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About this Manual

This manual is intended to introduce Special Olympics Programs, clinical directors and others, to the Health Promotion program goals, protocols and strategies, developed to meet the unique needs and interests of Special Olympics athletes. Special Olympics Health focuses its screening, education, referrals, follow-up and other services to help reduce health disparities for people with intellectual disabilities.

In Health Promotion, athletes engage in clinical screenings including body mass index, bone mineral density, blood pressure and a health habits interview. Athletes will be exposed to health education topics including how to maintain a healthy weight, improve bone health, decrease hypertension rates, choose healthy foods to improve nutrient intake, enhance their fitness, the best ways to hydrate, avoiding tobacco exposure, and how to limit the spread of infection through proper handwashing with soap.

The manual is organized into the following seven sections:

I. Overview and Background: This first section provides background information on Special Olympics and the scope and reach of our programs designed to promote athlete health.

II. Health Promotion Logistics: This section covers the Health Promotion Clinical Director’s specific roles and responsibilities before, during, and after an event. Included are the steps, equipment, materials, supplies and other resources needed to conduct the Health Promotion core stations; and other information to help conduct a successful Health Promotion event.

III. Clinical Screenings and Health Habits Interview: This section includes information on the Health Promotion core clinical screening stations, body mass index, bone mineral density and blood pressure. For each, we cover why the screening is important for this population, what equipment and supplies are needed, and finally our protocols to conduct the screening. We cover the Health Habits Interview where you’ll learn why the interview is important, materials used, how the interview is conducted and how it serves as a bridge between the screening and education stations.

IV. Health Education Stations: This section addresses the Health Promotion education stations. In this section – the primary health education topics are discussed, including why the subject is important for Special Olympics athletes as well as the equipment, supplies and education materials needed for each station, examples of interactive experiences to develop skills and improved understanding for each education station.

V. Check-Out: Referrals and follow-up, athlete health goal setting: In this section, you’ll learn more about the clinical screening results thresholds where referrals are required and how referrals are made. We cover ways to help athletes determine a health goal, so athletes leave with knowledge and skills to make healthy decisions beyond the day of the screening.

VI. Volunteer Management: This section includes information on the task undertaken to ensure there is enough volunteer support needed to deliver services at the Health Promotion event. Areas discussed include volunteer recruitment, screening and interviewing, orientation, training, supervision and recognition.

The manual will be a great help as you begin your work as a Health Promotion Clinical Director so use it often and enjoy your new role in Special Olympics Health.
Chapter One:
Special Olympics Health & Health Promotion Overview
What is Special Olympics?
In 1962, Eunice Kennedy Shriver started an innovative summer camp for young people with intellectual disabilities at her home in suburban Washington, D.C. The goal was to allow these young people -- most of whom lived in institutions -- to participate in sports and physical activities. This was a revolutionary idea at the time.

From a backyard summer camp for people with intellectual disabilities to a global movement, Special Olympics has been changing lives and attitudes for more than 50 years.

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. Special Olympics strives to create a better world by fostering the acceptance and inclusion of all people.

Through the power of sports, people with intellectual disabilities discover new strengths and abilities, skills and success. Special Olympic athletes find joy, confidence and fulfillment -- on the playing field and in life. They also inspire people in their communities and elsewhere to open their hearts to a wider world of human talents and potential.

Special Olympics’ reach goes beyond just sports. Our programs are comprehensive and aim to improve health, build community, lead research, change attitudes, impact policy, and build leaders.

Programs such as Unified Sports, Unified Schools, and Young Athletes help to build communities that support athletes on and off the field and to ultimately improve quality of life for individuals with ID worldwide. In this training and manual, you will learn more about Special Olympics Health, and specifically, about Healthy Athletes Health Promotion.

There are about 200 million people with intellectual disabilities around the world. Special Olympics’ goal is to reach out to every one of them -- and their families as well. Special Olympics does this through a wide range of trainings, competitions, health screenings and fund-raising events. Special Olympics also creates opportunities for families, community members, local leaders, businesses, law enforcement, celebrities, dignitaries and others to band together to change attitudes and support athletes.

The Special Olympics Reach Report outlines the scope and global impact of Special Olympics from sports to family leadership activities to health programs. With more than 4.9 million athletes in 172 countries in 32 sports and over a million volunteers, the scope is broad and impact significant. See the latest Reach Report (below) at https://resources.specialolympics.org/planning-and-finance/reach-report
What is Special Olympics Health?

Over the years, Special Olympics got involved in health because many athletes show up to train and compete while in pain, are not able to hear their teammates, have chronic health issues that are undiagnosed, or lack fitness and conditioning knowledge putting them at risk for injury. This is why Special Olympics became interested in athletes’ health.

Special Olympics started collecting data on athletes and their health and have found some astonishing statistics:

- 4 have untreated tooth decay and 1-2 are in need of urgent dental care
- 2 have never had an eye exam
- 4 need a new prescription for glasses
- 2 would fail a hearing test
- 2-3 have low bone density even tough they may look healthy
- 5 will have problems with strength, placing them at risk for injury
- 6 will have problems with flexibility
- 6 are overweight or obese and at risk for chronic health conditions

Through its sports training and competition opportunities, Special Olympics provides a health intervention for people with intellectual disabilities, bringing one of the most sedentary and at-risk populations into an organized program of physical activity. Our array of programs promotes health, wellbeing, and social inclusion.

While sport and physical activity is an important and crucial health intervention, Special Olympics Health goes further by working to create inclusive health for people with ID. Special Olympics Health aims to create inclusive health for people with ID worldwide by training health care providers, partnering to influence change, identifying and building capacity of communities to provide health services for people with ID, and collecting data to impact change.

- Special Olympics has trained more than 260,000 health care professionals and students in over 135 countries. Providers overwhelmingly report that, as a result of the knowledge and skills they gained, they are more likely to provide overall better care for their patients or clients with ID.
- Special Olympics collaborates with non-governmental organizations, ministries of health, universities, professional associations, and other stakeholders to create sustainable health services with trained health workers, policies, programs and laws fully inclusive of people with ID.
- Special Olympics is identifying and working with communities to help build their capacity to create an infrastructure and support system to better meet the needs of individuals with ID.
- The data collected is some of the only health-specific data for people with intellectual disabilities. This data is rich in information to help influence policy changes, academic and medical training, legal protection, and social justice.
Now you know why Special Olympics Health is important. Let’s now learn about its programming areas.

**Five Major Areas of Special Olympics Health Programming**

- **Healthy Athletes:** Healthy Athletes, a Special Olympics program with over 20 years of history, provides screenings, education, and referrals to athletes in eight categories of preventive health: podiatry, physical therapy, health promotion, audiology, sports physicals, vision, emotional wellness, and dentistry. Through Healthy Athletes, health care professionals receive trainings in working with patients with ID.

- **Healthy Communities:** Model program working to ensure year-round access to quality health care and prevention programming through community-based solutions to improve the health status of people with ID.

- **Fitness:** Special Olympics encourages individuals with ID to pursue a life of fitness through physical activity, nutrition, and hydration. Programs and resources for individuals, coaches, families, and communities support healthy habits both within and outside of the sports experience. There are tools and programs that exist within Fitness.

- **Family Health Forums:** Family Health Forums, which are designed to engage families of Special Olympic athletes, offer an environment where parents and caregivers can gain direct access to health information, resources, and support.

- **Inclusive Health Systems:** The Inclusive Health Systems initiative looks through a health systems lens to work to address these disparities on a larger or macro scale. Inclusive health happens when organizations from across health systems have made the necessary adaptations to ensure that all people, regardless of their disability, are included in mainstream health policies and laws, services, training programs, research, and funding streams. The inclusive health effort works at the national level with mainstream organizations to raise awareness of the disparities and provide resources to help organizations begin to take necessary actions to ensure inclusion of people with ID in their existing services, programs, and/or funding streams.

There may be opportunities for you, as a Clinical Director, to take part in each of these five areas, and we encourage you to contact your Special Olympics Program to learn more about what they are doing in each of these areas and how you could be involved. However, since this manual is focused on your role as a Clinical Director for Healthy Athletes in Health Promotion, let us delve into a little more detail on that programming now.

To learn more about what you could do in your own practices and community, check out the Special Olympics Center for Inclusive Health: [https://inclusivehealth.specialolympics.org/](https://inclusivehealth.specialolympics.org/)
What is Healthy Athletes?
The Special Olympics Healthy Athletes program provides free health screenings, health education and referrals in a fun and welcoming environment. The atmosphere helps remove anxiety and hesitation people with intellectual disabilities may experience when faced with a visit to a doctor or dentist. The impact of Healthy Athletes on the health and well-being of our athletes around the world is significant. In some instances, the identification of previously unknown health issues and/or providing health care otherwise unavailable has saved lives. Moreover, Healthy Athletes, in partnership with our athletes, helps to train health care professionals through the volunteer experience. These professionals return to their practices with improved knowledge of and compassion for people with intellectual disabilities. Visit the Special Olympics Health Research website for more information and health screening data.

There are eight disciplines in Healthy Athletes. Information and resources are available for each on the Special Olympics Health Resources website.

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<td>Medfest</td>
<td>Offers the physical screenings that all athletes need prior to participating in Special Olympics sports. In addition to collecting basic self-reported health history, screenings mirror a standard sports physical and include vitals, height and weight, as well as basic vision, cardiac, neurological, and general health assessments.</td>
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<td>Special Olympics Lions Cub International Opening Eyes</td>
<td>Provides free vision assessments, prescription eyewear, sunglasses and sports goggles for Special Olympics athletes. At the end of the 12-step visual exam, a decision is made if new prescription glasses may be helpful. Through the generosity of our corporate sponsors, athletes can choose from a selection of free eyewear and or receive protective prescription sports goggles. Athletes who do not need any corrective lenses receive sunglasses.</td>
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<td>Healthy Hearing</td>
<td>Provides athletes free hearing screenings and other medical services, including ear wax removal, swim molds, hearing aid maintenance and minor repairs</td>
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<td>Special Smiles</td>
<td>Provides athletes comprehensive oral health care information, free dental screenings, and instructions on correct brushing and flossing techniques. Athletes are also provided with preventive supplies, such as toothpaste, toothbrushes and fluoride varnish</td>
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<td>Health Promotion</td>
<td>Focuses on healthy living, healthy lifestyle choices, and nation-specific health issues. In addition to health education activities, it offers screenings for Body Mass Index, Bone Mineral Density, Blood Pressure. Health Promotion goals include encouraging and enhancing healthy behaviors and improving self-efficacy and self-advocacy.</td>
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<td>FUNFitness</td>
<td>Is a physical therapy event that addresses the ongoing health needs of Special Olympics athletes. FUNfitness provides athletes the opportunity to be screened for flexibility of hamstring, calf, shoulder rotator and hip flexor muscles; functional strength of abdominal, lower extremity and upper extremity muscles, static and dynamic balance, and aerobic fitness.</td>
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<td>Strong Minds</td>
<td>Is an interactive learning activity focused on developing adaptive coping skills for maintaining emotional wellness under stress, such as: thinking positive thoughts, releasing stress and connecting with others. Athletes learn about and try a few different active coping strategies as they move through the stations. Before exiting, athletes identify the strategies they like best and volunteers provide them with visual reminders to use these tools in competition and in daily life.</td>
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<td>Fit Feet</td>
<td>Offers podiatric screenings to evaluate ankles, feet, lower extremity biomechanics, and proper shoe and sock gear to athletes. Foot specialists work with athletes to evaluate problems of the feet, ankles and lower extremity biomechanics.</td>
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What is Special Olympics Health Promotion?
Health Promotion is the process of enabling people to increase control over, and to improve, their health. It moves beyond a focus on individual behavior towards a wide range of social and environmental interventions.

Special Olympics Health Promotion’s goal is to improve the quality of life and long-term health of Special Olympics athletes through education on healthy behaviors, screening and medical referrals when appropriate.

Objectives of Health Promotion are to:
1. Deliver screening and referral services
2. Provide health education to encourage and enhance healthy behaviors
3. Reduce risky behaviors
4. Improve self-efficacy and self-advocacy and
5. Increase the investment of health promotion leaders for people with intellectual disabilities.

We encourage clinical directors to be responsive to their community and to develop their own program beyond our core areas. Once a local program provides the core health areas, they are encouraged to add Health Promotion activities needed by their athletes. For example, programs have added stations for such health topics as cardiovascular health, night safety, sleep deprivation, diabetes education, food demonstrations, ask the doctor, nurse or nutritionist, community gardening, and hosting a milk mustache photo booth. Partnering with community based or public health programs can help leverage resources and volunteers to add new topic areas.

This one-page, Health Promotion Fact Sheet (right) includes program highlights and accomplishments.

![Health Promotion event in New Delhi, India. 2018](image-url)
Chapter Two: Health Promotion Logistics & Clinical Director Role
Background Overview

Clinical Directors are the essential member of the Healthy Athletes Health Promotion team. Clinical Directors are responsible for working with their local Special Olympics Program and other volunteer health professionals to coordinate Health Promotion events in their region.

The role of the Clinical Director is exciting and rewarding and involves activities before, during and after the events. We will discuss the Clinical Director’s roles throughout the manual, but Chapter 2 provides:

- an overview of duties before, during and after a Health Promotion event and
- resources and tools to help you deliver a quality Health Promotion event. Remember, each Program manages things a little differently so it will be important to coordinate with your local Special Olympics staff.

Role BEFORE an Event

1. **Schedule a meeting with your local Special Olympics Healthy Athletes (HA) coordinator**

   Identifying and scheduling the best opportunities to offer a Health Promotion event should be a joint effort between the Clinical Director and their local Special Olympics Program. Clinical Directors will determine which screening and education stations to offer and how, based on local needs and available resources.

   Explore the “Questions to ask your HA coordinator” document in the appendix for guidance on the topics and questions for discussion during this meeting.

2. **Recruit and train volunteer health professionals**

   Clinical Directors identify and train health volunteers to work in the specific areas to be offered at Health Promotion, because they know their community and its local health care professionals. See Volunteer management Chapter 7 for more information.

   **Volunteers might include:**
   - Physicians, nurses, dietitians, kinesiologists and other allied health professionals.
   - Medical and allied health professional students
   - Public health educators and students
   - General public for select stations

   **Potential volunteers may come from:**
   - Private practitioners
   - Universities, colleges and schools
   - Health and professional associations
   - Medical facilities
   - Government medical facilities: Military/VA/state/national/local public health agencies

Check out the HP Recruitment templates and promotional video and training video available on the Special Olympics Health Promotion Resources Page to help recruit and train volunteers. (https://resources.specialolympics.org/health/health-promotion)
3. **Contribute to preparation of the Capacity Grant application**

Special Olympics Programs can apply for a grant from Special Olympics International to help offset costs of hosting a Healthy Athlete event. These grants allow Programs to purchase interactive educational materials and tools, athlete giveaways and educational incentives, volunteer recognition items, signage, printed materials and supplies and equipment needed to conduct an impactful Health Promotion program. Clinical Directors should work with their local Program to assure that supplies and equipment needed to deliver the core components of HP are included in the Healthy Athletes’ Capacity Grant application. After the event, the Clinical Director may be requested to assist with post-event reporting, if the Program received a Capacity grant.

Additional grants through Special Olympics International may be available to Programs for ongoing wellness and fitness programming. The Program may also request your assistance to apply for local grants, donations and sponsorships, depending on your interest and availability. These are outside the scope of a Clinical Director, but excellent opportunities.

Review the “**Sub-Award Grant Evaluation Report Template**” document in the appendix to see a sample of the report on which you may be requested to assist regarding HP metrics.

4. **Obtain equipment, supplies and athlete educational incentives**

Needed supplies, equipment and athlete giveaways may be available to Clinical Directors through donations or loans obtained from local sponsors and health service providers. Clinical Directors should work with the local Special Olympics Program staff to determine what equipment and supplies are currently available, what is needed and how to obtain those items needed e.g., donation, purchase, loan.

NOTE: Special Olympics headquarters also will sometimes have supplies available, upon request.

Familiarize yourself with the recommended **Health Promotion Equipment and Supplies List** available in the appendix on the Special Olympics Health Promotion Resources Page ([https://resources.specialolympics.org/health/health-promotion](https://resources.specialolympics.org/health/health-promotion)).

5. **Visit the Healthy Athletes venue and plan the Health Promotion venue layout**

If possible, prior to the event, tour the venue facility to determine details like space, Wi-Fi access, room lighting, number of outlets, wall space for educational posters, and most importantly how you will lay out your venue to optimize athlete flow, safety, and engagement with the athletes. If a visit isn’t possible, try to get photos and dimensions to aid in planning.

Factors that may impact your layout include space, days and hours of the event, anticipated number of athletes and volunteers.

See a **sample layout** available in Chapter 2 appendix or on the Special Olympics Health Promotion Resources Page ([https://resources.specialolympics.org/health/health-promotion](https://resources.specialolympics.org/health/health-promotion)).
Role DURING an Event

1. **Set up and conduct training for volunteers**
   - a. On the day of the event, or sometimes on the day before, the Clinical Director should supervise the set-up of the venue.
   - b. The Clinical Director should ensure that each piece of screening equipment to be used is calibrated and a quality check (QC) completed, either by themselves or a trusted volunteer.
   - c. The Clinical Director should have volunteers check off a sign-in sheet for tracking purposes as well as the Hold Harmless Agreement for Programs in the US and return this to your local Program coordinator.
   - d. Lastly, the Clinical Director should provide a general volunteer training prior to the event, and more specific training of volunteers on the stations at which they will be working. Ensure volunteers are comfortable and competent using the equipment, delivering the educational key messages.  

   Chapter 7 provides checklists for training volunteers prior to the event.

2. **Supervise and ensure volunteer adherence to protocols and quality**
   Throughout the event, it is important that the Clinical Director observe the volunteers as they deliver screening, education, and check-out to confirm that proper protocols are being followed and that referrals are being made according to the standards.

   Use the “Quality Assurance Check-list” to help guide you on the characteristics of a quality Health Promotion Event.

3. **Collect and report data**
   Clinical Directors use Healthy Athletes System (HAS) to document screening data collected during the event. Data is used to assess the health status and needs of individual Special Olympics athletes, and to determine need for health care provider referrals. This data provides Healthy Athletes programs and health entities worldwide with information, to increase awareness, provide preventive and therapeutic health services for people with ID. The Clinical Directors have a critical role to ensure that the data is properly collected and reported.

   Programs can include data entry costs in their Capacity Grants (discussed above) to assist with the data entry, if tablets aren’t used. More details about the HAS system is provided in Chapter 4.

   See Chapter 4 for more information about the Healthy Athlete System and data collection.
Role AFTER an Event

1. **Supervise the clean-up and pack-out**
   The Clinical Director should ensure that all clinical equipment and supplies are in working order, properly calibrated (if needed), packed, and inventoried before being packed for storage or return. If equipment needs to be replaced or repaired, let the HA Coordinator know. Remove and store batteries to prevent corrosion. We recommend that you schedule volunteers to assist with this at the end of the event.

2. **Program evaluation and reporting**
   a. The evaluation process gives Clinical Directors the opportunity to continuously improve and adapt their programs to the address the needs of athletes. Screening data collected at the Healthy Athlete event is entered into the Healthy Athlete System (HAS). This data is summarized and available to Programs and Clinical Directors for their events by request and through a System dashboard. See Chapter 4 for more information about HAS. Use this data to assist with ongoing partnership and sponsorship development, to improve the education stations (e.g., increase focus on particularly high-risk health issues), and to improve the quality of the screenings and referrals.

   As mentioned above, the Clinical Director may be asked to share metrics on volunteer numbers, screening numbers, donations and partnerships for Health Promotion as a part of the post-event report for the HA Capacity Grant. Be sure you have a sign-in sheet or some document where you can easily track volunteer numbers.

3. **Thank volunteers, partners, and colleagues**
   Healthy Athlete events cannot run without volunteers, so think of ways you can help ensure volunteers return to help at subsequent events. Take a moment to thank your volunteers at the start, during, and at the end of the event. Many programs will have the ability to give a t-shirt to their volunteers. Consider providing verbal written thank-you notes and a simple volunteer certificate at the close of the event.

   See Chapter 7, Volunteer Management, for additional information and resources.
1. Questions to ask your Special Olympics Program Health Coordinator
2. Health Promotion section from the Special Olympics Sub-Award Grant Evaluation Report
3. Health Promotion equipment and supply list
4. Health Promotion sample venue layout
5. Health Promotion quality assurance checklist
After you complete the required Train-the-Trainer (TTT) program, the Program will be notified that you have completed the training. It is important to re-introduce yourself after the TTT and if possible, arrange to meet your Program’s Health Coordinator in person or by phone.

Review your Program’s website and familiarize yourself with their activities, scope and initiatives prior to your meeting. Share an overview of HP-CD TTT program with coordinator when you meet.

**General questions to ask** *(may also be provided in a Program Profile sheet, in some cases)*

- What disciplines are offered through your HA program? Is it customary or possible to arrange a meeting or call with the other clinical directors, to discuss cross-disciplinary planning prior to the event?
- Ask to see a copy of the athlete consent to participate in HA and to appear in event photos.
- How is communication handled: by email, phone, in person, face to face meetings?
- What is process is followed for referring athletes to post-event follow-up care? How is referral follow-up tracked after an event?
- Will the program apply for an SOI Capacity Grant? How can you help with the equipment & supplies request?
- When planning for a specific event:
  - How many athletes are expected to attend? What age range?
  - Clarify the space and venue for the event and draft a layout.
  - Discuss electricity needs, the possibility of running water for handwashing education and the space needed for the stations you plan to offer.
  - Consider athlete flow, wait areas, planned stations, check-in & check-out when drafting venue layout.
  - How is your travel arranged for out of town HA events?

**Equipment and supplies issues** - Share a copy of [HP Equipment and Supplies List](#) with your Program.

*General*

- Using the list, ask what equipment and supplies your program has in stock. Where are items kept?
- What needs to be borrowed, requested from SOI, or purchased before the event? Who makes those requests – the coordinator or you?
- How are these items delivered to the Healthy Athletes event location?
- How will necessary documents be printed? Who is responsible?

**Donations or borrowing equipment**

- What’s the process for requesting donations?
- Who sends thank you letters for donations?

**Consider screening equipment that may be available locally or from SOI**

- Body Mass Index stadiometers, scales from public health departments, clinics or university or colleges
- Bone Mineral Density: Sahara or other approved equipment from SOI, medical equipment distributors, medical clinics, pharmacies, fitness gyms, university or colleges
- Blood Pressure monitors: public health departments, clinics, universities or colleges

**Consider Education Station Incentives or educational reminders that might be available locally or through donation**

- **Nutrition:** Fresh or dried fruits and vegetables, healthy snacks.
- **Bone Health:** String cheese, unsweetened fat-free (light) yogurt, small cartons of Fairlife or other brands of skim or low-fat milk
- **Hydration:** Water dispensers and paper cups, or bottled water.
- **Sun Safety:** Sunscreen, SPF lip balm, and Solar Bracelets (check with SOI), hats with brims, UV protective sunglasses (not for world or national games due to sponsorship issues)
- **Physical Activity:** stretch bands, dance CD’s, frisbees, jump-ropes, weighted hula-hoops
- **Tobacco avoidance:** Build on your local health department campaign, avoidance and quit materials
- **Handwashing:** small bars of soap

Resources for athlete educational incentives and thank-you gifts: Discount stores, dollar stores, online suppliers (Amazon, Alibaba) or local stores (e.g., grocery).
Questions specific to volunteers

Recruiting Volunteers

- Where will you recruit volunteers from? How many do you need, based on days and hours of HA event?
- Does the Program have existing recruitment materials and partner organizations? How can you use your professional network to determine who can help you recruit?
- Does the Program maintain a list of previous Health Promotion volunteers?
- How do volunteers register?
- Can athletes be incorporated into the Health Promotion event as peer educators or in other ways?

Training volunteers (additional details on volunteer training included in Chapter 7)

- Are volunteers trained in advance of the event or day of the event? If you will have training on the day of the event, where will it be provided?
- What types of volunteers do you have available, for example, clinical, general, experienced volunteers, students? Will you have the volunteers with the type of expertise you need?
- What should the volunteers wear? Will they be given a volunteer t-shirt? If a volunteer leaves, and another arrives, who teaches the new person?

Scheduling & supervising volunteers

- Are there written expectations for scheduling and overseeing volunteers from the Program?

Considerations before, during and after the HP event: The Clinical Directors role is to manage volunteers and the overall venue rather than to staff individual stations. You will be needed to trouble-shoot, answer questions and solve issues as they arise to ensure the full event is running smoothly.

Before and During Event:

- What time is the venue set-up scheduled? Are there general volunteers scheduled to assist with set-up?
- How will you obtain the names and cell phone numbers of “who to call if…” e.g., medical operations for high BP, security issues, lunch issues, etc.?
- What is the plan to keep the venue neat and tidy? If it is a multi-day event, where are supplies and equipment stored overnight?
- Where will emergency medical services be located?
- Who will take and share photos of each station, athletes in the venue and athlete souvenir photos? Ask about local Program policy about gaining permission to use athlete images.
- Complete the Health Promotion Quality Assurance checklist and share with HA Coordinator and fellow Health Promotion clinical directors after the event?

After Event:

• How are completed HAS Forms passed along to the Program for referral follow-up and data entry?
• Does the Program have an overall plan for volunteer appreciation? Certificates or small token of appreciation?
• What is the preferred process to inventory remaining supplies, and how will items be stored?
  o Create list of items needed for the next event including clinic supplies, educational materials, athlete incentives, forms. Identify broken or damaged equipment or depleted supplies; store supplies by station in labeled clear plastic bins; remove batteries and re-package equipment
• Who is responsible for returning borrowed equipment (e.g. bone density machine, scales and stadiometers, blood pressure equipment), if applicable?
• How will CD’s debrief?
  o Use the Quality Assurance checklist to debrief interested Program staff, volunteers and others, during a discipline specific de-briefing call after the event.
  o Create notes about what went well. Where can you improve your volunteer training, station activities, athlete flow, participation rates, etc.? What would you like to change at your next event? Request feedback from Healthy Athletes Coordinator on how s/he feels the event went.
• How are photos and human-interest stories about your athletes (including names and contact information) shared with local Program staff and the Manager for Health Promotion at SOI?
You will need to capture this information to share with your Special Olympics Program for their evaluation and financial report to Special Olympics Inc., if they received a Capacity Grant:

**Health Promotion Clinical Director**

<table>
<thead>
<tr>
<th>First time you’ve held this discipline for your Program?</th>
<th>Yes</th>
<th>No</th>
<th>First time you’ve held this discipline in this location?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of athletes screened, ages 8+:</td>
<td></td>
<td></td>
<td>Number of Young Athletes screened &lt; age 8:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of referrals made:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Volunteers (enter numbers below)**

<table>
<thead>
<tr>
<th>Dietitian/Nutritionist</th>
<th>Other health professional, specify:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physician</td>
<td>Students-public health, nutrition, nursing, etc.</td>
</tr>
<tr>
<td>Nurse</td>
<td>Students-general</td>
</tr>
<tr>
<td>Public Health Educator</td>
<td>Non-Clinical volunteers</td>
</tr>
</tbody>
</table>

Did you have enough volunteers? ☐ Yes ☐ No If no, please explain:

Did you have enough equipment and supplies? ☐ Yes ☐ No If no, please explain:

After this Healthy Athletes event, what did/will you do to help connect athletes with follow-up care? (check all that apply for each Healthy Athletes discipline)

<table>
<thead>
<tr>
<th>Contact caregivers about screening results</th>
<th>Recommend specific doctors or provide list of possible doctors</th>
<th>Have formal or informal community partnerships to provide free or reduced cost follow-up services (if yes, please provide the name(s) of your partner(s))</th>
<th>Other (please specify)</th>
</tr>
</thead>
<tbody>
<tr>
<td>in person</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>by phone</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>by e-mail</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Health Promotion ☐ ☐ ☐ ☐ ☐ ☐ 

*Evaluation Report Questions related to Health Promotion as of April 2020*
## CHAPTER 2 - APPENDIX 3: Health Promotion Equipment and Supplies List – April 2020

Use this list to calculate your supplies cost for your discipline. Unused, non-disposable items should be collected at the end of the event and stored under lock and key to support future events. When filling this information out for future events, conduct an inventory to determine what items you will or will need to obtain for your next event. Contact [Health Promotion Manager for additional guidance](#).

