



SPECIAL OLYMPICS FLOOR HOCKEY

Sport Management Team Guide

Part of the Special Olympics Sports Management System

First Edition

December 1994

© Special Olympics International, 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.

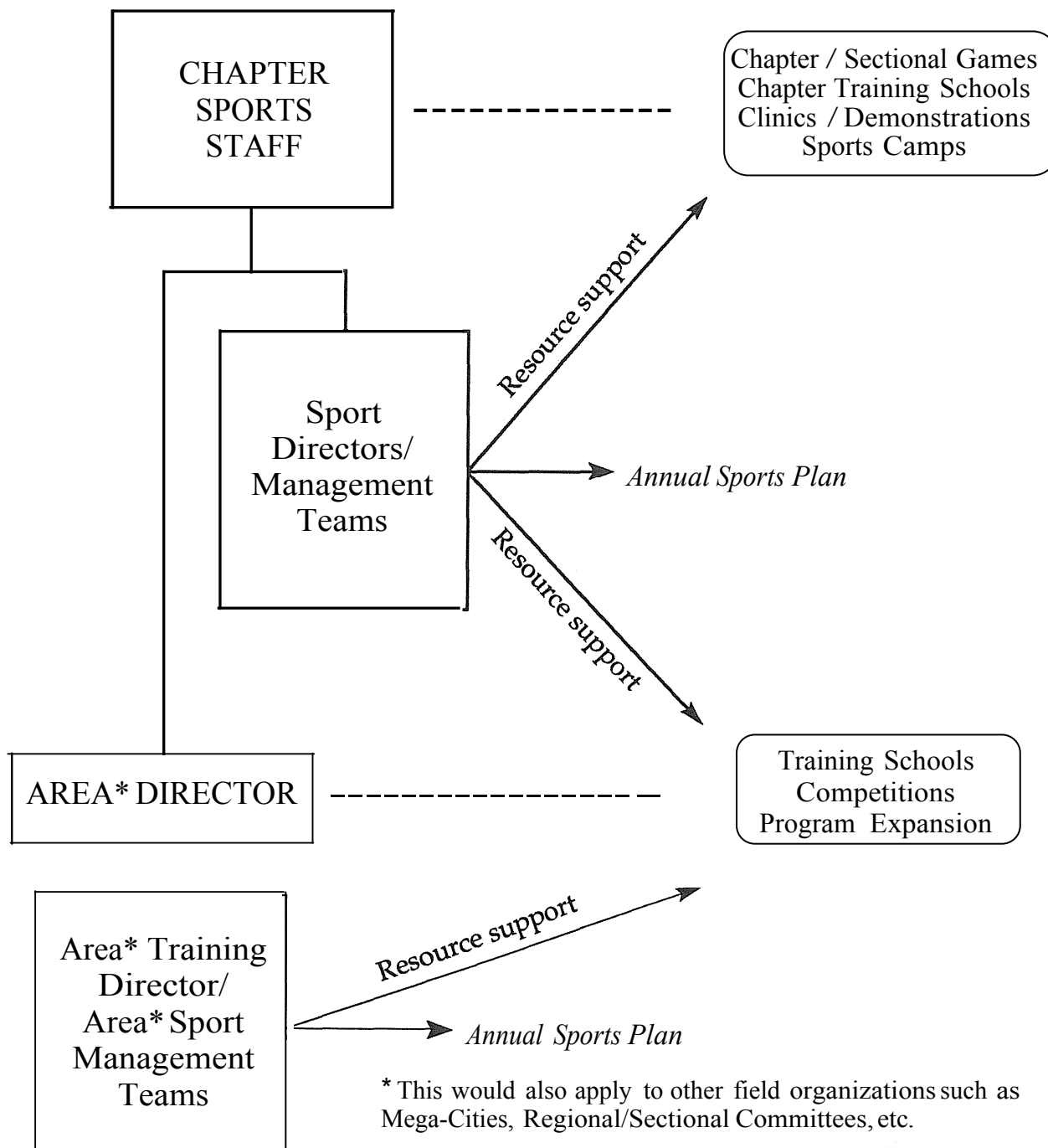
- Assess program needs and develop an annual sport plan.
- Provide technical support for Chapter-level competitions and, whenever possible, for competitions at the Area and Local levels.
- Provide the technical instructors for coaches' and athletes' training schools and other coach or athlete training 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.



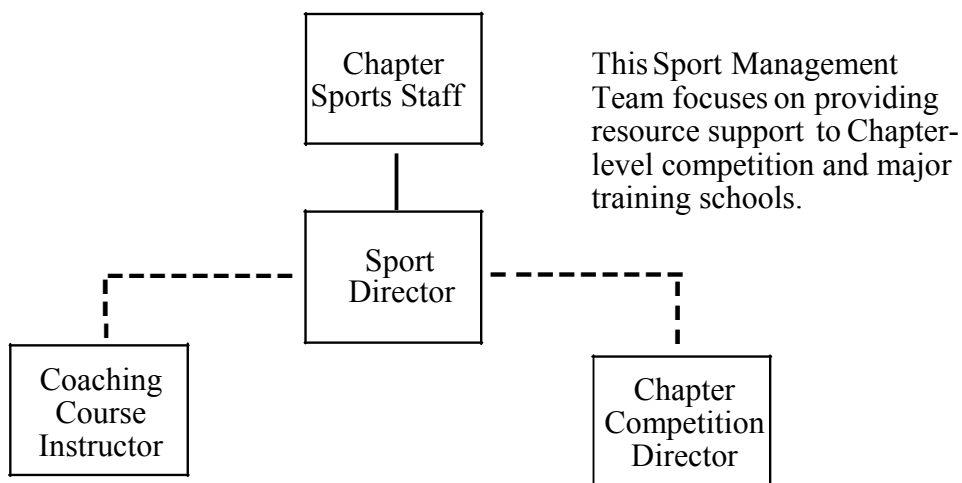
* This would also apply to other field organizations such as Mega-Cities, Regional/Sectional Committees, etc.



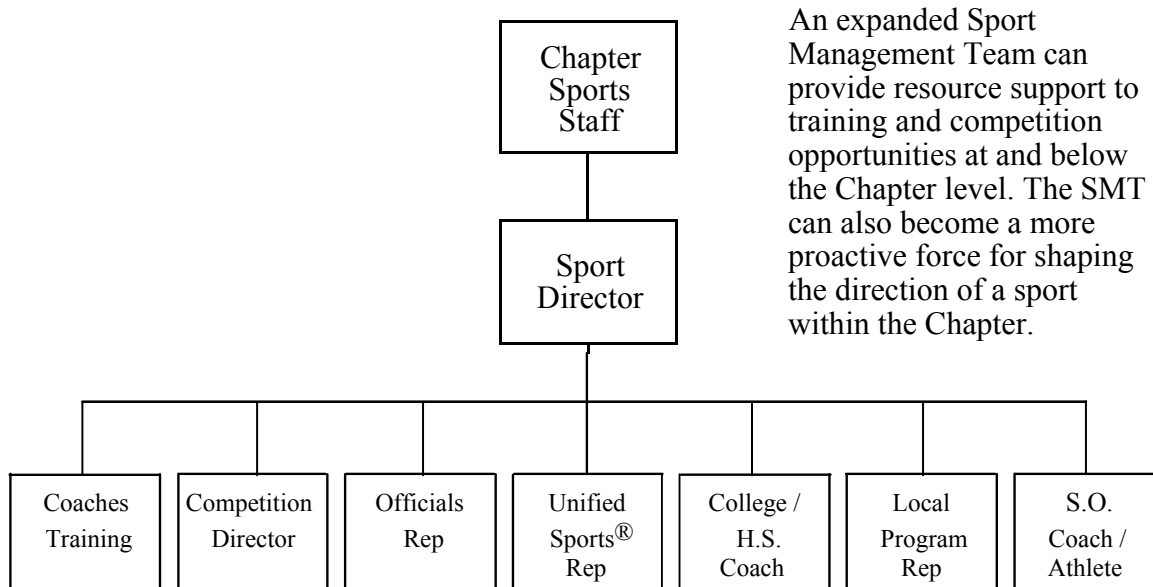
Structuring a Sport Management Team

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.





SPECIAL OLYMPICS FLOOR HOCKEY

Competition Management Team Guide

Part of the Special Olympics Sports Management System

Second Edition
September 2008



Table of Contents

INTRODUCTION	8-12
Managing a Special Olympics Floor Hockey Competition	8
Floor Hockey Competition Management Team	9-11
Official Events	12
TEAM COMPETITION	13-36
Team Competition Venue	14
Team Competition Venue Checklist	15
Competition Safety Considerations	16
Incident Report	17-18
Team Roster and Skills Assessment	19-20
Divisioning	21-22
Divisioning Assessment Record	23
Team Divisioning Form	24
Team Competition Schedule and Formats	25-28
Guidelines for Officials	29
Competition Protocol and Announcer's Script	30-31
Awards Presentations	32-34
Competition Evaluation Checklist	35-36
INDIVIDUAL SKILLS CONTEST (ISC)	37-46
Conducting the Individual Skills Contest (ISC)	38-39
ISC Venue	40
ISC Venue Checklist	41
ISC Roster and Skills Assessment	42
ISC Awards Sheet	43
ISC Division Scoresheet	44
ISC Evaluation Checklist	45-46
FLOOR HOCKEY VOLUNTEER COACH COURSE	47-48
Part I: Classroom Session	49-51
Part II: Activity Session	52-56
Part III: Special Olympics Athletes Training Session	57-59
Part IV: Classroom Wrap-up Session	60



Managing a Special Olympics Floor Hockey Competition

Thank you for volunteering to be a member of the Floor Hockey 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 Floor Hockey 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 competition
- 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.

