



***Special  
Olympics***

**BOWLING SPORT MANAGEMENT TEAM GUIDE**



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## **Introduction**

THE MISSION OF SPECIAL OLYMPICS is to provide year-round sports training and athletic competition in a variety of Olympic-type sports for children and adults with intellectual disabilities, giving them continuing opportunities to develop physical fitness, demonstrate courage, experience joy and participate in the sharing of gifts and friendship with their families, other Special Olympics athletes, and the community.

The Special Olympics Sport Management Team Guides provide state or country and local sport management Team members with the key technical information needed to conduct high-quality sport programs that fulfill the mission of Special Olympics.

These guides have been developed by the Special Olympics, Inc. Sports and Competition Department working with SOI Sport Directors, local sports staff, and Accredited Program Sport Directors. Guides will be updated. Please send any ideas and comments as to the improvement of the materials to:

Sports and Competition Department  
Special Olympics, Inc.  
1133 19<sup>th</sup> Street, NW  
Washington, DC 20036  
FAX: (202) 824-0200



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## **BOWLING SPORT MANAGEMENT TEAMS**

Overview



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## **The Growth of Special Olympics**

AT THE FIRST SPECIAL OLYMPICS INTERNATIONAL GAMES IN CHICAGO, athletes competed in only three sports: athletics, aquatics, and floor hockey. Today, Special Olympics athletes have the choice of more than 25 sports, including such recent additions as bocce, cycling, equestrian sports, golf, and power lifting. At the 1995 Special Olympics World Summer Games, for the first time in its history, Special Olympics demonstrated competitive sailing. Athletes also competed in the marathon. There are even more barriers waiting to be broken.

Before the 1960s, a suggestion that individuals with intellectual disabilities could learn and excel in competitive team sports was thought to be impossible. Today, many Special Olympics athletes participate in such team sports as basketball, floor hockey, bowling, soccer, softball, team handball, and volleyball.

Thousands of athletes now participate in Special Olympics Unified Sports<sup>®</sup> programs. These athletes have demonstrated that they can compete as equals with non-disabled teammates.

At the other end of the ability spectrum, individuals with severe intellectual disabilities are also experiencing achievement. These individuals are demonstrating new skills which improve while participating in Special Olympics Motor Activities Training Program.

The growth and progress of Special Olympics since 1968 has been phenomenal. But in many ways, we are just beginning to discover the potential of athletes with intellectual disabilities. Clearly, there is much work still to be done.



### Team Approach to Sports Management

The phrase “Together We Win!” was chosen as the rallying slogan for the Special Olympics 25<sup>th</sup> 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

Organization leaders and 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 states and countries, 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 states and countries 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

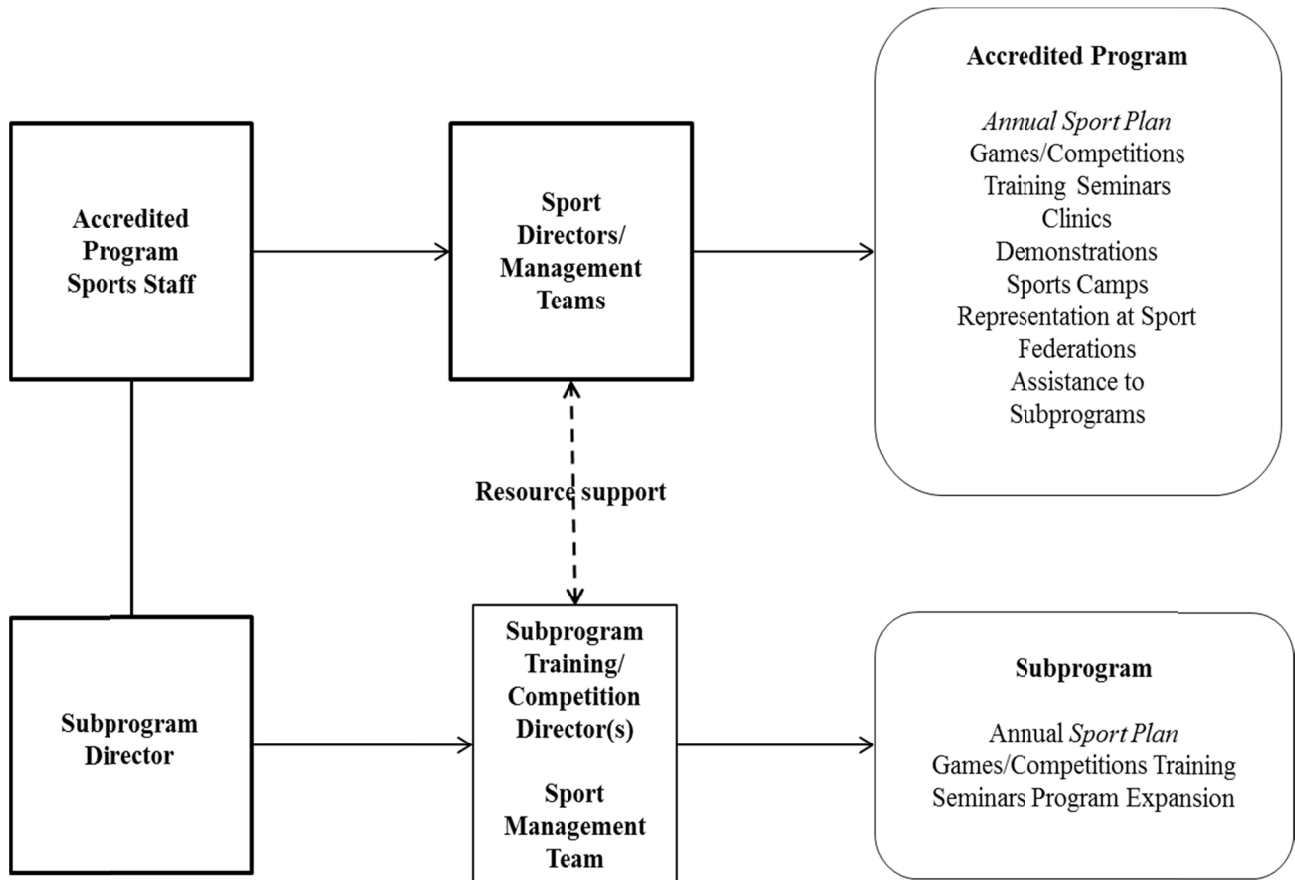
Under the direction of the Accredited Program Staff and the Sport Director, a Sport Management Team (SMT) for each sport would work year-round to accomplish the following:

- ◆ Assess program needs and develop an annual sport plan.
- ◆ Provide technical support for competitions at the state or country level and, whenever possible, at the local level.
- ◆ Provide the technical instructors for coaches, athletes, and officials’ training courses and other training programs.
- ◆ Support local programs in their efforts to identify, recruit, and train sport-specific resources.
- ◆ Develop strong relationships between Special Olympics and other national governing body or sport federation-recognized organizations.



## Program Support

A State or Country Sport Management Team provides sport-specific technical expertise and resource support for training and competition whenever possible, support is also provide for local competition and training programs.



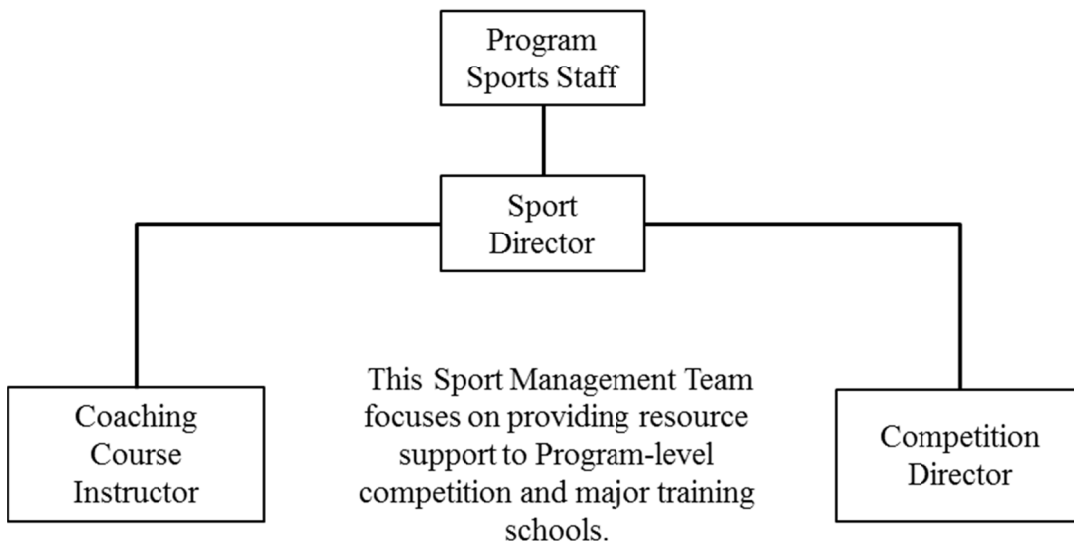
*\*This would also apply to other field organizations such as Mega-Cities, Regional Committees, etc.*



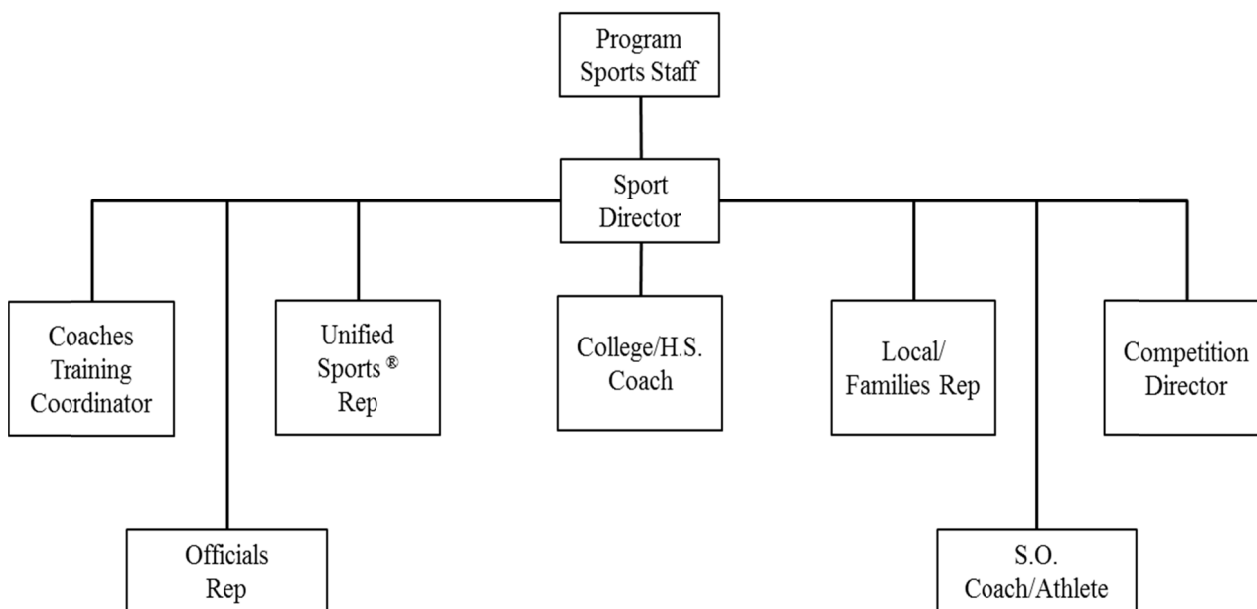
**Structuring a Sport Management Team**

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

**Level 1**



**Level 2**



An expanded Sport Management Team can provide resource support to training and competition opportunities at the subprogram level. The SMT can also become a more proactive force for shaping the direction of a sport within the Program.