<table>
<thead>
<tr>
<th>Standard Supply Item</th>
<th>Example Picture</th>
<th>Recommendations/ Comments</th>
<th>Quantity Advised Per Training Manual</th>
<th>Available From</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Printed Materials</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choose-to- Change Cards</td>
<td><img src="#" alt="Example Picture" /></td>
<td>To have athletes select 1-2 cards at Check-Out. Available in multiple languages. <strong>Print in color on cardstock</strong></td>
<td>Based on number of athletes expected</td>
<td>SOI Health Promotion Resources website Print Locally</td>
<td>varies</td>
</tr>
<tr>
<td>Athlete Health Report (screening results)</td>
<td><img src="#" alt="Example Picture" /></td>
<td>Volunteers transfer screening data to this form so athletes can take home. <strong>Print in color</strong></td>
<td>1 per athlete</td>
<td>SOI Health Promotion Resources website Print Locally</td>
<td>varies</td>
</tr>
<tr>
<td>Athlete Health Report Screeners Tool</td>
<td><img src="#" alt="Example Picture" /></td>
<td>This is a resource to guide the volunteer in completing the Health Report and providing proper referrals. <strong>Print in color</strong></td>
<td>1 per check-out station volunteer</td>
<td>SOI Health Promotion Resources website Print Locally</td>
<td>varies</td>
</tr>
<tr>
<td>Screening Referral Guides (3 Total)</td>
<td><img src="#" alt="Example Picture" /></td>
<td>Print each in color, double-sided and then put in plastic sleeves and into binder or folder for each volunteer at Check-out &amp; relevant screening station</td>
<td>1 per station and check-out volunteer</td>
<td>SOI Health Promotion Resources website Print Locally</td>
<td>varies</td>
</tr>
<tr>
<td>HAS Form (if not using tablets)</td>
<td><img src="#" alt="Example Picture" /></td>
<td>HAS Form is designed to capture all the screening data of the athlete.</td>
<td>1 per athlete</td>
<td>SOI Health Promotion Resources website Print Locally</td>
<td>varies</td>
</tr>
<tr>
<td>SOI Education Station Posters (6 total)</td>
<td><img src="#" alt="Example Picture" /></td>
<td>Horizontal and vertical versions of the posters. They serve as a guide for volunteers on key messages to cover with athletes.</td>
<td>1 per education station</td>
<td>SOI Health Promotion Resources website Print Locally</td>
<td>varies</td>
</tr>
<tr>
<td>Health Habits Photo Guide</td>
<td><img src="#" alt="Example Picture" /></td>
<td>This template is designed to be customized for your local region/country and to help guide the healthy habits interview.</td>
<td>1 per health habits station</td>
<td>SOI Health Promotion Resources website Print Locally</td>
<td>varies</td>
</tr>
<tr>
<td>Item</td>
<td>Description</td>
<td>Cost</td>
<td>Contact</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
<td>--------</td>
<td>---------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stadiometer</td>
<td>Portable adult/infant measuring unit; approximately $195 for plastic stadiometer or $400 for wooden. &lt;br&gt;Do not use a stadiometer attached to a scale</td>
<td>$200-$400.00</td>
<td><a href="#">Health Promotion Manager</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Digital scale</td>
<td>Recommend: Tanita WB-800AS digital--approximately US$425 or SECA 869, approximately US$375. &lt;br&gt;Select scale that weighs up to a minimum of 400 lbs &amp; can be calibrated. Not on wheels.</td>
<td>~$400</td>
<td><a href="#">Health Promotion Manager</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Body Mass Index Wheels adult</td>
<td>Use to determine athlete BMI for athletes 20 years of age and older</td>
<td>$5</td>
<td><a href="#">Health Promotion Manager</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Body Mass Index Wheels pediatric</td>
<td>Use EZ Plot Pediatric BMI Wheel to determine BMI for athletes up to age 20.</td>
<td>US$4.90</td>
<td><a href="#">Health Promotion Manager</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blood pressure kits and cuffs <em>Be sure to have batteries</em></td>
<td>Be sure to have all the proper cuff sizes: Adult, extra-large &amp; pediatric cuffs. &lt;br&gt;Also suggest having at least one manual BP cuff and kit.</td>
<td>varied</td>
<td><a href="#">Health Promotion Manager</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bone density machine</td>
<td>Three Bone Density Machines have been approved by SOI: &lt;br&gt;1. Hologic Sahara &lt;br&gt;2. OsteoSys 3000 &lt;br&gt;3. GE Achilles Express</td>
<td>$7000 purchase or ~$150 return shipping if borrowed</td>
<td><a href="#">Health Promotion Manager</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bone density clinic supplies</td>
<td>Se sure to have the proper supplies for the machine you will be using. &lt;br&gt;This includes: 1. Transducer Gel/Alcohol 2. Foot sheets 3. Cleansing wipes</td>
<td>estimate .50 per person tested</td>
<td><a href="#">Health Promotion Manager</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Screening Station Supplies**<br>Select Supplies available for US programs through Henry Schein partnership. Contact [Health Promotion Manager](#).
<table>
<thead>
<tr>
<th>Small Posters/ displays</th>
<th>Nutrition education, Food pyramid, health promotion posters and materials, include hand washing, food safety, smoking cessation</th>
<th>depends on number of stations</th>
<th>Explore USDA-my plate, CDC- nutrition &amp; physical activity web sites or check with your local health departments or ministries of health</th>
<th>many free downloads</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOI Education Station Posters</td>
<td>Horizontal and vertical versions of the posters. They serve as a guide for volunteers on key messages to cover with athletes.</td>
<td>1 per education station</td>
<td>SOI Health Promotion Resources website</td>
<td>varies</td>
</tr>
<tr>
<td>Food Models – Plastic or real</td>
<td>Use for interactive nutrition education. Use fake food, fresh food or food pictures as a substitute. Avoid brand names, when able</td>
<td>Include items from all food groups: dairy, grains, f &amp; v, meats, legumes, etc.</td>
<td><a href="http://www.enasco.com/product/WA29168HR">http://www.enasco.com/product/WA29168HR</a> or <a href="https://www.healthedco.com/79716-Foods-Deluxe-Starter-Package-57">https://www.healthedco.com/79716-Foods-Deluxe-Starter-Package-57</a> check Amazon “food replicas”</td>
<td>$395 (includes 42 food items)</td>
</tr>
<tr>
<td>Prize Wheel or some interactive game</td>
<td>Use for interactive education in several areas, hand washing, physical activity, nutrition</td>
<td>1 or more</td>
<td>Amazon</td>
<td>$69-$100, varies</td>
</tr>
<tr>
<td>Inflatable cows (or something to attract attention)</td>
<td>Use to promote dairy products and to attract attention to the HP venue. These are reusable and can be inflated with a hand pump.</td>
<td>1</td>
<td>Amazon – Cow Balloon Amazon – Inflatable Cow Amazon – Small Inflatable Cows</td>
<td>Varies</td>
</tr>
<tr>
<td>Foam Skeleton Floor Puzzle</td>
<td>Interactive teaching tool to engage athletes in thinking about their skeleton and how to keep their bones healthy.</td>
<td>1</td>
<td>For example, Amazon.</td>
<td>$29</td>
</tr>
<tr>
<td>Got Milk? / Milk Life photo backdrop banners and posters</td>
<td>Dairy Council has provided a limited number of banners and posters which can be obtained from SOI by US programs.</td>
<td>As needed</td>
<td>Contact Health Promotion Manager (for US programs)</td>
<td>No cost if ordered through your local Dairy Council</td>
</tr>
<tr>
<td>Cambro Handwashing Station (If you don’t have access to sinks)</td>
<td>4.75 Gallon Container Insulated Beverage Dispenser plus Cambro HWAPR Black Hand Washing Station</td>
<td>1</td>
<td>Cambro or Amazon</td>
<td>$110-$130+ shipping</td>
</tr>
<tr>
<td>Soap and Paper Towels</td>
<td>For use at the handwashing station.</td>
<td>Dependent on the # of athletes</td>
<td>Local store</td>
<td>varies</td>
</tr>
</tbody>
</table>
| Athlete Educational Giveaway Items.  
These are examples. Work with local companies to see what you might be able to get donated. |
|-----------------------------------------------|
| Water (Bottled or via dispensers and cups)    | Important teaching tool for hydration, nutrition, physical activity and/or sun safety stations. A water dispenser is longer lasting and reduces waste. | 1 per athlete  
Funds can be included in capacity grant for 50% of anticipated athlete in attendance | local grocer | donation |
| Fresh Fruit and Vegetables                  | Represent local food preferences, small colorful, not requiring preparation | 1 per athlete  
Funds can be included in capacity grant for 50% of anticipated athlete in attendance | local grocer | variety |
| Dairy products (e.g. lite yogurt and string cheese) | Have a bin of ice for yogurt, plus plastic spoons. | 1 per athlete. | local grocer | variety of sugar free, low-fat or fat-free options |
| Lip Balm                                       | For distribution at Sun Safety or Check-out stations. | 1 per athlete | US Programs may request through online form, if available or order online. | varies |
| Solar Bracelets                                | For distribution at Sun Safety or Check-out stations. | 1 per athlete  
Funds can be included in capacity grant for 50% of anticipated athlete attendance | US Programs may request through online form, if available or order online: CustomOnit | ~$0.60 each |
| Travel Size Sun Screen (30 SPF+)              | For distribution at Sun Safety or Check-out stations. | 1 per athlete | Try to get donated. | varies |
| Bars of soap                                   | For distribution at Handwashing station | 1 per athlete | Try to get donated. | varies |
## General Supplies

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Quantity</th>
<th>Price Range</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Banners - Health Promotion and Station Signs</strong></td>
<td>Use for first time Health Promotion event. SOI will provide 2 HP banners per program for US/Canada programs. Order from SOI.</td>
<td>2</td>
<td></td>
<td>For First time US-Canada Programs: Contact Health Promotion Manager International Programs (or programs who need replacement banners) can access the files on the HP Resources Website. Banners for individual stations are also available on the HP Resources Website.</td>
</tr>
<tr>
<td><strong>Plastic baskets</strong></td>
<td>Use to consolidate forms, giveaways and other materials. Helps keep HP venue tidy and organized.</td>
<td>4 per station check-in &amp; check-out station. May also need for other stations.</td>
<td>Dollar store</td>
<td>~$1-$5 each</td>
</tr>
<tr>
<td><strong>Colorful tablecloths</strong></td>
<td>Fabric or plastic tablecloths to brighten look of venue, design can be station specific, solid colors nice if table filled with &quot;busy&quot; items</td>
<td>1 per station</td>
<td>Local</td>
<td>varies</td>
</tr>
<tr>
<td><strong>Fruit &amp; Vegetable Balloons</strong></td>
<td>Attract attention to the venue and promote HP themes with reusable floating mylar balloons. Have a &quot;party&quot; size tank of helium or hand pumps will work.</td>
<td>mixed set of fruits and vegetables</td>
<td>nutritioneducationstore.com or Amazon.com</td>
<td>Varies</td>
</tr>
<tr>
<td><strong>Retractable banner stands or freestanding frame easels</strong></td>
<td>Poster can be easily displayed. Pull the banner up from the bottom of the unit and attach the top bar to the back pole. Freestanding frame easels support large poster boards.</td>
<td>as needed, if you can’t put posters on walls/tables</td>
<td>Check Amazon and office supply sites</td>
<td>varies</td>
</tr>
<tr>
<td><strong>Office Supplies – Pens, pencils, clipboards, stapler, tape, rope, zip ties, scissors, etc.</strong></td>
<td>Suggest having a kit with all your office supplies that you can use for each event.</td>
<td>1 set of supplies</td>
<td>Local Store</td>
<td>Varies</td>
</tr>
<tr>
<td><strong>Clear Plastic Storage Bins</strong></td>
<td>To store general supplies below</td>
<td>Label bins to store supplies &amp; small equipment for stations</td>
<td>Check Amazon and home supply stores</td>
<td>varies</td>
</tr>
<tr>
<td><strong>Vinyl three ring binders</strong></td>
<td>Use to assemble reference materials, FAQ sheets, screener’s guides for Check-out station.</td>
<td>One per station</td>
<td>Check Amazon and office supply stores</td>
<td>varies</td>
</tr>
<tr>
<td><strong>Trash Bags, Cleaning Supplies</strong></td>
<td>Clean-up and for waste at stations</td>
<td>2 dozen (per 500 athletes)</td>
<td>Local</td>
<td>varies</td>
</tr>
</tbody>
</table>
Local programs will need purchase disposable supplies to perform bone density tests for athletes. The minimum order for Sahara supplies is $100. What follows is a list of necessary supplies for the Sahara. If using another machine you will need similar supplies, but will have to order through manufacturer. For a current supply list and ordering information call Hologic 1-800-321-4659.

<table>
<thead>
<tr>
<th>Item</th>
<th>Purpose</th>
<th>Estimated need</th>
<th>Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foot sheets</td>
<td>Infection control</td>
<td>1 sheet per athlete</td>
<td>Through Hologic – US$0.10 each (500 per box)</td>
</tr>
<tr>
<td>Coupling gel</td>
<td>Transmits sound waves</td>
<td>1 tube per 50 tests (2 heels)</td>
<td>Through Hologic – US$6 per tube</td>
</tr>
<tr>
<td>Printer tape</td>
<td>Print QC results</td>
<td>1 roll per 100 tests</td>
<td>Through Hologic – US$4 per roll</td>
</tr>
<tr>
<td>Kim wipes</td>
<td>Clean transducers</td>
<td>1 box per machine</td>
<td>Through Hologic - US$2 per box from Amazon</td>
</tr>
<tr>
<td>Baby Fresh Wipes</td>
<td>Clean outside of machine</td>
<td>1 small box per event</td>
<td>Buy locally</td>
</tr>
<tr>
<td>Kleenex</td>
<td>Wipe heels</td>
<td>1 per machine</td>
<td>Buy locally</td>
</tr>
<tr>
<td>Surge Protector</td>
<td>Protect in power outage</td>
<td>1</td>
<td>Buy locally</td>
</tr>
</tbody>
</table>
Check In Station

BMI - Height and Weight Screening Station
Must be on hard wood

Chairs to take off and put on shoes

Bone Density Screening Station
Must be on hardwood

Check Out Station – Counseling and HAS Form

Entrance

Exit

Sun Safety Station

Physical Activity Station
(need space to move around)

Tobacco Avoidance Education Station

Handwashing Station

BP Screening Station

Bone Education

Health Habits Survey

Nutrition Education Station

Education Station

Hydration Station

Key: = Table , , = screener chair , = athlete chair
## Program Name: ________________________________  Date of Review: ________________________________

## Event Location (City, State): ________________________________  Time of Review: ________________________________

### Reviewer:

#### QUALITY ASSURANCE CHECK LIST

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>YES</th>
<th>NO</th>
<th>NOT APPLICABLE</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SET-UP</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Signage is present and easy to follow (in appropriate languages) for athlete/coach to navigate the venue</td>
<td>Reviewer has observed item from checklist and verifies standards are met.</td>
<td>Reviewer has observed item from checklist and verifies standards are not met. Please provide comments.</td>
<td>Reviewer was not able to evaluate item from checklist. Please provide comments.</td>
<td></td>
</tr>
<tr>
<td>Banners have appropriate logos (e.g., Golisano and, if in US, CDC)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Location of event is appropriate (i.e., in a large enough space with room to move and for all stations; relatively near other athlete activities; immovable furniture isn’t in the way)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Venue is safe, clean and of a reasonable temperature and air flow. Is devoid of undue noise.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Venue is inviting and fun (e.g., colorful and volunteers are engaging and smiling).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electricity available for equipment, if needed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design of flow is efficient with steady flow of athletes (recommended flow in HP Manual)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Waiting areas are present for athletes, coaches, and family members</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACTIVITY</td>
<td>YES</td>
<td>NO</td>
<td>NOT APPLICABLE</td>
<td>COMMENTS</td>
</tr>
<tr>
<td>----------</td>
<td>-----</td>
<td>----</td>
<td>----------------</td>
<td>----------</td>
</tr>
<tr>
<td><strong>VOLUNTEERS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training session conducted for all volunteers prior to the event (note in comments if training done on site or in advance)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trained Clinical Director is present and provides on-site supervision</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volunteers are wearing HA or volunteer shirt featuring correct branding</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volunteers are wearing name tag or credential</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A few general volunteers dedicated to “directing traffic”</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volunteers have completed appropriate sign-up and hold harmless forms</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adequate number of clinical volunteers for screening and Check-Out stations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adequate number of general volunteers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate scheduling of volunteers (i.e., staggering breaks/lunches; shifts during longer events)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Healthy snacks, meals and water are available for volunteers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>STATIONS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adequate number of exam stations, overall.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All educational messaging is clear and easy to understand, and appropriate for athletes. If not, indicate what materials/stations need improvement in comments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Check-In</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Body Mass Index Station -BMI</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Athletes are weighed and measured without shoes and following proper method (from height/weight poster)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Used a professional grade scale (that can be zeroed; weighs up to 400lbs; is in .01kg/1/4 lbs increments)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Appropriate height measuring device per HP manual (in comments, indicate if a standalone stadiometer or a measuring tape affixed to a wall with right-angle headboard is used)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Scales and stadiometers are used on a hard surface</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACTIVITY</td>
<td>YES</td>
<td>NO</td>
<td>NOT APPLICABLE</td>
<td>COMMENTS</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-----</td>
<td>----</td>
<td>----------------</td>
<td>----------</td>
</tr>
<tr>
<td>Blood Pressure Station</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Has the three required a variety of cuff sizes (regular, pediatric/small, X large)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Athletes with BP higher than 160/100 are referred to event (emergency) medical services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bone Mineral Density Station - BMD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Uses a Hologic Sahara machine or other SOI approved BMD device.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Only does BMD exams on athletes 20 years old. Displays poster stating the same.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• BMD screening area is kept clean with trash in receptacle, clinic supplies and teaching props neatly displayed, machines kept free of dirt and debris.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Habits Survey Station</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Health Habits Interview was done at a standalone station.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Health Habits survey questions were asked at the education stations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Uses the Health Habits picture template or some visual cues for interview.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education Stations (please note if the station is present and use comments to indicate if the station is combined with any other stations or is standalone)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Nutrition and Healthy Eating</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Bone Health</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Hydration</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Physical Activity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Tobacco Cessation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Handwashing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Add additional stations provided</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Check-Out Station</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Athlete selects a Choose to Change card based on interests and goal.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• HP Athlete Health Report is used</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• HAS form is collected from each athlete</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Athlete receives information on screening results, and referral information when indicated.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACTIVITY &amp; SUPPLIES</td>
<td>YES</td>
<td>NO</td>
<td>NOT APPLICABLE</td>
<td>COMMENTS</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----</td>
<td>----</td>
<td>----------------</td>
<td>----------</td>
</tr>
<tr>
<td>Adequate supply of HAS forms or tablets are available for the screenings.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HP Education posters are displayed for each offered station.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adequate supply of Check-Out materials (i.e., notebooks with reference materials, Choose to Change cards and Athlete Health Report)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Referral list of community-based preventive health services available for athletes if this is a local rather than state event.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enough giveaways are present for all athletes and they are of a reasonable quality</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Necessary equipment is available and working properly</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment arrived on time for setup.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sufficient screening supplies for the number of athletes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SANITATION &amp; UNIVERSAL PRECAUTIONS</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of gloves, and/or hand washing gel, if necessary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disinfecting wipes used to clean equipment and surfaces</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trash baskets are available for stations and trash is disposed properly (smaller than 33-gallon size)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall venue and individual stations are kept neat and tidy.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HEALTH PROMOTION SPECIALIST SECTION (only if HP clinician is using QA Checklist)</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Screening results are consistent with final referral recommendation (e.g., referrals are being made when needed)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emergency athlete issues (i.e., BP) addressed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other Notes or Observations:

_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________

Chapter 2: Health Promotion Logistics and Clinical Director Role
Chapter Three: Clinical Screening Stations
Body Mass Index (BMI) Screening Station

**Background Information**
Special Olympics Health Promotion conducts height and weight measurements, calculates the athlete’s Body Mass Index (BMI) or BMI percentile for athletes under 20 years of age, provides education about healthy weight and refers athlete for additional nutrition/medical follow-up based on Body Mass Index. The Body Mass Index is a simple index of weight for height that is commonly used to classify underweight, overweight and obesity.

Body Mass Index is a screening tool, not a diagnostic tool. Body Mass Index screening helps predict risk of diabetes, arthritis, some cancers, and chronic disease. Body Mass Index is also used as a screening tool for body fatness. It is a tool to gather information in order to later ask questions, make a referral, and provide a baseline.

There are three key areas to ensure accurate measurements for athlete screening. These are
1. Athlete and equipment preparation
2. Athlete placement and measurement
3. Reading and recording measurement

**Equipment and Tools**
For the Body Mass Index station, you will need a professional medical scale and stadiometer to measure, tools such as a Body Mass Index wheel, smart phone app, on-line calculators to quickly and accurately calculate Body Mass Index and determine whether the athlete is in a healthy range or not.

**Scale and Stadiometer Requirements**

<table>
<thead>
<tr>
<th>Scale Requirements (weight measurement):</th>
<th>Stadiometer Requirements (height measurement):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional quality electronic digital or beam balance scale (Grade III scale)</td>
<td>Portable stadiometer or one that is firmly mounted on a stable wall and includes:</td>
</tr>
<tr>
<td>Weighs in 0.1 kg (100 gm) or 1/4 lb increments</td>
<td>• A vertical board with an attached English/metric rule</td>
</tr>
<tr>
<td>Weight can be ‘locked’ in</td>
<td>• An easily moveable horizontal headboard that can be brought into contact with the top part of the head</td>
</tr>
<tr>
<td>Weight is read at ‘eye level’ of measurer</td>
<td>• A wide and stable platform or firm uncarpeted floor as the base</td>
</tr>
<tr>
<td>Stable weighing platform- a platform large enough to support the individual being weighed</td>
<td>• Firmly mounted on a stable wall</td>
</tr>
<tr>
<td>Can be easily ‘zeroed’</td>
<td>• Easily read, stable tape or digital readout in 0.1cm or 1/8-inch increments</td>
</tr>
<tr>
<td>Can be validated</td>
<td><strong>The measuring rod attached to a scale or a tape affixed to the wall should not be used to measure height, as they can be</strong></td>
</tr>
<tr>
<td>No stature device attached</td>
<td></td>
</tr>
<tr>
<td>No wheels on scale</td>
<td></td>
</tr>
</tbody>
</table>
• Do not use spring balance and home use scales, as they can be inaccurate which will lead to an inaccurate Body Mass Index score.

See HP Logistics and Administrative Topics (Equipment and Supplies List – Chapter 2) for information on ordering approved scales and stadiometers. One of each can be purchased with Special Olympics Healthy Athletes capacity grant or through local grants and partnerships.

**Body Mass Index Tools**

**Tools include a Body Mass Index Wheel, smart phone application, online calculator or growth charts**

See “How to Calculate BMI section” for specifications and resources for Body Mass Index Tools.

<table>
<thead>
<tr>
<th>Type</th>
<th>Adult BMI Tools</th>
<th>Pediatric BMI Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Body Mass Index Wheel</strong></td>
<td><img src="https://via.placeholder.com/150" alt="Image" /></td>
<td><img src="https://via.placeholder.com/150" alt="Image" /></td>
</tr>
<tr>
<td>There are a number of different BMI Wheels available for purchase, it is important that you select one that represents the unit of measurement (Metric vs Imperial) you use. For pediatric athletes, be sure to have a wheel or app that can calculate Body Mass Index percentiles, and the weight and height numbers represent children, not adults. Not all Body Mass Index wheels have this feature.</td>
<td>• Imperial (English) Wheel - Adult&lt;br&gt;• Metric BMI Wheel - Adult</td>
<td>• Imperial (English) Wheel - Pediatric&lt;br&gt;• Metric and English Wheel - Pediatric&lt;br&gt;• FANTA BMI Wheel - Pediatric (only up to 18)</td>
</tr>
</tbody>
</table>

**Smart Phone Application and Online BMI Calculators**

There are a number of smart phone and online Body Mass Index calculators. Using these will result in an accurate BMI determination.

<table>
<thead>
<tr>
<th>Type</th>
<th>Adult BMI Tools</th>
<th>Pediatric BMI Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Smart Phone Application and Online BMI Calculators</strong></td>
<td><img src="https://via.placeholder.com/150" alt="Image" /></td>
<td><img src="https://via.placeholder.com/150" alt="Image" /></td>
</tr>
<tr>
<td>There are a number of smart phone and online Body Mass Index calculators. Using these will result in an accurate BMI determination.</td>
<td>• US Centers for Disease Control (online tool)</td>
<td>• Pedi Quik Calc (app - iOS)&lt;br&gt;• Anthro Calc (app - Android)&lt;br&gt;• US Centers for Disease Control Pediatric BMI (online tool)</td>
</tr>
</tbody>
</table>

**BMI Charts**

<table>
<thead>
<tr>
<th>Type</th>
<th>Adult BMI Tools</th>
<th>Pediatric BMI Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BMI Charts</strong></td>
<td><img src="https://via.placeholder.com/150" alt="Image" /></td>
<td><img src="https://via.placeholder.com/150" alt="Image" /></td>
</tr>
<tr>
<td>Adult Chart</td>
<td>• See Appendix&lt;br&gt;</td>
<td>Pediatric Chart&lt;br&gt; • Boys – see Appendix&lt;br&gt; • Girls – see Appendix</td>
</tr>
</tbody>
</table>

**Station Layout – Body Mass Index:**

Based on the number of athletes expected, number of volunteers, and the length of your event, your layout may change, but you will need to have a scale and stadiometer for each BMI station. **The scale and stadiometer should be on an even, hard floor surface (not on carpet/grass)** and you will need chairs/bench for athlete to take off and put on their shoes. You should also have the height and weight measurement technique posters displayed or available to the volunteers.
How to Measure – Body Mass Index:

To prepare for individual measurements, always be sensitive to the athlete’s privacy. Record the measurement on the form/tablet without commenting out loud or calling attention to negative results. Feel free to share the information with the athlete.

Athlete Preparation
Greet the athlete and introduce yourself. Explain to the athlete what is going to happen and the purpose of the height and weight screening.

Request that athletes remove shoes, boots, caps, sports packs, jacket, hair accessories, phones, medals and other bulky items that interfere with measurement. The Body Mass Index Screening area should have chairs where athletes can sit remove these items and be ready for their height and weight measurements.

Athlete Placement and Measurement - Height

1. **Step 1-Athlete placement on stadiometer**- Have the athlete stand with his/her back against the measuring surface. The feet should be flat on the floor or foot piece, with both heels comfortably together and touching the base of the vertical board. When possible, the top of the head, shoulder blades, buttocks, and heels should touch the measuring surface.

2. **Step 2-Measure athlete**- With the athlete looking straight ahead; slide the headboard firmly down to the top of the head compressing the hair. Be sure that the headboard is level and at right angles to the tape.

* A stool may be needed by the volunteer to read the height if the athlete is taller than the volunteer is.

Read and Record - Height

With your eyes level to the Measurement indicator (arrow) of the headboard, read the height to the nearest 0.1cm or 1/8-inch* and record the measurement on the athlete’s HAS form or tablet.

Use the “Height Measurement Technique Poster” document in the appendix to help train and remind your volunteers of proper protocol for measuring height.
**Equipment Preparation - Weight**

**Balance** the scale at zero before weighing each athlete.

- **Digital scales**: push the button to zero the scale if it does not self-zero.
- **Beam balance**: move both weights left to zero before each use. If the scale does not balance at the midpoint, adjust the counterweight until it does.

**Athlete Placement and Measurement - Weight**

**Weigh** the athlete

- **Digital scales**: Ask the athlete step up on the scale, wait until the digital reading has stopped and record the weight.
- **Beam scales**: Ask the athlete to step up on the scale, then slide the larger weight bar to the approximate area for centering the arrow, and then slide the smaller weight bar to the right until the arrow is centered.

**Read and Record - Weight**

Read the measurement to the nearest ounce or 0.1 kg or 1/4 lb and record the measurement on the athlete’s HAS form or tablet.

Use the “**Weight Measurement Technique Poster**” document in the appendix to help train and remind your volunteers of proper protocol for measuring height.

When you are done with the measurements, thank the athlete for their assistance in gathering the height and weight. Assist them in reconnecting with their shoes and other personal items.

**How to calculate an individual’s Body Mass Index:**

There are a number of tools and online calculators to assist in calculating an individual’s Body Mass Index to and determine whether the athlete is within a healthy range or not. These include a manual calculation, Body Mass Index Wheels, smart phone apps, online calculators or a Body Mass Index chart. The wheels and apps listed above will automatically calculate Body Mass Index, below is the manual calculation, if ever needed:
Body Mass Index Formula and Calculation

<table>
<thead>
<tr>
<th>Measurement Units</th>
<th>Formula and Calculation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metric</td>
<td>Formula: weight (kg) / [height (m)]²</td>
</tr>
<tr>
<td>Kilograms and meters/or centimeters</td>
<td>With the metric system, the formula for BMI is weight in kilograms divided by height in meters squared. Since height is commonly measured in centimeters, divide height in centimeters by 100 to obtain height in meters. Example: Weight = 68 kg, Height = 165 cm (1.65 m) Calculation: (68 \div (1.65)^2 = 24.98)</td>
</tr>
<tr>
<td>Imperial/English</td>
<td>Formula: weight (lb) / [height (in)]² x 703</td>
</tr>
<tr>
<td>Pounds and inches</td>
<td>Calculate BMI by dividing weight in pounds (lbs) by height in inches (in) squared and multiplying by a conversion factor of 703. Example: Weight = 150 lbs, Height = 5’5” (65&quot;) Calculation: ([150 \div (65)^2]) x 703 = 24.96</td>
</tr>
</tbody>
</table>

Body Mass Index Station Actions and Referral

**Adult**
Special Olympics uses the [World Health Organization’s (WHO) BMI Classification for Adults](https://www.who.int/health-topics/obesity#tab-1) and the [US Centers for Disease Control BMI Classification for Children up to age 20](https://www.cdc.gov/healthyweight/assessing/bmi/index.html).

<table>
<thead>
<tr>
<th>Adult Weight Status Classification</th>
<th>Body Mass Index (BMI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Underweight</td>
<td>&lt;18.5</td>
</tr>
<tr>
<td>Healthy Weight</td>
<td>18.5 - 24.9</td>
</tr>
<tr>
<td>Overweight</td>
<td>≥ 25</td>
</tr>
<tr>
<td>Obese</td>
<td>≥ 30</td>
</tr>
</tbody>
</table>

**Pediatric (birth to the 20th birthday)**
A Body Mass Index for children is age and gender specific and is expressed as a Body Mass Index (BMI) percentile. The first step is to calculate the Body Mass Index as described above. The second step is to determine the Body Mass Index percentile. Health Promotion uses the Centers for Disease Control Classification for Body Mass Index. Resources available to determine the Body Mass Index percentile include:
- Pediatric Body Mass Index calculator wheel
- Online Body Mass Index calculators
- Pediatric growth charts which are gender specific and include the BMI percentile

The Healthy Athletes Software (HAS) will calculate the Body Mass Index/BMI percentile when the data is entered in the tablet or as direct data entry is completed.

