



SPECIAL OLYMPICS BASKETBALL

Competition Management Team Guide

Part of the Special Olympics Sports Management System

First Edition
January 1994



Team Approach to Sports Management

The phrase "Together We Win!" was chosen as the rallying slogan for the Special Olympics 25th Anniversary celebrations. It is this focus on teamwork that has enabled Special Olympics to become a highly visible and recognized worldwide sports movement. Applying a team approach to the development of new sports resources is the key to enhancing the opportunities offered to our athletes and coaches.

Sport Directors and Sport Management Teams

Chapter sports staff are responsible for developing training and competition opportunities in all the sports available. An incredible task! To help them, they have traditionally recruited a "Sport Director" in each sport to provide resource support and technical expertise. Although Sport Directors play a valuable role in many Chapter programs, this type of support structure is no longer sufficient to drive a Special Olympics sport program that is becoming more complex and challenging every year.

In the future, the most successful Chapters will be those which expand their sport-specific support structure to include functional Sport Management Teams. These Sport Management Teams will include specially trained volunteers possessing diverse expertise in sport and in Special Olympics.

Objectives

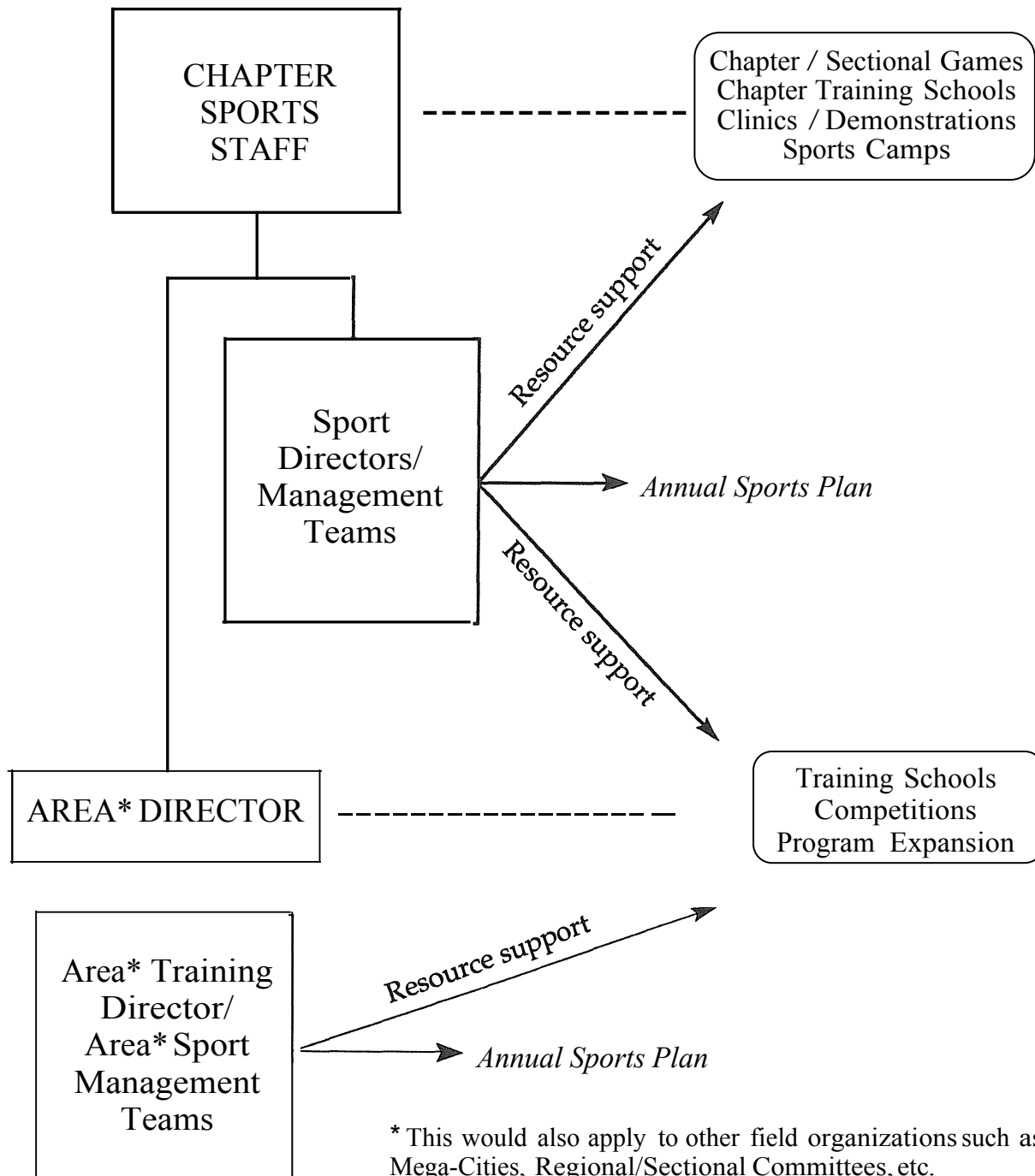
Under the direction of the Chapter staff and the Sport Director, a Sport Management Team (SMT) for each sport would work year-round to accomplish the following.

- Assess program needs and develop an annual sport plan.
- Provide technical support for Chapter-level competitions and, whenever possible, for competitions at the Area and Local levels.
- Provide the technical instructors for coaches' and athletes' training schools and other coach or athlete training programs.
- Support Area and Local programs in their efforts to identify, recruit, and train sport-specific resources.
- Develop strong relationships between Special Olympics and other NGB-recognized organizations.



Program Support

A Chapter Sport Management Team provides sport-specific technical expertise and resource support for Chapter-level training and competition and, whenever possible, for Area or Local competition and training programs.



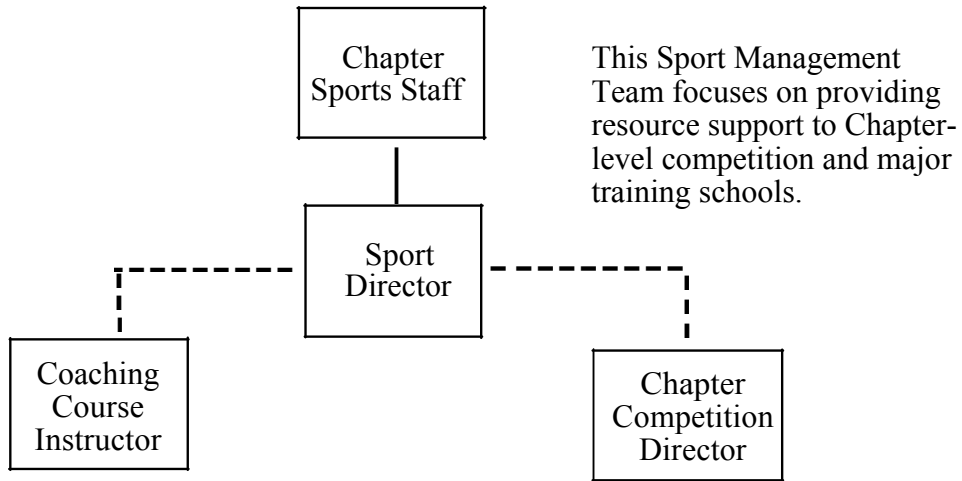
* This would also apply to other field organizations such as Mega-Cities, Regional/Sectional Committees, etc.



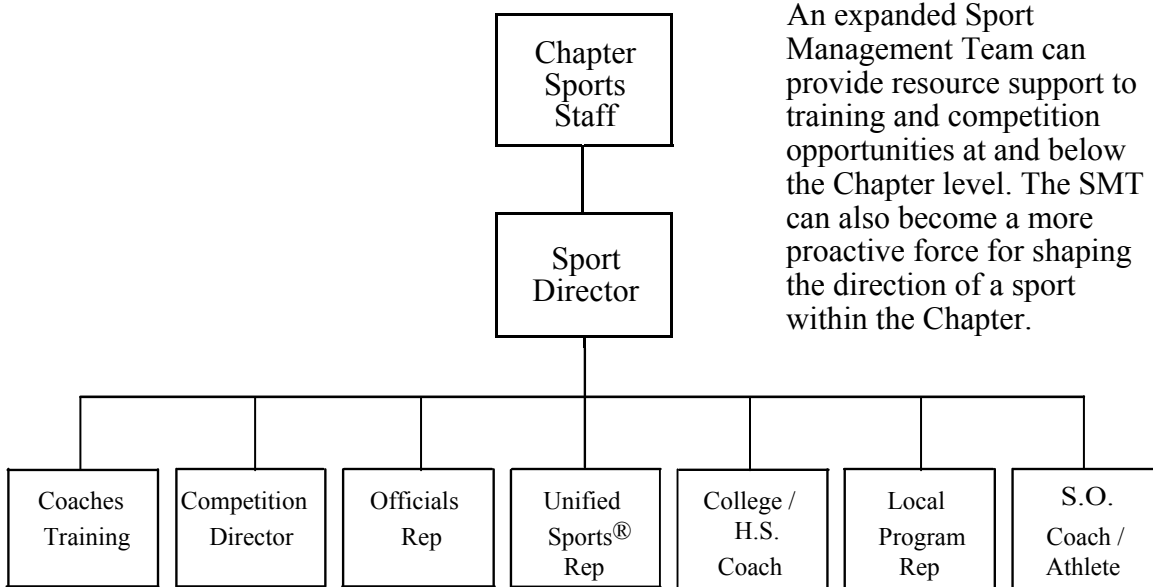
Structuring a Sport Management Team

Below are examples of two levels of a sport-specific Sport Management Team.

Level 1



Level 2





The Sport Management Team

Sample Job Descriptions

Besides including people with the following expertise, it is equally important to have geographic representation across the state.

Coaches Training Coordinator

- Conducts at least one Coaches Training School each season.
- Advises and trains other instructors.

Competition Director

- Serves as the Technical Director for the Chapter competition.
- Assists in the recruitment and training of Area and Sectional Competition Directors.

Officials Representative

- Recruits and trains officials for Area, Sectional, and Chapter competitions.
- Reviews and proposes ideas for rules changes.

Unified Sports® Representative

- Assists in developing Unified Sports® culminating competitions.
- Assists in conducting Unified Sports® training for coaches.

College, High School, or Club Representative

- Conducts a college, high school, or club partnership program.
- Develops statewide involvement with colleges, high schools, and/or clubs.

Local Program Families Representative

- Provides information from the Local Special Olympics program's perspective in designing appropriate training and competition opportunities. This information would include budget, logistics, parental support, etc.
- Provides an excellent opportunity for family involvement.

Special Olympics Coach

- Provides input from a coach's perspective in the training and competition needs of athletes.

Special Olympics Athlete

- Provides input from an athlete's perspective.
- Serves as an Athlete for Outreach at sports functions.





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Managing a Special Olympics Basketball Competition

Thank you for volunteering to be a member of the Basketball Competition Management Team. Your time and energy are greatly appreciated. Conducting a successful Special Olympics competition is truly a challenge that takes dedication and a lot of hard work. The results can be one of the most satisfying experiences in sports.

As a member of the Basketball Competition Management Team, you are responsible for conducting an event that will meet a number of challenging goals. These goals include:

- Providing a safe competition environment for all participants.
- Providing a competition in which all teams and individuals have an opportunity to compete against others of similar abilities
- Providing a competition that is officiated according to the official rules and to the highest standards of fairness
- Creating an “Olympic” atmosphere around the event
- Providing a positive and inspiring experience for family members, volunteers, and spectators
- Increasing public awareness and education about the abilities of individuals with intellectual disabilities

The Competition Management Team Guide provides the fundamental technical information needed to achieve these goals. Committees involved with large, Chapter-level competitions may need to expand some of this information. The basic principals, however, should remain the same for any level of competition.