## **Job Descriptions**

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

### **Coaches Training Coordinator**

- ◆ Conducts at least one training school or course for coaches each season.
- ◆ Advises and trains other instructors.

### **Officials Representative**

- ◆ Recruits and trains officials for competitions.
- ◆ Reviews and proposes ideas for rules changes.

### **Unified Sports Representative**

- ◆ Assists in developing Unified Sports<sup>®</sup> 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 (Global Messenger) at sports functions.

### **Competition Director**

- ◆ Serves as the Technical Director for state competition.
- ◆ Assists in the recruitment and training of local Competition Directors.



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## **BOWLING**

Competition Management Team Guide



# Special Olympics Bowling Sport Management Team Guide Competition Management Team Guide

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## **Managing a Special Olympics Bowling Competition**

Thank you for volunteering to be a member of the Bowling Competition Management Team. Your time and energy are greatly appreciated. Conducting a successful Special Olympics competition is truly a challenge which takes much dedication and hard work. The results can be the most satisfying experiences of a lifetime.

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

- ◆ Providing all the necessary pre-event information to coaches and chaperones.
- ◆ Providing a safe competition venue for all athletes, coaches, volunteers, and spectators.
- ◆ Providing all athletes a competition opportunity against other athletes of similar abilities.
- ◆ Providing a competition with well-trained officials and scorekeepers.
- ◆ Creating an “Olympic” atmosphere around the competition (Opening Ceremonies, Awards, and Closing Ceremonies).
- ◆ Showing the importance of family members, volunteers and other spectators.
- ◆ Increasing public awareness and education about Special Olympics by having the media at the events and by sending results to local newspapers.

This Competition Management Team Guide provides the fundamental technical information needed to achieve these goals. Committee involved with large, state-level competition may need to expand some of this information. However, the basic principles should remain the same for any level competition.

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

SOI Sports and Competition Department

Special Olympics, Inc.

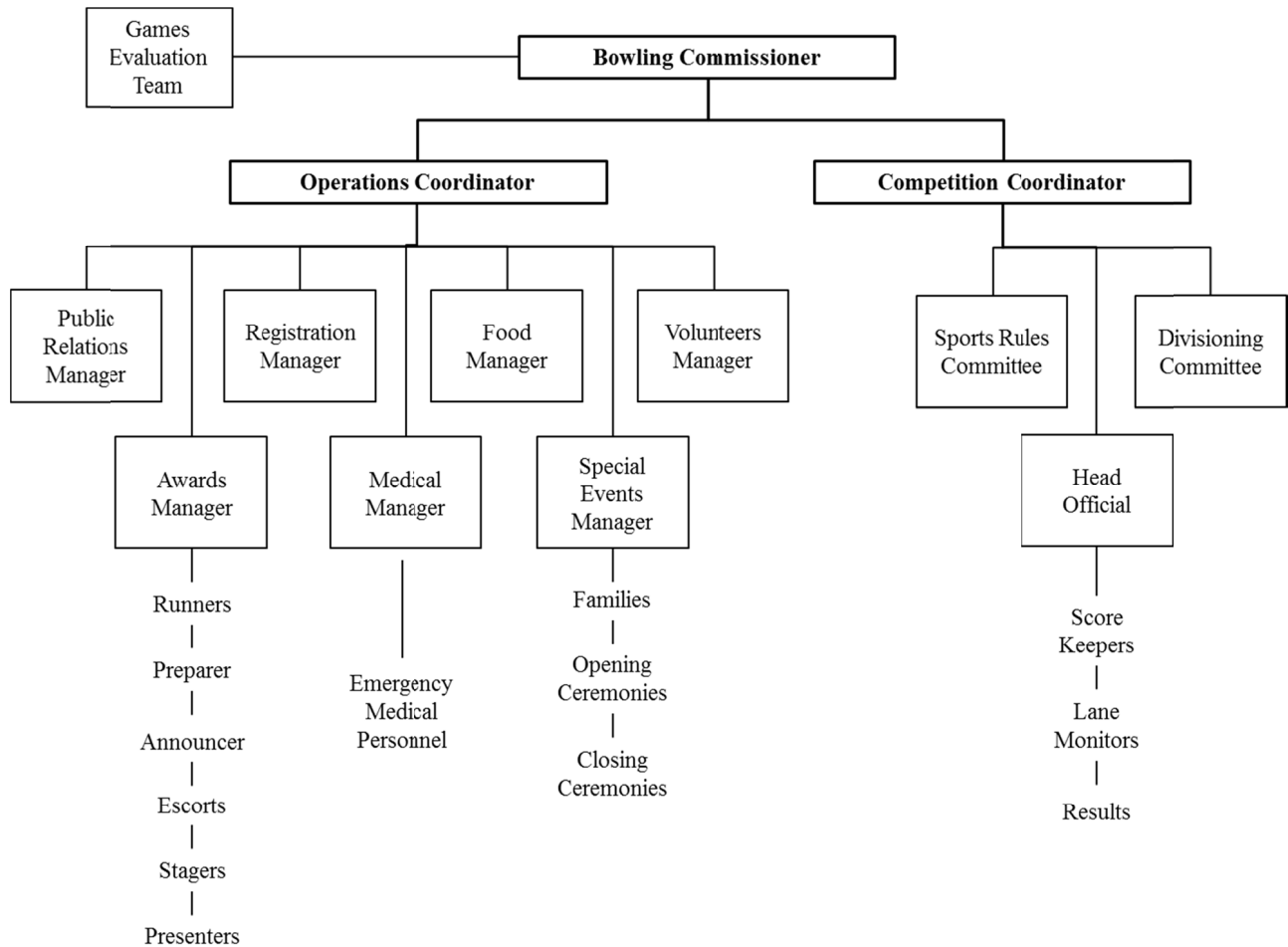
1133 19<sup>th</sup> Street, NW

Washington DC 20036



## **Bowling Competition Management Team**

### **Flow Chart**



The composition of the Bowling Competition Management Team will depend on the size and level of the competition and the personnel available. In local competitions, a number of the above positions could be consolidated. If the competition is a part of multi-sport Games, the Bowling Competition Management Team will focus on the operations and competition of bowling. The Games Management Team may oversee Awards, Ceremonies, Special Events, and Public Relations.



## **Job Descriptions**

### **Bowling Commissioner**

Is ultimately responsible for the overall quality of the competition. Recruits, trains, and supervises the Bowling Competition Management Team.

### **Games Evaluation Team**

Is responsible for constructively evaluating all aspects of the competition from pre-event information, to day of event observation, and post-event coverage and results disbursement. A comprehensive report will be sent to the Bowling Commissioner within one month in order to incorporate some suggestions for the next year's event.

### **Operations Coordinator**

Is responsible for the overall management of the facility, and non-competition areas. Must secure necessary supplies, and equipment as stated by the individual managers to insure a quality event.

### **Public Relations Manager**

For generating local interest prior to the event via television, radio, and newspaper for recruitment of volunteers. Also provides results and encourages media in attendance to air the day's activities and to publish the results after the event.

### **Awards Manager**

Is responsible for all aspects of the awards ceremony. Oversees the volunteers in setting up a system to get score sheets and order of results from the head scorer to the awards table (runners), preparing medals and ribbons for each division (preparer), moving athletes to awards area (escorts), staging athletes (stagers), to receiving their awards (presenters). Must order more than enough medals and ribbons, find appropriate music for the ceremony, and train the announcer.

### **Special Events Manager**

Is responsible for writing the scripts and preparing all participants for Opening and Closing Ceremonies. Also responsible for involving family members and honored guests.

### **Volunteer Coordinator**

Is responsible for working with all managers to insure that there are enough volunteers to make the competition successful.

### **Registration Manager**

Is responsible for checking in athletes and coaches, giving them all the necessary information, and telling them where to report for competition.

### **Food Manager**

Is responsible for acquiring and setting up all snacks and beverage stations necessary for the competition.

### **Medical Manager**

Is responsible for ensuring that adequate emergency medical personnel are at the competition, and that every safety precaution has been taken. A copy of each athlete's medical must be on site at all times.

### **Competition Coordinator**

Is responsible for the overall management of the competition. Recruits, trains, and supervises Officials Manager, Sport Rules Committee, and Divisioning Committee.



## **Special Olympics Bowling Sport Management Team Guide Competition Management Team Guide**

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### **Divisioning Committee**

Is responsible for taking scores sent in from local coaches, and placing athletes into competition divisions (3 to 8 athletes/teams), according to similar ability, age and sex.

### **Sport Rules Committee**

Is responsible for acting on any protests turned in by coaches on the day of the event. This should be comprised of the Competition Coordinator, Head Official, and a coach who is impartial and well versed in all aspects of the bowling and Special Olympics rules.

### **Head Official**

Is responsible for training all scorekeepers, lane monitors and results volunteers, and serving on the Sport Rules Committee.

**Special Olympics Bowling Sport Management Team Guide  
Competition Management Team Guide**



**Bowling Competition Management Team Roster**

Title	Name	Phone#
<b>Bowling Commissioner</b>	_____	_____
<b>Games Evaluation Team</b>		
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
<b>Operations Coordinator</b>	_____	_____
Public Relations Manager	_____	_____
Assistant	_____	_____
Volunteer Manager	_____	_____
Assistant	_____	_____
Registration Manager	_____	_____
Assistant	_____	_____
Food Manager	_____	_____
Assistant	_____	_____
Medical Manager	_____	_____
Emergency Medical Personnel	_____	_____
Awards Manager	_____	_____
Runners	_____	_____
Preparer	_____	_____
Announcer	_____	_____
Escorts	_____	_____
Stagers	_____	_____
Presenters	_____	_____
Special Events Manager	_____	_____
Families Contact	_____	_____
Opening Ceremonies Coordinator	_____	_____
Closing Ceremonies Coordinator	_____	_____
<b>Competition Coordinator</b>		
Head Official	_____	_____
Scorekeepers	_____	_____
Lane Monitors	_____	_____
Results	_____	_____
Divisioning Committee	_____	_____
1.	_____	_____
2.	_____	_____
3.	_____	_____
Sport Rules Committee (Coach Rep.)	_____	_____





## **Official Events**

Special Olympics offers competitive bowling opportunities for athletes of all ability levels in singles, doubles, and team play. Coaches can play a valuable role in advising athletes to form appropriate teams.

1. Individual
  - a. Singles
  - b. Ramp Unassisted
  - c. Ramp Assisted
2. Doubles
  - a. Male
  - b. Female
  - c. Mixed
  - d. Unified Sports<sup>®</sup> Male
  - e. Unified Sports<sup>®</sup> Female
  - f. Unified Sports<sup>®</sup> Mixed
3. Team Bowling
  - a. Male
  - b. Female
  - c. Mixed
  - d. Unified Sports<sup>®</sup> Male
  - e. Unified Sports<sup>®</sup> Female
  - f. Unified Sports<sup>®</sup> Mixed

The following events provide meaningful competition for athletes with lower ability levels.