<table>
<thead>
<tr>
<th>Pediatric Weight Status Classification</th>
<th>Body Mass Index Percentile Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Underweight</td>
<td>Less than the 5th percentile</td>
</tr>
<tr>
<td>Healthy weight</td>
<td>5th percentile to less than the 85th percentile</td>
</tr>
<tr>
<td>Overweight</td>
<td>85th to less than the 95th percentile</td>
</tr>
<tr>
<td>Obese</td>
<td>Equal to or greater than the 95th percentile</td>
</tr>
</tbody>
</table>

See the appendix for the Summary Reference Guide- Pediatric, Adolescent and Adult Body Mass Index. It illustrates the Body Mass Index Categories and Referral Guidelines for each age group. This will be discussed at the check-out station.
Body Mass Index Challenges:

<table>
<thead>
<tr>
<th>Issue</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scale and stadiometer not functioning</td>
<td>• Make sure the scale is plugged into a wall outlet or that the batteries work</td>
</tr>
<tr>
<td></td>
<td>• Set measuring devices on hard, uncarpeted surface, not grass or dirt, and</td>
</tr>
<tr>
<td></td>
<td>• Reset the scale to zero</td>
</tr>
<tr>
<td>Athlete not comfortable</td>
<td>Make sure:</td>
</tr>
<tr>
<td></td>
<td>• there are chairs in the area for the athlete to comfortably take shoes off/put on.</td>
</tr>
<tr>
<td></td>
<td>• there is an area for the athlete to store their personal belongings, and</td>
</tr>
<tr>
<td></td>
<td>• you are slowly and clearly explaining the process.</td>
</tr>
<tr>
<td></td>
<td>Ask a volunteer to go through the process or have them watch another athlete get screened so they can see the procedure.</td>
</tr>
<tr>
<td></td>
<td>Ask the athlete if they are ill or in pain. You may have to refer the athlete to the medical event staff if they are ill.</td>
</tr>
<tr>
<td></td>
<td>If the above does not work, the athlete can just move on to the next station. Never force an athlete to do a screening they are uncomfortable with.</td>
</tr>
</tbody>
</table>

Frequent causes of error in measurement:

- **Using incorrect equipment.** Do not measure using the height rod on scales. Bathroom scales should never be used to weigh.
- **Misreading the measurement.** Practice reading the fractional division of inches/centimeters or ounces/kgs. on your equipment. Confirm with your volunteers if you are going to use English or Metric and stick with only one.
- **Failure to balance scales at zero before each use.** Follow the described procedure for balancing scales before measuring every individual.
- **Not positioning the athlete properly before measuring.** Check to be sure feet are flat on the floor and heels touch the back of the stadiometer.
- **Measuring height with shoes on and weight with excess clothing.** All athletes should be measured without shoes and excess clothing, fanny packs and other gear.
- **Failure to use a right-angle headboard when measuring height.** Make sure that your venue has this equipment and it is used each time height is measured.
- **Recording errors on HAS form or tablet-** only put English measures in the English line or metric in the metric line. Metric height uses centimeters not millimeters.

**BEST PRACTICE:**
Make sure measurements are accurate by:
- Using the correct equipment and checking it regularly for accuracy.
- Using the correct technique and always following standard procedures.
**Body Mass Index Quality Assurance:**
Prior to each event as the station is being set up, the Clinical Director should assign a volunteer to follow the Quality Assurance Checklist for the station to ensure the equipment and station set is correct.

**Equipment Set up**

- Scale plugged in or batteries work
- Set on flat surface
- Close to stadiometer
- Stadiometer- measurement numbers line up on both sides
- Set on flat surface
- Close to scale
- Chairs in area for athlete to take on/off shoes
- Area for shoes

**Quality Assurance**

- Set a regularly scheduled time for quality assurance observation of measurements
- Check all equipment before the training session begins
- Review the manual materials related to weighing and measuring before the session begins
- Establish Measurement teams of two individuals
- Each team completes a height and weight on two athlete- compare results
CHAPTER 3

BODY MASS INDEX

APPENDIX

1. Alternative Methods for Measuring Height and Weight
2. Summary Reference Guide- Pediatric, Adolescent and Adult Body Mass Index
3. Body Mass Index Growth Charts
4. Body Mass Index Posters
5. Equipment Resources
6. Conversion for Scales and Metrics
7. Frequently Asked Questions - Body Mass Index
8. Volunteer Training Tool – Body Mass Index
9. Reference – Body Mass Index
CHAPTER 3 (BMI): APPENDIX 1: Alternative Methods for Measuring Height and Weight

If the athlete has physical limitations that make it impossible to allow standard procedures, please refer below alternate methods for taking weight and height measurements.

**Arm Span**

Arm span can be used to estimate a person’s stature. Arm-span is measured from the tip of the middle finger on one hand to the tip of the middle finger on the other hand, with arms outstretched as far as possible during measurement. This measurement is preferably done with an anthropometer, a straight rod which has measurements etched on it. There is an immobile tab at one end and a sliding tab at the other for the middle fingertips to touch (similar to an adjustable curtain rod). An expandable tape measure is used if an anthropometer is not available. Arm span has been found to correlate directly to stature.

**Knee Height**

Stature can be estimated from knee height when standing height cannot be measured. The knee height is measured with a sliding broad-blade caliper, such as the Ross Knee Height Caliper. With the subject lying on his/her back, both the left knee and ankle should be bent to a 90-degree angle. The fixed blade of the caliper is placed under the heel and the sliding blade is pressed down against the thigh about 2 inches behind the knee cap. The shaft of the caliper is held parallel to the shaft of the tibia, and pressure is applied to compress the tissue. The average of two measurements is converted to stature (cm) using one of the following equations:

<table>
<thead>
<tr>
<th></th>
<th>6-18 years</th>
<th>19 - 59 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>White Males:</td>
<td>Stature = (knee height in cm x 2.22) + 40.54</td>
<td>White Males: Stature = (knee height in cm x 1.88) + 71.85</td>
</tr>
<tr>
<td>Black Males:</td>
<td>Stature = (knee height in cm x 2.18) + 39.60</td>
<td>Black Males: Stature = (knee height in cm x 1.79) + 73.42</td>
</tr>
<tr>
<td>White Females:</td>
<td>Stature = (knee height in cm x 2.15) + 43.21</td>
<td>White Females: Stature = (knee height in cm x 1.86) – (age in yrs. x 0.05) + 70.25</td>
</tr>
<tr>
<td>Black Females:</td>
<td>Stature = (knee height in cm x 2.02) + 46.59</td>
<td>Black Females: Stature = (knee height in cm x 1.86) – (age in yrs. x 0.06) + 68.10</td>
</tr>
</tbody>
</table>

**Sitting Height and Crown-Rump Length**

Sitting height or crown-rump length may be used when children are unable to stand or have severe contractures. A standard recumbent length board and stadiometer are the measuring devices. The only additional equipment needed for these measures is a sitting base for sitting height. Using the sitting surface and a wall mounted stadiometer, the child sits on the base as erect as possible with the buttocks, shoulders and head in contact with the backboard of the stadiometer. It is ideal to have the legs hanging freely, hands resting on thighs, and knees pointed straight ahead. The head is positioned in the same manner as when doing a standing height, and the headboard is brought down for the measurement. Repeat the measurement for accuracy.

After the measurement, the height of the sitting surface is subtracted from the reading to estimate sitting height. Sitting height percentiles are available for assessment purposes and are included in this handout. It is also possible to record the sitting height on the CDC growth charts and over time the series of measurements may indicate a pattern of growth, even though a percentile will not be indicated.

For crown-rump length the child lies on a recumbent length board. The head is positioned as in doing a normal length. The legs are raised so that the thighs are at a 90-degree angle to the board and held in that position during the measurement. The sliding footboard is brought up against the buttocks with firm pressure and the reading is taken. It should be repeated for accuracy.

*Adapted from NC Nutrition Services Section- Pediatric Nutrition Course 12/08*
Screening Reference Guide - Body Mass Index (Pediatric, Adolescent and Adult)

Maintaining a healthy weight may reduce the risk of chronic diseases associated with overweight and obesity. An adult who has a BMI of:

- 18.4 or less is considered underweight referral required
- 18.5 to <25 is considered normal weight
- 25 to <30 is considered overweight referral required
- 30 to <35 is considered obese referral required
- 35 or greater is considered morbidly obese referral required

Overweight and obesity are both labels for ranges of weight that are greater than what is generally considered healthy for a given height. The terms also identify ranges of weight that have been shown to increase the likelihood of certain diseases and other health problems. For adults, overweight and obesity ranges are determined by using weight and height to calculate a number called the “body mass index” BMI. BMI is used because, for most people, it correlates with their amount of body fat.

Individual risk factors including any of the following may predispose people with intellectual disability to increased body mass index, with concurrent increase risk of some chronic disease including diabetes, heart disease, and some cancers risk. For some, medical and/or lifestyle intervention may help the individual obtain a healthier body weight.

- Excess consumption of empty calorie foods and beverages
- Inadequate physical activity
- Use of some medications that are associated with insulin resistance, increased body fat or impaired appetite.
- Dental disease impeding ability to chew without pain.
## Chapter 3: Body Mass Index Screening

**CHAPTER 3 (BMI): APPENDIX 2: BMI Growth Charts - ADULTS**

A Quick Reference Guide For Primary Care Staff

(See www.icgp.ie/weightmanagement or www.hse.ie for additional online resources)

<table>
<thead>
<tr>
<th>Category</th>
<th>Stone</th>
<th>Lbs</th>
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<th>4’ 11”</th>
<th>5’ 0”</th>
<th>5’ 1”</th>
<th>5’ 2”</th>
<th>5’ 3”</th>
<th>5’ 4”</th>
<th>5’ 5”</th>
<th>5’ 6”</th>
<th>5’ 7”</th>
<th>5’ 8”</th>
<th>5’ 9”</th>
<th>5’ 10”</th>
<th>6’ 0”</th>
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<th>6’ 2”</th>
<th>6’ 3”</th>
<th>6’ 4”</th>
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<tbody>
<tr>
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<td>&lt;18.5 kg/m²</td>
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<tr>
<td>Healthy weight</td>
<td>18.5 - 24.9 kg/m²</td>
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<tr>
<td>Overweight</td>
<td>25.0 - 29.9 kg/m²</td>
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<tr>
<td>Obese Class I</td>
<td>30.0 - 34.9 kg/m²</td>
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<tr>
<td>Obese Class II</td>
<td>35.0 - 39.9 kg/m²</td>
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<tr>
<td>Obese Class III</td>
<td>&gt;40.0 kg/m²</td>
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</tbody>
</table>

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**BMI Chart (Kg/m²) for use with the Weight Management Treatment Algorithm**

(See www.icgp.ie/weightmanagement or www.hse.ie for additional online resources)
CHAPTER 3 (BMI): APPENDIX 3: BMI Growth Charts – YOUTH (less than age 20)

Body Mass Index 2 to 20 years

Patient Identifier

To calculate BMI:
- Kilograms and meters: weight (kg) / [height (m)]²
- Pounds and inches: weight (lb) / [height (m)]² x 703

BOYS: 99th percentile cut-points

<table>
<thead>
<tr>
<th>AGE</th>
<th>BMI</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>20.1</td>
</tr>
<tr>
<td>6</td>
<td>21.6</td>
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<tr>
<td>7</td>
<td>23.6</td>
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<tr>
<td>8</td>
<td>25.6</td>
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<tr>
<td>9</td>
<td>27.6</td>
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<tr>
<td>10</td>
<td>29.3</td>
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<tr>
<td>11</td>
<td>30.7</td>
</tr>
<tr>
<td>12</td>
<td>31.8</td>
</tr>
<tr>
<td>13</td>
<td>32.6</td>
</tr>
<tr>
<td>14</td>
<td>33.2</td>
</tr>
<tr>
<td>15</td>
<td>33.6</td>
</tr>
<tr>
<td>16</td>
<td>33.9</td>
</tr>
<tr>
<td>17</td>
<td>34.4</td>
</tr>
</tbody>
</table>

From National Initiative for Children’s Healthcare Quality (www.nichq.org)

Color coding of the 2000 CDC BMI charts by UNC’s Department of Pediatrics and Center for Health Promotion and Disease Prevention (CDC Cooperative agreement U48-DP-000059) for research and clinical purposes.
Chapter 3: Body Mass Index Screening
1. Equipment Requirements
   • A stadiometer with a 6 inch or wider headboard.
   OR
   • A non-stretch tape affixed to the wall WITH a
   • Headboard with right angle.

2. Athlete Preparation
   • Ask the athlete to remove shoes, hat, coat, sweater, fanny pack and medals
   • Stand tall and face the volunteer, looking straight ahead.

3. Athlete Placement
   • Make sure there are three points of contact
     1. Head
     2. Buttocks
     3. Heels

4. Athlete Measurement
   • Lower the headboard until it touches the top of the athlete’s head and creates a right angle with the measurement surface.
   • Read the height (where the bottom of the headboard touches the measuring tape) to the nearest centimeter.
     • If reporting in inches, be sure to use inches only (e.g., 66.0 in), not feet and inches (e.g., 5 ft 6 in)
1. **Equipment Requirements**
   - High quality professional beam balance or electronic scale
   - Weighs in 0.1KG or .10 lb. increments
   - Weight can be locked in
   - No stature device attached
   - No wheels on scale
   - Do not use spring balance or home-use scales

2. **Athlete/Equipment Preparation**
   - Ask the athlete to remove shoes, hat, coat, sweater, fanny pack, phone and medals
   - Zero the scale, be sure it is on KG or pound
   - Ask athlete to step on the scale

3. **Athlete Placement**
   - Ask the athlete to stand at the center of the scale and to stand still while the scale measures

4. **Read and Record Weight**
   - Record the weight to the nearest 0.1 KG on the HAS form or tablet, if using KG. Record to the nearest 1/4 lb, if using lbs.

**NOTE:** Be sure to have the scale on level ground (preferably not on carpet). Have an area for athletes to sit down and remove their shoes close to where they will have their height and weight taken.
CHAPTER 3 (BMI): APPENDIX 5: Suggested Equipment Resources

Stadiometer
- SECA 213 Portable Height Measure (Metric and English)
  - Recommend purchase of a SECA carrying case (SECA 412) to store and protect the equipment.
  - Also available from Amazon, Walmart, Perspective Enterprises and Medical Equipment Suppliers
- Perspective Enterprises Portable Adult Measuring Unit and Carrying Case (English – Metric available in UK)
  - Available directly from Seca: [http://www.perspectiveent.com/sm_start.html](http://www.perspectiveent.com/sm_start.html)
- Leicester Height Measure Mk II

Scale
- Seca 869 Flat Scale with Remote Display
  - Recommend purchase of a Seca carrying case (SECA 421) to store and protect the equipment.
- Tanita WB 800-AS
  - Available at: [https://www.tanita.com/en/wb800splus/](https://www.tanita.com/en/wb800splus/)
  - Recommend purchase of a Tanita carrying case (Tanita C-100) to store and protect the equipment
  - Tanita equipment also available from Amazon and Medical Equipment Suppliers.

If you have any questions or concerns regarding the equipment and supplies you are using, please contact the Health Promotion Manager and share photos of the equipment you are using.
CHAPTER 3 (BMI): APPENDIX 6: Conversion for Scales and Metrics

Imperial Measurements

Balance beam scale: Usually balance beam scales measure to \( \frac{1}{4} \) pound and thus adults and children weighed on these scales will have results that must be converted to ounces. Read the result to the nearest quarter pound, if the result is exactly between two quarter pound increments, round down to the last full quarter pound. Then convert to ounces.

<table>
<thead>
<tr>
<th>Balance Beam Read-out:</th>
<th>Record as:</th>
</tr>
</thead>
<tbody>
<tr>
<td>( \frac{1}{4} ) pound</td>
<td>4 ounces</td>
</tr>
<tr>
<td>( \frac{1}{2} ) pound</td>
<td>8 ounces</td>
</tr>
<tr>
<td>( \frac{3}{4} ) pound</td>
<td>12 ounces</td>
</tr>
</tbody>
</table>

Digital Scale: Typically a digital scale will display as pounds and \( \frac{1}{10} \)th pounds. Convert to ounces following the table below:

<table>
<thead>
<tr>
<th>Digital Readout:</th>
<th>Record as</th>
</tr>
</thead>
<tbody>
<tr>
<td>.0</td>
<td>0 ounces</td>
</tr>
<tr>
<td>.1</td>
<td>2 ounces</td>
</tr>
<tr>
<td>.2</td>
<td>3 ounces</td>
</tr>
<tr>
<td>.3</td>
<td>5 ounces</td>
</tr>
<tr>
<td>.4</td>
<td>6 ounces</td>
</tr>
<tr>
<td>.5</td>
<td>8 ounces</td>
</tr>
<tr>
<td>.6</td>
<td>10 ounces</td>
</tr>
<tr>
<td>.7</td>
<td>11 ounces</td>
</tr>
<tr>
<td>.8</td>
<td>13 ounces</td>
</tr>
<tr>
<td>.9</td>
<td>14 ounces</td>
</tr>
</tbody>
</table>
### What is a Body mass index?

Body Mass Index is a common tool for deciding whether a person has an appropriate body weight. It measures a person’s weight in relation to their height. Body mass index is a screening tool that can indicate whether a person is underweight or if they have a healthy weight, excess weight, or obesity. If a person’s body mass index is outside of the healthy range, their health risks may increase significantly. Carrying too much weight can lead to a variety of health conditions, such as type 2 diabetes, high blood pressure, and cardiovascular problems. Underweight can increase risks of anemia, malnutrition, osteoporosis.

### What does Body Mass Index tell us?

According to the World Health Organization and US National Institutes of Health (NIH), a body mass index of:
- Less than 18.5 means that a person is underweight
- Between 18.5 and 24.9 is normal healthy weight
- Between 25 and 29.9 is overweight
- Over 30 indicates obesity

### Why is body mass index for Children and Teens important?

In children and teens, body mass index is used to find out if a child or teen is underweight, a normal healthy weight, overweight, or obese. A child’s body fat changes with age and, girls and boys differ in their amount of body fat as they mature. Therefore, body mass index is calculated by measuring height and weight and then, the body mass index number is put on a sex-specific age chart to indicate whether the child is within a healthy percentile range for their age and gender.

### Why is your BMI important?

Body mass index is used to assess risk for the general population. Generally, as a person’s body mass index increases so does the risk of certain diseases. Body mass index doesn’t distinguish between body fat and lean body mass and does not consider location of body fat.

### How useful is body mass index?

Body mass index has been used for over 100 years to help health professionals decide if a patient is overweight or underweight. However, body mass index does not measure overall fat or lean (muscle).

### What are the benefits of being at a healthy weight

A healthy weight reduces the risk of the chronic disease, and results in:
- Fewer joint and muscle pains
- Increased energy and ability to join in more activities
- Improved regulation of bodily fluids and blood pressure
- Reduced burden on the heart and circulatory system
- Improved sleep

### What kinds of food tend to increase weight gain?

Foods that tend to increase the risk of weight gain include:
- Fast foods including fried foods, such as French fries
- Fatty and processed meats and full or reduced fat dairy products
- Foods with added sugar, like baked goods, ready-made breakfast cereals, cookies, sauces and condiments and many canned and packaged food items
- Sweetened juices, sodas, and alcoholic drinks
- Processed, high-carb foods, such as bread and bagels
- Make half your plate fruit and vegetables; watch portion sizes; exercise 60-90 minutes, 5 times a week at moderate intensity.

### What are the benefits of being at a healthy weight

A healthy weight reduces the risk of the chronic disease, and results in:
- Fewer joint and muscle pains
- Increased energy and ability to join in more activities
- Improved regulation of bodily fluids and blood pressure
- Reduced burden on the heart and circulatory system
- Improved sleep patterns

### What kinds of exercise help people to maintain a healthy weight?

No matter what exercise routine you follow, it should include some aerobic or cardiovascular exercise. Aerobic exercises get your heart rate up and your blood pumping. These exercises may include walking, jogging, cycling, swimming, court sports, dancing and vigorous house and yard work. Strength training builds muscle which burns more calories and helps improve weight status.

### How do you maintain your ideal body mass index?

To maintain a healthy body mass index takes work. It’s important to exercise at least 60-90 minutes most days of the week. Stay hydrated and eat a balanced diet are equally important. If your body mass index isn’t where it should be, you may want to reduce your caloric intake and increase your exercise. Access community-based services and public health department programs for maintaining healthy weight, for example, Diabetes Prevention Programs, sports and exercise programs through local parks and recreation, community walking and exercise programs, food and nutrition services, emergency food programs, grocery store nutrition tours and education, free healthy cooking classes.
When you are training volunteers, you can use a simple training tool like this to have the volunteers practice their skills at taking height and weight.

Date____________ Location____________

Health Promotion Clinical Director __________________ Trainee___________________

Activity BMI Checklist Instructions

Observe volunteers as they do BMI screening for 4 fellow trainees/volunteers and/or athletes. Volunteers should work as a team and record the measurements for each other and repeat the measurement—the results should be the same. Document on the Screening Results Table.

Observe interaction with one or more athletes while doing screening. Document on the BMI Screening Competency Table on next page.

Both tables can be used to provide feedback for volunteers regarding correct BMI screening procedures.

Volunteer Objectives: Following training, volunteers will be able to:

1. **Athlete preparation**
   a. Greet the athlete and introduce yourself. Explain to the athlete what is going to happen and the purpose of the height and weight screening.
   b. Request that athletes remove shoes, boots, caps, sports packs, jacket, hair accessories, phones, medals and other bulky items that interfere with measurement.

2. **Equipment preparation**
   a. Balance the scale at zero before weighing each athlete

3. **Height- athlete placement and measurement**
   a. Athlete stand with his/her back against the measuring surface. The feet should be flat on the floor or foot piece, with both heels comfortably together and touching the base of the vertical board. When possible, the top of the head, shoulder blades, buttocks, and heels should touch the measuring surface.
   b. With the athlete looking straight ahead, slide the headboard firmly down to the top of the head compressing the hair, the headboard is level and at right angles to the measurement indicator.

4. **Weight- athlete placement and measurement**
   a. Digital scales: Ask the athlete step up on the scale, wait until the digital reading has stopped and the weight will flash on the screen.
   b. Beam scales: Ask the athlete to step up on the scale, then slide the larger weight bar to the approximate area for centering the arrow, and then slide the smaller weight bar to the right until the arrow is centered.

5. **Read and Record**
   a. **Weight:** Read the measurement to the nearest ounce or 0.1 kg or 1/4 lb and record the measurement on the athlete’s HAS form or tablet.
   b. **Height:** With eyes level to the measurement indicator (arrow) of the headboard, read the height to the nearest 0.1cm or 1/8-inch* and record the measurement on the athlete’s HAS form or tablet.

Materials

1. Body Mass Index Equipment (professional grad scale and stadiometer)
2. HAS Form/Tablet
3. [Height/Weight Measurement Technique Posters](#)
4. Screening Reference Guide- BMI Charts
### Screening Results Table

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<thead>
<tr>
<th>Voluntary # 1</th>
<th>Voluntary # 1</th>
<th>Voluntary # 2</th>
<th>Voluntary # 2</th>
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### BMI Screening Competencies Table

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<td>Weight Record</td>
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</tbody>
</table>
CHAPTER 3 (BMI): APPENDIX 9: References

1. US Centers for Disease Control

2. World Health Organization

3. Food and Nutrition Technical Assistance Project (FANTA)

4. Maternal and Child Health Bureau Growth Chart Training Modules

Check your county’s Ministry of Health for local information on Body mass Index and Healthy Weight.
Bone Mineral Density (BMD) Screening Station
Health Promotion conducts Bone Mineral Density screening to calculate the athlete’s T-score over 20 years of age. A bone density screening helps identify if the athlete has normal, low or very low bone density (osteopenia) or osteoporosis. The lower the T-score, the greater the risk of non-traumatic fracture. The T-score is used as the basis for education about maintaining and/or improving bone density. It may trigger a referral for additional preventive and medical follow-up and can be used as a baseline.

Background Information
The purpose of including a focus on bone health in is threefold, to:

- Improve the bone health of athletes and help reduce fracture risk.
- Add to the database of information on the bone density status of people with intellectual disability (ID) and
- Document the need to include prevention strategies in health care for people with ID.

People with intellectual disabilities have a higher fracture risk for several reasons including sedentary lifestyle, inadequate dietary intake of key nutrients, low vitamin D levels, aging and hormone deficiency. Certain underlying medical conditions are related to diminished bone health. Some may be prescribed medications that impact bone health. Tobacco use and alcohol abuse further accelerate bone loss at any age, regardless of intellectual disability.

Early identification of low bone density through screening helps establish the need for lifestyle changes and/or medical intervention to improve bone health. Following screening, an athlete’s health care provider may order additional diagnostic tests including a 25 D (OH) vitamin D blood test; sequential height measurements; bone density x-ray of the hips and spine, also known as a DEXA (dual energy x-ray absorptiometry), and blood or urine testing, so disease related causes for the bone loss can be ruled out.

Equipment and Tools

**Bone Densitometer Specifications:**
Several medical devices to screen bone density are approved for use in Health Promotion. These devices are non-invasive, using ultrasound rather than x-ray. The devices can report screening results as a T-score. The test is quick and painless.

At this time, Special Olympics Health Promotion has approved the following machines:
See Health Promotion Logistics and Administrative Topics (Equipment and Supplies List – Chapter 2 Appendix) for information on ordering approved bone mineral density ultrasound devices. Ideally it is recommended that the Clinical Director work with their networks to borrow a bone mineral density device, if local funds or sponsors do not exist to purchase one. Bone mineral density screening devices may be borrowed from local medical equipment companies, hospitals, pharmacies or health agencies that offer health fairs. Devices may NOT be purchased with Special Olympics International (SOI) Healthy Athlete capacity grant funding but limited rental costs can be included. Contact the Health Promotion Discipline Manager at SOI for help to identify regional outlets for approved devices. For information on the SOI approved bone mineral density devices, contact information for equipment manufacturers, operation manuals found in Chapter 3 Appendix 1 SOI approved Bone Mineral Density devices, contact information and operation manuals

**Additional supplies list:** See Chapter 2 Appendix Health Promotion Equipment and Supplies List
1. Device specific instruction manual
2. Device specific phantom to calibrate equipment
3. Glass of faux milk
4. Vitamin D bottle (empty)
5. Baby-wipes (to clean the device) and Kim wipes (to clean the transducers)
6. Tissues (For athletes to clean their heel after gel)
7. Hand sanitizer and latex free gloves
8. Surge protector, scissors, pens, clipboards, etc.

**Suggested Layout**
Based on the number of athletes expected, number of volunteers, and the length of your event, your layout may change to accommodate more or fewer bone density machines.

However, at a minimum, you will need to have:
1. Chairs for screener, athlete (and scribe, if possible)
   a. If you have enough general volunteers, you may assign one to record T-score results on the HAS form or tablet.
2. A small table with storage baskets or stacking drawers to organize clinic and office supplies
3. Trashcans
4. Chairs for athletes to wait if there is a queue.
   a. Athletes can sit to remove shoes and socks and are ready when it’s their turn
5. A grounded outlet to plug machines into, to improve safety and prevent high voltages of electricity that can damage the equipment
6. Signage noting that “Only athletes age 20 and above need to be screened” must be present.

Additionally, the Bone Density station should NOT be offered on grass, dirt or in the open sun as it may damage to the device.
How to Measure – Bone Density

There are three key areas to ensure accurate measurements for athlete screening. These are

1. Athlete and equipment preparation
2. Athlete placement and measurement
3. Reading and recording measurement

Athlete and Equipment Preparation – Bone Density

Greet the athlete and introduce yourself. Ensure the athlete is at least 20 years old. See Chapter 3 appendix for bone density tests for ages 20 and older. Explain what will happen and the purpose of the bone mineral density screening. Request that athletes remove shoes and socks. Remember to be sensitive to the athlete’s privacy. Record the measurement on the form or tablet without commenting out loud or calling attention to results. Congratulate the athlete on coming to get their bone density tested and that results will be explained at Check-out.

Before screening athletes ensure the device is calibrated:

Follow the *Sahara Calibration and Quality Assurance Guide* in Chapter 3 Appendix (or the appropriate calibration instructions for the device being used)

Athlete Placement and Measurement – Bone Density

1. The athlete is seated in an about 12 to 18 inches from the scanner.
2. Place exam paper on the bottom of the scanner foot well.
3. The athlete puts the bare left foot into the foot well. If the athlete’s skin, in the area to be tested, has an open sore, do not measure that heel.
4. Ensure that the middle of the heel is snug against the center of the positioning contour (heel cup) and that the foot is positioned in the well, with the positioning line aligned with the gap between the patient’s second and third toe. The athlete inserts foot into the machine “well” with heel touching the back.
5. Assure the athlete that the test won’t hurt.
6. Begin screening athletes while following the *Sahara Measurement Instructions* found on the Health Promotion Resources website (or the appropriate measurement instructions for the device being used)
   a. For additional screening tips, refer to the *Sahara Operation Reminders* found on the Health Promotion Resources website (or the appropriate measurement instructions for the device being used)
7. When screening an athlete, test the left heel first, followed by the right heel. Testing both heels is particularly important because our bodies are seldom symmetrical. For example, we wouldn’t test one eye and create a prescription for both eyes. Both T-scores are recorded, and treatment is based on the lower of the two scores. A significant variation in the two heel T-scores is not uncommon due to gait abnormality, a deviation from normal walking or gait. Individuals with gait abnormalities tend to have asymmetrical bone density in their lower body skeleton, from heel to hip. Almost half of Special Olympics athletes exhibit a gait abnormality. Referrals are based on the lowest of the two T-scores.
Read and Record – Bone Density T-score

Recording Results on HAS Form or in tablet

The screening result is displayed as a T-score. The results for both the left heel and for the right heel are recorded on the HAS form. Record the complete T-score including the decimal point.

1. Pay close attention to whether the score is negative or positive.
   - Negative scores are shown with a “-” sign in front of the T-score.
   - Positive scores do not show a “+” sign in front of the T-score on the display. However, the “+” must be recorded on the HAS form for positive scores.
   - If there isn’t a + or – sign recorded on the HAS form, before the T-score, the result cannot be used for referrals, nor entered into the HAS system.

2. If an asterisk “*” appears before the T-score, do not record the result as an asterisk means the result may not be reliable. You may try again or screen the second heel. An asterisk will appear
   - if the heel is too narrow or wide, or abnormally shaped, or
   - if not enough gel or coupling material wasn’t applied to the heel
   - if using a Sahara, and you get * for multiple athletes, the device may need to have a quality control (QC) process run. See Chapter 3 Appendix 3.a Sahara Calibration and Quality Assurance Guide. If using a different approved device, refer to device manual.