Special Olympics International welcomes your ideas for future revisions of these materials. You are invited to send your comments and ideas to:

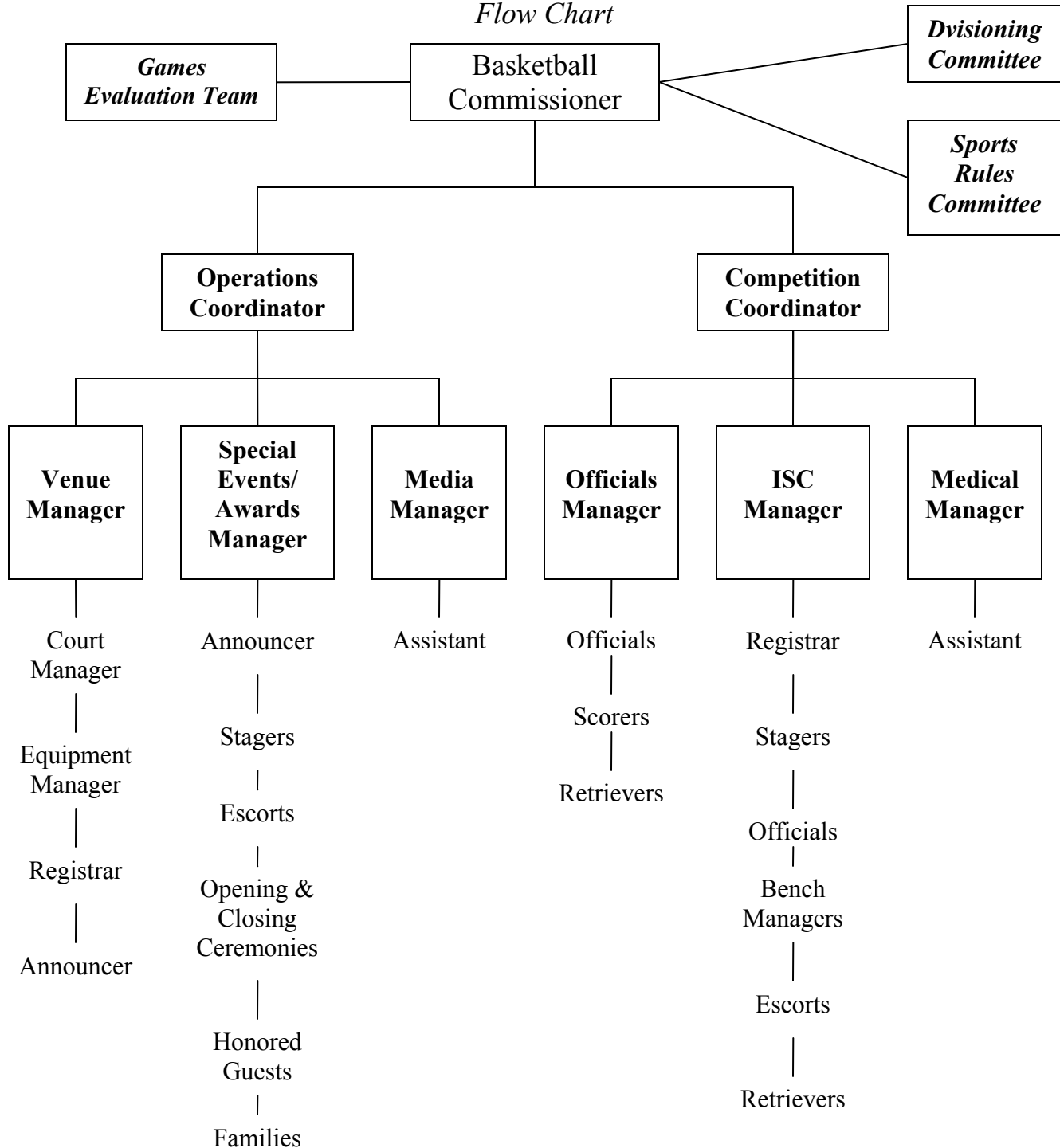
SOI Basketball Director
Special Olympics International
1133 19th Street, NW
Washington, DC 20036





Basketball Competition Management Team

Flow Chart



The composition of a Basketball Competition Management Team will depend on the size and level of the competition and the personnel available. In Local or Area competitions a number of the above positions could be consolidated. If the competition is a part of multi-sport games, the Basketball Competition Management Team will focus on the operations and competition of Basketball. The Games Management Team may oversee Awards, Ceremonies, Special Events, and Media.





Competition Management Team (continued)

Job Descriptions

Basketball Commissioner

Ultimately responsible for the overall quality of the basketball competition. Organizes, recruits, trains, and manages the basketball competition personnel. Supervises the basketball Competition Management Team. Chairs the Divisioning Committee and the Sports Rules Committee. Responsible for handling all protests. *The Sports Rules Committee (Protest Committee) includes the Commissioner, Head Referee, and a coach.*

Operations Coordinator

Responsible for the overall management of the facility. Secures necessary supplies and equipment for the competition.

Venue Manager

Responsible for signage to the events and at the ISC, as well as to medical, etc. Ensures that all courts are correctly marked and that the team benches and score table are safely and properly set up. Organizes all equipment needs. Trains, assigns, and supervises the Court Managers at each court. Responsible for set up of the P.A. system for Announcer(s). Ensures that water and proper medical area are provided.

Registrar

Responsible for processing and checking in all competition registrations for teams and Individual Skills Contest athletes. Provides roster forms for divisioning and competition and results to the Awards Manager. Records and posts all final results.

Special Events/Awards Manager

Responsible for all aspects of the awards ceremony, including the ordering of medals and ribbons, coordination of final results, training the Announcer(s), hospitality for Honored Guests and families, and training the awards personnel.

Media Manager

Responsible for developing interest in the local media. Provides information, stories, and photographs to assist in generating pre- and post-event coverage.

Competition Coordinator

Responsible for the overall management of the competition, team and ISC. Trains Stagers, Bench Managers, and Escorts.

Officials Manager

Recruits all officials for team and ISC competition. Assigns Officials to each game and for the ISC. Trains and assigns all Retrievers (Basketball Shaggers).

ISC Manager

Responsible for conducting a high-quality ISC. Ensures that each event is safely and correctly set up. Trains and assigns all Stagers, Bench Managers, Division Escorts, and Ball Retrievers (Shaggers).

Medical Manager

Ensures that a sufficient number of trained medical personnel, water, and ice are provided.





Basketball Competition Management Team

Title	Name
Basketball Commissioner	<hr/>
Operations Coordinator	<hr/>
Venue Manager	<hr/>
Court Manager(s)	<hr/>
Equipment Manager	<hr/>
Registrar	<hr/>
Announcer	<hr/>
Awards/Special Events Manager	<hr/>
Announcer	<hr/>
Stagers	<hr/>
Escorts	<hr/>
Media Manager	<hr/>
Assistant	<hr/>
Competition Coordinator	<hr/>
Officials Manager	<hr/>
Referees	<hr/>
Scorer(s)	<hr/>
Timer(s)	<hr/>
30-Second Clock Operator(s)	<hr/>
ISC Manager	<hr/>
Registrar	<hr/>
Officials	<hr/>
Scorers	<hr/>
Timer	<hr/>
Stagers	<hr/>
Bench Managers	<hr/>
Escorts	<hr/>
Shaggers	<hr/>
Medical Manager	<hr/>
Staff	<hr/>



Official Events

Special Olympics offers Basketball competition for athletes of **all** ability levels. Program leaders can play a valuable role in offering the widest array of competition events. As a result, coaches and athletes can select the most appropriate events. A more detailed description of each event can be found in the Official Special Olympics Basketball Rules.

• Individual Skills Contest (ISC)

The *Speed Dribble* is a single event designed for athletes with very low ability. The Speed Dribble is appropriate for athletes who are non-ambulatory and very low skilled.

The *Individual Skills Contest (ISC)* is designed for athletes with very low ability who do not yet possess the basic fundamental skills to safely and meaningfully compete in team competition. The ISC is also appropriate for athletes who have physical disabilities. The ISC is comprised of three events: Target Pass, Ten-Meter Dribble, and Spot Shot.

• Transition to Team Competition

Team Skills Basketball is a single event that incorporates the basic fundamental skills of passing, catching, and shooting without the pressure of defense. Team Skills Basketball is appropriate for athletes who are non-ambulatory and lower skilled.

Half-Court Basketball (3-on-3) is modified team competition for basketball. 3-on-3 is designed for athletes with low to average ability who are able to understand the basics of team play and who have the physical ability to safely and meaningfully compete. 3-on-3 also provides the transition from Individual Skills Contest to the traditional game of basketball.

• Team Competition

Full-Court Basketball (5-on-5) is designed for athletes with average to high ability who are able to respond to the additional physical and mental demands of the game. Full-Court Basketball is recommended for Unified Sports[®] Basketball.

The field dimensions and rules for Full-Court Basketball are based on the National Governing Body (NGB) and FIBA rules with modifications.

Note: Special Olympics basketball competition include divisions for female, male, and Unified Sports[®] teams. Any team with one or more male players must be entered in a male division.