4. Target Bowl
5. Frame Bowl



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**BOWLING SPORT MANAGEMENT TEAM GUIDE**

Event Competition Management

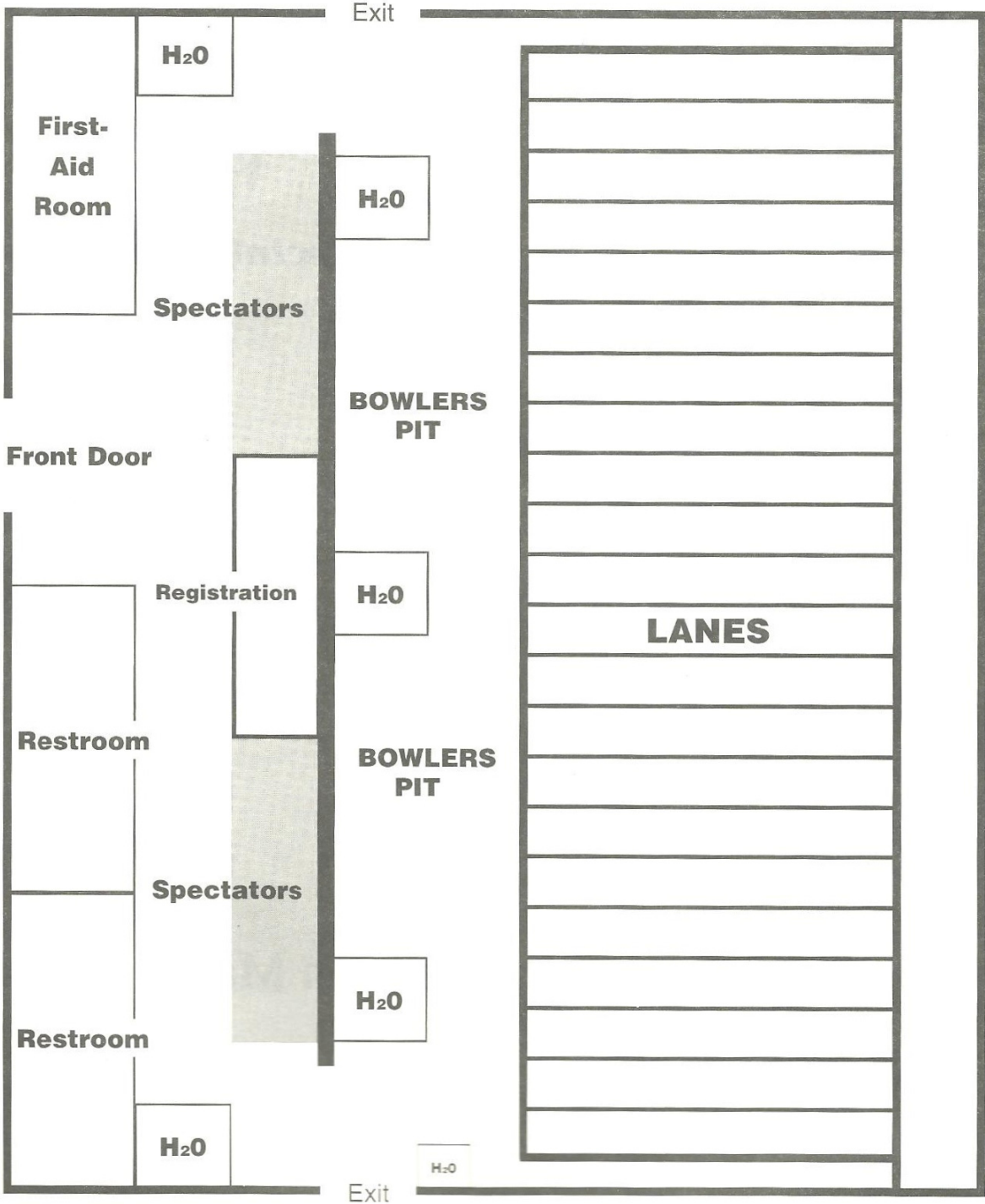


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**Venue Layout**





**Competition Venue Checklist**

<b>Equipment</b>	<b>Number Required</b>	<b>Checked</b>
Bowling lanes (no more than 4 athletes on one)	_____	_____
Bowling balls (center provides for athletes without)	_____	_____
Bowling shoes (center provides for athletes without)	_____	_____
Scoresheets (one per division)	_____	_____
Pencils/erasers	_____	_____
Calculators	_____	_____
Towels (at least one per lane)	_____	_____
Water stations with cups	_____	_____
Special Olympics Official Summer Sports Rules	_____	_____
Official Bowling National Governing Body Rules	_____	_____
Spectator seating	_____	_____
Public address system	_____	_____
Medical kit	_____	_____
Athlete medical forms	_____	_____
Registration table	_____	_____
Lane assignments and schedule poster	_____	_____
Awards – medals and ribbons	_____	_____
Awards trays	_____	_____
Awards stands	_____	_____
Banners-Special Olympics and sponsors	_____	_____
Torch	_____	_____
Music-marching and awards	_____	_____
Athlete and coach credentials	_____	_____
Meals	_____	_____
<b>Venue Personnel</b>		
Scorekeepers (one per lane, plus Head Scorer)	_____	_____
Lane monitors/escorts (one per lane)	_____	_____
Results (one or two people, depending on size of event)	_____	_____
Emergency medical personnel	_____	_____



### Competition Safety Considerations

All Special Olympics training seminars and competitions will be conducted in accordance with the rules. And procedures outlined in the Official Special Olympics Summer Sports Rules and National Governing Body. 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 training or competition. This checklist should include the following areas.

#### 1. Risk Management Orientation

Special Olympics bowling personnel orientation should be given to all management team members prior to the competition. This orientation should identify;

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

#### 2. Venue

It is strongly recommended that a safety checklist be developed and then used by the competition management team members prior to the start of the competition. Every bowling center is different, but there are standard facilities in all of them. Space is always at a premium inside the center. The most important things to remember are as follows:

- ◆ Do not block any exits.
- ◆ Make sure the first-aid room or area is clearly marked.
- ◆ Have water stations at each end of the center at a minimum.
- ◆ Do not allow coaches or spectators into the bowlers' area.
- ◆ Have athlete medical forms on site.
- ◆ Do not allow any food or beverages onto bowling lanes/area.

#### 3. Emergency Action Plan

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

- ◆ Evacuation procedure and diagram.
- ◆ Procedure for obtaining emergency medical support.
- ◆ Procedure for obtaining weather information.
- ◆ Procedure for informing attendees and public of postponements or cancellations.
- ◆ Procedure for reporting accidents (completing the "Incident Report," etc.). Each Accredited Program should include their own procedures highlighting the area of Risk Management.
- ◆ Chain of command in case of a serious accident, including who is assigned to talk to the media.



# Special Olympics Bowling Sport Management Team Guide Event Competition Management

## Special Olympics First Report of Accident/Incident

Today's Date \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

**1. General** Accredited Program: \_\_\_\_\_ Date of accident/incident \_\_\_\_\_

Type of accident/injury:  Bodily Injury  Property Damage  Automobile Other: \_\_\_\_\_

Injured Person/Party:  Athlete  Volunteer  Coach  Unified Partner  Spectator  Property Owner

**2. Injured Party** Sex:  Male  Female Date of Birth: \_\_\_\_\_

Name: \_\_\_\_\_  
(Last) (First) (Middle Initial)

Address: \_\_\_\_\_  
(Street) (City) (State) (Zip)

Home Telephone: (\_\_\_\_\_) \_\_\_\_\_ Work Telephone: (\_\_\_\_\_) \_\_\_\_\_

**3. Location/Description of Accident** (If automobile accident occurred, please attach a copy of the police report)

Site/Event where accident occurred: \_\_\_\_\_

Accident/injury took place during:  Training  Competition  While traveling to or from a S.O. event

Other (please describe): \_\_\_\_\_

Sport in which the injured person was participating (if applicable): \_\_\_\_\_

Please give exact details of how the accident occurred: \_\_\_\_\_

## 4. Bodily Injury Information

Part of the injured person's body injured:  Head  Neck  Torso  Back  Hand  Finger

Elbow  Shoulder  Leg  Knee  Foot  Thigh  Shin  Toe

Other: \_\_\_\_\_

Type of Injury:  Severe cut w /bleeding  Less serious bruise or cut  Break/ Fracture  Concussion

Paralysis  Please describe the injury: \_\_\_\_\_

Was treatment provided on site:  Yes  No If yes, describe treatment: \_\_\_\_\_

Was treatment provided off site:  Yes  No If yes, give name, address and telephone of facility providing treatment: \_\_\_\_\_ Telephone: \_\_\_\_\_

**5. Contact/Care Provider** If an athlete or underage volunteer was injured, please identify the care provider and/or responsible party ( for example, parent, legal guardian).

Name: \_\_\_\_\_ Relationship to the Injured Person: \_\_\_\_\_

Address: \_\_\_\_\_  
(Street) (City) (State) (Zip)

Home Telephone: (\_\_\_\_\_) \_\_\_\_\_ Work Telephone: (\_\_\_\_\_) \_\_\_\_\_

Employer Name/Address: \_\_\_\_\_

Does the injured person have medical insurance?  Yes  No

If yes, insurance is provided by:  Injured Person  Care Provider/Responsible Party

Please provide name of Company and Policy Number: \_\_\_\_\_

**6. Witness Information** – Please provide names and phone numbers of any witness to the incident

Witness Name \_\_\_\_\_ Daytime Phone Number \_\_\_\_\_

Witness Name \_\_\_\_\_ Daytime Phone Number \_\_\_\_\_

Witness Name \_\_\_\_\_ Daytime Phone Number \_\_\_\_\_

Send completed form to: American Specialty, P.O. Box 459, Roanoke, IN 46783-0459 or fax to (219) 673 -1291. If injury was serious or fatal IMMEDIATELY notify American Specialty Insurance Services, Inc. Telephone: (800)566-7941 (24 hours a day/ 7 days a week) Form No. SOI-IR (2/97)



### Incident Reporting Procedures

If an incident should occur during a Special Olympics activity, the First Report of Accident/Incident form should be completed by an official of Special Olympics. One copy of the report should be sent to the American Specialty Claims Services, Inc., and another copy should be sent to the Accredited Program office:

Special Olympics Claims Service  
c/o American Specialty Insurance Services, Inc.  
P.O. Box 459 Roanoke, IN 467783-0459  
USA  
1-800-566-7941 (phone)  
1-219-673-1291 (fax)

An incident is defined as any activity which causes an injury to a person (participant, volunteer 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 also 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 Insurance Services, Inc. by calling 1-800-566-7941. This phone is staffed 4-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 numbers of persons American Specialty Insurance Services, Inc. can call immediately to gather further details.
4. If applicable, name of hospital where injured person was taken.

