



Special Olympics North America University Curriculum

Training of Coaches, Athletes and/or Competition Management Personnel



Updated March 2014



Dear Professors:

It is my privilege to present the attached curricular material, developed through collaboration between Special Olympics' experts and university professionals in the fields of sport and adapted physical education. We are proud that this material includes the ***Special Olympics Coach Education System***, which has been accredited by the National Council for the Accreditation of Coaching Education (NCACE).

The University Curriculum for Training Coaches, Athletes, and Competition Management Personnel was designed for college and university professors to use when teaching students how to work effectively with people with disabilities. The curriculum also provides a service-learning tool for students by presenting meaningful field experiences and coursework for working with special populations.

Around the world, more than 4.2 million children and adults with intellectual disabilities and related intellectual disabilities in over 180 countries take part in the year-round sports training and athletic competition programs Special Olympics offers. Athletes train in over 31 Olympic-type sports at the local, area, state, national and international levels, and they compete in over 70,000 events per year. But we cannot rest. We need your support.

In Special Olympics we celebrate ability, dedication, accomplishment, teamwork and community. Special Olympics takes pride in giving athletes the opportunity to achieve their personal bests as the hallmark of our Program. NO athlete shall be left on the sideline. It is about providing quality sports training and competition opportunities to more and more athletes of all ages. And it is all possible because of the power of the human spirit summed up in the Special Olympics Oath: ***"Let me win. But if I cannot win, let me be brave in the attempt."***

Your willingness and commitment to deliver this curriculum will produce Special Olympics coaches and leaders who will transform the lives of individuals with intellectual disabilities from those who watch from the sidelines to Special Olympics athletes who train and compete on playing fields, gymnasiums, and golf courses around the world. We invite you to share this curriculum with your students, so that they may know the joy of unlocking potential, discovering ability, celebrating respect, and working with our athletes.

Best wishes,

A handwritten signature in black ink, appearing to read "Timothy P. Shriver".

Timothy P. Shriver, Ph.D.
Chairman of the Board
Special Olympics International



Acknowledgements

Special Olympics North America would like to thank the authors and Special Olympics Course Development Committee for all of their hard work in creating a Special Olympics curriculum guide for university professionals. They have helped fulfil the mission of Special Olympics ...

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 a sharing of gifts, skills and friendship with their families, other Special Olympics athletes and the community.



Authored by:

Dr. Jody Brylinsky, Western Michigan University
Annette Lynch, Special Olympics North America
Robyn Markey, Special Olympics North America

Course Development Committee:

David Benjamin, Special Olympics Caribbean
David Bromiley, Special Olympics West Virginia
Dr. Karen Castagno, Rhode Island College
Geoff Davison, Norwich University
Donna Diaz, Special Olympics Montana
Dr. Iva Glouden, University of the West Indies
Dr. Pat Fegan, formerly Special Olympics Maryland
Dr. Glenn Roswal, Jacksonville State University
Dr. Mary Allen Watson, University of North Carolina at Greensboro
Dr. Daniel Ziatz, West Virginia University

Endorsed by:

American Alliance for Health, Physical Education, Recreation & Dance (AAHPERD)
National Association for Sport and Physical Education (NASPE)



Special Olympics University Curriculum Coach Education / Volunteer Training System Overview

Introduction

Special Olympics is committed to being the premier organization serving the needs of people with intellectual disabilities. Using year-round sports training and competition as the forum, Special Olympics provides athletes with opportunities to develop fitness, demonstrate courage, experience the joy of competition and change attitudes regarding people with intellectual disabilities, one athlete at a time. The goal for reaching 3 million athletes by 2011 will place even greater demands on the ability of Special Olympics to recruit, train and support one of the most essential ingredients in the success equation, namely, volunteer coaches and games management personnel.

Universities have always been integral members of the Special Olympics family. Many of the early Special Olympics Programs were joint ventures of service-oriented adapted physical education and special education faculty and insightful Special Olympics area management staff. In fact, a number of Special Olympics state offices and state Games are still housed on university campuses. Through the *Special Olympics University Curriculum*, universities play a renewed role in assistance with the training of coaches and sport managers while gaining invaluable field experience opportunities for their students. A jointly sponsored coach education and sport management training program maximizes the human and material resources of sponsoring agencies to stimulate growth, interest and understanding of Special Olympics and coaching or sport management in general.

The following material suggests a unique partnership between established university curricula in the areas of physical education, recreation, sport management and community-centered Special Olympics training and area management structures. The purpose of the following material is to help facilitate the mutual goals of enhancing sport performance through quality coach/sport management development.