3. If an error message appears, follow instructions in the device manual.
4. Recording: See Bone Density Screening Procedure Instruction Guide Chapter 3 Appendix

The Summary Reference Guide for Bone Mineral Density illustrates the T-score categories and referral guidelines. This is discussed with athletes at the Check-Out station. See Chapter 3 Appendix 2 Summary Reference Guide Bone Mineral Density
Bone Mineral Density Challenges

<table>
<thead>
<tr>
<th>Issue</th>
<th>Correction</th>
</tr>
</thead>
</table>
| **Machine not functioning** | • Set bone mineral density machine on a hard surface, not grass or dirt.  
• Make sure the machine is plugged into a grounded wall outlet  
• Run the quality assurance or QA procedure. If this fails, run a full calibration procedure. See Chapter 3 bone mineral density Appendix 3.a *Sahara Calibration and Quality Control Guide*  
• If an error message appears, follow the troubleshooting steps in manual and/or ask the HPCD to help problem solve. |
| **Athlete not comfortable** | • Have chairs in the area for the athlete to comfortably take shoes off/put on and an area for the athlete to store their personal belongings  
• Briefly explaining the process  
• Ask the athlete to watch another athlete get screened so they can see the procedure  
• Ask the athlete if they are ill, in pain or need to use the restroom. You may want to refer the athlete to medical services if they are ill  
• Athletes are not required to complete a screening they are uncomfortable with. In this case, suggest the athlete move on to the next station |
| **Athlete uses a wheelchair** | With the help of a volunteer, rest the machine on the footrest. Guide the athlete to place the left, then right foot into machine foot well and proceed with measurement step. Since non-ambulatory individuals don’t benefit from weight bearing activities, they have less bone stimulation and are at higher risk for fracture. Medical intervention, physical therapy, vitamin D and nutrition support can help protect athlete from preventable fractures. |
| **Unable to test due to heel width or shape** | The machine accommodates most foot and heel shapes and sizes. Some athlete may have feet that are very long; or heels that are wider or more narrow than most adults. If an *asterix appears by the T-score, See Chapter 3 bone mineral density Appendix, 3.b Sahara measurement instructions* |

**Key Messages for athletes about protecting bone health**

Generally, all counseling for the athlete will take place at the check-out station. You may want to equip your volunteers with some basic key messages, in case they have time to chat with the athletes and/or if the athletes ask any questions. These key messages could include:

1. Drink low fat cow’s or soymilk daily, instead of sweetened beverages like soda, sports and energy drinks.
2. Don’t smoke or chew tobacco.
3. Eat dark green vegetables, fruit and almonds instead of foods with added sugar.
4. Choose plain low-fat yogurt and add your own fruit.
5. Take a calcium pill and a vitamin D pill (ask your doctor about the right dose).
6. Discuss your bone health with your doctor.
7. Ask your doctor about having a vitamin D test.
8. Be physically active.
9. Practice for your sport and do weight bearing and strength building activities 3 or more times a week.
CHAPTER 3
Bone Mineral Density

APPENDIX

1. SOI Approved Bone Mineral Density Equipment
2. Screening Reference Guide – Bone Mineral Density
3. Calibration and Quality Control Procedures - Sahara
4. Instruction Guide – Sahara
5. Frequently Asked Questions – Bone Mineral Density
6. Volunteer Training Tool – Body Mass Index
7. References – Bone Mineral Density
**Chapter 3 (BMI): Appendix 1: SOI Approved Bone Mineral Density Equipment**

Approved bone mineral density equipment criteria: device is portable, reports results as a T-score and uses non-invasive ultrasound technology (high frequency sound waves, rather than X-ray which uses radiation). Additional machines may be added to the SOI approved list. Contact the Senior Health Promotion Manager to discuss other options.

|------------------------|---------------|----------------------|-----------------------|
| Contact                | Sahara devices are no longer manufactured. They are still used in many countries. Local organizations (e.g., hospitals, professional organizations, pharmacies, medical clinics, medical equipment suppliers and universities.

SOI may loan Sahara devices for US programs. To request a loan, complete the request form online. | Available internationally and in the US. Contact local medical equipment supplier for information on loan or purchase.

For general information: https://www3.gehealthcare.com/en/nonav-marquee/~/media/57f9c197945d4eadb9c29221fc815624.ashx | Available internationally and in the US. Contact local medical equipment supplier for information on loan or purchase. Local organizations (e.g., hospitals, professional organizations, pharmacies, medical clinics, medical equipment suppliers and universities) may loan or rent Sahara’s for use at HP events. Their technicians may volunteer for bone mineral density screening and for the Bone Health education station. |

| Estimated Cost $US | Refurbished machines $1000-$7000 purchase.

~$150 return shipping if borrowed | Around $4,000-6,000 | Prices may vary by country or region. |
Screening Reference Guide-Bone Mineral Density

Bone density or bone mineral density is a medical term referring to the amount of matter per cubic centimeter of bones. Bone mineral density is used in clinical medicine as an indirect indicator of osteoporosis and fracture risk. T-score, the number of standard deviations above or below the mean for a healthy 30 year old adult of the same sex and ethnicity as the patient. Bone density is a proxy measurement for bone strength, which is the resistance to fracture and the truly significant characteristic. Although the two are usually related, there are some circumstances in which bone density is a poorer indicator of bone strength. In Special Olympics, screening athletes ages 20 and older is performed on the Quantitative Ultrasound (QUS) device. Athletes with scores of -1.0 or lower, and athletes with scores of +3.5 or higher are referred to discuss the results with their physician. When the T-score for left and right heel vary, the lower number is used for referral.

<table>
<thead>
<tr>
<th>Bone mineral density can be expressed as T-score, which represents a comparison of their bone density with the average bone density of a healthy 30-year-old. T-score is used to predict fracture risk.</th>
</tr>
</thead>
<tbody>
<tr>
<td>T-score of -0.9 to +3.4 is considered normal bone mineral density</td>
</tr>
<tr>
<td>T-score of between -1.0 and -2.4 is considered osteopenia.</td>
</tr>
<tr>
<td>T-score equal to or lower than -2.5 is considered osteoporosis.</td>
</tr>
<tr>
<td>T-score higher than +3.5 needs a medical referral to rule out lead poisoning</td>
</tr>
</tbody>
</table>

Individual risk factors including any of the following may predispose people with intellectual disability to increased fracture risk. For some, medical intervention may help reduce risk of future fracture.

1. The development of less-than-optimal peak bone mass during youth
2. Low circulating blood levels of vitamin D
3. Inadequate dietary intake of calcium and other nutrients
4. Use of anti-seizure medications, anti-psychotic medications, Depo-Provera, corticosteroids, NSAIDs and others.
5. Tobacco use and/or alcohol abuse
6. Estrogen or testosterone deficiency
7. Sedentary lifestyle
8. Certain medical conditions, syndromes and heredity.

References

- WHO Criteria for Diagnosis of Osteoporosis [http://www.4bonehealth.org/education/world-health-organization-criteria-diagnosis-osteoporosis/]
- WHO Scientific Group on the Assessment of Osteoporosis at Primary Health Care Level [https://www.who.int/chp/topics/Osteoporosis.pdf]
- WHO Assessment of Fracture Risk its Application to Screening [https://apps.who.int/iris/handle/10665/39142]
# CHAPTER 3 (BMD): APPENDIX 3: Sahara Bone Density Screening Instruction Guide

<table>
<thead>
<tr>
<th>Images</th>
<th>Instructions and Notes</th>
</tr>
</thead>
</table>
| Figure 1. Turn machine on                                              | **Step 1**  
- Plug the machine into a grounded outlet. Turn the power on at the black box. A green light will appear.  
- Press the **ON** button. The screen will say “**Power on Self-Test**” “**In Progress....**” After a few moments the screen will say: “**Ready**” “**Press ON**”  |
| Figure 2. Use black “phantom” block.                                   | **Step 2**  
- Calibrate the machine following the steps in the Sahara Manual  
- Clean the machine with *Baby Fresh Wipes*. Do **not** use bleach, Clorox wipes, or alcohol pads.  
- Gel conducts the sound waves when testing. Throughout the testing process, you’ll see a message to “clean pads”. This isn’t necessary and shortens the life of the transducers due to scratches.  |
| Figure 3. Apply adequate gel                                           | **Step Three:**  
- Instead of cleaning gel off the transducers with a wipe or tissue, use your finger to, “**scoop**” gel that has spread to the outside of the transducer and replace it on the angled tip of the pad.  
- Apply a pea size amount of gel to the angled tip of each pad using your finger. Don’t touch the metal gel tube on the transducers to prevent damage.  |
| Figure 4. Press “On”                                                   | **Step Four:**  
- Press the “**On**” button (See Figure 4)  
- The screen will say: “**Initializing**”  
Describe the screening procedure. Let the athlete know it won’t hurt and why you’re testing. You may ask questions to begin a conversation about bone health like “what sports are you involved in?”, or “what’s your favorite dairy food or beverage?”  |
| Figure 5. Press “open”                                                 | **Step Five:**  
- When the screen says, “See gel pads Press Open”  
- Press the “**Open**” button. (See Figure 5)  
- The transducers will touch each other and then retract  
- The screen will say, “**Opening..........Insert foot and press measure**”  
- **Do not put the athlete’s foot in the machine quite yet!**  |
| Figure 6. Position athletes’ foot                                      | **Step Six:**  
- When the transducers are retracted (fully open), touch the left knee and ask the athlete to put the left foot in the machine well.  
- Ensure the athlete’s heel is at the back of the foot well. Rest your hand on top of the athlete’s foot to give reassurance and keep it still.  
After testing the left heel, and after the machine reinitializes, begin testing the second heel.  |
| Figure 7. Press “Measure”                                              | **Step Seven:**  
- Press “**Measure.**” (See Figure 3) and the transducers will close on the sides of the athlete’s foot.  
- The pads emit sound waves through the heel for about 30 seconds.  
- The machine measures the width of the heel, and the speed of sound waves passing through the heel.  |
Figure 8. Press “Prep”

Step 7
- The transducer pads will open on their own when test is finished.
- Ask the athlete to remove their foot when pads are fully open.
- Provide a tissue to wipe the gel from their foot while the transducers return and touch during the “resetting” process.
- You may ask the athlete to rest their foot on the side of the foot carriage if case you need to re-measure if the result has an* beside it
- Push “Prep.” (Figure 4)
- The machine will process the score and display on the LCD screen.

Figure 9. Record results correctly

HAS Form BMD section

| Bone Mineral Density Test (Athletes MUST be at least 20 years old to screen) |
|--------------------------|-----------------|-----------------|-----------------|-----------------|
| T-score                  | Left heel       | Right heel      | Referral needs for BMD follow-up |
|                          | -2.0 to +3.0    | -2.0 to +3.0    | Yes or No        |

Step 9
- Since results are recorded on the HAS form, there is no need to print the results for athletes.
- Record the score including a “+ or –” before the T-score.
- If – or + isn’t recorded, the test result cannot be used for referral and cannot be entered into the HAS system.
- When ready, repeat for the right heel.

Figure 10. Don’t record results with *

Step 10
- If there is an * beside the score, recheck a heel up to 3 times to try to get a score without *.
- Do not record results with an * by them, as these scores are invalid. If a * appears each time, thank the athlete for their time, and note on HAS form “unable to test”.
- The cause may be the heel is to narrow or wide, not enough gel was used on each transducer or the machine may need QC or recalibration. If an * appears frequently on several athletes, run the QC procedure to help reset the machine.
- If an error message appears, refer to the Sahara Instruction Manual.

Figure 11. Athletes who use wheel chairs can and should have BMD test.

It’s important to test all athletes age 20 or older, especially those with ambulation difficulties. For athletes who use a wheelchair, have a second volunteer help balance the machine on the wheelchair footrest.

When screening an athlete, test the left heel first, followed by the right heel. Testing both heels is particularly important because our bodies are seldom symmetrical. For example, we wouldn’t test one eye and create a prescription for both eyes. Both T-scores are recorded, and treatment is based on the lower of the two scores. A significant variation in the two heel T-scores is not uncommon.
CHAPTER 3 (BMD): APPENDIX 4: Calibration and Quality Control Procedures - Sahara

This is an overview of calibration and QC procedures. Refer to the Sahara Manual for more detailed instructions.

**Calibration**

Perform this procedure after the machine is unpacked and before beginning use. Confirm the machine was packed correctly before shipping to your program. If in doubt, take photos of the machine before removing from the box.

Print calibration result to confirm the operability of the machine and save with the machine. This provides proof that it was in good working order before you begin testing giving assurance that all internal systems are operating correctly. The Sahara should be re-calibrated if the QC process fails after 3 attempts.

1. Turn machine on. Wait until it stops “opening and closing” and then
2. Push button that says Program
3. Push 2, push enter, push yes and push yes again
4. Follow the prompts that ask you to type in the numbers on the black “phantom” box. These numbers correlated with the internal test process. Follow the remaining prompts exactly. If you type in the wrong number, or forget a decimal point, you can back space using the – key, but often, you’ll have to start the entire process over so try not to get distracted.
5. Once the prompt reads “Calibration passed” you are ready to begin the testing process.

If the machine or the phantom is not at room temperature, the machine won’t calibrate. The phantom must be the same temperature as the machine. Wait about 60 minutes until the temperature stabilizes. If necessary, use a hair dryer or space heater to warm the area near the machine to speed up the process. If you are able to get a QC to pass, you can use the machine. The rubber transducer pads may melt if heated up by direct sunshine.

After using the phantom, replace it in the grey sponge box, zip lock bag or bubble wrap with to protect it. Never store the phantom in the machine reservoir nor where it touches the machine as it will demagnetize.

**Quality Control-QC**

Perform this process after you do about 75 tests, or if you start getting asterix * beside the T-scores. An asterix indicates that the results are less than 100% accurate

1. Turn machine on. Wait until it stops “opening and closing” and then
2. Push button that says Program
3. Push 1, push enter, push yes, and push yes again
4. When the transducers are retracted, set the phantom in the foot well. Press the measure button and the transducers will close and “measure the phantom”.
5. Follow prompts and if all is well, the prompt will say QC passed.

If all is not well, it will say “QC failed. This means something is not okay with the machine, either temperature is too cold, or the machine is damaged. Refer to the Sahara Manual or call Hologic at 1-800-321-4659 for trouble shooting assistance. If you have problems or concerns about calibration or QC procedures, and you are unable to reach Hologic, contact one of the following:

**Contact:** Mary Pittaway: mpitt59802@aol.com 406-543-8892 (home) or 406-544-3936 (cell)
| **CHAPTER 3 (BMD): APPENDIX 5: Frequently Asked Questions** |
|-----------------|--------------------------------------------------------------------------------------------------|
| **What is Bone Mineral Density?** | Bone mineral density is a measure of bone health, reflecting bone strength as represented by calcium content. A bone density test detects normal bone, osteopenia (or mild bone loss) and osteoporosis, a more advanced degree of bone loss, which may cause symptoms. |
| **What is ultrasound bone density testing?** | Ultrasound densitometry uses sound waves to measure bone density at the heel, shin or finger. The device calculates how fast the sound waves pass through the bone. Ultrasound devices are ideal for screening and are radiation-free. |
| **What does a bone density test tell?** | The test identifies bone quality, bone loss and determines fracture risk. It measures and compares the density and strength of bones with adults who have healthy bone density. |
| **What is a normal T-score score?** | A T-score of -1.0 or higher is considered normal bone density. A T-score between -1.0 and -2.5 is considered low bone density or osteopenia. A T-score of -2.5 or lower is a diagnosis of osteoporosis. A T-score of +3.5 or higher may indicate lead poisoning in young children. |
| **What contributes to strong bone density?** | Nutrition, lifestyle, environment, vitamin D status, physical activity, hormone status and genetics contribute to bone density. Osteoporosis described as pediatric disease with geriatric consequences. Peak bone density is established by mid-to late-20s. Bone density usually decreases with age, so people who don’t establish dense strong bones as young adults are at higher risk for low bone density later on. |
| **What foods and beverages support healthy bones?** | Calcium sources like milk, cheese, yogurt; fortified milk alternatives and juice; green vegetables like broccoli, cabbage, kale; fortified tofu and soy drinks; sesame seeds and nuts. Vitamin D sources like sardines, anchovies, herring, mackerel, wild salmon. Small amounts found in eggs, meat, fortified cereals and sundried mushrooms. It’s not possible to get enough vitamin D from food to maintain healthy levels. |
| **Can I get enough vitamin D from the sun.** | Safe sun exposure, depending on time of day, time of year and latitude can provide adequate vitamin D if 2/3 of the body is uncovered. People can make different amounts of vitamin D with sun exposure depending on their age (as a person ages, the amount of direct sun exposure needed to make enough vitamin D increases), the color of their skin (the darker the skin tone, the amount of direct sun exposure needed to make enough vitamin D increases). UVB rays, which make vitamin D on the skin, do not pass through glass, clothing, shade, or sunscreen. The best way to determine if a person is getting enough vitamin D from the sun, food or supplements is with a simple blood test. |
| **What else leads to low bone density?** | Tobacco, alcohol, aging, low estrogen in women, low testosterone in men, endocrine disorders; low calcium, magnesium and vitamin K intake; inactivity, low serum vitamin D levels. Some medications cause bone loss including drugs to prevent seizures, breast or prostate cancer treatment, anti-depressants, the injectable contraceptive, steroids, antipsychotics and heartburn drugs. You should speak with your doctor about how any medications you take may affect your bone density. |
| **What exercise helps bone density?** | Weight-bearing and resistance exercises are the best for your bones. Weight-bearing exercises like power walking, hiking, jogging, climbing stairs, playing tennis, and dancing force you to work against gravity. Resistance exercise like lifting weights, yoga, using exercise tubing or stretch bands. |
| **What is a sign of low bone density?** | Usually there are no symptoms in early stages of bone loss. Once bones are weakened by bone loss, signs and symptoms may include back, rib or other bone pain, a loss of height caused by a fractured or collapsed vertebra, low trauma fractures and loss of bone that support our teeth. |
| **Can a person rebuild bone after bone loss?** | Treating osteoporosis means stopping bone loss and rebuilding bone to prevent fractures. Lifestyle changes may not be enough to treat osteoporosis. Some prescription drugs can slow bone loss, and others can help rebuild bone. Adequate calcium, magnesium and vitamin K intake, and healthy serum levels of Vitamin D (40-60 ng/mL) are needed for effective use of prescribed bone repair medications. |
| **Why does Health Promotion offer bone density testing?** | People with intellectual disability are at higher risk for low bone density and fractures than the general population. Lifestyle variables that contribute to poor bone health include sedentary lifestyle, low dietary intake of calcium, magnesium, vitamin K and D. Some medications can reduce vitamin D levels, hormone deficiency, genetics and some medical conditions contribute. |
| **Can supplements improve bone health?** | Calcium and vitamin D are the most important nutrients to bone development. Other nutrients, called co-factors are also needed including protein, vitamins C and K, potassium, magnesium and antioxidants. Calcium citrate is most easily calcium supplement to digest. Multi-vitamins and calcium supplements have small amounts of vitamin D added. Talk to your dietitian or health care provider about the right supplements. |
CHAPTER 3 (BMD): APPENDIX 6: Bone Mineral Density Training Skills Record

Date________________________________                                                Location________________________________

HPCD __________________                          Trainee________________________________

When training, use this table to document volunteers’ BMD screening, documentation, referral and brief education skills. Volunteers should be in teams or 2-4 measure each other’s left and right heels. Have another team re-measure the results should be the same.

<table>
<thead>
<tr>
<th>Volunteer # 1</th>
<th>Volunteer # 2</th>
<th>Volunteer # 3</th>
<th>Volunteer # 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMD left:</td>
<td>BMD left:</td>
<td>BMD left:</td>
<td>BMD left:</td>
</tr>
<tr>
<td>BMD right:</td>
<td>BMD right:</td>
<td>BMD right:</td>
<td>BMD right:</td>
</tr>
<tr>
<td>Screener:</td>
<td>Screener:</td>
<td>Screener:</td>
<td>Screener:</td>
</tr>
<tr>
<td>Scribe:</td>
<td>Scribe:</td>
<td>Scribe:</td>
<td>Scribe:</td>
</tr>
</tbody>
</table>

Training Skills Activity: Bone Mineral Density

Volunteer Objectives
Volunteers will be able to:
1) Calibrate the BMD machine(s).
2) Perform Quality Control procedure on a BMD machine.
3) Explain the screening purpose and process as would be done with athletes.
4) Follow instructions to correctly measure the BMD for fellow volunteers
5) Correctly record results on left and right heel of fellow volunteers.
6) Provide brief bone health education while testing fellow volunteers.
7) Provide appropriate referrals based on BMD reading.
8) Identify troubleshooting reference in BMD machine operation manual, or online.

Materials
1. BMD ultrasound equipment, clinic supplies and BMD section of manual, machine operation manual
2. HAS Form
4. Bone Health Choose to Change cards

Method or Activity Bone Mineral Density Checklist Instructions
Observe volunteers as they do BMD screening for 4 fellow volunteers and/or athletes. Observe interaction with one or more athletes while doing screening. Use this form to provide feedback for trainees regarding correct BMD screening procedure.
In cases where the T-score is below -1.0 or above +3.5, the appropriate action and referral should be made. Ask trainees to identify referral guidance, based on the following results.

<table>
<thead>
<tr>
<th>Referral?</th>
<th>T-SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Left +0.0</td>
<td>Right -1.7</td>
</tr>
<tr>
<td>Left -2.1</td>
<td>Right -2.1</td>
</tr>
<tr>
<td>Left +3.6</td>
<td>Right +3.0</td>
</tr>
<tr>
<td>Left +.9</td>
<td>Right -.9</td>
</tr>
<tr>
<td>Left -.9</td>
<td>Right +.9</td>
</tr>
</tbody>
</table>

BMD Screening Competencies

<table>
<thead>
<tr>
<th>Volunteer 1</th>
<th>Volunteer 2</th>
<th>Volunteer 3</th>
<th>Volunteer 4</th>
</tr>
</thead>
</table>

Calibrate the BMD machine(s).

Perform Quality Control-QC procedure on a BMD machine.

Explain the screening purpose and process as would be done with athletes.

Follow instructions to correctly measure the BMD for fellow volunteers.

Correctly record results on HAS form, for left and right heel of fellow volunteers.

Provide brief bone health education while testing fellow volunteers.

Reiterate suggestions from Bone Health Choose to Change cards.

Identify appropriate referrals based on BMD reading using the Screening Reference Guide-BMD tool.
CHAPTER 3 (BMD): APPENDIX 7: References

1. WHO Criteria for Diagnosis of Osteoporosis http://www.4bonehealth.org/education/world-health-organization-criteria-diagnosis-osteoporosis/

2. WHO Scientific Group on the Assessment of Osteoporosis at Primary Health Care Level https://www.who.int/chp/topics/Osteoporosis.pdf

3. WHO Assessment of Fracture Risk its Application to Screening https://apps.who.int/iris/handle/10665/39142


Blood Pressure Screening Station

Background Information

Blood pressure screening is included in Health Promotion for several reasons, such as to:

- Identify athletes with abnormal blood pressure readings so action can be taken to prevent adverse medical events before, during and after completion.
- Provide appropriate lifestyle counseling and referrals to improve opportunity for athletes to normalize blood pressure and improve their health.
- Add information relative to blood pressure to the database on hyper and hypo tension, for this high-risk population.
- Encourage inclusion of preventive health strategies for SOI athletes.

Many individuals are skilled at taking blood pressures. However, Special Olympics Healthy Athletes has established equipment standards and screening procedures to assure that standardized screening, counseling, referrals, and on-site actions for blood pressure screening are followed. It is important that these standards and protocols be shared with the volunteers.

Equipment and Tools

For SOI screenings, digital sphygmomanometers are recommended because they are easy to operate with minimal training and can be used in noisy environments.

To assure accuracy of the devices, test the monitors for validity before each event. This procedure is described in the Quality Control Section.
**Blood pressure monitor and cuff requirements**

- Digital monitors should be used to measure blood pressure on the upper arm. Wrist measurement devices are not approved.
- Monitors should measure in mmHg.
- Blood pressure cuffs come in different sizes. All programs must have three cuffs representing the different sizes, small (pediatric), adult, and extra-large that work with the monitor you have.

Capacity grant funds can be used to purchase the digital and manual equipment for blood pressure, as well as the cuffs.

**Additional Equipment and Supplies**

A table, on which to rest the athlete’s arm for blood pressure screening and chairs for both the athletes and screeners.

See the Health Promotion Equipment and Supplies List in Chapter 2 for specific information.

**Station Layout – Blood Pressure**

Based on the number of athletes expected, number of volunteers, and the length of your event, your layout may change. You will need to have a table set-up, chairs for each volunteer and for each athlete. The athlete should be able to rest their arm comfortably on the table.

You should have water available for the athletes, in case their BP is high due to dehydration. Also have screening reference guides for the volunteer’s use.

**How to Measure - Blood Pressure:**

Blood pressure is the pressure exerted by circulating blood upon the walls of blood vessels. “Systolic pressure” is the blood pressure when the heart contracts. “Diastolic pressure” is the pressure when the heart relaxes.

The three key areas to ensure accurate measurements for athlete screening include:

1. Athlete and equipment preparation
2. Athlete placement and measurement
3. Reading and recording measurement

**Athlete and Equipment Preparation – Blood Pressure**

To improve accuracy of the reading, athletes should avoid smoking, eating, and physical activity 30 minutes prior to taking a reading. If he or she is showing signs of stress, avoid taking the measurement until the feeling subsides.

To ensure the machines will be accurate, plan to validate the machines against one another, and against a manual blood pressure device to ensure common readings across all machines. Also be sure to check machine batteries and/or power outlets prior to event.
**Athlete Placement and Measurement – Blood Pressure**

The chart below illustrates the correct athlete placement and measurement technique for blood pressure measurement.

Make sure the athlete:

- Is seated with their back supported
- Has their arm supported on a tabletop at an even level with their heart.
- Keeps their feet on the floor and to not cross their legs.
- Has the proper cuff size in place.

**Use the “Screening Reference Guide – Blood Pressure” document in the appendix to help train and remind your volunteers of proper placement of athlete for measuring blood pressure. These are the standards to be used at Special Olympics events. We recognize that countries may have slightly different standards in their own practices.**

**Measuring Blood Pressure**

1. With the athlete correctly positioned, the width of the cuff should cover two-thirds of the upper arm. It should be long enough to encircle the diameter of the arm.
2. Place the tubing at the center of the arm facing forward, and correctly place the sensor. Pull the end of the cuff so that it is wrapped evenly and firmly around the arm. Check that the tightness of the cuff is appropriate: you should be able to just slip two fingertips beneath the cuff, near its edge at the top end. When the cuff inflates it should not cause pain.
3. Explain what will happen next and describe the squeezing sensation the cuff will produce on the arm, for how long, and what to do if the athlete wants the screening to stop.
4. Ask the athlete to remain quiet and still during the measurement. Talking with a peer or coach, or even talking on the phone can add 10 points to a blood pressure measurement, rendering it inaccurate.
5. When the athlete seems relaxed and still, press the “start” button.
6. During measurement, remind the athlete to stay quiet and still.
7. The cuff will inflate, then slowly deflate. When the measurement is complete, readings of the systolic and diastolic blood pressures and pulse rate will be displayed on the digital panel.

**Read and Record – Blood Pressure**

1. Record the reading exactly as displayed on the monitor onto the HAS form or tablet in mmHg. Do not round up or down.
3. Make appropriate referral. Depending on the reading, an urgent referral to event medical services may be needed. More information on referrals is located below.
4. Help the athlete reconnect with their belongings and thank the athlete for their cooperation.

**Blood Pressure Station Actions and Referral**

**Blood pressure is the only screening where an urgent referral is required. If the athlete has a blood pressure reading that exceeds 160 systolic and/or exceeds 100 diastolic for adults (or follow the pediatric guidelines for youth under age 13) the following protocol should be followed:**

1. Remove cuff from arm.
2. Let the athlete sit for a few minutes, offer water.
3. Hold a light conversation with the athlete, saying let’s try to find out why your blood pressure might be high today by asking things such as:
   - Do you know if you have high blood pressure?
   - If yes, do you take medicine for your blood pressure? If yes, did you take it today?
• Have you had any water today? Are you thirsty now?
• Did you smoke or chew tobacco today?
• Have you exercised in the last 30 minutes? and
• How are you feeling today? Probe to find out if anxious, stressed out, feeling ill, or unhappy.

4. Repeat reading with another cuff, if possible.
5. If still above 160 over 100 (or pediatric cut-off), confirm a third time, using alternate arm with manual kit.
6. If still above 160 over 100 (or pediatric cut-off), refer to blood pressure reference guide and volunteer should mark urgent referral on HAS form and work with the Clinical Director to refer athlete to medical services for additional intervention. Volunteers should never indicate that sports participation is in question to the athlete – that should always be handled by event medical services.

The Screening Reference Guide- Blood Pressure should be used to interpret the blood pressure readings for Special Olympics Healthy Athletes. It includes information on blood pressure classifications and referral actions.

Key Messages for athletes about preventing high blood pressure
Generally, all counseling for the athlete will take place at the check-out station. You may want to equip your volunteers with some basic key messages, in case they have time to chat with the athletes and/or if the athletes ask any questions. These key messages could include:

• Enjoy regular physical activity
• Maintain a healthy weight
• Manage stress
• Avoid tobacco use and secondhand smoke
• Comply with medication prescriptions
• If you drink, limit alcohol
• Eat a diet that's rich in:
  • Fruits and vegetables
  • Whole-grain, high-fiber foods
  • Fat-free and 1 percent dairy products
  • Beans
  • Skinless poultry and lean meats
  • Fish, especially salmon, trout and herring
• Eat a diet that is low in:
  o Saturated and trans-fats and salt
  o Fast foods and processed foods, with few added sugars
Blood Pressure Challenges

Blood Pressure machine is not working

<table>
<thead>
<tr>
<th>Issue</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Display is blank when power is on.</td>
<td>Check and correct the polarity of the installed batteries. Reinstall or replace batteries. Plug into electrical outlet (if available)</td>
</tr>
<tr>
<td>Cuff pressure does not increase after pressing “start” button.</td>
<td>Check and reconnect cuff attachment and hose.</td>
</tr>
<tr>
<td>Measurement incomplete or abnormally low or high values displayed.</td>
<td>Review and follow “Applying Your Blood Pressure Cuff” and “Taking Your Blood Pressure Reading” sections.</td>
</tr>
<tr>
<td>Measurements are different from those typically measured by physician or every measurement reading is different.</td>
<td>Blood pressure readings are influenced by physical and mental conditions and/or even the time of day.</td>
</tr>
<tr>
<td>Cuff pressure falls very slowly or not at all. Measurement is not obtainable.</td>
<td>tubing connector ring may be missing and must be reattached.</td>
</tr>
</tbody>
</table>

Athlete is Uncomfortable with Screening or Appears Stressed

Having one’s arm squeezed can be frightening. Here are a few tips that might put the athlete at ease and feel comfortable:

- Smile and reassure the athlete that the test won’t hurt and will just take a couple of minutes.
- Make sure you slowly and clearly explain the process.
- Ask a volunteer to go through the process or have the athlete watch a teammate or another athlete get their blood pressure taken first so the athlete can see the procedure.
- Consider doing a manual blood pressure, if the digital machine is what is causing the anxiety – you will have more control over the inflation of the cuff.
- Be sure you are using the right size cuff – one that is too small might be too tight and will also impact the reading and be uncomfortable.
- Have athlete experience the squeezing on their hand
- If the athlete is still uncomfortable with the screening, do not force them to do it. Simply write “athlete unwilling” on the HAS form and have the athlete move on to the next station.
Blood Pressure Quality Assurance:

It is important to assure quality and validity of all Health Promotion screening measurements. There are several considerations to assure quality in blood pressure screening.