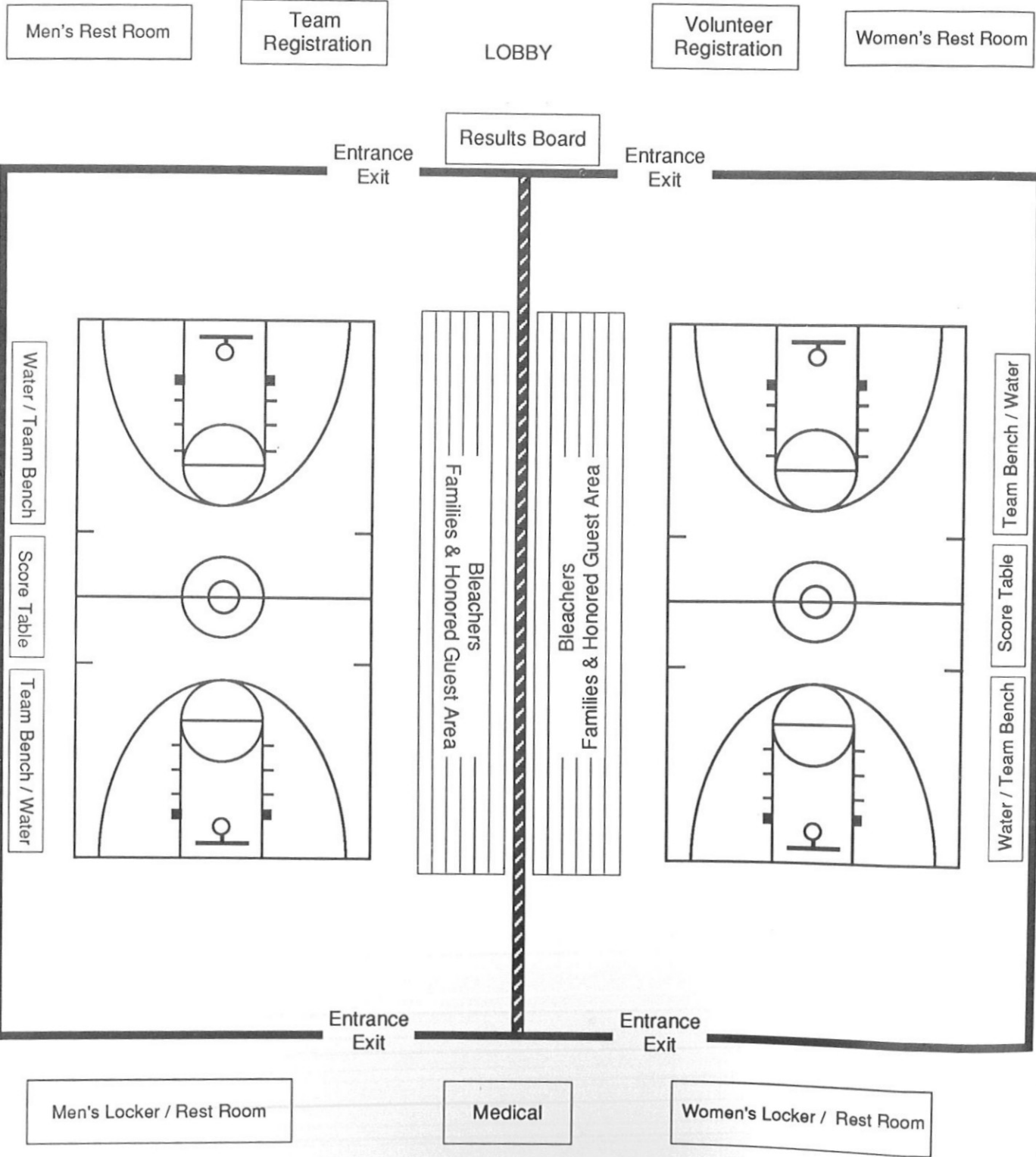
TEAM COMPETITION



Competition Management



Team Competition Venue





Team Competition Venue Checklist

Equipment	Number Required	Checked
Practice balls (4 per court)	_____	_____
Game balls (1 per court)	_____	_____
Basket nets (2 per court)	_____	_____
Team benches (2 per court)	_____	_____
Families, Honored Guests, spectator seating	_____	_____
Scoreboards or flipcard numbers (1 per court)	_____	_____
Table clock (1 per court)	_____	_____
30-second shot clocks (2 per court)	_____	_____
Stopwatches (1 per court)	_____	_____
Airhorn	_____	_____
Possession arrow (1 per court)	_____	_____
Scorer's table (1 per court) and chairs (3 per court)	_____	_____
Official socresheets	_____	_____
Pencils/Erasers	_____	_____
Public address (P.A.) system	_____	_____
Water coolers with cups	_____	_____
NGB/Special Olympics rules (1 per court)	_____	_____
Numbered pinnies (1 set per court)	_____	_____
Inside signage (restrooms, medical, etc.)	_____	_____
First aid kit (1 per court)	_____	_____
Air pump and 3 valve needles	_____	_____
Results / Schedule board	_____	_____
Equipment to sweep, clean, and clear courts	_____	_____
Venue Personnel		
Venue Manager	_____	_____
Officials (2 per court in official uniform)	_____	_____
Scorers (1 per court in official uniform shirt)	_____	_____
Timers (1 per court)	_____	_____
30-second Shot-Clock Operators (1 per court)	_____	_____
Announcer (1 per court)	_____	_____
Medical Team (1 per venue)		
Security (<i>optional</i>)		



Competition Safety Considerations

Providing a safe competition environment is a primary responsibility of the Competition Management Team. All Special Olympics Basketball events must be conducted in accordance with the rules and procedures outlined in the Official Special Olympics Summer Sports Rules. The following is a list of safety considerations that should apply to any competition.

Venue Safety Checklist

It is strongly recommended that a safety checklist be developed and then completed by field managers prior to the start of any competition. This checklist should include:

- Clearing the court of any holes or dangerous objects and sweeping the court clean
- Setting up team benches at least 3 meters from the court and no closer than 3 meters to the scorer's table
- Ensuring that padding is on the walls directly behind baskets.
- Establishing spectator seating at least 2 meters from the court
- Ensuring that the competition area is kept clear of all but the athletes and the Basketball Competition Management Team during the competition
- Assuring that water is easily available and accessible
- Assuring that first aid is readily accessible

Emergency Action Plan

An Emergency Action Plan should be in place prior to any Special Olympics competition. The plan should define:

- Procedure for obtaining emergency medical support
- Procedure for obtaining weather information
- Procedure for informing attendees and public of postponements
- Procedure for reporting accidents
- Chain of command in case of a serious accident, including who is assigned to talk to the media

Risk Management Orientation

A Special Olympics risk management orientation should be given to all competition management personnel.

This orientation should identify:

- Safety issues (emphasizing critical problem areas and solutions)
- Procedures for assisting with first-aid and medical needs
- Discussion of the Emergency Action Plan and assignment of responsibilities

First Aid

A medical area should be designated for first-aid care for all victims of accident or illnesses. The area should be as separate and as private as possible with easy access for rescue personnel. The location should be known to all staff and well marked for spectators, volunteers, coaches and athletes. Ice should be available to treat minor injuries.

Water

Heat exhaustion can be a potential problem for Special Olympics Basketball athletes. Athletes should have access to plentiful supply of **water**.

Exits

All exits to the facility should be clearly marked and unobstructed.





Team Roster and Skills Assessment

Team Name _____

Uniform Color(s) _____

Head Coach _____

Phone _____

Address _____

Assistant Coach _____

Phone _____

Type of Team: Male___ Female___ Combined___ 5-aside___ 11-a-Side___ Unified___

Uniform #	Player's Name	Age	Sex M/F	Height

SKILLS ASSESSMENT TEST SCORES*			
Rebounding	Dribbling	Perimeter Shooting	TOTAL

Place a "C" after the captain(s).
Place a "P" after the names of the Partners if a Unified team.

*Basketball Skills Assessments Tests can be found in the Official Special Olympics Summer Sports Rules and should be completed within two weeks of the competition.



Team Roster and Skills Assessment (continued)

The following information is designed to help the Divisioning Committee place your team in the most appropriate division.

1. Previous competition record – last 5 games

Table with 4 columns: Opponent, Date, Score (Win/Loss), Ability of team in comparison to opponents*

* Stronger / Equal / Weaker

2. Team strength

If you brought a team from this program to last year's competition, is this year's team: Stronger ___ Equal ___ Weaker ___ N/A ___

Are you missing any key players? Yes ___ No ___ (If Yes, please explain below.)

3. Additional team information for the full-court team

Place an "X" by any of the skills listed below that describe your team's ability level.

- 75% of the athletes follow the Official Special Olympics Basketball Rules with no prompting.
The team can press either full-court or half-court.
One or two athletes can jump and touch the rim.
One or two athletes can score from 3-point range.
50% of the athletes follow Official Special Olympics Basketball Rules with occasional prompting.
The team can run a simple offense and recognize what to do.
Athletes work together reasonably well.
Teammates help each other to prevent the opponent who has the ball from scoring.
75% of the athletes follow the Official Special Olympics Basketball Rules with consistent prompting.
The team has difficulty adjusting to changing situations.
Many of the athletes do not go after the ball; some double dribble with no defense.
Athletes rarely make more than one pass on offense; many times they drive or shoot after receiving the ball.

Information submitted by:

Head Coach _____

Date _____

Signature _____





Team Roster and Skills Assessment (continued)

The following information is designed to help the Divisioning Committee place your team in the most appropriate division.

4. Previous competition record – last 5 games

Table with 4 columns: Opponent, Date, Score (Win/Loss), Ability of team in comparison to opponents*

* Stronger / Equal / Weaker

5. Team strength

If you brought a team from this program to last year's competition, is this year's team: Stronger ___ Equal ___ Weaker ___ N/A ___

Are you missing any Key Players? Yes ___ No ___ (If Yes, please explain below.)

6. Additional team information for the full-court team

Place an "X" by any of the skills listed below that describe your team's ability level.

- 75% of the athletes follow the Official Special Olympics Basketball Rules with no prompting.
Athletes can shoot without prompting.
Athletes attempt to rebound the ball off the backboard.
Athletes can dribble with minimal traveling violations.
Athletes take the ball back after a defensive rebound.
Athletes play active defense.
50% of the athletes follow Official Special Olympics Basketball Rules with occasional prompting.
Two athletes will shoot with prompting.
Athletes will pass the ball to teammates.
Athletes will attempt to rebound the ball off the backboard or recover the ball from the floor.
Athletes will attempt to play defense.
Athletes can dribble the basketball, but with some traveling violation.
75% of the athletes cannot follow the Official Special Olympics Basketball Rules unless prompted.
Athletes can dribble the basketball but do not understand traveling violations.
Athletes are unaggressive and do not go after the ball when on defense.
Athletes do not understand taking the ball back after a defensive rebound, but will execute it after prompting.
Athletes may not be focused on the game.

Information submitted by:

Head Coach _____

Date _____

Signature _____





▼
Divisioning

In official competitions, Special Olympics Basketball teams are placed in divisions in order to compete against teams of similar ability and, whenever possible, against teams of similar age and sex. The divisioning process is one of the most **critical** elements of a successful Special Olympics competition and needs to be carefully planned.

How to Division Successfully

1. Obtain as much information as possible about each team prior to the competition.

This can include:

- Competition record from league play and/or other competitions
- Observations during the season by member of the Sport Management Team
- Basketball Skills Assessment Tests (*See the Official Special Olympics Basketball Rules.*)
- Additional information from the team's Head Coach (*See Team Roster.*)

2. Classify teams into groups according to ability (based on the above information), age, and sex.

Divisions must consist of a minimum of three teams and a maximum of eight. The official age groups for Special Olympics team competitions are:

Junior	Ages 15 and under
Senior	Ages 16-21
Masters	Ages 22 and over

Age groups may be combined if there are less than three similarly skilled teams within a particular age group. In this case, the Divisioning Committee must ensure that it is **safe** for Junior team to play in a Senior or Masters division.

3. Conduct classification rounds of games on-site to finalize divisions for competition.

A minimum of two, 6-minute games for each team is required by Special Olympics divisioning rules. **All** players should play in the classification games.





On-Site Divisioning Procedure

Organization

- Divisioning Committee; two groups of at least 2 Assessors (1 group per court)
- 6-minute games with a running clock; estimated assessment time: 90 minutes

In cases where there is obvious placement within a division, it is not necessary to play everyone in the group. However, each team should be ensured that they will play at last two games during divisioning.

Step 1: Initially group and rank teams (based on BSAT's and other information.)

Division I (highest ability): Teams 1-4
Division II (middle ability): Teams 5-8
Division III (lowest ability): Teams 9-12

Step 2: Conduct classification rounds of games.

Round 1: Play the first games involving Division 2 (of middle ability and hardest to classify).

	<u>Game 1</u>	<u>Game 2</u>	<u>Game 3</u>
Court 1:	5v6	5v7	5v8
Court 2:	7v8	6v8	6v7

Take 5 minutes to meet with the Assessment Teams and re-rank within the division.

Round 2: Play teams within Division 1 (highest ability).

	<u>Game 1</u>	<u>Game 2</u>	<u>Game 3</u>
Court 1:	1v2	1v3	1v4
Court 2:	3v4	2v4	2v3

Take 5 minutes to meet with Assessment Teams and re-rank within the division.

Round 3: Play the bottom two teams in Division 1 against the top two teams in Division 2.

	<u>Game 1</u>
Court 1:	3v5
Court 2:	4v6

Round 4: Repeat the process for Division 3 (lowest ability teams).

	<u>Game 1</u>	<u>Game 2</u>	<u>Game 3</u>
Court 1:	9v10	9v11	9v12
Court 2:	11v12	10v12	10v11

Take 5 minutes to meet with Assessment Teams and re-rank within division.

Round 5: Play the bottom two teams in Division 2 against the top two teams in Division 3.

	<u>Game 1</u>
Court 1:	7v9
Court 2:	8v10

Playing teams across divisions provides information regarding the appropriateness of teams in each of these divisions. It also allows teams an opportunity to see that they are appropriately matched.

Step 3: Meet with the Divisioning Committee to finalize divisions and seed each team.

All division seedings are FINAL. Coaches may not protest these placements.





Assessment Guidelines for Team Competition
Full-Court

The goal of the Divisioning Committee is to group teams into divisions in which teams have similar abilities. Some of the typical ability indicators that assessors should look for are given below.

Ability Levels

Higher Ability

- 75% of the athletes follow the Official Special Olympics Basketball Rules with no prompting.
- Athletes perform using advanced level skills and strategies, for example:
 - The team can full-court press or half-court press.
 - One or two athletes can jump and touch the rim.
 - One or two athletes can score from 3-point range.

Middle Ability

- 50% of the athletes follow the Official Special Olympics Basketball Rules with occasional prompting.
- Athletes perform using basic fundamental skills and game strategies, for example:
 - The team can run a simple offense and recognize what to do.
 - Athletes work together reasonably well.
 - Teammates help each other to contain or stop the opponent who has the ball so that the opponent does not score.

