



## Introduction

On behalf of Special Olympics International, THANK YOU for contributing your time and expertise. The knowledge you share with the course participants will make a significant impact on the lives of athletes with intellectual disabilities.

The Advanced Coach Volunteer Course offers an opportunity for coaches who have gained at least one year's experience coaching a Special Olympics basketball team to expand their coaching knowledge. The course material is geared towards the coaching of average to higher ability athletes playing either 3-on-3 or 5-on-5 basketball. The participating coaches should have already attended the Special Olympics Basketball Volunteer Coach Course.

### Coaches should leave the training school with a clear understanding of the following:

- Effective use of assistant coaches and other training resources
- How to create and adapt drills to meet the needs of athletes of different ability levels
- Current Special Olympics basketball rules
- How to prepare a team for competition
- Bench coaching
- Special Olympics Basketball Skills Assessment Tests

Review the Quick Quiz at the end of this guide to identify the main points and ensure that they are covered within the course.

### Suggestions for Instructors

- **Review the Special Olympics Basketball Coaching Guide.** It provides the necessary background to the Special Olympics coaching program.
- **Recognize the expertise of the participating coaches** and, whenever possible, draw upon their experiences of coaching Special Olympics athletes.
- **Stay on schedule.** There is a lot of material to be covered, and it is easy to fall behind. Encourage coaches to take additional coaching courses and continue their education.
- **Use team teaching.** Two instructors can bring different expertise to the course and also make this course more enjoyable for the participants. It is suggested that one instructor be a specialist in softball and the other in Special Olympics.

Your ideas on the course are welcomed. Please send any ideas for future improvement to the SOI Basketball Director, Special Olympics International, 1133 19<sup>th</sup> Street, NW, Washington, D.C. 20036.



## Basketball Volunteer Coach Training School

### **PART 1 Classroom Session (90 minutes)**

- 1.1 Welcome Introductions, Course Goals and Overview
- 1.2 Training and Technical Development
- 1.3 Preparing for Competition

### **PART 2 Activity Session (180 minutes)**

- 2.1 Teach a Pre-Game Warm-Up
- 2.2 Strength and Conditioning Activities
- 2.3 Drill Design: Progressively Increasing Difficulty of Tasks/Activities
- 2.4 Review of Special Olympics Basketball Skills Assessment Tests (BSAT's)

*BREAK*

- 2.4 "Advanced" Technical Skills
- 2.5 Game Strategies

### **PART 3 Special Olympics Athletes Training Session (90 minutes)**

- 3.1 Model Training Session

### **PART 4 Classroom Wrap-Up (30 minutes)**

- 4.1 Review (Questions)
- 4.2 Quick Quiz
- 4.3 Certification Process and Application

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### **Materials**

- Course Agendas (one per participant)
- Special Olympics Basketball Coaching Guide
- Samples of recommended basketball books and videos

### **Equipment**

- 1 ball per participant
- 2 sets of 5 different colored scrimmage vests
- 12 plastic marker cones
- 2 stopwatches, clip boards
- First-aid kit
- 1 measuring tape
- Chalk board
- 2 ball boxes
- 1 roll of 2" wide "safe" floor tape
- Water





**PART 1**  
**Classroom Session**  
(90 minutes)

**1.1 Welcome, Introductions, and Course Overview** [10 minutes]

- Identify the course goals.
- Include an overview of the **Special Olympics Basketball Coaching Guide**, highlighting the sections of the text that cover advanced athlete training.
- Also, provide examples of other books and videos appropriate for this level of coaching.

**1.2 Training** [35 minutes]

There are many Special Olympics athletes who are capable of mastering higher-level basketball skills. Use this section to discuss ways in which coaches can take the technical training of their athletes beyond the basic level.