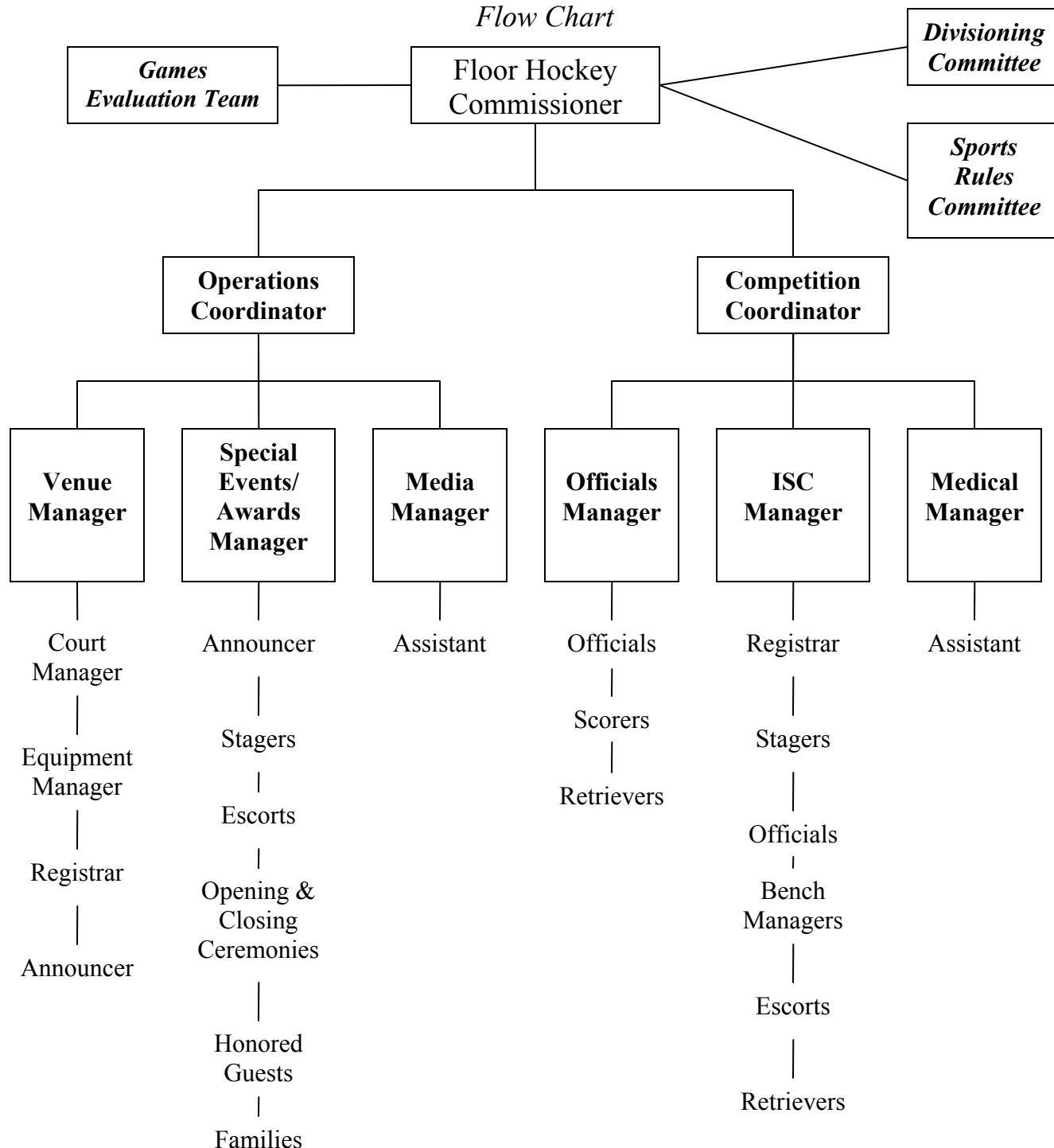
Special Olympics International welcomes your ideas for future revisions of these materials. You are invited to send your comments and ideas to:

SOI Floor Hockey Director
Special Olympics International
1133 19th Street, N.W.
Washington, DC 20036



Floor Hockey Competition Management Team

Flow Chart



The composition of a Floor Hockey 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 Floor Hockey Competition Management Team will focus on the operations and competition of Floor Hockey. The Games Management Team may oversee Awards, Ceremonies, Special Events, and Media.



Competition Management Team (continued)

Job Descriptions

Floor Hockey Commissioner

Ultimately responsible for the overall quality of the Floor Hockey competition. Organizes, recruits, trains, and manages the Floor Hockey competition personnel. Supervises the Floor Hockey 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. Also responsible for Opening and Closing Ceremonies.

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 puck retrievers.

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 puck retrievers.

Medical Manager

Ensures that a sufficient number of trained medical personnel, water, and ice are provided. It is suggested that copies of athletes' current medical forms be kept on-site at the nerve center.





Floor Hockey Competition Management Team

Title

Name

Floor Hockey Commissioner

Operations Coordinator

Venue Manager

Court Manager(s)

Equipment Manager

Registrar

Announcer

Awards/Special Events Manager

Announcer

Stagers

Escorts

Opening/Closing Ceremonies

Honored Guests/Families

Media Manager

Assistant

Competition Coordinator

Officials Manager

Referees

Scorekeeper(s)

Timekeeper(s)

Puck Retrievers

ISC Manager

Registrar

Officials

Scorers

Timers

Bench Managers

Escorts

Puck Retrievers

Medical Manager/Staff





Official Events

Special Olympics offers competitive floor hockey participation for athletes of **all** ability levels. Coaches can play a valuable role in advising athletes on the most appropriate selection of event.

• Individual Skills Contest (ISC)

The *Ten-Meter Puck Dribble* and *Target Shoot* are single events designed for athletes with very low ability who may be non-ambulatory.

The *Individual Skills Contest* (ISC) is designed for identifying the skill level of athletes and for giving athletes another competition opportunity. In addition, the ISC may be offered to athletes who do not yet possess the skills to meaningfully participate in team floor hockey. ISC is also appropriate for athletes who have physical disabilities.

The ISC is used to provide a skills assessment of each athlete for divisioning team competition.

The ISC is comprised of five events: Shoot Around the Goal, Pass, Stickhandling, Shoot for Accuracy, and Defense. The ISC format can be found in the Official Special Olympics Floor Hockey Sport Rules.

• Team Competition

Team competition is designed for athletes with various ability who are able to respond to the mental and physical demands of this format. This format is also recommended for Unified Sports[®] floor hockey.

Special Olympics International is the sport governing body for floor hockey. The court dimensions and rules for Special Olympics floor hockey are detailed in the Official Special Olympics Floor Hockey Rules and are included later in this guide.





TEAM COMPETITION

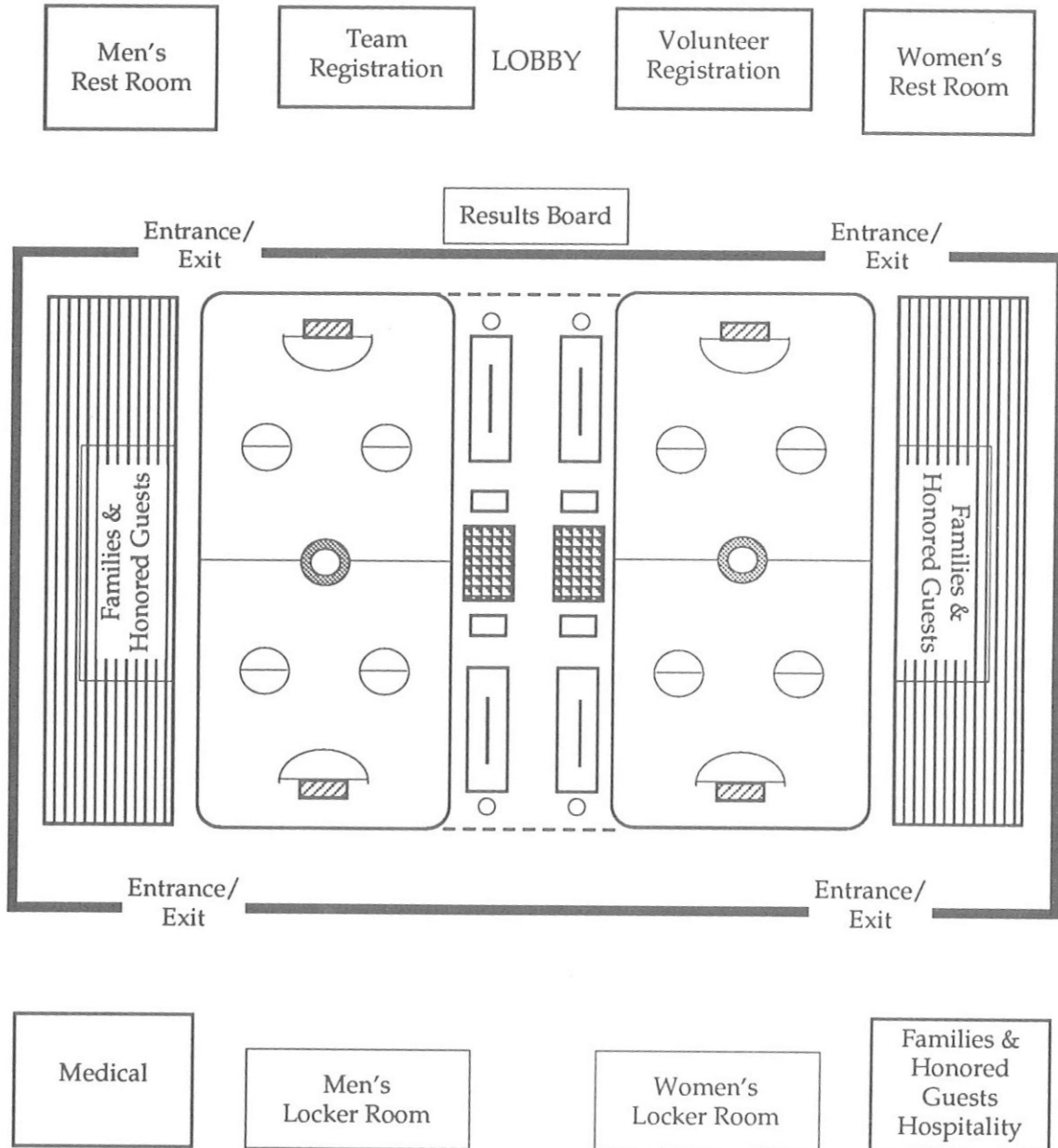


Competition Management





Team Competition Venue



Note: See the Official Special Olympics Floor Hockey Rules for the actual dimensions of a court, etc.