Goals of the Special Olympics University Curriculum

- Identify and articulate the essential elements of effective Special Olympics coaching and games management through stated standards and competencies.
- Adhere to established content and procedures identified in meeting Level 3 accreditation by the National Council for the Accreditation of Coaching Education.
- Facilitate Special Olympics' growth goals through the recruitment and training of 10,000 new coaches by 2011.
- Empower local areas to meet established coaching certification mandates. All new Special Olympics coaches are to be certified within four years of participation.
- Assist universities in providing information and meaningful practical experiences with special populations to coaches and sport management personnel.
- Offer an economic and efficient way to generate service-learning initiatives in the university curriculum.
- Broaden the scope of field experience and internship placements for coaching education and sport management programs.



Introduction to Special Olympics Coach Education System

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

Minimum Requirements and Standards

All area/state Special Olympics Accredited Programs must conduct approved coach education in accordance with the Official Special Olympics General Rules. Programs have three options:

1. Implementing the Special Olympics Coach Education System;
2. Submitting documentation verifying that Special Olympics Coach Education System Standards and Competencies are achieved within their own system or **within university curriculum; or**
3. Submitting a plan for implementing the approved coach education system.

To receive Special Olympics coach certification, an individual must:

- Attend an approved course, training seminar, or mentoring program;
- Complete the prescribed exam, workbook, etc. as applicable;
- Complete a specified practicum of working with Special Olympics athletes; **and**
- Be authorized by a Special Olympics Program representative verifying such experiences and coaching competencies.

Coaches must achieve the certification within three years of entering Special Olympics to become a certified coach. In order to maintain and/or upgrade coach certification, a certified coach must continue approved coaching education. *Each coach must upgrade knowledge and experience at least once every three years. In addition, the Principles of Coaching Course must be taken by the head coach within six years of entry-level certification.*

Additional Opportunities in the Area of Sport Management

As with coaching education programs, sport management programs may also see the advantage of incorporating Special Olympics programs into their university curricula. From program planning, to monitoring of daily operations, to staging of major competitive events, games management is a critical component in providing a quality sport experience for all participants.

The phrase “Together We Win” was chosen as the rallying banner for the 25th anniversary of Special Olympics and continues to characterize the SOI team approach to sport management. The inclusive, not-for-profit nature of Special Olympics programs places a heavy demand on recruiting, training and maintaining volunteers to support all aspects of the growing and complex sport programs in each community. University partnerships in staging major sport events or assisting with on-going Area operations can be a win-win situation. Sport management students gain hands-on experience and mentoring, while the Sport or Area Management Team benefits from an increase in human resources. Partnerships with Special Olympics can provide sport management programs an efficient way to seek and maintain relationships with the local or state sport enterprise for the purposes of analyzing the industry, cooperating in field-based needs (such as research, analysis of problems), and cultivating field experience/education sites for students’ practical performances (such as, practica and internships).

Sport/Area Management Team duties include:

- Assessment of Program needs & strategic planning
- Technical support for event management
- Personnel recruitment and evaluation
- Budget analysis and fundraising
- Public relations and communication



Benefits of Receiving Certification

By receiving certification, a college student is provided the following:

- Credible and verifiable service learning of
 - Teaching and coaching Special Olympics athletes
 - Preparing for and conducting Special Olympics competition
- Meaningful coaching education certificate from Special Olympics, an accredited coaching education program by National Council for the Accreditation of Coaching Education (NACE)
- Measure of protection against liability

All of the above add to a student’s experiences, resume and portfolio and will assist in his or her job potential.

Approved Seminars or Courses

Each Special Olympics state/area Accredited Program is able to utilize the following courses or design and personalize a variety of training formats to meet the needs of coaches with varying backgrounds, as long as the standards and competencies are achieved. A university may choose to assist the area or state Special Olympics Program by incorporating part or all of the following course modules into existing physical education, coaching or sport management curricula.

Suggested Alignment of Special Olympics Modules with University Courses

<i>Special Olympics Education Courses</i>	<i>Possible University Courses</i>
Foundation - Special Olympics General Orientation [formerly General Session]* and Protective Behaviors * This Orientation is a prerequisite before any certification is approved. (2 hrs.)	Introduction to Coaching Foundations of Physical Education Introduction to Recreation or Sport Management Adapted Physical Education Sport History or Sport Social Culture
Module 1 - Special Olympics Sport-Specific Skills Course (4-6 hrs.)	Sport-specific Skills and Basic Strategies Courses, such as Basic Basketball Skills & Game Concepts
Module 1A - Coaching Special Olympics Athletes Seminar (4-6 hrs.)	Coaching of Special Olympics Athletes * Stand-alone course or incorporated into Adapted Physical Education Class or Advanced Theory of Coaching
Module 2 - Special Olympics Principles of Coaching Course (6 hrs.)	Theory of Coaching – Generic Coaching of Sport-specific Course, such as Volleyball
Module 3 - Special Olympics Tactics Course (4-6 hrs.)	Advanced Theory of Coaching or a follow-up Sport-specific Coaching Course
Module 4 - Special Olympics Comprehensive Mentoring	Field Experience or Internship Course Activity
Games Management Course	Leadership Courses/Service Learning