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





### Pre-Event Information Needed

At least three months prior to your bowling tournament, a mailing to all potential attending coaches should be sent out. This mailing should include:

#### **Fact Sheet** (*describing the tournament*) *Example:*

What the event is:	Bowling Singles Tournament
Who is putting on the event?	Special Olympics, Inc.
Where it is being held:	Lincoln Lanes in Washington, DC
When it is being held:	Saturday, 30 April, 2001 from 9am-4pm
How many athletes can participate?	20 athletes
What the registration fee is:	\$5.00 per participant for lunch and lane fees
Who to contact for questions:	Call Billy Jo Rob doe at 555-5555

### Letter of Intent

This tells the bowling commissioner how many athletes and coaches to expect at the tournament. It should be sent four to six weeks prior to the tournament.

### Registration and Roster Forms

These tell the bowling commissioner exactly how many athletes and coaches will be at the tournament. It also gives the average of the last 15 games bowled by each athlete. This enables the divisioning committee to place athletes into their divisions. All athlete medical forms should be sent in with the roster forms and given to the medical manager. This should all be sent at least two weeks prior to the tournament.

### Tentative Schedule of Events

This should include times for registration, coaches meeting, opening ceremonies, competition, lunch, awards, closing ceremonies and whatever else you might have planned. It helps coaches, chaperones and family members plan their day best.

### Directions to the Bowling Center

A detailed map and written directions from every direction is very helpful to very helpful to drivers. Also give the telephone number of the bowling center in case of lost delegations.

### List of Local Hotels

The list also should include hotel phone numbers and prices in case a delegation must stay overnight.

Strictly enforce deadlines on the letter of Intent and Registration Forms. It will allow the Bowling Competition Management Team enough time to prepare a great tournament for the athletes, coaches and spectators.



---

## **Special Olympics Bowling Tournament**

### **Letter of Intent**

Deadline: \_\_\_\_\_

Accredited Program: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Country: \_\_\_\_\_

Telephone: (H) \_\_\_\_\_ (W) \_\_\_\_\_

Please indicate the number of athletes your delegation would like to bring to this tournament..

\_\_\_\_\_ Athletes in Singles Competition

\_\_\_\_\_ Teams of two athletes each in Doubles Competition

\_\_\_\_\_ Teams of four athletes each in Team Competition

\_\_\_\_\_ Team of four athletes each in Unified Sports® Bowling Team Competition

\_\_\_\_\_ Athletes in Target Bowl Competition

\_\_\_\_\_ Athletes in Frame Bowl Competition

\_\_\_\_\_ Total number of athletes

Please indicate the number of coaches in your delegation. Each delegation should involve a minimum of 1:4 ratios of coaches to athletes

\_\_\_\_\_ Coaches

Please return this Letter of Intent by \_\_\_\_\_ to:

Name:

Address:

City, State, Zip:

Fax:



## Special Olympics Bowling Sport Management Team Guide Event Competition Management

### Singles Roster

Accredited Program: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Country: \_\_\_\_\_ Telephone: (H) \_\_\_\_\_ (W) \_\_\_\_\_

	Athletes Names	Scratch Average from 15 Games	Sex	Age	Ramp *(A/U)	Medical Form (Y/N)
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						

**Deadline for submission:** \_\_\_\_\_

\*Only mark in this column if the athlete has physical limitations and requires a ramp. Mark "U" if the athlete does not need assistance or mark "A" if the athlete requires assistance with the ramp.

**Special Olympics Bowling Sport Management Team Guide  
Event Competition Management**



**Doubles Teams Roster**

Accredited Program: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Country: \_\_\_\_\_ Telephone: (H) \_\_\_\_\_ (W) \_\_\_\_\_

	<b>Athletes Names in Doubles Teams</b>	<b>Scratch Average from 15 Games</b>	<b>Sex</b>	<b>Age</b>	<b>Ramp *(A/U)</b>	<b>Medical Form (Y/N)</b>
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						

**Deadline for submission:** \_\_\_\_\_

\*Only mark in this column if the athlete has physical limitations and requires a ramp. Mark "U" if the athlete does not need assistance or mark "An" if the athlete requires assistance with the ramp.



## Special Olympics Bowling Sport Management Team Guide Event Competition Management

### Teams Roster

Accredited Program: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Country: \_\_\_\_\_ Telephone: (H) \_\_\_\_\_ (W) \_\_\_\_\_

	Athletes Names in Teams	Scratch Average from 15 Games	Sex	Age	Ramp *(A/U)	Medical Form (Y/N)
1.						
	Team Average:					
2.						
	Team Average:					
3.						
	Team Average:					
4.						
	Team Average:					
5.						
	Team Average:					

**Deadline for submission:** \_\_\_\_\_

\* Only mark in this column if the athlete has physical limitations and requires a ramp. Mark "U" if the athlete does not need assistance or mark "A" if the athlete requires assistance with the ramp.



**Divisioning**

In Special Olympics bowling competitions, athletes are placed in divisions with other athlete of similar ability and, whenever possible, 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 by the divisioning committee. A detailed description of the procedures for divisioning can be found in the Official Special Olympics Summer Sports Rules, but here are the key elements.

**1. Obtain the following information about each athlete/team prior to the competition**

(From the Roster Forms, other sheets, or additional information).

- ◆ What is the average of at least the last 15 games each athlete has bowled?
- ◆ Is the athlete currently in a bowling league?
- ◆ Does the athlete have his/her own ball?
- ◆ Does the athlete have his/her own shoes?
- ◆ Does the athlete use a bowling ramp?

**2. Place athletes into divisions according to ability, age and gender. There should be at least three athletes in a division and no more than eight.**

**Ability**

- ◆ A scratch score based on a 15-game average should be used for determining ability divisions.
- ◆ Handicap can be determined by subtracting the bowlers’ average from 200.
- ◆ All averages in a division must be within approximately 10% of each other.

Age Groups	Sex
◆ 8-11	◆ Male
◆ 12-15	◆ Female
◆ 16-21	◆ Mixed (males and females combined on the same team)
◆ 22-29	
◆ 30-and over	
◆ Add other age groups if there are a significant number of athletes in the “and over” group	

**3. In some cases there may not be enough time to have divisioning games before actual competition.**

It is imperative that accurate records are kept and submitted so that proper divisioning can occur. Many mistakes are made by coaches and the divisioning committee because inaccurate scores were submitted.

**Responsibilities of the Athlete**

In order to ensure fairness and equal opportunity for all athletes, athletes must abide by the letter and spirit of the rules. Athletes who do not participate honestly and with maximum effort during all competition shall be disqualified from all remaining events by the Sports Rules Committee.

**Responsibilities of the Coach**

Coaches are responsible for turning in accurate registration information. They also must ensure that their athletes abide by the letter and spirit of the rules at all times. A coach’s area will be provided nearest to the bowler’s area so the coaches can mentor their athletes during competition if needed.



### Head Coaches Meeting

Before competition begins, all coaches should meet briefly with the Bowling Competition Management Team. These items should be addressed:

- ◆ Introductions of the Management Team (brief job descriptions)
- ◆ Copy of athletes' lane assignments (divisions) and starting times
- ◆ Any changes from the initial mailing (updated schedule)
- ◆ Any specific rules that need reiterating (foul lights being on, cross lanes being used, warm-up procedures, etc.)
- ◆ Protest Forms and procedures
- ◆ Location of the first-aid room or area
- ◆ Procedures in case of an emergency or accident crisis communication plan
- ◆ Inclement weather procedures
- ◆ Evaluation Forms turned into a designated area in the center at the end of competition
- ◆ Awards and staging procedures.

It is a good idea to have the management team all wear the same colored shirts so people can easily recognize each member if they need help. It is important that this meeting not become a complaint session so competition can begin on time. Allow for comments on the Evaluation Forms.

Wish everyone an excellent competition and send them to the lanes or stands.



## **Officials**

The Head Official should be well versed in bowling national governing body rules and regulations as and the Official Special Olympics Summer Sports and Bowling Rules. This person should have both rules books in hand at all times. Before competition begins, there should be a meeting with all scorekeepers and lane monitors to go over job requirements.

Most bowling centers have computerized scoring systems today. A thorough orientation on how to operate the computers needs to be done. Scorekeepers need to know to enter bowlers' names and averages and how to change a score in case of an error in pin count or an out-of-turn bowler. They must also know how to keep score manually in case there is a problem with the computer. Score sheets, pencils, and calculators should be available in case they are needed.

When each game is over, each scorekeeper writes each athlete's score on the score sheet. When athletes complete the required number of games, runners take the score sheets to the head scorekeeper. The head scorekeeper totals each athlete's scores and determines order of finish for the division. Then the head scorekeeper gives the results sheet to a runner who delivers it to the awards preparer.

The lane monitor ensures that each athlete is bowling on the proper lane and in the proper order. When athletes cross bowl on both lanes, it sometimes gets confusing. The lane monitor assists athletes or scorekeepers when they need water or to use the restrooms. If there is an emergency, the lane monitor gets the emergency medical personnel. In addition, the lane monitor should be able to perform the scorekeeper's duties in case of emergency.

Lane monitors and scorekeepers can offer encouragement to the athletes. However, under no circumstances are they to coach the athletes during competition.





### Awards Ceremony

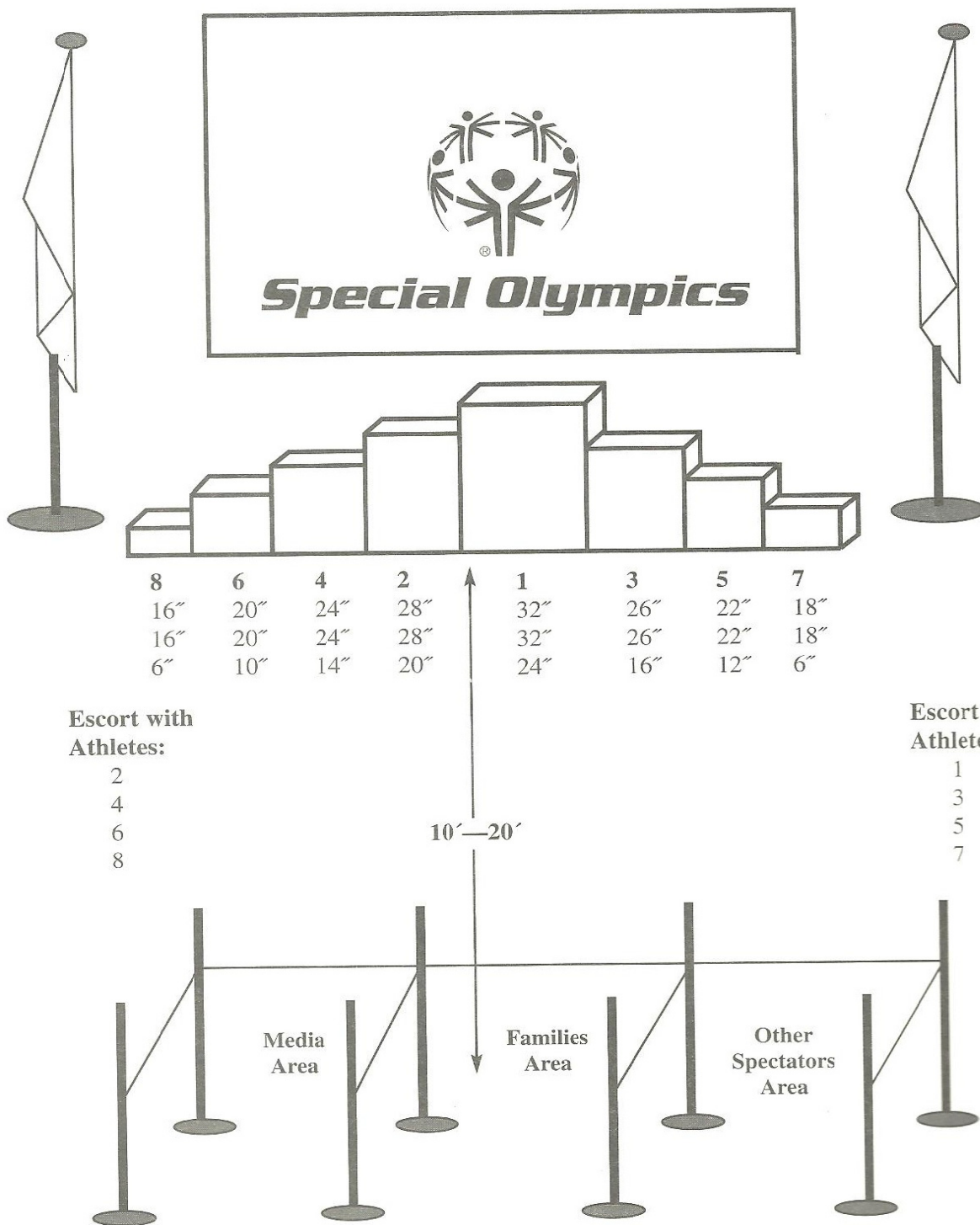
The Special Olympics awards ceremony provides an opportunity to recognize athletes' accomplishments in a dignified and enthusiastic atmosphere that reflects the Olympic tradition. Therefore the location of the ceremony should be very visible to spectators and large enough for pictures to be taken. When possible it is suggested that awards be given out on the lanes, immediately following the competition. This highlights the athlete and allows everyone to see. However, some divisions are much slower than others. The slowest divisions should bowl at the ends of the center. In this way, they will not be disturbed by setting up for (and potentially conducting) the ceremony itself. (See the diagram of Sample Awards Area on the next page.) Again, if weather permits, awards can take place outside.