Lower Ability

- 75% of the athletes cannot follow the Official Special Olympics Basketball Rules unless prompted.
- Athletes can dribble the basketball but do not understand the traveling violations.
- Athletes are unaggressive and do not go after the basketball when on defense.
- Athletes do not understand taking the ball back after a defensive rebound, but will execute it after prompting.
- Athletes do not actively rebound the ball off the backboard.
- Athletes may not be focused on the game.





Assessment Guidelines for Team Competition
Half-Court

The goal of the Divisioning Committee is to group teams into divisions in which teams have similar abilities. Some of the typical ability indicators that assessors should look for are given below.

Ability Levels

Higher Ability

- 75% of the athletes follow the Official Special Olympics Basketball Rules with no prompting.
- Athletes shoot without prompting.
- Athletes attempt to rebound the ball off the backboard.
- Athletes can dribble with minimal traveling violations.
- Athletes take the ball back after a defensive rebound.
- Athletes play active defensive.

Middle Ability

- 50% of the athletes follow the Official Special Olympics Basketball Rules with occasional prompting.
- Two athletes will shoot with prompting.
- Athletes will pass the ball to teammates.
- Athletes will attempt to rebound the ball off the backboard or recover the ball from the floor.
- Athletes will attempt to play defense.
- Athletes can dribble the basketball, but with some traveling violations.

Lower Ability

- 75% of the athletes cannot follow the Official Special Olympics Basketball Rules unless prompted.
- Athletes can dribble the basketball but do not understand the traveling violations.
- Athletes are unaggressive and do not go after the basketball when on defense.
- Athletes do not understand taking the ball back after a defensive rebound, but will execute it after prompting.
- Athletes do not actively rebound the ball off the backboard.
- Athletes may not be focused on the game.





Divisioning Assessment Record

Assessors can use this form to record their divisioning evaluations and recommendations.

Classification Division # _____

Initial ranking from pre-competition information

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____

Adjusted ranking after assessment

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____

Write a "U" next to the teams that would be clearly **uncompetitive** in this division.
Write a "D" next to the teams that would easily **dominate** this division.

Divisioning Record and Game Observations

	Team 1	Team 2	Team 3	Team 4	Team 5	Team 6	Win/Loss Record	Comments
Team 1								
Team 2								
Team 3								
Team 4								
Team 5								
Team 6								





Competition Divisions

Division # ____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Division # ____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Division # ____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Division # ____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____





Team Competition Schedule

Guidelines

1. Offer as many playing opportunities as possible given the time available, but allow teams to have at least a half-hour rest between games.
2. Even if time is short, do not eliminate on-site divisioning. The placement of teams into appropriate divisions is **critical** to the success of any competition.
3. Effectively manage pre-game procedures. Competing teams should move off and onto the courts as quickly as possible so that time is not lost between games.
4. Start the games on time; stay on schedule.
5. Team awards follow a team’s last game. ISC awards follow an individual’s division.

Recommended Competition Formats

In a 2-day competition, **pool play followed by play-offs** should be offered. When time is short, a **modified single elimination/consolation** competition should be offered.

TEAM COMPETITION	INDIVIDUAL SKILLS CONTEST
------------------	---------------------------

Sample one-day schedule

8:00-9:00 a.m.	Registration	
9:00-9:30	Opening Ceremonies	
9:45-11:15	Divisioning for Competiton	Divisioning for ISC
11:15	Games Begin	
11:30-1:00 pm	<i>LUNCH</i>	
12:15-2:30	Games	
2:30-5:00	Finals and Consolations	ISC
5:30	Closing Ceremonies	

Sample two-day schedule

Day 1

8:00-9:00 a.m.	Registration	
9-9:30	Opening Ceremonies	
10:00-11:30	Divisioning	Individual Skills Classification Round
11:45	Pool play	
11:30-1:00 p.m.	<i>LUNCH</i>	
1:00-2:30	Pool Play	Individual Skills Contest

Day 2

9:00 a.m.	Play-offs	Clinics for ISC athletes
10:30	Consolation Games	
12:00	Medal games	ISC Awards
1:30	Awards / Closing Ceremony	





Team Competition Formats

It is recommended that **pool play** be employed. Pool play provides the best competition opportunity for all teams within a division to have a reasonable chance to win.

For a **six-team** division, there are two pools of three teams. Each team in that pool plays each other. After this round robin play, the top two teams in Pool A and the top two teams in Pool B play each other. The third team in each pool play for fifth and sixth place.

Because each team will play several games in one day, it is suggested that the following occur.

- 10-minute pre-game warm-up
- 6-minute quarters with the clock stopped on all whistles
- 10minute intermission between quarters 1 & 2 and 3 & 4
- 50minute intermission at halftime

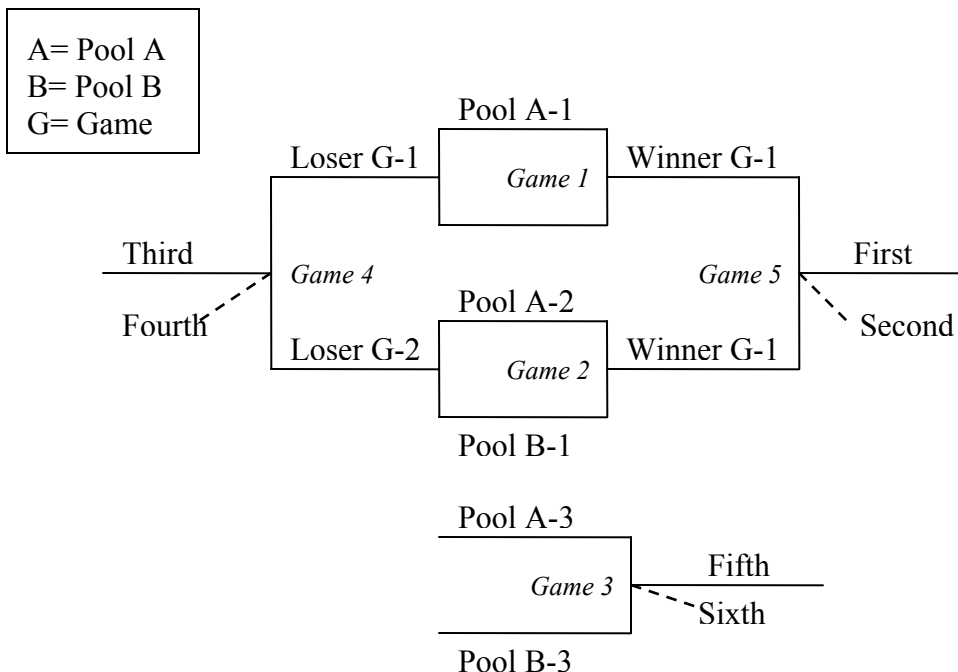
Pool play consists of a round robin schedule of games within each pool.

		<u>Session 1</u>	<u>Session 2</u>	<u>Session 3</u>
Pool A	Court 1:	2v3	1v3	1v2
Pool B	Court 2:	5v6	4v6	4v5

Teams break for lunch when they are not competing.

Based on the pool play results, teams are placed in a single elimination/consolation format with playoffs for all places. Awards are presented following a team's last game.

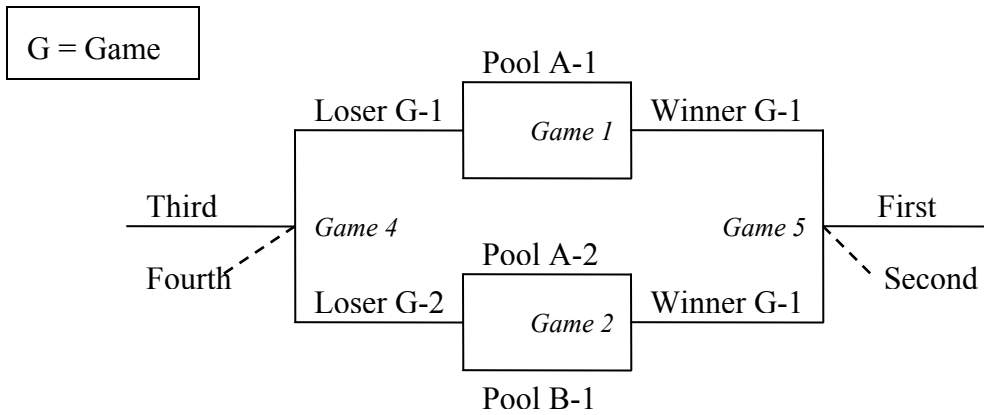
	<u>Session 4</u>	<u>Session 5</u>	<u>Session 6</u>
Court 1:	A-1vB-2	A-3vB-3	Winner G-1vWinner G-2
Court 2:	A-2vB-1	Loser G-1vLoser G-2	



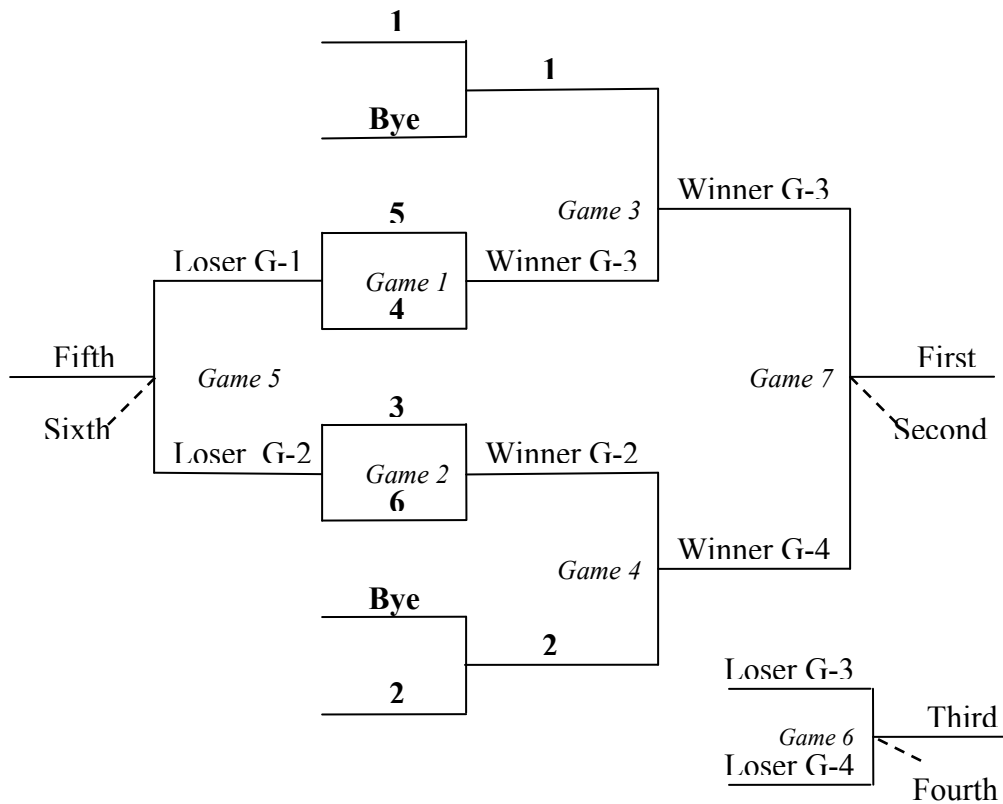


Team Competition Formats (continued)

If time does not permit, a **single elimination/consolation** format should be play. For competition involving a **four-team** division, four teams are seeded on the basis of the divisioning process.



If there are **six teams** competing in a division, two courts are recommended. Also, the teams are seeded on the basis of the divisioning process. The single elimination/consolation format with playoffs for all places follows.





Team Competition Formats (continued)

Five-Team Division

When time permits, the recommended playing format for a five-team division is as follows.

Pool Play

- Round robin competition will occur within one pool of Teams 1-5 (ranked according to assessed ability during divisioning).