Other University Course Work Meeting Special Olympics Needs

<i>Special Olympic Program Need</i>	<i>Possible University Curricula</i>
First-Aid and Cardiopulmonary Resuscitation (CPR) Course, including AED	First Aid and CPR, including AED Prevention of Athletic Injury – Athletic Training
Officials Training; Rules Updates	Officiating – Principles of Officiating or Sport-specific Officiating
Education Updates [New Training Techniques; Safety Issues; Sport Performance Training; Nutrition, etc.]	Special Workshops, Coaches Clinics or Sport Camps



Special Olympics Coaching Standards and Competencies

Purpose

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

Standards and Competencies

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

How to Use the Standards and Competencies

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

Traditionally, a coach will complete modules of education in the following sequence: Special Olympics General Orientation, Skills Course, Principles of Coaching Course, Tactics Course and Comprehensive Mentoring. At the completion of each training seminar or mentoring and training sessions with athletes, the coach then achieves coach certification (at that level) and more of the essential requirements of Special Olympics proficiency.

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

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

Modules of Certification

When a coach achieves the standards and competencies presented in Modules Foundation, 1, 2, 3 and 4, the coach will have completed the minimum requirements necessary for a well-prepared Special Olympics coach. However, this is not the end of a coach's education. The coach must continue education at least once every three years throughout his or her coaching experience to maintain certification. Continuing education will be acknowledged through the certification process, which includes:

- Participating in approved seminars and coaching Special Olympics athletes a minimum of 10 hours
- Having the work and coaching competencies verified and
- Submitting a completed Special Olympics Sports Training Certification Application to the Special Olympics Accredited Program.



Essential Comprehensive Standards and Competencies for the Special Olympics Coach

University instructors are already meeting many of these objectives in existing course work. The goal of the University-Special Olympics partnership is for universities to incorporate unique Special Olympics issues with practical experiences for university students. Universities could also offer new independent courses that broaden their curricula to meet the needs of special populations and facilitate inclusion.

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

Standard 1.0–Describe what Special Olympics is.

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

Standard 2.0–Interpret Special Olympics Programs and initiatives.

- 2.1 Summarize the basic organizational structure of Special Olympics headquarters, Special Olympics Programs, and their sub-Programs (area/local).
- 2.2 Describe other Special Olympics offerings: Unified Sports®, Partners Clubs®, Sports Partnerships, Motor Activities Training Program and Athlete Leadership Programs.

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

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

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

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

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

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



Standard 6.0–Enhance athlete development & performance through effective communication & coaching techniques.

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

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

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

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

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

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

- 9.1 Define the roles and responsibilities of the Special Olympics coach.
- 9.2 Recognize the role of philosophy in sport and how different philosophies impact decisions.
- 9.3 Integrate Special Olympics and personal coaching philosophies.

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

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

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

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



Special Olympics General Orientation

Introduction to Special Olympics

(Introduction to Coaching)

(Foundations of Physical Education)

Foundation Module Description and Objectives

COURSE DESCRIPTION

The Special Olympics General Orientation and Protective Behaviors is a course designed to orient professionals, volunteers and family members in the basic concepts and structure of Special Olympics. The content of the course is not sport specific, but instead provides a history and overview of Special Olympics, the organization, the participants, sports training and competition opportunities and protective behavior for athletes.

The proposed content and agenda is suited for two contact hours and four to six hours of field experience. Course content may also be added to an existing physical education or coaching course, such as theory of coaching or physical education foundations course, as long as all content objectives are met.

Objectives and Competencies

After completion of this module, students will be able to:

- Describe Special Olympics' mission and philosophy. [1.1]
- Briefly describe the history of Special Olympics. [1.2]
- Summarize the basic organizational structure of Special Olympics headquarters, Special Olympics Programs and their sub-Programs. [2.1]
- Identify eligibility requirements and access into Special Olympics. [3.1, 3.2]
- Describe what opportunities in Special Olympics are available to volunteers. [2.1]
- Identify Special Olympics sports and events. [8.1]
- Identify how Special Olympics is unique from other sports organizations. [1.3]
- Describe Special Olympics rules, ability grouping, honest effort and divisioning. [8.2, 8.3, 8.4, 8.5]
- Describe available Special Olympics program offerings, challenges and benefits to athletes. [2.2, 1.4]
- List the steps taken if suspect an athlete is being abused or neglected. [5.8]

Suggested Text or Materials

Special Olympics General Orientation Participant Guide
Special Olympics Protective Behaviors Instructors Guide
"Protective Behaviors" Video

Attendance Policy *(Required)*

Course Assessment

(% of final grade)

Grading Scale

Quick Quiz

Protective Behaviors Quiz

10 hours of field experience/service learning with Special Olympics athletes

Course Assignments/Activities

Complete open-book quiz.