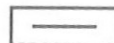
Legend:



= Score Table



= Penalty Box



= Team Bench/Coaching Area



= Water (cups and garbage can)





Team Competition Venue Checklist

Equipment	Number Required	Checked
Goals and nets (2 per court)	_____	_____
Team benches (2 per court)	_____	_____
Penalty Boxes (2 per court)	_____	_____
Spectator Seating	_____	_____
Scoreboards (1 per court)	_____	_____
Score table (1 per court)	_____	_____
Stopwatches (3 per court: 1 game clock; 2 penalties)	_____	_____
Official Scoresheets	_____	_____
Pencils/Erasers	_____	_____
Public address (P.A.) system	_____	_____
Water coolers with cups	_____	_____
Rulebook (1 per court)	_____	_____
Pinnies (1 numbered set per court)	_____	_____
Practice pucks (3 per court)	_____	_____
Game pucks (3 per court)	_____	_____
Extra sticks, helmets, shin guards	_____	_____
First aid kit (1 per venue)	_____	_____
Blow horn and whistle (1 per court)	_____	_____
Towel (1 per court)	_____	_____
Venue Personnel		
Referees (2 certified per court in official uniform)	_____	_____
Scorekeepers (1-2 per court)	_____	_____
Timekeeper (1 per court)	_____	_____
Announcer	_____	_____
Penalty Box Managers (2 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 Floor Hockey training and recreational sessions and competition events will be conducted in accordance with the rules and procedures outlined in the Official Special Olympics Winter Sports Rules. The following is a list of safety considerations that should apply to any competition.

Safety Checklist

To ensure that all safety requirements are met, a safety checklist should be completed before the start of any Special Olympics floor hockey training event or competition. This checklist should include:

☐ Risk Management Orientation

Special Olympics floor hockey personnel orientation should be given to all competition management personnel. This orientation should identify:

- Assignment of specific responsibilities
- Emergency procedures
- Procedures for first-aid and medical needs
- Discussion of the Emergency Action Plan

☐ Venue

It is strongly recommended that a safety checklist be developed and then completed by competition management team members prior to the start of any competition. Items include:

- Clearing the court of any dangerous objects and sweeping the court clean
- Setting up team benches or chairs on the outside of the boards
- Providing adequate space for the score table and penalty boxes
- Establishing the spectator seating at least one meter outside the boards
- Ensuring that the competition area is kept clear of all but the athletes and the Floor Hockey Competition Management Team during competition
- Assuring that water is available and easily accessible
- Assuring that first aid is readily accessible, separate and as private as possible, stocked with ice, and well marked
- Ensuring that exits are clearly marked and unobstructed

☐ 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





Incident Report

Injury date _____ Injury time _____ ☐ AM ☐ PM
 Injured person: ☐ Athlete Participation ☐ Volunteer ☐ Coach ☐ Spectator ☐ Other _____
 Name: (Last) _____ (First) _____ (Middle) _____
 Date of birth _____ Sex: ☐ Male ☐ Female SSN _____
 Address _____

(Street) (City) (State) (Zip)

Phone (day) _____ Phone (evening) _____

Does injured person have other than Special Olympics medical insurance? ☐ Yes ☐ No

If yes, name the company _____

Site where incident occurred _____ Chapter (State/Area) _____

Category: ☐ Unified Sports® ☐ Practice or Training ☐ Recreation ☐ Other _____
 Class of sport: ☐ Alpine Skiing ☐ Bowling ☐ Floor Hockey ☐ Soccer ☐ Tennis
☐ Aquatics ☐ Cross Country Skiing ☐ Gymnastics ☐ Softball ☐ Volleyball
☐ Athletics ☐ Cycling ☐ Golf ☐ Speed Skating
☐ Badminton ☐ Equestrian ☐ Powerlifting ☐ Table Tennis
☐ Basketball ☐ Figure Skating ☐ Roller Skating ☐ Team Handball
☐ Other _____

Is insured person employed? ☐ Yes ☐ No If yes, please complete: Employer: _____

Address _____

Is insured person's father employed? ☐ Yes ☐ No If yes, please complete: Employer: _____

Address _____

Is insured person's mother employed? ☐ Yes ☐ No If yes, please complete: Employer: _____

Address _____

Regarding the injury, what part(s) of the injured person's body was injured? ☐ No Injury

Circle all that apply: Clavicle R/L Pelvis R/L Hand R/L Arm R/L
 Foot R/L Leg R/L Side R/L Shoulder R/L Hip R/L
 Eye R/L Neck Stomach Chest Ribs
 Groin Face Head Back Other _____

Check all that apply: ☐ Severe cut with bleeding ☐ Less serious bruises, cuts, scratches ☐ Broken Nose
☐ Concussion ☐ Paralysis ☐ Other _____

Disposition: ☐ On-site care only ☐ Ambulance to _____
☐ Fatality ☐ Other _____

Occasion: ☐ Traveling to and from event ☐ At practice ☐ At event

Describe how accident occurred _____

Date _____
 Phone (day) _____

Printed name of Special Olympics official _____

If fatal or serious injury, call:
Special Olympics Claims Service at 1-800-932-2744

Send completed form to:
American Specialty Claims Services
3359 Route 413, P.O. Box 2228
Doylestown, PA 18901



Incident Report (continued)

Incident Reporting Procedures

If an incident should occur during a Special Olympics activity, the Incident Report form should be completed by an official of Special Olympics and sent to the American Specialty Claims Service, Inc. (ASCS):

**Special Olympics Claims Service
c/o American Specialty Claims Services, Inc.
3359 Route 413, P.O. Box 2228
Doylestown, PA 18901**

Telephone 1 (800) 932-2744

Fax: (215) 794-0757

An incident is defined as any activity which causes injury to a person (participant or spectator) or property. Please complete this form even if you feel the incident may not lead to an actual claim. Proper completion of this form will enable the Claims Service to provide Special Olympics with important information regarding incident activity within Special Olympics.

In the event of a serious injury, please immediately contact American Specialty Claims Services by calling 1-800-932-2744. This phone is staffed 24-hours a day, 365 days a year. When you contact the 24-hour number, be prepared to provide the following information:

1. Brief overview of the nature of the incident.
2. Where the activity took place when the incident occurred.
3. Contact and phone number of persons ASCS can call to immediately gather further details.
4. If applicable, name of hospital where person was taken.

If all information is not available, do not delay contacting American Specialty Claims Services. In any serious injury situation, it is vital that ASCS be contacted **as soon as possible**.





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	SKILLS ASSESSMENT TESTS SCORES*					
				Shoot on Goal	Pass	Stick-handling	Shoot for Accuracy	Defense	Total

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

*Floor Hockey 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

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

Please add any information that would help describe your team's ability level.

Information submitted by:

Head Coach _____

Date _____

Signature _____





Divisioning

In official competitions, Special Olympics Floor Hockey 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. *A more detailed description of the procedures for divisioning can be found in the Official Special Olympics Winter Sports Rules.*

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
- Skills Assessments [Floor Hockey Individual Skills Contest scores] (*See the Official Special Olympics Floor Hockey Rules*)
- Additional information from the team's Head Coach (*See Team Roster, pages 18-19.*)
- Video of team in competition.

2. Place teams into preliminary divisions 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.

In classification rounds, teams will play one or more games with each game a minimum of 6 minutes. Each team will be required to play all team members. Teams should be evaluated on their athletic ability, skills, dominant player(s), and defensive and offensive team play.

Responsibilities of the Competitor

In order to ensure fairness and equal opportunity for all athletes, athletes (and coaches) must abide by the letter and spirit of the rules. Athletes who do not participate *honestly and with maximum effort* in all preliminary trials and finals shall be disqualified from all remaining events by the Sport Rules Committee at the competition.





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 least 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.





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	Team 7	Team 8	Win/Loss Record	Comments
Team 1										
Team 2										
Team 3										
Team 4										
Team 5										
Team 6										
Team 7										
Team 8										





Team Divisioning Form

Preliminary Division _____

Team _____ Uniform color _____

Opponent _____ Score _____ to _____ Win/Loss

Type of Team: Male _____ Female _____ Unified _____ Junior _____ Senior _____ Masters _____

CATEGORY	High	Above Middle	Middle	Below Middle	Low	Score
Athletic Ability	10 9	8 7	6 5	4 3	2 1	
Floor Hockey Skills	10 9	8 7	6 5	4 3	2 1	
Dominant Player Rating*	10 9	8 7	6 5	4 3	2 1	
Defensive Team Rating	10 9	8 7	6 5	4 3	2 1	
Offensive Team Rating	10 9	8 7	6 5	4 3	2 1	
TOTAL						

Comments:

Is the team far superior or far inferior to its opponent? _____

Who is the dominant player on the team; what position does he/she play? _____

TEAM TRAINING CHART

High – Plays well; most game facets are performed excellently (3-4 players can handle the puck, consider more than one option, move without the puck, communicate, cover responsible areas and help teammates on defense); 7-8 players are interchangeable, are excellent, or have complementary skills.

Above Middle – Plays moderately well; 2-3 players can handle the puck; offense and defense are one-dimensional (little ability for adjustment); shooting and individual offensive skills are limited; has 3-4 excellent players and 3-4 average players.

Middle – Plays fairly well; lacks depth and/or size; have non-participatory starter; better coaching (systematic, but less skilled); has 3 above average players with rest of team average in skill.

Below Middle – Skills and concepts exist but are very limited; players have some physical ability but lack floor hockey skills and/or knowledge of the game; has 1-2 players who can pass and maybe a shooting specialist, but one who cannot do much else.

Low – Skills and concepts are lacking; lacks ability and understanding of the game; has some athletes, but ones who have not played floor hockey.