### Awards Ceremony Protocol

1. All Athletes who compete in a Special Olympics competition should receive recognition for their efforts in the form of a ribbon or medal. First through third places receive gold, silver or bronze medals, respectively. Fourth through eighth places receive ribbons.
2. An athlete who does not finish all three games should receive a participation ribbon.
3. When the scorekeeper has totaled the scores, the sheet is given to a runner who delivers it to the preparer at the awards area. Then the appropriate number of ribbons and medals are put in the proper order on an awards tray for presentation.
4. An awards escort/stager should take the athletes to the awards area when all three games are completed. The stager should then seat the athletes in the correct order of placement on the awards stands (from left to right, eighth, sixth, fourth, second, first, third, fifth and seventh). The athletes then wait for their division to be called.
5. When the athletes are getting their awards, the entire division walks up to the awards stands together with the Special Olympics fanfare music playing. The announcer then says: *"Ladies and gentlemen...It is my pleasure to announce the results of Division (number) Singles/Doubles/Team (Age Group) (Sex). In eighth place, with a total score of (number), from (local Program), (name of athlete)!"*
6. The presenter then places the award around the athlete's neck and shakes hands. These presentation counties in sequential ascending order to first place.
7. Sufficient time should be allowed between individual presentations in order to allow family and friends the opportunity to take photos and enjoy the moment.
8. The escorts should then assist the athletes from the awards stand to the exit.
9. Any protests should be handled by the Sport Rules Committee before awards are given.



**Sample Awards Area**





**Competition Evaluation Checklist**

<b>1. Venue Preparation</b>	<b>YES</b>	<b>NO</b>
Lanes clear and operating	_____	_____
Computers operating	_____	_____
Well-marked and clearly visible check-in and staging areas	_____	_____
Families, honored guests, and spectator designated seating areas	_____	_____
Controlled access to competition area (bowlers' area clear)	_____	_____
Water stations	_____	_____
Restrooms well marked, available, and clean	_____	_____
Center properly air conditioned, heated, and ventilated	_____	_____

Comments \_\_\_\_\_

<b>2. Equipment and Attire</b>	<b>YES</b>	<b>NO</b>
All athletes have appropriately weighted bowling balls	_____	_____
All athletes have properly fitted shoes	_____	_____
All athletes properly attired (recommended long pants [women may wear bowling skirts] and shirt with collar)	_____	_____
Hand towel available	_____	_____
Calculators for scorekeeper at each lane	_____	_____

Comments \_\_\_\_\_

<b>3. Officials</b>	<b>YES</b>	<b>NO</b>
All officials clearly identified	_____	_____
Scorekeeper(s)- 1 per lane	_____	_____
Lane monitors/escorts-1 per lane, preferable	_____	_____
Results	_____	_____

Comments \_\_\_\_\_

<b>4. Signage; Competition Information; Banners</b>	<b>YES</b>	<b>NO</b>
Clear signage of all areas for athletes and spectators	_____	_____
Lane assignments and schedule	_____	_____
Visible results board	_____	_____
Special Olympics and sponsors' banners	_____	_____

Comments \_\_\_\_\_

<b>5. Public Address System</b>	<b>YES</b>	<b>NO</b>
Information clearly announced	_____	_____

Comments \_\_\_\_\_



**Competition Evaluation Checklist – continued**

<b>6. First Aid</b>	<b>YES</b>	<b>NO</b>
Qualified medical personnel on site	_____	_____
Medical forms on site	_____	_____
Emergency transportation available	_____	_____
Comments _____		

<b>7. Awards and Ceremonies</b>	<b>YES</b>	<b>NO</b>
Awards stand attractively decorated	_____	_____
Special Olympics banner clearly visible	_____	_____
Athletes announced and highlighted	_____	_____
Appropriate honored guest presenters	_____	_____
Ample number of prepares (names on awards)	_____	_____
Ample number of escorts and stagers	_____	_____
Well-placed spectator area	_____	_____
Ample amount of medals and ribbons	_____	_____
Music (Olympics Fanfare)	_____	_____
Script	_____	_____
Torch (for Opening and Closing Ceremonies)	_____	_____
Cauldron (if appropriate)	_____	_____
Athletes oath	_____	_____
Officials oath	_____	_____
Comments _____		

<b>8. Competition</b>	<b>YES</b>	<b>NO</b>
Official Special Olympics rules on site	_____	_____
Sport governing body rules on site	_____	_____
Protest forms available	_____	_____
Equal competition within each division	_____	_____
Rules consistently enforced	_____	_____
Score sheets present and correctly marked	_____	_____
Comments _____		

**Other (Coaches Meeting; Clinics; Demonstrations; Olympic Park, etc.)**

\_\_\_\_\_

\_\_\_\_\_

**Other comments**

\_\_\_\_\_

\_\_\_\_\_



***Special  
Olympics***

**BOWLING**

Skills Course Instructor Guide



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### Introduction

On behalf of Special Olympics, Inc., 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 and intellectual disabilities.

The Skills Course offers a basic introduction to coaching Special Olympics bowling when a specific National Governing Body course is not available the course should be relevant to coaches not yet ready to coach higher skilled Special Olympic athletes. In this program, coaches who have completed an introductory National Governing Body Course are not yet qualified to coach on their own. They should have a Level I coach in Attendance. Higher level skills, strategies and tactics are introduced in the Tactics Course and in National Governing Body and other coaching accreditation programs.

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

- ◆ Official Special Olympics bowling events and rules
- ◆ How to use the Special Olympics Bowling Sports Skills Program Guide
- ◆ How to properly assess Special Olympics bowlers
- ◆ How to organize a training session
- ◆ Techniques for warm-up and stretching
- ◆ How to teach the fundamentals of bowling
- ◆ Etiquette on the lanes
- ◆ How to become certified Special Olympics bowling coaches

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

### Suggestions for Instructors

- ◆ Review the Special Olympics Bowling Sports Skills Program (SSP) guide. It provides the necessary background to our coaching program.
- ◆ Stay on schedule. There is a large amount 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 bowling and the other in Special Olympics.

Your ideas concerning this course are welcomed. Please send any ideas for future improvements to Special Olympics Sports and Competition Department, Special Olympics, Inc., 1133 19<sup>th</sup> Street, NW, Washington DC 20036.



## **Preparation for a Special Olympics Bowling Skills Course**

### **There are things that must be done at least two months prior to the training:**

- ◆ Most states or countries require advanced notification of all local training seminars, so they can be sanctioned and advertised. Find out how it is done in your state by calling the Program office.
- ◆ A bowling center must be reserved months in advance. You will need one lane for every coach attending, and a sequence room for the classroom sessions.
- ◆ Registration information must be sent out to all potential coaches. Most states or countries have a newsletter, which is used to advertise the training. You may also use a local newsletter, the newspaper and flyers at local bowling centers.
- ◆ Sports Skills Program (SSP) Guides and Application for Sports Training Certification need to be ordered from SOI or your state or country.
- ◆ A qualified instructor must be obtained for the day.

### **The things you need for the day of the training:**

- ◆ Coaches Packet
  - Bowling sports skills program (SSP) Guide
  - Application for Sports Training Certification
  - Course Agenda
  - Quick Quiz
  - Evaluation Form
- ◆ At least three athletes per coach to come for PART 3 of the training seminar
- ◆ Food if you are providing it (Coaches will need a lunch break, usually after PART 2.)
- ◆ Pencils and erasers
- ◆ Score sheets





## **Skills Course Agenda**

### **PART 1**

Classroom session (90 minutes)

- 1.0 Introduction and Using the Special Olympics Bowling Sports Skills Program
- 1.1 Special Olympics Coaching Philosophy
- 1.2 Coaching Resources
- 1.3 Athlete Assessment
- 1.4 Special Olympics Bowling Events and Rules
- 1.5 Preparing for Your Bowling 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 How to Keep Score

### **PART 2**

Activity Session (120 minutes)

- 2.0 Warm-Up and Stretching
- 2.1 Basic Skills
- 2.2 Etiquette
- 2.3 What to Do While Athletes are Bowling

### **PART 3**

Special Olympics Athletes Session (90 minutes)

- 3.0 Model Training Session

### **PART 4**

Classroom Wrap-up (30 minutes)

- 4.0 Questions
- 4.1 Quick Quiz
- 4.2 Certification Process and Application
- 4.3 Training Seminar Evaluation

### **Materials**

- ◆ Course Agendas (one per participant)
- ◆ Special Olympics Bowling Sports Skill Program Guide (one per participant)
- ◆ Samples of recommended resource books and videos
- ◆ Evaluation Forms

### **Equipment**

- ◆ Classroom
- ◆ Bowling lanes
- ◆ Bowling balls and shoes
- ◆ Score sheets
- ◆ Pencils and erasers
- ◆ First-aid kit
- ◆ Official Special Olympics Summer Sports Rules Book
- ◆ Official National Governing Body Bowling Rules
- ◆ Sample ramps
- ◆ Water available



## **PART 1**

### **Classroom Session**

(90 minutes-Approximately 10 minutes per section)

