- Athlete Behavior Characteristics and Strategies to Improve Learning
- Safety Checklist
- Training Session Plan
- Special Olympics Athlete Development Plan

Unit III: Preparing and Coaching During Competition (25 mins)

- Preparing for Competitions (Registration Information; Official Sport Rules; Coaching Assignments; Preparations at Practice; Facilities, Equipment and Support Personnel; Unplanned Events; Communicating with Parents; Warm-up and Stretching)
- During Competition (Proper Perspective; Tactical Decisions; Coach and Athlete Behavior; Physical Safety; Opponents and Officials)
- After Competition (Reactions Following Result; Team Meeting)

Unit IV: The Coach – Managing the Program (30-45 mins)

- Your Responsibilities as Coach
- Coaching Your Child
- Five Tools of an Effective Coach
- Providing for Athletes' Safety
- Responding to Athletes' Injuries – Emergency Plan
- Protecting Yourself

Unit V: Wrap-Up Session (15-30 mins)

- Questions; Concerns
- Course Exam
- Certification Process and Application; Course Evaluation

Special Olympics Sport-Specific Skills Course

Basic Sport Skills and Strategies



Module 1B Agenda

Objectives and Competencies

- Review the mission of Special Olympics. [1.1]
- Describe Special Olympics philosophy of winning (achieving personal best). [1.5]
- Provide an overview of the particular Special Olympics sport and its rules. [8.2, 8.3, 8.7]
- Organize seasonal plans (minimum of 8 weeks of training and competition experiences). [4.1]
- Organize safe training sessions. [4.2, 5.6]
- Identify strategies to involve family members and others and to develop coaching staff. [6.7, 10.1, 10.2, 10.3]
- Identify effective and basic strategies in how to coach athletes with intellectual disability in practice and competition while emphasizing safety and best efforts. [all of 5; 6.2, 6.4, 6.5]
- Demonstrate the sport's fundamentals with examples of progressions, drills, and activities to teach the basic sport-specific skills and game concepts or event strategies. [4.3, 4.4]
- Participate in a model training session with Special Olympics athletes. [4.3, 4.4, 8.6, 8.7, 8.8, 11.7]

Section I - Classroom Session (60-90 minutes)

- Introductions and Using the Online Special Olympics Coaching Guides
- Special Olympics Mission and Coaching Philosophy
- Coaching Resources (Who to Target for Coaches, Including Family Members and Athletes)
- Athlete Assessment (Medical Forms; Skills Profile)
- Overview of Events, Rules, Honest Effort, Ability Grouping, and Divisioning
- Preparation for the Sport-Specific Program
- Sample Eight-Week Training and Competition Plan
- Organization of a Training Session; Discipline; Opportunities for Athlete Leadership
- Prevention of Injuries; Emergency Action Plan
- Keys to Coaching Athletes with Intellectual Disability (in Training and at Competition)

Section II - Activity Session (90-120 minutes)

- Warm-Up and Stretching Activities
- Basic Sport Skills
- Events for Individual Sports or Individual Skills Contest, Modified Team Competition, and Team Competition for Team Sports
- Strategies for Individual Sports or Basic Information about the Game: Team Formation, Positions, and Strategies for Team Sports

Section III - Special Olympics Athletes Training Session (60-90 minutes)

- Coaches' Responsibilities During Upcoming Session
- Model Training Session

Section IV - Classroom Wrap-Up Session (30 minutes)

- Questions; Concerns
- Quick Quiz
- Certification Process and Application; Course Evaluation



Unified Sports® Course Agenda

Module 1C: *Designed for Training Coaches Who Will Coach Unified Sports Teams*

Part 1: Theoretical Foundation

Opening: Introduction to Course, Trainers and Goals (10 minutes)

Section 1: THE FOUNDATION OF UNIFIED SPORTS® (50 minutes)

- Special Olympics Mission
- Evolution of Social Inclusion & Special Olympics
- Unified Sports® Research Findings
- Relationship between Unified Sports and Project UNIFY
- Unified Sports® Options
- Definition of Unified Sports®
- Profile of a Unified Sports® Team