* Clarification of Dominant Player Rating – Rating of how good one individual makes his/her team.





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 Competition	Divisioning for ISC
11:15	Games Begin	
11:30-1:00 pm	<i>LUNCH</i> (when teams are not competing)	
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>	
1:00-3:00	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.

- 5-minute pre-game warm-up
- 1-minute intermission between periods
- One 1-minute time out per game

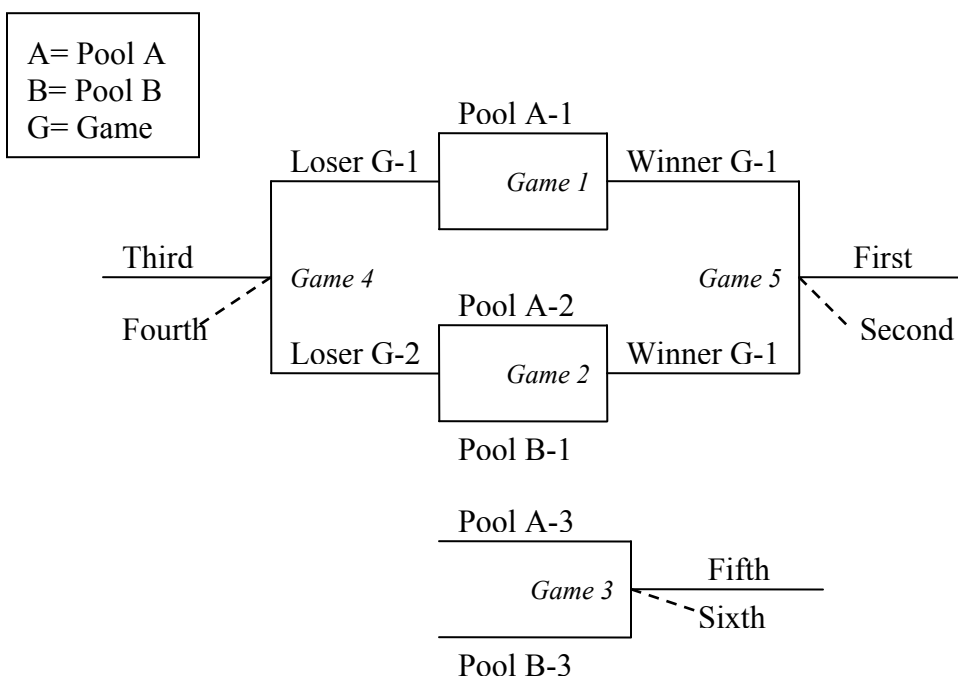
Pool play consists of a round robin schedule of games within each pool.

		<u>Session 1 (11:15)</u>	<u>Session 2 (12:15)</u>	<u>Session 3 (1:15)</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 (2:30)</u>	<u>Session 5 (3:45)</u>	<u>Session 6 (5:00)</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)

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

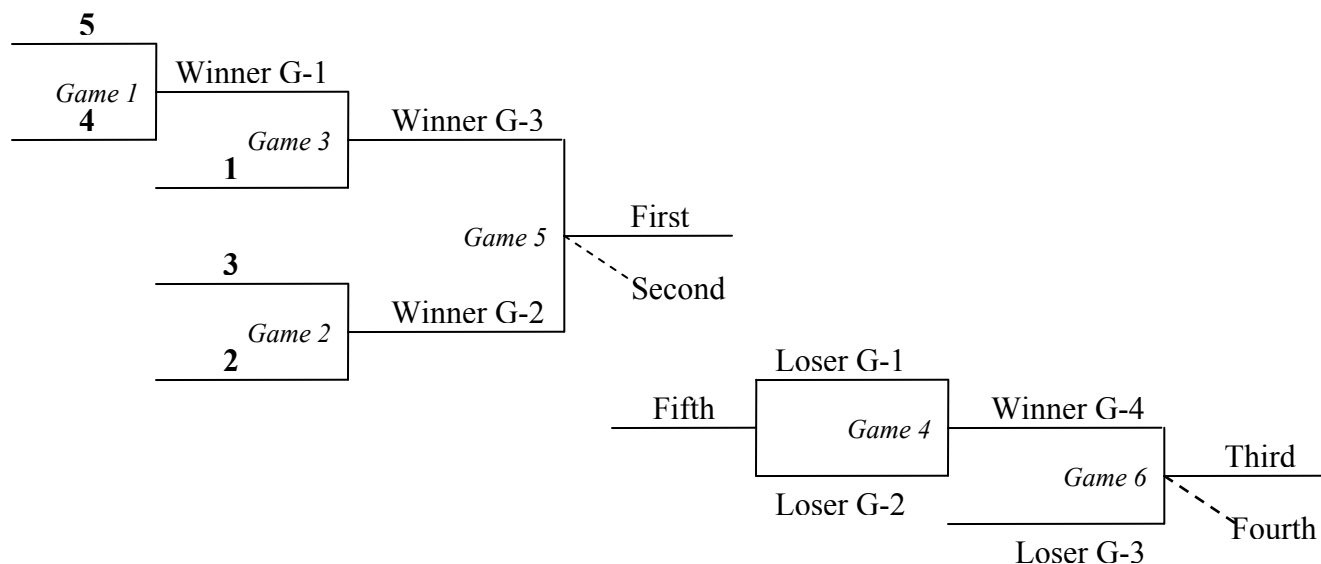
- Medals and ribbons are based on order of finish.

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 Floor Hockey.

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.





Competition Protocol and Announcer's Script

Pre-Game Protocol

1. **Ten minutes** before the game, the head coach submits the team roster to the scorekeeper
2. **At the start of the game**, the first line stands in front of the score table. The scorekeeper checks the players' numbers. This procedure is carried out each time a new line enters the game.

Post-Game Protocol

Players and coaches should congratulate the other team and thank the officials. This can be accomplished as follows: two teams line up on either side of the center line and walk single file past each other shaking hands.

Public Address Announcer's Script

Pre-game

1. As the referees and both teams begin to parade out the center of the court, give 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 lined up at center court, announce the line-ups with the visiting team first. Include substitutes and coaches.

"The starting line-up for (visiting team name):
#___ (player's full name);
#___... etc."

"The line-up for (home team)..." *(same as above)*

3. Introduce the officials.

"The officials for today's game are (name) and (name)."

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

"Please stand for the national anthem."

5. Wish both teams good luck.
6. Start the game.





Announcer's Script (continued)

During the Game

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

1. Goal

“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/Line Rotation

“Substitution/Line Rotation for (name of team) (number and name of player entering the game) replacing (number and name of player leaving the game).”

3. Period statistics

- Score
- Goal scorers
- Shots on goal
- Penalties
- Saves

Post-game

At the completion of the game, the announcer may announce the following:

1. Upcoming games or other tournament information, such as medal ceremonies.
2. Post-game statistics

“The final score is (home team score) to (away team score).”

“Let’s show appreciation for a very skillful and entertaining game.”

“Thank you for coming. Have a safe trip home.”





Awards Presentations

The Special Olympics awards ceremony should recognize the accomplishments of the athletes in professional and enthusiastic manner that reflects the Olympic tradition. Consequently, it should honor the athletes with dignity, be energized with fanfare and excitement, and involve spectators.

Awards 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. An attractive awards area with Special Olympics banners, public address system, and spectator seating should be provided.
4. Awards are presented by division, starting with lower placed team and progressing to the first placed team.
5. Teams should be gathered and organized in an awards staging area.
6. Teams are accompanied by awards escort from the staging area to the awards area on the court where the gold medal game is being played.
7. The Olympic fanfare music should be played as each enters the award area. After the music begins to play, each team is lead in by an escort. When the teams are in place, the music ends, and the awards announcer says:

“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).”

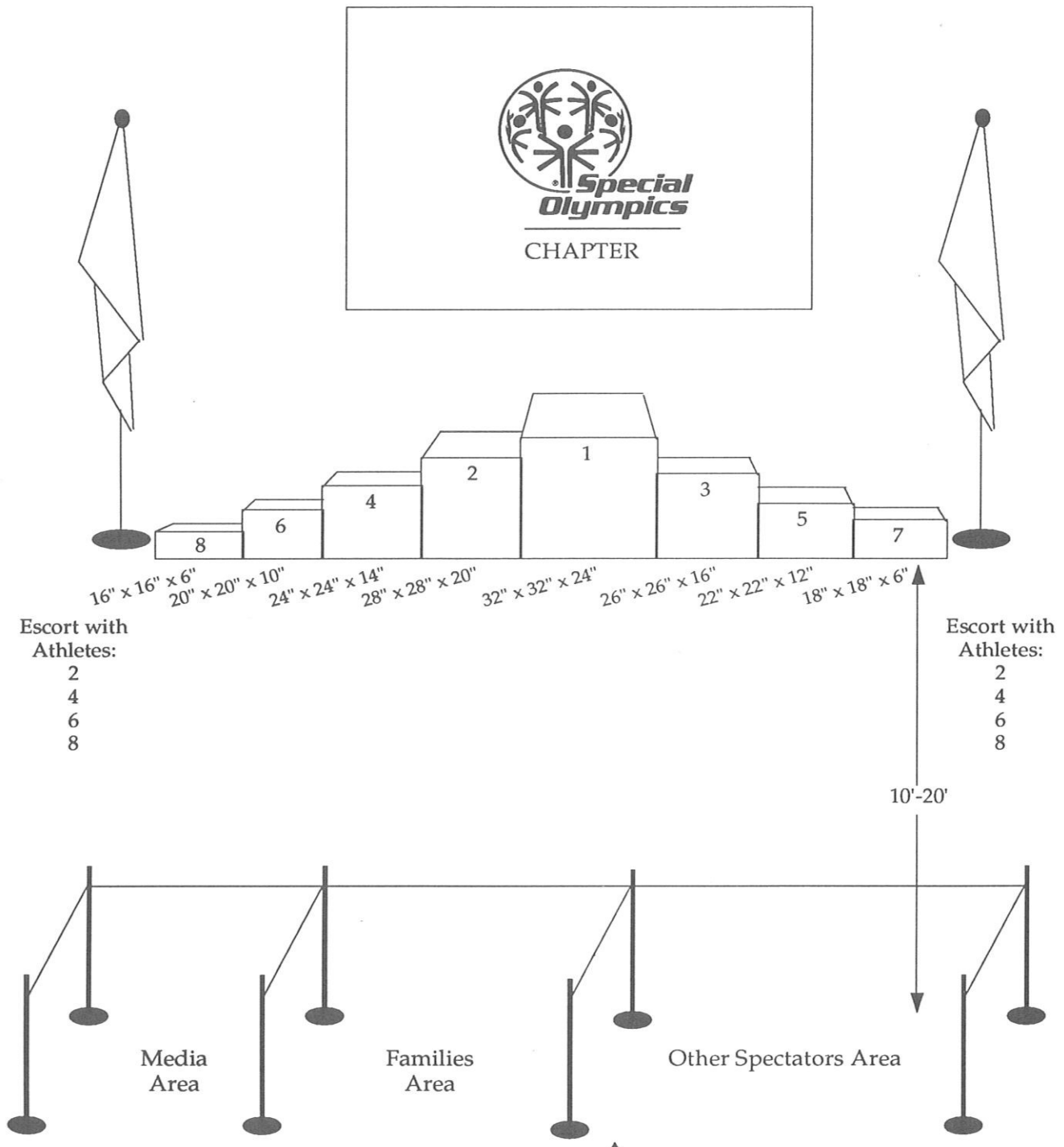
As each player is presented with his/her award, it is suggested that the announcer also individually introduces him/her.