Write philosophy statement regarding Special Olympics.

Conduct an observation of a Special Olympics event, and/or volunteer for that event.

Explore the Special Olympics headquarters or state Special Olympics web site.



Special Olympics General Orientation Introduction to Special Olympics

Foundation Module Course Outline – Agenda

Welcome and Introduction

Section I: History and Overview of Special Olympics

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

Section II: Special Olympics Organization

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

Section III: Who Participates

- Information about Intellectual Disabilities
- Eligibility for Special Olympics

Section IV: Special Olympics Sports Training and Competition

- Uniqueness of Special Olympics from Other Sports Organizations
 - Sports Opportunities for all Ability Levels (from Motor Activities Training Program to the Pentathlon)
 - Honest Effort; Divisioning
 - Awards
 - Competition Opportunities; Criteria for Athlete Advancement
 - No Fee Charged to Athletes
- Sports; Training Considerations
- Benefits of Participation in Special Olympics (Athlete Leadership Programs; Yale Study)
- Healthy Athletes Program
- How Special Olympics Enhances Involvement in the Community (Unified Sports® info)
- Program Challenges; Outreach Initiatives (Indigenous Peoples; Urban, and Others)

Section V: Athlete Protective Behavior

- Preventing Physical Abuse; Preventing Emotional Abuse; Preventing Sexual Abuse
- Responding to Signs/Allegations of Abuse (Legal Issues; Policies/Procedures)
- Volunteer Code of Conduct

Section VI: Closing

- Summary; Calendar of Local Events
- Open-book quiz



Special Olympics Coaching Special Olympics Athletes Seminar

Training the Athlete

(Coaching of Specific Sport Course)

(Advanced Theory of Coaching Course)

Module 1A Description and Objectives

COURSE DESCRIPTION

This module provides advanced training principles as they relate to the sport-specific program. Participants receive more detailed information on how to more teach and coach Special Olympics athletes more effectively. In addition, strategies for providing positive communication during skills instruction and competitive situations is demonstrated and highlighted.

The proposed content and agenda is suited for four to six contact hours and 10 hours of field experience. Course content may also be incorporated to an existing physical education or coaching course, such as coaching of a specific sport course or advanced theory of coaching course, as long as all course objectives are met.

Objectives and Competencies

At the completion of this module students will be able to:

- Identify what obstacles may challenge an athlete in learning sports skills and rules and know what to do to overcome them. [3.1, 3.3, 3.4]
- Identify necessary skills that a coach should develop. [3.5, 5.1, 6.6, 8.8, 9.1, 9.2, 9.3, 10.1, 10.2, 10.4]
- Develop a training plan for a season. [4.1]
- Develop three individual practices. [4.2, 4.3, 11.3]
- Identify how an individual with intellectual disabilities learns sports skills and rules and what a coach can do to facilitate learning (training sequence; levels of instruction). [6.2, 6.3, 6.4, 6.5]
- Describe the importance of completing and sending registration information to meet deadlines. [9.1]
- Develop a plan to provide appropriate supervision during a day trip and overnight trip. [10.3, 10.4]
- Identify successful competition-day coaching strategies. [5.1]

Suggested Text or Materials

Special Olympics Coaching Special Olympics Athletes Participant Guide
Coaching Special Olympics Athletes online course via the American Sport Education Program website - http://www.asep.com/asep_content/org/SONA.cfm; cost is \$16.95 for 3-hour course via this ASEP website.

Attendance Policy *{To be determined by instructor}*

Course Assessment	(% of final grade)	Grading Scale
Special Olympics Coaching Special Olympics Athletes Exam – Open-Book or Take-Home		
10 hours of field experience/service learning with Special Olympics athletes		

Course Assignments

Create a drill modification card for several specific sport skills and athletes with various ability levels. Demonstrate in class several effective communication styles to utilize with athletes who have various levels of cognitive functioning.
Develop a list of “cue words” that will be used consistently in the teaching of specific sport skills.
Create team rules that would be utilized by a specific Special Olympics sport.



Special Olympics Coaching Special Olympics Athletes Seminar Training the Athlete

Module 1A Course Outline – Agenda

Section I: The Athlete – Different Abilities and Challenges

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

Section II: Teaching and Training the Athlete

- Organizing a Training Program (Assessment; Goal Setting; Developing a Season Plan)
- Conducting a Training Session (Essential Components of a Practice Plan; Skills Instruction; Communication; Appropriate Level of Assistance; Managing Athlete Behavior; Competition Experience)
- Athlete Behavior Characteristics and Strategies to Improve Learning

Section III: Preparing for and Coaching During Competition

- Preparing for Competitions (Registration Information; Official Sport Rules; Supervision; Overnight Challenges)
- Competition-Day Coaching