- Each game consists of four six-minute quarters or two ten-minute halves.

	<u>Round 1</u>	<u>Round 2</u>	<u>Round 3</u>	<u>Round 4</u>	<u>Round 5</u>
Court 1:	2v5	1v5	1v4	1v3	1v2
Court 2:	3v4	2v3	5v3	4v2	4v5

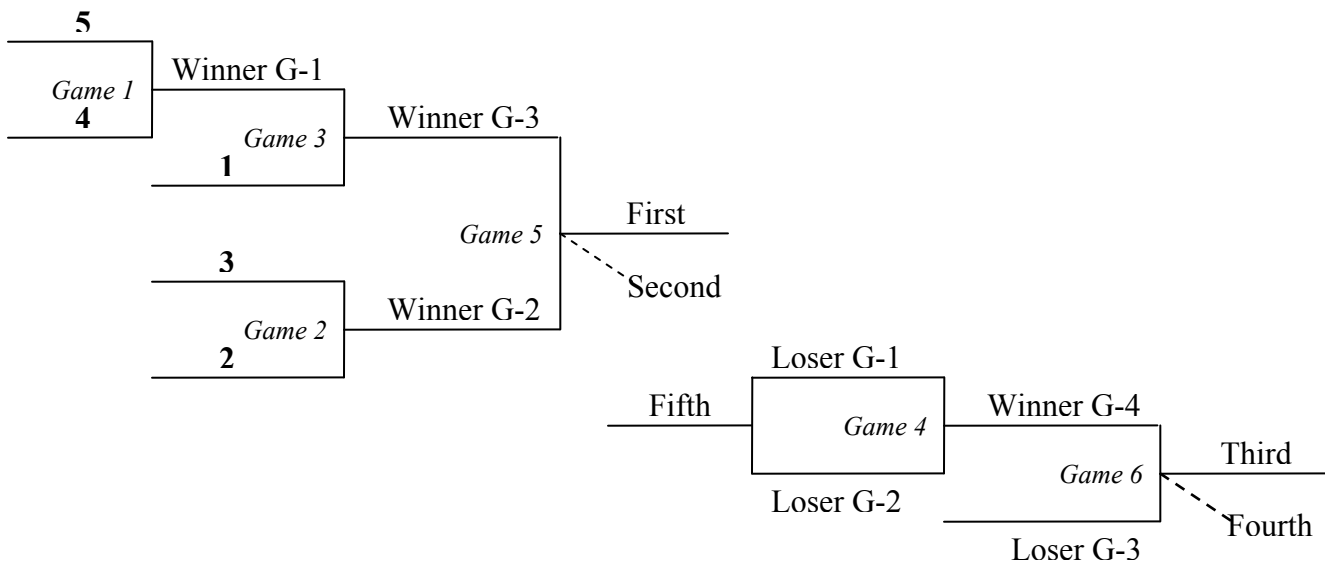
- Medals and ribbons are based on order of finish.

Once competition has been completed, the results/places are based on win-loss record. Each team will receive 2 points for a win, 1 point for a loss, and 0 points for a forfeit. In case of ties, places will be based on games won verses games lost. If there is still a tie, places will be based on total points scored verses total points lost. If a tie still exists, compare only the total points scored by each team.

Modified Single Elimination Tournament

This is an acceptable competition format when time is limited. However, it provides a limited number of games.

- Teams are ranked 1-5 according to assessed ability during divisioning.
- Each game (G) consists of four eight-minute quarters or two 15-minute halves. Each team will play at least two games.





Guidelines for Officials

Provide officials with these guidelines and a copy of the Official Special Olympics Rules for Basketball.

General

1. Stay close to the play.

To help the game flow, particularly with lower ability, officials need to be actively involved in the game. Sometimes a whistle is not heard, or players are confused about what has occurred and what to do. Officials should stay close to the play in order to be able to stop play quickly and provide useful prompts on throw-ins, free throws, and other dead ball situations. Incidents with highly emotional players can often be avoided when an official is closely involved.

2. Explain the calls.

Athletes can learn from officials who verbally and visually clarify their calls. The lower the team's ability, the more verbal and demonstrative an official needs to be.

3. If necessary, prompt lower ability players on re-starts.

Officials should not be on-the-court coaches. However, for preventive officiating purposes, it is acceptable to give simple prompts when an athlete is not performing a throw-in or lining up properly.

4. Keep firm control of highly emotional or physically out-of-control players.

Some Special Olympics players are physically very strong, but lack the control to use their strength safely. For example, such players may constantly follow through and play the opponent in a tackle. Although this may be unintentional, it is important a referee takes control of these situations. An official should firmly, but positively, talk with the player. If the behavior persists, a referee should ask a coach to temporarily substitute the player. As a last resort, the player may have to be removed from the game for the safety of the other players.

5. When dealing with possible injuries, take the side of caution.

If a player is down with a possible injury, a referee should stop the game immediately.

6. Give warnings or ejections for serious fouls.

Some officials are reluctant to use warnings or ejections in Special Olympics competition. Deliberate fouls should be treated in the same manner as any other game. Fouls which are not intentional, but result from a player being physically and/or emotionally out-of-control, still require firm action.





Specific Technical Considerations

The goal of officiating in any athletic competition is to **provide an equal playing opportunity to all participants**. In the highly skilled divisions, officials need not change their officiating standards. However, in the lowest divisions, officials may need to widen their application of advantage/disadvantage, as long as opponents do not gain an unfair advantage because of it.

Observe teams during their pre-game warm-ups to gain a better understanding of each team's ability. Meet with the coaches before the game to discuss what rules' modifications will be used.

Full-Court Competition

For lower ability teams, any one or more of the following modifications can be employed.

1. Three-Second Lane

The three-second rule is one of the hardest concepts to teach athletes with lower ability. With this level team, be liberal when applying "gaining an advantage." Call three seconds in the lane only when the athlete scores rebounds the ball over an opponent. The athlete has gained a clear advantage.

2. Throw-ins and Free Throws

Call all infractions. All Full-court athletes should be able to stay behind the lines. If the athlete throws the ball inbounds incorrectly, blow the whistle, explain the infringement, and give the ball to the opposing team in the appropriate spot.

When signaling a throw-in, call uniform color of the team who gained possession of the ball administer the throw-in.

3. Traveling

Allow an athlete to take two steps beyond what is allowable when officiating in the lowest divisions. However, an official should NEVER allow an athlete to do the above and SCORE, FOUL, or DRIVE PAST an opponent. If this occurs, the offense has gained an unfair advantage over the defense.





Half-Court Competition

The teams in the modified team competition tend to be of lower ability. The half-court game assists athletes in transition from individual skills competition to the traditional game of basketball. Any one or more of the following modifications can be employed.

1. Taking the Ball Back

The hardest concept to teach athletes with lower ability is taking the ball back beyond the free-throw line extended after gaining possession of the ball. With this level team, be liberal when applying “gaining an advantage.” However, do not penalize a trained team by allowing an untrained team to commit this infraction. It becomes a learning experience for the athletes, if the concept is reinforced and enforced.

2. Three-Second Lane

The three-second rule is one of the hardest concepts to teach athletes with lower ability. With this level team be liberal when applying “gaining an advantage.” Call three seconds in the lane only when the athlete scores or rebounds the ball over an opponent. The athlete has gained a clear advantage.

3. Traveling

Athletes in the lower ability divisions may be allowed to take two steps beyond what is allowable, as long as they do not score, foul, or drive past an opponent.

4. Throw-Ins

Athletes in the lower ability divisions may be allowed to step on the line when making a throw-in, as long as their team does not score.

Note: It is head of official’s responsibility to direct the teams to mid-court for exchanging mementos when this is a part of pre-game protocol during the medal games.





Team Competition Staging and Pre-Game Protocol

Staging

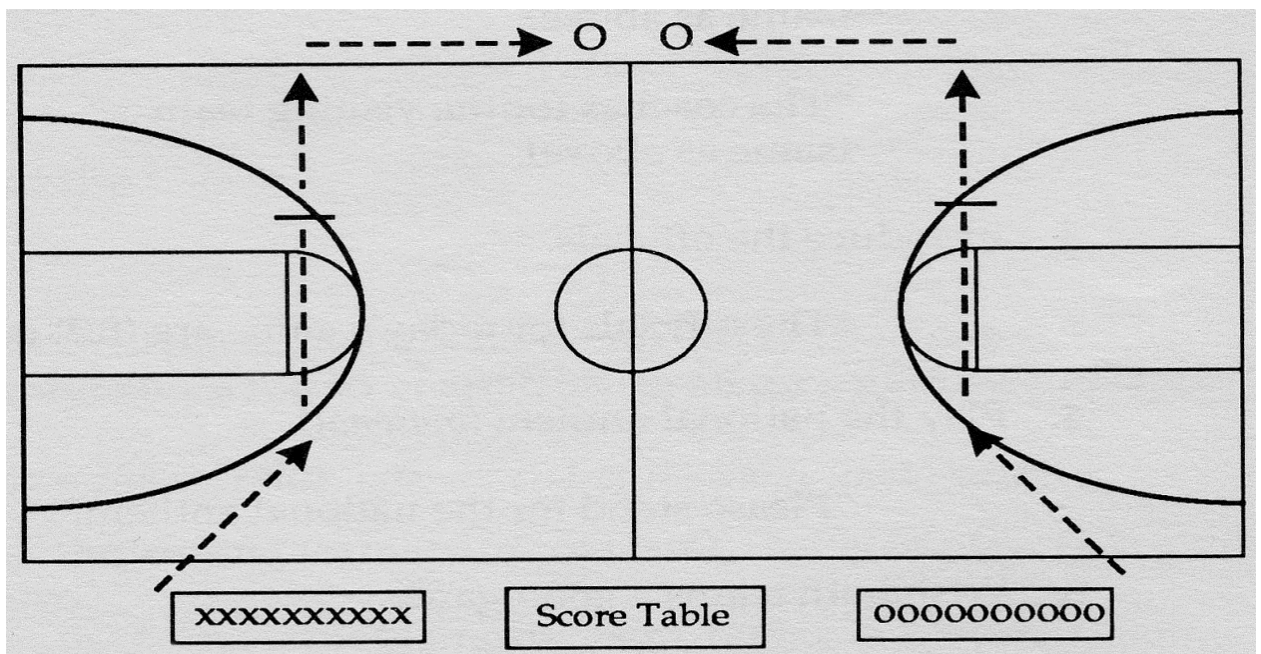
Sixty minutes before the scheduled game time, the team and coach should check in with the Registrar.

Pre-Game Protocol

1. **Ten to fifteen minutes** before the game, teams will warm up at their respective baskets.
2. **Ten minutes** before the start of the game, the officials escort the captains and/or coaches to center court.
3. **Optional – Five minutes** before the start of the game, each team is met by one of the officials. They are led onto court in single-file formation and in numerical order (lowest number first).

The teams take the court along the free throw line in front of that team's bench. Just past the intersection of the free-throw and lane lines, the officials stop. Both teams turn and face one another.

Once the teams are in position, the officials move to center court, opposite to and facing the scorer's table. If the National anthem is played, it is played at this time.



4. **The introductions** of each team, the coaches, and the officials follow. *Optional – The captains are directed by the officials to meet at mid-court; the teams follow.* The coaches lead their teams to their respective benches for last minutes instructions. Starters return to the court for the game to begin.



Announcer's Script

Before the Game

1. After the teams have warmed up, the referee, umpire, and both teams take their places. Then announce the following information:

“Welcome to (name of event). Today’s game features (team name) from (home town) playing in (color of uniform) and (team name) from (home town) playing in (color of uniform).”

2. When the two teams are at their benches, announce the line-ups with the visiting team first. Identify the captain during the introductions; including the coaches.

“The starting line-up for (visiting team name) is:
At one forward, #___ (player’s full name);
at the other forward, #___ (player’s full name);
at center, #___ (player’s full name);
at one guard, #___ (player’s full name);
at the other guard, #___ (player’s full name).”