8. 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.
9. A brief time should be provided at the end of the award presentation for photographs.
10. 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.





Sample Awards Area





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

	YES	NO
1. Venue Preparation		
<u>Facilities</u>		
Court clearly and safely marked	—	—
Coaches area marked	—	—
Team benches and penalty boxes provided	—	—
Families, Honored Guests, and spectator seating	—	—
Limited access to team bench area	—	—
Changing rooms / rest rooms provided	—	—
<u>Equipment</u>		
Regulation goals and nets	—	—
6 warm-up pucks per court	—	—
Clearly visible scoreboard	—	—
Fully equipped score table (scoresheets, pencils, clock, etc.)	—	—
Water coolers & cups at each court	—	—
Pinnies (in case of same color uniforms)	—	—
2. Athlete Attire		
Athletes in proper competition attire	—	—
3. Officials		
2 certified referees in uniform per court	—	—
2 scorekeepers per court	—	—
1 timekeeper	—	—
4. Signage/Banners		
Clear signage for volunteers, teams, and spectators	—	—
Visible tournament scoreboard	—	—
5. Public Address System		
Information clearly announced	—	—
6. Medical		
Copies of current and complete medical forms	—	—
Qualified medical personnel on site	—	—
Medical area clearly marked and accessible	—	—
7. Awards		
Awards stand attractively decorated	—	—
Special Olympics banners clearly visible	—	—
Athletes announced and highlighted	—	—
Appropriate Honored Guest presenters	—	—
Well-placed spectator area	—	—
8. Competition		
Equal competition within each division	—	—
Adherence to official rules	—	—
Official scoresheets used and correctly marked	—	—



Competition Evaluation Checklist (continued)

Additional Comments

Venue Preparation

Equipment

Officials

Signage/Competition Information

Public Address System

First Aid

Awards

Divisioning and Competition

Other (Coaches' Meeting, etc.)



INDIVIDUAL FLOOR HOCKEY SKILLS CONTEST



Competition Management



Conducting the Individual Skills Contest (ISC)

1. Introduction

The ISC is designed specifically for skill level of athletes and for giving athletes another competition opportunity.

The ISC should be conducted with the same attention to details and excitement as the team events.

The ISC consists of five events: Shoot Around the Goal, Pass, Stickhandling, Shot for Accuracy, and Defense. The rules for these events can be found in the Official Special Olympics Winter Sports Rules book.

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 divisioning round.

3. Divisioning

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

Athletes participate in an on-site divisioning round, performing each event **once**.

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 and carrying the scorecards.

If time is short, three events can be started simultaneously (“shot-gun” start).

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





Conducting the Individual Skills Competition (continued)

5. Conducting each event

A **Scorer** with a table is placed at each event. The Division Escort hands the Scorer the scorecards on arrival at the event.

The Scorer calls out the name of the next athlete to compete (full name) and the “on deck” athlete.

The **Official** checks that the athlete is ready to start. If timing, checks his/her stopwatch. Counts down “Ready-Go!,” giving a hand signal on “Go.”

It is the Official’s responsibility to ensure that the event is correctly performed. After the athlete has completed the event, the Official calls out the time/score to the Scorer who records the score.

Puck Retrievers are placed to help gather balls and assist in the smooth running of the event.

The Division Escorts wait for the signal from the ISC Manager before moving onto the next event.

The athletes move through the event rotation. At the end of the first rotation, athletes should be told their score and position.

6. Awards

At the end of the competition, the Division Escorts lead their athletes to the awards staging area. They also take the scorecards to the **Awards Manager** who tallies the results. The final results are the combined scores of the two rotations.

These final results are written on the Awards Score sheet and sent to the Awards Announcer.

Awards are presented by an Honored Guest.

The Division Escort leads athletes to their coaches.

7. Dress of officials and volunteers

The ISC Manager should be clearly identifiable.

Officials/Referees should be dressed in the appropriate sport uniform for referees. This attire includes an official Special Olympics black and white striped referee’s shirt, black pants, and court or gym shoes.

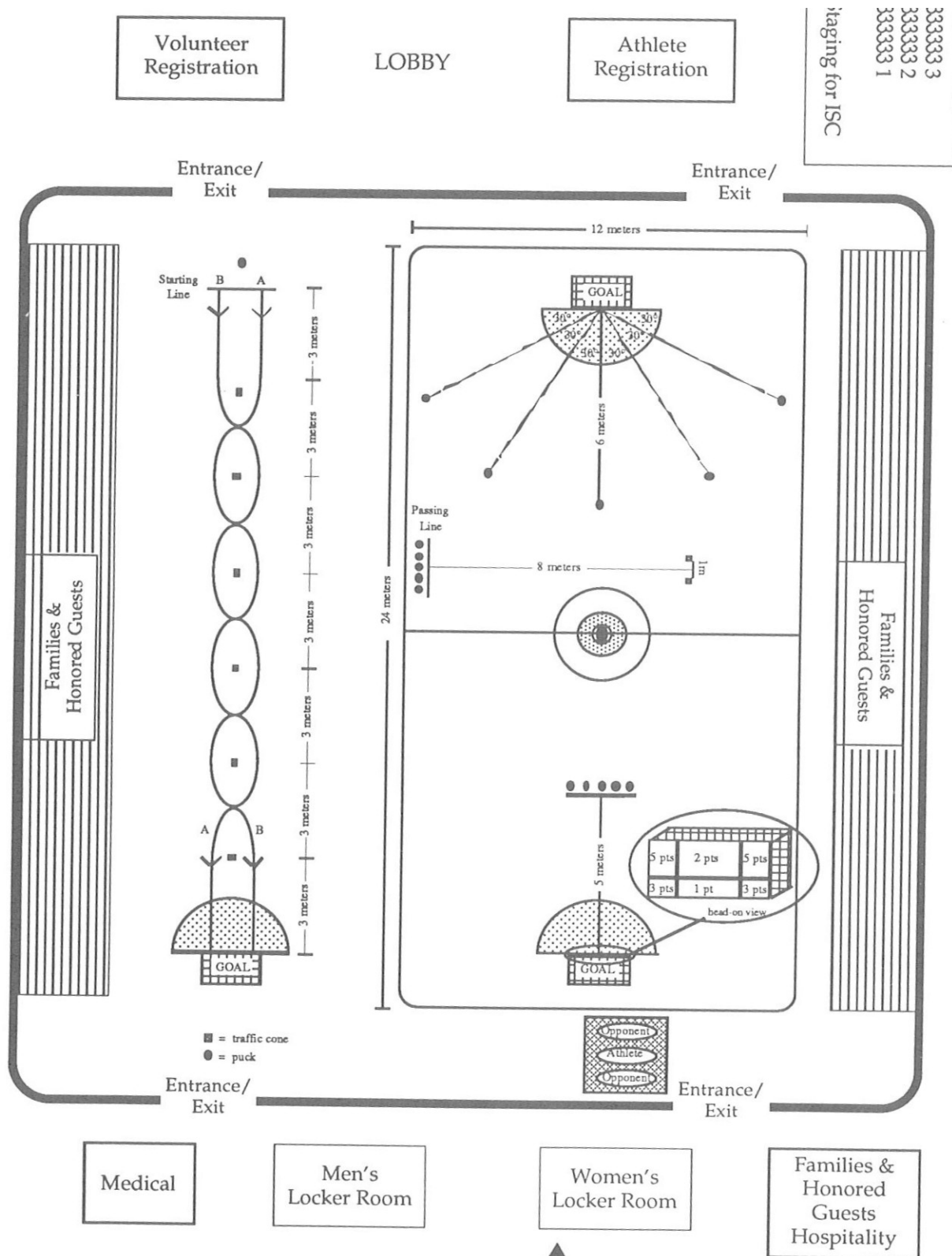
All other official ISC personnel should be smartly dressed and be clearly identified by a brightly colored competition T-shirt.