Section 2: BUILDING WITH PEOPLE (40 minutes)

- Overview of 7 Criteria for Success
- Principle of Meaningful Involvement;
- Factors in Sport Selection; Sport Characteristics
- Excellent Unified Sports® Coach; Guidelines; Recruitment & Selection of Team Members
- Teammate Guidelines

Section 3: BUILDING RESOURCES (32 minutes)

- Training
- Competition
- Guidelines for Successful Competition (Rules; Commitments of Support)

Section 4: BUILDING ADDITIONS (24 minutes)

- Unified Recreation Definition
- Project UNIFY; Three Components of Unified Sports (4 slides); A Whole School Approach
- Fan Development – Unified Sports Experiences

WRAP-UP AND REVIEW

15 minutes

- Additional Training & Certifications
- National Standards for Sport Coaches
- Educate; Motivate; Activate

Part 2: Practical Application in Sport

Re-cap theoretical module and insights gained; go over practical implementation phase next

Unified Sports® Course – Module 2 (Sport-Specific Practicum) (60 minutes)

- Organization of a Specific Unified Sport; Activities to Reinforce Cohesion Among Teammates
- The Process: Assessing Players & Forming Teams

Practical Experience 1 w/Players on Court (10 Athletes & 10 Partners) / Water available (2 hours)

- Provide Overview of Session to Athletes & Partners
- Players Warming-up and Stretching w/Ball; Conduct Skills Assessment Tests
- Form Teams Based on Skills Assessment Tests Scores; Scrimmage to Assess Team Play
- Meeting of Attendees (Who to Move; Why); Wrap-Up with Athletes, Partners & Coaches
Food and beverages – Social Inclusion Opportunity among Players, Coaches and Trainers

Course Wrap-Up; Evaluation; Certification

15-30 minutes

Special Olympics Principles of Coaching Course

Expanding the Sport Sciences



Module 2 Agenda

Objectives and Competencies

- Identify a personal coaching philosophy by integrating Special Olympics and personal coaching philosophies. [1.1, 9.1, 9.2, 9.3]
- Utilize the sport management team approach in recruiting athletes, volunteers, and family members. [10.1, 10.2]
- Develop effective training plans and coaching techniques for conducting sports practices involving Special Olympics athletes. [3.1, 3.2, 3.3, 3.4, 4.2, 6.2, 6.3, 6.5, 6.6, 8.8]
- Identify practical methods for enhancing athlete performance and developing sport confidence through effective coaching techniques. [3.3, 3.5; all of 6]
- Describe the principles of strength, endurance, and flexibility training and nutrition as they apply to the Special Olympics athlete. [all of 7]
- Describe and create the safest environment for Special Olympics athletes during training and competition; utilize staff (general and specific supervision needs). [5.4, 10.3, 10.4]

Introduction (20 minutes)

- Principles of Coaching Certification
- Special Olympics Coach Certification Program
- Special Olympics Job Description

Section I - Coaching in Special Olympics: Understanding Philosophy (50 minutes)

- Exercise #1: Defining the Mission of Special Olympics
- Exercise #2: Picturing a Special Olympics Athlete
- Exercise #3: Identifying Eligibility for Special Olympics
- Intellectual Disability
- Eligibility for Special Olympics
- Motor Activities Training Program (MATP)
- Unified Sports® and Related Programs
- Exercise #4: Defining Winning
- Exercise #5: Identifying Your Coaching Philosophy
- Exercise #6: Identifying Philosophical Similarities and Differences in Your Program
- Exercise #7: Developing a Picture of Your Style
- Summary Questions

Section II - Sport Planning for the Coach: Using the Sport Management Team Approach (60 minutes)

- Exercise #8: Developing a Coaching Staff
- Exercise #9: Determining Your Budget
- Family Orientation Program and Agenda; Families
- Sample Family Home Training Program
- Assistant Coach Orientation Program and Agenda
- Exercise #10: Managing the Group (Athlete Behavior Characteristics & Strategies to Improve Behavior)
- Exercise #11: Developing a Training Session Plan
- Summary Questions