- **Validate accuracy of your monitors:** Read the manual carefully before operating the device and follow the manufacturer’s instructions. The blood pressure monitor should be validated at each event by testing one individual on each of the appropriate devices. The results should be the same on all devices. The manual sphygmomanometer and stethoscope should be used to confirm the results.

- **Follow the athlete preparation and measurement protocol:** Review the graphic and chart on page 79. Note the impact that crossed legs and an unsupported arm could have on the results.

- **Use the correct size cuff:** A cuff that does not fit (too small or too large) will result in an inaccurate blood pressure reading. The width of the cuff should cover two-thirds of the upper arm. The cuff should be long enough to encircle the whole arm. People with brawny arm or who are overweight may need bigger cuffs.

- **Accurately record the measurement:** Record the measurement exactly as seen on the monitor. Do not round up or down. Only record mmHG.
CHAPTER 3
BLOOD PRESSURE
APPENDIX

1. Screening Reference Guide – Blood Pressure
2. Frequently Asked Questions – Blood Pressure
3. Volunteer Training Tool – Blood Pressure
4. References – Blood Pressure
Chapter 3: Blood Pressure Screening

CHAPTER 3 (BP): APPENDIX 1: Screening Reference Guide

Screening Reference Guide - Blood Pressure (Adult and Pediatric)

Use this blood pressure chart to work out what the blood pressure readings mean. This is a screening and not intended to be a diagnosis for high blood pressure as we are only doing one reading.

NOTE: BP reading is considered abnormal if either value (systolic or diastolic) is outside the normal range.

Table 1: Children age 13 + and adults

<table>
<thead>
<tr>
<th>BP Reading Category</th>
<th>Systolic mmHg (upper number)</th>
<th>Diastolic mmHg (lower number)</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hypotensive</td>
<td>Less than 90 and</td>
<td>Less Than 60</td>
<td>Referral</td>
</tr>
<tr>
<td>Normal</td>
<td>Less Than 120 and</td>
<td>Less Than 80</td>
<td>none</td>
</tr>
<tr>
<td>Elevated</td>
<td>120-129</td>
<td></td>
<td>Referral</td>
</tr>
<tr>
<td>High Blood Pressure Hypertension Stage 1</td>
<td>130-139</td>
<td>80-89</td>
<td>Referral</td>
</tr>
<tr>
<td>High Blood Pressure Hypertension Stage 2-a</td>
<td>140-159</td>
<td>90-99</td>
<td>Referral</td>
</tr>
</tbody>
</table>

On-Site Action Required for Blood Pressure Readings Below

| High Blood Pressure Hypertension Stage 2-b   | 160-180                      | 100-120                      | Immediate (Urgent) Referral to Event on-site Medical Services |
| Hypertensive Crisis                         | Higher Than 180 and or       | Higher than 120             | Immediate (Urgent) referral to Event On-site Medical Services |

*Any BP reading repeatedly at or above the systolic or diastolic values listed in table 2 requires further evaluation.

Table 2: Children Age 8-12 Blood Pressure Values Requiring Further Evaluation by Medical Professional

<table>
<thead>
<tr>
<th>Age</th>
<th>Systolic mm Hg</th>
<th>Diastolic mm Hg</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>107</td>
<td>69</td>
<td>Referral</td>
</tr>
<tr>
<td></td>
<td>122/84 or above</td>
<td>Urgent Referral to Medical Services</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>107</td>
<td>70</td>
<td>Referral</td>
</tr>
<tr>
<td></td>
<td>124/86 or above</td>
<td>Urgent Referral to Medical Services</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>108</td>
<td>72</td>
<td>Referral</td>
</tr>
<tr>
<td></td>
<td>124/87 or above</td>
<td>Urgent Referral to Medical Services</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>110</td>
<td>74</td>
<td>Referral</td>
</tr>
<tr>
<td></td>
<td>126/88 or above</td>
<td>Urgent Referral to Medical Services</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>113</td>
<td>75</td>
<td>Referral</td>
</tr>
<tr>
<td></td>
<td>128/90 or above</td>
<td>Urgent Referral to Medical Services</td>
<td></td>
</tr>
</tbody>
</table>

On-Site Follow Up to Blood Pressure Results

1. Test BP in right arm. If the right side is in normal range – you are done. No need to test left arm.
2. If the right side is abnormal, do the left arm. If the left confirms the right (either hypertensive or hypotensive), then you are done (and referral is needed).
   a. If the left is normal, but the right is not, then let the athlete rest, drink water, and redo the right. If right is now normal too, then the athlete is normal. If the right is persistently abnormal, then the right-side rules the diagnosis (and referral is needed)
   b. In the rare case that the left is more abnormal than the right, the most abnormal reading wins (and referral is needed), but we recommend you let the athlete rest, drink water, and reconfirm.
   c. If the right is more than 20 mm/hg greater than the left, not only is the athlete hypertensive, but they should be referred for a medical evaluation to rule out possible coarctation of the aorta (referral required)

Urgent Referral: Per SOI Policy, if the athlete is competing and in Hypertension 2b or Hypertensive Crisis for repeated readings, you are required to notify the coach and send the athlete to the medical event staff for immediate medical clearance prior to competition.

References:
Chapter 3: Blood Pressure Screening

6 SIMPLE STEPS TO GET AN ACCURATE BLOOD PRESSURE READING

The common positioning errors can result in inaccurate blood pressure measurement. Figures shown are estimates of how improper positioning can potentially impact blood pressure readings.

Sources:

Handler J. The importance of accurate blood pressure measurement. The Permanente Journal/Summer 2009/Volume 13 No. 251

This graphic was modified from materials from American Medical Association and The Johns Hopkins University. The original content can be found at https://www.ama-assn.org/ama-johns-hopkins-blood-pressure-resources.
## Frequently Asked Questions - Blood Pressure

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>High blood pressure is preventable and treatable.</td>
<td>Controlling high blood pressure, together with other risk factors, is the main way to prevent heart attack and stroke. Early detection is key; all adults should know their blood pressure. To lower the risk of developing high blood pressure, reduce salt intake; eat a balanced diet; minimize alcohol use; get regular exercise and avoid tobacco. For many, lifestyle changes will control blood pressure.</td>
</tr>
<tr>
<td>What causes high blood pressure?</td>
<td>While the cause of high blood pressure in most people remains unclear, inactivity, poor diet, obesity, older age, and genetics — can all contribute to the development of hypertension</td>
</tr>
<tr>
<td>What is systolic and diastolic blood pressure?</td>
<td>Blood pressure is measured in millimeters of mercury (mmHg) and written as systolic pressure, the force of the blood against the artery walls as your heart beats, over diastolic pressure, the pressure between heartbeats. For example, a blood pressure reading is written as 120/80 mmHg, or &quot;120 over 80&quot;. What is systolic and diastolic blood pressure?</td>
</tr>
</tbody>
</table>
| What is a normal blood pressure?                                       | Most health authorities classify blood pressure measurements into several categories:  
• Normal blood pressure is less than 120 / 80 mmHg.  
• Elevated is 120-129/80 mmHg.  
• Stage 1 Hypertension 130-139/ 80-89 mmHg.  
• Stage 2 Hypertension 140 or greater or diastolic pressure of 90 or greater.                                                                                                                                                                                                  |
| How do I know if I have high blood pressure?                           | High blood pressure may not have any symptoms, so hypertension is usually found during a routine checkup. If blood pressure is very high, you may have headaches, chest pain, difficulty breathing, or poor exercise tolerance.                                                                                                                                                        |
| What is the treatment for high blood pressure                           | High blood pressure treatment usually involves lifestyle changes and often, drug therapy. Lifestyle recommendations for high blood pressure include: healthy weight, no tobacco use, eat a healthy diet, such as the DASH diet or Dietary Approaches to Stop Hypertension (see below), get regular aerobic exercise, limit alcohol use and ask your doctor for help if you have sleep apnea. |
| What type of diet should I follow if I have high blood pressure?        | A healthy diet, such as the DASH diet, can help lower high blood pressure. The DASH diet calls for a certain number of daily servings from various food groups, including fruits, vegetables, and whole grains. The following steps are recommended:  
• Eat more fruits, vegetables, no/low-fat milk and dairy foods, whole grain products, fish, poultry and nuts  
• Eat fewer fried foods, ones high in saturated fat and cholesterol and, less red meat  
• Eat fewer foods and beverages with added sugar  
• Eat more foods that are high in magnesium, potassium, and calcium  
• Eat foods with less sodium.                                                                                                                                                                                                                                               |
| When should I call my doctor about high blood pressure?                | If you have high blood pressure, it is important to see your doctor regularly. Speak to your doctor if you don’t respond to prescribed treatment and your blood pressure is still high. If you have any side effects from the blood pressure medication; if this happens, your doctor may wish to adjust the dosage or put you on another medication. |
| Are there any drugs that cause high blood pressure?                     | Some prescription and over-the-counter medicines that you take for another condition may increase blood pressure. Don’t stop take any prescribed medication, including high blood pressure drugs, without talking to your doctor.                                                                                                                                                                  |
| What are the risk factors for hypertension?                             | Modifiable risk factors include unhealthy diets (excessive salt consumption, a diet high in saturated fat and trans fats, low intake of fruits and vegetables, low in no or low-fat dairy products), physical inactivity, use of tobacco and/or alcohol, and are overweight or obese. Non-modifiable risk factors include a family history of hypertension, age over 65 years and co-existing diseases such as diabetes or kidney disease |
| What are common symptoms of hypertension?                               | Hypertension is a "silent killer" and most people are unaware of the problem because it may have no warning signs or symptoms. Therefore, it is essential that blood pressure is measured regularly. When symptoms occur, they can include early morning headaches, nosebleeds, irregular heart rhythms, vision changes, and buzzing the ears. Severe hypertension can cause fatigue, nausea, vomiting, confusion, anxiety, chest pain, and muscle tremors. The only way to detect hypertension is to have a health professional measure your blood pressure. People can monitor their blood pressure with automated devices. A health professional will assess your risk of associated conditions. |
| What else can help control hypertension?                                | In addition to making the recommended lifestyle changes, follow your doctor’s treatment plan, reduce and manage mental stress, regularly check blood pressure and manage other medical conditions.                                                                                                                                                           |
Volunteers should review the Blood Pressure Screening Section of the Manual. After review and discussion, the volunteers should meet the objectives listed below.

**Trainee/Volunteer Objectives:**
Trainees will be able to:
- Estimate the number of blood pressure stations given the estimated size of the event.
- Validate accuracy of the blood pressure monitors.
- Choose the correct size and of blood pressure cuff.
- Correctly place the blood pressure cuff on athletes’ arm.
- Conduct athlete BP screening
- Use proper cut-off values for medical referral and/or suspension of athletic activity.
- Use decision tree for confirming abnormal values. See appendix (or add to this document)?

**Objectives for the athlete with regard to Blood Pressure:**
1. Safe participation in sports activity based on blood pressure criteria.
2. Screen and document athlete blood pressure
3. Help athletes become aware of their blood pressure and general classification, e.g. high, normal, or low.
4. Provide appropriate referrals based on BP reading.
5. Help athlete gain information on the prevention of hypertension as shown on the blood pressure **Choose to Change** card

**Materials Needed:**
Blood pressure cuffs in adult, pediatric and extra-large sizes

**Method or Activity Instructions - Blood Pressure Checklist Instructions:**
Using the following list, observe trainees for at least 15 minutes as they interact with one or more athletes in the Healthy Athletes Health Promotion screening venue. Use observations to provide suggestions to correct BP screening procedure if needed.

Date of Observation: __________________________ Location/Event___________________________

Name of Trainee__________________________ Observed by_______________________________

Number of unique role play – volunteer interactions observed: _______

Use table on next page to track observations.
Ask trainees to identify action, based on the following results:

<table>
<thead>
<tr>
<th>Blood Pressure Competencies</th>
<th>Role Play code for interaction observed</th>
<th>Observation Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hypotensive</td>
<td>Elevated Stage 1-2a Stage 2b Stage 3</td>
<td></td>
</tr>
<tr>
<td>Estimates number of BP stations needed based on event size and hours</td>
<td></td>
<td>300 athletes in 4 hours = 5 stations (based on 4 minutes per athlete)</td>
</tr>
<tr>
<td>Uses correct cuff size</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aligns cuff with brachial artery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Athlete seated with back support, feet on floor, legs not crossed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performs BP screening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies &lt; 90/60 as hypotension</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hydrates hypotensive athletes for retest 1/2 hour later</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refers persisting hypotension to on-site medical team for sport clearance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies &lt;160/100 as stage II-b hypertension</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retests stage II-b to confirm values</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refers stage II-b to on-site medical team for sport clearance,</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ask trainees to identify action, based on the following results:

- Age 40 athlete with left BP of 91/51
- Age 20 athlete with left BP of 125/75
- Age 60 athlete with left BP of 135/85
- Age 25 athlete with left BP of 155/95
- Age 65 athlete with left BP of 180/110
- Athlete age 10 with left BP of 124/87
- Athlete age 12 with left BP of 128/85

In all cases, all results should be confirmed (confirmation values are the same as initial values for purpose of the role play). In cases where the value is high, the appropriate action and referral should be made.
1. WHO Hypertension guidelines: https://www.who.int/health-topics/hypertension/


3. Preventing High Blood Pressure: www.cdc.gov/bloodpressure/about.htm


Background Information

In addition to the health screenings, athletes participate in a health habits interview. Answers to questions are recorded on the Healthy Athletes System (HAS) form, or tablet. The topics include questions about nutrition, physical activity, bone health, hydration, sun safety, tobacco and hand washing. A copy of the form and interview questions is available in Chapter 4.

Information gathered from the interview is used to:

- Learn about health behaviors that reduce and/or enhance risk of targeted health concerns
- Reinforce athlete behaviors and choices that enhance or maintain health, and
- Help educate athletes and start a conversation about the athlete’s behaviors at the education stations and/or at check-out.

Interview results and clinical screening measurements are summarized using the HAS system and are used for:

- Health Promotion program planning.
- Creation of surveillance reports for athletes identified risks (body mass index, bone density and blood pressure) and self-reported health behaviors.
- Opportunities to analyze co-morbidities within multiple Healthy Athletes disciplines (i.e. vitamin D use and oral health; physical activity and blood pressure).

Volunteers

Clinical volunteers trained and experienced in client/patient interviewing are well suited for this station. Volunteers may appreciate viewing the Health Promotion Training video prior to the event, which includes techniques and tips for a successful athlete interview experience.
Station Layout – Health Habits Interview

The Health Habits Interview may be offered at:

- **A Standalone Interview Station:** The entire interview is completed before the athlete moves to the education stations.

- **Relevant Education Stations:** The interview questions are asked at the relevant education station (E.g., nutrition questions at the Nutrition station). After the related questions are answered, the volunteer will transition to the key messages delivered at the Station.

Decisions about how and where to offer the interview are important. You’ll need to consider space, volunteers’ availability and interviewing skills. For example, if you are short on space or volunteers, you may be unable to do a separate interview station and will need to ask the questions at the education stations. However, if you don’t offer all the education stations, the questions for some topic(s) may be missed. If these happen, if you have adequate volunteers the missed questions can be asked at Check-Out. Doing the interview at Check-Out should not cause athletes to become “backed-up”.

**How to Conduct the Health Habits Interview**

1. After the athlete is seated, say: *’Hello John, my name is Mary, and I am interested in talking to you today about some of your health habits, such as what foods and beverages you consume, your physical activity, and other questions.’*

2. Ask the athlete about their Special Olympics sport and how the event is going for them to show your interest in the athlete and the events they participate in.

3. Open the Health Habits Interview Photo Guide so the pictures face the athlete and questions face the interviewer. Go through each question using the corresponding photos to provide prompts and examples to assist the athlete’s response.

4. Using open-ended questions, follow the interview guide script and sequence on the HAS form.
   a. Use open-ended questions, for example “What do you drink when you are thirsty?” rather than, “Do you drink water when you are thirsty?”
   b. Give the athlete time to understand the question and develop their response.

5. After the interview, thank the athlete for their participation. Explain that topics from the interview will be discussed at the education stations and Check-Out.

6. Point the athlete to the next station.
**Tips for Interview Success**

- Be a good listener; take your time; let the athlete take their time.
- Ask questions of the athlete as much as possible, even if they are with their coach or parent.
- Maintain good eye contact if the athlete is comfortable.
- Be non-judgmental throughout the discussion.
- Affirm good health habits. “Keep it up: you’re doing great.” Or “Congratulations, you are working hard to pick healthy foods like fruit and vegetables.”
- Ask the athlete if they would like more information about a topic that showed need for improvement.
- Use the Photo Guide to prompt athlete responses.

The Photo Guide see appendix uses US images. The template is modifiable for programs who want to include culturally relevant images. Access the template at: [http://resources.specialolympics.org/Topics/Healthy_Athletes/Disciplines/Health_Promotion.aspx](http://resources.specialolympics.org/Topics/Healthy_Athletes/Disciplines/Health_Promotion.aspx)

Contact the Health Promotion Program Manager to see if there is already a modified guide for your region or country.
CHAPTER 3
Health Habits Interview
APPENDIX

1. Health Habits Interview Photo Guide - United States Example
2. Modifiable word template for Health Habits Interview Photo Guide – available at on the Health Promotion Resources website or click here
The page below with a U.S. Example can be updated to reflect typical options for another state, province or region. Full Photo guide available on the HP resources website: https://resources.specialolympics.org/health/health-promotion
Chapter Four
Healthy Athletes System (HAS)
Background Information

The Healthy Athletes System (HAS) enables the electronic capture of screening data across the Healthy Athletes disciplines and is the world's largest and highest quality health database on individuals with intellectual disabilities.

Special Olympics is currently in the process of transitioning the data collection process to a new system, but the questions will remain the same regardless of the platform (e.g. paper or tablet). Programs using the tablet version will do direct data entry using a tablet instead of using paper copies. Programs using paper will be able to more easily enter their data into the online system, post-event.

The local Special Olympic Program that you work with will advise you on the process they use to collect and report the data. This Chapter will give you a sense of the data being collected on the Health Promotion HAS form and also shares an example data report.

**Latest Health Promotion HAS Form (modified in 2015):** Available at: [http://resources.specialolympics.org/Topics/Healthy_Athletes/Healthy_Athletes_Resources.aspx](http://resources.specialolympics.org/Topics/Healthy_Athletes/Healthy_Athletes_Resources.aspx)

Completing the HAS Form

Instructions to complete the HAS form are in the Appendix to Chapter 4. Whether you use a paper form or tablet, the form and the information collected are the same.

At Check-In a volunteer will gather the athlete’s general information by asking the athlete or checking the athlete’s credentials. If possible, ask these questions of the athlete, rather than the coach or parent.

Many Programs choose to have pre-filled out labels that can just be affixed to the form, if using paper. This practice improves accuracy of the data and shortens the check-in process considerably.

After check-in, the athlete will take the HAS form to the first screening station, usually the BMI. If you use the paper HAS form, it travels with the athlete from station to station. If you use tablets to capture the HAS data, the tablets remain at the station rather than traveling with the athlete. Non-clinical volunteers can help with flow management to assist the athletes move from one station to the next to ensure they complete all stations needed.

Instructions for completing the Health Habits Interview is in [Chapter 3- Health Habits Interview](#).

**Tips for Completing the HAS Form**

- As recommended earlier, some Programs print labels or pre-populate these fields before printing the forms for the event to improve accuracy and to save time during the check-in process.
- If handwriting the top portion of the form, write legibly and complete all fields including the location and date of the event.
- Ensure that the athlete’s last and first name, gender, birth date and ID number are entered as this is critical for data analysis.
- For Bone Mineral Density screening measure and record the T-score for both the left and right heel and that indicate a + or – before the T-score.
- If a measurement or survey question can’t be answered note why not.

Instructions for the electronic tablet process are available on the Special Olympics Healthy Athlete Resources website: [https://resources.specialolympics.org/health/healthy-athletes-system](https://resources.specialolympics.org/health/healthy-athletes-system).
HAS Reports

Following an event, after data entry is complete, Special Olympics will send a Discipline Report to the Program Healthy Athlete Manager, who in turn will share a copy with the Clinical Director.

See Chapter 4 Appendix 2 for a copy of the current (as of April 2020) Health Promotion Discipline Report.

Additional data reports are available as requested by the Healthy Athlete Manager.

How to Use HAS Reports

A variety of audiences who will be interested in the Health Promotion HAS Summary Report. Within your local program, reports may be used to describe health indices including Body Mass Index, Bone Mineral Density, and Blood Pressure and athlete responses to the Health Habits Interview questions. The data may be used to establish priorities for athlete education, outreach to the medical and public health community and to recommend Health Promotion topics within health and family education offered by the Program. The reports may also be used to determine who is at risk (by age and/or gender), changes overtime, comparison of data with other programs, regions or global population and for quality assurance monitoring.

The Program or the Clinical Director may present Health Promotion data to potential partners or for fundraising purposes; to demonstrate the value of contributions by existing donors and partners, to attract new donors and partners, to engage in discussions with stakeholders, such as the medical community, policymakers and local governments.

Rarely will an athlete have just one health problem. The Clinical Director may be interested in potential comorbidities of athletes. A special request can be made through the Health Promotion Manager for reports that look a data across disciplines, for example, obesity, high blood pressure and untreated dental decay. Review the Healthy Athletes forms from other disciplines to see if there are health indices in a specific discipline you may be interested in matching to indices in Health Promotion. Access all Healthy Athlete Software forms here: https://resources.specialolympics.org/health/healthy-athletes-system

Each year, Special Olympics issues a Prevalence Report which provides comprehensive information from all disciplines including screening results, analysis of data and highlights for significant findings.
1. Healthy Athlete System (HAS) Health Promotion Form
2. HAS Summary Report for Health Promotion
# CHAPTER 2 - APPENDIX 1: Health Promotion HAS Form

<table>
<thead>
<tr>
<th>First Name</th>
<th>Lastname</th>
<th>HAS ID __________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>O Male</th>
<th>□ Female</th>
<th>DoB</th>
<th>Age (years)</th>
<th>□ Not sure</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Event</th>
<th>Location</th>
<th>O Athlete partner</th>
<th>□ Unified partner</th>
<th>Sport</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Delegation</th>
<th>□ SO Program</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Cell phone number</th>
<th>□ Number is</th>
<th>□ Athlete's</th>
<th>□ Parent's / Guardian's</th>
</tr>
</thead>
</table>

Providing a phone number is optional. It may be used to call or send reminders if follow up is recommended after screening.

## Body Composition

- **Height** 
  - cm: Measure up to 0.1 cm
  - Height: Inches
  - Measure up to 1/8 inch
- **Weight** 
  - kg: Measure up to 0.1 kg
  - Weight: lbs., oz.
  - Measure up to 1/2 oz

- **BMI** (20 years of age and over)
- **BMI Percentile** (under 20 years of age)

### Referral made for BMI follow up? □ Yes □ No  O Urgent  O Not Urgent

## Bone Mineral Density Test (Athletes MUST be at least 20 years old to screen)

- **T-score** 
  - Left heel: -4.0 to + 5.0
  - Right heel: -4.0 to + 5.0

- **Unable to test**
  - □ Age under 20
  - □ Athlete refused
  - □ Athlete unable to cooperate
  - □ Unusual heel shape

### Referral made for BMD follow up? □ Yes □ No  O Urgent  O Not Urgent

## Blood Pressure

- **Right arm**
- **Left arm**

### Referral made for BP follow up? □ Yes □ No  O Urgent  O Not Urgent

## Nutrition – Food and Beverage Habits

### Do you take vitamin D supplements? □ Yes □ No □ Don’t know

### What do you usually drink when you are thirsty? (select all that apply)

- □ Water
- □ Fruit juice
- □ Soft drink □ diet □ non-diet
- □ Milk product (includes soy)
- □ Energy drink
- □ Sports drink

### Calcium Foods and Beverages

- □ less than 1 serving per day
- □ 1-2 servings per day
- □ 3-5 servings per day
- □ more than 5 servings per day
- □ never

### Sweetened Beverages

- □ daily
- □ weekly
- □ monthly
- □ never

### Fast food

- □ daily
- □ weekly
- □ monthly
- □ never

### Fruits and Vegetables

- □ less than 1 serving per day
- □ 1-2 servings per day
- □ 3-5 servings per day
- □ more than 5 servings per day
- □ never

### Snack Foods

- □ daily
- □ weekly
- □ monthly
- □ never

2015

Health Promotion
Physical Activity

How many days each week do you exercise for at least 30 minutes?

☐ no days ☐ 1 day ☐ 2 days ☐ 3 days ☐ 4 days ☐ 5 days ☐ 6 days ☐ 7 days

Do you exercise outside of your Special Olympics training? ☐ Yes ☐ No

If yes, what do you do? (Select all that apply)

☐ Weights ☐ Run/Jog ☐ Walk ☐ Dance ☐ Sports ☐ Exercise DVD, Wii ☐ Job ☐ Other

If no, what is the reason? (Select all that apply)

☐ No interest ☐ No money ☐ No time
☐ Do not know how ☐ Physically unable ☐ No place to exercise
☐ No transportation ☐ No one to do it with ☐ Other

How many hours a day do you watch television or play computer/video games?

☐ 0 hours ☐ 1–2 hours ☐ 3–4 hours ☐ 5–6 hours ☐ Over 6 hours

Hand Washing

When are the most important times to wash your hands? (select all that apply)

☐ After using the toilet ☐ Before eating or touching food ☐ other reason ☐ No reasons given

Did you use soap when last washing your hands? ☐ Yes ☐ No Do you have soap at home? ☐ Yes ☐ No

Sun Safety

Do you do anything to protect your skin in the sun? ☐ Yes ☐ No

If yes, what do you do to protect your skin in the sun? (select all that apply)

☐ use sunscreen ☐ wear a hat ☐ wear long sleeves ☐ seek shade ☐ wear sunglasses ☐ I do nothing

If no, what is the reason? (select all that apply)

☐ Did not know it was important ☐ No money to buy protection ☐ Other
☐ Don’t get sunburned ☐ Like to be tan

Tobacco Use

Do you use tobacco? ☐ Yes ☐ No If yes, how frequently? ☐ daily ☐ weekly ☐ monthly

Do any of your friends or family members smoke near you? ☐ Yes ☐ No

If yes, what do you do when they are smoking near you? (select all that apply)

☐ Ask them to stop ☐ Leave the room ☐ Smoke ☐ I do not do anything ☐ Other

Check out: Follow up care recommended?