• **Expanding your coaching resources** [10 minutes]

A successful coach is one who recruits and involves as many resources as possible in his or her coaching program. Discuss the following topics:

- Effective training of assistant coaches (how the use of written practice plans can maximize training)
- Partnerships with colleges, high schools, and youth teams
- Family involvement and Home Training
- CPR and first-aid courses (Encourage all coaches to become certified in CPR and first-aid)

• **Designing drills/activities** [10 minutes]

Coaches need to be able to recognize the different ability levels of their athletes. Coaches also need to adapt the degree of difficulty of tasks to the level of each athlete. Furthermore, coaches need to provide a progression of skills by increasing the difficulty of tasks/activities. Discuss and illustrate the following progression; demonstrate them on the court later.

- *Pressure of the a skill* (pressure of doing the skill, itself)
- *Pressure of space* (performing them skill in a more challenging space)
- *Pressure of time* (performing the skill under the restriction of time)
- *Pressure of opponent* (applying the skill in a more game-like situation)

• **Open Discussion** [10 minutes]

- Issues relating to training Special Olympics basketball athletes





Part 1 (continued)

**2.2 Preparing for Competition** [45 minutes]

There are many Special Olympics athletes who are capable of mastering the fundamental game strategies of basketball. Use this section to discuss ways in which coaches can help their athletes to become more successful **in competition**.

- **Updates of Special Olympics and NGB rules** [10 minutes]
- **Utilizing your athlete's abilities** [5 minutes]
  - Assigning positions based on their strengths
  - Developing team leaders in critical positions
- **Game strategies** [10 minutes]
  - *Scoring and defending*  
Key Words: “Attack the Basket”; “Defend”
  - *Working with teammates*  
Key Words: “V-Cut to Get Open”; “Bounce Pass”
  - *Getting into offense*  
Key Words: “Offense”; “Set-Up”
  - *Getting into defense*  
Key Words: “Defense”; “Go Find Your Spot”
- **Bench coaching during competition** [15 minutes]
  - Substitutions
    - Who*
    - When*
    - Why*
  - Time Outs
    - When*
    - Why*
- **Open Discussion** [5 minutes]
  - Issues related to preparing Special Olympics athletes for basketball competition



**PART 2**  
**Activity Session**  
(180 minutes)

**2.1 Warm-Up and Stretching** [25 minutes]

Assist coaches in selecting or creating a pre-game warm-up that can be performed without a coach's direction after the athletes are trained, depending on the ability level of the athletes. Team leaders can be developed to lead these exercises at training sessions and competitions.

*Pre-Game Warm-Up Suggestions*

- Jogging
- Stretching (review current recommendations for proper stretching)
- Lay-up and Rebound Drill
- Basic Skills Practice (half group shooting and rebounding; other half ballhandling or passing, then switching groups)
- Review of Offense and Defense
- Team Talk

**2.2 Strength and Conditioning Activities** [10 minutes]

Many Special Olympics athletes lack the physical strength and fitness to compete successfully at a higher level. Coaches should be encouraged to incorporate specific strength and conditioning exercises into their team's training plan. Demonstrate some activities that can be combined into simple training "circuit".

For example, these might include:

- #1 Dribble the Lines
- #2 Wall Sit
- #3 One-on-One
- #4 Crunch Sit-Ups





### 2.3 Drill Design: Progressively Increasing Difficulty [20 minutes]

Demonstrate and lead coaches through an actual progression of teaching athletes rebounding. Illustrate how learning can be enhanced by progressively increasing the difficulty of tasks.

- Rebounding; moving to get a tossed ball (*pressure of performing the skill – individual coaching and physical assistance*)
- Rebounding a ball tossed against the back board (*pressure of space*)
- Rebounding a ball tossed off the backboard as many times as possible in 30 seconds (*pressure of time*)
- Playing Rebound Ball (*pressure of opponent*)

#### *Advanced Technical Skills*

Detailed descriptions of these activities can be found in the Coaching Guide.

### 2.4 Review of the Basketball Skills Assessment Tests [15 minutes]

Coaches should conduct these tests at the beginning of the season and again before going to a major competition. (These scores are required by most Chapter-level competitions.)