Section III - Coaching Sport Skills and Developing Sport Confidence (90 minutes)

- Exercise #12: Selecting Sports
- Exercise #13: Identifying Sources of Motivation (Including Athlete Leadership Opportunities)
- Exercise #14: Developing Sport Confidence
- Exercise #15: Setting Realistic Goals
- Motivation Through Goal Setting
- Training Through Skill Progression
- Exercise #16: Communicating with Athletes
- Communicating with Athletes who Have Intellectual Disability
- Exercise #17: Providing Positive Reinforcement to Athletes
- Exercise #18: Developing a Winning Attitude (Achieving Athlete Personal Bests)
- Summary Questions

Section IV – Sport-Specific Performance Training & Nutrition Special Olympics Athletes (60 minutes)

- Methods; Program Design; The Simplicity Method; Principles of Training
- Warm-up and Flexibility Exercises – Four Phases
- Cardiovascular Exercise
- Resistance Training for Increased Performance
- Progressions – Increasing Levels of Demand (Visual)
- Sports Mapping
- Identification Charts for Pre-Season and In-Season Training (Ambulatory & Non-Ambulatory)
- Enhanced Agility Movement Program – Two Phases
- Healthy Diet Chart; Sports Nutrition
- Exercise #19: Developing a Sport-Specific Performance Training Program for Your Sport
- Summary Questions

Section V - Sport Safety and Risk Management (50 minutes)

- Sport Safety and Risk Management
- Recommended First-Aid and Training Kit
- Special Considerations for Some Special Olympics Athletes
- Atlantoaxial Instability in Down Syndrome
- Safety Checklist
- Selection and Conduct of the Activity
- Sport Safety and Risk Management Responsibilities
- Supervisory Planning Guide
- Exercise #20: Developing an Emergency Action Plan
- Summary Questions
- Coach Workbook Submission and Review
- Course Evaluation



Special Olympics Sport-Specific Tactics Course *Sport Strategies and Tactics*

Module 3 Agenda for Team Sports

Objectives and Competencies

- Identify and describe strategies to improve training programs. [6.2, 6.8, 7.1, 7.2, 7.3, 7.4, 7.5, 8.8]
- Create and adapt drills to meet the needs of athletes who have different ability. [4.3]
- Describe new rules (update) and review athlete skills assessment tests. [8.2, 8.6, 8.7]
- Identify effective ways of preparing athletes for competition and other leadership roles. [4.3, 4.4, 6.2]
- Identify effective coaching techniques on the sideline and strategies in the game. [4.3, 4.4, 6.3, 6.6]
- Participate in a model training session with Special Olympics athletes. [4.3, 4.4, 8.6, 8.7, 11.7]
(This is preferred but optional if athletes cannot be identified to help the instructors demonstrate how tactics can be taught.)

Section I - Classroom Session (60-90 minutes)

- Welcome, Introductions, Course Goals (How Mission is Furthered), and Overview
- Psychology of Coaching Athletes with Intellectual Disability–Technical Aspects
- Psychology of Coaching Athletes with Intellectual Disability–Tactical Aspects (Strategies for Improving Performance)
- Managing Athlete Behavior and Understanding Special Olympics Athlete Protective Behavior
- Preparing for Competition

Section II - Activity Session (120-150 minutes)

- Teaching a Pre-Game Warm-Up
- Strength and Conditioning Activities
- Designing Effective Drills: Progressively Increasing Difficulty of Tasks
- Review of Skills Assessment Tests
- Game or Event Strategies

Section III - Special Olympics Athletes Training Session (60-90 minutes)

- Coaches' Responsibilities During Upcoming Session
- Model Training Session

Section IV - Classroom Wrap-Up Session (30 minutes)

- Questions; Concerns
- Quick Quiz
- Certification Process and Application
- Course Evaluation