- 1.0 Introduction and Using the Special Olympics Bowling Sports Skills Program (SSP) Guide
  - ◆ Welcome and thank the participants.
  - ◆ Introduce the trainer, including competitive and coaching background.
  - ◆ Have participants briefly introduce themselves.
  - ◆ Review the course objectives and agenda.
  - ◆ Discuss and review the Sport Skills Program (SSP) Guide, highlighting important information.
  - ◆ Show participants where they can find specific information in the SSP when you go over a section.
- 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 progress to new levels of achievement.
  - ◆ In Special Olympics, athletes training to compete, not just recreate.
  - ◆ Refer to the oath: “Let met win, but if I cannot win, let me be brave in the attempt.”
  - ◆ Lifelong activity is crucial in the lives of Special Olympics athletes.
- 1.2 Coaching Resources
  - ◆ Provide examples of coaching books and videos.
  - ◆ Encourage coaches to affiliate with local bowling centers and organizations.
  - ◆ Promote National Governing Body coaching courses like the United States Bowling Congress (USBC).
  - ◆ Stress the importance of assistant coaches, partners Clubs<sup>®</sup> assistants and Unified Sports<sup>®</sup> Teammates. Many Special Olympics athletes need individualized attention in order to progress.
  - ◆ Involve family members.
- 1.3 Athletes Assessment
  - ◆ All athletes must have a Special Olympics medical form signed by a doctor in order to participate in any trainings or competitions.
  - ◆ Coaches will encounter athletes of all ability levels. Allow each athlete to progress at his/her own pace.
  - ◆ Assess athletes several times per season to identify growth and encourage development.
- 1.4 Special Olympics Bowling Events and Rules
  - ◆ There are bowling events appropriate for all ability levels.
  - ◆ Ramp Bowling, Target Bowl and Frame Bowl are appropriate for athletes with lower abilities.
  - ◆ Singles, Doubles and Team Bowling are appropriate for athletes of all abilities.
  - ◆ Unified Sports<sup>®</sup> bowling can be enjoyed by bowlers of all abilities.
  - ◆ Highlight the rules for Special Olympics bowling.
  - ◆ Divisioning allows bowlers to compete against others of comparable abilities, ages and sex.



## **PART 1 –continued**

### **1.5 Preparing for Your Bowling Program**

- ◆ List the equipment needed for a training session.
- ◆ Emphasize the importance of personal equipment (balls and shoes) and appropriate clothing for athletes.
- ◆ Provide the names of suppliers and professional shops who can supply low-cost, quality equipment.
- ◆ Discuss and demonstrate the importance of proper equipment maintenance.

### **1.6 Eight-Week Training and Competition Plan**

- ◆ Athletes should bowl at least three games per week in order to show significant improvement.
- ◆ Creating a “league” format for training is helpful.
- ◆ Encourage athletes to join existing community leagues for extra games during the week.
- ◆ Go to as many tournaments as possible before the season ends.
- ◆ Provide meaningful coaching assistance during bowling (training and recreational bowling).

### **1.7 Organizing a Training Session**

- ◆ Emphasize the importance of a written training plan.
- ◆ Go over basic warm-up and stretching exercises.
- ◆ Teach the fundamentals of grip, approach, release, and follow through.
- ◆ Describe lane etiquette.
- ◆ Emphasize bowling at least three games.
- ◆ Review and summarize main points.

### **1.8 Prevention of Injuries**

- ◆ Safety is a coach’s number one priority.
- ◆ Uncontrolled behavior should not be tolerated.
- ◆ Simple stretching is appropriate and necessary.

### **1.9 Coaching Athletes with Intellectual Disabilities**

- ◆ Establish clear rules to help athletes understand exactly what is expected of them and reduce behavior problems.
- ◆ Break down skills and concepts into simple parts.
- ◆ Use one-part instruction and “Key Words” to explain and reinforce technical skill components.
- ◆ Instruct and demonstrate, but also coach through asking appropriate questions; challenge bowlers to think for themselves.
- ◆ Be aware of physical impairments that affect the way bowlers hear, see, or pay attention.
- ◆ Establish a consistent routine at trainings and competition.

### **1.10 Keeping Score**

- ◆ Review manual scorekeeping procedures.
- ◆ Identify how to count points after spares and strikes.
- ◆ Describe how to score in the tenth frame.
- ◆ Review how to compute an athletes’ average.
- ◆ Encourage athletes to learn how to keep score.



## **PART 2**

### **Activity Session**

(120 minutes)

#### **2.0 Warm-up and Stretching (15 minutes)**

- ◆ Gather in the bowlers' area and lane area with shoes on so everyone can see the coach.
- ◆ Go through proper bowling approach, release and follow through without a ball to make sure everyone is warmed up.
- ◆ Perform light stretching exercises: neck, shoulders, arms, torso, legs and ankles from a standing position.

#### **2.1 Basic Skills (45 minutes)**

In this short period of time identify and demonstrate the basic technical components of bowling.

- ◆ Choose an appropriate ball (weight, finger holes, etc.).
- ◆ Pick up the ball with both hands and cradle the ball in your non-bowling arm before you put your fingers in the ball. This decreases the stress put on the fingers.
- ◆ Demonstrate a proper grip of the ball.
- ◆ Demonstrate the proper stance on the lane.
- ◆ Encourage using the target arrows on the floor, instead of looking at the pins.
- ◆ Demonstrate a proper arm swing.
- ◆ Demonstrate a proper release and follow through.
- ◆ Demonstrate a four and five step approach.
- ◆ Identify the differences in right and left handed bowling.

#### **2.2 Etiquette (15 minutes)**

It is important that athletes and coaches know how to act on the lanes in training and competition.

- ◆ Avoid uncontrolled behavior at all times.
- ◆ Be ready when it is your turn to bowl.
- ◆ Allow bowler on the right to bowl first if both are ready at the same time.
- ◆ Do not waste time standing on the lane.
- ◆ Keep refreshments out of the bowlers' area.
- ◆ Control your temper.
- ◆ Do not throw the ball into the air and onto lane. Roll the ball.

#### **2.3 Bowling (30 minutes)**

- ◆ Direct coaches to bowl at least one game.
- ◆ Show coaches how to train and coach athletes during practice.
- ◆ Identify common mistakes and how to correct them.
- ◆ Give suggestions on how they can improve their own skills.

#### **2.4 Wrap-Up and Clean-Up(30 minutes)**

- ◆ Gather coaches and discuss any general observations and hints.
- ◆ Stress the importance of leaving the bowlers' area looking better than when you arrived.
- ◆ Return all rented equipment.



## **PART 3**

### **Model Training Session**

(90 minutes)

#### **Guidelines**

This part of the training school provides an opportunity for coaches to work directly with Special Olympics athletes and the instructors to formulate an effective training session.

Coaches will benefit by taking part in a complete training session. It is recommended that the instructor assign at least three athletes per coach to work with during this time. The instructor should have each coach lead a different part of the training session (stretching, fundamental skills, etiquette, etc.). The instructor should give direct feedback to each coach, immediately and when necessary.

It is very important that the coaches handle most of this session on their own so they are prepared to conduct their own training sessions. Instructors should supervise, reinforce proper coaching/teaching and provide constructive feedback.

#### **Model Training Session**

- 3.0 Preparation  
(assist athletes in finding shoes and a proper ball, as needed)
- 3.1 Warm-Up and Stretching
- 3.2 Fundamental Skills
- 3.3 Etiquette
- 3.4 Bowling  
(athletes bowl games with coaches observing and instructing)
- 3.5 Wrap-Up and Clean-Up



## **PART 4**

### **Classroom Wrap-up Session**

(30 minutes)

- 1.0 Review Questions (10 minutes)
  - ◆ Discuss the training session.
  - ◆ Identify what was learned.
  - ◆ Discuss any concerns.
- 2.0 Quick quiz (10 minutes)
  - ◆ Ask coaches to complete the Quiz.
  - ◆ Provide the answers to each question.
  - ◆ Coaches grade their own quiz.
- 3.0 Certification Process and Application (5 minutes)
  - ◆ Explain that this course is the second part of a three-part process to get certified as a Special Olympics bowling coach. One part includes attending a 90-minute General Orientation (which could be included at the beginning of this course). The last part includes a minimum 10-hour practicum of working with athletes and submitting the completed application.
  - ◆ Direct coaches to complete the proper part of the certification application.
  - ◆ The local Training Director or equivalent Special Olympics representative could keep these forms until the coaches have completed their 10-hour practicums and General Orientation. When the applications are completed and turned in to SOI, each coach will receive a SOI Skills Course Certificate.
- 4.0 Training Seminar Evaluation (5 minutes)
  - ◆ Distribute the course evaluations.
  - ◆ Collect the evaluations as coaches' leave.



## Special Olympics Bowling Sport Management Team Guide Skills Course Instructor Guide

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### Quick Quiz

1. The \_\_\_\_\_ is proper name for the building in which one bowls
2. \_\_\_\_\_ is the highest score you can get in one game. \_\_\_\_\_ is the highest series (three games).
3. The \_\_\_\_\_ or \_\_\_\_\_ are the aiming marks on the lane.
4. Bowlers with lower ability may require \_\_\_\_\_ as well as verbal prompts.
5. \_\_\_\_\_ for men or a \_\_\_\_\_ for women and a \_\_\_\_\_ shirt is the recommended attire
6. The five official Special Olympics events offered in bowling are \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_
7. The bowler on the \_\_\_\_\_ goes first if two bowlers are ready and adjacent lanes at the same time.
8. For both safety and effectiveness, there should be at least \_\_\_\_\_ coaches at each training session.
9. \_\_\_\_\_ and \_\_\_\_\_ are the only two different types of bowling shots.
10. To compute a scratch average, \_\_\_\_\_ the number of games by the total \_\_\_\_\_.



### **Quick Quiz Answer**

1. The bowling center is proper name for the building in which one bowls
2. 300 is the highest score you can get in one game. 900 is the highest series (three games).
3. The dots or arrows are the aiming marks on the lane.
4. Bowlers with lower ability may require visual as well as verbal prompts.
5. Long pants for men or a skirts for women and a collared shirt is the recommended attire
6. The five official Special Olympics events offered in bowling are singles, doubles, team, target, and frame bowling
7. The bowler on the right goes first if two bowlers are ready and adjacent lanes at the same time.
8. For both safety and effectiveness, there should be at least two coaches at each training session.
9. Strikes and Spaces are the only two different types of bowling shots.
10. To compute a scratch average, divide the number of games by the total pins





# Special Olympics Bowling Sport Management Team Guide Skills Course Instructor Guide

## Training Seminar Evaluation

Your feedback and comments are important as we try to improve our courses. Please rate each item on a scale **1 to 5** (5 being outstanding and 1 being poor). Insert **N/A** if not applicable or **N/O** for not observed.