Section IV: The Coach – Managing the Program

- Responsibilities As a Coach
 - Sport and Basic Coaching Principles Knowledge
 - Special Olympics Mission, Philosophy and Rules Knowledge
 - Planning
 - Recruitment and Training of Assistant Coaches
 - Recruitment of Eligible Athletes; Transportation Challenges
 - Athlete Assistance in Selection of Appropriate Sport(s) and Level of Participation
 - Range of Activities/Events for All Ability Levels
 - Involvement of Families and/or Other Support Groups
 - Athlete Assistance in Becoming Integrated into the Overall Community
- Tools of an Effective Coach (Comprehension; Outlook; Affection; Character; Humor)
- Safe Training and Competition Opportunities

Section V: Wrap-up Session

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



Special Olympics Skills Course **Basic Sport Skills and Strategies** *(Theory of Coaching Course / Coaching of – Sport Specific)*

Module 1B Course Description and Objectives

COURSE DESCRIPTION

The basic sport skills and strategies course is designed to provide an overview of a specific Special Olympics sport program. Content provides instruction in use of the Sport-specific Skills Program and Quick-Start Guides to teach fundamental skills to Special Olympics athletes. Participants will also receive demonstration of sport-specific skills drills and game concepts. The module provides insights into how to coach athletes with intellectual disabilities in practice and competition through classroom discussion, in activity with instructor, and model training session with Special Olympic athletes.

The proposed content and agenda is suited for six contact hours and 10 hours of field experience. Course content may be incorporated into an existing physical education or coaching course, such as theory of coaching or coaching of a specific sport course, as long as all course objectives are met.

Objectives and Competencies

At the completion of this module students will be able to:

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

Suggested Text or Materials

Suggest "Reach" video

Official Special Olympics Summer and Winter Rules Books (www.specialolympics.org)

Unified Sports Handbook

Attendance Policy *{To be determined by instructor}*

Course Assessment	(% of final grade)	Grading Scale
--------------------------	---------------------------	----------------------

- Quick Quiz – (Open-Book)
- 10 hours of field experience/service learning with Special Olympics athletes

Course Assignments

- Write a personal coaching philosophy statement.
- Interview a Special Olympics athlete and family member regarding motives & benefits of participation.
- Maintain a coaching log reflecting practical experience with athletes.
- Describe how you would division a team or individual in competition for meaningful participation.
- Create an effective emergency management plan for a Special Olympics practice or competition.
- Have a peer or instructor evaluate the teaching of a specific sport skill to a Special Olympics athlete.



Special Olympics Skills Course ***Basic Sport Skills and Strategies***

Module 1B Course Outline – Agenda

Section I: Classroom Session

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

Section II: Activity Session

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

Section III: Special Olympics Athletes Training Session

- Coaches' Responsibilities During Upcoming Session
- Model Training Session

Section IV: Classroom Wrap-Up Session

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

Special Olympics Unified Sports® Course Agenda

Designed for Training Coaches Who Will Coach Unified Sports Teams

Module 1C Course Description and Objectives

COURSE DESCRIPTION

This course focuses on Special Olympics Unified Sports® Course for coaches. Unified Sports is an inclusive sports program that unites Special Olympics athletes (individuals with intellectual disabilities) and partners (individuals without intellectual disabilities) as teammates for training and competition. While many of the coaching challenges are similar –

Objectives and Competencies

- Define roles in line with ability and foster teamwork.
- Coach a Unified Sports team which is unlike any other coaching position.
- Implement goals, motivations and the meaning of winning as achieving.
- Understand and implement the most successful coaching strategies for this very special mix of teammates.

Module 1: Theoretical Foundation

Opening: Introduction to Course, Trainers and Goals

10 minutes

Section 1: THE FOUNDATION OF UNIFIED SPORTS®

50 minutes

- | | |
|--|----------------------|
| 1.1 Special Olympics Mission | 3 minutes |
| 2-Minute Drill to Check Understanding followed by DVD Opening Segment | 5 + 9 minutes |
| 1.2 Evolution of Social Inclusion & Special Olympics | 7 minutes |
| 1.3 Unified Sports® Research Findings | 2 minutes |
| 1.4 Relationship between Unified Sports and Project UNIFY | 2 minutes |
| 1.5 Unified Sports® Options | 3 minutes |
| 1.6 Definition of Unified Sports® | 4 minutes |
| 1.7 Profile of a Unified Sports® Team | 2 minutes |
| <i>Activity Break (5 minutes)</i> | |