BMI ☐ Yes ☐ No O Urgent O Not Urgent

BMD ☐ Yes ☐ No O Urgent O Not Urgent

BP ☐ Yes ☐ No O Urgent O Not Urgent

2015 Health Promotion
### CHAPTER 2 - APPENDIX 2: Sample Health Promotion HAS Report

#### Chapter 4: Healthy Athletes System

**Special Olympics**

**Health Promotion**

<table>
<thead>
<tr>
<th>Event</th>
<th><strong>50_Ralsek_Ap</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of athletes registered for event</td>
<td>38</td>
</tr>
<tr>
<td>Number of athletes attending event</td>
<td>38</td>
</tr>
<tr>
<td>Number of athletes screened at Health Promotion</td>
<td>22</td>
</tr>
<tr>
<td>% of athletes registered for event screened at Health Promotion</td>
<td>57.9%</td>
</tr>
<tr>
<td>% of athletes who attended event screened at Health Promotion</td>
<td>57.9%</td>
</tr>
<tr>
<td>Age Range</td>
<td>22 - 59</td>
</tr>
<tr>
<td>Age Average</td>
<td>38</td>
</tr>
<tr>
<td>Male</td>
<td>10 (26.3%)</td>
</tr>
<tr>
<td>Female</td>
<td>12 (31.6%)</td>
</tr>
<tr>
<td>Unknown</td>
<td>0 (0%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Blood Pressure Adult</th>
<th><strong>Total</strong></th>
<th><strong>20 - 29</strong></th>
<th><strong>30 - 30</strong></th>
<th><strong>40 - 40</strong></th>
<th><strong>50+</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Hypotensive</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>Normal</td>
<td>12 (75.0%)</td>
<td>3 (100.0%)</td>
<td>1 (100.0%)</td>
<td>1 (50.0%)</td>
<td>7 (70.0%)</td>
</tr>
<tr>
<td>Hypertension Stage 1</td>
<td>3 (10.8%)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
<td>3 (30.0%)</td>
</tr>
<tr>
<td>Hypertension Stage 2-4</td>
<td>1 (5.3%)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
<td>1 (50.0%)</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Body Mass Index Adult</th>
<th><strong>Total</strong></th>
<th><strong>Underweight (BMI &lt;19.5)</strong></th>
<th><strong>Healthy weight (BMI 18.5 - 24.9)</strong></th>
<th><strong>Overweight (BMI 25 to 29.9)</strong></th>
<th><strong>Obese (BMI 30 and over)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>0 (0.0%)</td>
<td>1 (3.7%)</td>
<td>5 (16.7%)</td>
<td>7 (23.3%)</td>
</tr>
<tr>
<td>Underweight (BMI &lt;19.5)</td>
<td></td>
<td></td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>Healthy weight (BMI 18.5 - 24.9)</td>
<td></td>
<td>1 (3.7%)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>Overweight (BMI 25 to 29.9)</td>
<td></td>
<td>5 (16.7%)</td>
<td>1 (33.3%)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>Obese (BMI 30 and over)</td>
<td></td>
<td>7 (23.3%)</td>
<td>2 (66.7%)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td></td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bone Density</th>
<th><strong>Any tobacco exposure</strong></th>
<th><strong>Calcium consumption (3+)</strong></th>
<th><strong>Vitamin D supplement use</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>At risk for Heavy Metal Exposure</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>Normal</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>At risk for Osteoporia</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>At risk for Osteoporosis</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Athlete Self-Reported Physical Activity Habits</th>
<th><strong>Exercise for at least 30 minutes</strong></th>
<th><strong>No days</strong></th>
<th><strong>1-2 days</strong></th>
<th><strong>3-6 days</strong></th>
<th><strong>Every day</strong></th>
<th><strong>Exercise outside Special Olympics Training (yes)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>21 (35.5%)</td>
<td>1 (4.5%)</td>
<td>3 (13.6%)</td>
<td>4 (18.2%)</td>
<td>10 (45.5%)</td>
<td>15 (38.2%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tobacco</th>
<th><strong>Total</strong></th>
<th><strong>Use tobacco products</strong></th>
<th><strong>Second hand smoke</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>0 (0.0%)</td>
<td>2 (6.7%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cardiovascular Risk Factors (Tobacco, BMI, BP, vitamin D supplement)</th>
<th><strong>Total</strong></th>
<th><strong>Adult – 2 risk factors</strong></th>
<th><strong>Adult – 3 risk factors</strong></th>
<th><strong>Adult – 4 risk factors</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2 (0.1%)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
</tr>
</tbody>
</table>

**Chapter 4: Healthy Athletes System**
Health Promotion

Chapter Five: Education Stations
Background Information

Education Stations address public health priorities that target lifestyles and behaviors shown to impact non-communicable disease health outcomes. The chosen topics address risk factors affecting Special Olympics athletes and coincide with global priorities identified by the World Health Organization (WHO) and regional Ministries of Health. The Health Promotion priority topics include the following. References to WHO and UNICEF international goals for the HP priority topics for nutrition, bone health, hydration, sun safety, physical activity, tobacco avoidance and handwashing are listed below:

- **Nutrition**: [http://www.who.int/elena/titles/summary_eLENA_interventions_linked_global_targets.pdf?ua=1](http://www.who.int/elena/titles/summary_eLENA_interventions_linked_global_targets.pdf?ua=1)
- **Bone Health**: [https://www.who.int/nutrition/topics/5_population_nutrient/en/index25.html](https://www.who.int/nutrition/topics/5_population_nutrient/en/index25.html)
- **Hydration and the reduction of sugar sweetened beverages**: [https://www.who.int/elena/titles/ssbs_childhood_obesity/en/](https://www.who.int/elena/titles/ssbs_childhood_obesity/en/)
- **Physical activity**:
  - Adults: [https://www.who.int/dietphysicalactivity/factsheet_adults/en/](https://www.who.int/dietphysicalactivity/factsheet_adults/en/)
  - Young People: [https://www.who.int/dietphysicalactivity/factsheet_young_people/en/](https://www.who.int/dietphysicalactivity/factsheet_young_people/en/)
- **Tobacco avoidance**: [https://www.who.int/news-room/fact-sheets/detail/tobacco](https://www.who.int/news-room/fact-sheets/detail/tobacco)
- Many of our stations broadly address issues related to Non-communicable diseases [https://www.who.int/gho/ncd/en/](https://www.who.int/gho/ncd/en/)

Clinical Directors may find that their country, state, provincial, indigenous and local health authorities offer culturally relevant health promotion materials for populations within their jurisdiction. Many are available in an electronic format. These materials may be ready to use or be appropriate for use in Health Promotion with adaptation.

Sample templates for Education Station planning and activities for each topic are included in this manual, but Clinical Directors may also be interested in developing lesson plan(s) addressing Health Promotion priority topics for their events. We encourage that, provided the key messages are maintained.

Equipment and Tools

Recommended equipment and supplies for the HP Education Stations, are found in Chapter 2, Supplies and Equipment Ordering Information.
Station Layout – Education Stations

The layout for the education stations will vary, based on your event and venue, but the ideal Health Promotion Education Station is colorful, educational, inviting and tidy and include the following features:

1. Volunteers are asked to stand up during the event. If you sit behind a table, you lose the opportunity to best promote your topic and engage the athletes. No food or beverages other than water should be consumed at the station.
2. Before the event, volunteers should be trained on their role at the station including how to brief others who take over when their volunteer shift changes. See Volunteer Management Chapter 7 for examples of training tools.
3. Volunteers will share key population-based messages from the poster with individuals or groups of athletes and key-messages as presented on the station specific poster.
   a. Most programs have complete sets of the HP education station posters. They are available for download in a variety of sizes and layouts at the Special Olympics Health Promotion Resources website.
   b. Prior to the event CDs should find out how station posters will be displayed, e.g. on an easel or on the wall behind the station.
4. Stations should include an interactive game, challenge, activity or demonstration to show a key message and engage athletes.
5. If incentives are offered, they will ideally reflect an educational message from the poster.
6. To help keep health education “fresh”, we recommend that the look of the education station changes from year to year, especially if the same athletes will visit HP from one year to the next. A catalogue of education station examples including suggested materials and interactive games and activities will be added to the Health Promotion resources website overtime. Please include photos as part of the evaluation report for capacity grants and/or email photos to the SOI Health Promotion Manager.
7. At the close of the event, materials and supplies for the individual station should be inventoried and stored “by station”. If materials need to be replenished, repaired or replaced before the next inform the event notify the Program’s Healthy Athletes coordinator verbally and in writing.
Nutrition Station

**How is Nutrition relevant to the Special Olympics athlete?**

Several health habits contribute to chronic disease, including nutrition choices often are within the control of the individual. The goal of the nutrition component of Health Promotion is to provide the athlete with information and skills to make healthy food and beverage choices.

Individuals with intellectual disabilities (ID) are at increased risk for obesity, osteoporosis, heart disease, seizures, poor physical conditioning and fitness as well as other medical conditions. They often experience nutrition challenges including growth alterations such as failure to thrive, obesity, and growth retardation, metabolic disorders, medication-nutrient interactions, and food/sensory challenges. Foremost among those challenges is having the tools and the knowledge to help the individual enjoy and maintain full, healthy lives.

Data collected at previous Special Olympics World Games, regional and local events indicate that many of the athletes are overweight or obese; are at risk for osteoporosis and osteopenia and consume less than the recommended servings of dairy foods, and fruits and vegetables.

We offer three education stations that promote healthy nutrition. If space or volunteers are limited, you may be able to combine these two or three stations into one that still focuses on the key messages.

- **Nutrition Station** - promotes 5 fruits and vegetables a day
- **Hydration Station** - promotes water as a beverage, avoidance of sugar sweetened beverages and hydration.
- **Strong Bones Station** - promotes bone building foods and beverages, strength and weight bearing activities and adequate vitamin D to influence strong bones across the lifespan.

**Station Purpose - Nutrition**

Displays, interactive education activities, food samples, food demonstrations and positive messages about foods and beverages are used to promote healthy eating.

**Objective - Athletes**

Through participation at this station, athletes will be able to demonstrate that they grasp at least one of the following concepts. Athletes will be able to:

1. Identify items for of a healthy meal and portion control.
2. Understand the recommended number of fruits and vegetables.
3. Explain the importance that nutrition can have on their health, life, and their sport performance.
**Key Messages - Nutrition**

The key messages for this education station are found on the Fruits and Vegetables Poster ([US](#) | [Global](#)) and include:

- Eat at least 5 fruits and vegetables every day.
- Make half your plate fruits and vegetables.
- Include fruits and vegetables during sports time.
- Ways to increase fruits and vegetables every day.
- Track your daily fruits and vegetable on the Fit 5 Tracking Tool.

Additional nutrition topics for the Nutrition Education station, to address the key elements of health eating patterns as included in [international dietary guidelines](#) include:

- Focus on eating a variety, nutrient-dense foods, and watch portion sizes.
- Eat a variety of protein foods, including seafood, lean meats and poultry, eggs, beans and peas, nuts and seeds, dairy and soy products.
- Include no fat and low-fat dairy products in daily diet.
- Make half your grains whole.
- Make half your plate fruits and vegetables and focus on whole fruits.
- Choose foods and beverages with less saturated fat, sodium and added sugars.

**Interactive Station Activities - Nutrition**

The Clinical Director and volunteers can choose one or more interactive activities for the Nutrition Education Fruits and Vegetable Education Station. Each of the activities can be completed with an individual athlete or with a small group of athletes.

**Four Sample Lesson Plans – Nutrition:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Activity Description</th>
<th>Equipment/Supplies</th>
<th>Set up</th>
<th>Talking points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foods that Make Me Healthy</strong></td>
<td>Athlete selects items they like to eat or drink. Ask them to sort into those that make them healthy and strong and those that don’t <em>(Use the smile face and not smile face for sorting).</em> Station volunteer comments on the choices and healthy not healthy category and asks athlete what they think.</td>
<td>✓ Assortment of foods, plastic food models, beverage containers or pictures of foods (include healthy and not healthy) ✓ Black electrician tape or smile face and not smile face picture ✓ Table (4’ long)</td>
<td>Foods (pictures or models) on table with sign for healthy/not healthy placement.</td>
<td>Discuss substitutions for unhealthy choices and reinforce the healthy choices, for example <em>Try water instead of a sweet beverage.</em> Appendix 1 includes a list of food and beverage items and suggested replacements/comments</td>
</tr>
<tr>
<td>Activity</td>
<td>Activity Description</td>
<td>✓ Equipment/Supplies</td>
<td>Set up</td>
<td>Talking points</td>
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</tr>
<tr>
<td>Build a Meal</td>
<td>Athlete selects items to build a meal, could be breakfast, lunch or supper.</td>
<td>✓ Assortment of foods, plastic food models, beverage containers or pictures of foods (include healthy and not healthy) ✓ Paper plate or plastic plate ✓ Table (4 ‘long)</td>
<td>Foods (pictures or models) on table for athlete to select and place on plate</td>
<td>Important to eat a variety of foods from each group, remember ½ of plate should be fruits and vegetables. Highlight the health choices and fruits and vegetables.</td>
</tr>
<tr>
<td>Mystery Fruit and Vegetable</td>
<td>Introduce athlete to a variety of fruits and vegetables. Good for introduction of new foods for athletes’ Athlete reaches into bag/box and guesses what the food it is</td>
<td>✓ Paper bag or box with cover ✓ Fruits and vegetables (about 5-7) representing different shapes, size and texture)</td>
<td>Place fruits/vegetable in bag/box</td>
<td>Discuss if athlete has eaten the food item, if not – would they like to try it? Discuss the feel, taste, smell. Fruits and vegetable are fun, they are colorful, add flavor, some feel different—what is your favorite?</td>
</tr>
<tr>
<td>Power up for Sports</td>
<td>Athlete selects foods &amp; beverages that would be good for in between meals and after sports event/practice.</td>
<td>✓ Assortment of foods, plastic food models, beverage containers or pictures of foods ✓ Fit 5 Tracking Tool ✓ Table 4’long</td>
<td>Foods (pictures or models) on table for athlete select and discuss.</td>
<td>Plan healthy snacks and meals for every day and help your sport performance. Example: <em>What is a good food to take to sport practice- try a banana – the original grab and go food</em> Give athlete the Fit 5 Tracking Tool and discuss area where fruits and vegetables can be tracked.</td>
</tr>
</tbody>
</table>
Bone Health Station

How is Bone Health relevant to the Special Olympics athlete?
Bone health is important for Special Olympics athletes around the world. People with ID are at higher risk for bone fracture than the general population. For many athletes, getting enough calcium, vitamin D and other nutrients, is a challenge. Many athletes do not engage in daily physical activity, and even for those who do, the exercise might not be vigorous enough to positively stress bones. For all athletes, it is important to include bone building nutrients and vigorous physical activity into their daily lives.

Having strong bones supports athlete participation in sports and in social activities like dancing and other group activities. Strong bones carry us through busy workdays and allow us to enjoy playing, running, jumping, climbing all the fun-filled physical activities we love. As the athlete trains and competes, if the bone nutrients are available, bone density will improve. Exercise without adequate calcium, vitamin D, magnesium and potassium doesn’t improve bone strength. Likewise, even the most excellent nutrition will not improve bone density without exercise. To build and maintain strong bones practicing healthy behaviors throughout life, the earlier the better. These include healthy eating, daily physical activity, avoiding alcohol and tobacco, assuring safe sun exposure and/or taking supplements to insure adequate vitamin D.

Station Purpose – Bone Health
Activities and information shared at Strong Bones will build athlete understanding that their food and beverage choices, physical activity, safe sun exposure and/or use of vitamin D supplements all impact their bone strength.

Objective - Athletes
Through participation at this station, athletes will be able to demonstrate that they grasp at least one of the following concepts. Athletes will be able to:
1. Identify the healthy, strong bone, one that is not weak and one that represents a fracture on Easel.
2. Match, select, or name foods and beverages that promote bone health.
3. Describe or show physical activities that enhance bone health.
4. Choose one step they will take to promote bone health from the Strong Bones poster.
5. Explain two ways to get vitamin D; from the sun shining on their skin, or from supplements.
**Key Messages – Bone Health**

Key messages for this station are found on the Strong Bones Poster ([US](#) | [Global](#)). The messages emphasize athlete behaviors that can improve bone health and prevent fractures including:

- Good nutrition helps build strong bones for life.
- Being active helps keep your bones strong to resist breaking, and your balance steady to prevent falls.
- Sensible sun exposure and/or vitamin D supplements are needed for bone health.
- If bones are not strong, they can break more easily.
- Tobacco and alcohol cause damage to bones.

**Interactive Station Activities – Bone Health** The Clinical Director and volunteers can choose one or more interactive activities that promote the key messages for bone health. Each of the activities can be completed with an individual athlete or with a small group of athletes.

See Health Promotion Resources for descriptions and images of suggested station activities

**Five Sample Interactive Station Ideas – Bone Health:**

<table>
<thead>
<tr>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td><strong>Foods I like that build strong bones</strong></td>
<td>Athlete selects favorite foods and beverages with calcium and vitamin D. Athlete then puts the ones they like in a separate area so they can see how many options there are.</td>
<td>Station poster, Empty packages, faux foods or photos of calcium and vitamin D containing foods and beverages. Use photos of milks, cheeses and yogurts as well as dark green leafy veggies from your grocery store. Nutrition labels for some products. <a href="#">Appendix 2: Milk comparison chart</a></td>
<td>Faux food, food and beverage containers or photos of CA and D items out on the table. Leave space for athlete to put their choices.</td>
<td>Ask athlete if they eat or drink calcium and vitamin D source foods. Advise athletes who don’t eat, or drink listed foods to talk with parents and doctor about CA and D supplements.</td>
</tr>
</tbody>
</table>
| **Physical activities to build strong bones** | Athlete learns how sports and daily activities improve bone health. Show sports icons for local programs sports and images of “chores”. Demo fit 5 exercises if not used in physical activity station | • Station poster  
• A poster with our sports logos, a yoga pose poster, exercise props: yoga mat, small hand weights, stretch bands with handles  
Have an enthusiastic volunteer with fitness, dance or yoga skills. Using listed supplies, demonstrate chosen activities | • Refer to poster to discuss weight bearing, strength and balance promoting activities to help bones stay strong.  
• Ask athlete to show which builds strength, is weight bearing, and improves balance. |
| **Loss of a Bone Easel** | If Bone Health is combined with a second station, hold a discussion about visual difference between strong and weak bones and fracture prevention. | • Station Poster  
• Loss of a Bone Easel  
• Faux milk and dairy products | • Can you tell which of these bones is broken? How does it look compared to the other bone?  
• Did you ever break a bone? How? Did it hurt?  
• What activities, sports and foods help keep your bones strong? |
| **Skeleton Puzzle** | Athletes assemble puzzle to reinforce idea that their body needs healthy bones. The puzzle table may go alongside the test area so athletes can work on it while they wait their turn. | • Skeleton puzzle and skeleton poster  
• Cups of faux milk and dairy foods, empty cartons of 1% or skim milk and alternatives with calcium and vitamin D.  
A table with the unassembled puzzle.  
Athletes can work on it while they wait their turn for bone mineral density test. | • Ask athlete to point to their longest bone; smallest finger, roundest bone. Did s/he ever break a bone? Which one? How did it break and did it heal well?  
• Drink calcium and D rich beverages |
| **Milk Moustache Photos** | Athlete or team picture in front of station poster or take a selfie with milk moustache and glass or bottle of milk | • Smart phone.  
• Giveaway of bottled milk, string cheese, sugar-free lite yogurt.  
Mil milk moustaches (white) stickers.  
Inflatable cow, faux or bottled white milk. | • Discuss poster key messages.  
• Drink 2-3 cups of milk daily  
• The team photo will remind athletes to drink milk after the event. |
Hydration Station

**How is Hydration relevant to the Special Olympics athlete?**
Water is important for the health of Special Olympics Athletes across the world. In some countries, athletes may need to understand the importance of clean and safe water. In other countries like the United States, the message for the athletes should be to limit the number of sweetened beverages and chose more water. For all athletes regardless of location, it is important to drink adequate amounts of water during exercise and sports.

Adequate hydration and fluid replacement are important nutritional concerns for an athlete. Ensuring that all athletes are adequately hydrated is critical. A loss as small as 4 percent of body weight (4 pounds in a 100-pound person) can seriously affect performance and the athlete’s health.

**Station Purpose – Hydration**
Displays, interactive education activities, beverage samples, demonstrations and positive messages about hydration are used to promote healthy beverage choices, obtain an adequate fluid intake and educate on the signs of dehydration.

**Objective – Athletes**
After participation in one or more Hydration Station activities the athlete will be able demonstrate and to discuss, at least one of the following:

1. Beverages high in sugar, identify a beverage lower in sugar.
2. How it feels to be dehydrated.
3. Commitment to drink more water - use Selfie.
4. How to use the Fit 5 Tracking Tool to increase water consumption on a daily basis.

**Key Messages – Hydration**
Key Messages for this station are found on the Hydration Poster (US | Global), and include:

- Water is an important for sport performance
- Drink at least 5 bottles of water every day
- Healthy beverage options for hydration
- Signs of dehydration
- Important times to drink water
**Interactive Station Activities – Hydration**

The Clinical Director and volunteers can choose one or more interactive activities for the Hydration Station. Each of the activities can be completed by an individual athlete or a small group of athletes.

**Four Sample Interactive Station Ideas – Hydration:**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Rethink Your Drink</td>
<td>An interactive spin the wheel game. Athlete spins the wheel, lands on a beverage and responds to questions</td>
<td>Rethink Your Drink Wheel (template available at HP website) in English/Spanish</td>
<td>Tabletop Wheel, empty generic beverage bottle pictures</td>
<td>Ask athlete if the beverage has sugar, and do they know how much? Show the amount (on generic beverage picture). Discuss healthy alternative beverage. Promote water as the beverage of choice. Give athlete the Fit 5 Tracking Tool and discuss area where water can be tracked.</td>
</tr>
<tr>
<td>How Much Sugar?</td>
<td>Interactive education, athlete selects a photo or bottle and estimates how much sugar is in the beverage.</td>
<td>Generic photos or clear containers with varying amounts of sugar</td>
<td>Display on tabletop of familiar beverage pictures or containers.</td>
<td>Volunteer shows athlete the amount(s) and discusses healthy alternative beverages. Promote water as the beverage of choice.</td>
</tr>
<tr>
<td>Sponge Demonstration</td>
<td>Visual image of hydration and dehydration</td>
<td>Bowl of water sponge, paper towels</td>
<td>Sponge and water on tabletop.</td>
<td>Full sponge illustrates hydration, squeeze the sponge, water leaves the body and you are dehydrated. How would you feel? What would you need to do to replace lost water? Promote water and signs of dehydration on poster.</td>
</tr>
<tr>
<td>Selfie with Water</td>
<td>Athlete or team picture in front of hydration poster, take a selfie with a bottle of water or cup drinking water</td>
<td>Athlete or individual smart phone, Hydration poster, Water to give away</td>
<td>Poster Water to give away</td>
<td>Drink at least 5 bottle of water every day, use poster to discuss other key points. Your picture should remind you to drink water.</td>
</tr>
</tbody>
</table>
Sun Safety Station

**How is Sun Safety relevant to the Special Olympics athlete?**

People with intellectual disabilities have greater health disparities and health care needs. Vitamin D deficiency is prevalent in people with intellectual disabilities, partly because of insufficient sun exposure. We teach athletes to enjoy time in the sun while protecting themselves from sunburn. Outdoor sports allow athletes to get healthy sun exposure. But no matter the season, the risk of sunburn for athletes is there if proper protection isn’t practiced.

The frequency and severity of sunburn is a risk factor for skin cancer. Athletes with lighter skin and hair color, those living at higher elevations, those who work indoors most days with intermittent intense sun exposure and those who take medicines that make skin more sensitive to sunlight are at higher risk for sunburn.

Some athletes are particularly sensitive to the sun’s UV rays. For people with photosensitivity, even a small dose of UV radiation triggers an allergic reaction leading to rash or sunburn. Photosensitivity is also associated with the use of certain medications often used by our athletes. Those who use medication on a regular basis should refer to the package insert or consult the health care provider or pharmacist about possible photosensitivity reactions.

**Station purpose – Sun Safety**

Displays, interactive education activities, demonstrations and positive messages about sun safety help athletes understand how to:

- Balance enjoying time in the sun with sunburn avoidance.
- How to be safe in the sun, avoid getting a sunburn, protect eyes and avoid getting overheated.
- How to get vitamin D from the sun, food and supplements

**Objective – Athletes**

Through participation at this station, athletes will be able to demonstrate that they understand at least one of these concepts:

1. Identify the three ways they can prevent getting sunburned, e.g. use shade, wear a brimmed hat, wear protective clothes during mid-day sun, use SPF sunscreen and lip balm, UV sunglasses.
2. Identify three foods or beverages that have vitamin D
3. Describe how to get vitamin D from the sun and not get burned.
4. Explain two ways to get vitamin D; from the sun shining on their skin, or from supplements.
**Key Messages – Sun Safety**

Key Messages for this station are found on the Sun Safety Poster (US | Global) and include:

- Take steps to avoid sunburn, protect skin and eyes during mid-day sun year-round. Here’s how:
  - Wear protective clothes e.g. wide brimmed hats, long sleeve shirts including when swimming
  - Wear UV protective eyewear and lip balm when in the sun
  - Use at least SPF 15 sunscreen on areas susceptible to sunburn. Don’t get in your eyes.
    - Note: When discussing sunscreen, caution athletes to keep it out of their eyes to avoid a chemical burn. [Learn more here.](#)
  - Find and stay in the shade when sun is intense and highest in the sky, 10 am – 2pm
  - Enjoy outdoor activities year-round. Exposing our skin to sunshine lets us [take advantage of the health-giving properties the sun provides.](#)
  - Our bodies need Vitamin D which is made from sunlight.

**Interactive Station Activities – Sun Safety**

The Clinical Director and volunteers can choose one or more interactive activities for the Sun Safety Station. Each of the activities can be completed by an individual athlete or a small group of athletes.

**Five Sample Interactive Station Ideas – Sun Safety:**

1. What are the 4 stages of sunburn?
2. How protective clothing, eyewear and SPF products help prevent sunburn for year-round sports
3. Using shade to help prevent sunburn.
4. Ways to vitamin D from sun exposure, foods and vitamin pills.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Protect yourself from sunburn during practice and sports competition.</td>
<td>Pack your bag to protect yourself at your sport practice – what would you put in it (and then they pick from a number of props)</td>
<td>Various sun protective hats, ski face mask, UV sunglasses, UV snow and/or swim goggles, SPF 15-30 sunscreen, lip balm, swim shirts, a picture of shade from a tree or building, gym bag.</td>
<td>Display of multiple sun protection products, plus some items that aren’t related so athlete can choose.</td>
<td>How do you protect yourself from sunburn during sport practice?</td>
</tr>
<tr>
<td>Activity</td>
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</tbody>
</table>
| Protective clothing and eyewear help prevent sunburn year-round | Athlete puts protective items on Styrofoam head, pretends to put sunscreen on exposed parts of the face. Pretends to give head a vitamin D pill | Styrofoam head, various sun protective hats, ski face mask, UV sunglasses, UV snow and/or swim goggles, SPF 15-30 sunscreen lip balm, swim shirts, vitamin D bottle. | Display props on table with sunny day theme. | • What kind of hat is used to shade their face? Use sunscreen on unshaded areas.  
• How do athletes protect eyes and face from sunburn during winter sports?  
• How do swimmers protect shoulders, neck, face and arms from sunburn?  
• Show UV eyewear, lip balm sunscreen labels |
| Enjoy time in the sun and protect yourself from sunburn | Athlete spins the wheel. When the wheel stops, athlete says what the image has to do with sun safety. | Prize wheel image ideas: clock, umbrella, sun hat, UV eyewear, UV lip balm, bracelets, sunscreen, vitamin D, sun, sunburn. | Prize wheel with sun protection images. items, vitamin D bottle, solar bracelets. | When the spinner stops on an image, the athlete will describe how image relates to sun safety. Volunteer reiterates the information, and the athlete (or team) either gets a prize or the “audience claps”. |
| Get vitamin D even if you avoid the sun       | Athlete identifies the three ways to get vitamin D; from the sun, supplements and food. Have athlete point to where they live on the globe to highlight distance from equator. | • Station poster, sun balloon or poster, vitamin D bottle, vitamin D faux foods or cartons of skim + 1% milk, light yogurt, fortified cereal, sardines. Photos of foods and drinks with vitamin D can also be used, a globe. | Display props on table with sunny day theme. | What are three ways to get vitamin D? |
| Use shade wisely                             | Alert athlete to use shade to prevent sunburn and overheating | Have photos of items and the actual items when possible. Umbrella, shade tree pictures & canopy, brimmed hats. Clock marked for mid-day. | Display props on table with sunny day theme. | How do you find or make shade on a very sunny day?  
Use talking points from poster that promote shade as sun protection. Show that clothing, hats, umbrellas shade your skin from the sun. |
Physical Activity Station

How is Physical Activity relevant to the Special Olympics athlete?

Regular physical activity is vital for children and adults with intellectual disabilities. There is strong evidence that physical activity positively affects balance, muscle strength, and quality of life in individuals with intellectual disability. Adults with disabilities are three times more likely to have heart disease, stroke, diabetes, low bone density or cancer than adults without disabilities. Aerobic physical activity can help reduce the impact of these chronic diseases, yet nearly half of all adults with disabilities get no leisure time aerobic physical activity.

Physical fitness is a key part of the Special Olympics mission. Fitness is the state of optimal health and performance through adequate physical activity, nutrition and hydration. It involves practicing healthy habits year-round and lifelong. Being fit supports athlete participation in sports and in social pursuits like dancing and other group activities. Fit bodies carry us through busy workdays and allow us to enjoy playing, running, jumping, climbing fun-filled physical activities we enjoy.

Station Purpose – Physical Activity

Activities and information shared at the Physical Activity education station help build athlete understanding that their physical activity helps them maintain good health, feel better and lower the risk of chronic disease. The Health Promotion Physical Activity education station and materials emphasize movement and vigorous physical activity opportunities in their daily lives, in addition to their routine sports training and completion. Setting goals may enhance athlete’s interest in participating in 30 minutes of moderate intensity physical activity on most days of the week.

Objective – Athletes

Through participation at this station, athletes will be able to demonstrate that they understand at least one of these concepts:

1. Identify a type of sport training they do that improves strength, improves endurance or improves balance.
2. Describe daily chores they can do that promote physical fitness
3. Describe fun activities to replace screen time that are active and promote fitness.
4. Choose one step they will take to promote their fitness and physical stamina from the Physical Activity poster.
**Key Messages – Physical Activity**

Key messages for this station are found on the Physical Activity poster (US | Global).
The messages emphasize athlete behaviors and enhanced fitness and include:

1. Physical activity is anything you do that makes you move. For health benefits, physical activity should be moderate or vigorous intensity.
2. Being active helps keep your body strong, flexible and at peak performance.
4. Physical activity helps athletes achieve their personal best and enjoy sports for their entire life

**Interactive Station Activities – Physical Activity**

The Clinical Director and volunteers can choose one or more interactive activities for the Handwashing Station. Each of the activities can be completed by an individual athlete or a small group of athletes.

**Five Sample Interactive Station Ideas – Physical Activity:**

<table>
<thead>
<tr>
<th>Activity</th>
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</table>
| Fitness card demo with block or prize wheel | An interactive spin the wheel game. Athlete spins the wheel, lands on an activity, then tosses a dice for number of repetitions. | Fit 5 Fitness cards, Prize Wheel, large sponge dice with numbers on it. Or use a second dice with Fit 5 card images on sides of dice. | Prize wheel and dice with numbers Have volunteers with fitness or coaching skills.                                                                 | • Being active helps keep your body strong, flexible and at peak performance.  
• Physical activity benefits your overall health, sports performance and reduces injury risk.  
• Physical activity helps you reach your personal best and enjoy sports all your life.                                                                 |
| Yoga demo and challenge with photo opportunity | An intro demo and practice of basic yoga poses. Athlete or team photo in yoga poses. We suggest coordinating with Strong Minds Clinical Director, if Strong Minds is also being offered so not to duplicate efforts. | Yoga mats, Get yoga poses poster in native language. | Find volunteers with yoga experience, several mats | • Yoga can complement your exercise routine  
• It helps improve flexibility and balance, strength and muscles.  
• Yoga can help you to relax and lower stress.                                                                                           |
| Hula Hoop contest | Several athletes compete to see who can keep the hula hoop going longest. | A variety of hula hoops including weighted ones. | Have volunteers who can teach the skill and encourage athletes to try it. | • Increase challenge by using heavier hoops.  
• It strengthens core, legs, front and back.  
• Ask athletes to point to the muscles that feel challenged after trying hula hoops.                                                                                                         |
<table>
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</table>
| Pedometer or wrist step counter set up and demo        | Teach athletes how device works; how to set up, change battery, and use. Create short competition using device.                                                                                                           | Pedometers or wrist step trackers. Enlarged image of directions to set. Instructional posters | Have a volunteer who can set the pedometer and teach others.                                                             | • Setting fitness goals can help make healthy activity habits.  
  • Step counters can help you get in shape.  
  • Set small goals and take more steps over time.  
  • goals can provide increasing challenges from week to week. |
| Demo training exercise from team’s sport               | Invite teams to demonstrate exercise drills for their sport. Challenge other teams to try to perform same drills. Highlights other sports offered in Program.                                                              | Poster showing icons for sports offered at current event, with picture of sports drill beside icon. | Staff with enthusiastic volunteers familiar with seasonal sports for event.                                                  | • What sports do they play? Variety enhances overall health.  
  • Is there interest in trying another sport? Share info on other offered sports in Program.  
  • What activities does the team do at practice? Refer to fitness programming if offered.  
  • Do athletes get together outside of practice and competition? Encourage social aspects of belonging to a team. |

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109      Chapter 5: Education Stations
Handwashing Station

How is Handwashing relevant to the Special Olympics athlete?
Infectious diseases that are commonly spread through hand-to-hand contact include the common cold, flu, as well as many others. If an individual does not wash their hands frequently enough, they can become infected with germ through the action of touching their eyes, nose or mouth. Other people can become infected after coming into contact with a surface that the person carrying the germ has already touched.