### Training Seminar Information

Date: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_ Site: \_\_\_\_\_

Course Title: \_\_\_\_\_ Total hours of instruction: \_\_\_\_\_

<b>Administration</b>	<b>Rating</b>	<b>Activity Session</b>	<b>Rating</b>
♦ Pre-training communication	_____	♦ Demonstration of basic skills	_____
♦ On-site registration	_____	♦ Practice drills/activities for training Special Olympics athletes	_____
♦ Facilities:	<i>Classroom</i> _____	♦ Teaching basic game/event strategy	_____
	<i>Sports</i> _____	♦ Overall value of the session	_____

<b>Classroom Session</b>	<b>Rating</b>	<b>Training Session with Special Olympics Athletes</b>	<b>Rating</b>
♦ Quality of instruction	_____	♦ Adequate number of athletes for session	_____
♦ Applicability of course content	_____	♦ Organization and direction by instructors	_____
♦ Special Olympics Sports Skills Program Guide	_____	♦ Overall value of the session	_____
♦ Other materials and hand-outs	_____		
♦ Overall value of the session	_____		

**Overall Value of the Training Seminar** \_\_\_\_\_

### Other comments

- ♦ What was your main objective in attending? \_\_\_\_\_  
\_\_\_\_\_
  - ♦ Of the ideas/ concepts/skills presented, which will be of most value to you? \_\_\_\_\_  
\_\_\_\_\_
  - ♦ What do you think you will do differently as a result of the course? \_\_\_\_\_  
\_\_\_\_\_
  - ♦ What other topics would enhance this course \_\_\_\_\_  
\_\_\_\_\_
  - ♦ Identify the site at which you will complete the 10-hour practicum with Special Olympics athletes?  
\_\_\_\_\_
- Name (optional):** \_\_\_\_\_



***Special  
Olympics***

**BOWLING**

Tactics Course Instructor Guide



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## **Introduction**

On behalf of Special Olympics, Inc., THANKS 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 Tactics Course offers an opportunity for coaches who are certified in bowling and who have gained at least one year of experience coaching Special Olympics bowling athletes. The course is geared toward coaching athletes of average to higher abilities so that coaches can expand their coaching knowledge. The participating coaches should have already attended the Special Olympics Bowling Skills Course.

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

- ◆ How to expand the effectiveness of a training program
- ◆ Updates to Special Olympics bowling rules
- ◆ How to better prepare athletes for competition
- ◆ Strategies and more advanced skills

### **Suggestions for instructors**

- ◆ Utilize as many different models of teaching available such as videos, overheads and reference materials.
- ◆ Review the Special Olympics Bowling Sports Skills Program (SSP) Guide. It provides the necessary background to the Special Olympics coaching program. The SSP is provided to all participants.
- ◆ Stay on schedule. There is a lot of material to cover, and it is easy to fall behind.
- ◆ Use team teaching. Two instructors can bring different expertise to the course and also make the course more enjoyable for the participants.

Your ideas about the course are welcomed and will be considered for future revision of these materials. If you have any comments, please contact the Special Olympics, Inc., Sports and Competition Department, 1133 19<sup>th</sup> Street, NW, Washington DC 20036.



## **Preparation for a Special Olympics Bowling Tactics Course**

### **There are things that must be done at least two months prior to the course:**

- ♦ Most states or countries require advanced notification of all local training seminars, so they can be sanctioned and advertised. Find out how it is done in your state by calling the Program office.
- ♦ A bowling center must be reserved months in advance. You will need one lane for every coach attending, and a separate room for the classroom sessions.
- ♦ Registration information must be sent out to all potential coaches. Most states or countries have a newsletter, which is used to advertise the training. You may also use a local newsletter, the newspaper and flyers at local bowling centers.
- ♦ Sports Skills Program (SSP) Guides and Application for Sports Training Certification need to be ordered from SOI or your state or country.
- ♦ A qualified instructor must be obtained for the day.

### **The things you need for the day of the training:**

- ♦ Coaches Packet
  - Bowling Sports Skills Program (SSP) Guide
  - Application for Sports Training Certification
  - Course Agenda
  - Quick Quiz
  - Evaluation Form
- ♦ At least three athletes per coach to come for PART 3 of the training
- ♦ Food if you are providing it (Coaches will need a lunch break, usually after PART 2.)
- ♦ Pencils and erasers
- ♦ Score sheets



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## **Tactics Course Agenda**

### **PART 1**

#### Classroom Session

(90 minutes)

- 1.0 Welcome, Introductions and Course Overview
- 1.1 Coaching Athletes with intellectual disabilities
- 1.2 Training
- 1.3 Competition

### **PART 2**

#### Activity Sessions

(150 minutes)

- 2.0 Proper Equipment
- 2.1 Review of Proper Warm-Up and Stretching
- 2.2 Hook Release; Using a Fingertip Grip
- 2.3 Strike and Spare Shooting

### **PART 3**

#### Special Olympics Athletes Training Session

(90 minutes)

- 3.0 Warm-Up and Stretching
- 3.1 Demonstration of New Techniques
- 3.2 Coaching During Bowling
- 3.3 Problem Solving and Troubleshooting

### **PART 4**

#### Classroom Wrap-Up Session

(30 minutes)

- 4.0 Questions
- 4.1 Quick Quiz
- 4.2 Certification Process and Application
- 4.3 Training Seminar Evaluation

### **Materials**

- ♦ Course Agendas (one per participant)
- ♦ Special Olympics Bowling Sports Skill Program Guide (one per participant)
- ♦ Samples of recommended resource books and videos
- ♦ Evaluation Forms

### **Equipment**

- ♦ Classroom
- ♦ Bowling lanes
- ♦ Sample ramps
- ♦ Official National Governing Body Bowling Rules
- ♦ Scoresheets
- ♦ First-aid kit
- ♦ Bowling balls and shoes
- ♦ Pencils and erasers
- ♦ Official Special Olympics Bowling Rules
- ♦ Water available



## **PART 1**

### **Classroom Session**

(90 minutes)

- 1.1 Welcome, Introductions and Course Overview
- 1.2 Coaching Athletes with Intellectual Disabilities
  - ◆ Limited talking
  - ◆ Quality demonstrations
  - ◆ Allowance for plenty of athlete bowling (DON'T STAND AROUND...BOWL!)
  - ◆ Always considering safety
  - ◆ Following Official Special Olympics Summer Sports Rules
- 1.3 Training
  - ◆ Overview of the Special Olympics Sports Skills Program (SSP) Guide
  - ◆ Coaching resources available
  - ◆ Effective use of assistant coaches
  - ◆ Adapting activities to challenge all athletes, using goals
  - ◆ "You play how you practice;" taking training time seriously in order to prepare for competition
- 1.4 Competition
  - ◆ Preparing athletes for competition (coaches cannot be in the area; athletes must be ready)
  - ◆ Review proper etiquette again
  - ◆ Encouraging athletes to focus on their bowling, not on opponents
  - ◆ Taking it one ball at a time
  - ◆ Encouraging good conduct at all times
  - ◆ Using the handicap scoring system

Make sure that during this part of the training seminary you address all the answers to the Quick Quiz.



## **PART 2**

### **Activity Session**

(90 minutes)

#### **2.0 Proper Equipment**

- ◆ Athletes need their own ball and shoes.
- ◆ Ball should be as heavy as is comfortable.
- ◆ Loose clothing is best (pants or skirt for women and collared shirt).

#### **2.1 Review or proper Stretching**

- ◆ Gather in lane area and bowlers' area.
- ◆ Warm-up by reviewing proper approach, arm swing, release and follow through.
- ◆ Stretch from neck, down through shoulders, torso, legs and ankles.

#### **2.2 Using a Hook Release**

- ◆ Review advantages and disadvantages of throwing a hook ball.
- ◆ Demonstrate grip and release for a hook.
- ◆ Demonstrate using a fingertip grip.

#### **2.3 Strike and Spare Shooting Strategies**

- ◆ Find the starting position and mark for the "strike ball."
- ◆ The more curve on ball, the more pin action occurs.
- ◆ Move starting position on lane (instead of the mark) for spare shooting.
- ◆ Beware of "sleepers" (pins directly behind each other).
- ◆ If you hit a pin on an angle, the pin will move diagonally.
- ◆ Throw the same ball every time; muscles have memory.
- ◆ Every pin is important; concentrate on every ball.
- ◆ Prepare and adapt to various lane conditions such as more or less oil on lane.

#### **2.4 Problem Solving and Troubleshooting for Common Errors**

- ◆ Approach
- ◆ Proper stance after release
- ◆ Ball speed
- ◆ Equipment needs
- ◆ Back-up ball or spin release





## **PART 3**

### **Athlete Training Session**

(90 minutes)

It is very important that the coaches conduct this part of the course. As the instructor, if you see anything that the coaches are not doing correctly, provide positive feedback and a supportive environment. This will enable the coaches to conduct their own training sessions back home. Have an open mind because you may leave the training with a few new tips as well.

#### **3.0 Warm-Up and Stretching**

- ◆ Direct coaches to assist athletes with their equipment, as needed.
- ◆ One coach leads the exercises while the other ensures that athletes are stretching properly. Later in the season and once a routine is learned, athletes can lead stretching.
- ◆ Another coach enters names of bowlers into the computer.

#### **3.1 Demonstration of New Techniques**

- ◆ One coach reviews the fundamentals of grip, approach, arm swing, release and follow through with the athletes watching, and then doing without a ball.
- ◆ Another coach demonstrates the hook release, body position, strike and spare shooting.
- ◆ The athletes then go to their respective lanes to practice the skills.

#### **Coaching During Bowling**

- ◆ Direct the athletes to bowl as many games as possible with coaches instructing.
- ◆ Stress the importance of leaving the bowlers' area neater than when you arrived.



## **PART 4**

### **Classroom Wrap-Up Session**

(30 minutes)

#### **4.0 Questions and Review**

- ♦ Go over any key points that came up during the athlete training session.
- ♦ Answer any and all questions.

#### **4.1 Quick Quiz**

- ♦ Ask coaches to complete the Quick Quiz.
- ♦ Seek feedback; discuss answers to each question.
- ♦ Coaches grade their own quiz.

#### **4.2 Certification Process and Application**

- ♦ Ask coaches to complete the first part of the certification form.
- ♦ The process is the same as for Skills Course certification. They will receive another certificate for the Tactics Course. If they are not on the list or have never received a certificate, call your Program office with the date and location of the training seminar they attended.

#### **4.3 Training Seminar Evaluation**

- ♦ Distribute the course evaluation forms.
- ♦ Collect the evaluation forms when coaches leave.



## Special Olympics Bowling Sport Management Team Guide Tactics Course Instructor Guide

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### Quick Quiz

1. \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ are the four basic components of a bowling shot.
2. \_\_\_\_\_ and \_\_\_\_\_ are the advantages of using a fingertip grip.
3. Three ways of expanding your coaching resources are \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
4. You may use a four step approach starting with the \_\_\_\_\_, or a five step approach starting with the \_\_\_\_\_.
5. The National Governing Body for bowling is the \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_ and \_\_\_\_\_ are the two most important factors when selecting an effective team.
7. \_\_\_\_\_ is the most important consideration at any Special Olympics training or competition.
8. A bowling handicap is computed by taking \_\_\_\_\_ minus the bowler's \_\_\_\_\_.
9. Bowling is appropriate for any athlete regardless of \_\_\_\_\_ or \_\_\_\_\_.
10. The strategy when spare shooting is to throw the \_\_\_\_\_ all the time, only move your \_\_\_\_\_ on the alley.



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## **Quick Quiz Answer**

1. Approach, arm swing, release, and follow through are the four basic components of a bowling shot.
2. More curves and more pin action are the advantages of using a fingertip grip.
3. Three ways of expanding your coaching resources are assistant coaches, Unified Sports<sup>®</sup> and home training.
4. You may use a four step approach starting with the same foot as the arm you bowl with, or a five step approach starting with the opposite foot as the arm you throw with
5. The National Governing Body for bowling is the United States Bowling Congress, World Ten Pin Bowling Association and Fédération Internationale des Quilleurs.
6. Similar ability and teamwork (friendship and support) are the two most important factors when selecting an effective team.
7. Safety is the most important consideration at any Special Olympics training or competition.
8. A bowling handicap is computed by taking 200 minus the bowler's average.
9. Bowling is appropriate for any athlete regardless of age or ability.
10. The strategy when spare shooting is to throw the same ball all the time, only move your starting position on the alley.