Section 2: BUILDING WITH PEOPLE

40 minutes

- | | |
|--|---------------------|
| 2.1 Overview of 7 Criteria for Success | 1 minute |
| 2.2 Principle of Meaningful Involvement | 5 minutes |
| 2-Minute Drill to Check Understanding | 5 minutes |
| 2.3 Factors in Sport Selection | 2 minutes |
| 2.4 Sport Characteristics | 3 minutes |
| 2.5 Excellent Unified Sports® Coach + DVD Part 2: Successful Coaching | 4+ 4 minutes |
| 2.6 Unified Sports® Coach Guidelines | 4 minutes |
| 2.7 Recruitment and Selection of Unified Team Members | 3 minutes |
| 2.8 Two Unified Sports Models: Competitive & Player Development | 2 minutes |
| 2-Minute Drill to Check Understanding | 5 minutes |
| 2.9 Teammate Guidelines | 2 minutes |
| <i>Break (10 minutes)</i> | |

Section 3: BUILDING RESOURCES

32 minutes

- | | |
|---|--------------------------|
| 3.1 Training | 2 minutes |
| 3.2 Competition | 3 minutes |
| 3.3 Guidelines for Successful Competition; DVD Part 4: World Games footage | 4 + 4 + 2 minutes |
| 3.4 Rules | 4 minutes |
| 3.5 Commitments of Support | 3 minutes |
| 2-Minute Drill to Check Understanding | 5 minutes |
| <i>Break (5 minutes)</i> | |



Section 4: BUILDING ADDITIONS

- | | |
|---|------------|
| 4.1 Unified Recreation Definition | 24 minutes |
| 4.2 Project UNIFY | 5 minutes |
| 4.3 Three Components of Unified Sports (4 slides) | 4 minutes |
| 4.4 Project UNIFY – A Whole School Approach | 4 minutes |
| 4.5 Fan Development | 5 minutes |

WRAP-UP AND REVIEW

- | | |
|--|------------|
| <ul style="list-style-type: none"> ▪ Additional Training & Certifications ▪ National Standards for Sport Coaches | 15 minutes |
| 2-Minute Drill ~ Topics Review | |
| <ul style="list-style-type: none"> ▪ Educate; Motivate; Activate | 2 minutes |
| | 2 minutes |
| | 5 minutes |
| | 15 seconds |

Module 2: Practical Application in Sport

1. **Re-cap** theoretical module and insights gained; implementation phase next

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

- Organization of a Specific Unified Sport
- Information & Demonstration of Warm-up & Stretching (Practice Format update)
- The Process: Assessing Players & Forming Teams
- Initial Teams Based on Sport-Specific Skills Assessment Tests (SAT) Scores
- Court Layout for Sport-Specific Assessments

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

- Provide Overview of Session to Athletes & Partners 10 minutes
- Players Warming-up and Stretching w/Ball 10 minutes
- Conduct Skills Assessment Tests (15 min. @ each station) 50 minutes (White board/post-its)
- Form Teams Based on Skills Assessment Tests Scores [**Vol. w/players**] 20 minutes
- Scrimmage to Assess Team Play (3 – 5 min. games) 15 minutes

Break	<i>Water; Court & Equipment Clean Up; Return to Classroom</i>	10 minutes
--------------	---	-------------------

- Meeting of Attendees (Who to Move; Why) [**Vol. w/players**] 10 minutes
- Wrap-Up with Athletes, Partners & Coaches 5 minutes

4. Practical Experience 2 – w/Players on Court (Athletes, Partners & Coaches)	45 minutes
--	-------------------

- Activities to Reinforce Cohesion Among Teammates Meaningful Involvement
- Scrimmage in New Teams to Confirm Placement *(if time)*

Food and beverages – Social Inclusion Opportunity among Players, Coaches and Trainers

5. Course Wrap-Up; Evaluation; Certification	15-30 minutes
---	----------------------

Resources

Coaching Unified Sports online course via the NFHS eLearn website:
<http://www.nfhslearn.com/electiveDetail.aspx?courseID=36000>

Cost is free for 90-minute course via the NFHS website.



Special Olympics Principles of Coaching Course

Expanding the Sport Sciences

(Theory of Coaching Course)

Module 2 Course Description and Objectives

COURSE DESCRIPTION

The Special Olympics Principles of Coaching Course is a coaching education program designed to instruct professionals, volunteers and family members in the basic strategies of coaching Special Olympics while also expanding the sport sciences. Content areas include Special Olympics and coaching philosophies, planning, administration, mental preparation, physical preparation and risk management. The content is not sport-specific, but instead covers the general principles of administering a sport program and coaching athletes with intellectual disabilities.

The proposed content and agenda is suited for six contact hours and 10 hours of field experience. Course content may be incorporated into an existing physical education or coaching course, such as theory of coaching or coaching of a specific sport course, as long as all course objectives are met.

Objectives and Competencies

At the completion of this module, students will be able to:

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

Suggested Text or Materials

- Principles of Coaching Course Workbook
- Suggest “Mighty Ducks” video or “Cool Runnings” video (good coach clips)
- Any Special Olympics video (like “Reach”) that provides images of Special Olympics
<http://continuinged.wvu.edu/index.php>
- Cost is \$35 for 9-hour course, expanding the sport sciences, via West Virginia’s Extended Learning Department website.