Handwashing is our best defense against many kinds of bacteria and viruses that cause infection. It is especially important for Special Olympics athletes, coaches and volunteers to practice good handwashing habits since many individuals share sports equipment, practice facilities, food and beverages during Special Olympics events and practices. Moreover, some of our Special Olympics athletes might need additional guidance and support in using proper handwashing techniques.

Station purpose – Handwashing
Displays, interactive education activities, and positive messages about handwashing will provide athletes with information and an understanding of the importance and correct technique for handwashing. Country and local handwashing resources should be used to ensure the information is well understood and culturally appropriate.

Objective – Athletes
Through participation at this station, athletes will be able to demonstrate that they understand and demonstrate/discuss at least one of these concepts:

1. Germs from coughing, sneezing or from using the latrine, live on our hands and make us sick.
2. Germs on hands can be passed from person-to-person.
3. Handwashing with soap is more effective at killing germs & preventing illness than handwashing with just water.
4. The critical times each day to wash hands with soap.
5. The proper technique for handwashing with soap.
**Key Messages – Handwashing**

Key Messages for the station are found on the Handwashing Poster ([US](#) [Global](#)) and include:

- Why handwashing is important
- When to wash your hands
- How long to wash your hands
- Easy steps to clean hands

**Interactive Station Activities – Handwashing**

The Clinical Director and volunteers can choose one or more interactive activities for the Handwashing Station. Each of the activities can be completed by an individual athlete or a small group of athletes.

**Four Sample Interactive Station Ideas – Handwashing:**

<table>
<thead>
<tr>
<th>Activity</th>
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</thead>
</table>
| Global Handwashing Dance | You Tube video demonstrates handwashing in a fun and interactive style. | Flatscreen TV with internet access or computer to show video. [https://www.youtube.com/watch?v=825gGELiB98](https://www.youtube.com/watch?v=825gGELiB98) | Screen on table or stand. Volunteer may lead an athlete or group of athletes in the dance using exaggerated motions to add fun to the dance. | • Handwashing can be fun.  
• You need soap and water to wash your hands.  
• Scrub your hands, between fingernails and thumbs, rinse off soap. |
| Handwashing Demonstration (without water) | Volunteer demonstrates proper handwashing technique, following the steps on the Handwashing poster. | Bar of soap, paper towels | Engage the athletes to follow the volunteer in the activity. Water is not required for this activity. | • Handwashing can be fun.  
• To know you are washing for 20 seconds, sing the happy birthday to yourself twice.  
• You need soap and water to wash your hands.  
• Scrub your hands, between fingernails and thumbs, rinse off soap. |

**Handwashing and Hand Sanitizer Use:**

The recommended method for handwashing is to use soap and water. Hand sanitizers are not a substitute for soap and water and should not be used at the Handwashing Education Station. If soap and water is not available, a handwashing demonstration and the Global Handwashing Dance are the best activities to promote proper handwashing technique.
<table>
<thead>
<tr>
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</table>
| **Glo Germ Handwashing** | The Glo Germ Kit contains special solution for a hand washing activity. Fluorescent particles “germs” are used and if not completely washed off, will show under an UV light. | Glo Germ Kit (includes glo germ lotion, glo germ power, small UV light). Warm running water, soap and paper towels are REQUIRED for this activity. Handwashing gels and sprays will not remove the Glo Germ. If running water not available a portable handwashing unit may be used or you can still use the UV light to show athletes what germs might already be on their hands, even without the use of the gel. | Set up poster and handwashing station near running water or a portable handwashing station. Complete instructions for the activity are in the appendix. | • You need soap and water to wash your hands  
• Germs are not just on you hands but under and around your nails  
• Scrub your hands, between fingernails and thumbs, rinse off soap  
• It is important to wash your hands after many activities or before eating. These are just a few, can you think of others? |
| **When to wash**     | Photos prompts for interactive discussion of when to wash hands                                          | Photos of toilet, petting an animal, playing sport, soap, plate with utensils, cut up fruit or vegetables. Photos are available on the Health Habits Photo Guide, copy and reprint those or use stuffed animal, sports ball and other items to identify the activities when handwashing is needed. | Place photos on table and ask athlete(s) to identify which photos are places/activities they should wash their hands after or before. |  

Tobacco Cessation & Avoidance Station

**How is Tobacco Cessation & Avoidance relevant to the Special Olympics athlete?**

The World Health Organization (WHO) states that “tobacco is the leading cause of death, illness and impoverishment.” The tobacco epidemic is one of the biggest public health threats the world has ever faced, killing more than 8 million people a year around the world. More than 7 million of those deaths are the result of direct tobacco use while around 1.2 million are the result of non-smokers being exposed to second-hand smoke.” For more information: [https://www.who.int/news-room/fact-sheets/detail/tobacco](https://www.who.int/news-room/fact-sheets/detail/tobacco)

Tobacco use by Special Olympics Athletes varies considerably. Some athletes may not use tobacco themselves but may be in the presence of others who smoke, and therefore are exposed to second-hand smoke. The tobacco prevention station will help address the concerns relevant to each athlete. Some may use chewing tobacco, cigarettes, electronic cigarettes, vaping devices, pipes and want to quit. Some may want to know how to ask others around them to not smoke near them. Still others may be worried about the tobacco use of family or friends. The suggested activity helps demonstrate the long-term impact of cigarettes on health and sports performance.

**Station purpose – Tobacco Cessation & Avoidance**

Displays, interactive education activities, and positive messages about tobacco prevention will provide athletes with information and an understanding of the impact of tobacco on their health. Country and local tobacco avoidance resources will be shared to assist the athlete in seeking additional support.

**Objective – Athletes**

Through participation at this station, athletes will be able to demonstrate that they understand at least one of these concepts:

1. Physical impact of cigarette smoking on their breathing after vigorous activity.
2. Engage in discussion on tobacco use and the effect on their health and sports performance.
3. Explore ways an athlete can comfortably ask others no to smoke around them.
4. State the harmful effects of tobacco use.
**Key Messages – Tobacco Cessation & Avoidance**

Key Messages for this station are found on the Tobacco Poster (US | Global) include:

- Why tobacco avoidance is important
- Avoid tobacco in all forms
- Choose sports, not tobacco
- Strategies for avoiding secondhand smoke
- If you avoid tobacco, you can perform better

**Interactive Station Activities – Tobacco Cessation & Avoidance**

The Clinical Director and volunteers can choose one or more interactive activities for the Tobacco Avoidance & Cessation Station. Each of the activities can be completed by an individual athlete or a small group of athletes.

**Four Sample Interactive Station Ideas – Tobacco Cessation & Avoidance:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Activity Description</th>
<th>Equipment/Supplies</th>
<th>Set Up</th>
<th>Talking Points</th>
</tr>
</thead>
</table>
| Where is my air? | Athletes will first breathe through a straw and again after vigorous activity (running in place or jumping jacks) for 30 seconds. The athletes are then asked to breathe and again. They will experience breathing challenges similar to a person who smokes. | Disposable drinking straws, stopwatch or timer. | Table for straws, area for athletes to conduct a vigorous activity. | • Explain to athletes that they will see how smoking affects their breathing after exercise.  
  • Give each athlete a straw and ask them to breathe through the straw.  
  • Ask the athletes how they feel- was it easy?  
  • Ask the athletes to run in place or do jumping jacks for 30 seconds and then breathe through the straw again. Volunteer can participate and if music is available, it can enhance the activity.  
  • Ask the athletes if they feel different? Most will say yes, it is harder to breathe, and some may be coughing.  
  • Discuss with athletes that cigarette smoking is not good for their health and sports performance. What do they think? |
<table>
<thead>
<tr>
<th>Activity</th>
<th>Activity Description</th>
<th>Equipment/Supplies</th>
<th>Set Up</th>
<th>Talking Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tar Jar Demo</strong></td>
<td>Tar jar demonstrates how much tar goes into the lungs of a smoker in one year.</td>
<td>Jar filled with molasses and cigarette butts, lid on. See appendix for jar assembly instructions or purchase information.</td>
<td>Jar on table</td>
<td>- Ask athletes how long it would take for a 1 pack a day smoker to get this much tar in their lungs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Discuss what tar has to do with a cough the smoker may have.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Relate the cough to the Where is my air activity.</td>
</tr>
<tr>
<td><strong>Gross Mouth Photos</strong></td>
<td>Photographs illustrate the impact of tobacco on teeth, gums and tongue of smokers.</td>
<td>Photos in sheet protectors in album or three ring binder</td>
<td></td>
<td>- Discuss with athletes what they see in the pictures and how tobacco (cigarette, chew, pipe, vaping, electronic) can impact your mouth.</td>
</tr>
<tr>
<td><strong>What to Say</strong></td>
<td>Interactive discussion on how to avoid secondhand smoke.</td>
<td>Bowl filled with short statements on how to avoid secondhand smoke/what to say/what to do. See Appendix for a list of potential statements.</td>
<td>Place bowl on table - have athlete(s) pick up a note to read to group or the volunteer can read. Note: Print statements before the event, cut to size, fold and place in bowl.</td>
<td>- Best with 2 or more athletes. Ask for a suggestion on how to avoid the smoke or what to say to someone.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Discuss the statements with the athlete/group.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Get their input and recommendations.</td>
</tr>
</tbody>
</table>
References

Sun Safety:

5. World Health Organization - Sun protection: Enjoy the sun, but enjoy it safely: https://www.who.int/uv/sun_protection/en/

Physical Activity:

1. WHO Global Strategy on Diet, Physical Activity and Health
2. Physical Activity and Adults  Recommended levels of physical activity for adults aged 18-64: https://www.who.int/dietphysicalactivity/physical-activity-recommendations-18-64years.pdf?ua=1
3. Physical activity and young people  Recommended levels of physical activity for children aged 5-17 years: https://www.who.int/dietphysicalactivity/factsheet_young_people/en/
4. Introduction to Intellectual Disabilities and Fitness https://www.nchpad.org/120/931/Intellectual~Disabilities~~~Fitness
6. Special Olympics Fitness Resources https://resources.specialolympics.org/health/fitness
CHAPTER 5

Education Stations

APPENDIX

1. Foods that Make Me Healthy Guide (aka food and beverage replacements) (sent to Peyton to insert)
2. Bone Health Education Station – Comparison of Milk Table
3. Hydration Education Station – Re-Think Your Drink Poster
   a. Link to the Re-Think Your Drink Card Labels: https://www.dropbox.com/s/xdobejur0lem8n4/PPPDS_RYDDrinkLabelCardsL1-1B.pdf?dl=0
4. Handwashing Education Station – Photo prompts
5. Gross Mouth – Photo Prompts
6. Tobacco Avoidance and Cessation Education Station – “What to Say”
**Chapter 5: Education Stations**

---

### Compare Milk and Milk Replacements

<table>
<thead>
<tr>
<th></th>
<th>Calories</th>
<th>Protein</th>
<th>Fat</th>
<th>Sat fat</th>
<th>Carb</th>
<th>Vitamin D IU</th>
<th>Calcium mg</th>
<th>Sodium mg</th>
<th>Added sugar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Almond Milk Sweetened</td>
<td>60</td>
<td>1</td>
<td>2.5</td>
<td>0</td>
<td>8</td>
<td>100</td>
<td>300</td>
<td>150</td>
<td>8 gms</td>
</tr>
<tr>
<td>Almond Milk Unsweetened</td>
<td>40</td>
<td>1</td>
<td>2.5</td>
<td>0</td>
<td>0</td>
<td>100</td>
<td>300</td>
<td>160</td>
<td>0</td>
</tr>
<tr>
<td>Coconut Milk So Delicious</td>
<td>80</td>
<td>1</td>
<td>5</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>450</td>
<td>30</td>
<td>0</td>
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<tr>
<td>Cow’s Milk skim</td>
<td>86</td>
<td>8</td>
<td>0.4</td>
<td>0.3</td>
<td>12</td>
<td>100</td>
<td>300</td>
<td>127</td>
<td>0</td>
</tr>
<tr>
<td>Cow’s Milk 1%</td>
<td>100</td>
<td>8</td>
<td>2.4</td>
<td>1.5</td>
<td>12</td>
<td>100</td>
<td>300</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>Cow’s Milk 2%</td>
<td>120</td>
<td>8</td>
<td>5</td>
<td>3.1</td>
<td>11.4</td>
<td>100</td>
<td>300</td>
<td>100</td>
<td>0</td>
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<tr>
<td>Cow’s Milk skim Fairlife no lactose</td>
<td>80</td>
<td>13</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>100</td>
<td>400</td>
<td>120</td>
<td>0</td>
</tr>
<tr>
<td>Cow’s Milk whole</td>
<td>150</td>
<td>8</td>
<td>8</td>
<td>5</td>
<td>13</td>
<td>100</td>
<td>300</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>Cow’s Milk flavored 1%</td>
<td>190</td>
<td>10</td>
<td>3</td>
<td>1.5</td>
<td>32</td>
<td>100</td>
<td>300</td>
<td>230</td>
<td>20</td>
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<tr>
<td>Goats Milk 2%</td>
<td>100</td>
<td>8</td>
<td>2.5</td>
<td>1.5</td>
<td>11</td>
<td>0</td>
<td>300</td>
<td>115</td>
<td>0</td>
</tr>
<tr>
<td>Goats Milk whole</td>
<td>140</td>
<td>8</td>
<td>7</td>
<td>4</td>
<td>11</td>
<td>0</td>
<td>300</td>
<td>115</td>
<td>0</td>
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<tr>
<td>Hemp Milk</td>
<td>160</td>
<td>4</td>
<td>5</td>
<td>0.5</td>
<td>24</td>
<td>0</td>
<td>500</td>
<td>135</td>
<td>24</td>
</tr>
<tr>
<td>Muscle Milk</td>
<td>160</td>
<td>15</td>
<td>8</td>
<td>3.3</td>
<td>6.5</td>
<td>72</td>
<td>300</td>
<td>150</td>
<td>16</td>
</tr>
<tr>
<td>Oat Milk</td>
<td>80</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>12-19</td>
<td>0</td>
<td>300</td>
<td>125</td>
<td>12-19</td>
</tr>
<tr>
<td>Rice Milk</td>
<td>120</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>25</td>
<td>100</td>
<td>300</td>
<td>90</td>
<td>12-25</td>
</tr>
<tr>
<td>Ripple Milk pea powder veg oil</td>
<td>80</td>
<td>8</td>
<td>45</td>
<td>.5</td>
<td>0</td>
<td>120</td>
<td>450</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>8th Continent Soy Original</td>
<td>80</td>
<td>8</td>
<td>2.5</td>
<td>0</td>
<td>0</td>
<td>100</td>
<td>300</td>
<td>95</td>
<td>0</td>
</tr>
<tr>
<td>Soymilk Sweetened</td>
<td>90</td>
<td>7</td>
<td>1.5</td>
<td>0.5</td>
<td>13</td>
<td>100</td>
<td>300</td>
<td>190</td>
<td>13</td>
</tr>
<tr>
<td>Soy Pacific Ultra Vanilla</td>
<td>130</td>
<td>10</td>
<td>4</td>
<td>0.5</td>
<td>0</td>
<td>100</td>
<td>500</td>
<td>150</td>
<td>0-8</td>
</tr>
<tr>
<td>Soy Silk Plain</td>
<td>100</td>
<td>8</td>
<td>5</td>
<td>0.5</td>
<td>8</td>
<td>120</td>
<td>300</td>
<td>120</td>
<td>8</td>
</tr>
<tr>
<td>Orange Juice with Ca &amp; D</td>
<td>110</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>26</td>
<td>100</td>
<td>350</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>


---

### Milk Alternatives: Are They Really Better for You, or Is It Hype?


Supermarket are jammed with all manner of “milk” selections that don’t come from the dairy down the road, but from plant sources like nuts, soy and grains. Rapidly stealing cows’ milk customers, non-dairy beverages are popular for all kinds of reasons, from environmental concerns to animal well-being to lactose intolerance. But what do these milk knockoffs taste like? And are they good-for-you? Looking at the big picture, it’s a mix of pros and cons. On the plus side are low levels of artery-clogging saturated fat, zero cholesterol and convenient packaging. The cons: Sugar content is often high and protein levels, except for soymilk, are not impressive. Drink them if you like the taste but be sure to get the 24 grams of protein that 3 cups of cow’s milk would provide, from other dietary sources.

**Almond Milk:** The “Miss Congeniality” of non-dairy alternatives, almond milk glows with a nutrient-rich almond halo. After all, an ounce of almonds (23 nuts) sports a healthy six grams of protein, lots of Vitamin E and small amounts of minerals, like magnesium and calcium. The hitch: A cup of almond milk contains roughly four almonds, according to Nutrition Action Health Letter, barely enough to contribute much of that good-for-you almond nutrition. One cup of this milk (mostly water and sweeteners) delivers just one gram of protein, unless you buy one of the newer protein-fortified varieties. All alternative milks have added sugars except for the unsweetened varieties. This beverage has a faint almond flavor, mouthfeel like skim milk. Calories per cup: 30-120; 1-gram protein, 1-23 grams carb (0-22 grams sugars), 3 grams fat

**Hemp Milk:** This light beige drink is winning over converts at a rapid clip, mostly due to its thicker, creamier texture. The nutrition claim to fame for these seeds is that they’re a rich source of omega 3 fats, the fats that are heart healthy. Of
the 5-6 grams of fat in a cup of hemp milk, only half a gram is saturated. Protein is just two grams per cup. Hemp milk has a mildly nutty with a subtle sweetness. Calories per cup: 70-190; 2 grams protein, 1-35 grams carb (6-23 grams sugars), 6 grams fat

Coconut Milk: If you’re expecting the bold flavor of canned coconut milk, this beverage is sure to disappoint. These drinks have is plenty of saturated fat, as much as whole milk. That probably explains their popularity as coffee creamers and cereal toppers since saturated fat delivers a richer mouthfeel. The “jury is still out” on the touted health benefits of coconut oil and fats. Despite what you hear about coconut being a healthy fat, the American Heart Association recommends going easy on all saturated fats, including coconut. Coconut milk, which is low in protein like other alternatives, sports the lowest carb levels of alternative milks with 5 or 6 grams per cup. Chocolate flavored varieties have 10 grams (a little over two teaspoons) of sugar. Not very sweet and the coconut flavor is barely detectable. Calories per cup: 50-100; 0-1 gram protein, 1-12 grams carb (1-10 grams sugars), 5 grams fat

Rice Milk: Made by blending cooked brown rice with water, this bright white drink looks most like cow’s milk in the glass. But like other alternatives, it delivers a measly gram or two of protein per cup, compared to the 8 grams found in dairy milk. On the minus side for diabetics and anyone watching their sugar intake, it’s also the richest in carbs of nondairy beverages with unsweetened varieties often having 10 grams of carbs (instead of the usual one or two grams) and flavored varieties going as high as 34 grams (8 teaspoons sugar.) Who benefits? Anyone with a nut allergy or people looking for a gluten-free alternative. Most “watery” of the alternative milks, this one is also the sweetest tasting. Calories per cup: 70-160; 1-2 grams protein, 11-34 grams carb (1-28 grams sugars), 3 grams fat

Soy Milk: The best source of protein among the “milk” alternatives, soy milk is a close match to 2% cow’s milk when it comes to nutrition. It carries about 7 grams of protein; cow’s milk has 8 grams. It’s moderate in fat, about 4 grams per cup, compared to 2% milk’s 5 grams. Where they differ? Most of soy milk’s fat is the unsaturated heart-healthy variety while most of cow’s milk’s fat is saturated. So, if you’re looking for a non-dairy beverage to replace milk’s nutrition and improve on its fat profile, this is the one to buy. Light (half the fat) and fat-free versions are available. Chocolate flavored soy beverages have the most sugar (21 g), followed by strawberry (15 g), vanilla (8 g) and original (5 to 8 g). Original, unflavored soy milk has 80 to 100 calories per cup, depending on brand; unsweetened versions have 60 to 80 calories. While most brands are fortified with vitamins and minerals, some aren’t, so read labels. Most soybeans grown today are genetically modified, look for organic products if you want to sip “non-GMO.” Added sugars and flavors don’t mask the mildly “beany” flavor. Calories per cup: 90-130; 6-8 grams protein, 7-14 grams carb (6-11 grams sugars), 4 grams fat

How long do these alternative milks last once opened? Like cow’s milk, most alternative milks are ultra-pasteurized (exposed to high heat for short periods of time) to extend shelf-life. Once opened, store them in the refrigerator and use them up in 7 to 10 days.

How can you tell if almond, rice or coconut “milk” is spoiled? Just like with dairy products, alternative milks will curdle, develop funky aromas and go through changes in color and texture that signal spoilage.

Do alternative milks match up to cow’s milk when it comes to calcium and vitamin D? That depends. Alternatives are fortified with anywhere from 10 to 45 percent of daily calcium requirements. But the type of calcium used is key. If it’s calcium carbonate, the body takes it in easily. If it’s tricalcium phosphate, don’t expect to absorb as much due to lower bioavailability. Vitamin D is a different story. Cow’s milk is fortified with vitamin D3; alternatives contain vitamin D2, usually about 25 to 30 percent of the daily requirement. Which form of “D” is best? Both are well absorbed so either is a good source of the nutrient.

What’s a good benchmark for healthy amounts of added sugar in these milks? Unsweetened alternative milks, averaging 0 to 2 grams of sugar per cup, aren’t a problem. And anything that keeps in line with cow’s milk, which has 12 grams of lactose per cup, is fine. Lactose helps your body absorb calcium, but other added sugars do not. And if you step into flavored territory and sugar levels skyrocket. A cup of chocolate flavored almond or hemp seed milk packs a whopping 22 to 23 grams or almost 6 teaspoons of sugar. Chocolate-flavored rice milk can have as much as 34 grams of sugar. For reference, the American Heart Association recommends a daily limit of 6 teaspoons (24 grams) of added sugar calories per day for women and 9 teaspoons (36 grams) for men.
## Choose health. Drink water.

<table>
<thead>
<tr>
<th>Drink, Calories and Container Size (fluid ounces)</th>
<th>Teaspoons of Sugar per Container Size</th>
<th>Minutes of Brisk Walking to Burn Off the Drink (walking at 3.5 mph)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soda 227 calories 20 fl. oz.</td>
<td>14 tsp</td>
<td>49 min.</td>
</tr>
<tr>
<td>Sports Drink 125 calories 20 fl. oz.</td>
<td>9 tsp</td>
<td>27 min.</td>
</tr>
<tr>
<td>Energy Drink 240 calories 16 fl. oz.</td>
<td>15 tsp</td>
<td>52 min.</td>
</tr>
<tr>
<td>Juice Drink 305 calories 20 fl. oz.</td>
<td>17 tsp</td>
<td>66 min.</td>
</tr>
<tr>
<td>Fruit-flavored Soda 165 calories 12.5 fl. oz.</td>
<td>11 tsp</td>
<td>36 min.</td>
</tr>
<tr>
<td>Vitamin-added Water 125 calories 20 fl. oz.</td>
<td>8 tsp</td>
<td>27 min.</td>
</tr>
<tr>
<td>Sweetened Tea 213 calories 20 fl. oz.</td>
<td>14 tsp</td>
<td>46 min.</td>
</tr>
<tr>
<td>Water 0 calories 20 fl. oz.</td>
<td>0 tsp</td>
<td>0 min.</td>
</tr>
</tbody>
</table>

*Notes: Walking times are based on the average calorie expenditure for a 154-pound individual walking at 3.5 mph (201 calories/hour). Calories burned per hour will be higher for persons who weigh more than 154 pounds and lower for persons who weigh less. Teaspoons of sugar are rounded to the nearest whole number. All walking times are rounded up to the next whole number.*

### Handwashing Photo Prompts

<table>
<thead>
<tr>
<th><img src="image1.png" alt="Prompt 1" /></th>
<th><img src="image2.png" alt="Prompt 2" /></th>
<th><img src="image3.png" alt="Prompt 3" /></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image4.png" alt="Prompt 4" /></td>
<td><img src="image5.png" alt="Prompt 5" /></td>
<td><img src="image6.png" alt="Prompt 6" /></td>
</tr>
<tr>
<td><img src="image7.png" alt="Prompt 7" /></td>
<td><img src="image8.png" alt="Prompt 8" /></td>
<td><img src="image9.png" alt="Prompt 9" /></td>
</tr>
<tr>
<td><img src="image10.png" alt="Prompt 10" /></td>
<td><img src="image11.png" alt="Prompt 11" /></td>
<td><img src="image12.png" alt="Prompt 12" /></td>
</tr>
</tbody>
</table>
## Tobacco What to Say Statements

<table>
<thead>
<tr>
<th>Please don’t smoke in my space</th>
<th>I am an athlete I need clean air</th>
<th>Let’s go outside for fresh air</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have a favor to ask, please don’t smoke around me</td>
<td>I know it is hard for you not to smoke, but it is important for me that you don’t smoke in the house.</td>
<td>Can you help me find a place where there is not smoke?</td>
</tr>
<tr>
<td>Being the best at my sport is important to me, please don’t smoke around me.</td>
<td>It makes me happy when you don’t smoke.</td>
<td>What can I do to help you to stop smoking?</td>
</tr>
</tbody>
</table>
### Gross Mouth Photos

**Impact of tobacco**

<table>
<thead>
<tr>
<th>Photo 1</th>
<th>Photo 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.jpg" alt="Photo 1" /></td>
<td><img src="image2.jpg" alt="Photo 2" /></td>
</tr>
</tbody>
</table>

- **Effects of chewing tobacco on teeth and gums**
- **Effects of tobacco on staining of teeth**
Chapter Six: Check-Out Station
**Background Information**

The check-out station is the athlete’s last stop before leaving the venue. This is the station where all screening results are explained, brief education on athlete’s chosen health topic is provided, and referrals are made.

**What happens during Check- Out?**

- Greet the athlete and review the HAS form, complete missing data, check referral boxes, for screening result(s) that reach the referral threshold(s)
- Transfer data to the Athlete Health Report
- Explain results to the athlete, using the reference guides
- Make a referral, if needed
- Help the athlete identify one behavior to change
- Recap and thank the athlete, provide an incentive item to the athlete

**Volunteer Recommendations**

Check-out station requires experienced, licensed, healthcare professionals (e.g., dietitians, nurses, physicians, physician assistants) or senior level students in those areas. The clinical volunteers assigned to Check-Out must be familiar with the HP screening exams, Health Habits Interview, Choose to Change card topics and referral protocols. Volunteers with clinical backgrounds will have the skills needed to synthesize this information, address the referral needs and help the athlete select a health behavior goal along with suggestions on how to achieve it.

Volunteers need formal training to ensure they have the skills necessary for this role.

**Station Layout – Check-Out**

The Check-Out station layout needs to be well planned and organized. The one-on-one conversation and form review between the volunteer and each athlete, plus easy access to materials requires that the table be kept tidy.

---

**BEST PRACTICE:**

In addition to your clinical volunteers, have a general volunteer available to escort athletes back to clinical screening stations they may have missed. If the Health Habits Interview questions are missing, the check-out volunteer may complete the questions with the athlete, if time allows and doesn’t create a back-up.
Equipment and Tools

For Distribution to the Athlete

- Athlete Health Report form -- printed in color (one per athlete).
  - Recommend that you type in the location and date of event and contact information on the form before you print copies, so your volunteers don’t have to write that each time.
- Choose to Change cards for stations offered at the event.
- Fit 5 Tracking Tool if fitness programming is offered through the local Program (see appendix)
- Educational incentives and thank you gifts, if available.

For the Station Volunteer

Each volunteer at Check-Out will need a small three ring binder or folder with the following documents (printed in color) and in protected in plastic sleeves. These are the reference materials needed to ensure volunteers properly complete the Athlete Health Report form and providing the necessary referrals.

- Copy of the HAS form, for reference
- Athlete Health Report Screener Reference Tool
- Screening Reference Guides for:
  - Body Mass Index
  - Bone Mineral Density
  - Blood Pressure
- BMI Chart for Adults
- Pediatric Growth Charts for girls and boys
- BMI wheels for children and adults (or ensure volunteers have BMI app on their phones)

Additional Equipment and Supplies

- A table and chairs for both athletes and volunteers.
- Pens (and clipboards, if not using electronic tablets).
- Square or rectangle plastic baskets to collect HAS forms (if not using tablets), as well as to organize Choose to Change cards and other materials to keep the table neat and organized.
Protocol - Check-Out Actions and Referrals

The volunteers are check-out should:

1. Greet the athlete and introduce themselves.
2. Review the HAS form (on paper or on tablet) and ask themselves the following questions:
   - Is it complete?
   - Do the values look appropriate and follow protocols and not have errors such as using centimeters, not meters or having a mix metric and English measurements, instead of a consistent measurement
   - Was a clinical screening missed?
   - Is a referral necessary? Is it urgent for Blood Pressure? and
   - Is the Health Habits Interview complete?

3. Assess screening results and transfer the screening data onto the Athlete Health Report. Indicate if referrals are needed on the HAS form.
   a. When making referrals and completing the Athlete Health Report, follow the referral protocols for Body Mass Index, Bone Mineral Density and Blood Pressure, as shown on the Health Promotion Screening Reference Guides.

4. Review and discuss the screening results and Athlete Health Report with the athlete.
   a. Athletes are given their Athlete Health Report form to share with their guardian, parents, and health care provider.
   b. The conversation acknowledges the athlete’s strengths such as eating well, participation in Special Olympics sports, coming to Health Promotion and so on.

5. Invite the athlete to select 1-2 Choose to Change cards based on their interests and screening results.
   a. The volunteer will review the bulleted suggestions on the selected card to reinforce health behaviors the athlete may choose to help meet their chosen goal.
   b. If the athlete doesn’t need or want to set a personal goal, encourage them to select a Choose to Change card to share with family or friends and to empower the athlete to be a health leader.