Special Olympics Sport-Specific Tactics Course

Sport Strategies and Tactics



Module 3 Agenda for Individual Sports

Objectives and Competencies

- Identify and describe strategies to improve training programs. [6.2, 6.8, 7.1, 7.2, 7.3, 7.4, 7.5, 8.8]
- Create and adapt drills to meet the needs of athletes who have different ability. [4.3]
- Identify new rules (update) and review athlete skills assessments. [8.2, 8.6, 8.7]
- Identify effective ways of preparing athletes for competition and other leadership roles. [4.3, 4.4, 6.2]
- Identify effective and efficient skill techniques and event strategies. [4.3, 4.4, 6.3, 6.6]
- Participate in a model training session with Special Olympics athletes. [4.3, 4.4, 8.6, 8.7, 11.7]
(This is preferred but optional if athletes cannot be identified to help the instructors demonstrate how tactics can be taught.)

Section I - Classroom Session (60-90 minutes)

- Welcome, Introductions, Course Goals (How Mission is Furthered), and Overview
- Coaching Resources
- Psychology of Coaching Athletes with Intellectual Disability–Technical Aspects
- Psychology of Coaching Athletes with Intellectual Disability–Tactical Aspects (Strategies for Improving Times or Scores)
- Managing Athlete Behavior and Understanding Special Olympics Athlete Protective Behavior
- Review of Skills Assessments and Ability Levels

Section II - Activity Session (120-150 minutes)

- Warm-Up and Stretching
- Progressions
- The Training Venue
- The Competition Venue
- Use of Drill-Competition Simulations to Prepare for Competition

Section III - Special Olympics Athletes Training Session (60-90 minutes)

- Coaches' Responsibilities During Upcoming Session
- Model Training Session

Section IV - Classroom Wrap-Up Session (30 minutes)

- Questions; Concerns
- Quick Quiz
- Certification Process and Application
- Course Evaluation

Special Olympics Comprehensive Mentoring Program

Sport Mentoring and Assistance



Module 4

In the Special Olympics Comprehensive Mentoring Program, a Special Olympics coach is partnered with a certified Special Olympics coach who has been coaching for at least four years and has achieved at least two modules of certification beyond the Foundation Module—Special Olympics General Orientation. A university or interscholastic coach outside Special Olympics could also be involved in the process. A variety of opportunities for Special Olympics coaches to interact with highly skilled coaches would lead to the following desired **outcomes**—improved coaching behaviors.

Objectives and Competencies

- Apply Special Olympics mission and philosophy. [1.1]
- Apply Special Olympics and sport-specific rules. [11.1, 11.6]
- Develop relationships and resources that Special Olympics coaches and athletes can access beyond the mentoring program. [11.2, 11.4]
- Observe, participate in, and design practice organization, skills progressions, drills and tactics, positive athlete-coach interaction, and effective competition strategies from an experienced mentor. [4.3, 4.4; all of 6; 11.2, 11.3]
- Improve and demonstrate effective and efficient coaching techniques and communication skills. [11.5]
- Demonstrate effective leadership skills; provide challenging, safe, and supportive environments for coaches and athletes. [11.2, 11.4, 11.5, 11.7]

Recording Experiences

The mentor will identify the date, location, time spent, and authorization of the following experiences on the “Comprehensive Mentoring Program Log”.

- Meetings with the head coach (mentor) [minimum of three]
- Meetings with head coach and coaching staff (staff briefings, practice planning, scheduling competition, assignments, video, etc.) [minimum of two]
- Observing training sessions in or outside Special Olympics [minimum of two]
- Attending conditioning or weight training workouts
- Assisting mentor and staff with training sessions (charting, timing, etc., specific to head coach’s needs) [minimum of three]
- Attending competitions [minimum of two]
- Developing effective practice plans [minimum of three]
- Any other appropriate activity.

Certification

Certification for Module 4 will be earned when the following **requirements** are met:

- Achieve the standards and competencies identified above or at the desired module of the coach education system, or in continuing the coach’s education.
- Accumulate a minimum of six participation hours with mentors.
- Accumulate a minimum of 10 practicum hours in working with Special Olympics athletes.
- Develop and submit three practice plans that include the essential and necessary components.