Attendance Policy {To be determined by instructor}

Course Assessment	(% of final grade)	Grading Scale
Completion of Principles of Coaching Course Workbook – Open-Book or Take-Home		
10 hours of field experience/service learning with Special Olympics athletes		

Course Assignments

- Develop a season plan (practice and competition calendar) for a specific Special Olympics sport.
- Develop three practice plans for a specific Special Olympics sport.
- Identify appropriate training goals and activities for specific Special Olympics sport.
- Share an effective motivational technique to encourage greater participation.
- Develop a home training program for a specific Special Olympics team or individual.



Special Olympics Principles of Coaching Course

Expanding the Sport Sciences

Module 2 Course Outline – Agenda

Introduction

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

Module 1: Coaching in Special Olympics: Understanding Philosophy

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

Module 2: Sport Planning for the Coach: Using the Sport Management Team Approach

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

Module 3: Coaching Sport Skills and Developing Sport Confidence

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



Module 4: Sport-Specific Performance Training and Nutrition for Special Olympics Athletes

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

Module 5: Sport Safety and Risk Management

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



Special Olympics Tactics Course *Sport Strategies and Tactics*

Module 3 Course Description and Objectives for Team and Individual Sports

COURSE DESCRIPTION

This module provides advanced training principles as they relate to sport strategies and tactics of a team sport's program. Participants receive instruction of advanced fundamental skills with examples of drills and activities to teach the sport-specific skill and game concepts to Special Olympic athletes. Special emphasis is placed on competitive strategies and tactics and enhancing athlete performance.

The proposed content and agenda is suited for four to six contact hours and 10 hours of field experience. Course content may also be incorporated to an existing physical education or coaching course, such as coaching of a specific sport course or advanced theory of coaching course, as long as all course objectives are met.

Objectives and Competencies

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

Suggested Text or Materials

- Suggest Special Olympics "Change the World" video
- Official Special Olympics Summer and Winter Rules Book (www.specialolympics.org)
- See sport-specific National Governing Bodies

Attendance Policy *{To be determined by instructor}*

Course Assessment	(% of final grade)	Grading Scale
--------------------------	---------------------------	----------------------

- | | | |
|---|--|--|
| <ul style="list-style-type: none">▪ Quick Quiz – Open-Book or Take-Home▪ 10 hours of field experience/ service learning with Special Olympics athletes | | |
|---|--|--|

Course Assignments

- Develop season plan and objectives for a specific Special Olympics sport.
- Evaluate a Special Olympics athlete's performance in a specific sport skill.
- Develop a take-home conditioning program for a specific Special Olympics sport participant.
- Identify a team/individual offense and defense strategy for a specific Special Olympics sport.
- Develop a player handbook that identifies strategies for special situations in a specific Special Olympics sport.



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

Module 3 Course Outline – Agenda for Team and Individual Sports

Section I: Classroom Session

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

Section II: Activity Session

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

Section III: Special Olympics Athletes Training Session

- Coaches' Responsibilities During Upcoming Session
- Model Training Session

Section IV: Classroom Wrap-up Session

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



Special Olympics Comprehensive Mentoring Program

Sport Mentoring and Assistance

(Field Experience or Internship)

Module 4 Course Description and Objectives

COURSE DESCRIPTION

In the Special Olympics Comprehensive Mentoring Program, a student is partnered with a mentoring coach (head mentor) who has been coaching for at least four years. A university or interscholastic coach outside Special Olympics could be involved in the process. One or more mentors may be involved during the season.

Objectives and Competencies

After completion of this module students will be able to:

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

Course Assessment

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

Class Activities/Recording Experiences

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

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

Suggested Materials: Mentoring Log



Comprehensive Coach Mentoring Program Log

Head Mentor _____

Student _____

-- Activities / Hours of Participation in Each --

Date	Mentor	Meeting between head mentor and student (3 min.)	Attending staff briefings (2 min.)	Observing training (2 min.)	Observing conditioning/ Wt. training	Assisting during training (3 min.)	Developing 3 practice plans	Attending competition (2 min.)	Other

Total hours ____

Head Mentor authorization _____

Date _____

Resource: www.specialolympics.org

Comments:



Games Management Course ***(Sports Administration or Sports Management)***

Games Management Course Description and Objectives

COURSE DESCRIPTION

This course is designed for those individuals who will be involved in organizing and conducting Special Olympics Games. The course will provide students with a working foundation of management and leadership theories as they apply to Special Olympics events and amateur sports. Additional focus will be applied towards the historical foundation of Special Olympics; Special Olympics sport governance and organization; and specific duties assumed by event managers, including finance options, financial management, personnel management, group dynamics, labor relations, risk management, facility and event management, and promotion.