*See the Official Special Olympics Basketball Rules, Section D.* The BSAT's include:

- Rebounding
- Dribbling
- Perimeter Shooting

*BREAK*





## 2.5 Advanced Technical Skills [40 minutes]

The following skills actually involve more than one skill. Demonstrate, practice, and apply them in game-like drills (1-on-1 or 2-on-2). Spend 10 minutes on each.

### *Teaching Suggestions*

- Demonstrate the **proper technique** of each skill.
- Suggest verbal cues or “**Key Words**” that can be used to reinforce the skills and concepts. Keep them simple.
- Give coaches the opportunity to **perform the skills**.
- Emphasize the importance of **repetition and reinforcement** in teaching Special Olympics athletes.

### *Advanced Technical Skills*

#### Skill 1: **CROSSOVER DRIBBLE**

- Change directions (using the side spot on the ball).
- Receive ball with opposite hand.
- Protect the ball with body and opposite arm.

**Key Words:** “Side Spot”; “Protect”; “Head Up”

#### Skill 2: **DRIVE, STOP, and SHOOT**

- Review shooting with and without pressure.
- Drive, stop under control, bring ball up, and shoot.

**Key Words:** “Drive to Defender”; “Stop Under Control”; “Shoot”

#### Skill 3: **PASSING OUT OF A TRAP**

- Review passing around a defender.
- Practice pivoting and moving the ball; add ball fakes.
- Set up a trap and move the opening.

**Key Words:** “Find the Open Door”; “Pivot”; “Keep the Ball Moving”

#### Skill 4: **BLOCKING OUT**

- Review rebounding position and going to get the ball.
- Teach block-out position, then pivot to block out.

**Key Words:** “Pivot”; “See the Ball”; “Go Get the Ball”





## **2.6 Game Strategies [70 minutes]**

Set up the following situations. Demonstrate the game strategies introduced in the classroom session. Use a controlled scrimmage to show coaches how to “freeze” the play and help their athletes see the game. Use one-part instructions, simple demonstrations, and “**Key Words**” to help teach Special Olympics athletes the game concepts.

- **Player-to-Player Defense** [20 minutes]
  - Review the proper defensive stance and sliding.
  - Develop team player-to-player defense in the Shell Drill.
  
- **Pressing Defense** [15 minutes]
  - Form a simple trap with two defenders in the Help and Recover Drill.
  - Rest of the team covers behind the trap.
  
- **Fast Break** [10 minutes]
  - Conduct the Break-Away Drill.
  - Conduct the Two-Player Break Plus Trailer Drill.
  - Run a simple break; the team must assume good rebound coverage.
  
- **Simple Out-of-Bounds Plays** [20 minutes]
  - One at the sideline
  - One at the baseline





**PART 3**  
**Special Olympics Athletes Training Session**  
(90 minutes)

### Guidelines

This section of the course provides an opportunity for coaches to implement some of the ideas introduced earlier by the instructors. **A group of ten Special Olympics athletes with average to higher ability** are needed.

Take 5 minutes before the session to review the activities and assign coaches to lead specific groups. Instructors should lead this session and involve as many coaches as possible as training partners. Allow coaches to lead whenever possible. Provide occasional prompts and demonstrations.

#### 3.1 Team Warm-up and Stretching [15 minutes]

- Teach players a pre-game warm-up.
- Perform movement, stretching, and skills activities.

#### 3.2 Skills Activities [4 x 10 minutes]

Divide athletes into four groups of 3-4 athletes.

- #1 Crossover Dribble
- #2 Drive, Stop, and Shoot
- #3 Passing Out of a Trap
- #4 Blocking Out

#### 3.3 Out-of-Bound Play at Sideline [10 minutes]

- Teach a play with no defense.
- Practice the play with no defense.
- Practice the play against defense.