# Special Olympics Bowling Sport Management Team Guide Tactics Course Instructor Guide

## Training Seminar Evaluation

Your feedback and comments are important as we try to improve our courses. Please rate each item on a scale **1 to 5** (5 being outstanding and 1 being poor). Insert **N/A** if not applicable or **N/O** for not observed.

### Training Seminar Information

Date: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_ Site: \_\_\_\_\_

Course Title: \_\_\_\_\_ Total hours of instruction: \_\_\_\_\_

<b>Administration</b>	<b>Rating</b>	<b>Activity Session</b>	<b>Rating</b>
♦ Pre-training communication	_____	♦ Demonstration of basic skills	_____
♦ On-site registration	_____	♦ Practice drills/activities for training Special Olympics athletes	_____
♦ Facilities:	<i>Classroom</i> _____	♦ Teaching basic game/event strategy	_____
	<i>Sports</i> _____	♦ Overall value of the session	_____

<b>Classroom Session</b>	<b>Rating</b>	<b>Training Session with Special Olympics Athletes</b>	<b>Rating</b>
♦ Quality of instruction	_____		
♦ Applicability of course content	_____	♦ Adequate number of athletes for session	_____
♦ Special Olympics Sports Skills Program Guide	_____	♦ Organization and direction by instructors	_____
♦ Other materials and hand-outs	_____		
♦ Overall value of the session	_____	♦ Overall value of the session	_____

**Overall Value of the Training Seminar** \_\_\_\_\_

### Other comments

- ♦ What was your main objective in attending? \_\_\_\_\_  
\_\_\_\_\_
- ♦ Of the ideas/ concepts/skills presented, which will be of most value to you? \_\_\_\_\_  
\_\_\_\_\_
- ♦ What do you think you will do differently as a result of the course? \_\_\_\_\_  
\_\_\_\_\_
- ♦ What other topics would enhance this course \_\_\_\_\_  
\_\_\_\_\_
- ♦ Identify the site at which you will complete the 10-hour practicum with Special Olympics athletes?  
\_\_\_\_\_

**Name (optional):** \_\_\_\_\_



***Special  
Olympics***

**UNIFIED SPORTS®**

Overview



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## **Definition and Goals of Unified Sports®**

### **Definition**

Special Olympics Unified Sports® is a pioneer sports program that combines individuals with intellectual disabilities (athletes) and individuals without intellectual disabilities (partners) on the same team for sports training and competition. The program is designed to help break barriers by enabling athletes and partners to participate as TEAMMATES. Unified Sports® is most successful when athletes and partners are matched according to ability and age.

### **Goals**

#### **Sport-Specific Skill Development**

Under the direction of qualified coaches, participants will have the opportunity to develop sport-specific skills as well as prepare themselves for participation in other community sports programs.

#### **Competition Experience**

Athletes benefit from physical and mental challenges when participating in a variety of competitions organized by Special Olympics or by the community bowling center.

#### **Meaningful Inclusion**

Unified Sports® rules and guidelines on age and ability grouping help ensure that all team members play an important, meaningful and valued role on the team.

#### **Community-Based Participation**

Unified Sports® bowling programs receive valuable assistance from community bowling centers. These partnerships offer people with intellectual disabilities another opportunity to be a part of community life.

#### **Transition and Choice**

Unified Sports® bowling programs help schools meet the transition mandates and provide a choice for participants inside and outside of Special Olympics.

*More detailed information regarding Unified Sports® can be found in the Special Olympics Unified Sports® Handbook.*

*In addition, current Special Olympics Bowling Rules (which include specific Unified Sports modifications and the Handicap Scoring System Chart for Individual or Team Bowling) can be found in the Official Special Olympics Summer Sports Rules. (These rules are updated every four years and following each of the Special Olympics World Summer Games.)*





## Philosophy and Principle of Meaningful Involvement

Unified Sports® embraces the philosophy and principles of Special Olympics. This refers particularly to the meaningful involvement of athletes on Unified Sports bowling teams.

### Meaningful Involvement of Athletes within a Unified Sports® Bowling Team

Special Olympics Unified Sports® bowling teams are organized to provide meaningful involvement for all bowlers, especially the athletes. All bowlers should have an equal opportunity to contribute to the team.

Because of the uniqueness of bowling, each individual is assured equitable importance. Every team member's score counts equally toward the total score for the team. Every team member also uses similar equipment, bowls the same number of frames on standardized lanes, and knocks down standardized pins. In addition, a handicap scoring system is employed to equalize differences in ability so that they can train and compete equitably on the same team.

A bowler's handicap is calculated as such: 200 minus the bowler's average (over 15 games) times 80 percent. For example, bowler 1 has a 105 average over 15 games and a 76 handicap for a 181 total score. Bowler 2 has a 175 average over 15 games and a 20 handicap for a 195 total score.

Bowler	Average	Handicap	Total Score
1	105	$200 - 105 = 95 \times 80\% = 76$	181
2	175	$200 - 175 = 25 \times 80\% = 20$	195

In actual competition, bowler 1 bowls a 115. Bowler bowls a 165. The total score for each bowler shows that each one contributes to their team fairly equally.

Bowler	Average	Handicap	Total Score
1	115	$115 + 76 =$	191
2	165	$165 + 20 =$	185

Even though the handicap scoring system eliminates partner domination, it is still desirable for team members to have similar ability. If Special Olympics athletes are considerably lower in ability than their partners, a false message is conveyed—that of athletes with intellectual disabilities not being as skilled as their peers.

### Indications of Meaningful Involvement

1. Athletes shall compete without undue risk of injury to themselves or others.
2. Athletes shall be able to participate according to the rules and conditions for that particular sport.
3. Athletes shall have the ability and opportunity to contribute to the performance of the team.

*Note: Meaningful Involvement also refers to the quality of interaction and competition within a Unified Sports® bowling team. In practicing the philosophy and principle of meaningful involvement, a coach facilitates a positive and rewarding experience for all bowlers. Meaningful involvement is key to the development of a Unified Sports® bowling team.*



## **Selection of Team Members**

Also key to the successful development of a Unified Sports<sup>®</sup> bowling team is the proper selection of team members (athletes and partners). Below are some important considerations.

### **1. Ability Grouping**

The bowling experience can be successful even when abilities between teammates are slightly greater. The uniqueness of the bowling handicap scoring system facilitates the inclusion of athletes and partners of varying abilities and ages. The handicap scoring system is the equalizer. However, it is still desirable to have teammates with as similar ability as possible. Similar ability promotes equity between teammates and conveys skill in Special Olympics athletes and their partners.

### **2. Age Grouping**

School-age team members should be closely matched in age (within three to five years for bowlers 21 and under). However, the age grouping of the participants should be based on the competition format. For example, if teams are bowling in an adult league, team members should match the ages of the bowlers within the league. In addition and because of the nature of the sport, parents and siblings can also serve as appropriate partners. Parents and siblings bowl with each other in the community. Family teams comprised of Father-Athlete, Mother-Athlete, and Sibling-Athlete are potential combinations for training and tournament play.

### **3. Readiness**

All teammates should possess the ability to perform the requisite basic fundamental skills and strategies of bowling. Not every individual is ready to participate in Special Olympics Unified Sports<sup>®</sup> Bowling.

### **4. Team Concept**

neither partners nor athletes should be thought of, or given the role of, coaches. All team members should be considered teammates with equal status who work together to achieve the goals of the team.

### **5. Outreach**

Unified Sports<sup>®</sup> bowling is ideal for reaching new athletes and for community involvement. It is a sport that requires minimal skills and strategies. It is also a sport that includes an equalizer (handicap scoring system) for individuals with different abilities.

Furthermore, there are large numbers of individuals without intellectual disabilities who have also been excluded from organized sports. Unified Sports<sup>®</sup> offers an exciting new opportunity for these individuals as well.



## **Training and Competition**

### **Training**

Coaches should be trained as Unified Sports<sup>®</sup> bowling coaches. In addition, Unified Sports bowling teams should participate in a minimum of eight weeks of training (including league play and tournaments) before competing in a culminating end-of-the-season event.

### **Local Competition**

Opportunities for local competition are critical to the success of a Unified Sports<sup>®</sup> bowling team. Local competition opportunities include:

- ♦ **Special Olympics Unified Sports<sup>®</sup> Bowling Leagues**  
A league is sanctioned by the Special Olympics Accredited Program when three or more Unified Sports<sup>®</sup> bowling teams participate in a minimum of four competitions.
- ♦ **Community Leagues**  
A Unified Sports<sup>®</sup> bowling team may participate against non-Unified Sports<sup>®</sup> bowling teams in a community league conducted at a bowling center. The Unified Sports<sup>®</sup> bowling team would participate according to the community league's rules and guidelines, and would receive their awards.

### **Higher-Level Competition**

Unified Sports<sup>®</sup> bowling competition should be conducted at the state or national level during the sport season. Higher-level competition provides an incentive for teams to advance beyond lower levels of league and tournament play. Higher-level competition also helps to raise the standards of local programs. Unified Sports<sup>®</sup> bowling competitions can be conducted in the following settings.

- ♦ Existing Special Olympics Competitions
- ♦ Special Olympics Unified Sports<sup>®</sup> Bowling Competitions
- ♦ Existing Community Bowling Sport-Federation Competitions

***Note:** The rule of a non-playing coach does not apply to bowling. The non-playing coach applies only in sports where there is substitution during competition.*



## **Unified Sports® Programs**

### **Five Guidelines for Success**

1. Ensure that all coaches fully understand the philosophy and principles of Unified Sports®

Conduct a Unified Sports Bowling Course for all coaches before they become involved with their Unified sports® bowling teams. Most importantly, emphasize the importance of selecting appropriate bowlers (teammates) and meaningfully involving all bowlers.

2. Ensure that athletes and partners fully understand the philosophy and principles of Unified Sports®.

Conduct a Unified Sports® bowling orientation for all athletes and partners before they become involved with the Unified Sports® bowling team. This information emphasizes their role of being teammates and their responsibility in training and competing to the best of their abilities.

3. Require coaches to submit the required information on the ability level of their Unified Sports® bowling teams.

This information includes scores for all team members. It also requires that an ample number of games (15) are bowled by each team member to establish a true average. This average is used to calculate the handicap scoring system. The information is placed on the Team Roster and ability Assessment form and submitted with the Unified Sports® bowling team's entry to the competition.

4. Ensure that appropriate divisioning is conducted.

Teams are placed in competitive divisions based on their age, gender, and (most importantly) team average plus established handicap scoring system. Each member on the team must have bowled a minimum number of games (15) to establish their true average and resultant handicap score.

5. Fully prepare your Bowling Sport Rules Committee and Officials before the competition.

This will enable the committee to effectively respond to situations and rules violations. Also, the Bowling Sport Rules Committee's method of responding to these situations and protests should be carefully explained to the head coaches at the first coaches' meeting.