The proposed content and agenda is suited for eight and half contact hours. Course content may also be added to an existing physical education course or a course, such as sport administration or sport management, as long as all course objectives are met.

Objectives and Competencies

At the successful completion of this course, the student will:

- Review the mission, philosophy and uniqueness of Special Olympics and where competition fits.
- Create the statement of purpose for Games and identify specific goals to meet statement.
- Describe the qualities of a good leader, the Games Director.
- Identify the factors which influence how many committees are needed.
- Create a Games Management Team structure that will meet their needs and that will identify lines of authority and empowerment.
- Create a sample job description for one of the committee members.
- Create a sample Games fact sheet; note specifically who, where, what, why, when and how.
- Develop a Games Management timeline; rank priorities.
- Identify the requirements of an effective meeting and leading an effective meeting.
- Develop a sample budget.
- Describe the policies/procedures of fundraising and how it relates to committees.
- Identify publications needed for the Games and where provided.
- Describe the registration process and develop a registration timeline.
- Identify why people volunteer and what would make them stop.
- Identify factors in the successful screening and recruitment of volunteers.
- Identify the essential knowledge in volunteer orientation, job training and recognition.
- Explain the goals for families and how they can be reached.
- Identify the ingredients that lead to a quality Special Olympics competition.
- Explain the importance of rules and why they are enforced.
- Explain the difference between the Sports Rules Committees and the Games Rules Committee.
- Explain divisioning and describe the factors that guide this process.
- Describe what determines what events will be selected for individual sports and what team sports will be selected.
- Explain staging and what needs to be considered for both individual and team sports.



- Identify the keys to a successful awards ceremony.
- Develop a venue noting site requirements and standards, layout and flow of athletes, volunteers and spectators.
- Describe the specifics of venue services, participant services and committee services.
- Identify Games equipment needs, signage considerations and support considerations.
- Create a risk management plan for medical, safety and security.
- Develop a plan for Opening Ceremonies including time schedule, layout, seating, stage, flow patterns and music.
- Describe appropriate activities for Special Olympics Town, protocol for awards, essential elements of Closing Ceremonies and major areas of responsibility for public relations.
- Explain the importance of a Games Evaluation System and essential components.
- Conduct a competition/Games utilizing information gained from the course.

Suggested Text or Materials

- Special Olympics Games Management Course Participant Workbook
- “Essentials of Special Olympics” video
- Any other Special Olympics or sport video depicting competition
- Official Special Olympics Summer and Winter Rules Books (www.specialolympics.org)
- Unified Sports Handbook (www.specialolympics.org)

Attendance Policy [To be determined by instructor]

Course Assessment	(% of final grade)	Grading Scale
▪ Completion of Games Management Workbook – Open-Book or Take-Home		
▪ Course Assignments		
▪ 10 hours of field experience/ service learning with Special Olympics athletes		

Course Assignments

- Special Olympics North America to request actual hands-on event management experience with local Special Olympics Program as course assessment



Games Management Course Outline – Agenda

Section I: Introduction

- Introduction of Course and Team Building Exercise
- Games Management Cycle
- Mission, Philosophy and Uniqueness of Special Olympics
- Levels of Competition Opportunities; Increasing Sports Opportunities and Benefits

Section II: Purpose and Goals of the Games

- Setting Goals and Objectives; Where to Begin
- Statement of Purpose for the Games and Goals (Exercise # 1) – Concise; Specific; Achievable

Section III: Games Management Director and Team

- The Committee Structure (Exercise #2)
- Qualities of Games Director
- Writing Your Job Description (Exercise #3)

Section IV: Planning

- Developing the Fact Sheet (Exercise #4)
- Games Management Time Line (Exercise #5)
- Budgeting Procedures; Games Budget Worksheet (Exercise #6)
- Developing Your Registration Procedure

Section V: Human Resources

- Volunteer Management Worksheet (Exercise #7)
- Families at Games

Section VI: Competition

- Ingredients that lead to Quality Special Olympics Games
- Divisioning Process; Divisioning Sample (Exercise #8)
- Competition Flow Patterns; Flow Patterns – Select Sport (Exercise #9)
- Non-Competition Flow Patterns

Section VII: Support Services

- Communication Flow
- Equipment Needs (Exercise #10)
- Signage Considerations; Signage Worksheet (Exercise #11)
- Games Services (Safety; Medical; Meals; Transportation; Housing; Security)
- Risk Management Worksheet (Exercise #12)

Section VIII: Ceremonies, Public Relations and Fundraising

- Opening Ceremonies (Exercise #13)
- Keys to Successful Awards and Protocol
- Special Olympics Town; Closing Ceremonies; Public Relations

Section IX: Evaluation and Wrap-up

- Why use a Games Evaluation System
- Wrap-up and Next Steps