Floor Hockey

ISC Venue



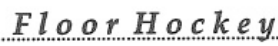


ISC Venue Checklist

Equipment	Number Required	Checked
Goals and nets (3)	3	_____
Chairs (8 per each of 5 events, plus check-in and results)	1	_____
Spectator seating	_____	_____
Score tables or desks (5 events plus results)	6	_____
Stopwatches	2	_____
Official scoresheets	_____	_____
Pencils/Erasers	6	_____
Public Address System	_____	_____
Water jugs with cups (staging, events, awards)	7	_____
Rules (1 per each of 5 events)	4	_____
Practice pucks (12 in warm-up area)	6	_____
Competition pucks (12)	12	_____
Extra sticks, helmets, shin guards	_____	_____
First-aid kit (1 per venue)	_____	_____
Blow horn and whistle (1 per court)	_____	_____
Towel (1 per court)	_____	_____

Venue Personnel	Number Required	Checked
Stagers (3)	3	_____
Officials (1 per event in official uniform)	5	_____
Scorers (1 per event)	5	_____
Timer (1 at Stickhandling event)	1	_____
Puck Retrievers (1 per event)	1	_____
Bench Mangers (1 per event)	5	_____
Division Escorts (6-8)	6	_____
Announcer	1	_____
Medical Team (1 per venue)	_____	_____
Security (<i>optional</i>)	_____	_____







ISC Awards Sheet

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

EVENTS	Attempts					SCORE
	1	2	3	4	5	
1. Shoot Around the Goal						
2. Pass						
3. Shoot for Accuracy						
4. Stickhandling	Time	Cones Missed	Bonus			
5. Defense						
TOTAL						

Registrar's Signature _____





ISC Division Scoresheet

Group (M/F) ____

Classification (Age) ____

Division Number ____

#	Athlete's Name	Shoot Around Goal						Pass				Stickhandling				Defense			Final Score	Place
		1	2	3	4	5	Total	1	2	3	4	T	-	+	Total	1	2	Total		

Registrar's Signature _____





ISC Evaluation Checklist

1. Staging	YES	NO
Well organized and efficient staging	_____	_____
Families, Honored Guests, and spectator seating	_____	_____
Comments _____		
<hr/>		
2. Court Preparation, Facilities, and Equipment by Event		
a. Shoot Around Goal		
Event clearly and correctly marked	_____	_____
Division benches/chairs provided	_____	_____
Quality goal, net pucks, and sticks used	_____	_____
Controlled access to competition area	_____	_____
Water coolers & cups available	_____	_____
b. Pass		
Event clearly and correctly marked	_____	_____
Division benches/chairs provided	_____	_____
Quality pucks and sticks used	_____	_____
Limited access to competition area	_____	_____
Water coolers & cups available	_____	_____
c. Stickhandling		
Event clearly and correctly marked	_____	_____
Division benches/chairs provided	_____	_____
Quality goal, net, pucks, and sticks used	_____	_____
Controlled access to competition area	_____	_____
Water coolers & cups available	_____	_____
d. Shoot for Accuracy		
Event clearly and correctly marked	_____	_____
Division benches/chairs provided	_____	_____
Quality goal, net, pucks, and sticks used	_____	_____
Controlled access to competition area	_____	_____
Water coolers & cups available	_____	_____
Comments _____		
<hr/>		
3. Officials, Scorers, Escorts		
Officials in uniform	_____	_____
Events correctly officiated	_____	_____
Scorers/Escorts properly dressed	_____	_____
Accurate and efficient scoring using official scorecards.	_____	_____
Comments _____		
<hr/>		



ISC Evaluation Checklist

	YES	NO
4. Signage/Banners		
Special Olympics banners well displayed	_____	_____
Sponsor banners well displayed	_____	_____
Comments _____		
5. Public Address System		
ISC clearly announced	_____	_____
Comments _____		
6. First Aid		
Copies of current and complete medical forms	_____	_____
Qualified medical personnel on-site	_____	_____
Medical area clearly marked and accessible	_____	_____
Comments _____		
7. Awards		
Awards stand attractively decorated	_____	_____
Special Olympics & Sponsor banners clearly visible	_____	_____
Athletes announced and highlighted	_____	_____
Appropriate Honored Guest presenters	_____	_____
Well-placed spectator area	_____	_____
Comments _____		
8. Competition		
Athletes in appropriate competition apparel	_____	_____
Equal competition within each division	_____	_____
Adherence to official rules	_____	_____
Comments _____		
Other (Coaches' Meeting, Clinics, Demonstrations, Olympic Park, Opening/Closing Ceremonies, 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 and their coaches.

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

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

- Official Special Olympics floor hockey events, including rules
- How to use the Special Olympics Floor Hockey Coaching Guide
- How to organize a training session
- Techniques for warm-up and stretching
- How to teach the fundamental of Floor Hockey
- Ideas for appropriate drills and activities to teach the basic skills
- How to set up the Individual Skills Contest
- How to teach Special Olympics Athletes the rules and basic rules of floor hockey

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 Floor Hockey 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 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 Floor Hockey Director, Special Olympics International, 1133 19th Street, N.W., Washington, D.C. 20036.





Floor Hockey Volunteer Coach Training School

PART 1 Classroom Session (90 minutes)

- 1.0 Introduction and Using the Special Olympics Floor Hockey Coaching Guide
- 1.1 Special Olympics Coaching Philosophy
- 1.2 Coaching Resources
- 1.3 Athlete Assessment
- 1.4 Special Olympics Floor Hockey Events and Rules
- 1.5 Preparing for Your Floor Hockey 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
- 1.10 Introduction to Floor Hockey Video

PART 2 Activity Session (120 minutes)

- 2.1 Warm-ups and Stretching
- 2.2 Basic Skills
- 2.3 Floor Hockey Individual Skills Competition
- 2.4 Teaching the Game

PART 3 Special Olympics Athletes Training Session (90 minutes)

- 3.1 Model Training Session
 - Warm-Up and Stretching
 - Skills Drills
 - Practice Game

PART 4 Classroom Wrap-Up (30 minutes)

- 4.1 Review (Questions)
- 4.2 Quick Quiz
- 4.3 Certification Process and Application
- 4.4 Training School Evaluation

Materials

- Course Agendas (one per participant)
- Special Olympics Floor Hockey Coaching Guide
- Other recommended coaching books/videos for display

Equipment

- 1 stick, puck, shin guards, gloves, and helmet per participant
- 2 sets of goalie equipment (pads, waffle boards, helmet, glove, goalie stick)
- 12 plastic marker cones, 1 measuring tape, 1 roll of “safe” floor marking tape, 2 stopwatches, 5 clipboards, first-aid kit and water





PART 1

Classroom Session

(90 minutes – Approximately 10 minutes per session)

1.1 Introduction and the Using the Special Olympics Floor Hockey Coaching Guide

- Introduce yourself, including your coaching background.
- Ask participants to briefly introduce themselves.
- Review the course objectives and agenda.
- Introduce and review the Special Olympics Floor Hockey Coaching Guide. Refer to it as you go through the course.

1.1 Special Olympics Coaching Philosophy

- The use of the word “**Olympic**” means a commitment to high standards of coaching.
- **Training and safety** are critical for athlete development.
- Coaches must continually challenge athletes to push on to new levels of achievement.
- In Special Olympics, athletes train to **compete**. Refer to oath: “Let Me Win, But if I cannot win, let me be brave in the attempt.”
- Life-long fitness and the ability to enjoy recreational activities is an important by-product of Special Olympics.

1.2 Coaching Resources

- Involve the family members.
- Encourage coaches to join local floor hockey associations/organizations.
- Promote **SOI coaching courses**.
- Stress the importance of **assistant coaches and Partners Clubs®** with High Schools and colleges. (Many Special Olympics athletes need individualized attention in order to progress.) Utilize field hockey and ice hockey programs.
- Provide examples of coaching books and videos.

1.3 Athlete Assessment

- 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 and test negative in order to play team floor hockey.
- Coaches will encounter athletes of all levels of abilities. Try to **individualize** training and competition placement to benefit each player and team.
- Assess athletes several times a season to identify growth and encourage development.





PART 1 (Continued)

1.4 Special Olympics Floor Hockey Events and Rules

- Various floor hockey events have been designed for all ability levels.
 - The **Individual Skills Contest (ISC)** is appropriate for all athletes.
 - Team Floor Hockey** is appropriate for all athletes.
 - Unified Sports® Floor Hockey** can be enjoyed by players of all levels.
- Highlight the rules for Special Olympics floor hockey.
- Divisioning allows players to compete against those of comparable abilities and ages.
- Review the official Floor Hockey Skills Assessment Tests. These SATs (which is the Individual Skills Contest) are used by the Divisioning Committees to facilitate the preliminary classification of teams for divisioning.

1.5 Preparing for Your Floor Hockey Program

- List the minimum **equipment** needed in order to conduct a training session.
- Emphasize the importance of **quality equipment** and **good uniforms**.
- Provide names of **dealers** who will supply quality equipment at a low cost.

1.6 Eight-Week Training and Competition Plan

- Athletes should **practice at least three hours a week** in order to show significant improvement. Two one and one-half sessions are recommended.
- **A season training plan** helps coaches allocate time effectively to different coaching themes.
- A team needs **to compete regularly**. Review the competition opportunities offered at the Chapter, Area or Sectional levels. Coaches may need to take the initiative to organize their own games.
- A player's progress throughout the season can be charted using the **Assessment Record**.
- Parents, families, and group home leaders are important resources to help athletes **TRAIN AT HOME**. Review the home training materials in the Coaching Guide.





PART 1 (Continued)

1.7 Organizing a Training Session

- Emphasize the effectiveness of a **written training plan**.
- Outline a simple training plan:
 - Warm-Up and Stretching
 - Basic Skills Instruction
 - Competition Experience (Scrimmage)
 - Cool-Down

1.8 Prevention of Injuries

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

1.9 Coaching Athletes with Intellectual Disabilities

- Establish clear **rules** to help athletes understand exactly what is expected of them as well as to reduce behavior problems.
- **Break down skills** and concepts into simple parts.
- Use **one-part instructions** and "**Key Words**" to explain and reinforce technical skill components.
- Instruct and demonstrate, but also coach through asking appropriate *questions*. **Challenge players to think for themselves.**
- Be aware of **physical impairments** that affect the way players hear, see, or pay attention.
- Establish a consistent **pre-game/halftime/post-game routine** at competitions.
- **Ask attendees** to suggest any of their own coaching tips. Write them down to supplement your own coaching portfolio.