“The coaches for visiting team are:
Head Coach (coach’s full name) and
Assistant Coach (coach’s full name).”

“The starting line-up for (home team name)...”
(same as above)

3. Introduce the officials.

“The officials for today’s game are (full name), and (full name).”

4. Play the national athlete (*optional*).

“Please stand for the national anthem.”

5. Wish both teams a good game.

6. Start the game.





Announcer's Script (continued)

During the Game

During the game, the announcer should provide the following commentary.

1. Field Goal/Points

“Field goal scored by (number and name of player). Assist by (number and name of player). The time of the goal was (time of goal). The score is now (score).”

2. Substitution

“Substitution for (name of team) (number and name of player going on) replacing (number and name of player going off the court).”

3. Fouls

“Foul is on #___, (name of player). Going to the foul line is #___, (name of player) of (name of team), shooting (how many) free throws.

4. Halftime statistics

- Score
- Name of visiting team’s players and points they scored
- Name of home team’s players and points they scored

5. During the second half, the announcer may convey upcoming games or other tournament information, such as medal ceremonies, special events, etc.

Conclusion of the Game

1. Outcome

“The final score is (home team score) (away team score). Please give a round of applause to all for a game well played.”

2. *Optional and if time permits, give the end-of-the game final statistics.*

“For the visiting team (name of team), (name of players & points scored). For the home team (name of team), (name of players & points scored). “Again, the final score is ___ to ___ in favor of (winning team).”

3. Closing

“Thank you for coming. Have a safe trip home;” or announce the next game.



Awards Presentations

The Special Olympics awards ceremony should recognize the accomplishments of the athletes in professional and enthusiastic manner that reflects the Olympic tradition.

Post-Game Protocol

1. **All** teams who compete receive either a medal or ribbon.
2. The first through third place teams receive gold, silver, and bronze medals respectively. The fourth through eighth places receive ribbons. (*Medals are optional at local competitions.*)
3. The teams are staged at their respective benches following their last game.
4. Teams are accompanied by one or two awards escorts from the staging area to the awards area, at center court in front of the scorer's table. It is recommended that one escort lead the team with the other escort following the last member of the team.
5. The Olympic fanfare music should be played as each team takes the designated position. After the music begins to play, as the team is lead in by an escort, the awards announcer says the following.

“Ladies and gentlemen, the results for (division #/age/gender) are as follows: In (place) from (local program) is (team name). Presenting the awards is (name of Honored Guest).”

As each player is presented with his/her award, it is suggested that the announcer also individually introduces him/her.

6. It is permissible for coaches to accompany their athletes through the awards ceremony. However, coaches **do not** medals or ribbons. They should be recognized by the announcer and shake hands with the Honored Guest.
7. A brief time should be provided at the end of the award presentation for photographs.
8. Individual Skills Contest awards presented in a separate but attractive awards area with a Special Olympics banner, public address system, and spectator seating. Athletes are escorted by division and take positions on an awards stand (boxes of different height) representing their final division placement.

More detailed awards presentation information is available in the Games Management Team Training Course manual.





Team Competition Awards Sheet

Group (Male/Female) ____ Classification (Age) ____ Division # ____

Position / Award	Team Name	Local Program	Coach's Name
1. GOLD			
2. SILVER			
3. BRONZE			
4. RIBBON			
5. RIBBON			
6. RIBBON			
7. RIBBON			
8. RIBBON			

Registrar's Signature _____





Team Competition Evaluation Checklist

Table with 3 columns: Item, YES, NO. Rows include categories like Venue Preparation, Equipment, Officials, Signage/Banners, Public Address System, First-Aid, Awards, and Competition.



Additional Comments

Venue Preparation

Equipment

Officials

Signage/Competition Information

Public Address System

First Aid

Awards

Divisioning and Competition

Other (Coaches' Meeting, etc.)





INDIVIDUAL BASKETBALL SKILLS CONTEST



Competition Management





Conducting the Individual Skills Contest (ISC)

1. Introduction

The ISC is designed specifically for athletes with lower abilities that are not yet proficient in the basic fundamental skills required to safely and meaningfully participate in team Basketball.

The ISC should be conducted with the same professional manner and with the same excitement as team competition.

The ISC consists of three events: Spot Shot, Ten-Meter Dribble, and Target Pass. The set-up and rules for these events can be found in the Official Special Olympics Summer Sports Rules.

2. Registration

All athletes must be registered before the competition with the **Registrar**.

The Registrar will place athletes in their initial divisions and give them a staging time for their classification round.

3. Divisioning

Athletes are grouped into divisions using the ISC scores submitted by their coaches.

Athletes participate in a classification round, performing each event.

Athletes are then placed in competition divisions of three to eight, made up of similarly skilled athletes, (ideally, all scores within 10%). Athletes may also be grouped by age and sex if sufficient numbers are entered. Age groups are: Junior (Under 15), Senior (16-21), and Masters (22+).

4. Staging and moving from event to event

Athletes are grouped into their divisions at the competition staging area.

Each division is given one more **Division Escorts** who are responsible for accompanying the athletes from event to event, carrying the scorecards, and readying the “on-deck” athlete.

It is recommended that all divisions enter the competition at the same event, compete in the same event order, and exit after the last event. *The Spot Shot should be the first event, as it will take the most time. Moving from one event to the other after the Spot Shot can be done as a division completes the event. During finals, Awards follow the division’s last event.*

The **ISC Manager** is responsible for sounding a horn/whistle to move divisions onto the next station.





Conducting the Individual Skills Contest (ISC) (continued)

5. Conducting each event

A **Scorer** with a table or desk chair is in place at each event. The Division Escort leads the division to their seats and gives the Scorer the athletes' scorecards or division scoresheet upon arrival at the event.

The Scorer calls out the full name of the competing athlete and the next ("on-deck") athlete.

The **Official** checks that the athlete is ready to start, checks with the **Timer**, and conveys "Ready-Go!" (giving a hand signal on "Go").

It is the Official's responsibility to keep score and to ensure that the event is correctly performed. After the athlete has completed the event, the Official calls out the score to be recorded by the Scorer.

Retrievers (basketball shaggers) are placed to help gather balls and assist in the smooth running of the event.

The athletes move through the Ten-Meter Dribble event rotation twice. In the Spot Shot and Target Pass, each athlete takes all attempts once.

6. Awards

At the end of the competition, the Division Escorts lead their athletes to the awards staging area. These Division Escorts also bring the division scoresheet to the **Awards Manager** who tallies and checks the results.

Each athlete's ISC score is the sum total of three events. The final results are based on the highest total with first place going to the highest total. However, the awards are presented to the 8th place finisher first, then 7th, 6th, etc.

Awards are presented to each division by an Honored Guest, and the Division Escort leads athletes to their coaches.

7. Dress of officials and volunteers

The ISC Manager should be clearly identifiable. Officials should be dressed in NGB uniform. All other ISC official personnel should be professionally dressed and identified by a special coded or colored T-shirt.





ISC Venue Checklist

Equipment	Number Required	Checked
Regulation basketballs (6 per venue)	_____	_____
Modified basketballs (6 per venue, if needed)	_____	_____
Air pump with 3 valve needles	_____	_____
Chair for division (24 per venue)	_____	_____
Measuring tape	_____	_____
“Safe” floor tape (1 roll, 2” wide, per venue)	_____	_____
Scorer’s table or desk chair (3 per venue)	_____	_____
Cones: Ten-Meter Dribble (4 per venue)	_____	_____
Stopwatch: Ten-Meter Dribble (1 per venue)	_____	_____
Basket with net for Spot Shot (1 per venue)	_____	_____
Copy of ISC rules at each event (3 per venue)	_____	_____
Water coolers & cups (3 per venue)	_____	_____
Scorecards (per athlete during classification	_____	_____
Shoresheets (per division during competition)	_____	_____
Clipboards with pencils (per division)	_____	_____
P.A. System (per venue)	_____	_____
Inside Signage (per event)	_____	_____
Families, Honored Guests, and spectator seating	_____	_____
Award stands	_____	_____
First-aid kit	_____	_____
Equipment to sweep, clean, and clear courts	_____	_____

Field Personnel	Number Required	Checked
ISC Manager	_____	_____
Registrar	_____	_____
Staging personnel	_____	_____
Escorts (1 or 2 per division)	_____	_____
Officials (1 per event)	_____	_____
Scorers (1 per event)	_____	_____
Timers (for Ten-Meter event only)	_____	_____
Basketball Retrievers (per event needs)	_____	_____
Medical staff (1 per venue)	_____	_____
Security (<i>optional</i>)	_____	_____



ISC Athlete's Scorecard

Athlete's Name _____

Group (Male/Female) _____

Classification (Age) _____

Division Number _____

EVENTS	Attempts						Score
	1	2	3	4	5	6	
1. Target Pass (0, 1, 2, 3 pts)							
2. Ten-Meter Dribble	Time						
	Points*						
3. Spot Shot (0, 1, 2, 3, 4 pts)	1 st shot	2 pts	3 pts	4 pts			
	2 nd shot		Best Score				
TOTAL							

**Conversion Chart for Ten-Meter Dribble*

<u>Seconds</u>	<u>Pts</u>	<u>Seconds</u>	<u>Pts</u>	<u>Seconds</u>	<u>Pts</u>	<u>Seconds</u>	<u>Pts</u>
0 - 2	30	5.1 - 6	22	9.1 - 10	14	16.1 - 18	6
2.1 - 3	28	6.1 - 7	20	10.1 - 12	12	18.1 - 20	4
3.1 - 4	26	7.1 - 8	18	12.1 - 14	10	20.1 - 22	2
4.1 - 5	24	8.1 - 9	16	14.1 - 16	8	Over 22	1

Registrar's Signature _____





ISC Division Scoresheet

Group (M/F) ____

Classification (Age) ____

Division Number ____

#	Athlete's Name	Target Pass						10m Dribble			Spot Shot						Final Score		
		1	2	3	4	5	Total	1	2	Best	1	2	3	4	5	6		Total	

*Conversion Chart for Ten-Meter Dribble

Seconds	Pts	Seconds	Pts	Seconds	Pts	Seconds	Pts
0 - 2	30	5.1 - 6	22	9.1 - 10	14	16.1 - 18	6
2.1 - 3	28	6.1 - 7	20	10.1 - 12	12	18.1 - 20	4
3.1 - 4	26	7.1 - 8	18	12.1 - 14	10	20.1 - 22	2
4.1 - 5	24	8.1 - 9	16	14.1 - 16	8	Over 22	1





ISC Awards Sheet

Group (Male/Female) ___ Classification (Age) ___ Division # ___

Position / Award	Team Name	Local Program	Coach's Name
1. GOLD			
2. SILVER			
3. BRONZE			
4. RIBBON			
5. RIBBON			
6. RIBBON			
7. RIBBON			
8. RIBBON			

Registrar's Signature _____



ISC Evaluation Checklist

Table with 3 columns: Item description, YES, NO. Rows include categories like Staging, Venue Preparation by Event (Spot Shot, Ten-Meter Dribble, Target Pass), Officials, Signage/Banners, Public Address System, First Aid, Awards, and Competition.





Additional Comments

Staging

Venue Preparation

Officials, Escorts, Scorers

Signage/Banners

Public Address System

First Aid

Awards

Divisioning and Competition

Other (Coaches' Meeting, etc.)





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 Volunteer Coach Course offers a basic introduction to coaching Special Olympics basketball. The course should be relevant to coaches involved with average to lower ability Special Olympics athletes. Higher-level skills and tactics are introduced in the Advanced Coach Course and in NGB and other accreditation coaching programs.