2014 SONA Coach Education & Participation Summary - Special Olympics Program:

Sports and Courses Offered	TRAINING SCHOOLS	COACHES TRAINED	COACHES CERTIFIED per Sport	TOTAL COACHES per Sport	TOTAL CERTIFIED COACHES per Sport
Aquatics	0	0	0	0	0
Athletics	0	0	0	0	0
Badminton	0	0	0	0	0
Basketball	0	0	0	0	0
Bocce	0	0	0	0	0
Bowling	0	0	0	0	0
Cycling	0	0	0	0	0
Equestrian	0	0	0	0	0
Football	0	0	0	0	0
Golf	0	0	0	0	0
Gymnastics	0	0	0	0	0
Judo	0	0	0	0	0
Powerlifting	0	0	0	0	0
Roller Skating	0	0	0	0	0
Sailing	0	0	0	0	0
Softball	0	0	0	0	0
Table Tennis	0	0	0	0	0
Team Handball	0	0	0	0	0
Tennis	0	0	0	0	0
Volleyball	0	0	0	0	0
Alpine Skiing	0	0	0	0	0
Cross Country Skiing	0	0	0	0	0
Figure Skating	0	0	0	0	0
Floor Hockey	0	0	0	0	0
Snowboarding	0	0	0	0	0
Snowshoeing	0	0	0	0	0
Speed Skating	0	0	0	0	0
Write in Other Sport	0	0	0	0	0
Write in Other Sport	0	0	0	0	0
Write in Other Sport	0	0	0	0	0
Write in Other Sport	0	0	0	0	0
Write in Other Sport	0	0	0	0	0
Coaching SO Athletes	0	0	0	0	0
Principles of Coaching	0	0	0	0	0
MATP	0	0	0	0	0
Games Management	0	0	0	0	0
Unified Sports	0	0	0	0	0
TOTALS =	0	0	0		

Total Coaches =	
Total Cert. Coaches =	

<i>General Orientations =</i>		<i>Optional</i>
<i>Protective Behaviors =</i>		<i>Optional</i>
<i>Concussion Training</i>		<i>Optional but preferred</i>

Application for Sports Training Certification (for Program use only)



(One form per certification)

Local Program

Instructions: Please print clearly or type information below and return to your local Program office.
List **Permanent** Mailing Address and telephone number:

Name:	Address:		
City:	State:	Zip:	
Daytime Phone: ()	Evening Phone: ()		
Email address:	Gender:	<input type="checkbox"/> Male	<input type="checkbox"/> Female
Social Security Number:	Occupation:		

If your address has changed since your last certification, please check this box.

If you are an athlete seeking certification, please check this box.

2.	I attended or took an online Special Olympics General Orientation in:	City/State or Province/Country	on	Date
3.	I attended or took an online course in Athlete Protective Behaviors in:	City/State or Province/Country	on	Date
4.	The Training/Course was held in:	City/State or Province/Country	on	Date

5. I am applying for CERTIFICATION in one of the following areas:	
Coaching Special Olympics Athletes	Young Athlete Program
Skills, Sport:	Motor Activities Training Program
Coaching Unified Sports	Tactics, Sport:
Principles of Coaching	Official, Sport:
Mentoring, Sport:	Competition Management, Sport:
Athlete Leadership: Global Messenger I / II	Games Management
Athlete Leadership: Coach / Official	Protective Behaviors
Athlete Leadership: Input Council / Board	Concussion Training
Other:	Other:

6. Coaching/Officiating experience at high school or college levels:	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Circle Coach / Official
Playing experience at high school or college levels:	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Sport(s):

7. PRACTICUM – SONA is not requiring but encouraging 10 practicum hours under an experienced coach for **initial certification**; the reality is that they are already working with athletes. However, if they are new coaches, the expectation is that they be mentored by an experienced coach.

Date	# hrs	# athletes	Date	# hrs	# athletes	Date	# hrs	# athletes

8. Other Information:

How many Special Olympics sports do you coach?	In how many sports are you certified?
Highest level of education achieved:	
Do you have any relatives with intellectual disabilities?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If yes, relationship:	
If you are an athlete becoming a coach, please check this box. <input type="checkbox"/>	

9. Having satisfactorily completed all requirements, I hereby request Special Olympics certification in the area identified above. The following people sign off and verify that the requirements have been completed.