PART 2
Activity Session
(120 minutes)

2.1 Warm-Up and Stretching Exercises [15 minutes]

Activities

- Set up a large court. Every participant has a stick, puck, helmet with face mask, and shin guards.
- Instruct coaches to walk slowly, avoiding collisions.
- Practice some basic moves.
- Stop and stretch: calves/groin/hamstrings.
- Perform other warm-up activities with puck.
- Stop and stretch: quads/upper body.
- Finish with a fun passing game.

Teaching Suggestions

- Alternate active passing with stretching. This helps maintain interest and warm up muscles, which makes stretching more effective.
- Instruct proper stretching technique. For example, demonstrate slow stretching and no bouncing.
- Have an athlete demonstrate a stretch while the coaches focus on assisting lower ability athletes.

2.2 Basic Skills [60 minutes]

In this short period of time, identify and demonstrate the basic technical components and fundamental skills of floor hockey. Provide additional and simple activities to teach Special Olympics athletes these skills. Refer to the Coaching Guide for appropriate activities.

Note: There will not be time to demonstrate activities for all the skills in just one hour. Set up activities for shooting, passing and goalkeeping; simply review the technical components of offense, defense, and face-offs.

Teaching Suggestions

- Involve as many participants as possible and make this an **active session**.
- Use “**Key Words**” rather than technical explanations. **Keep it simple!**



Activities for Teaching Basic Skills

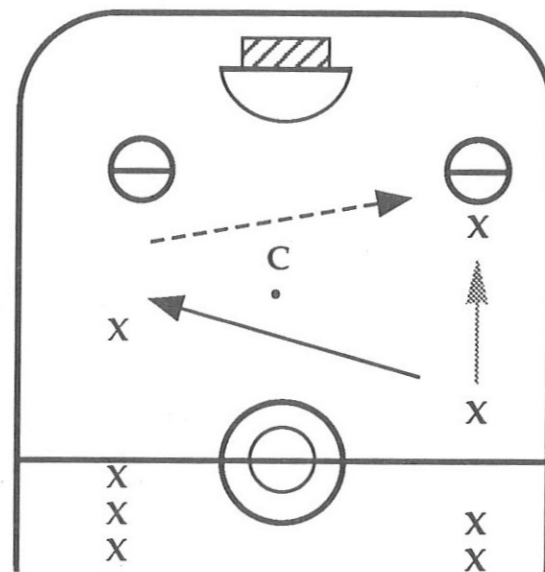
Basic Skill #1: PASSING

2-on-1 Breakaway

- Divide athletes into two groups.
- Form two single file lines on both sides of the center circle.
- A coach stands as a stationary defender in the playing area about 8-12 yards directly in front of the goal.
- Two athletes advance toward the goal as they pass the puck between them.
- Each pair is given 10 seconds to shoot on goal.
- Goalie returns puck to the coach after each save.

Key Words

- "Head Up"
- "Use the Spin Move"
- "Look for the Open Player"
- "Stay Out of the Crease"
- "Pass the Puck"
- "No High Sticking"



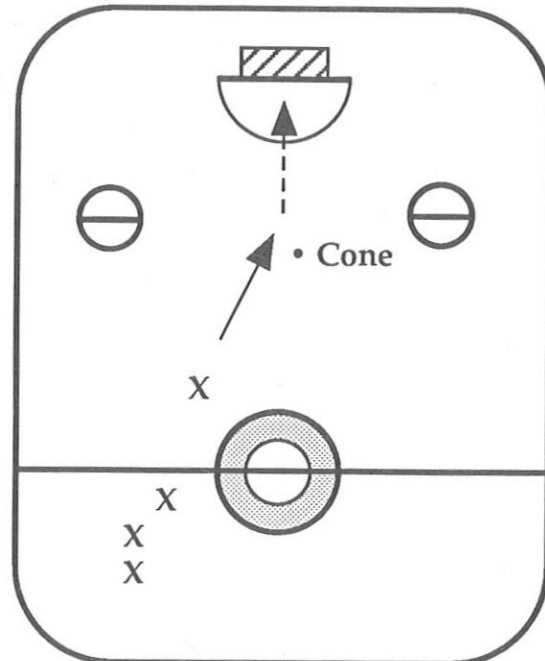
Basic Skill #2: SHOOTING

Breakaway

- Line up players in single file at center court.
- Use sieve covering, then a goalie.
- Place cone 8-12 yards in front of the goal.
- Players stickhandle puck towards the goal.
- Without stopping, the athlete shoots on goal from near the cone.
- Instruct athletes to aim for the corners: first for the lower right, then for the lower left, next for the upper right and finally for the upper left.

Key Words

- "No High Sticking"
- "Stay Out of the Crease"
- "Shoot Early"
- "Aim for the Corner of the Net"
- "Lift the Puck"
- "Look for the Rebound"





Activities for Teaching Basic Skills (continued)

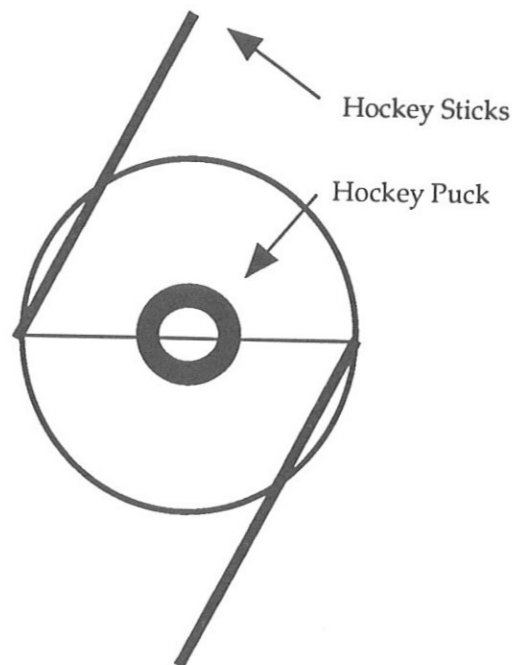
Basic Skill #3: FACEOFFS

King of the Faceoff Circle

- Have athletes form one single file line.
- Have first two athletes face off against each other, stick tips are on the circle.
- Start with the puck in the center of circle.
- The coach blows the whistle.
- The first athlete to slide puck out of the circle is the winner.
- The winner stays in the circle and faces the next athlete. The other athlete retreats to the back of the line.

Key Words

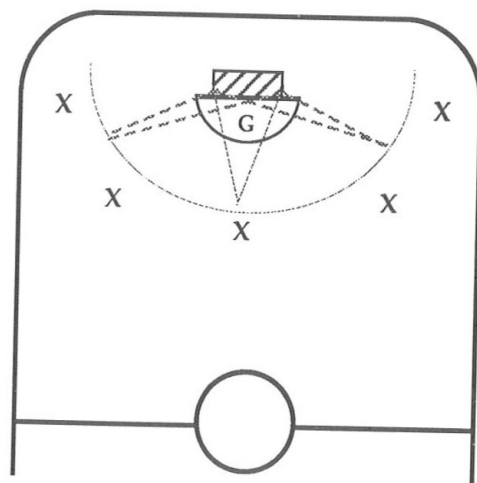
- “Quickness”
- “Sweep the Puck Out of the Faceoff Circle”



Basic Skill #4: GOALTENDING

Cut Down the Angle

- Tie 20-30 foot strings to each goal post.
- Extend strings in front of goal and bring together.
- While holding strings, slowly walk around to each side of goal in a half-circle movement.
- Instruct goalkeeper to remain inside the crease and in between the strings but to face point where strings come together.
- Inform goalkeeper that these are the angles from which shots on goal will originate. **Note: the sides create the most difficult shooting angles.**
- Place athletes around the half circle.
- Upon coach's instruction each athlete will shoot on goal one at a time.
- The goalkeeper should change position with each shot to cut down the angle.



Key Words

- “Bend at Knees”
- “Stay out Near Crease”
- “Pads together”
- “Stick Flat on Floor”





PART 2 (Continued)

2.3 Individual Skills Contest [30-60 minutes*]

*This will vary depending on size of playing area and number of participants.

- Provide an overview of the ISC.
 - Shoot around the Goal
 - Passing
 - Stick-handling
 - Shoot for accuracy
 - Defense
- Demonstrate each event and have all coaches run through it.
 - The ISC is designed for all ability athletes.
 - Encourage your Chapter office to offer the ISC at the Chapter competition.

2.4 Teaching the Game [30 minutes]

- Demonstrate how the game can be taught using mini-floor hockey.
Begin with 1v1 and build up to 5v5. (*see “5v5 Scrimmage” on the next page.*)
- Review game rules and important aspects of floor hockey.
 - Face-offs
 - Crease violations
 - High sticking and other penalties
 - Goal tending
 - Line rotations (periods)
- Explain how, with a few basic pointers, the game itself becomes the best teacher.
Give athletes the opportunity to play as much as possible. Don't worry if lower ability athletes do not understand all the rules. Give them the experience of being on a team and playing THE GAME.
- In competition, coaches should be encouraged to provide sideline encouragement and some basic instructions to athletes with lower ability. However, coaches should LET THE PLAYERS PLAY. Always keep in mind that coaches should never coach an athlete who is in control of the puck. Let the athletes make their own decisions and their own mistakes. Good coaching happens during training and practice times, not during a game.