6. If available, give the athletes the educational takeaways or incentive item as a thank you for their participation and as a reminder of the key messages they learned in Health Promotion.

7. Local referrals HP protocols require medical referrals for athletes with high risk body mass index, bone density and blood pressure screening results. Athletes should be made aware of community-based services (CBS) focused on both prevention and/or supporting improvement of chronic disease conditions and other social determinants of health. Ideally, the Program staff, Clinical Director(s) and/or a partnering organization will maintain a list of local municipal and non-profit services that would benefit the athletes. The list would include the Program sponsored activities such as Fitness programming and Healthy Community contacts. Programs may choose to work with local or regional Information and Referral Programs and agencies that maintain current listings of services to address the full range of social determinants of health. International programs are encouraged to identify information and referral opportunities for athletes in their local communities.
## Check Out Challenges

<table>
<thead>
<tr>
<th>Issue</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical screening station missed</td>
<td>Ask athlete to return to the station for the screening, a volunteer should accompany athlete to facilitate the screening.</td>
</tr>
<tr>
<td>Athlete refuses to complete screening</td>
<td>Continue with check-out</td>
</tr>
<tr>
<td>Health Habits Survey not complete</td>
<td>Volunteer should complete at Check-Out station if time permits. If athletes are waiting to be checked-out, ask the athlete to return to the health habits station for the screening a volunteer should accompany athlete to facilitate the screening.</td>
</tr>
<tr>
<td>A screening test (i.e. bone mineral density) was not conducted at the event</td>
<td>Mark an X or put “Not Screened” on the Athlete Health Report</td>
</tr>
<tr>
<td>Screening results look questionable (i.e. Blood Pressure numbers just 2 digits, Body Mass Index calculation does not look correct for athlete, a + or – sign is not recorded for each Bone Mineral Density T-score)</td>
<td>Discuss with lead Clinical Director and either the check-out volunteer or the Clinical Director should confirm the protocol and values with the screening station volunteers to ensure issues are not being repeated with all athletes and data is being properly entered.</td>
</tr>
</tbody>
</table>
CHAPTER 6
Check-Out
APPENDIX

1. Station Volunteer
   a. Athlete Health Report Screener Reference Tool
   b. Screening Reference Guides for
      • Body Mass Index
      • Bone Mineral Density
      • Blood Pressure
   c. BMI Chart for Adults
   d. Pediatric Growth Charts for girls and boys
   e. BMI wheels for children and adult

2. Individual Athletes
   a. Athlete Health Report form
   b. Optional reverse side of Athlete Health Report
   c. Choose to Change Cards
   d. Fit 5 Tracking Tool (if program choose to use)
Athlete Health Report
Screener’s Reference Tool

Today we measured 3 things that tell you about your health. We recommend that you share these results with your doctor.

- **Body Mass Index**, or BMI, tells how much body fat you have and helps predict risk of heart disease, diabetes and high blood pressure.
- **Bone Mineral Density**, or BMD, tells how strong your bones are and helps predict risk of future fracture.
- **Blood Pressure**, or BP, tells the amount of force pushing against your artery walls when your heart beats and rests, and it helps predict risk of stroke.

### Body Mass Index or BMI

<table>
<thead>
<tr>
<th>&lt;18.5 – Adults</th>
<th>18.5-24.9: Adults</th>
<th>25.0-29.9: Adults</th>
<th>&gt;30: Adult</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;5th - Youth</td>
<td>5th – 84th: Youth</td>
<td>85th – 94th: Youth</td>
<td>&gt;95th: Youth</td>
</tr>
<tr>
<td>underweight</td>
<td>healthy</td>
<td>overweight</td>
<td>obese</td>
</tr>
<tr>
<td>Referral</td>
<td>Referral</td>
<td>Referral</td>
<td>Referral</td>
</tr>
</tbody>
</table>

### Bone Mineral Density or BMD

<table>
<thead>
<tr>
<th>&lt; -2.5</th>
<th>-2.4 to -1.0</th>
<th>-0.9 to +3.4</th>
<th>&gt;+3.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Osteoporosis</td>
<td>Osteopenia</td>
<td>healthy</td>
<td>Too high</td>
</tr>
<tr>
<td>Referral</td>
<td>Referral</td>
<td>Referral</td>
<td>Referral</td>
</tr>
</tbody>
</table>

### Blood Pressure or BP

<table>
<thead>
<tr>
<th>&lt;90/60</th>
<th>90/60 up to 139/89</th>
<th>120/80 up to 159/99</th>
<th>160/100 – up to 179/109</th>
<th>&gt;180/110</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hypotension</td>
<td>Healthy</td>
<td>High BP age (Elevated to Stage 2a)</td>
<td>Very High BP (Stage 2b)</td>
<td>Dangerous (Stage 3 &amp; 4)</td>
</tr>
<tr>
<td>Referral</td>
<td>Referral</td>
<td>Referral</td>
<td>Referral</td>
<td>Referral</td>
</tr>
</tbody>
</table>

**NOTE:** BP Pressure cutoffs are different for youth under the age of 18. Please refer to the BP referral chart for pediatric BP referrals.
CHAPTER 6 - APPENDIX 2: Screening Reference Guides and Volunteer Check-out Binder

Screening Reference Guides:

The following documents should be put into a binder for each Check-out station for them to reference. You can access the screening guides and Body Mass Index Charts within Chapter 3.

a. Screening Reference Guides for
   - Body Mass Index
   - Bone Mineral Density
   - Blood Pressure
b. BMI Chart for Adults
c. Pediatric Growth Charts for girls and boys
d. BMI wheels for children and adult

All the screening guides and materials are also available on the Health Promotion Resources website: https://resources.specialolympics.org/health/health-promotion
Athlete Health Report

Athlete’s Name ________________________
Date __________ Location ________________

Today we measured 3 things that tell you about your health. We recommend that you share these results with your doctor.

- How much body fat you have (BMI)
- How strong your bones are (BMD)
- Your blood pressure (BP)

Your Body Mass Index is: ________________________
Your Bone Mineral Density is: ________________________
Your Blood Pressure is: ____/____ in your Right Arm
AND/OR ____/____ in your Left Arm

Body Mass Index or BMI

<table>
<thead>
<tr>
<th>Low</th>
<th>Healthy</th>
<th>High</th>
<th>Very High</th>
</tr>
</thead>
</table>

Bone Mineral Density or BMD

<table>
<thead>
<tr>
<th>Very Low</th>
<th>Low</th>
<th>Healthy</th>
<th>Too High</th>
</tr>
</thead>
</table>

Blood Pressure or BP

<table>
<thead>
<tr>
<th>Low</th>
<th>Healthy</th>
<th>High</th>
<th>Very High</th>
</tr>
</thead>
</table>

Don’t forget to share this with your caregiver and doctor. See reverse side for information on screenings and lifestyle recommendations for athletes.

For more information, about the screening event, please contact ________________________ at ________________________

Notes: ___________________________________________________________________________
________________________________________________________________________________
Hello, my name is _____________________________. I am a volunteer health care professional for the Special Olympics Health Promotion program. Recently, ____________________________, a Special Olympic athlete, attended a Health Promotion event and participated in three health screenings including BMI, bone mineral density and blood pressure. Results are recorded on the front side of this form. Checked results suggest the need for follow-up. If none are checked, the athletes’ results are in normal ranges. Results may be used as baseline for athletes who may not have been screened earlier.

_____ Body Mass Index-BMI score: underweight, overweight or obese. BMI assess a person’s weight in proportion to their height. A high BMI shows elevated risk for high blood pressure, diabetes, heart disease, stroke, liver disease and breathing problems. If checked ☑, we recommend follow-up with the athlete’s primary provider for further assessment, nutrition and exercise counseling.

_____ Blood pressure score: high or low. Lifestyle changes shown to lower blood pressure, protect heart health, and carry other health benefits. Low blood pressure treatment is based on underlying cause. If checked ☑ and athlete is not being treated for high (or low) BP, we recommend athlete’s BP be tracked over the next few weeks. These results should be reviewed by a health care provider for possible intervention.

_____ Bone mineral density score: low T-score. The BMD T-score compares bone density to that of a healthy 30-year-old. The T-score is a predictor of future fracture. If checked ☑, we recommend that you work on lifestyle changes with the athlete; consider DXA and 25(OH) D test.

Suggested lifestyle steps for all athletes include:

- Follow a nutrient rich diet that balances calories with need, reduces intake of added sugars and salt and includes foods and beverages with bone building nutrients.
- Maintain healthy vitamin D levels (40-60 ng/mL or 100-150 nmols/l.)
- Receive instruction on regular aerobic, weight-bearing and strength building activities.
- If using tobacco, obtain cessation support. Minimize alcohol use.

We hope to work together to improve the health of all athletes who participate in Special Olympics. If you have questions, please contact me by email __________________________ or phone __________________________. You may also contact Special Olympics at __________________________- __________________________ or by phone __________________________.
The Choose to Change series of health education cards is designed to be shared with athletes at the Check-Out station. The cards are tools to help athletes set health behavior goals and take more control of their health and well-being. The topics address several of the World Health Organization chronic disease prevention goals and represent global public health priorities.

- Offer each athlete no more than 1-2 cards, to help focus on a topic meaningful to the athlete. Review the athletes’ education topic choice and recommended behavior(s) for the topic.

- Offer Choose to Change cards that match the venue topics. For example, if your venue does not include a tobacco avoidance education station, don’t include that card in what is offered at Check-out.

- Choose to Change cards are color coded, saved as PDF files, translated into a variety of languages and available on the Health Promotion Resources pages at (add URL). To print the cards, go to web link at (add URL). The PDF files are formatted to print four cards per page. Print the cards on bright white card stock using colored ink, for the best contrast. This makes it easier for the athletes to read the messages.

- The images on the Choose to Change cards are intended to be globally relevant. Cards are translated into several different languages. Please let us know if you want to translate the written words or change photos to better reflect images and actions that best fit your region.
CHAPTER 6 - APPENDIX 6: Fit Five Tracking Tool and Health Promotion Placemat

Make Health a Part of Your Training!

EXERCISE 5 days a week
You can become a better athlete by enjoying physical activity outside your sport practice. There are many ways to be physically active and improve your:
- Endurance
- Strength
- Flexibility
- Balance

EAT 5 total fruits and vegetables per day
Eating right is important for your health and for your sport performance.
Eating right can be easy as there are a lot of delicious, healthy choices and ways to include fruits and vegetables to your meals and snacks.

DRINK 5 water bottles (60oz/1800mL) per day
Drinking the right amount of water is important for your health and can also help your athletic performance.
You lose water when you go to the bathroom, sweat, exercise, and even breathe. It is important to replace that.

Weekly Exercise, Nutrition and Hydration Tracking

Track your Fit 5 progress!

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minutes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nutrition</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Water</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Fill in the star if you reached your Fit 5 goal this week:
- Exercise ★
- Nutrition ★
- Water ★
Chapter Seven: Volunteer Management

Special Olympics
Health Promotion
Background Information

Special Olympics Healthy Athletes could not have been created, nor would it exist today, without the time, energy, dedication and commitment of volunteers. Volunteers enable Special Olympics to offer Healthy Athletes services across the globe. Healthy Athletes’ influence is evident with more than 120,000 healthcare professionals are now trained; free health screenings provided to nearly 1.7 million athletes. Healthy Athletes continues to grow each year with help from a global network of volunteers, in-kind donations and other financial support. Volunteers from countries around the world help Special Olympics Healthy Athletes to grow with more and more athletes participating each year. As a Clinical Director, you are part of this incredibly important and significant public health initiative.

Volunteer management includes

- Recruitment
- Communication
- Training
- Supervision
- Recognition

A positive volunteer experience will introduce people to Health Promotion who will enjoy their experience and continue to volunteer with Health Promotion.

Effective volunteer management includes these general tasks:

- Recruit and schedule volunteers to ensure that there are enough at each station for event to run smoothly
- Develop a plan to train and manage volunteers prior to and during the event
- Maintain a database of your volunteer contact information

Recruitment

Health Promotion Clinical Directors help the local Special Olympics Programs to recruit volunteers for their Health Promotion events. This involves finding people with the experience and background needed for the positions being filled. Discuss your volunteer recruitment, training and scheduling with your Program Healthy Athletes Coordinator, to clarify the number and types of volunteers you will need. Planned volunteer recruitment helps ensure that reliable, well-matched volunteers are in place prior to event. After assessing your needs, as outlined in earlier chapters, you will know the target numbers and types of volunteers where to recruit your volunteers. To streamline recruitment, create an engaging email or in person presentation that will consistently fit your recruitment needs.

Determining Volunteer Needs

As discussed in Chapter 2, several factors need to be considered when determining volunteer needs and assigning volunteers to stations for the event. These include expected athlete numbers, length of event, venue location and space. Below is initial guidance on the type and number of volunteers you may need for your event, based on a 1-2 day event with about 200 athletes coming through Health Promotion. You may need to scale up or down (or combine stations) depending on expected athlete attendance, venue space, and volunteer availability.
**Guidance to determine volunteer needs** based on a 1-2 day event with ~200 athletes attending

NOTE: If the health Habits interview questions will be asked at the education stations, you will need more volunteers at those stations instead of the stand-alone interview station.

<table>
<thead>
<tr>
<th>Station Title</th>
<th>Estimated # Stations</th>
<th>Estimated # of TOTAL Volunteers</th>
<th>Estimated # of GENERAL Volunteers</th>
<th>Estimated # of CLINICAL Volunteers</th>
<th>Volunteer Qualifications.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clinical screening and interview stations</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BMI -height and weight</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>For screening stations, <strong>clinical volunteers</strong> such as nurses, dietitians, physicians, health educators, public health professionals, etc., or students in these disciplines should be used.</td>
</tr>
<tr>
<td>Bone Mineral Density</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Blood Pressure*</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>Additional general volunteers are helpful to assist with data entry, but should not conduct the screening. * Red Cross volunteers.</td>
</tr>
<tr>
<td>Health Habits</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Education stations</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nutrition</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>For Education Stations: <strong>Clinical volunteers</strong> such as nurses, dietitians, physicians, health educators, public health professionals, etc., or students in these disciplines should be used.</td>
</tr>
<tr>
<td>Bone Health</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Hydration</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Sun Safety</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Physical Activity</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>Fitness professional or other clinical</td>
</tr>
<tr>
<td>Tobacco</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>General or clinical volunteers</td>
</tr>
<tr>
<td>Handwashing</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>General or clinical volunteers</td>
</tr>
<tr>
<td><strong>Check-In and Check-out Station and Other Roles</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Check-In</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>General volunteers</td>
</tr>
<tr>
<td>Check-Out</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td><strong>Required</strong>: experienced senior <strong>clinical volunteers</strong> including nurses, dietitians, physicians, health educators, public health professionals, etc., or advanced students in these disciplines.</td>
</tr>
<tr>
<td>Escorts</td>
<td>n/a</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>General volunteers</td>
</tr>
</tbody>
</table>
**Whom to Recruit**
Recruit among universities, colleges, hospitals, public and tribal health agencies, health insurance and professional organizations. Think of people who can also encourage organization members to volunteer. Do not forget to include your personal network of friends, colleagues and family members.

**Volunteer Registration**
Work with your Program to become aware of volunteer registration protocols as each Program will have slightly different processes. If there isn’t a process in place, you may want to use a Google Form, Qualtrics or some free software like those to facilitate registration so you know who you have coming in advance. You will want to collect information about individual’s clinical background and experience, education levels (for clinical volunteers) in your registration process to help you assign volunteers to stations and ensure you have the proper mixture of volunteers for your event.

**Volunteer Scheduling**
Once your volunteers have registered and you know what days and hours are they available, you will need to determine to which station will clinical and/or general volunteers be assigned?

Use the [Health Promotion Volunteer Assignment Planning Template](#)

<table>
<thead>
<tr>
<th>Questions to Consider – Recruitment and Scheduling:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What are the days and hours for the event? Will you have multiple shifts during the event?</td>
</tr>
<tr>
<td>• Which stations will you offer? Where will you situate them in the assigned area?</td>
</tr>
<tr>
<td>• How many clinical and general volunteers are needed for your event, based on venue, flow, time, etc.?</td>
</tr>
<tr>
<td>• Where will you recruit volunteers?</td>
</tr>
<tr>
<td>• What incentives can you offer volunteers?</td>
</tr>
<tr>
<td>• How many athletes are estimated to come to Healthy Athletes? Are there scheduled times when larger groups of athletes will come through the venue?</td>
</tr>
<tr>
<td>• Determine which stations need clinical volunteers, which need general volunteers and which stations need both?</td>
</tr>
<tr>
<td>• How will you keep lists and contact information of volunteers from year to year?</td>
</tr>
</tbody>
</table>

**Communication**
It is recommended that you send a letter or email welcoming volunteers to the event and advising on their assigned station. Include information on the venue, dress code, dates and times of the volunteer assignment, as well as the time and location of training (whether it is occurring before or after). Also, share information including a map of the venue, parking, where the volunteer check-in will occur, and where shirts and credentials will be distributed. Finally, include information on the schedule and meals.

Keep in touch with the volunteers prior to the event to reinforce the importance of their volunteer role.
Training
Volunteer orientation and training helps ensure a safe and fulfilling experience for volunteers. Training helps to get volunteers excited about their participation in event and recognizes their importance to the athletes and your Program. Special Olympics offers materials for training volunteers, including the Online Healthy Athletes General Volunteer Training Module and short video presentations on Special Olympics that explain volunteers’ roles and responsibilities. These optional materials can be shared with in the days leading up to the actual event. (see appendix for information on Online training)

Clinical Directors train volunteers to perform assigned tasks following the Health Promotion protocols. Local volunteer training is often done the same day as the event and completed an hour or two before the event begins. Some Clinical Directors are able to schedule volunteer training prior to the day of the event.

Volunteer orientation and training can be tracked and included in the Quality Assurance Checklist, used to document the activities at the Health Promotion event.

Ensure you or someone you assign, leads the general volunteer training according to a planned presentation. The on-line volunteer training module, coupled with your “day of event” training, provide valuable information to help volunteers succeed in their roles.

General Orientation:
General training begins with an introduction to the Special Olympics movement and the event. During the Orientation be sure to:

- Thank them for your time and dedication to the event and to people with intellectual disabilities.
- Give an overview of the purpose of Health Promotion and what stations and activities are offered at your event.
- Share a description of selected event demographics such as numbers of athletes, coaches, family members, volunteers.
- Discuss expectations for volunteers.
- Remind them of the overall campus including location of medical services.
- Reiterate the schedule for the event and process for breaks/meals, etc.
- Share points of contact and their roles. Include cell phone numbers for key staff at the event. Provide information on who to go to with questions or concerns arise.
- Provide tips on how to communicate and work with athletes. (see appendix Working with our Athletes)
- Give an overview of the other disciplines and activities that may be taking place at the same time, e.g. sporting events, Olympic Village, opening and closing ceremonies, and other planned activities.

BEST PRACTICE:
If you have multiple shifts of volunteers, have a plan to re-train new volunteers or ensure your volunteers overlap for 30-60 minutes so the previous shift can train the second shift. If you have one shift train the other, it is important to observe each station early during the second shift to ensure the cross-training was successful and new volunteers are following proper protocol.
**Station-specific training:**

It is important to provide volunteers the information they need to perform their specific duties at the station they have been assigned to. Suggested job-specific training components include:

- An overview of the stations including Check-In, Body Mass Index, Bone Mineral Density and Blood Pressure screening; Health Habits Interview, education posters and stations and Check-Out.
- Use the “Things to Remember for This Station” to help train volunteers on key activities and messages for each station.
- Follow the volunteer training skills activities for the screening and interview stations and have volunteers practice screening and/or delivery of key-messages from the station poster for their assigned stations (see appendices in Chapter 3 for Volunteer training tool and activity.)

**Questions to consider – Training:**

- When will you train volunteers? Share training materials via email prior to the event? Will you train before the venue opens to athletes? Will you provide coaching to volunteers throughout the day, at their station?
- What will the outline of your volunteer training include?
- For station specific training, what job aids will you use and how will you organize these before your event?
- How will you train volunteers who don’t attend your volunteer training session?
- How will you conduct station specific training?

**Supervision:**

Quality supervision of volunteers will help maximize the venue success. Once the volunteers complete orientation, training and assignments, they are ready to begin. The Clinical Director needs to ensure volunteers perform their roles satisfactorily based on established expectations and protocols. We encourage the following:

- Greet and welcome volunteers daily, preferably before they start their duties and confirm that the volunteer has current information on their assignment.
- Check in with volunteers periodically throughout the event to review how services are being conducted. Provide immediate feedback and coaching if issues are observed.
- This helps to help confirm the volunteer is comfortable and can adequately perform the assigned tasks. Address any concerns or issues from the previous day’s work or interactions with other volunteers and athletes.
- Maintain records and daily notes as needed.
- Establish effective communication channels among your team.

**Questions to consider - Supervision**

- What steps can you take to assure that those who agree to volunteer show up and complete their shift?
- How will you coach volunteers if you see mistakes in how they are handling screening or education?
- Will you rotate volunteers or keep them at the same station for the entire event?

**Recognition**

Acknowledge the volunteers during and after the event with your thanks, volunteer certificates. For your student volunteers, follow-up with your university contact so students get credit and acknowledgment.

**Questions to consider – Recognition:**

- What incentive do individuals have to volunteer for the Health Promotion venue? For example, certificates of appreciation? Continuing education credits? T-Shirts? Acknowledgment in local newspaper, company newsletters, professional newsletters? Other gift items?
- How will you increase the likelihood that your volunteers will return to help with future events?
CHAPTER 7
Volunteer Management

APPENDIX

1. Volunteer Training Tool – Things to Remember for this Station
2. Volunteer Scheduler Template
3. Volunteer Training Guides and Practice Activities
4. Volunteer Training Outline
Things to remember at the Check-In station:
1. Greet the athlete warmly and see how their Games experience is going.
2. Record the necessary demographic information at the top of the HAS form. The most important information to be sure you have is: Athlete name, DOB or their age (at a minimum), gender, location and date of the event.
3. If using tablets, follow data entry instructions.
4. Thank the athlete and send them on to the next station (Height and Weight)

Things to remember for the Height and Weight station:
1. Validate the accuracy of the stadiometers and calibrate the scales at the start of the shift.
2. Welcome the athlete and explain what will be done.
3. Athlete should remove shoes and hats (and fanny packs or other heavy accessories) before measurement.
4. Measure athlete’s weight and record to the decimal (and mark measurement unit on HAS Form)
5. Measure the athlete’s height using the stadiometer to the decimal – ensure their heels, buttocks, and top of head touch the measurement surface. Indicate the unit of measurement.
6. Calculate the BMI using the BMI wheels or phone app.
   a. For athletes under age 20, calculate the BMI percentile.
Things to remember at the Bone Mineral Density (BMD) station:
1. Calibrate the BMD ultrasound machines at the start of the shift. Each subsequent day run the Quality Control process.
2. Welcome the athlete and explain what will be done.
3. Athlete should remove shoes and socks before measurement.
4. Insert paper foot sheet if using Sahara.
5. Measure athlete’s left and then right heels.
6. Record both results on HAS. Include + or – sign in front of T-score and decimal point.
7. When machine is running the test, provide brief bone health education tips, e.g. calcium rich foods and beverages, how exercise makes bones stronger.
8. Thank athlete for doing a “great job” being tested. Don’t comment on BMD T-score.

Things to remember for the Health Habits Interview station:
1. Welcome the athlete and explain you will be asking them a few questions about their health habits and behaviors and that there are no right or wrong answers.
2. Use the health habits photo guide as a tool to assist with the questions, especially for athlete’s that may be non-verbal.
3. Record the responses to the questions on the HAS Form
   a. Give the athlete time to process the question and answer – don’t rush them.
   b. Ask the question to the athlete themselves as much as possible rather than the coach or parent, if present.
   c. You can rephrase the questions, if the athlete doesn’t understand the questions as is but keep the question as open-ended as possible.
Things to remember for the Blood Pressure station:

1. Validate the accuracy of the machines at the beginning of shift to ensure they are working properly.
2. Welcome the athlete to the station.
3. Use proper athlete placement (feet on the ground, arm resting on the table, leaning back in chair, no talking, etc.) See laminated poster at BP station.
4. Make sure to use the correct cuff size for athlete (pediatric, regular, x-large).
5. Explain the process to the athlete.
6. If athlete has a repeated BP of 160/100 (either systolic or diastolic) after a bit of rest and water, let ______________________, at cell # ______________________ know. Mark urgent referral on the HAS form. Note Clinical Director should fill in name and cell # prior to event.
   a. This is the sport clearance cut-off, but nothing should be indicated to the athlete as it will cause unnecessary concern and panic.

Things to remember for this station:

1. Review the information on the education poster before engaging with athletes.
2. Smile and welcome athlete or team to the station and let them know what topic will be shared at the station.
3. Stand when presenting information, starting with a review of the key messages on the education poster. Ask athletes questions while discussing the key messages and make it a friendly conversation rather than a speech.
4. Introduce the activity, game or demonstration to the athlete or team. These are designed to help reinforce a key message from the poster, to help athletes see how to apply the recommended health behavior.
5. Thank the athlete or team for visiting the station
Things to remember at this station:

1. Greet the athlete warmly and see how their experience at Health Promotion has been.
2. Check to see if the HAS Form is complete and the data is correctly entered, and the correct referrals are recommended (based on the reference sheets).
3. Use materials in the Check-Out binder as references for your conversation with athletes.

| BMI | • Does the height and weight show the recording to the decimal and the proper measurement unit?  
|     | • Is the BMI calculated correctly? For athletes under age 20, is the BMI percentile included? |
| BMD | • Does the BMD score have a + or – sign before T-score?  
|     | • Does the BMD T-score have the decimal point included?  
|     | • If a T-score is not recorded for one or both heels, is the reason why checked?  
|     | • Based on the recorded T-scores, and looking at the lowest of the two, is correct referral checked? |
| BP  | • Is BP information recorded?  
|     | • Based on the recorded BP, is correct referral checked based on diastolic & systolic reading and thresholds for referral on the BP reference guide? |
| HH  | • If any of the Health Habits questions aren’t answered you can ask them at the Check-Out station, if you are comfortable doing so.  
|     | • If they are missing height and weight, bone density (age 20 and older) or blood pressure, ask if they are willing to do those screenings. If yes, have an escort take them back to those stations.  
|     | • Transfer the screening results to the **Athlete Health Report** and indicate (using the reference guides) where they are doing well and where there is area for improvement. Cross out a screening station if not offered at this event.  
|     | • Give the Athlete Health Report. Guide the athlete select a **Choose to Change** card for steps they would like to continue to work on.  
|     | a. If they don’t pick one or aren’t interested, for themselves, see if they will take a card that they can use to help a friend or family member make a health behavior change. |
|     | 4. Collect the HAS form, or if using tablets, close out the athlete’s screen.  
<p>|     | 5. Thank the athlete for their participation and place a sticker or notation on their credential, if necessary. |</p>
<table>
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<th>Station and volunteer name</th>
<th>Volunteer Type (Clinical Specialist, Student, or General)</th>
<th>Clinical specialty (e.g., physician, nurse, diettian, public health, etc). If general, put &quot;n/a&quot;</th>
<th>Needed</th>
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The following documents should be used to help train, observe, and evaluate volunteers to ensure that the proper protocol is being followed. You can access the actual training tools within Chapter 3.

e. Volunteer Training Guides for
   - Body Mass Index
   - Bone Mineral Density
   - Blood Pressure

All the training guides and materials are also available on the Health Promotion Resources website: [https://resources.specialolympics.org/health/health-promotion](https://resources.specialolympics.org/health/health-promotion)
**Chapter 7- Appendix 4: Health Promotion Volunteer Training Outline**

General volunteer training begins with an introduction to the Special Olympics movement and event. This outline offers suggested topics to address during orientation and training.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Suggested script</th>
<th>Visual aids, links and handouts</th>
</tr>
</thead>
</table>
| Pre-event volunteer training | In advance of the event, share these videos with volunteers (or start day with them, if you have access to computer):  
1. Health Promotion overview video: [https://www.youtube.com/watch?v=P4VXM6o77C8&feature=youtu.be](https://www.youtube.com/watch?v=P4VXM6o77C8&feature=youtu.be) (2.04 minutes)  
2. How to communicate and work with athletes.  
   - *I am different* (41 seconds) [https://www.youtube.com/watch?v=IJHQ6rn6QYk](https://www.youtube.com/watch?v=IJHQ6rn6QYk)  
   - “Talk to Me: Treating People with ID with Respect” (3.36 minutes) [https://www.youtube.com/watch?v=nc9aAY6-uJQ&feature=youtu.be](https://www.youtube.com/watch?v=nc9aAY6-uJQ&feature=youtu.be) | Working with Our Athletes |
| Introduce yourself | Welcome to the Health Promotion volunteer training. Volunteers are the backbone of the Special Olympics movement. We will spend time together delivering Health Promotion services to the Athletes. Let us introduce ourselves. Please share your name, where you are from and what brought you here. Thanks to everyone for taking time out of your busy lives to help at this event. You won’t be sorry! We have a lot to cover before the event begins! | Volunteer Code of Conduct |
| Describe event logistics event | Share a description of this event demographics such as numbers of athletes, coaches, family members, volunteers. Explain other planned activities.  
Share information on where to park, meals and the venue schedule. Include a map of the overall campus including location of medical services.  
Share points of contact and their roles. Include cell phone numbers for key staff at the event. Provide information on who to go to with questions or concerns arise | Local handout |
| Expectations of volunteers | Stay with your scheduled station. No food or beverages at your station except water. Plans for lunch and breaks. Who to report to if you have to leave your post. Stand in front of education station table to be inviting to athletes. | Local handout |
| Provide station specific training for the volunteers. Briefly discuss the Things to Remember for This Station materials and training records for BMI, BMD and BP | Screening, interview and education stations for assigned volunteers, including how to train “the next volunteer” for each station.  
*Things to Remember for This Station*  
Have laminated copies of each station instructions for training volunteers.  
*Show the Volunteer Training record for BMI, BMD and BP that will serve as a checklist to ensure volunteers are well trained.* | Things to Remember for This Station  
Materials in Chapter 7 Appendix |
Special Olympics

Health Promotion

SpecialOlympics.org/Health