#### 3.4 Scrimmage [35 minutes]

- Walk through the offensive positions with no defense (one team at each basket). [5 minutes]
- Walk through the defensive positions; coaches pass the ball or dribble to the gap between defensive players. [5 minutes]
- Play (implement the offense, defense, and out-of-bound play). [25 minutes]

#### 3.5 Team Cool-Down [5-10 minutes]

- Perform slow jogging, walking, and stretching.
- Praise their efforts (team-talk).





**PART 4**  
**Classroom Wrap-up Session**  
(30 minutes)

**4.1 Review Questions** [5 minutes]

**4.2 Quick Quiz (see following page)** [15 minutes]

- Ask coaches to complete the Quick Quiz.
- Provide the answers to each question.
- Coaches grade and keep their own quiz.

**4.3 Certification Process and Form** [5 minutes]

- Ask coaches to fill out the first part of the certification form.
- In addition to taking this course on teaching and coaching a specific sport, a Special Olympics coach must do the following in order to achieve certification:
  - Attend a General Orientation as a basic introduction to Special Olympics
  - Complete a course on the basics of teaching and coaching Special Olympics athletes.
  - Complete 10 hours of working with Special Olympics athletes under an experienced coach
  - Complete the training programs for Protective Behaviors and Concussion Training and submit confirmation of completion to the Local Special Olympics Program (U.S. only).
  - 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.





**Quick Quiz**

1. Three ways of expanding your coaching resources are \_\_\_\_\_,  
\_\_\_\_\_, and \_\_\_\_\_.
2. Drills can be modified to increase the level of difficulty in four ways; they are  
\_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, and \_\_\_\_\_.
3. Rather than always calling instructions to players, coaches should develop  
\_\_\_\_\_ in critical positions on the field.
4. Three reasons for calling a time out are \_\_\_\_\_,  
\_\_\_\_\_, and \_\_\_\_\_.
5. Three reasons for substituting for a player are \_\_\_\_\_,  
\_\_\_\_\_, and \_\_\_\_\_.
6. Good stretching techniques enable an athlete to stretch a muscle without \_\_\_\_\_.
7. A pre-game warm-up might contain the following activities.  
\_\_\_\_\_  
\_\_\_\_\_
8. The three Basketball Assessment Tests used to help pre-divisioning teams for Special Olympics  
competition are \_\_\_\_\_,  
and \_\_\_\_\_.
9. When designing an offense for lower ability athletes, it is best to  
\_\_\_\_\_.
10. One way of putting a great deal of defensive pressure on an opponent while still being able to protect the  
basket it to \_\_\_\_\_.





**Quick Quiz  
Answers**

1. Three ways of expanding your coaching resources are **assistant coaches, partnerships with colleges and high schools, and families.**
2. Drills can be modified to increase the level of difficulty in four ways; they are **the pressure of doing the skill, the pressure of space, the pressure of time, and the pressure of an opponent.**
3. Rather than always calling instructions to players, coaches should develop **team leaders** in critical positions on the field.
4. Three reasons for calling a time out are **stopping an opponent's momentum, settling down and re-grouping your team, setting up a play, resting your team.**
5. Three reasons for substituting for a player are **sending in a specialist, taking out a player who can no longer contribute on the court because of being upset, stopping a team's momentum with no time out available, allowing others to contribute during the game.**
6. Good stretching techniques enable an athlete to stretch a muscle without **putting too much strain on the joint or injury.**
7. A pre-game warm-up might contain the following activities  
**Jogging, stretching, ballhandling and passing, shooting and rebounding, review of offense and defense**
8. The three Basketball Assessment Tests used to help pre-divisioning teams for Special Olympics competition are **rebounding, dribbling, and Perimeter Shooting.**
9. When designing an offense for lower ability athletes, it is best to **limit the tasks an athlete needs to perform.**
10. One way of putting a great deal of defensive pressure on an opponent while still being able to protect the basket is to **double-team, trap, or press.**