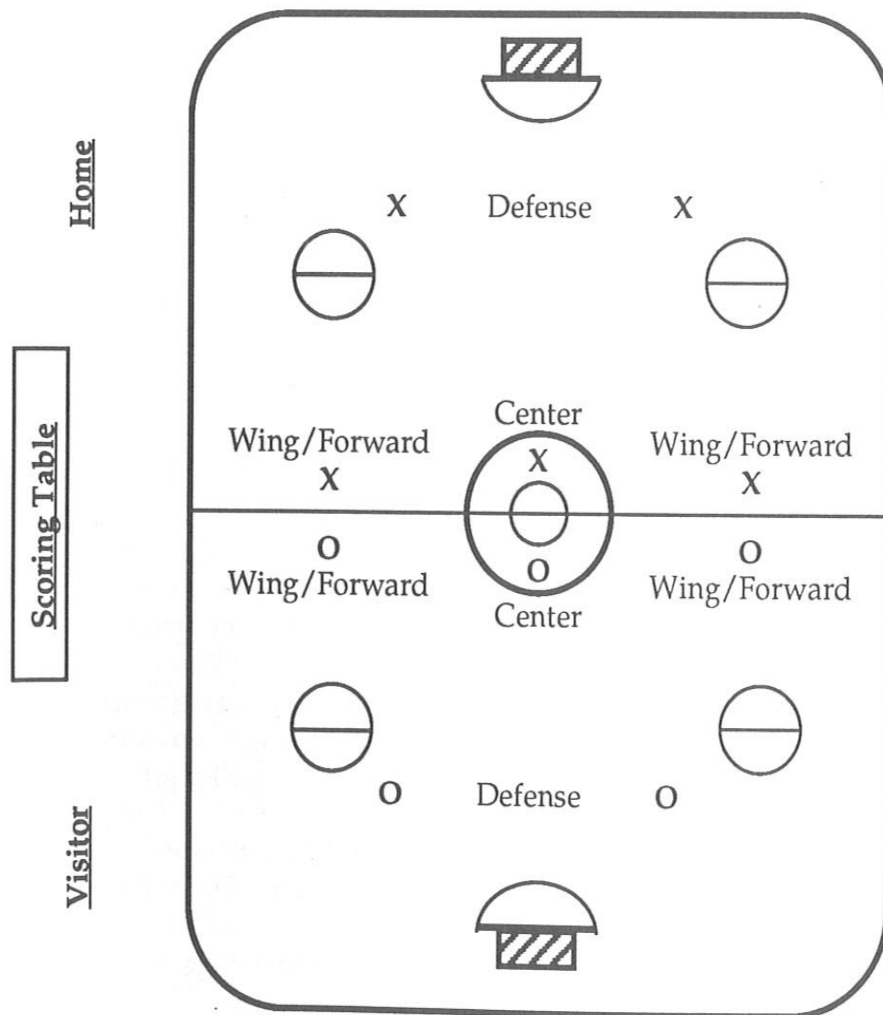


Part 2 (continued)

Mini-Floor Hockey: 5v5

Scrimmage

- Separate athletes into teams of five players.
- Line up players in front of scorer's table with numbers facing table.
- Opposing teams wear different colored scrimmage vests.
- Play with two goalkeepers.
- Number the players on each team: 1-2-3-4-5.
- Coach serves as the referee.
- Play in three-minute line rotations (changes).
- Take a one-minute break between each line change.





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 instructor run a model training session rather than use only “skills stations” for this part of the training school.

A minimum of eleven Special Olympics floor hockey players are needed for this part of the training school.

The instructors should lead this session and involve as many coaches as possible as active training partners.



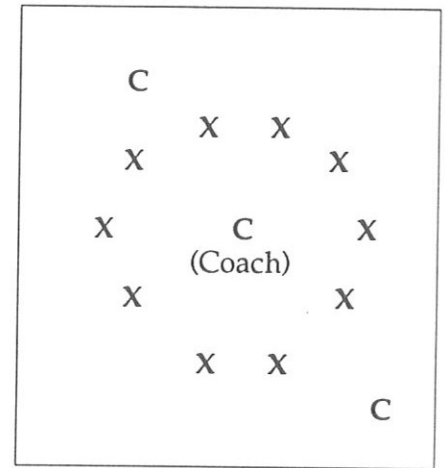


Model Training Session

Warm-Up

- Provide every player with a stick, puck, shin guards, and helmet.
- Introduce some warm-up activities.
- Coach leads first exercise, then asks for volunteers. The volunteers will lead next exercises from the middle of the circle.
- Play a fun game: Coaches play as visiting team.
- Water break

Total time: 15 minutes



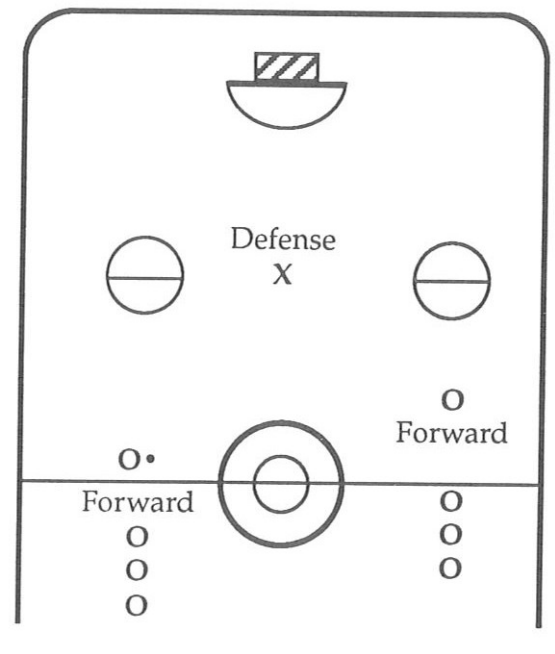
Skills Game

Theme: “Attack and Defend”

2-on-1 Breakaway

- Three players participate: 2 forwards, 1 defender and 1 goalkeeper.
- Use one side of the court.
- Forwards pass puck back and forth and attempt to avoid the defender and score.
- After each team of forwards makes an attempt, they proceed to the end of the line.
- One defender will work against five pairs of forwards, then next defenders play.

Total time: 15 minutes



Model Training Session (continued)

Scrimmage

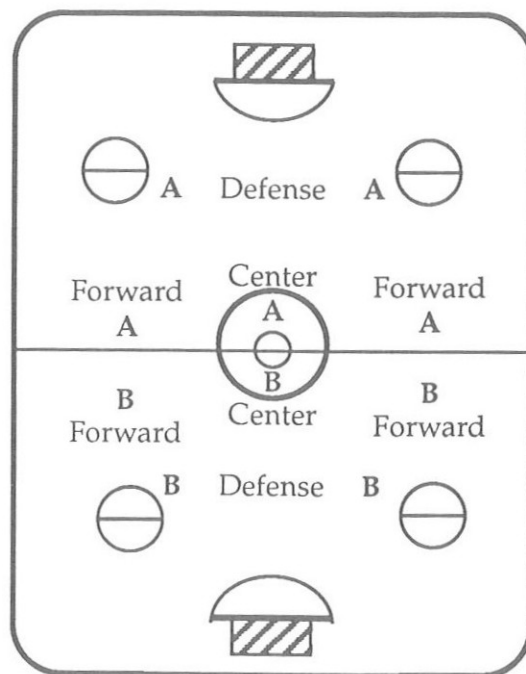
- **Play A line verses B line.**

- Walk through positions. [5 minutes]
- Provide free-play. [5 minutes]
- Play coached game or controlled scrimmage. [10 minutes]
- Review the rules.
- Provide free play. [5 minutes]

- **Cool down** with a light jog and stretches. [5 minutes]

Total time: 30 minutes

- **Review and clean up.** [5 minutes]





PART 4
Classroom Wrap-up Session
(30 minutes)

4.1 Review Questions [10 minutes]

4.2 Quick Quiz (see following page) [10 minutes]

- Ask coaches to complete the Quick Quiz.
- Provide the answers to each question.
- Coaches grade 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.

4.4 Training School Evaluation [5 minutes]

- Coaches complete the course evaluation and return it before leaving the training school.





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 session are _____, _____, _____, and _____.
3. The five types of participation offered by Special Olympics floor hockey are _____, _____, _____, _____, and _____.
4. The athletes who must be screened by their doctor for atlantoaxial instability are players with _____.
5. The first thing a coach should do on arrival at the court is a _____.
6. Nine pieces of equipment essential for a well-organized training session are _____, _____, _____, _____, _____, _____, _____, _____, and _____.
7. Players with low ability may require _____ as well as verbal instructions.
8. A fun game that can be used to develop stick-handling skills _____.
9. The “Key Words” used to effectively teach passing are _____, _____, _____, and _____.
10. The “Key Words” used to effectively teach shooting are _____, _____, _____, and _____.
11. The best way to teach the game to a beginner player is through the use of ____-floor hockey, rather than full scrimmages.
12. The positions on a floor hockey team are _____, _____, _____, _____, and _____.
13. After a violation two players put the puck back into play with a _____.
14. For safety, all athletes are required to wear _____.
15. Be encouraging from the sidelines, but do not 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 session are **Warm-Up and Stretching, Skills Instruction, Competition Experience, and Cool-Down.**
3. The five types of participation offered by Special Olympics floor hockey are **Team Competition, Individual Skills Contest, 10 Meter Puck Dribble, Target Shoot, and Unified.**
4. The athletes who must be screened by their doctor for atlantoaxial instability are players with **Down syndrome.**
5. The first thing a coach should do on arrival at the court is a **safety check of the site and equipment.**
6. Nine pieces of equipment essential for a well-organized training session are **one puck, stick, helmet and set of shin guards per player, marker cones, scrimmage vests, water, clipboard with training plan, first-aid kit, and copies of current medical forms.**
7. Players with low ability may require **physical assistance** as well as verbal instructions.
8. A fun game that can be used to develop stick-handling skills “**Chaser**”.
9. The “Key Words” used to effectively teach shooting are “**Head Up**”, “**Use Spin Move**”, “**Look for the Open Player**”, “**Pass the Puck**”, “**No High Sticking**”, and “**Stay Out of the Crease**”.
10. The “Key Words” used to effectively teach shooting are “**No High Sticking**”, “**Stay Out of the Crease**”, “**Shoot Early**”, “**Aim for the Corner of the Net**”, “**Lift the Puck**”, and **Look for the Rebound.**
11. The best way to teach the game to a beginner player is through the use of **mini-floor** hockey, rather than full scrimmages.
12. The positions on a floor hockey team are **Goalkeeper, Defender (2), _Right Wing/Forward, Left Wing/Forward, and Center.**
13. After a violation two players put the puck back into play with a **faceoff.**
14. For safety, all athletes are required to wear **shin guards and helmets with cage masks.**
15. Be encouraging from the sidelines, but do not coach a player who **has the puck.**