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

- Official Special Olympics basketball events, including the rules
- How to use the Special Olympics Basketball Coaching Guide
- How to organize a training session
- Techniques for warm-up and stretching
- How to teach the basic fundamentals of basketball
- Ideas for appropriate drills to reinforce basic skills
- How set up the Individual Skills Contest for lower ability athletes
- How to teach Special Olympics athletes basketball game concepts/strategies

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 our coaching program.
- **Stay on schedule.** There is a lot of material to be covered, and it is easy to fall behind. Remember, this course is an overview. Encourage coaches to take additional coaching courses outside of Special Olympics to continue their coaching education.
- **Use team teaching.** Two instructors can bring different expertise to the course and also make the course more enjoyable for the participants. It is suggested that one instructor be a specialist in Basketball 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 19th Street, NW, Washington, D.C. 20036.



Basketball Volunteer Coach Training School Agenda

PART 1 Classroom Session (90 minutes)

- 1.0 Introduction and Using the Special Olympics Basketball Coaching Guide
- 1.1 Special Olympics Coaching Philosophy
- 1.2 Coaching Resources
- 1.3 Athlete Assessment
- 1.4 Special Olympics Basketball
- 1.5 Preparing for Your Basketball Program
- 1.6 Eight-Week Training and Competition Plan
- 1.7 Organizing a Training Session
- 1.8 Prevention of Injuries
- 1.9 Coaching Athletes with Intellectual Disabilities

PART 2 Activity Session (150 minutes)

- 2.1 Warm-up and Stretching Activities
- 2.2 Basic Skills (Fundamentals + Training Drills)
- 2.3 Basketball Skills Assessment Tests
- 2.4 Individual Skills Contest (Quick Demonstration)
- 2.5 Teaching the Game

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

Materials

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

Equipment

- 1 ball per participant
- 1 measuring tape
- 2 different colored sets of 5 scrimmage vests
- 12 plastic marker cones
- 1 roll of 2-inch “safe” wide floor marking tape or chalk for marking the floor
- 2 stop watches
- 2 clipboards and pencils
- 2 ball boxes
- First-aid kit and water





PART 1
Classroom Session
(90 minutes)

1.0 Introduction and the Using the Special Olympics Basketball Coaching Guide [10 minutes]

- Introduce yourself and your coaching background.
- Ask participants to briefly introduce themselves.
- Review the training school agenda.
- Discuss and review the Coaching Guide.
- Refer to this text as you go through the course.

1.1 Special Olympics Coaching Philosophy [5 minutes]

- Inherent in the term “**Olympics**” is a commitment to high standards of coaching.
- **Training** is critical for athlete development.
- Continually **challenge** athletes to achieve new levels of achievement.
- Special Olympics is training for **competition**, not just recreation.
- Refer to oath: “Let Me Win, But if I cannot win, let me be brave in the attempt.”

1.2 Coaching Resources [5 minutes]

Resources include people and materials. Don’t try to do it alone; provide the best experiences for your athletes.

- Involve **family members**.
- Stress importance of **assistant coaches and Partner Clubs[®]** with high schools and colleges
- Encourage coaches to join with **coaches’ organizations and youth programs**.
- Promote **NGB coaching courses**.
- Provide examples of recommended coaching **books and videos**.

1.3 Athlete Assessment [10 minutes]

- All athletes must be **medically certified** to participate in Special Olympics (review the **Special Olympics medical form**)
- All athletes with **Down syndrome** must have an **atlantoaxial X-ray**.
- Athletes will come from all ability levels; **assess** the ability level of each athlete.
- **Individualize** training and competition placement to benefit each athlete.





PART 1 (Continued)

1.4 Special Olympics Basketball Events and Rules [10 minutes]

(Refer to the Official Special Olympics Basketball Rules. If the course attendees are unfamiliar with the rules, spend more time on this section.)

- Various basketball events have been designed and are appropriate for all levels.

Ability Level	Event
– Non-ambulatory and very low ability	Speed Dribble
– Non-ambulatory, low ability, can pass and catch	Team Skills Basketball
– Very slow reactions, unable to dribble the ball more than 10 meters, do not move to catch even a slow moving ball, and do not participate in an active manner	Individual Skills Contest
– Dribble a ball at least 10 meters, pass and catch, shoot a lay-up, pursue a moving ball, and recognize the difference between teammates and opponents	3-on-3 Half-Court Basketball
– Possess good basic skills, an understanding of basketball, the rules, and basic tactics of the game plus endurance	5-on-5 Full-Court Basketball and Unified Basketball

- Special Olympics Basketball **rules** have some modifications of FIBA and NSHSA rules. Highlight key rules for **Half-Court** and **Full-Court** Competition.
- **Divisioning** allows all athletes to compete against others of similar age and ability.
- The official **Basketball Skills Assessment Tests** are used by Divisioning Committee to facilitate the preliminary classification of teams for divisioning.

1.5 Preparing for Your Basketball Program [10 minutes]

- List the essential **equipment** needed for a training session.
- Emphasize the importance of **good equipment** and **quality uniforms**.
- Suggest names of **dealers** who may supply low-cost, quality equipment.

1.6 Training and Competition Plan [10 minutes]

- A **season training plan** helps coaches effectively allocate time to different basic skills and game strategies.
- The season should begin with a **coaches’ and family members’ orientation** that will include a Basketball Home Training Program.
- Athletes need to **practice at least three hours a week** to show improvement. Two one and one-half hour practices are preferable to one three hour practice.
- Parents, families, and group home leaders are important resources to help athletes **TRAIN AT HOME**.
- A team needs **regular competitions** to improve its skill level. Review competition opportunities offered at Chapter/Area level. Initiate competition against other teams during the season.





1.7 Organizing a Training Session [10 minutes]

- Emphasize the importance of a **written training plan**.
- Outline a simple **training plan**:
 - Warm-up and Stretching
 - Basic Skills Instruction (*review previously learned skills and introduce a new skill*)
 - Competition Experience (Controlled Scrimmage)
 - Cool-Down

1.8 Safety and Prevention of Injuries [10 minutes]

- **Safety** is a coach's number one priority.
- **Check the court** for safety hazards before each practice.
- Establish **training rules** to minimize accidents.
- Provide an **emergency action plan** to your assistants and athletes, and practice it.

1.9 Coaching Athletes with Intellectual Disabilities [10 minutes]

At Training

- Establish clear **team rules** to help athletes understand exactly what is expected of them as to reduce behavior problems.
- **Break down skills and concepts or strategies** into simple parts.
- Use **one-part instructions** and "**Key Words**" to explain and reinforce skills and strategies.
- Instruct and demonstrate, but also ask appropriate *questions*. **Challenge athletes to think for themselves.**
- Be aware of **physical impairments** that affect the way athletes hear, see, pay attention, and/or move. Adapt your coaching to their needs.
- Lower ability athletes may need **physical prompting** or **physical assistance** in addition to verbal prompting and demonstration.
- Be organized and communicate positively – **repetition and reinforcement** are essential.

At Competition

- Establish a consistent **pre-game, halftime, and post-game routine**.
- Be **encouraging**.
- Keep **substitutions simple**; provide opportunities for combinations to work together in practice.
- **Compliment, Constructively criticize, and follow with a compliment** – when appropriate, demonstrate as you talk.
- Ask attendees to suggest any of their own **coaching tips**.





PART 2
Activity Session
(150 minutes)

2.1 Warm-Up and Stretching [15 minutes]

Emphasize the importance of a consistent warm-up and stretching routine. Demonstrate and take coaches through a sample routine.

Activities

- Perform footwork drills in waves of 4 across the gym: run forward, backward, hop, skip slide two-step stop on whistle, jump-stop on whistle, pivot.
- Stretch: perform arm circles followed by calves, hamstrings, quads, groin, and triceps stretches.
- Work with a ball: perform ballhandling and dribbling drills.
- Finish with a fun dribbling game or challenge.

Teaching Suggestions

- After footwork activities, combine dribbling with footwork. This helps to warm up muscles and also maintain and also maintain interest.
- Instruct proper stretching techniques. For example, perform held stretches, no bouncing.
- Show the effectiveness of an **athlete demonstrating and leading** a stretching while the coaches focus on assisting lower ability athletes.

2.2 Basic Skills [50 minutes]

In the short period of time, identify and demonstrate the basic components of each basketball fundamental skill. Then provide a simple drill or game to put the skill into a game-like situation. Refer to the Coaching Guide for more detail on the activities.

Note: In the 50 minutes allotted for basic skills, there is not enough time for the throw-in, free throw, and jumpball. Time is spent on the basic basketball fundamentals emphasizing proper form, repetition, and performance in a drill.

Teaching Suggestions

- Get as many people involved as possible. Make this an **active “doing” session**.
- Keep moving; time passes quickly. Spend 10 minutes on each of the five fundamentals, 5 to 7 minutes on form and practice, and 3 minutes on a drill or game.
- Use simple **“Key Words”** rather than technical explanations.





Drills for Teaching Basic Skills

Basic Skill: DRIBBLING

Dribble Tag

- Use the 3-point arc and baseline as boundary lines.
- Each athlete has a ball.
- Form two teams of 2-3 each (wear scrimmage vests).
- One team lines up on the endline, the other inside the arc.
- The coach blows his/her whistle to begin play.
- Athletes try to maintain their dribbling while trying to tap away their opponents' basketballs.
- When any athlete stops dribbling or when an athlete or ball goes out of bounds, that athlete goes out of the game.
- The team that wins has the most teammates within the arc after 1-2 minutes.
- The losing team does 3 sit-ups, etc.; play the best out of 3 games.

Key Words

- “Soft, But Firm Hands”
- “Protect the Ball”
- Head Up”

Basic Skill: PASSING AND CATCHING

Passing Under Pressure

- The coach divides the group in pairs.
- Partners stand across from one another 3m apart.
- Athletes practice passing and catching.
- A defender is added.
- The ball starts with one athlete versus a defender.
- The athlete with the ball looks for the “Open Door” and passes to a teammate.
- The defender attempts a steal or a steal or deflection.
- When the defender is able to make a steal or deflect the ball, he/she becomes a teammate passer.
- The person whose pass was deflected or stolen becomes the next defender.

Key Words

- “Step and Push”
- “Relax and Give with the Ball”
- “Give a Target” (with your hands)
- “Pass Through the Open Door”





Drills for Teach Basic Skills (continued)

Basic Skill: SHOOTING

Shooting Under Pressure

- The shooting line within shooting range of all athletes.
- The defending line is under the basket.
- The first athlete to shoot is handed or passed the ball.
- As soon as the athlete receives the ball, the first defender moves to defend with his/her hands up.
- The goal is for the shooter to shoot with good form under limited defensive pressure.
- The shooter can follow for a rebound.
- As soon as the shooter scores or the defense gets the ball, the play ends.
- The rotation is defense to offense to rest to defense, etc.

Key Words

- “See the Basket”
- “Ball Up Forehead; Elbow Under”
- “Follow Through”– “Gooseneck”

Basic Skill: DEFENSE

Ike Like Mike

- On the command of “Defense”, all athletes assume the proper defensive position.
- After the athletes can assume the proper position, then add movement.
- The leader is proper defensive position on a dribbler.
- The rest of the athletes are spread out in rows of 3-4 behind the leader.
- These athletes are sliding and mirroring the leader as the leader stays between the dribbler and the basket.

Key Words

- “Legs Bent”
- “Head and Hands Up”
- “Belly to the Ball”





Drills for Teach Basic Skills (continued)

Basic Skill: REBOUNDING

Rebound Ball

- Two players stand in front of the basket.
- The shooter stands within range behind the others.
- After the ball is shot, rebounders go for the ball.
- The player who gets the ball yells “Ball” and throws the ball to the coach who has yelled “Outlet”.
- The drill repeats until one person gets 2-3 rebounds.
- The person becomes the next shooter; old shooter becomes one of the rebounders.

Key Words

- “Cat-like Stance”
- “Go Get the Ball”
- “Grab the Ball”
- “Tuck Ball Under Chin”

2.3 Basketball Skills Assessment Tests [10 minutes] (Refer to the Official Special Olympics Basketball Rules.)

Provide a quick overview to develop an awareness of the purpose of these tests and to properly conduct them.

Demonstrate each test and allow two coaches to run through them while the others observe and score.