Applicant	Date	Local Program Coor.	Date
		Sport Director	Date



Athlete's name:

Coach:

Email address:

Phone number:

Item	Observation of Athlete Behavior & Rubric (Llewellyn)				Points
	4	3	2	1	
Participation / Promptness	Athlete is always prompt and regularly participates.	Athlete is late once every two weeks and regularly participates.	Athlete is late more than once every two weeks and regularly participates.	Athlete is late every week and/or has poor participation	_____
Level of Engagement In Sport	Athlete proactively contributes regularly to the team through play.	Athlete proactively contributes somewhat to the team through play.	Athlete rarely contributes to the team through play.	Athlete never contributes to the team through play.	_____
Listening Skills	Athlete listens when others talk, both in practice and in play Incorporates or builds off of others through participation.	Athlete listens most of the time when others talk, both in practice and in play.	Athlete does not always listen when others talk, both in practice and in play and occasionally interrupts when others speak	Athlete does not listen when others talk, both in practice and in play. Athlete often interrupts when others speak.	_____
Behavior	Athlete never displays disruptive behavior during sports activities.	Athlete rarely displays disruptive behavior during sports activities.	Athlete Occasionally displays disruptive behavior during sports activities.	Athlete almost always displays disruptive behavior during sports activities.	_____
Preparation	Athlete is always prepared for sports activities with required dress and personal supplies.	Athlete is almost always prepared for sports activities with required dress and personal supplies.	Athlete is occasionally prepared for sports activities with required dress and personal supplies.	Athlete is almost never prepared for sports activities with required dress and personal supplies.	_____
Points Goal				Points earned	_____

Coaches Comments:



Coach Mentoring Program Log

Lead Mentor _____

Coach _____

-- Activities / Hours of Participation in Each --

Date	Mentor	Meeting w/ head coach (3 min.)	Attending staff briefing (2 min.)	Observing training (2 min.)	Observing conditioning/ Wt. training	Assisting during training (3 min.)	Developing 3 practice plans	Attending competition (2 min.)	Other

Total hours ____ Lead Mentor authorization _____ Date _____



Special Olympics North America Coach Education System Tracks

Course	Required or Suggested	Length of Certification	Recertification Option	Available	Testing	Proposed Level
General Orientation	Special Olympics Class A volunteers	Lifetime	NO	Online & in person	On-line & in person	Foundation; pre-requisite
Protective Behaviors	Special Olympics Class A volunteers	3 years	YES, once	Online	On-line	Foundation pre-requisite
Concussion Training	Special Olympics Class A volunteers	3 years	YES, once	Online	On-line	Foundation pre-requisite
Coaching Special Olympics Athletes	Entry-level course for new coaches	3 years	YES	Online & in person	Varies	Foundation & 1
Sport-Specific Course	Entry-level course for new coaches	3 years	YES	Online & in person	Varies	1; 2
Coaching Unified Sports®	Mandated for Head Coaches; recommended for Assistants	3 years	YES	Online & in person	Varies	1; 2
Principles of Coaching	Special Olympics Coaches	3 years	YES	Online & in person	Varies	2; 3
Sport-Specific Tactics/ Advanced	Coaches	3 years	YES	Varies	Varies	2; 3
ASEP	Coaches	3 years	YES	Online	On-line	
CPR/First Aid	Coaches or Officials	1 - 3 years (pending agency)	YES	In person	In person	
NGB Coach Course	Coaches	Varies (pending agency)	YES	Varies	Varies	
NFHS	Coaches	3 years	YES	Online		
Positive Coaching Alliance	Coaches	3 years	YES	Online	On-line	
Mentoring	Coaches or Officials	3 years	YES	In person	In person	
Games Management Training	Officials	4 years	YES	Varies	Varies	
Official's Training	Officials	Varies (pending agency)	YES	Online & in person	On-line & in person	
Power of Partnerships	Coaches or Officials	3 years	YES	In person	Varies	
Others as approved by SONA			YES			