Teaching Suggestions

- Use the Basketball Skills Assessment Tests found in Section D of the *Official Special Olympics Basketball Rules*.
- Administer each test per directions to ensure that the tests are administered with consistency.
- Consistency of scoring is important and desired.





PART 2 (Continued)

2.4 Individual Skills Competition [10 minutes]

(Refer to the Official Special Olympics Basketball Rules, Section C, part b. Also see the Coaching Guide, pages 64-66, for a full description of events.)

- Provide an overview of the Individual Skills Contest.
 - Target Pass
 - Ten-Meter Dribble
 - Spot Shot
- Briefly demonstrate each event and have two or three coaches perform it. (The ISC is designed only for lower ability athletes.)
- Check with your Chapter office to see what types of competitions are offered at the Chapter level.

2.5 Teaching the Game [60 minutes]

Explain how to simply and effectively teach game concepts and strategies. *The game itself becomes the best teacher.* Give athletes as many opportunities to play as possible. 45% of training time should be spent on basic skills and 45% on game play. Don't worry if lower ability athletes do not understand all the rules. Through repetition and reinforcement, as well as specific roles, they will learn the game.

Drills for Teaching the Game

Game Concept: ATTACK AND DEFEND [10 minutes]

One-on-One

- One offender and one defender are at the foul line.
- The goals for the defender are to stay between the offender and the basket and to obtain the ball before offender scores.
- The offender can dribble as well as shoot.
- After the ball is shot, the defender actively goes for the rebound.
- If the offender gets the rebound, offender stays on offense.
- As soon as a score occurs or the defender gets the ball, the play ends.
- The rotation is defense to offense to defense, etc.

Key Words

- “Attack”
- “Defend”

Questions to ask your athletes

“What do you do when you have the ball?”
“What do you do when opponent has the ball?”



Drills for Teaching the Game (continued)

Game Concept: RECOGNIZE AND WORKING WITH A TEAMMATE [10 minutes]

Two-on-One and Two-on-Two

- Teams are comprised of two athletes; team members wear the same-colored scrimmage vests.
- The attacking team plays with two on the court.
- The defending team plays with one on the court and one off the court.
- The coach stands at the free throw line and gives the ball to the offense.
- The offense must make at least one pass before shooting.
- The defender protects basket but tries to steal the ball.
- If the ball goes out of bounds, it counts as a possession and a turnover.
- If the offense shoots & gets the rebound, play continues.
- If the defender gets the ball, play ends.
- Each team stays on offense or defense for 3 possessions.
- On each possession, a new defender plays defense.
- The offense scores 2 points for a score and 1 point for an offensive rebound; the defense scores 1 point for an offensive rebound; the defense scores 1 point for a steal or a rebound.
- Add a second defender to play two-on-two. The game is the same as for Two-on-One.

Game Concept: TEAM OFFENSE [15 minutes]

Knowing a team position and the requirements of that position assists the athlete in learning the game. Perimeter players are outside the key facing the basket; post players are close to the lane with backs to the basket.

- Identify the athletes' abilities.
- Place athletes in positions that best fit their abilities and where they can meaningfully contribute to the team.
- Create a simple offense.
- Teach the offense on the half court with no defense – have specific set-up spots and movement for each athlete.
- Go to the half court; run to set-up spots on “Offense” cue.
- Go to the backcourt, line up defense, and repeat.

Key Words

- “Offense”
- “Set Up”
- “Go”





Drills for Teaching the Game (continued)

Game Concept: TEAM DEFENSE [15 minutes]

When teaching defense, it is much easier to begin by teaching the team a “zone” defense.

- Teach defensive positioning first (body stance & sliding).
- Identify positioning first (body stance & sliding).
- Identify the athlete’s abilities.
- Place the athletes in positions that do not require their crossing to the opposite side of the court when they play offense.
- Teach the zone area for which each athlete is responsible.
- Have athletes move within their areas while a team on offense passes the ball around the perimeter.
- Direct athletes to the half court and cue “Defense” with athletes running to their defensive positions.
- Teach offense-to-defense transition.
- Teach offense-to-defense-to-offense transition.

Key Words

- “See the Ball”
- “Belly to the Ball”
- “Step to the Ball”
- “Sprint Back to Your Spot”

PART 3

Special Olympics Athletes Training Session
(90 minutes)

Guidelines

This part of the training school provides an opportunity for coaches to work directly with Special Olympics athletes and to observe expert instructors demonstrating some of the ideas introduced earlier.

Coaches will benefit from seeing how a complete training session is run. Therefore, we recommend that the instructors run a **model training session** rather than use only “skills stations.” Skills instruction is only one component of a training session. (See next page.)

A minimum of ten Special Olympics Basketball athletes is 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 active training partners.





Coaches' Responsibilities

During Training Session with Athletes

Theme: Dribbling (developing individual confidence in controlling the ball)

Key Words

- “Feel for the Ball”
- “Protect”
- “Head Up”
- “Soft but Firm Hands”

Training Session Responsibilities

Introduction – Training Session, Coaches, Athletes	<u>Head Instructor</u>
1. Warm-up and Stretching	_____
2. Dribbling Skills Assessment Test	_____
• Official	_____
• Timer/Scorer	_____
• Basketball Retrievers	_____
• On Deck with Athletes	_____
• Athletes Shooting after Assessment	_____
3. Basic Skills Instruction (Dribble 5 Spots)	_____
4. Mini-Basketball (Dribble Tag)	_____
5. Scrimmage (2 Head Coaches plus Assistant Coaches for each of two teams)	
(HC) _____	(HC) _____
_____	_____
_____	_____
_____	_____

Assessing Athletes' Ability Levels (*Creating Two Separate Classifications*)

1. Two different ability groups (one higher and one lower) for Dribble Tag

a) _____	b) _____
_____	_____
_____	_____
_____	_____

2. Two equal teams for scrimmage

a) _____	b) _____
_____	_____
_____	_____
_____	_____



Basketball Skills Assessment Test - Dribbling

Description: The athlete is instructed to dribble the ball while passing alternatively to the right and to the left of 6 obstacles placed in a line, 2 meters apart, on a 12-meter course. When the last obstacle is passed and the FINISH LINE is reached, the athlete puts the ball down, sprints back to the START for the next ball, and repeats the slalom. The athlete continues until 60 seconds have elapsed. If an athlete loses control of the ball, the clock continues to run. The athlete recovers the ball or picks up the nearest back-up ball and may re-enter the course at any point.

Scoring: Each athlete receives one trial of 60 seconds. One point is scored each time the midpoint between two obstacles is crossed. (for example, if the player successfully dribbles the ball from the starting line, weaves in and out through the entire obstacle course one time, and places the ball down at the finish line, a score of 5 has been achieved. The player must use legal dribbles and must have control of the ball during a midpoint space in order to get credit for that obstacle successfully passed.) The athlete's score is how many obstacles (midpoints) he/she successfully passes in 60 seconds.





Model Training Session

Warm-Up

- Footwork to warm up muscles
- Stretching exercises
- Working with a ball
 - Through guided discovery, each athlete feels the texture of the ball and its roundness.
 - Each athlete drops the ball and catches it.
 - Each athlete dribbles the ball using one hand, the other hand, then alternating hands.
- Water break [3 minutes]

Total time: 20 minutes

– *Conduct Dribbling Skills Assessment Test of the BSAT's [10 minutes using two stations]*

Basic Skills

Theme: Dribbling

Skills Drill: Dribbling 5 Spots

- Each athlete has a ball.
- Guide athletes by identifying each of the 5 spots and moving the ball on the floor (middle spot, side spot left, side spot right, front spot, and back spot).
- Direct each athlete to dribble the ball 10 times on the middle spot.
- Practice dribbling side to side. Direct athletes to dribble 10 times side to side.
- Combine 10 dribbles on the middle spot with 10 dribbles side to side and time athletes.
- Continue the progression for front-to-back spots if athletes are capable.

Key Words

- “Feel for the Ball”
- “Head Up”
- “Protect”

Total Time: 15 minutes





Mini-Basketball

Theme: Control Ball Under Pressure

Dribble Tag

- Divide the group into two ability levels based on the Dribbling BSAT. Within each group, create two teams with one team wearing scrimmage vests.
- Each athlete has a ball; demonstrate the game.
- When the coach signals “Ready, Go”, all begin dribbling and protecting their own ball while trying to knock an opponent’s away.
- If the ball or player goes outside the circle, that player is out.
- The team that has the greater number left after 1-2 minutes wins. Play the best of 3 games.

Key Words

- “Head Up”
- “Protect”

Total time: 15 minutes

Scrimmage

- Use Skills Assessment scores to divide two teams of equal ability.
- Use scrimmage vests to separate teams.

- Walk through defensive responsibilities of 2-3 zone. [10 minutes]
- Walk through offensive positions and movement by position. [10 minutes]
- Give each team 3 possessions each on offense and defense.
- Scrimmage. [15 minutes]

Cool-Down and Stretching [15 minutes]

- Re-cap the theme of the day; give lots of praise for their efforts.
-





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 their own quiz.

4.3 Certification Process and Application [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.

4.4 Training School Evaluation [5 minutes]

- Coaches complete the course evaluation and return it before leaving the training school. (See attached form.)





Quick Quiz

1. For both safety and effectiveness, there should be at least ____ coaches at every practice.
2. The four main components of a well-organized training session are _____, _____, _____, and _____.
3. Name a fun game that can be used to develop dribbling skills under pressure.

4. Basketball players learn more by _____ or _____ than by standing around and listening.
5. A condition that a coach can require in the scrimmage segment to encourage team play is _____.
6. Lower ability athletes may require _____, as well as verbal instructions.
7. The first thing a coach should do when arriving at the court is _____.
8. Five essential pieces of equipment for a well-organized training session are _____, _____, _____, _____, and _____.
9. Two “Key Words” used to coach effective shooting are _____ and _____.
10. The “Key Words” used to coach effective defense are _____.
11. Two key rules for proper throw-ins are _____ and _____.
12. An effective way to teach beginners about positions and teamwork is through the use of _____ - Basketball, rather than full-court scrimmages.
13. The two basic playing positions on offense are _____ and _____.
14. For safety, as well as rule requirements, players must not wear _____ while playing.
15. Be encouraging from the sidelines, but it is best not to coach a player who _____.



**Quick Quiz
Answers**

1. For both safety and effectiveness, there should be at least **two** coaches at every practice.
2. The four main components of a well-organized training session are **Warm-Up and Stretching, Basic Skills Instruction, Competition Experience, and Cool-Down.**
3. Name a fun game that can be used to develop dribbling skills under pressure. **Dribble Tag**
4. Basketball players learn more by **seeing and doing** or **repetition and reinforcement** than by standing around and listening.
5. A condition that a coach can require in the scrimmage segment to encourage team play is **requiring that 1-2 passes be made before anyone shoots.**
6. Lower ability athletes may require **physical prompting and physical assistance**, as well as verbal instructions.
7. The first thing a coach should do when arriving at the court is **checking to see that safe conditions exist.**
8. Five essential pieces of equipment for a well-organized training session are **basketballs, scrimmage vests, cones, ice, whistle, clipboard, and water.**
9. Two “Key Words” used to coach effective shooting are **“See the Basket”, “Ball Up”, “Elbow Under”, “Follow Through”.**
10. The “Key Words” used to coach effective defense are **“Step to the Ball”, “Belly to the Ball”, “Sprint Back to Your Spot”, “See the Ball”.**
11. Two key rules for proper throw-ins are **toes behind the line, hold your position before passing, come in after passing.**
12. An effective way to teach beginners about positions and teamwork is through the use of **Mini-Basketball**, rather than full-court scrimmages.
13. The two basic playing positions on offense are **perimeter players (guards and forwards) and post players (centers).**
14. For safety, as well as rule requirements, players must not wear **jewelry, bracelets, earrings, bobby pins** while playing.
15. Be encouraging from the sidelines, but it is best not to coach a player who **has the ball.**